

Arts

Syllabus

Primary
Grades 3, 4 & 5

Standards Based



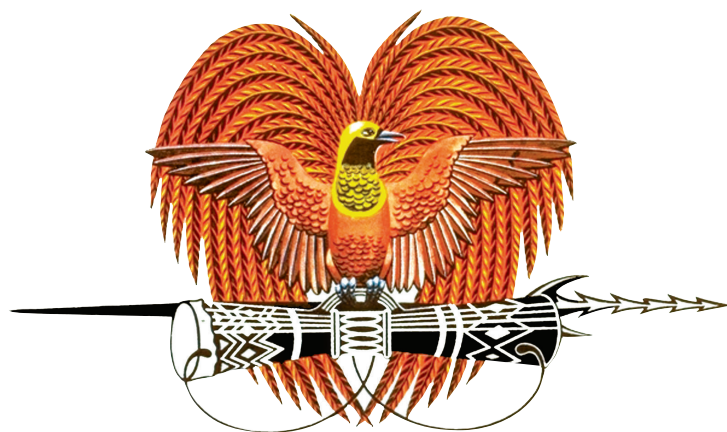
**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

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Primary
Grades 3, 4 & 5

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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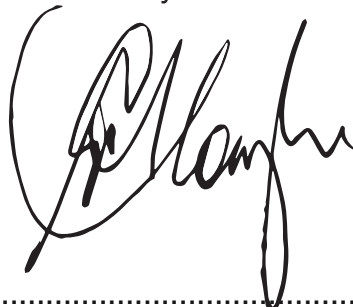
Secretary's Message

The development of the Primary Arts Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, (Czuba 2013). The report recommended for the phasing out of Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (SBC) to raise standards in teaching and learning at all levels of schooling. The designing of courses in the curriculum have been done through reviewing, aligning, re-aligning and repositioning of the existing content in order to cater for the shift in the pedagogy.

Arts is an important subject under Culture and Community Key Learning Area in the implementation of SBC. The goal of the Arts curriculum is to ensure that all students learn in and through the Arts. It will enhance students' ability to become artistically skilled, increase their ability to think creatively and critically, work collaboratively and communicate effectively. Learning through the Arts also naturally bridges to other subject areas when working on cross-curricular themes. A strong Arts education is the basis to nurturing creative and educated citizens. It is therefore important for the Arts curriculum to support every learner to reach their full potential.

Teachers are encouraged to use the guided lessons in the teacher guides and other relevant resources to generate creative teaching and learning activities to deliver the Arts content to the students.

I commend and approve this Arts Syllabus for Grades 3, 4 & 5 to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

In 2013, the Ministry of Education approved the introduction of Standards Based Curriculum (SBC) to improve the standards in education in Papua New Guinea. To raise the performance and competency in all aspects of education, it is important to adopt and embrace the Standards Based Education. Standards Based Education includes curriculum development, teacher training, student and teacher performance, school management, educational leadership and monitoring.

The focus on Standards Based Curriculum represents a major shift from a focus on educational inputs and time allocation to one that emphasises more on the desired results or outputs. The teachers and students will have a clear focus on what will be taught, learnt and assessed.

The Content and Performance Standards in this Syllabus are student centered. The Standard Statements can be demonstrated, assessed, measured and monitored. These Standard Statements show progression from one grade to the next.

This Arts Syllabus contains the National Content Standard and Benchmarks of what students must know and be able to do from Grades 3 to 5. These Standard Statements are elaborated on in the Syllabus and Teacher Guides, as Content Standards and Performance Standards.

Students must achieve all required Benchmarks for Arts at the end of Grade 5. These required proficiencies or 'know-hows' are called Benchmarks. Benchmarks are linked to the Content Standards, Performance Standards and Assessment Tasks.

The two approaches to be used in arts education:

1. Learning in Arts education

Learning in Arts education teaches the practice and principles of the various arts disciplines, stimulating critical awareness, and developing the capacity for aesthetic judgement.

2. Learning through Arts education

Learning through Arts education, includes seeing it as a vehicle for learning other subject contents, or for developing particular skills such as public speaking, reasoning, communication skills, team working and more.

The subject Arts consists of two strands; Visual Arts and Performing Arts. The Visual Arts Strand has two Units; Arts and Crafts. The Performing Arts Strand has three Units; Music, Dance and Drama.

The time allocation for Arts is 135 minutes per week for Grades 3, 4 and 5. A school can choose to use time allocation options 1, 2 or 3 provided, to suit their school needs.

Time allocation options

Option 1

Grade 3	Grade 4	Grade 5
135 minutes per week	135 minutes per week	135 minutes per week
3 x 45 minutes lessons	3 x 45 minutes lessons	3 x 45 minutes lessons

Option 2

Grade 3	Grade 4	Grade 5
135 minutes per week	135 minutes per week	135 minutes per week
3 x 35 minutes lessons	3 x 35 minutes lessons	3 x 35 minutes lessons
1 x 30 minutes lesson	1 x 30 minutes lesson	1 x 30 minutes lesson

Option 3

Grade 3	Grade 4	Grade 5
135 minutes per week	135 minutes per week	135 minutes per week
3 x 30 minutes lessons	3 x 30 minutes lessons	3 x 30 minutes lessons
1 x 45 minutes lesson	1 x 45 minutes lesson	1 x 45 minutes lesson

Rationale

The main reason for Standards Based Curriculum is to improve standards of learning. Teachers must have a clear purpose and focus on what will be taught, assessed and monitored. Students must also know what they will learn and how they will be assessed. If this is effective for both the teacher and student, they will understand the purpose and focus of their roles.

Papua New Guinea is home to more than 800 languages and ethnic groups. Papua New Guinean culture is very unique and diverse. The Arts have formed a fundamental component of culture since the beginning of time and that everything people think, feel, or know cannot only be described by words alone.

Arts education also plays a very important part in a students' Integral Human Development. This means students'; cultural, social, spiritual, physical, intellectual and emotional development are enhanced through Arts education. By studying Arts, students improve academic achievement - enhancing test scores, attitudes, social skills, critical and creative thinking.

Participating in the Art classes also encourages positive attitudes such as respect, co-operation, caring, being independent, confident, being open minded, being responsible, taking the lead and being a problem solver. Students will also be privileged to exercise and develop higher order thinking skills while studying Arts.

The teaching and learning of Arts can be integrated into community based events and also encourage community participation. Teachers should allow for flexibility in a controlled environment. This enables discovery learning to occur. A cross-curriculum approach may be used to teach and learn the Arts.

Other subject features are also evident in the Arts content. The subject Arts is drawn from the Culture and Community Learning Area. Culture and Community is one of five Learning Areas of Papua New Guinea's curriculum. This Arts Syllabus is intended for Primary school teachers. It complements the Grades 3, 4 and 5 Teacher Guides.

Aims

The aims of Arts are general statements that provide direction or intent for this subject. These aims are intended for more than one grade. The Arts is an important subject in its own right and as such, has its own aims. Below are generic aims relevant to all strands of the Arts subject.

Learning **in** the Arts

Students will learn to:

- engage with a variety of art forms, to explore values, attitudes, feelings and meanings
- be inspired by the arts and achieve success through the arts
- develop the ability to create, appreciate and make critical judgements about artworks and performances
- work independently and in teams, to share arts experiences and present artworks and performances to others
- develop an understanding of the role of the Arts in society including as a career aspiration.

Learning **through** the Arts

Students will learn to:

- understand and value different points of view
- develop problem solving and thinking skills
- develop questioning skills for enquiry, research and investigation
- develop curiosity and playfulness
- work together, sharing ideas and learning from each other
- develop communication skills
- develop resilience, perseverance and stamina
- develop skills of observation and perception
- become reflective and analytical
- develop self-esteem and emotional literacy
- engage with learning through the Arts.

National Benchmarks

Benchmarks have been developed to provide clarity on the national standards expected for Arts at each level. They set out clear indications of progression in a subject and across all grades. Their purpose is to make clear what learners need to know and be able to do to progress through the grades, and to support consistency in teachers' and other practitioners' professional judgments.

In the National Curriculum, National Benchmarks have been included to evaluate and validate the effectiveness of teaching and learning of a subject. The National Benchmarks are linked to the Content Standards, Performance Standards and Assessment Tasks of the subject. For Basic Education, National Benchmarks are found at the end of Elementary 2, Grade 5, 8, 10 and 12.

Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning, in and outside the classroom or in a designated working area
- observation and feedback from learning activities that takes place in other environments, for example, in the museum, park, around the community, school playground
- assignments, projects, portfolios, presentations, exhibitions, tests, performances and learning conversations.

Overarching National Benchmark

The overarching national benchmark for Arts implies the set of core knowledge, skills, attitudes and values, students will have acquired as a result of studying the subject Arts, within an anticipated period of time.

Students are expected to be able to:

- develop their inquisition, visual thinking, creativity and problem solving skills by using a range of artistic skills, techniques, process, conventions, equipment, materials and settings to communicate and explore creative ideas
- appreciate historical and modern, art works, performances, artists, performers, time, places and their significance
- confidently ensure that a safe and healthy environment is maintained at all times during art lessons
- demonstrate body awareness and appropriate exercise movements to enhance flexibility, strength, endurance and body control
- drink clean water and eat a nutritious meal regularly, to maintain a good health

- display appropriate knowledge, attitudes and values as responsible citizens in their communities
- express originality in their work to develop their artist talents
- respect and care for those with special abilities
- demonstrate different forms of thinking to enhance learning in other subjects
- apply simple research skills and techniques of documentation and preservation
- use appropriate technology to support learning
- develop basic entrepreneurial skills, team work and interpersonal communication skills
- explain the dynamics of cultural change and differences among various cultural groups in Papua New Guinea and abroad.

Level Benchmarks

Level Benchmarks are national standards; students must achieve at the end of each level or grade of their schooling. Achievement of a Level Benchmark is based on the teachers' professional judgment, as well as being informed by a wide range of evidences. Benchmarks should be used to review the range of evidence gathered, to determine if the expected Content Standard has been achieved and the learner has:

- achieved a breadth of learning across the knowledge, understanding and skills as indicated at each level
- responded consistently well to the level of challenge set out in the content demonstrated application of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in students learning with each curriculum area.

