

# Arts

## Teacher Guide

### Primary

### Grade 3



**Standards Based**



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



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# Arts Teacher Guide

## Primary Grade 3

### Standards Based



Papua New Guinea  
**Department of Education**

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

First Edition

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# Secretary's Message

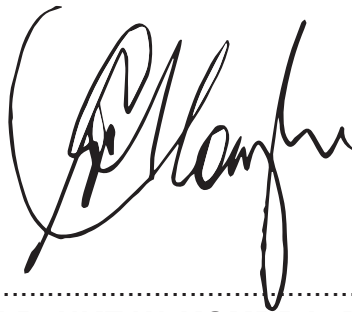
This Arts Teacher Guide for Grade 3 is developed as a support document for the implementation of Arts Syllabus for Grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested teaching and learning strategies that teachers can use to work towards the achieving the content standards in the Syllabus.

This Teacher Guide is been realigned, repositioned and replaced with standard based statements to improve knowledge, skills and competency in Arts for students in this grade. Arts help students to develop their ability to draw, sing, move, write and to use their imagination. The lessons should reinforce cultural values and other school subjects.

The Arts Syllabus and this Teacher Guide builds upon the skills and knowledge that children bring from their own cultural, family experiences and the learning standards of the Elementary curriculum. Collaboratively working with the members of the school communities is encouraged. Teachers need to identify and encourage community participation and partnership in promoting arts educational activities in their schools

Teachers are encouraged to read this Teacher Guide carefully to become familiar with the content so that they can be confident to try out new concepts and strategies and to teach the content well. They can also adjust to suit the learning needs of their students.

I commend and approve this Grade 3 Arts Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

# Introduction

This Primary Grade 3 Arts Teacher Guide must be used concurrently with the Primary Arts Syllabus. The guide provides you with guidelines and directions to help you plan and develop teaching and learning activities to achieve the Content Standards. It also provides you with information and processes to:

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

This Teacher Guide contains the content standards for the two strands; Visual Arts and Performing Arts. The units are developed from two strands. Visual Arts strand is made up of two units; Arts (Drawing & Painting) and Crafts whereas the Performing Arts Strand is made of three units which are Music, Dance and Drama respectively.

This curriculum is structured to encourage teachers to plan their arts programs in a series of connected lessons. This practice ensures a larger context for each lesson and enables students and teachers to build upon their previous ideas, knowledge and experiences. It also provides opportunities for students to make meaningful connections between Arts activities and other curricula activities.

## Purpose

This Primary Arts Teacher Guide is intended to help you to fully engage and utilize the Syllabus in order to specifically plan and prepare your programs in teaching arts lessons. This Arts course is a revised version of the Environmental Studies at present in use in schools. Most of the original strands have been replaced and the content placed under specific Units and Topics. Activities in this Teacher Guide are organized according to strands and units. The two strands are arranged into five teaching units for the year. They are:

- Arts
- Crafts
- Music
- Dance
- Drama

## How to use this Teacher Guide

When you receive your Primary Arts Syllabus and Teacher Guide, you need to do the following:

- read the Teacher Guide carefully
- become familiar with the Syllabus, its Strands, Units, Topics, Content Standards and the Performance Standards
- select a Strand, and read the Content Standards and Performance Standards
- read each section of this Teacher Guide again and take note of those ideas, strategies and processes you think will be useful
- meet with other teachers, share your ideas and plan how you will work together to write programs
- be ready to try out some of the learning activities suggested in this Teacher Guide
- be confident to write your own programs and lesson plans using the information in one or more of the Guided Lesson samples using the Knowledge, Skills and Attitudes/Values (KSAV) provided.

## Key features

The aim of Arts curriculum is to ensure that all students achieve artistic skills and competence of the 21st Century which will serve them well in their lives and help them compete locally and globally. The curriculum will engage learners who are artistic, literate and can think differently and creatively. It is therefore vital for Arts curriculum to support every learner to reach their full potential. Develop skills and technical competency using art tools, technology, forms and methods in their artistic expressions.

The key features outlined in this section are identified as unique to Arts and important in the planning, development, and implementation of whole school programs. The key features of the Grades 3-5 Arts curriculum emphasizes recommended knowledge, skills and processes and provides ideas on how to teach Arts.

Students should develop a variety of skills and techniques and should study the processes, styles and techniques used by artists, past and present. They should explore modern technology and media in the creation of art works in order to learn to adapt to changes and the future.

Lack of confidence and the unavailability of resource books are two of main reasons why most teachers do not feel comfortable in Arts at the Primary Level. Thus, this Teacher Guide is set out to compliment the Syllabus by encouraging you as a teacher to plan by utilising the process skills used in Arts, so your students will develop creative ideas in and through Arts.



## Process Skills used in Arts

Arts teachers must engage student in all four skill processes used in Arts.

<b>Discovering</b>	Questioning, seeing afresh, observing, comparing, imagining, discovering options, being open-minded, making associations, seeing possibilities, finding a purpose, and taking initiative.
<b>Planning</b>	Selecting, identifying relationships, organizing, visualizing, predicting, and deliberating.
<b>Doing</b>	Taking action, applying knowledge, describing, testing ideas, inventing, devising, combining, varying, adapting, being flexible, refining, using materials, choosing materials, and experimenting.
<b>Evaluating</b>	Responding, criticising, reflecting, analysing, assessing, appraising, describing, discussing, and interpreting.

### To help children discover:

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

### To help children plan:

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

**To help children do:**

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

**To help children evaluate:**

- while they work, help children to see the progress they are making. Afterwards comment on specific qualities in children's work to make the class aware of different interpretations and uses of materials
- have children talk about what they discovered, the choices they made, how they used the materials and whether it worked out the way they expected
- ask children to describe their responses to their own and others' work.

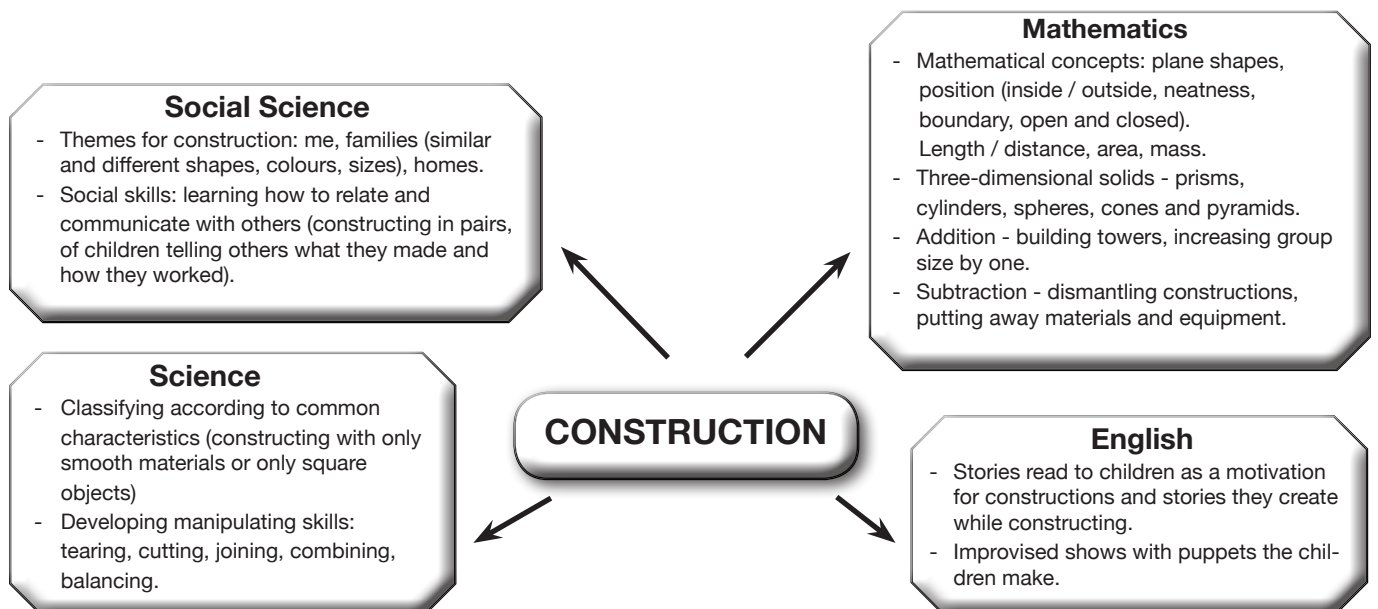
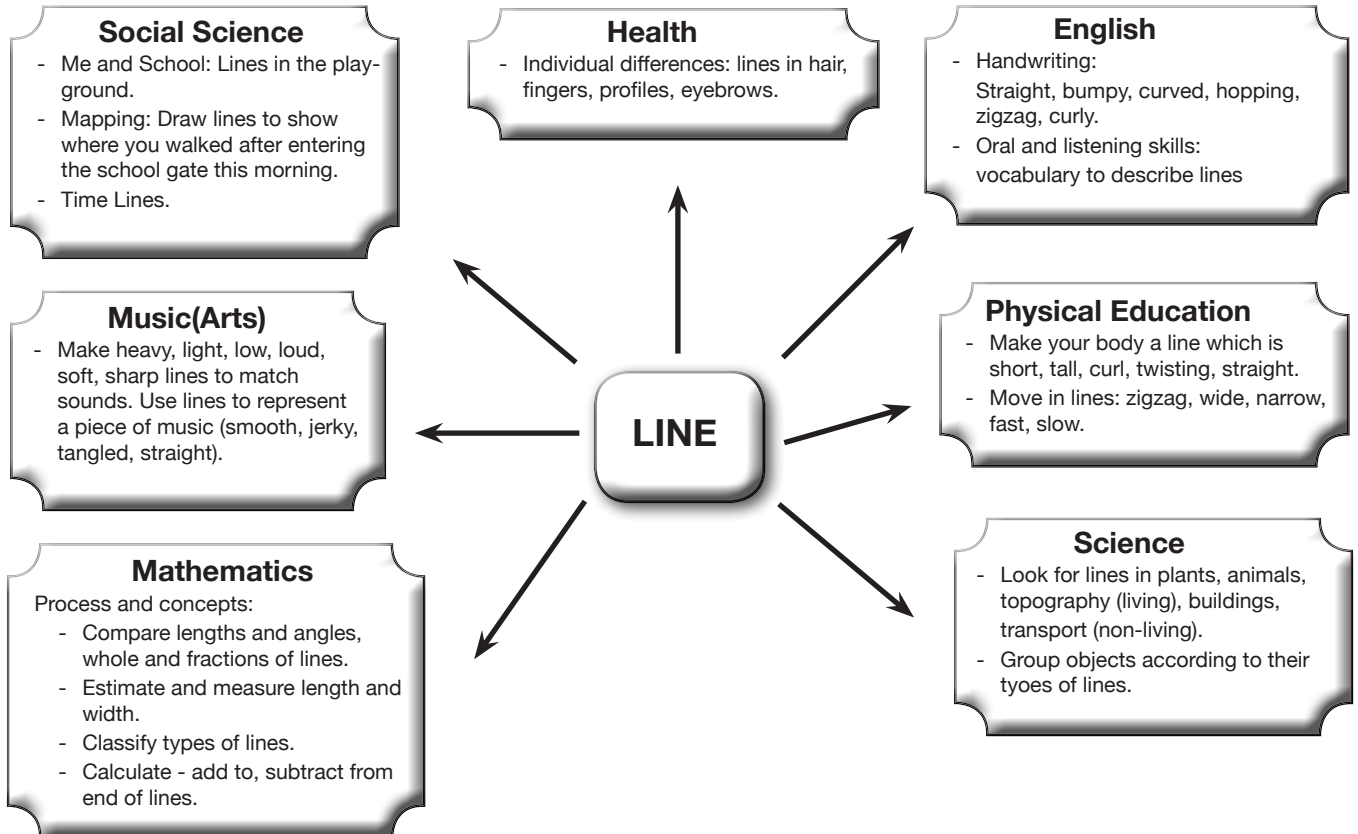
Help children to become responsible and independent workers by asking them to take part in distributing, collecting and storing materials and equipment; cleaning up; and reflecting on the effectiveness of classroom procedures for storing and organising materials. Always consider the safety and health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