At the end of Grade 5, students will be able to:

- a) identify the characteristics of lines and their uses
- b) apply the techniques of various arts forms such as painting, drawing, dance, music and drama
- c) analyze and identify a range of colour, their composition, uses and application
- d) apply knowledge of beat, rhythm, melody and musical arrangement

- e) create art work and perform simple musical pieces using different media, forms, styles and techniques
- f) identify and create strategies on how to preserve and promote Papua New Guinean traditional artworks, dances, drama and music
- g) develop simple entrepreneurial skills in marketing their artworks and performances
- h) identify globally and locally recognised visual and performing artists
- i) demonstrate appreciation for different cultures and their own
- j) work collaboratively and respect others
- k) communicate reflections on local and global issues in Visual and Performing Arts.

Schools, clusters, districts, regions or provinces are encouraged to set their own Benchmarks and monitor them in order to achieve all National Benchmarks. Grades 3 to 5 level Benchmarks are found in the Content Expansion section of this Syllabus.

Curriculum Principles

Curriculum principles are Philosophies that are important and must be considered along the pathway through which students travel during a course of study. Curriculum Principles govern the overall curriculum design and its implementation. It is based on important Papua New Guinean Constitutional values, human needs, our way of life, global issues and practices recognized and valued by many.

1. Integral Human Development

The Philosophy of Education for Papua New Guinea as described in the *Matane's Report* acknowledges the National Goals and Directive Principles in the National Constitution, and is based on Integral Human Development:

- **integral** in the sense that all aspects of a person are important
- **human** in the sense that social relationships are basic
- **development** in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skill and goodness.

Integral Human Development is the ultimate goal for every person who receives an education and will result in every person being dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximise socialisation, participation, liberation and equality. Based upon an awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve earning and living; and presumes the goodness and dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline, and a sense of responsibility for one self and others.

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to become an integrated person and to work with others to create a better community. The process of integral human development calls for a National Curriculum, which helps individuals to:

- identify their basic human needs
- analyse situations in terms of these needs
- see these needs in the context of spiritual and social values of the community, and take responsible action in co-operation with others.

The success of this curriculum requires the integrated involvement of all the agents of education such as the home, church, school, and community. Teachers must integrate knowledge, skills, attitudes and values to allow students to achieve the desired outcomes of Integral Human Development.

The Right To Healthy Living

The health status of Papua New Guinea is very low. All citizens have a right to a healthy life such as clean water, a nutritious diet, improved sanitation, appropriate shelter and better local health services. Students need to learn attitudes, skills, and knowledge that will help them become productive, healthy and content citizens of Papua New Guinea. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of Papua New Guinea. The National Curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building And National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The National Curriculum should enable them to understand how Papua New Guinean societies work, and how they can be a useful part of it. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will become capable to help Papua New Guinea develop a national identity as one nation if they learn to:

- work together with tolerance
- respect one another, their traditional ways, and resolve problems peacefully
- respect and act in the spirit of the National Constitution
- recognise their capabilities and develop their own talents
- participate in the development of the national community
- protect and safe guard the national wealth and resources
- consider how they will contribute to national revenues.

Citizenship

The National Curriculum should provide students with the opportunity to learn about:

- political activities, legal assemblies and associations
- problems associated with inhumane treatment and forced labour, and the need for the freedom of employment
- the importance of the freedom of conscience, of expression, and of information

- freedom of movement and protection of privacy
- meaningful participation in and access to representation in all levels of government, and how to take part in nation building
- how benefits and services can be equitably distributed
- the need and importance of equal participation by women citizens' in all areas of life
- maximising their participation in every aspect of national development.

The students will use this knowledge in many different ways, as useful, active and law abiding citizens.

Sustainability

The natural environment of Papua New Guinea is as diverse as its cultures. It is often a violent natural and physical environment, which is under threat from rapid population expansion and misuse of resources such as over logging, abuses associated with mining, over fishing, dynamiting reefs, and dumping toxic wastes. Our diverse cultures are also under threat from over exploitation, and commercialisation of sacred cultural practices. Our cultural traditions are not being handed down from generation to generation. The National Curriculum will guide students to further appreciate, respect, value their natural environment, cultures, customs and traditions. It will give them the skills and knowledge to identify problems, issues, and to take action to sustain these aspects of life in Papua New Guinea.

2. Our Way of Life

Cultural Relevance

Cultural relevance focuses on the richness and diversity of Papua New Guinean cultures. These cultures are examined within their own unique contexts, and within historical, contemporary, and future realities. Our traditional life is based on a holistic perspective that integrates the past, present and future. Papua New Guineans are the original inhabitants of Papua New Guinea and live in sophisticated, organised, and self-sufficient societies. Our customs and traditions constitute a cultural mosaic, rich and diverse, including different cultural groups. Our customs and traditions are unique and should be featured in the National Curriculum. The National Curriculum should enable students to:

- demonstrate an understanding and appreciation of the values, customs, and traditions of Papua New Guinea
- demonstrate an understanding of and appreciation for unique Papua New Guinean communication systems
- demonstrate a recognition of the importance of the relationship between Papua New Guineans and the natural world

- recognise dimensions of Papua New Guinean art as a form of cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of Papua New Guineans in traditional and contemporary societies
- describe the evolution of human rights and freedoms as they relate to the people of Papua New Guinea.

Multiculturalism

Papua New Guinea is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes, and Melanesian values. As a multicultural society, we must protect, promote and respect our many cultures and languages of Papua New Guinea. There are many people from our own ethnic groupings and other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world.

Teachers and students in Papua New Guinea come from diverse ethnic backgrounds. They must learn to respect and appreciate the cultures and languages of their fellow Papua New Guineans. The curriculum of Papua New Guinea will ensure that our nation is inclusive of all cultures.

Ethics, Morals And Values

Papua New Guinea is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognise appropriate social relationships based on sound human and religious ethics, morals, and values. These are required for interaction with families, villages, clan's men, other economic groups, and people from other provinces and nations.

The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue, respect for others, and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the inter-dependence of individuals, societies, and nations in the modern world. It requires involvement with family, school, church, community, and the world beyond.

Students will become more aware of the social bonds in the community if they are first taught in the languages of their communities, and through activities which socialise people, such as agriculture, fishing, and community development. This can be achieved through integrated teaching and learning situations that reflect our knowledge, skills, attitudes, spiritual and moral values needed for Integral Human Development as defined in the Philosophy of Education for Papua New Guinea.

3. Teaching and Learning

Students learn in different ways. The National Curriculum will encourage teachers to use different ways of teaching to give all students a chance to learn. Students should work as individuals or in groups. Students learn in various ways, some students learn best through activities such as reading on their own, working in small groups, talking, observing, drawing pictures, and finding out information for themselves

Students should be encouraged to think critically about what they are learning and to take responsibility for their learning. They should learn to teach each other and to learn from each other. They should know that learning has a serious purpose. They should enjoy using a wide range of resources and playing appropriate educational games. Students should also learn how to communicate well with others. They should also learn how solve problems for themselves, and on how to get the information they need. They also need to use their past experiences, knowledge, intelligence and imagination to cultivate creativity.

Students through their arts lessons should develop positive attitudes and an understanding of important issues. They should have pride, appreciate their own cultures and communities, as well as respect other people and their cultures and communities.

Catering For Diversity

Gender

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and of being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The National Curriculum will provide students with subjects, resources, and activities or experiences that value the needs of girls and boys.

Females are generally a disadvantaged group in Papua New Guinea. Papua New Guinea does not have in place a good record about gender equity for females. Violence against females is widely acknowledged as a serious problem. A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and income levels than males. Males hold nearly all positions of leadership, authority, and decision making. For example, in 2001 there are only two women in the National Parliament. Men hold most senior positions in Government Departments and the community. It is a similar situation in the Department of Education, provincial education divisions and schools.

The National Curriculum will provide students with opportunities to consider these problems and ways of addressing gender issues. The National Curriculum must include girls' and women's experiences, and be representative of a diversity of cultures. It should also include subjects that will meet the different needs, interests and learning styles of girls and boys. It should enable students to understand that a person's sex is genetically determined and gender is not, but rather changes over time, from place to place, and from individual to individual:

- play an active role in making meaning from their experiences, and in deciding to adopt or reject ways of behaving and challenge stereotypes.

Students With Special Needs

Many students have special needs. These special needs may include students who are gifted, or disadvantaged - physically, emotionally, intellectually. Students may display any combination of these needs. The National Curriculum will ensure that all are provided with the opportunity to excel and achieve their full potentials.

Inclusive Curriculum

The National Curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, cultural and language backgrounds, or their socio-economic backgrounds. The National Curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling. Much more can be achieved if parents, community leaders, churches and schools co-operate and communicate with each other.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different, and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional, and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies, and thoughtful use of a teacher's language of communication.

To be inclusive teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialisation fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognised and encouraged as contributing to social and national development, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

The diversity of opinion in Papua New Guinea will contribute towards the integral development of society as a whole provided the Melanesian principles of sharing and caring are applied. The ways in which an individual chooses to interact with others will determine the role that individual plays in society. Through effective participation, an individual can play a role in the development of society, in overcoming fear, and in identifying oppression. The National Curriculum provides many interesting contexts within which learning how to participate can occur. Students need to feel that they have something useful to offer to the community.

Many students are shy and afraid of authority. They must be motivated to develop their skills fully and given opportunities to think for themselves. The teacher is a key motivator. Effective participation is prevented when teachers regard their role solely as being dispensers of knowledge and figures of authority. Teachers need to place greater emphasis on problem solving skills and methods that encourage more group participation which are useful skills for society.

Relevance

The National Curriculum should be relevant to the social, spiritual, and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant national curriculum will prepare students for productive community living; integrate academic and practical education, and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of grades 8, 10 and 12 will need to find work in the informal economy. These students, however will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to adapt new technologies and knowledge appropriately to their environment.

The National Curriculum will enable teachers to support students learning by encouraging teaching in real life contexts. This means relating the skills and knowledge of subjects to real life situations. For example, Mathematics can be used to study how to run a business, or appropriate technology can be applied to improve water supplies. People from the community could also be brought into the classroom to help teach a topic and support students undertaking useful projects in the community.

Student-centred Learning

Student centred learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student centred approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on

teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teach students important contents. A student centred classroom will usually involve students working together in small groups using activity centres set up in the classroom while the teacher works more closely with one or two students.