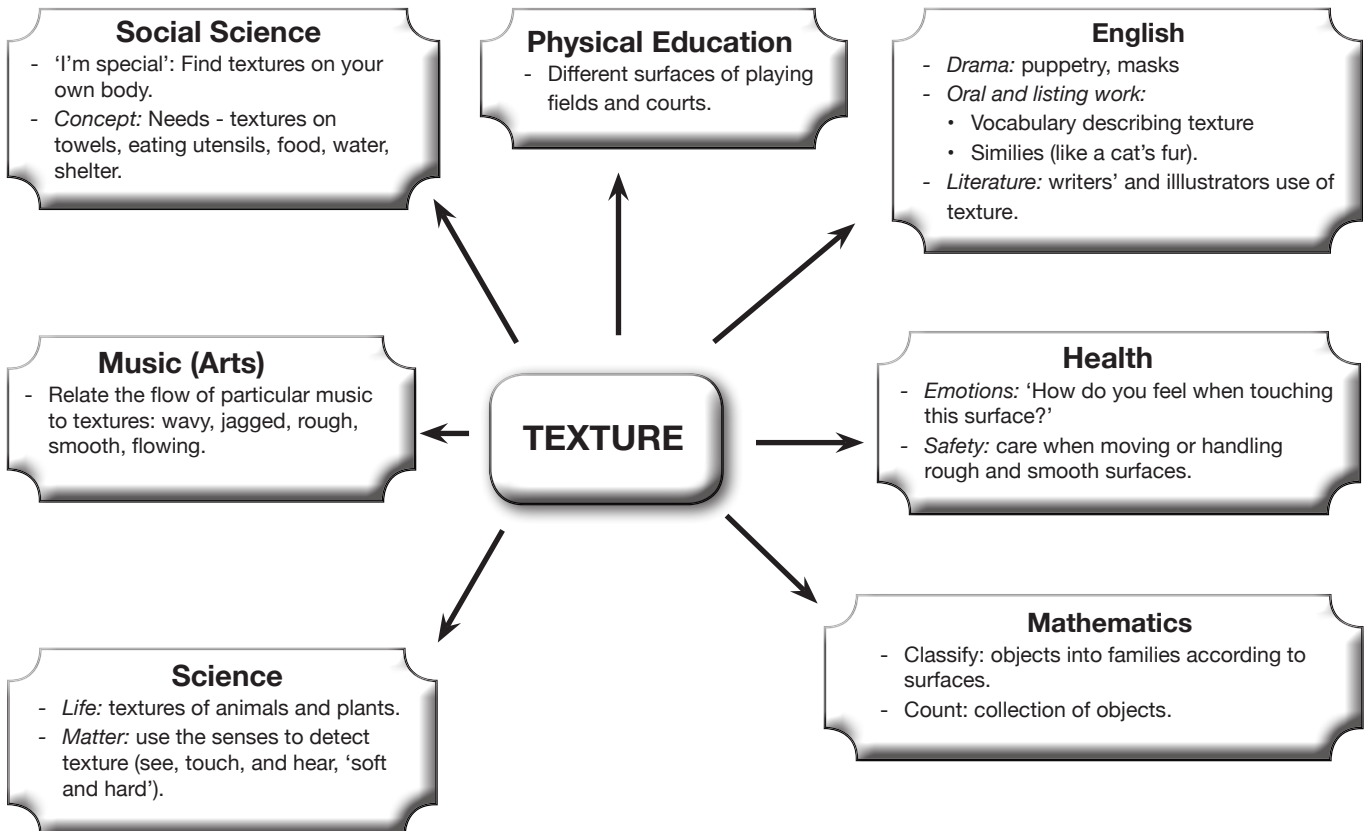
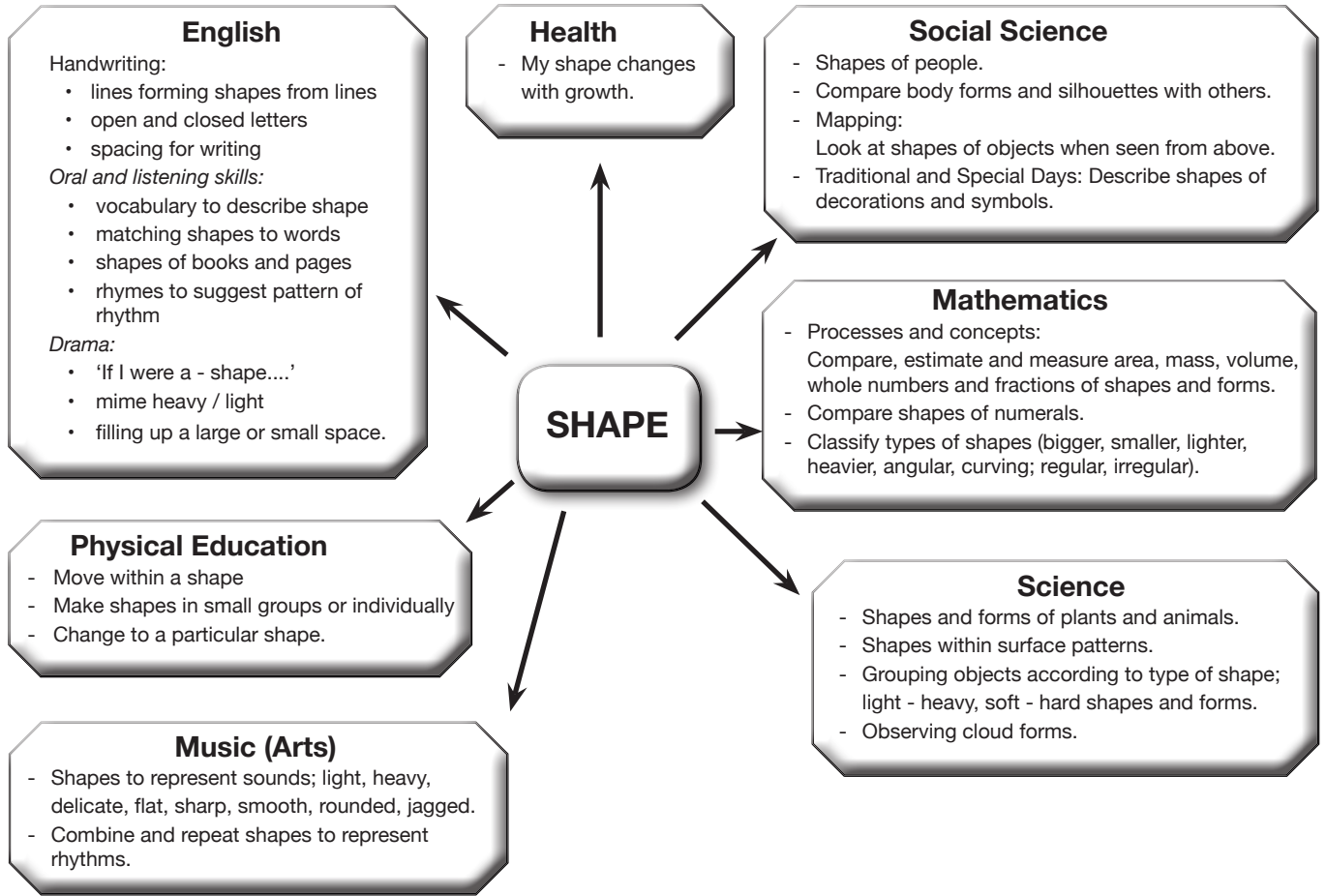
## Arts Linkage to other Subjects