The National Curriculum describes the learning outcomes for all subjects. A student centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The National Curriculum should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education, and to return to school or some other educational or training institutions in order to improve their qualifications.

Multi-grade Teaching

Multi-grade teaching refers to classes where there are students from more than one grade with one teacher. The National Curriculum needs to be implemented in diverse ways to meet the range of individual learning needs in these situation. Multi-grade teaching is encouraged in Elementary and Primary level. Teachers should be aware that in all classes, students are of mixed abilities. Teaching strategies for multi-grade classes are appropriate in these circumstances as well.

Multi-grade teaching involves:

- using peer work, small or large cluster groups at different levels with the same class
- careful planning and organisation to provide supervision and assistance during learning
- annual intakes in very small schools which previously only had intakes once every two or three years.

The National Curriculum makes explicit the learning outcomes for each subject at each Grade and will help teachers to plan their teaching programs for multi-grade classes. A thematic approach is appropriate to

use with multi-grade classes and requires the curriculum to be rearranged. Students of different grades can work side-by-side on similar themes, such as water, a feast, animals, and leadership. They will be learning at different levels of skills and understanding.

Thematic Teaching And Integration

Thematic teaching integrates subjects and reflects more closely the way students think. Integration is maximised when students appreciate the relationship between the body of knowledge introduced by a teacher, the application of that knowledge in everyday life and its underlying values. Whole language teaching is an important aspect of thematic approaches to teaching.

The National Curriculum is organised into subjects at each level of schooling. It is, however, recognized, particularly at Elementary and Lower primary that generalist teachers will implement the curriculum using thematic and integrated approaches.

These teachers will need to identify and organise the curriculum contents into themes that they have chosen for or with their classes. This means taking the syllabus documents for different subjects and reorganising them to suit their chosen themes. A learning outcomes approach as used in the National Curriculum should enable this to occur. It is essential that teachers ensure all learning outcomes are covered and the achievement of them is monitored.

The students will use this knowledge in many different ways, as useful, active and law abiding citizens.

4. Guiding Principles for Arts

The Arts Guiding Principles identify, describe and focus attention on the important concepts that must be addressed when developing and implementing the Arts curriculum. They are based on significant knowledge, skills and attitudes and values acquired or experienced when learning in the Arts. There are six Guiding Principles for the Arts.

1. The Arts are essential to the education of all students.

Dance, Music, Theatre, and Visual Arts are universal forms of human expression, and have been important in all societies throughout history. The Arts belong to all of us, whether we are old or young, rich or poor. They enrich the lives of people of all races and ethnicities, they communicate to people who speak different languages, and they bring joy and personal growth into the lives of people of varying cognitive and physical abilities. If our students are to comprehend the human story, then they must have opportunities to learn about how men, women, and children all over the world and throughout the ages have expressed their ideas, feelings, and beliefs through the Arts.

Because each individual has distinct experiences and perceives life

differently, the practice of creating helps students understand and value diversity and different ways of thinking. The Arts demand from learners a disciplined attitude toward the work of creating, revising, refining, and rehearsing to attain an expressive statement.

The more deeply learners acquaint themselves with the history of the Arts, the more they realize how artists have always posed eternal questions about values, emotions, and life experiences. When teachers give students an authentic introduction to the creative process, they invite students to contribute to this tradition of free discourse about the nature of the world and humanity's place within it.

2. Students exercise and display multiple intelligences through the Arts.

Educational psychologist Jean Piaget, Howard Gardner and his colleagues at Project Zero of the Harvard Graduate School of Education developed the theory of multiple intelligences. In 'Frames of Mind' and subsequent books, Gardner proposes that there are seven types of intelligences.

Multiple Intelligences

1. *Linguistic intelligence*, related to words and language, and involved in imaginative writing such as poetry, fiction, and playmaking.
2. *Logical-mathematical intelligence*, related to deductive reasoning, an affinity for numbers, and the ability to see fundamental patterns and structures in Science and Philosophy.
3. *Spatial intelligence*, related to visualisation and the capacity to create representations and structures in two- and three-dimensional space, and involved in Visual Art, Architecture, Dance, and Theatre.
4. *Kinesthetic intelligence*, characterised by a sensitivity to physical movement and trusting one's body to do things, and involved primarily in Dance and Theatre.
5. *Musical intelligence*, related to the sensitivity to patterns of pitch and rhythm and involved primarily in Music and Dance.
6. *Interpersonal intelligence*, related to a heightened awareness of human relationships and the ability to communicate effectively, and involved in all collaborative work in the Arts.
7. *Intrapersonal intelligence*, characterized by an awareness of one's belief system and its effect on action, and involved in reflective processes in all the Arts.

Teachers who look at students' performance through the lens of multiple intelligences theory say that they discover new ways of understanding student learning and behavior. This in turn leads them to broaden their conception of their discipline and vary activities and assessments in their classes to appeal to the strengths of all learners. An elementary music teacher, for example, who includes listening, composing, movement,

discussion, writing, and visual art along with performance activities such as singing and playing instruments, is consciously using strategies to develop multiple intelligences in her students.

Because the Arts emphasize a variety of ways to explore, learn, and communicate, the arts classroom offers many opportunities for students with special needs. The education and professional development of all arts teachers should include training in cognitive development and teaching strategies. To make the Arts Classroom a studio of planned and purposeful inclusion, administrators should ensure that Arts teachers have the support and collaboration of special education staff, and that Arts teachers have the opportunity to contribute their perspective to child study teams and students' individualized educational plans.

3. Understanding of human growth and development shapes effective Arts curriculum, instruction, and assessment.

The young learner as explorer in the Arts

The goal of arts education from preschool to grade four is to develop the natural expressiveness and uninhibited creativity that very young children often display. Arts education begins with an appropriate foundation in a child's early years. Such a foundation recognises that exploration and understanding of the arts are accomplished through the medium of play. The essential way of interacting with media, people, and the general environment may never again be as sensory-based as it is in these years. It is crucial, therefore, that engagement in the Arts for this age group be exploratory and playful.

The late elementary and middle school years: learning to make connections through the Arts.

As children mature, they absorb the adult world's definitions of each of the Arts as a distinct discipline containing a specialised body of knowledge. They are eager for mastery, often impatient with their own efforts. Resourceful teachers help students identify the art forms that interest them the most. Teachers and students then together can capitalise on those interests by pursuing projects that foster understanding of the essential skills and broad dimensions of a discipline.

The high school and adult learner in the Arts: developing a sense of discipline and a sense of self.

Whatever their previous training or level of expertise in the arts, adolescents search for ways to communicate personal and original ideas. Performing, creating, and responding to the arts at the high school level demands hard work, and at the same time offers students the satisfaction of sharing their ideas and talents with the school community. They are able to reflect on their progress, revise work to refine its expressive qualities and look inward to try to understand themselves better. High school students have the maturity to consider the role of the artist in society as both an innovator and a preserver of tradition and to make explicit the links between their own ideas and the ideas of generations of artists who have come before them.

4. Comprehensive and sequential Arts experiences that begin in preschool and continue throughout high school provide the foundation for lifelong learning in the Arts.

In order to build a knowledge base in the Arts, students need repeated exposure to, concepts, content, processes, questions and the opportunity to solve increasingly challenging problems as their skills grow. This sequential form of instruction is often referred to as a “spiraling” approach to curriculum. Comprehensive Arts programs at all levels integrate the components of:

- creating and performing
- thinking and responding
- connecting and contributing.

5. Comprehensive and sequential Arts programs encourage learners to make multicultural and interdisciplinary connections.

Teacher or student, we all belong to several cultures defined in part by our ethnicity, nationality, regional background, religion, gender, age, and sexual orientation. We carry messages within us from our lands of origin, and bring these into classrooms. There are many times in the classroom when students learn more readily about an ethnic group from participating in its dances than from reading about its history.

6. Authentic assessment in the Arts is designed to demonstrate what students know and can do; it provides a model for assessing all complex learning.

The purpose of classroom assessment is to help students evaluate and improve their work. Informal assessment is part of artistic decision-making, and happens spontaneously dozens of times a day in Arts Classrooms when teachers and students discuss and critique work. Portfolio assessments, performance assessments, and exhibitions formalize this critique process, requiring students to demonstrate their skills by working directly within a discipline, in addition to analyzing and evaluating their work orally or in writing. Arts educators who use these forms of assessment speak of developing a “portfolio culture” in the classroom. They involve students in the discussion of important dimensions of a project, and the development of criteria by which work will be evaluated. Criteria that are organized into increasing levels of achievement are known as scoring guides or rubrics.

Portfolio Assessment

A key element of the portfolio approach is the documentation of emerging ideas. Portfolios contain not just finished or “best” work, but also recordings of rehearsals, early sketches and drafts, rehearsal schedules and student journals. Periodically, students evaluate their own work as they review portfolios with their teachers. Students who keep portfolios and reflective journals discover that rehearsal and revision - the practice of creating - is central to the creative process and is also a way of keeping the process of creating intact.

Performance Assessment

In contrast to the cumulative nature of portfolios, Performance Assessment focuses on how students go about solving specific artistic tasks. A performance assessment in instrumental music, for example, might ask students to sight-read an unfamiliar score, perform it several times, and reflect in writing about how their performance changed from the first to the last performance. Students in several schools could work on the same task simultaneously; their work providing a basis for comparison by teams of teachers/reviewers. Because performance assessments ask all students to accomplish a similar task, they are appropriate for large-scale evaluation purposes in contrasting student achievement across schools or districts.

Exhibitions of Learning

Exhibitions of learning require students to synthesize and present knowledge from a variety of sources. In Visual Arts, “exhibition” commonly means a showing of artworks. Some teachers of Visual Arts at the high school level ask students who have taken several Visual Arts courses to create annotated retrospective exhibitions of their work as a form of assessment. In any of the Arts, an exhibition of learning can also take the form of a lecture/demonstration in which students present a project involving both creative and research work, discuss its evolution, and defend their artistic choices.

Content Overview

The Art subject is organised into two strands. Performing Arts and Visual Arts. Each strand is further organized into Units/Topics. There is a content standard for each topic and also prescribed performance standards. Safe practices to be practiced in an Art room are embedded into all units and topics. Each strand captures knowledge, skills and attitudes linked from one grade to the next.

Strand 1: Visual Arts

The strand Visual Arts has two units: Art and Craft. The Art unit involves two-dimensional (2D) and flat images. Artworks are made to be viewed. The Craft unit is about craft objects that are three-dimensional (3D) and solid. Craftworks are seen by eyes and felt by hands.

Arts (Drawing & Painting)

This unit enables learners to acquire basic knowledge on drawing, painting and printing and dyeing fabric. Arts activities include exploring nature and the community for examples of artworks and experimenting with art forms. Skills in Art involve applying paint, pencil, charcoal, crayon, pastels or dye to paper, fabric, bark or other surfaces. Creativity in Arts involves exploring lines, shapes, patterns, colours and texture to express the students' own ideas and experiences using variety of materials, styles and techniques. In responding to Arts, students have the opportunity to describe and give their opinions about artworks and artists from their own and other communities.

Crafts

The Unit Crafts enables learners to acquire basic knowledge or techniques of weaving, constructing, pottery, dyeing fabric, carving and model making. Crafts activities include identifying craft works in the community and experimenting with craft techniques. Crafts involves carving, cutting, joining, shaping, scraping and weaving using materials such as bamboo, sticks, shells, clay, vines, leaves, scrap paper, ropes sand, seeds, sticks, flower petals, used boxes, bark, clay, fabric, foam, paper, soap and wood.

Crafts involves exploring patterns, forms and texture to express students' own ideas and experiences using a variety of material, styles and techniques. In responding to Crafts, students have the opportunity to recycle used materials, describe and give their opinions about craftwork in their own and other communities.

Strand 2: Performing Arts

The strand Performing Arts has three units. These units are Dance, Drama and Music. The strand Performing Arts is a collaborative art and integrates all five units at some point.

Dance

Dance enables learners to acquire the basic skills that involves the elements of dance; body, action, space, energy and time. Warm up and warm down exercises are necessary prior to all dance activities. Dance activities include different dance genres, styles and techniques, done either individually or in groups. Dances types include traditional dancing, ethnic fusion (contemporary dancing) or modern dancing. Dancers both locally and internationally are also studied in this unit.

Drama

Drama focuses on the structure of storytelling. These include the six elements; plot, dialogue, character, audience, scene and spectacle. This makes learners understand what a drama consist of and how it is created. Whilst learning the elements of drama is important at this stage, including topics on acting elements in their lessons would improve body control and flexibility, voice control, developing characters in story-telling, comedy, mime and interacting with others which are necessary for a child's psychological and cognitive development. Learners will also engage in creating costumes and character make-up. Drama helps learners to develop their imagination and creativity in order to develop characters, situations and express their feelings and ideas using art mediums and other forms of communication. Short plays and actors both locally and internationally are also studied in this Unit.

Music

The Music unit elaborates on music genres, techniques' and style. It builds in the area of singing, playing instruments, listening, moving, responding to music and creating or composing music. Learners also develop skills and understanding through the study of rhythm, voice variation and melodic notation (choir). Music activities includes exploring sounds and rhythms in the nature and the community. Playing games with sounds and rhythms; telling stories through sounds and chants and interacting with others. It also enables students to identify and play musical instruments accompanied by a song, dance or drama. Musical pieces and musicians both locally and internationally are also studied in this unit.

Unit/Topic Overview

This table indicates an overview of the units, topics and content standards for Grades 3, 4 and 5 Primary Arts lessons.

Strand	Unit	Topic	Content standard statement
1: Visual Arts	Unit 1: Arts	Drawing	3.1.1 Apply line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.
1: Visual Arts	Unit 1: Arts	Painting	3.1.2 Apply organic and modern colours to paint familiar pictures.
1: Visual Arts	Unit 2: Crafts	Weaving and modelling	3.1.3 Demonstrate understanding of various art and craft products in weaving and modeling and the skills involved in creating them.
2: Performing Arts	Unit 3: Music	Listening and responding to music	3.2.1 Listen to a variety of sounds in the environment. Discuss, imitate and respond to these sounds.
2: Performing Arts	Unit 3: Music	Performing rhythmic patterns	3.2.2 Create and perform simple rhythm patterns, sing simple songs and play an instrument.
2: Performing Arts	Unit 3: Music	Composing music	3.2.3. Select a musical style and create a musical piece.
2: Performing Arts	Unit 4: Dance	Traditional dances	3.2.4 Perform various traditional dances using basic dance elements.
2: Performing Arts	Unit 4: Dance	Creating dance	3.2.5 Create a dance routine using various dance genres, styles and techniques to tell a story.
2: Performing Arts	Unit 4: Dance	Creating dance-drama	3.2.6 Create an ethnic fusion dance to re-tell a story or a legend.
2: Performing Arts	Unit 5: Drama	Creating drama	3.2.7 Create a role-play using different drama genres with animal characters.
2: Performing Arts	Unit 5: Drama	Improvisation	3.2.8 Create and perform a non-scripted play using simple dialogues.
2: Performing Arts	Unit 5: Drama	Scripted plays	3.2.9 Create and perform a short scripted play.
1: Visual Arts	Unit 1: Arts	Drawing	4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.

Strand	Unit	Topic	Content standard statement
1: Visual Arts	Unit 1: Arts	Painting	4.1.2 Mix primary colours to create colour groups of secondary and tertiary colours.
1: Visual Arts	Unit 2: Crafts	Modeling	4.1.3 Demonstrate the art of carving and its processes.
2: Performing Arts	Unit 3: Music	Listening and responding	4.2.1 Listen and respond to rhythmic musical excerpts or sound patterns to differentiate between beats and rhythms.
2: Performing Arts	Unit 3: Music	Performing a song	4.2.2 Use simple rhythm and pitch; sing known songs with tuned and un-tuned instruments.
2: Performing Arts	Unit 3: Music	Composing music	4.2.3 Apply music elements, various genres, techniques and styles to compose for an audience.
2: Performing Arts	Unit 4: Dance	Traditional dances	4.2.4 Demonstrate understanding of customs and protocols practiced in Papua New Guinea traditional dances.
2: Performing Arts	Unit 4: Dance	Ethnic fusion	4.2.5 Choreograph an ethnic fusion dance using various genres, styles, techniques.
2: Performing Arts	Unit 4: Dance	Creating dance	4.2.6 Create and perform a dance piece using various dance elements, styles and techniques.
2: Performing Arts	Unit 5: Drama	Improvisation	4.2.7 Use mime to improvise on a social issue.
2: Performing Arts	Unit 5: Drama	Characters analysis	4.2.8 Observe and construct a character analysis of a person.
2: Performing Arts	Unit 5: Drama	Costume and make-up	4.2.9 Choose and create a character's costume and make-up.
1: Visual Arts	Unit 1: Arts	Drawing	5.1.1 Draw and create depths with tonal variation.
1: Visual Arts	Unit 1: Arts	Painting	5.1.2 Paint images using different effects.
1: Visual Arts	Unit 2: Crafts	Weaving and modelling	5.1.3 Create simple models and artifacts using appropriate skills, knowledge and attitudes.
2: Performing Arts	Unit 3: Music	Music appreciation	5.2.1 Listen and respond to a range of sound sources and musical composition from other different cultures.
2: Performing Arts	Unit 3: Music	Music performance	5.2.2 Perform using instruments and sing songs for different events.

Strand	Unit	Topic	Content standard statement
2: Performing Arts	Unit 4: Dance	Creating dance	5.2.3 Create dance patterns using the five dance elements.
2: Performing Arts	Unit 4: Dance	Papua New Guinean traditional dancers	5.2.4 Research about past and present Papua New Guinean traditional dancer or choreographer in your locality.
2: Performing Arts	Unit 4: Dance	World famous dancers	5.2.5 Research on how known dancers or choreographers of the World inspire you.
2: Performing Arts	Unit 4: Dance	Papua New Guinean traditional dances	5.2.6 Identify and present your understanding of how a community preserves and promotes their traditional dances.
2: Performing Arts	Unit 4: Dance	Creating dance	5.2.7 Create a dance using various dance elements about a gender issue.
2: Performing Arts	Unit 5: Drama	Papua New Guinean actors and movies	5.2.8 Research and discuss about past and present Papua New Guinean actors, movies and their significance.
2: Performing Arts	Unit 5: Drama	World famous actors and movies	5.2.9 Research and discuss about world known actors, movies, favorite lines and characters and state why it is your favourite.

Content Standards

The content standards are broad statements of the essential knowledge, skills, and understandings that students need to master in a given content. They define the breadth and depth of knowledge, skills, processes, attitudes and values that are to be taught in a strand and unit. Content standards are student centered and can be demonstrated, assessed, measured and monitored.

A numerical code with three digits comes before each content standard. These numerical codes intend to inform readers of the grade content standard, strand number and content standard number. For example: **4.3.2**. All numerical codes and content standards are equal in importance.

The table below shows the content standards per grade and strand.

Grade 3	Grade 4	Grade 5
Visual Arts		
3.1.1 Apply line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.	4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.	5.1.1 Draw and create depths with tonal variation.
3.1.2 Apply organic and modern colours to paint familiar pictures.	4.1.2 Mix primary colours to create colour groups of secondary and tertiary colours.	5.1.2 Paint images using different effects.
3.1.3 Demonstrate understanding of various art and craft products in weaving and modelling and the skills involved in creating them.	4.1.3 Demonstrate understanding of the art of carving and its processes.	5.1.3 Create simple models and artifacts using appropriate skills, knowledge and attitudes.
Performing Arts - Music		
3.2.1 Listen to a variety of sounds in the environment. Discuss, imitate and respond to these sounds.	4.2.1 Listen and respond to rhythmic musical excerpts or sound patterns to differentiate between beats and rhythms.	5.2.1 Listen and respond to a range of sound sources and musical composition from other different cultures.
3.2.2 Create and perform simple rhythmic patterns, sing songs and play an instrument.	4.2.2 Use music elements to sing known songs with tuned and un-tuned instruments.	5.2.2 Perform using instruments and sing songs for different events.