In Papua New Guinea society, Drama, Dance, Music, Art and Craft are integrated; they are combined or overlap, rather than being separate. The Arts are also an important part of the social and spiritual life of the community. (Lower Primary Arts 2004)

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

Below are the samples given to emphasize the above statement:





# Teaching and Learning

An important part of the planning process is to sequence activities to create meaningful opportunities for learning. It is acknowledged that some teachers favour one learning-teaching approach and use it most of the time. Students soon become used to the pattern of that approach. Other teachers tend to use other strategies as learning situations change. If several different approaches are used over a short period, teachers and students may find it helpful to discuss similarities and differences and to display these on a chart. This is also a way of helping students to take responsibility for their own learning and assessment.

## Types of Strategies and Learning Situations

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

## Learning Strategies and Situations

Here are some learning strategies and learning situations adapted from the Elementary Teacher Guide (2003) and the Lower Primary Arts Teacher Guide (2004).

Strategies	Learning Situations
Quick look (skim) the material to decide if it is suitable	Students view materials such as pictures, charts, posters, books to work out if they are suitable and useful.
Plan what to do	Students decide how to accomplish the learning task. For example, does it require them to work in groups to make a large class mural to represent ideas, write ideas on charts, make posters or do a role-play?
Select specific information	Students look for specific information such as locating key words, phrases and ideas on posters, charts, diagrams and written texts.
Plan when, where and how to carry out the learning	Students work out the details of how they will approach the task and make their own choices about when to carry out the activities, such as when and where to go for an excursion.
Think while listening Think while reading Think while speaking Think while writing Self-assess	Students ask themselves questions as they are listening or reading to check their own understanding. Students ask themselves questions about their own oral and written language while these activities take place. Students recheck and reflect on what new knowledge they have learned.
Grouping	Students sort objects or ideas into groups according to their characteristics or features.
Use background knowledge	Students relate new concepts to known knowledge to assist understanding.
Sequencing	Students sequence ideas and events in order.
Make a picture (visualize)	Students use pictures to learn new information or solve a problem.
Predict	Students guess what might happen next or predict upcoming information.
Ask questions	Students ask peers or teacher questions to gain additional information or clarification.
Use context clues	Students use given information to understand new information.
Work with peers	Students work with peers helping each other to complete a task, solve a problem or receive feedback on their work.
Think positively	Students have confidence in themselves and take risks trying out new methods and ideas.

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

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

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

### **KWL Chart**

<b>K</b> (what I already <b>know</b> )	<b>W</b> (what I <b>want</b> to know)	<b>L</b> (what I have <b>learned</b> )
What I know about traditions, customs and festivals. Example: The Haus Tambaran belongs to males only and not females.	What I want to know about traditions, customs and festivals. Example: How long does it take to build a Haus Tambaran.	What I have learned about traditions, customs and festivals. Example: There are initiations performed in the Haus Tambaran which are very sacred.

Apply the following steps when using the KWL strategy:

- organize the students into small groups
- tell the students the lesson topic
- in small groups ask the students to list what they already know about the topic
- get the groups to share their ideas with the class as a whole
- ask the students to list what they want to know about the topic
- students complete the first two columns before they start the topic
- the third column is completed at the closure of the topic.

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

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

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



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

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

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

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

## 48-Grid Matrix that integrates Multiple Intelligences and Bloom's Taxonomy

The Arts Guiding Principle number two states that students exercise and display multiple intelligence through the Arts, and as such the 48 Grid Matrix below can be used to bring out the multiple intelligences combined with Bloom's Taxonomy for holistic learning experience.

The primary significance of the 48-Grid Matrix is deliberate in its design to nurture children's thinking skills from low level (Knowing) to high level (Evaluating) and simultaneously to engage students through their preferred learning styles. (Ralph Pirozzo (2001)

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

# Planning and Programing

A program is a detailed plan developed by teachers to manage teaching and learning activities for their students throughout the year. The main purpose of programming is to help teachers arrange the content of the course by developing a year plan and weekly programs. A year plan, broken into terms, should show when all of the learning outcomes for each subject will be taught. Because an integrated approach to programming is recommended, Content Standards that link naturally together should be clustered and described through themes that show the linking concept.

The year plan should also sequence individual subject Content Standards that need to be taught on their own. The themes and individual outcomes for each term are broken down on a week-by-week basis for the four school terms.

Weekly programs detail teaching, learning and assessment activities for each week. Samples of both types of programs appear below or in the Scope of Knowledge, Skills, Attitudes and Values section of this Teacher Guide.

## Content Overview

This section presents an overview of the content scope of learning for Grade 3 students given in the Grades 3, 4 and 5 Primary Arts Syllabus. The broad learning concepts are:

- Visual Arts;
- Performing Arts

These broad learning concepts are known as Strands. From these strands the units are developed. Drawn from the units are topics. The scope below will help you understand the process in identifying and scoping the content of learning – Strands, Units and Topics are translated into Content Standards and Performance Standards which are eventually turned into lessons taught in the classroom.

## Content Overview for Primary Level Grades 3-5

Here is the content scope of learning for the Primary Grade Levels from Grade 3-5.

Strand	Unit	Grade 3	Grade 4	Grade 5
1. Visual Arts	1. Arts	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>
		<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>
	2. Craft	<ul style="list-style-type: none"> <li>• Weaving and Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving and Modelling</li> </ul>
	3. Music	<ul style="list-style-type: none"> <li>• Listening and Responding to Music</li> <li>• Performing Rhythmic Patterns</li> <li>• Composing Music</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and Responding</li> <li>• Performing a Simple Song</li> <li>• Composing Music</li> </ul>	<ul style="list-style-type: none"> <li>• Music Appreciation</li> <li>• Music Performance</li> </ul>
2. Performing Arts	4. Dance	<ul style="list-style-type: none"> <li>• Traditional Dances</li> <li>• Creating Dance</li> <li>• Creating Dance-Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Dances</li> <li>• Ethnic Fusion</li> <li>• Creating Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Creating dance</li> <li>• Papua New Guinean Traditional Dancers</li> <li>• World Famous Dancers</li> <li>• Papua New Guinean Traditional Dances</li> <li>• Creative Dance</li> </ul>
	5. Drama	<ul style="list-style-type: none"> <li>• Creating drama</li> <li>• Improvisation</li> <li>• Scripted plays</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Character Analysis</li> <li>• Costume and Make-Up</li> </ul>	<ul style="list-style-type: none"> <li>• Papua New Guinea Actors and Movies</li> <li>• World Famous Actors and Movies</li> </ul>

## Characteristics of a Good Program

An effective Standards Based program:

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

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

- providing a balance of activities including projects, practical work and assignments,
- students' needs and interests
- the community calendar
- unplanned events
- holidays
- major school activities
- engaging a local artist if possible.

## Suggested Weekly Timetable for Grade 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15-8:30	Listening	Oral Express	Listening	Block time	Listening
8:30-8:45	Spelling	Spelling	Oral Expression		Talking
8:45-9:00	Talking	Talking	Talking	Hand writing	Block time
9:00-9:30	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences
9:30-10:00	Reading	Reading	Reading	Reading	Reading
10:00-10:30	<b>Recess</b>				
10:30-11:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00-11:30	Science	Science	Science	Science	Wr Expression
11:30-12:00	S/Science	S/ Science	S/Science	Science	S/Science
12:00- 1:00	<b>Lunch</b>				
1:00-1:30	Mathematics	Health	Mathematics	S/Science	Mathematics
1:30-2:00	Health	PE	Health	Arts	Arts
2:00: 2:30	Arts	Block time	Christian Religious Education	PE	Sports
2:30-3:00	PE	Arts			

## Subject Time Allocations

Subjects	Time analysis		Time variation	
	Minutes Per Lesson	Recommended Time	+	-
Listening	3x 15	45		
Talking	4x 15	60	15	
Oral expression	2x 15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Hand writing	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		
Science	3x30+1x60	150	15	
S/Science	5x30	150		
Health	3x30	90		30
Arts	3x30 + 1x45	135		
Physical Education	2x30 + 1x60	120		
Sports	1x 60	60		
R/Education	1x 60	60		
Assembly	5x 15	75		
Block Time	4x15	60		30
		1650		



## Developing a Year Plan

Below is a process or a set of steps to help you develop your yearly plan. You may modify it according to your needs.

### Yearly topic overview

The yearly overview shows the topics organised into the four terms of the year. There are twelve (12) Topics. Major school activities are also catered for in the sample below.