Grade 3	Grade 4	Grade 5
3.2.3 Select a musical style and create a musical piece.	4.2.3 Apply music elements, various genres, techniques and styles to compose for an audience.	5.2.3 Create dance patterns using rhythm, body control, timing and expression.
Performing Arts - Dance and drama		
3.2.4 Perform various traditional dances using basic dance elements.	4.2.4 Demonstrate understanding of customs and protocols practiced in Papua New Guinea traditional dances.	5.2.4 Research about past and present Papua New Guinean traditional dancer or choreographer in your locality.
3.2.5 Create a dance routine using various dance genres, styles and techniques to tell a story.	4.2.5 Choreograph an ethnic fusion dance using various genres, styles, techniques.	5.2.5 Research on how known dancers or choreographers of the World inspire you.
3.2.6 Create an ethnic fusion dance to re-tell a story or a legend.	4.2.6 Create and perform a dance piece using various dance elements, styles and techniques.	5.2.6 Identify and demonstrate understanding of how to preserve and promote Papua New Guinea traditional dances in their locality.
3.2.7 Create a role-play using different drama genres with animal characters.	4.2.7 Use mime to improvise on a social issue.	5.2.7 Create a dance using various dance elements about a gender issue.
3.2.8 Create and perform a non-scripted play using simple dialogues.	4.2.8 Observe and construct a character analysis of a person.	5.2.8 Research and discuss about past and present Papua New Guinean actors, movies and their significance.
3.2.9 Create and perform a short scripted play.	4.2.9 Choose and create a character's costume and make-up.	5.2.9 Research and discuss about world known actors, movies, favourite lines and characters.

Content Expansion

This section contains the expansion of the content standards into performance standards and assessment tasks. The content expansion is organised by grades.

Performance Standards

Each content standard in this syllabus is accompanied by a set of performance standards. A performance standard is a descriptive statement of the knowledge and skills that students must display as they work towards achieving the content standard. They demonstrate a range of observable skills that contribute to the achievement of the content standards. They assist teachers to monitor students' progress within a level and to make judgments about the achievement of content standard.

Teachers can develop their own performance standards. Alternatively, they may adapt and/or modify the syllabus performance standards as appropriate. Each performance standard gives explicit descriptions or explanations of what needs to be done during instructional planning of teaching and learning process, in order to achieve the content standard. The performance standards are coded using lower case alphabetical letters.

Assessment Tasks

Each content standard has assessment task(s) mainly for assessment for and assessment as. These are numbered as 1, 2, 3. Assessment tasks are to be demonstrated, assessed, measured and monitored to show students' understanding of the intended standards.

Grade 3 Benchmarks

Visual Arts Strand

- a) Demonstrate understanding of the use line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.
- b) Demonstrate understanding of various art and craft products.
- c) Create various art and craft products in weaving and modelling confidently.

Performing Arts Strand

- a) Correctly identify variety of sounds in the environment.
- b) Confidently perform a musical composition and play an instrument, such as; acoustic guitar, kundu, rattle, panpipe, drum, ukulele, keyboard and jaws harp.
- c) Play a musical piece using a variety of instruments and sound sources.
- d) Perform Papua New Guinean traditional dances using the basic dance elements.
- e) Perform various dance styles and techniques for various purposes.
- f) Act confidently in role-plays.

Strand 1: Visual Arts

Unit 1: Arts

Topic: Drawing

Content Standard	3.1.1 Apply line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.
Performance Standards	Students will; a) Describe lines and their characteristics. b) Use lines to draw shapes and patterns. c) Draw and apply light and dark shadings on the drawings.
Assessment Tasks	1. Use line characteristics to draw familiar shapes. 2. Describe the line characteristics.

Unit 1: Arts

Topic: Painting

Content Standard	3.1.2 Apply organic and modern colours to paint familiar pictures.
Performance Standards	Students will; a) Use organic materials such as flowers, leaves, clay and charcoal to paint on white paper to appreciate different types of organic colours in the environment. b) Identify different colours and explore painting using individual styles. c) Use different colours to paint objects and parts of the body. d) Discuss about the local painters or artists around the community or country.
Assessment Tasks	1. Use organic and modern paints to paint in a geometrical arrangement on paper. 2. Produce a narrative painting about their lives.

Unit 2: Craft

Topic: Weaving and modelling

Content Standard	3.1.3 Demonstrate understanding of various art and craft products in weaving and modeling and the skills involved in creating them.
Performance Standards	Students will; a) Identify the different art and craft products and their processes of development within and around the community. b) Use local materials to make a fibre craft. c) Create a collage art using organic light materials to produce images on a paper. d) Produce a miniature carving using soft materials such as soap or clay.
Assessment Tasks	1. Identify a craft product and orally explain its processes of development. 2. Make a collage art of using papers and other light materials.

Strand 2: Performing Arts

Unit 3: Music

Topic: Listening and responding to music

Content Standard	3.2.1 Listen to a variety of sounds in the environment. Discuss, imitate and respond to these sounds.
Performance Standards	Students will; <ol style="list-style-type: none"> Listen to, identify and imitate familiar sounds in the immediate environment from varying sources. Differentiate and compare speaking voice and the singing voice and use these voices in different ways. Discover ways of making sounds using body percussion. Explore ways of making sounds using manufactured and home-made instruments. Listen to a range of short pieces of music or excerpts. Respond imaginatively to short pieces of music through movement. Discuss pieces of music composition, giving preferences, and illustrate responses in a variety of ways. Show the steady beat in listening to live or recorded music.
Assessment Tasks	<ol style="list-style-type: none"> Name different sound sources from the surrounding environment and imitate the respective sounds. Create a list of manufactured and home-made instruments Use varieties of gestures to respond to music.

Unit 3: Music

Topic: Performing rhythmic patterns

Content Standard	3.2.2 Create and perform simple rhythmic patterns, sing simple songs and play an instrument.
Performance Standards	Students will; <ol style="list-style-type: none"> Recognise and sing familiar songs and melodies from other sources, nursery rhymes and songs, action songs, playground or street games and songs and popular tunes. Identify and match selected sounds with their sound sources. Play simple percussion instruments, coconut shells, using shakers, or other local instruments.
Assessment Task	<ol style="list-style-type: none"> Perform a known song while playing simple instruments harmonically.

Unit 3: Music

Topic: Composing music

Content Standard	3.2.3 Select a musical style and create a musical piece.
Performance Standards	Students will; <ol style="list-style-type: none"> Select sounds from a variety of sources to create simple sound ideas, individually and in groups. Invent and perform short, simple musical pieces with some control of musical elements. Improvise new answers to given melodic patterns. Respond to musical compositions. Invent graphic symbols for single sounds and sound effects. Record compositions on electronic media.
Assessment Task	<ol style="list-style-type: none"> Critic and analyse the appropriateness and effectiveness of their composition of improvised music.

Strand 2: Performing Arts

Unit 4: Dance

Topic: Traditional dances

Content Standard	3.2.4 Perform various traditional dances using basic dance elements.
Performance Standards	Students will; a) Identify and demonstrate the five (5) basic elements of dance. b) Describe the dance formations, costumes, body painting and musical instruments that accompany the dance. c) Discuss its origins and its significance of traditional dances.
Assessment Task	1. Define dance and its five elements.

Unit 4: Dance

Topic: Creating dance

Content Standard	3.2.5 Create a dance routine using various dance genres, styles and techniques to tell a story.
Performance Standards	Students will; a) Re-tell a story using various dance techniques. b) Critic and analyze a dance story.
Assessment Task	1. Re-tell a story using simple dance techniques.

Unit 4: Dance

Topic: Creating dance-drama

Content Standard	3.2.6 Create an ethnic fusion dance to re-tell a story or a legend.
Performance Standards	Students will; a) Identify and re-tell a known legend through dance. b) Analyze dance patterns according to each character in the legend. c) Create and use make-up and costumes for the dancers.
Assessment Task	1. Re-tell a legend through dance.

Unit 5: Drama

Topic: Creating drama

Content Standard	3.2.7 Create a role-play using different drama genres with animal characters.
Performance Standards	Students will; a) Perform a comedy play or skit using animal characters.
Assessment Task	1. Use animal characters in a comedy skit.

Unit 5: Drama**Topic: Improvisation**

Content Standard	3.2.8 Create and perform a non-scripted play using simple dialogues.
Performance Standards	Students will; a) Create and perform a short drama piece. b) Critic and analyze a short dramatic piece.
Assessment Task	1. Perform a short dramatic piece of their choice.

Unit 5: Drama**Topic: Scripted plays**

Content Standard	3.2.9 Create and perform a short scripted play.
Performance Standards	Students will; a) Tell a short story through drama using various drama forms. b) Critic and analyze a short drama.
Assessment Task	1. Create a scripted play and then dramatize it.

Grade 4 Benchmarks

Visual Arts Strand

- a) Demonstrate understanding of the different characteristics of lines and their uses.
- b) Demonstrate understanding of primary, secondary and tertiary colours.
- c) Demonstrate understanding of the process of carving.

Performing Arts Strand

- a) Differentiate between beats and rhythms.
- b) Use rhythm and pitch; sing songs with tuned and un-tuned instruments.
- c) Create rhythmic and melodic patterns and analyse their composition.
- d) Demonstrate understanding of customs and protocols in Papua New Guinea traditional dances.
- e) Choreograph a contemporary dance.
- f) Demonstrate improvisation techniques in drama.
- g) Observe and analyse different characters.
- h) Design and create varieties of costume and make-up.

Strand 1: Visual Arts

Unit 1: Arts

Topic: Drawing

Content Standard	4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.
Performance Standards	Students will; a) Use different types of lines and their characteristics to create designs. b) Use lines in creating geometrical patterns. c) Draw and apply shading to create 3D effects on the images. d) Develop creative drawings combining line and tone using geometrical or natural shapes and forms.
Assessment Tasks	1. Use lines to produce geometrical shapes and colour them. 2. Combine the use of lines and shapes to create a design to communicate a theme or message.

Unit 1: Arts

Topic: Painting

Content Standard	4.1.2 Mix primary colours and create colour groups of secondary and tertiary colours.
Performance Standards	Students will; a) Demonstrate understanding of types of painting media used in painting such as acrylic, water colour etc... b) Create a colour wheel chart to develop secondary colours using primary colours of red, yellow and blue. c) Mixing colours with white and black to create tonal variations and creating own style of painting.
Assessment Tasks	1. Create a colour wheel chart using primary colours to produce secondary colours. 2. Create a grey tonal scale. 3. Create a water colour painting or a flat painting of different shapes.

Unit 2: Crafts

Topic: Modelling

Content Standard	4.1.3 Demonstrate understanding of the art of carving and its processes.
Performance Standards	Students will; a) Discuss the safety rules when handling equipment and identify the materials that can be appropriate. b) Make simple carvings. c) Make models using clay, wood, sticks, shells, grass, soaps and usefull materials found around the environment.
Assessment Tasks	1. Identify all the safety rules when handling sharp or dangerous tools and equipment. 2. Creating a mini carving of a familiar image.

Strand 2: Performing Arts

Unit 3: Music

Topic: Listening and responding

Content Standard	4.2.1 Listen and respond to rhythmic musical excerpts or sound patterns to differentiate between beats and rhythms.
Performance Standards	Students will; a) Listen to, identify and describe sounds in the environment with increasing awareness. b) Identify pitch differences in different voices. c) Explore how the sounds of different instruments can suggest various sounds and sound pictures. d) Listen to and identify a range of short pieces of music or excerpts. e) Listen to a range of short, familiar and unfamiliar pieces of music or excerpts. f) Differentiate between steady beat and music without a steady beat.
Assessment Tasks	1. Name and describe a few sounds in the surrounding environment. 2. State the difference between music with a steady beat and music without a steady beat.

Unit 3: Music

Topic: Performing a song

Content Standard	4.2.2 Use simple rhythm and pitch to sing known songs with tuned and un-tuned instruments.
Performance Standards	Students will; a) Recognize and sing with increasing vocal control and confidence a growing range of songs and melodies, playground songs and games, folk tunes, action songs, and popular tunes. b) Understand the difference between beat and rhythm: marching to the beat while clapping the rhythm or words of a song. One group keeps the beat, another taps the rhythm, and another sings the song. c) Identify and perform familiar rhythm patterns from memory and from notation. d) Recognize and sing simple tunes, from simplified notation, combining rhythm and pitch. e) Use percussion instruments such as a bamboo slit drum to show the beat or rhythm in accompanying songs or rhythmic chants.
Assessment Tasks	1. Perform a known song with tune and un tuned instruments. 2. Recognize simple tunes on paper and sing it correctly.

Unit 3: Music**Topic: Composing music**

Content Standard	4.2.3 Apply music elements, various genres, techniques and styles to compose for an audience.
Performance Standards	Students will; a) Select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups. b) Invent and perform short musical pieces with increasing ease and control of musical elements. c) Recall and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments. d) Talk about his/her work and the work of other children. e) Invent graphic symbols or use standard notation to represent selected sounds. f) Record compositions on electronic media. g) Describe and compare musical compositions.
Assessment Task	1. Critic and analyse the appropriateness and effectiveness of their composed or improvised artwork.

Unit 4: Dance**Topic: Traditional dances**

Content Standard	4.2.4 Demonstrate understanding of customs and protocols practiced in Papua New Guinea (PNG) traditional dances.
Performance Standards	Students will; a) Identify different types of traditional dances in PNG. b) Select and perform a short traditional dance. c) Listen to a presentation about traditional dance in PNG.
Assessment Task	1. Research and present findings of local customs and protocols in a PNG traditional dance.

Unit 4: Dance**Topic: Ethnic fusion**

Content Standard	4.2.5 Choreograph an ethnic fusion dance using various genres, styles, and techniques.
Performance Standards	Students will; a) Discuss and Choreograph a contemporary dance using various traditional dance techniques. b) Perform a contemporary dance technique.
Assessment Task	1. Perform simple contemporary dance techniques.

Unit 4: Dance

Topic: Creating dance

Content Standard	4.2.6 Create and perform a dance piece using various dance elements, styles and techniques.
Performance Standards	Students will; a) Create and perform a short creative dance piece. b) Critic and analyze a short creative dance piece.
Assessment Task	1. Perform a short creative dance piece.

Unit 5: Drama

Topic: Improvisation

Content Standard	4.2.7 Use mime to improvise on a social issue.
Performance Standards	Students will; a) Define and identify techniques of Improvisation in drama. b) Improvise and perform a skit. c) Critic and analyze the improvised skit.
Assessment Task	1. Improvise a social issue collaborately.

Unit 5: Drama

Topic: Character analysis

Content Standard	4.2.8 Observe and construct a character analysis of a person.
Performance Standards	Students will; a) Identify main features of characterization in drama. b) Identify main physical features in characterization. c) Present findings of a character analysis.
Assessment Task	1. Observe and develop a character analysis.

Unit 5: Drama

Topic: Costume and make-up

Content Standard	4.2.9 Choose and create a character's costume and make-up.
Performance Standards	Students will; a) Identify the role of costume and make-up in drama. b) Develop various colors for make-up using natural ink/paint.
Assessment Tasks	1. Discuss and identify the role of costumes and make-ups in drama. 2. Apply make-up using traditional or modern materials.

Grade 5 Benchmarks

Visual Arts Strand

- a) Demonstrate understanding of depths with tonal variation.
- b) Paint images using different effects.
- c) Create simple models and artifacts and display appropriate skills, knowledge and attitudes.

Performing Arts Strand

- a) Respond physically to a range of sounds sources to demonstrate beat, rhythm, melody and instrumentation.
- b) Perform songs using simple melodic instruments and read standard notation (five-line stave).
- c) Create dance patterns using dance elements.
- d) Demonstrate understanding of past and present Papua New Guinean dancers or choreographers.
- e) Demonstrate understanding of past and present dancers or choreographers of the world.
- f) Demonstrate understanding of the importance of Papua New Guinea traditional dances and how to sustain them.
- g) Use dance to tell a story.
- h) Demonstrate understanding of past and present Papua New Guinea actors.
- i) Demonstrate understanding of past and present actors of the world.

Strand 1: Visual Arts

Unit 1: Arts

Topic: Drawing

Content Standard	5.1.1 Draw and create depths with tonal variation.
Performance Standards	Students will; a) Produce tonal scale: gradual build up from light tone to dark tone. b) Revise pencil techniques of shading with tonal control and creating depths through space. c) Drawing using grid for transferring and manipulating characters. d) Demonstrate using one point perspective drawing.
Assessment Tasks	1. Draw an image with pencil or a drawing medium creating depths. 2. Draw and enlarge a portrait using the grid.

Unit 1: Arts

Topic: Painting

Content Standard	5.1.2 Paint images using different effects and color.
Performance Standards	Students will; a) Safety and handling of painting media. b) Exploring painting with different painting media such as water colour, tempera paint and acrylic. c) Practise other painting techniques using flat bristle brush and wash technique with water colour (hair/sable) brushes. d) Expanding colour wheel chart. e) Grade tone scale (gradual build-up of a tone with more black and white).
Assessment Tasks	1. Painting a theme based on social issues in the community. 2. Produce a simple colour wheel chart. 3. Produce a simple grade tonal chart.

Unit 2: Crafts

Topic: Weaving and modelling

Content Standard	5.1.3 Create simple models and artifacts using appropriate materials.
Performance Standards	Students will; a) Constructing a model of an image using appropriate materials. b) Use clay to produce a pottery product. c) Weave and thread simple artifacts.
Assessment Tasks	1. Produce a major clay model using pottery techniques. 2. Produce a bilum, basket or an artifact from a region in Papua New Guinea.

Strand 2: Performing Arts

Unit 3: Music

Topic: Music appreciation

Content Standard	5.2.1 Listen and respond to a range of sound sources and musical composition from different cultures.
Performance Standards	Students will; a) Listen to and describe a widening variety of sounds from an increasing range of sources. b) Discover the different kinds of sounds that the singing voice and the speaking voice can make. c) Discover ways of making sounds using body percussion, in pairs and small groups. d) Explore ways of making sounds using manufactured and home-made instruments. e) Listen to and describe music in various styles and genres, including familiar excerpts, recognizing its function and historical context where appropriate. f) Recognize strong and weak beats, illustrating them through gestures. g) Distinguish between sounds of different duration (long or short) while listening to music. h) Identify some families of instruments.
Assessment Tasks	1. Create a simple rhythmic pattern and clap, click or slap using the body percussion. 2. Group the manufactured and home-made instruments under the following categories; <i>string, wind and percussion</i>

Unit 3: Music

Topic: Music performance

Content Standard	5.2.2 Perform using instruments and sing songs for different events.
Performance Standards	Students will; a) Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression. b) Play songs and games, folk tunes from other countries or church hymns or action songs. c) Simple rounds or canons, call-and-response type songs. d) Simple hymns or carols example, 'Jingle bells'. e) Use standard symbols to identify and sing a limited range of notes and melodic patterns f) Discover different ways of playing percussion and melodic instruments.
Assessment Task	1. Perform a song with simple melodic instrument in small groups.

Unit 4: Dance

Topic: Creating dance

Content Standard	5.2.3 Create dance patterns using rhythm, body control, timing and expression.
Performance Standards	Students will; a) Compose and demonstrate movement skills. b) Compose and demonstrate dance sequences using rhythm, body control, timing and expression.
Assessment Task	1. Critic and analyze the appropriateness and effectiveness of their composed movement skill and dance sequences.

Unit 4: Dance

Topic: Papua New Guinean traditional dancers

Content Standard	5.2.4 Research about a past and present Papua New Guinean (PNG) traditional dancer or choreographer in your community.
Performance Standards	Students will; a) Research and present findings about past and present Papua New Guinea dancers and choreographs. b) Demonstrate teamwork harmoniously.
Assessment Task	1. Develop and present a write up about a Papua New Guinean traditional dancer.

Unit 4: Dance

Topic: World famous dancers

Content Standard	5.2.5 Research and identify about past and present dancers or choreographers of the world.
Performance Standards	Students will; a) Research and present findings about past and present dancers or choreographers of the world. b) Demonstrate teamwork peacefully.
Assessment Task	1. Develop and present a write up about a world famous dancer or choreographer.

Unit 4: Dance

Topic: Papua New Guinean traditional dances

Content Standard	5.2.6 Identify and demonstrate understanding of how to preserve and promote Papua New Guinea traditional (PNG) dances in their locality.
Performance Standards	Students will; a) Identify changes in the environment causing traditional dances to change its form. b) List benefits of Papua New Guinea traditional dances. c) Identify ways to preserve traditional dances.
Assessment Task	1. Identify ways of how to preserve and promote Papua New Guinea traditional dances.

Unit 4: Dance

Topic: Creative dance

Content Standard	5.2.7 Create a dance about a gender issue using various dance elements.
Performance Standards	Students will; a) Observe and identify the application of the basic dance elements in a dance piece. b) Explore and perform the different dance elements in dance.
Assessment Task	1. Identify different dance elements in a dance.