**Table A:** Outlines the topics that should be taught in each of term during the year.

Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1	<i>Enrolment and Revision of E2 ARTS</i>	1	<b>Topic 4</b> Listening And Responding To Music 3.2.1	1	<b>Topic 6</b> Composing Music 3.2.3 <i>(continued)</i>	1	<b>Topic 10</b> Creating Drama 3.2.7
2		2		2		<b>Topic 7</b> Traditional Dances 3.2.4	
3	<b>Topic 1</b> Drawing 3.1.1	3		3	National Book Week		3
4		4		4			
5		<b>Topic 2</b> Painting 3.1.2	5	<b>Topic 5</b> Performing Ryhtmic Patterns 3.2.2		5	<b>Topic 8</b> Creating Dance 3.2.5
6	6		6				
7	<b>Topic 3</b> Weaving And Modelling 3.1.3	7	<b>Topic 6</b> Composing Music 3.2.3	7	<b>Topic 9</b> Creating Dance-Drama 3.2.6	7	
8		8		8			
9		9		9			
10	Easter School Arts Exhibitions Week	10	School Arts Performance Week; Concerts	10	Independence School Arts Performance Week; Concerts & Exhibitions	10	<i>School year ends</i> <i>Christmas Celebrations</i> School Arts Performance Week; Concerts & Exhibitions

## Yearly, termly and weekly overview

**Table B:** Outlines the lesson topics that should be taught in each of the terms throughout the year.

Term 1						
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title
1	Registration and Orientation					
2	1. Visual Arts	1. Arts	Drawing	3.1.1a	Lesson 1	Different ways of drawing lines
					Lesson 2	How does the line feel?
					Lesson 3	An expressed line
3	1. Visual Arts	1. Arts	Drawing	3.1.1b	Lesson 4	What can this line be?
					Lesson 5	Can you create a shape using lines?
				3.1.1c	Lesson 6	A traditionally created shape
4	1. Visual Arts	1. Arts	Painting	3.1.2	Lesson 7	Environmentally friendly colours
					Lesson 8	Drawing and painting using organic colours
					Lesson 9	My paint style
					Lesson 10	I know a painter
5	1. Visual Arts	2. Crafts	Weaving and Modelling	3.1.3a	Lesson 11	We make this locally
					Lesson 12	This is how it is done
					Lesson 13	Twines and materials
6	1. Visual Arts	2. Crafts	Weaving and Modelling	3.1.3b	Lesson 14	Environmental print
					Lesson 15	Soft carving
					Lesson 16	Foam-ally carved
7	2. Performing Arts	3. Music	Listening and responding to music	3.2.1a	Lesson 17	Sounds around the school
					Lesson 18	Types of sounds
					Lesson 19	Which sound source?
8	2. Performing Arts	3. Music	Listening and responding to music	3.2.1b	Lesson 20	Talking voice
					Lesson 21	Singing voice
					Lesson 22	Different uses of talking and voice
9	School Arts Exhibition Week					

Term 2						
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons Per Performance Standards	Lesson Title
1	Review and Planning of Arts Programs					
2	2. Performing Arts	3. Music	Listening and responding to music	3.2.1c	Lesson 23	Musical body
					Lesson 24	Sounds from the head
					Lesson 25	Sound different parts of the body can make
3	2. Performing Arts	3. Music	Listening and responding to music	3.2.1d	Lesson 26	Making sounds using factory-made instruments
					Lesson 27	Making sounds using home-made instruments
					Lesson 28	Sounds using homemade and factory made instruments
4	2. Performing Arts	3. Music	Listening and responding to music	3.2.1e	Lesson 29	Short and sweet music
				3.2.1f	Lesson 30	Move with the short music
					Lesson 31	This music, this action
5	2. Performing Arts	3. Music	Listening and responding to music	3.2.1g	Lesson 32	The type of music I like
					Lesson 33	Play music
					Lesson 34	Is it live music?
6	2. Performing Arts	3. Music	Performing rhythmic patterns	3.2.2a	Lesson 35	Singing a range of known songs
					Lesson 36	Action songs
					Lesson 37	Playground songs
					Lesson 38	Familiar tunes
7	2. Performing Arts	3. Music	Performing rhythmic patterns	3.2.2b	Lesson 39	Familiar songs and melodies
					Lesson 40	Sounds like a picture
					Lesson 41	Sound and its sound source
8	2. Performing Arts	3. Music	Performing rhythmic patterns	3.2.2c	Lesson 42	Thump-thumping
					Lesson 43	Simple shaker
					Lesson 44	Our local sound makers
9	2. Performing Arts	3. Music	Performing rhythmic patterns	3.2.2c	Lesson 45	Melody and pattern
					Lesson 46	Beat cylinder
					Lesson 47	One-two lets shake, rattle and roll
10	School Arts Performance Week; Concerts					

## Term 3

Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title	
1	Review and Planning of Arts Programs						
2	2. Performing Arts	3. Music	Composing Music	3.2.3a	Lesson 48	Sound idea	
					Lesson 49	This is our piece	
					Lesson 50	Making simple sounds	
3	2. Performing Arts	3. Music	Composing Music	3.2.3b	Lesson 51	Our original music(1)	
					Lesson 52	Our original music(2)	
					Lesson 53	Our original music(3)	
4	2. Performing Arts	3. Music	Composing Music	3.2.3c	Lesson 54	My own melodic pattern	
5	2. Performing Arts	3. Music	Composing Music	3.2.3d	Lesson 55	What I like about my music	
					Lesson 56	What I like about my friend's music	
					Lesson 57	What I like about our music	
6	2. Performing Arts	3. Music	Composing Music	3.2.3e	Lesson 58	Sounds with symbols	
					3.2.3f	Lesson 59	How shall we record?
						Lesson 60	Recording our music on tape
7	2. Performing Arts	4. Dance	Traditional Dances	3.2.4a	Lesson 61	Five elements of dance	
					Lesson 62	Let's plan a traditional dance	
					Lesson 63	Let's practice a traditional dance	
8	2. Performing Arts	4. Dance	Traditional Dances	3.2.4b	Lesson 64	Let's perform a traditional dance	
					Lesson 65	Instruments used in the traditional dance	
				3.2.4c	Lesson 66	Now put them all together	
9	2. Performing Arts	4. Dance	Creating Dance	3.2.5a	Lesson 67	Who created the dance?	
					Lesson 68	This is how the story is danced	
				3.2.5b	Lesson 69	What do you think about the dance story?	
10	School Arts Performance Week; Concerts & Exhibitions						

Term 4						
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title
1	Review and Planning of Arts Programs					
2	2. Performing Arts	4. Dance	Creating dance-drama	3.2.6a	Lesson 70	Create a dance using a legend
				3.2.6b	Lesson 71	Character dance
				3.2.6c	Lesson 72	Create a dance
3	2. Performing Arts	5. Drama	Creating drama	3.2.7a	Lesson 73	How can I be like you?
					Lesson 74	How I move?
					Lesson 75	Let's plan a skit
4	Performing Arts	5. Drama	Creating drama	3.2.7b	Lesson 76	Let's practice a skit (1)
					Lesson 77	Let's practice a skit (2)
					Lesson 78	Make-believe play
5	2. Performing Arts	5. Drama	Improvisation	3.2.8a	Lesson 79	Let's plan a short drama
					Lesson 80	Let's practice a short drama
					Lesson 81	Our short drama
6	2. Performing Arts	5. Drama	Improvisation	3.2.8b	Lesson 82	What is a drama?
					Lesson 83	Dramatic piece critic
					Lesson 84	Our say about the drama
7	2. Performing Arts	5. Drama	Scripted play	3.2.9a	Lesson 85	Reading the story in logical order
					Lesson 86	Dramatize a short story in groups
					Lesson 87	Write a short story about your pet
8	2. Performing Arts	5. Drama	Scripted play	3.2.9b	Lesson 88	Our Short play
					Lesson 89	How was the short drama?
					Lesson 90	Analyzing a play
9	School Arts rehearsal and testing week					
10	School Arts End of the year Performance					

# Content Background

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

In addition, most Primary Schools in Papua New Guinea situated in the remotest parts may not have access to other Arts resource books to help the teachers plan and program. Therefore teachers will depend on the Junior Arts Teacher Guide to develop their daily teaching plan.

## What is Arts?

Our world has become a very visual one - we have art all around us. Understanding art understands our world! A good first step is to try to understand what we mean by art.

While there is no single answer, and not everyone will agree on a definition, involving your students in a discussion of this question can be exciting, engaging, and enlightening. Both you and your students will see Art in new ways after exploring the many kinds of Art we have all around us.

This kind of discussion is not only an important one to have at the beginning of the school year, but one that can be brought up again more than once. It is a good introduction to an Art program in general, as well as a good way to lead in to a new medium. If you are not confident with your own Art knowledge, regard this kind of discussion as a learning experience for yourself as well as your students, something that you are exploring with them. You don't have to be the "expert" at everything! By learning side-by-side with your students you are modeling the curiosity and thoughtfulness you want to inspire in your classroom.

Your role as teacher will be to lead your students to discover the enormous variety of Art. You will probably hold this discussion in several parts, as it will get quite lively and will take some time! Use some of the following points and questions to nudge the discussion along. See if your students can come up with some of these points themselves, and better yet, even go beyond them! And as they form their opinions, remind them that some of these questions are being debated everyday among artists!

The following are points and questions you can use to keep the discussion going, adapting it, of course, to your students age group:

**What are the various forms of Art?** When you think of Art, what do you think of? Paintings & statues are common answers. (If your students use the word statues, bring up the difference between the words "statue" and "sculpture." "Statue" suggests sculpture that is realistic, usually representing the human form. "Sculpture" is a broader term, because many are abstract). Try to draw out more forms of art, such as ceramics, printing, photography and collage.

**Is there a size limit to Art?** Remind your students that Art can come in all sizes, from massive public art to dainty table top pieces. What are some large public pieces that the students know about?

**Is Art defined by its materials?** We're all used to thinking of paintings as art. Or bronze or marble sculptures. But Art can be made from all kinds of materials. Try to think of some. Various kinds of paint and drawing mediums usually come to mind, but also ceramics, metal, wood, fabrics, plastics... it can even be an "assemblage" of junk.

**Combined Art forms.** A work can even combine art forms! Photography, ceramics, metalwork, collage - these can all be incorporated into a painting, or vice versa. Some art moves! A piece may turn in the breeze, like the dream catcher. Or have a motor. They can have sound - an artist in San Francisco even created a musical instrument that makes sounds when the ocean waves move over it.

**Does art have to be representational?** Is it necessary for it to actually look like something, such as a woman, or a vase of flowers? Does art have to be realistic? Is it better if it is realistic? What makes it realistic? Can it be something that suggests something real, even if it doesn't look exactly like our eye sees it in real life?

**What about abstract art?** Do the students know what that means? What is abstract art about? It can suggest many things, create many moods, or simply celebrate something as basic as form or color. You'll notice that when your students look at abstract art they tend to describe it in terms of feelings. They'll say it makes me feel happy. It makes me feel tense. Or they'll say that this painting looks angry. Or quiet and peaceful. This is a wonderful way to interpret Art!

**Is it Art if it illustrates words?** Are the illustrations in a book Art? And what if an Art piece is really a play on words?

**Can art be functional?** If a piece is something we use for everyday living, like a fork or a blanket, can it be art?

**Are crafts Art?** Jewelry making, quilting, and woodworking are all referred to as crafts. Some people also call them art, while others only use the word art for certain pieces that they feel cross the line from crafts to art. Is the thing that makes the difference between craft and art the fact that it is functional? Or is the difference more about whether it is good or mediocre art, and relegating the mediocre to the craft category?

**Is all Art good Art? Is there such a thing as mediocre art?** Who decides, and how is it decided? Here's where education comes in - the more you learn about Art, including doing it, the more you understand it, and the more discerning you become.

**If Art is used to sell something, is it still art?** Yes. We call this Commercial Art. What are some of the forms of Commercial Art around us? Trademarks and logos are powerful visual communicators. Other kinds of Commercial Art are billboards, TV ads, labels, and package design. Some of these are beautiful. Some are not. But all were created

by someone for a specific commercial purpose. Is that art? Does art have to be beautiful? What about a piece that looks truly ugly to you? Is it still art? Perhaps the artist is communicating something with that “ugliness”. Sometimes the artist is trying to shock the viewer, or to make you feel uncomfortable. Why would an artist want to do that? Perhaps to make people see things in a new way?

**Does it have to be painstaking to be an artist?** Does it have to be something that takes a long time to do, and is very difficult to do? Or can a quick sketch on a napkin be a work of art?

**Is it Art if it is intended for another purpose?** If it is originally created with the intention to instruct, or record, or illustrate, for example, is it still art? Art has always had many roles. It is thought that the beautiful hunting scenes painted in caves by prehistoric man were made as part of a ritual to assure a successful hunt. Paintings (and now photography) have long been used to record how things or people look - portraits of people, landscapes and cityscapes of places. In some parts of Papua New Guinea, story boards are carved out to depict scenes from everyday life or legends. Art has also long been used to tell stories or history. Religious Art sets out to explain beliefs, tell a spiritual story, or simply for inspiration (think of the impact of walking into a cathedral, with its combination of soaring architecture and light filtering down through stained glass windows.) Art can be used to memorialize an event or person.

**Is “found Art” really Art?** Some artists take something they simply find, and mount it and call it Art. If you found an interesting piece of wood, and polished it and mounted it, would that be Art? If you didn’t polish it, but just mounted it, would it be Art? If you just brought a piece of wood in and didn’t do anything to it, didn’t mount it, would this be Art? Some artists will say yes, some will say no. One thing to think about is that the word Art is a root in words like artifice, artifact, artisan, so linguistically it implies something made by human hands. So in that light, perhaps that piece of wood needs to have something done to it by the artist to make it Art? Or is it enough that the artist selected it?

**If Art is something done by human hands, what is Art generated on a computer?** Does our definition of Art include that? What is the one thing that all these Art forms have in common? All Art has one defining thing that it shares with all other Art - Communication! All forms of Art communicate something... a feeling, an idea, a record of fact, another way of looking at something, a statement about something wrong in our society, an appreciation of something beautiful, a spiritual understanding. Just try to think of an example of Art that does not communicate anything... can you?

You will find that this discussion can get quite lively. It is even more productive if you can bring in examples of different kinds of Art. Your library will have books with examples of paintings (portraits, landscapes, and abstracts), sculpture (traditional and junk sculpture), ceramics, photography, and more.



## Teaching Drawing Skills

Drawing can be a wonderful tool for creativity. But many of us lack confidence in our ability to draw. Here you'll find drawing skills lessons that can be explored in the classroom which allows individual development so that each child can measure success by what he or she has accomplished, not by comparing their work to an adult's.

Anything wrong with that? Well, yes and no. Unfortunately in our culture we tend to equate being a "good drawer" with being "an artist". Sadly, once labeled "non-artists", most people become self-fulfilling prophecies, and miss out on some of life's wonderful creative pleasures.

Meanwhile, there are many art forms that don't rely upon realistic rendering. From sculpture to collage, ceramics to weaving - and I'll bet you can think of many more. Drawing skills are a tool. A useful tool. But one among many in a toolbox that includes an understanding of color, skills in various media, and more. The more skills an artist has to work with, the more he or she can communicate. And that is what Art is about. It's communication.

All that being said, however, there is still a place for improving drawing skills. With some attention anyone can become a better drawer. So we offer a drawing lesson here, to hone those skills, but we do it with a big disclaimer: Drawing does not define the artist. Remember that what you say to a child is everything at this point. Don't just hand out compliments for realistic rendering.

So don't let Good Drawing become too important. Remember to praise a child for the use of color, for vivid imagination, for the thoughtful presentation, for the wild expression, for the patience with detail, and for any of those wonderful things that the child has done well in doing a work of Art.

Finally, try these lessons on yourself first, and maybe with a friend or two. Adults that try this are surprised at how much they can improve their drawing. And it will leave you with a better idea of where the lesson is going.

## Exploring Patterns

We have patterns all around us. We see them in math, we use them verbally in poetry, we find them in nature, we use them in Art... It is interesting to discuss what drives patterns - repetition, numbers, and symmetry.

### Repetition Driven Patterns

Repetition is another important element in patterns. In fact, a pattern could simply be the repetition of only one shape, repeated over and over. Something as simple as a repeated slash line makes a strong border pattern... like this:

////////////////////////////////////

And if we look around we see simple repeated shapes making patterns all around us - such as roof tiles, or the bricks in a walkway. Have the students make their own simple pattern using repetition.

### Number Driven Patterns

What do we mean by numbers driving a pattern? An example is when you are stamping with shape A and changing to shape B based upon a number, such as every three times. Have the students come up with their own number driven pattern.

### Symmetry Driven Patterns

Symmetry is a part of many patterns. You may have noticed that some kids = in fact, many of the younger kids - will start their pattern experimentation in the same way. Instead of lining up the shapes in rows, they start by first placing a shape in each corner of the paper. Then they go on to add their alternating patterns in between, keeping it all symmetrical, Give your students a fresh sheet of paper and have them make a pattern based upon symmetry, using the four corners.

But some designs, while they use a repetition of shapes and colors, are not driven by numbers or symmetry. One way is driven by the artist's eye. In other words, the artist has determined a sequence based upon the relations of color and shape and how his or her eye wants them balanced.

Another way is Random Pattern. To give kids an understanding of a pattern driven randomly, try this game, where the toss of a coin determines their pattern! (Kids love this game, and it works well in a classroom.) Here's how it works:

Each child is to choose two shapes and two colors, one shape for each color. Now they each determine which shape is Heads and which is Tails. They should each have a clean piece of paper in front of them.

Explain that they are to work from left to right, just as if they were writing. (When they get to the right edge of the paper they will start back on the left, in the next row.)

When everyone is ready, get out a coin and toss it. Call out the result. If it is Heads, everyone is to make one print using their Heads shape. If it is Tails, everyone is to print with their tails shape. And so on.

If the coin comes up tails twelve times in a row (and it has!) everyone has to keep printing with that tails shape. You only print what the coin “tells” you to. When you are finished, you have a page that is a random pattern. And here’s the interesting part - these random patterns end up looking good. While most of us would never think to create a pattern like that, especially when either heads or tails has an especially long run, the result is surprisingly satisfying!

## Scope of Content Knowledge, Skills, Attitudes and Values

This expansion indicates the scope of content outlined with the Knowledge, Skills, Attitudes and Values derived from the Performance Standards. The lesson activities should be developed in line with the Knowledge, Skills, Attitudes and Values specified from the table.

This table provides the scope of lesson content based on the Performance Standards to plan your teaching and learning programs. The lesson activities should have the components of relevant Knowledge, Skills, Attitudes and Values that can be assessed in the beginning of the lesson (**Input**), during the lesson (**process**) and at the end of the lesson (**output**). This will lead up to achieving the Performance Standards, and Content Standards in Arts Subject. Use the tables that follow to help guide you in planning your teaching programs.