Unit 5: Drama**Topic: Papua New Guinean actors and movies**

Content Standard	5.2.8 Research and discuss about past and present Papua New Guinean actors, movies and their significance.
Performance Standards	Students will; a) Research and present findings about past and present Papua New Guinean actors. b) Infer and predict about actors and acting in Papua New Guinea.
Assessment Task	1. Develop and present a write up about a Papua New Guinean traditional actor.

Unit 5: Drama**Topic: World famous actors and movies**

Content Standard	5.2.9 Research and discuss about past and present world known actors, movies, favorite lines and characters.
Performance Standards	Students will; a) Research and present findings about past and present actors in the World. b) Identify their roles in film and stage.
Assessment Task	1. Develop and present a write up about a world famous actor.

Assessment and Reporting

The relationship between the assessment standards, the Content Standards, and the teaching standards emphasises a point heard over and over in education. Good assessment is an integral part of good instruction. The most effective teaching aligns the Content Standards with instruction and assessment.

In a Standards Based Curriculum, assessment is viewed not only as a final product (summative), but also as a continual process (formative) that provides students' performance data to teachers and students regarding their progress towards achieving the standards.

What Is Assessment?

The term "assessment" is generally used to refer to all activities teachers use to help students learn, to monitor and measure student progress. It is an on-going process.

Purpose Of Assessment

The purpose of assessment is to fulfil the following:

- Students about their progress and achievements in their learning,
- Teachers of the progress of students learning in order to adjust teaching and planning to improve students' learning,
- Parents and guardians, about their children's progress and achievements,
- Schools, province and National Department of Education to make decisions about how to improve the quality of teaching and learning in the education system and
- Other educational institutions and the communities about the standards of teaching and learning strategies, curriculum and resource allocation that may affect students' learning.

Overall 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* 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.

Assessment task overview

Grade 3

Unit	Topic	Content standard	Assessment tasks
Arts	Drawing	3.1.1 Apply line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.	<ol style="list-style-type: none"> 1. Use line characteristics to draw familiar shapes. 2. Describe the line characteristics.
Arts	Painting	3.1.2 Apply organic and modern colors to paint familiar pictures.	<ol style="list-style-type: none"> 1. Use organic paints in a geometrical arrangement on paper. 2. Produce a narrative painting about their lives.
Crafts	Weaving and modelling	3.1.3 Demonstrate understanding of various art and craft products in weaving and modeling and the skills involved in creating them.	<ol style="list-style-type: none"> 1. Identify a craft product and orally explain its processes of development. 2. Make a collage art of using papers and other light/soft materials.
Music	Listening and responding to music	3.2.1 Listen to a variety of sounds in the environment. Discuss, imitate and respond to these sounds.	<ol style="list-style-type: none"> 1. Name different sound sources from the surrounding environment and imitate the respective sounds. 2. Create a list of manufactured and home-made instruments. 3. Use varieties of gestures to respond to music.
Music	Performing rhythmic patterns	3.2.2 Create and perform simple rhythm patterns, sing songs and play an instrument.	<ol style="list-style-type: none"> 1. Perform a known song while playing simple instrument harmonically.
Music	Composing music	3.2.3 Select a musical style and create a musical piece.	<ol style="list-style-type: none"> 1. Critic and analyze the appropriateness and effectiveness of their composed or improvised music.
Dance	Traditional dances	3.2.4 Perform various traditional dances using basic dance elements.	<ol style="list-style-type: none"> 1. Define dance and its five elements.
Dance	Creating dance-drama	3.2.5 Create a dance routine using various dance genres, styles and techniques to tell a story.	<ol style="list-style-type: none"> 1. Use various dance techniques and styles to tell a story.
Dance	Creating dance	3.2.6 Create an ethnic fusion dance to re-tell a story or a legend.	<ol style="list-style-type: none"> 1. Re-tell a legend using various creative dance techniques.

Unit	Topic	Content standard	Assessment tasks
Drama	Creating drama	3.2.7 Create a role-play using different drama genres with animal characters.	1. Use animal characters in a comedy skit.
Drama	Improvisation	3.2.8 Create and perform a non-scripted play using simple dialogues.	1. Perform a short dramatic piece of their choice.
Drama	Scripted plays	3.2.9 Create and perform a short scripted play.	1. Create a story about a theme and dramatize it.

Grade 4

Unit	Topic	Content Standard	Assessment Task
Arts	Drawing	4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.	<ol style="list-style-type: none"> 1. Use lines to produce geometrical shapes and color them. 2. Combine the use of lines and shapes to create a design to communicate a theme or message.
Arts	Painting	4.1.2 Mix primary colors and create color groups of secondary and tertiary colours.	<ol style="list-style-type: none"> 1. Create a color wheel chart using primary colors to produce secondary colors. 2. Create a grey tonal scale. 3. Create a water color painting or a flat painting of different shapes.
Crafts	Modelling	4.1.3 Demonstrate understanding of the art of carving and its processes.	<ol style="list-style-type: none"> 1. Identify all the safety rules when handling sharp or dangerous tools and equipment. 2. Create a mini carving of a familiar image.
Music	Listening and responding	4.2.1 Listen and respond to rhythmic musical excerpts or sound patterns to differentiate between beats and rhythms.	<ol style="list-style-type: none"> 1. Name and describe a few sounds in the surrounding environment. 2. State the difference between music with a steady beat and music without a steady beat.
Music	Performing a simple song	4.2.2 Use simple rhythm and pitch to sing known songs with tuned and un-tuned instruments.	<ol style="list-style-type: none"> 1. Perform a known song with tune and un-tuned instruments. 2. Recognize simple tunes on paper and sing it correctly.
Music	Composing music	4.2.3 Apply music elements, various genres, techniques and styles to compose for an audience.	<ol style="list-style-type: none"> 1. Critic and analyze the appropriateness and effectiveness of their composed or improvised artwork.
Dance	Traditional dances	4.2.4 Demonstrate understanding of customs and protocols practiced in Papua New Guinea traditional dances.	<ol style="list-style-type: none"> 1. Research and present findings of local customs and protocols in a Papua New Guinea traditional dance.
Dance	Ethnic fusion	4.2.5 Choreograph an ethnic fusion dance using various genres, styles, techniques.	<ol style="list-style-type: none"> 1. Perform simple contemporary dance techniques.
Dance	Creating dance	4.2.6 Create and perform a dance piece using various dance elements, styles and techniques.	<ol style="list-style-type: none"> 1. Perform a short creative dance piece.

Unit	Topic	Content Standard	Assessment Task
Drama	Improvisation	4.2.7 Use mime to improvise on a social issue.	1. Improvise a social issue collaboratively.
Drama	Character analysis	4.2.8 Observe and construct a character analysis of a person.	1. Observe and develop a character analysis.
Drama	Costume and make-up	4.2.9 Choose and create a character's costume and make-up.	1. Discuss and identify the role of costumes and make-up in drama. 2. Apply make-up using traditional or modern materials.