### Example:

**Strand 1:** Visual Arts  
**Unit 1:** Arts  
**Topic:** Drawing

**Content Standard:** 3.1.1  
**Performance Standards:** a, b, c

(\*note: this KSAV covers lessons **1** to **6** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Purpose of lines</li> <li>Understand and describe lines, characteristics, e.g: straight, curve, thick/thin/short/long/vertical/horizontal</li> <li>Shapes and patterns of familiar objects e.g: shading – light/dark</li> </ul>	<ul style="list-style-type: none"> <li>Drawing Lines</li> <li>Describe line characteristics</li> <li>Use line to draw familiar shapes</li> <li>Shading</li> </ul>	<ul style="list-style-type: none"> <li>Value arts</li> <li>Respect art</li> <li>Appreciate works of art</li> </ul>
<p><b>Assessment Tasks:</b> 1. Use line characteristics to draw familiar shapes. 2. Describe the line characteristics.</p>		

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

**Content Standard:** 3.1.2  
**Performance Standards:** a, b, c, d

(\*note: this KSAV covers lessons **7** to **10** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Organic medium of painting (materials)</li> <li>Modern Medium of painting</li> <li>Organic colours</li> <li>Identify Different colours</li> <li>Body painting using traditional painting (organic mediums)</li> <li>Local painter or arts around the community/country</li> </ul>	<ul style="list-style-type: none"> <li>Use</li> <li>Explore painting materials</li> <li>Discuss</li> <li>Listing</li> </ul>	<ul style="list-style-type: none"> <li>Value</li> <li>Respect</li> <li>Appreciate nature</li> <li>Respect the work of artists</li> </ul>
<p><b>Assessment Tasks:</b> 1. Use organic paints to paint in a Geometric arrangement on paper. 2. Produce a narrative painting about their lives.</p>		

**Strand 1: Visual Arts**  
**Unit 2: Craft**  
**Topic: Weaving and Modelling**

**Content Standard: 3.1.3**  
**Performance Standards: a, b, c, d**

(\*note: this KSAV covers lessons **11** to **16** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Various art and craft product</li> <li>• Skills involved in creating art and craft products</li> <li>• Processes of developing art and craft products with in the community</li> <li>• How to use local materials</li> <li>• To make fibre and fabric craft</li> <li>• Collage/collect art using organic light materials on A4 paper</li> <li>• Identify miniature caves by utilising soft materials</li> <li>• eg: soap, foam, clay</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Listing</li> <li>• Constructing</li> <li>• Measuring</li> <li>• Pining</li> <li>• Joining</li> <li>• Cutting</li> <li>• Discussing</li> <li>• Writing</li> <li>• Adapting (improvising)</li> <li>• Pasting</li> <li>• Outlining</li> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Respect craft</li> <li>• Work and share with others</li> <li>• Care for equipments</li> <li>• Safe use of equipment</li> <li>• Appreciate how craft expresses culture</li> </ul>
<p><b>Assessment Tasks:</b> 1. Identify a craft product and orally explain its process of development.            2. Make a collage art of using papers and other light materials.</p>		

**Strand: Performing Arts**  
**Unit 3: Music**  
**Topic: Listening and Responding to Music**

**Content Standard: 3.2.1**  
**Performance Standards: a, b, c, d,e,f,g,h**

(\*note: this KSAV covers lessons **17** to **34** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Simple rhythms, patterns, songs and instruments</li> <li>• Familiar songs and melodies from other sounds eg: nursery rhymes, action songs, Street games, popular tunes</li> <li>• Sounds with picture sources</li> <li>• Percussion instruments eg: Coconut shells, Shaker, beating drums</li> <li>• Local instruments eg: Kundu drums, rattles, etc..</li> </ul>	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Selecting</li> <li>• Creating</li> <li>• Playing</li> <li>• Singing</li> <li>• Following</li> <li>• Performing</li> <li>• Shaking rhythmically</li> <li>• Mimicing</li> </ul>	<ul style="list-style-type: none"> <li>• Voice preparation</li> <li>• Safe use of equipment</li> <li>• Care of instruments</li> <li>• Respect for different styles</li> <li>• Value traditional music</li> <li>• Taking turns</li> </ul>
<p><b>Assessment Tasks:</b> 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 variety of gestures to respond to music.</p>		

**Strand 2:** Performing Arts  
**Unit 3:** Music  
**Topic:** Performing rhythmic patterns

**Content Standard:** 3.2.2  
**Performance Standards:** a, b, c,

(\*note: this KSAV covers lessons **35** to **47** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Simple rhythms, patterns, songs and instruments</li> <li>Familiar songs and melodies from other sounds</li> <li>eg: nursery rhymes, action songs, Street games, popular tunes</li> <li>Sounds with picture sources</li> <li>Percussion instruments eg: Coconut shells, Shaker, beating drums</li> <li>Local instruments eg: Kundu drums, rattles, etc..</li> </ul>	<ul style="list-style-type: none"> <li>Matching</li> <li>Selecting</li> <li>Creating</li> <li>Playing</li> <li>Singing</li> <li>Following</li> <li>Performing</li> <li>Shaking to a rhythmic pattern</li> </ul>	<ul style="list-style-type: none"> <li>Voice preparation</li> <li>Safe use of equipment</li> <li>Care of instruments</li> <li>Respect for different styles</li> <li>Value traditional music</li> <li>Taking turns</li> </ul>
<p><b>Assessment Task:</b> 1. Perform a known song while playing simple instruments harmonically.</p>		

**Strand 2:** Performing Arts  
**Unit 3:** Music  
**Topic:** Composing Music

**Content Standard:** 3.2.3  
**Performance Standards:** a, b, c, d, e, f

(\*note: this KSAV covers lessons **48** to **60** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Improvise and compose simple musical pieces</li> <li>Musical elements, rhythms, style, tempo (speed)</li> <li>Melodic patterns</li> <li>High, low, medium melody, harmony</li> <li>Graphic symbols (western notation)</li> <li>Electronic media studio production</li> <li>Mobile phones</li> <li>Computers</li> </ul>	<ul style="list-style-type: none"> <li>Composing</li> <li>Inventing</li> <li>Improvising</li> <li>Recording</li> <li>Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Appropriateness of composing music</li> <li>Work in groups</li> <li>Respect for different styles and value traditional music</li> <li>Appreciate how music affects mood and emotions</li> <li>Respect work of musicians</li> </ul>
<p><b>Assessment Task:</b> 1. Critic and analyse the appropriateness and effectiveness of their composition of improvised music.</p>		

**Strand 2:** Performing Arts  
**Unit 4:** Dance  
**Topic:** Traditional Dances

**Content Standard:** 3.2.4  
**Performance Standards:** a, b, c

(\*note: this KSAV covers lessons **61** to **66** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Elements of dance</li> <li>• Travelling, Jumping</li> <li>• Turning, Gesture, Stillness</li> <li>• Traditional dances</li> <li>• Dance formation, costumes, use of musical instruments accompany the dance</li> <li>• Origins and significance of dance</li> </ul>	<ul style="list-style-type: none"> <li>• Creating</li> <li>• Dancing</li> <li>• Performing/ demonstrating</li> <li>• Identifying</li> <li>• Discussing</li> <li>• Describing</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for different styles</li> <li>• Value traditional dance</li> <li>• Appreciate the work of performers</li> <li>• Work and share with others</li> </ul>
<p><b>Assessment Task:</b> 1. Define dance and its five elements.</p>		

**Strand 2:** Performing Arts  
**Unit 4:** Dance  
**Topic:** Creating Dance

**Content Standard:** 3.2.5  
**Performance Standards:** a, b

(\*note: this KSAV covers lessons **67** to **69** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Various dance techniques</li> <li>• Create a dance story</li> <li>• Collaborate dance to story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Criticizing</li> <li>• Analysing</li> <li>• Dance use</li> </ul>	<ul style="list-style-type: none"> <li>• Working cooperatively and sharing ideas with others</li> <li>• Physical preparation</li> <li>• Warm-up, stretch</li> <li>• Value dance</li> <li>• Express opinion</li> </ul>
<p><b>Assessment Task:</b> 1. Retell a story using simple dance techniques.</p>		

**Strand:** Performing Arts  
**Unit 4:** Dance  
**Topic:** Creating Dance-drama

**Content Standard:** 3.2.6  
**Performance Standards:** a, b, c

(\*note: this KSAV covers lessons **70** to **72** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Retell a legend using own words through dance</li> <li>Dance pattern of different characters</li> <li>Create imaginative move to short piece of story and music</li> <li>Names of different costumes to be used</li> <li>Prepare make up and costumes</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Imitating</li> <li>Describing</li> <li>Movements</li> <li>Improvising</li> <li>Response</li> <li>Discover</li> <li>Analysing</li> <li>Listening</li> <li>Recognising</li> </ul>	<ul style="list-style-type: none"> <li>Voice preparation</li> <li>Appreciate legends</li> <li>Value group work</li> <li>Response to music</li> <li>Compare own and other dance and music</li> <li>Appreciate how dance express moods and emotions</li> </ul>
<p><b>Assessment Task:</b> 1. Re-tell a legend through dance and drama.</p>		