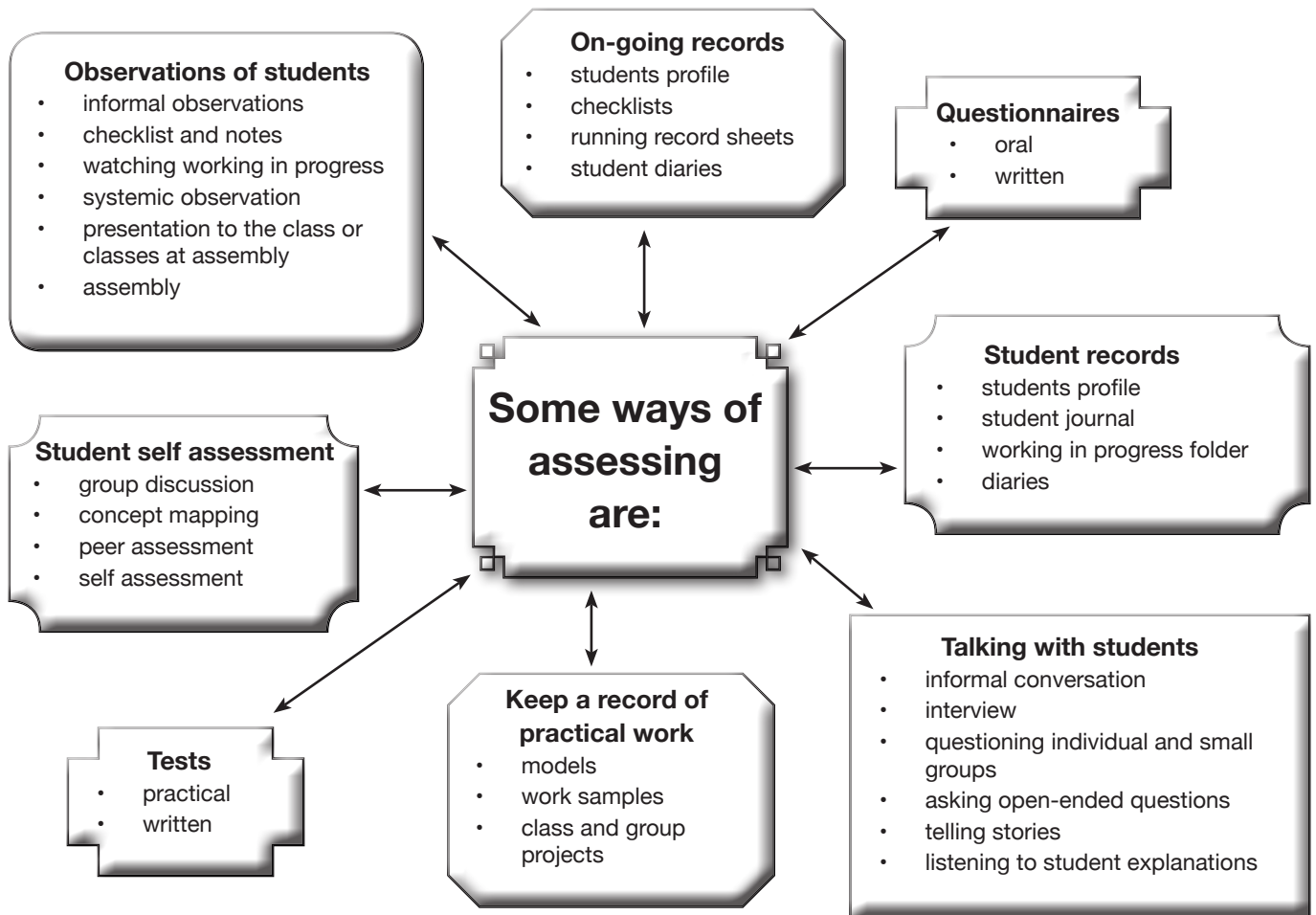
Grade 5

Unit	Topic	Content standard	Assessment task
Arts	Drawing	5.1.1 Draw and create depths with tonal variation.	<ol style="list-style-type: none"> 1. Draw an image with pencil or a drawing medium creating depths. 2. Draw and enlarge a portrait using the grid.
Arts	Painting	5.1.2 Paint images using different shading and coloring effects.	<ol style="list-style-type: none"> 1. Painting a theme based on social issues in the community. 2. Produce a colour wheel chart. 3. Produce a grade tonal chart.
Crafts	Weaving and modelling	5.1.3 Create simple models and artifacts using different materials and appropriate skills, knowledge and attitudes.	<ol style="list-style-type: none"> 1. Produce a major clay model using pottery techniques. 2. Produce a bilum, basket or an artifacts from a region in Papua New Guinea.
Music	Music appreciation	5.2.1 Listen and respond to a range of sound sources and musical composition from different cultures.	<ol style="list-style-type: none"> 1. Create a simple rhythmic pattern and clap, click, slap or tap using the body percussion. 2. Group the manufactured and home-made instruments under the following categories; <i>string, wind and percussion</i>.
Music	Music performance	5.2.2 Perform using instruments and sing songs for different events.	<ol style="list-style-type: none"> 1. Perform a song with simple melodic instrument in small groups.
Dance	Creating dance	5.2.3 Create dance patterns using the five dance elements.	<ol style="list-style-type: none"> 1. Critic and analyze the appropriateness and effectiveness of their composed movement skill and dance sequences.
Dance	Papua New Guinean traditional dancers	5.2.4 Research about past and present Papua New Guinean traditional dancers or choreographers in your locality.	<ol style="list-style-type: none"> 1. Develop and present a write up about a Papua New Guinea traditional dancer or choreographer
Dance	World famous dancers	5.2.5 Research and identify past and present dancers or choreographers of the world.	<ol style="list-style-type: none"> 1. Develop and present a write up about a world famous dancer.
Dance	Papua New Guinean traditional dances	5.2.6 Identify and demonstrate understanding of how to preserve and promote Papua New Guinea traditional dances in their locality.	<ol style="list-style-type: none"> 1. Identify ways of how to preserve and promote Papua New Guinea traditional dances.

Unit	Topic	Content standard	Assessment task
Dance	Creative dance	5.2.7 Create a dance using various dance elements about a gender issue.	1. Identify different dance elements in a dance.
Drama	Papua New Guinean actors and movies	5.2.8 Research and discuss about past and present Papua New Guinean actors, movies and their significance.	1. Develop and present a write up about a Papua New Guinea traditional actor.
Drama	World famous actors and movies	5.2.9 Research and discuss about past and present world known actors, movies, favorite lines and characters.	1. Develop and present a write up about a world famous actor.

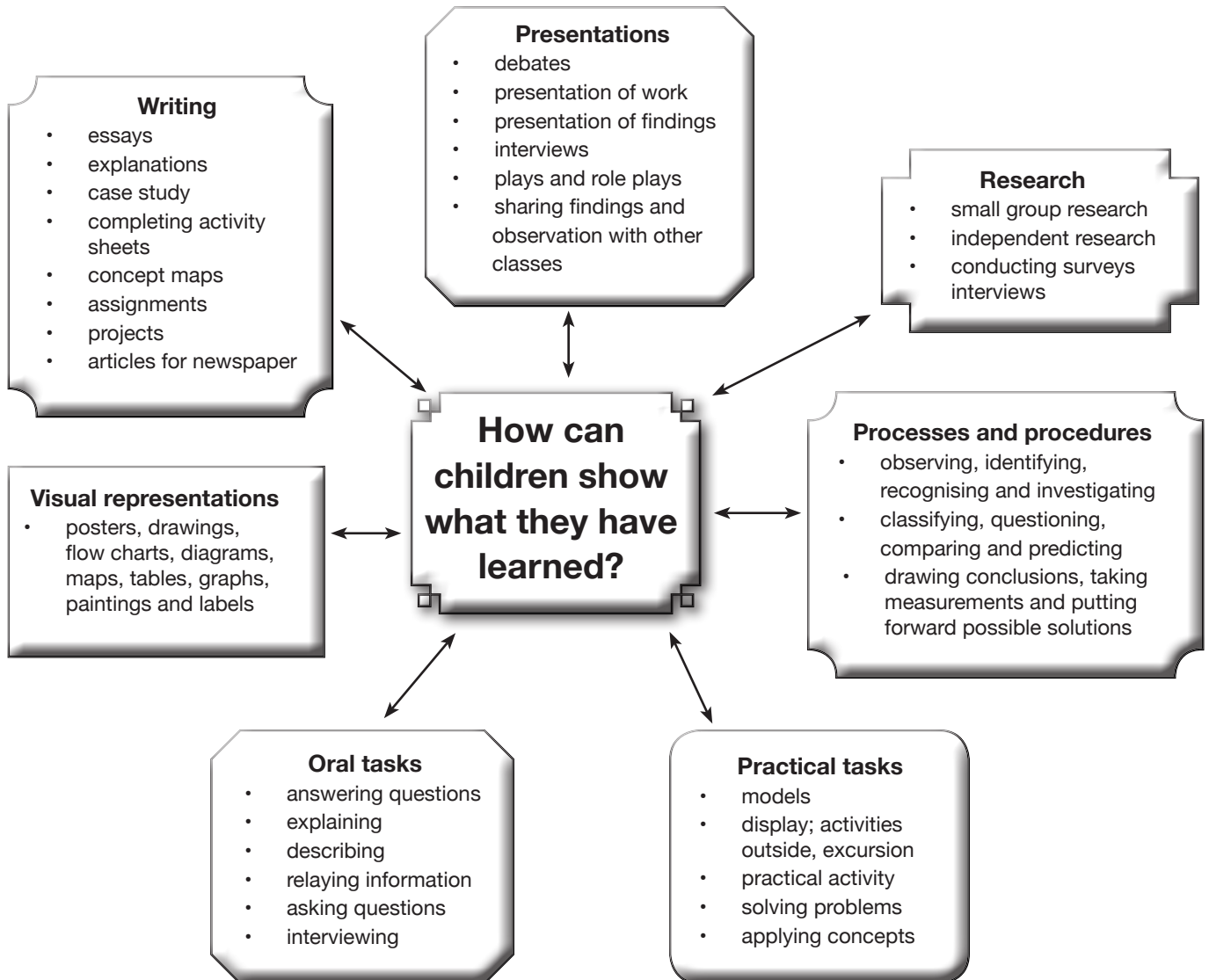
Methods Of Assessment

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:



Glossary

Accent	The emphasis of certain beats or pulses in music by playing them louder than other beats.
Assessment	Activities teachers use to help students learn and to monitor their progress.
Assessment strategies	Different styles and ways of assessing students work.
Assessment for learning	A common form of assessment. It is an ongoing process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment as/in learning	Is a design to inform students what they will do well and what they need to improve on daily/weekly bases as an integral part of everyday teaching and learning such as exercise, activities or experiments students do or practice in each lesson.
Assessment of learning	Provides a summary of students learning over a set period of time and is generally carried out at the end of a course or project. Sometimes it is referred to as summative assessment and are evaluative.
Assessment tasks	On-going test of knowledge, skills and attitudes/values gained throughout the particular unit or topic.
Benchmark	A benchmark is a required standard or yardstick in which something is measured against. In the national curriculum, it is set to evaluate and validate the standard of curriculum as well as the effectiveness of teaching and learning at the end of each level of schooling. In PNG, Benchmarking is referred to as assessment of content standards at the end of each level of schooling such as Elementary 2, Grade 5 and Grade 8.
Calligraphy	The fine art of lettering with a pen or brush.
Content standard	A broad statement of what students need to know, understand, and be able to do as intended by the syllabus. They define the breadth and depth of knowledge, skills, processes, attitudes and values that are to be taught in the strand, unit or topic.
Criteria	Plural of criterion.
Criterion	Aspect of achievement used for assessment.
Criterion-referenced	Using assessment criteria to measure achievements.
Cross-curricular	Involving more than one subject.
Curriculum	Course of study.
Enamel	(i) Term to describe a high gloss coating. (ii) Colours that are painted or printed on to steel plates, ceramics or glass and subsequently fired.
Ferrule	The metal tube from which the hairs of a brush protrude.

Fixative	A surface coating which prevents the dusting of pastel, chalk etc.
Holistic	Looking at all parts rather than individual parts.
Glaze	Film of transparent colour laid over a dried under painting. Glossy, impermeable surface coating for fired clay.
Grid	Network of lines especially crossing at right angles.
Hue	(i) The name of a colour eg blue, red, yellow. (ii) Often used by artists' materials manufacturers to indicate the use of a substitute pigment (e.g. Cadmium Yellow Hue).
Inclusive	Including all students.
Integral	Including all aspects.
Integrate	Join into one.
Integrated approach	Teaching based on linking across subjects or strands.
Learning standards	Written statements of what students should know and be able to do as a result of their education at every grade level. Learning standards describe what teachers are supposed to teach and what students are supposed to learn.
Performance standards	A descriptive statement of the knowledge and skills that students may display as they work towards the achievement of the content standard.
Standard	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standards Based Curriculum	Is a cumulative body of knowledge and set of competencies that form the basis for a quality education.
Standards Based Education	Is an academic program in which clearly defined academic content, performance standards are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. It is a philosophical concept that is centered on the process of planning, developing, delivering, monitoring and improving education programs.
Standard based education assessment	Is a learning system which is a systematic and ongoing process of collecting and interpreting information about students achievements.
Standard based instruction	Describe what matters, provide clarity and a fixed point of reference for students and teachers, it gives guided instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students, and meet federal guidelines.
Rubric	A set of guidelines used to measure students attainment against a set of criteria.

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