**Strand:** Performing Arts  
**Unit 5:** Drama  
**Topic:** Creating Drama

**Content Standard:** 3.2.7  
**Performance Standard:** a

(\*note: this KSAV covers lessons **73** to **78** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Comedy drama using animals character</li> <li>Skit play</li> <li>Elements of drama; action, body, character, emotions, theme, costumes, state</li> </ul>	<ul style="list-style-type: none"> <li>Performing</li> <li>Dramatizing</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups</li> <li>Respect opinion of others</li> <li>Express opinions</li> <li>Voice preparation</li> </ul>
<p><b>Assessment Task:</b> 1. Use animal character for a comedy skit.</p>		

**Strand:** Performing Arts  
**Unit 5:** Drama  
**Topic:** Improvisation

**Content Standard:** 3.2.8  
**Performance Standards:** a, b

(\*note: this KSAV covers lessons **79** to **84** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Non-scripted play is a short drama piece eg: walking on a bridge over the river</li> <li>Create non-scripted play</li> </ul>	<ul style="list-style-type: none"> <li>Acting</li> <li>Miming</li> <li>Story telling</li> <li>Body movement and control</li> <li>Staging</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups</li> <li>Express opinions</li> <li>Respect for different styles</li> <li>Take care of equipment</li> </ul>
<p><b>Assessment Task:</b> Perform a short dramatic piece of their choice.</p>		



**Strand:** Performing Arts  
**Unit 5:** Drama  
**Topic:** Scripted Plays

**Content Standard:** 3.2.9  
**Performance Standards:** a, b

(\*note: this KSAV covers lessons **85** to **90** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Scripted play is a written of various plays</li> <li>• Tell a short story through a drama</li> <li>• Critic and analyse short drama</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatizing</li> <li>• Creatively telling</li> <li>• Critiquing</li> <li>• Analysing</li> </ul>	<ul style="list-style-type: none"> <li>• Express opinion</li> <li>• Appreciate voice preparation and body preparation</li> </ul>
<p><b>Assessment Task:</b> 1. Create a scripted play and then dramatize it.</p>		

# Guided Lessons

This section contains the guided lesson template, sample guided lessons and the table of knowledge, skills, attitudes and values that the teachers will use in their planning and teaching.

The guided lesson is a step-by-step explanation of what is to be taught by the teachers in each lesson. This can also help teachers to plan lesson plans to organise how the lessons will be taught. Teachers are encouraged to use the guide to prepare their lessons using the template below. Each section of the guided lesson template highlights parts of the lesson and its purpose as shown in the sample.

Parts of the guided lesson	Purpose	Sample						
Lesson No.#	This is the lesson number.	Lesson#: 05						
Strand	Indicates the main concept in the syllabus.	Visual Arts						
Unit	The unit is derived from the strand which is taken from the syllabus.	Arts						
Content Standard	Shows the links between the syllabus and the lesson and describes students learning achievements.	<b>3.1.1</b> Apply line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.						
Performance Standard	Shows the links between the Content Standard and the lesson and describes students learning achievements.	<b>3.1.1a</b> Name and draw different kinds of lines.						
Lesson title	This is the heading of the lesson.	Can you create a shape?						
Learning objective	This describes what students should learn by the end of the lesson.	Explains that a line joins two points.						
Knowledge, Skills, Attitudes and Values (KSAV)	Important concepts and main key knowledge, skills, attitudes and values students will learn, perform or display in the lesson. Misconceptions can also be corrected here.	<table border="1"> <thead> <tr> <th>Knowledge</th> <th>Skills</th> <th>Attitudes /Values</th> </tr> </thead> <tbody> <tr> <td>Naming places where patterns can be seen</td> <td>* Drawing skills *Eye-hand coordination</td> <td>Appreciate that the world is made up of different patterns and lines</td> </tr> </tbody> </table>	Knowledge	Skills	Attitudes /Values	Naming places where patterns can be seen	* Drawing skills *Eye-hand coordination	Appreciate that the world is made up of different patterns and lines
Knowledge	Skills	Attitudes /Values						
Naming places where patterns can be seen	* Drawing skills *Eye-hand coordination	Appreciate that the world is made up of different patterns and lines						
Assessment tasks	Highlights the assessment tasks to be completed during or after the lesson.	Written test at the end of the unit or assess the students sketch diagrams using a checklist.						
Time:	Shows the duration of the lesson.	30 minutes.						
Reference/Resource materials	This describes the source of information for developing the lesson and or materials needed for the lesson.	Arts syllabus, <i>PATTERNS</i> , Expressive Arts, Resource Book 1, page 15 Arts sketchbook, pencils, coloured pencils.						
Teaching and learning activity	Includes the flow of the lesson from start to the finish. It describes the lesson part, the students activities and the teachers instruction/information. Timing of the segments is also found here.	Introduction:  Body:  Conclusion:						

## Guided Lesson Template

This guided lesson temple has been provided for teachers of all subjects to follow as a guide. It is common for all subjects so teachers use one template for all subjects. There may be adjustments done for some subjects. However, it is important that a standard template is followed for all subjects. This is shown below:

**Lesson No:** \_\_\_\_\_ **Lesson title:** \_\_\_\_\_

**Strand:** \_\_\_\_\_ **Unit:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

**Content Standard:** \_\_\_\_\_

**Performance Standard:** \_\_\_\_\_

**Learning Objective:** \_\_\_\_\_

### Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes/Values

### Assessment Task:

**Time:** \_\_\_\_\_ minutes

### Resource Material/Reference:

### Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: (____minutes)		
<b>Body</b> Time: (____minutes)		
<b>Conclusion</b> Time: (____minutes)		

### Teacher's Reflection/Evaluation:

## Guided Lesson Sample for 3.1.1b

**Lesson No:** 5

**Lesson title:** Can you create a shape using lines?

**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 Standard: 3.1.1b** Use lines to draw shapes and patterns.

**Learning Objective:** By the end of the lesson, the students will be able to:

- demonstrate the difference between regular shapes and irregular shapes.

**Knowledge, Skills, Attitudes and Values (KSAV):**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Recall shapes by their well-known names</li> </ul>	<ul style="list-style-type: none"> <li>Drawing skills</li> <li>Eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that the world is made up of different shapes</li> <li>Value the importance of shapes in solid structures</li> </ul>

**Assessment Task:** Use line characteristics to draw familiar shapes.

**Time:** 30 minutes

**Resource Material/Reference:**

Arts syllabus, *PATTERNS*, expressive arts, Resource Book 1, page 5

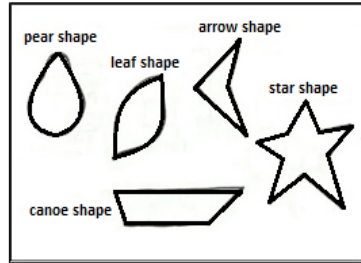
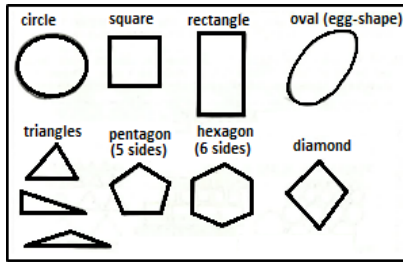
Pieces of papers, shell, feathers, armband, lime pot, Arts sketchbook, pencils, coloured pencils.

**Teaching and learning activities:**

Lesson part	Students activities	Teacher instruction/information
<p><b>Introduction</b></p> <p>Time: 5 minutes</p>	<ul style="list-style-type: none"> <li>Demonstrate by drawing on the board any other type of lines that they can think of.</li> <li>Explain the lines they have drawn on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Asks the class if anyone can come and demonstrate on the blackboard any other types of lines.</li> </ul>
<p><b>Body</b></p> <p>Time: 20 minutes</p>	<ul style="list-style-type: none"> <li>Follow the instructions of the teacher</li> <li>Present their work and general discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks the class if anyone can come and demonstrate on the blackboard any other types of lines</li> <li>Teacher supervises work of students in group</li> <li>Teacher has the samples of students on the board.</li> </ul>

**Conclusion**

Time: 5 minutes



- Ask probing question during presentation.

- Display their samples of work and explain to the rest of the class what they have done.

**Teacher's Reflection/Evaluation:**

## Guided Lesson Sample for 3.1.2a

**Lesson No:** 8                      **Lesson Title:** Painting using organic colors.

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

**Content Standard: 3.1.2** Apply organic and modern colors to paint familiar pictures.

**Performance Standards: 3.1.2a** 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.

**Learning Objective:** By the end of the lesson, the students will be able to:  
- Use organic materials to do a painting on paper.

### Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Drawing shapes and patterns using lines</li> <li>• Flowers, leaves, clay and charcoal produce different colours</li> </ul>	<ul style="list-style-type: none"> <li>• Applying organic paints to paper</li> <li>• Painting</li> <li>• Producing organic colours</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate different types of organic colours</li> <li>• Value their environment</li> </ul>

**Assessment Task:** Use organic and modern paints to paint in a geometrical arrangement on paper.

**Time:** 30 minutes

### Resource Material/Reference:

syllabus, flowers, leaves, clay, charcoal, white sheets of paper

Arts

### Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Collect some organic paints around the school yard</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and display all organic paints to students</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>• Explain what is organic and modern paint in their own words</li> <li>• Explain how ancestors used organic paint</li> <li>• Students use the organic and modern paints to do their paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks probing questions to support students learning</li> <li>• Teacher tells students what they will be doing</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Display their samples of work and explain to the rest of the class what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask probing question during presentation.</li> </ul>

### Teacher's Reflection/Evaluation:

## Guided Lesson Sample for 3.1.3b

**Lesson No:** 12

**Lesson Title:** This is how it is done.

**Strand 1:** Visual Arts

**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: 3.1.3b** Use local materials to make a fiber and fabric craft.

**Learning Objective:** By the end of the lesson, the students will be able to:

- Identify various art and craft

**Knowledge, Skills, Attitudes and Values (KSAV):**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Making products from fiber</li> <li>• Using patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving and folding</li> <li>• Making patterns</li> <li>• Estimation</li> </ul>	<ul style="list-style-type: none"> <li>• Value craft</li> <li>• Appreciate making craft</li> <li>• Value fibre plants</li> </ul>

**Assessment Task:** Identify a craft product and orally explain its processes of development.

**Time:** 30 minutes

**Resource Material/Reference:**

Arts Syllabus, Coconut leaves, small knives

**Teaching and learning activities:**

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Prepare coconut leaves using small knives</li> <li>• General discussions on how handicrafts are made in their area.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the students to bring coconut leaves, small knives</li> <li>• Generate and guide discussions and lead students towards weaving simple mat from coconut fronds</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>• Students follow and copy the teacher</li> <li>• The students start making/weaving mat with the coconut leaves.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows a hand made craft</li> <li>• Teacher goes through the steps of making the craft</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Students comment on their product</li> <li>• Hand in the craft work for display.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask probing question during presentation</li> </ul>

**Teacher's Reflection/Evaluation:**

## Guided Lesson Sample for 3.2.1a

**Lesson No:** 17

**Lesson Title:** Sounds around the school

**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: 3.2.1a** Listen to, identify and imitate familiar sounds in the immediate environment from varying sources.

**Lesson Objective:** By the end of the lesson, the students will be able to:

- Identify various sounds around the school and imitate the sounds

### Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Sounds can be heard</li> <li>• Sound can be heard all around us. Some are taken note of while most are not.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Differentiating sounds</li> <li>• Humming and whistling</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that the world is made up of sounds also</li> <li>• Value things that produce sounds as a music to the ears.</li> </ul>

**Assessment Task:** Name different sound sources from the surrounding environment and imitate the respective sounds.

**Time:** 30 minutes

### Resource Material/Reference:

Arts Syllabus, recorded sounds made by familiar objects and things around the school yard, speakers, and recorder, mobile phones

### Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• A minute of total silence and listening to the sounds being made around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate and guide discussions and lead students towards listening attentively for detailed sounds.</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>• Discuss the sounds heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide and facilitate the discussions with relevant guided questions.</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Students should conclude that sound can be heard all around us. Some are taken note of while most are not.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

### Teacher's Reflection/Evaluation:



## Guided Lesson Sample for 3.2.2a

**Lesson#:** 38

**Lesson Title:** Familiar tunes

**Strand 2:** Performing Arts

**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: 3.2.2a** Recognize and sing familiar songs and melodies with popular tunes from other sources, nursery rhymes with songs, action songs and street games.

**Lesson Objective:** By the end of the lesson, the students will be able to:

- sing familiar songs and use melodies with popular tunes from other sources, nursery rhymes with songs, action songs and street games.

**Knowledge, Skills, Attitudes and Values (KSAV):**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Know where the song is from</li> <li>• Name the province where the songs are from</li> <li>• Know the meaning of the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the song while the students listen</li> <li>• Say the meaning of the song</li> <li>• Say the words in the song</li> <li>• Sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to the song</li> <li>• Enjoying making/ playing and listening to different instruments</li> <li>• Enjoy using and experimenting with rhythm.</li> </ul>

**Assessment task:** Perform a known song while playing simple instruments harmonically.

**Time:** 30 minutes

**Resource Material/Reference:**

Map of PNG to show where the song comes from, any local instruments to make music, mobiles for playing songs, sticks or coconut shells REF: Grades 3, 4 and 5 Primary Arts Syllabus. Pg. 21

**Teaching and learning activities:**

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Sing two known songs</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to sing two known songs</li> <li>• Tell the students where the songs are from and the meaning of the song</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>• Listen as the song is sung by the teacher</li> <li>• Hum the tune while teacher sings</li> <li>• Hum the second time while listening to the teacher singing</li> <li>• Students listen and repeat the song until the song sentences are all sung</li> <li>• Students listen and repeat the song until the song sentences are sung</li> <li>• Students sing all through while teacher listens</li> <li>• Students sings two different known songs then sing the new song.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the new song</li> <li>• Sing the song again. Repeat singing the song if students humming is not correct</li> <li>• Sing the song second time verse by verse</li> <li>• Sing the song second time verse by verse</li> <li>• Continue singing verse by verse until its finished</li> <li>• Sing the song all through</li> <li>• Ask children to play any instruments while singing known songs.</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Students sing the song themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• hears and confirms that the song is learnt.</li> </ul>

**Teacher's Reflection/Evaluation:**

## Guided Lesson Sample for 3.2.3a

**Lesson No:** 50

**Lesson title:** Making simple sounds

**Strand 2:** Performing Arts

**Unit 3:** Music

**Topic:** Composing Music

**Content Standard: 3.2.3** Select a musical style and create a musical piece.

**Performance Standards: 3.2.3a** Select sounds from a variety of sources to create simple sound ideas, individually and in groups.

**Lesson Objective:** By the end of the lesson, the students will be able to:

- select and create simple musical sounds individually and in groups.

### Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Make a simple musical sound</li> <li>• There are many different sounds</li> <li>• Sounds can be combined.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy making different simple musical sounds</li> <li>• Enjoy expressing feelings through sounds.</li> </ul>

**Assessment task:** Critic and analyse the appropriateness and effectiveness of their composition of improvised music.

**Time:** 30 minutes

### Resource Material/Reference:

Arts Teachers Guide, Arts Syllabus. Pictures of musical instruments, Ex-arts Syllabus for community schools in PNG.

### Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• create musical sound they are familiar with</li> <li>• Students explore and listen.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks anyone to create musical sound he/she is familiar with.</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>• Students name (5) instruments</li> <li>• Students identify the instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assist students to name some instruments that make simple sounds</li> <li>• Teacher show the students some instrument pictures.</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Present what they have discussed and identified to the rest of the class</li> <li>• Show pictures of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask probing question during presentation.</li> </ul>

### Teacher's Reflection/Evaluation:

## Guided Lesson Sample for 3.2.6b

**Lesson No:** 71

**Lesson Title:** Character Dance

**Strand 2:** Performing Arts

**Unit 4:** Music

**Topic:** Creating Dance-drama

**Content Standard: 3.2.6** Create an ethnic fusion dance to retell a story or a legend.

**Performance Standards: 3.2.6b** Analyse dance patterns according to each character in the legend.

**Lesson Objective:** By the end of the lesson, the students will be able to:  
- retell a legend of a bird through dance.

**Knowledge, Skills, Attitudes and Values (KSAV):**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Make a simple animal sound</li> </ul>	<ul style="list-style-type: none"> <li>Selecting</li> <li>Creating</li> <li>Combining.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy making different simple animal sounds</li> <li>Enjoy expressing feelings through sounds</li> <li>Appreciate dance patterns</li> </ul>

**Assessment task:** Analyze dance patterns according to each character in the legend.

**Time:** 30 minutes

**Resource Material/Reference:**

Arts Teachers Guide, Arts syllabus 2017- p.g 23, Pictures of animals, Ex-arts syllabus for community school in PNG. Art and craft Lower Primary Syllabus, p.g 24, Chart with sound structure of each line of the song.

**Teaching and learning activities:**

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>Name the animal and also the sound it makes</li> <li>Teacher asks anyone to create an animal sound he/she is familiar with</li> <li>Students explore and hear.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher mimics a movement and asks anyone to guess the dances e.g. the dance and the movement decorations on the body represent a bird, wallaby and fish.</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>Students hear the legend told</li> <li>Go through the song with the teacher</li> <li>Go through the movement</li> <li>Students listen carefully and attentively.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher briefly tells the legend</li> <li>Teacher show the students the pictures of the bird</li> <li>Go through the song</li> <li>Demonstrate movement.</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>Dance or perform (Dance &amp; Movement) while singing the song.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher show the students some animal pictures</li> <li>Ask probing question during presentation.</li> </ul>

**Teacher's Reflection/Evaluation:**

## Guided Lesson Sample for 3.2.7

**Lesson#:** 73

**Lesson Title:** How can I be like you?

**Strand 2:** Performing Arts

**Unit 5:** Drama

**Topic:** Creating drama

**Content Standard: 3.2.7** Create a role-play using different drama genres with animal characters.

**Performance Standards: 3.2.7a** Perform a comedy play or skit using animal characters.

**Lesson Objective:** By the end of the lesson, the students will be able to:

- demonstrate how animal use sounds to communicate, move away from danger and move to catch food.

**Knowledge, Skills, Attitudes and Values (KSAV):**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Imitate animal character</li> <li>• Know different animals and the sounds they create.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing</li> <li>• Use basic elements of mime.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy acting in own groups.</li> <li>• Appreciate that animals do have meanings for making sounds.</li> </ul>

**Assessment task:** Use animal characters in a comedy skit.

**Time:** 30 minutes

**Resource Material/Reference:**

Picture of animals, Art and craft Lower Primary Syllabus, Arts Grades 3, 4 and 5 Primary syllabus 2017.

**Teaching and learning activities:**

Lesson part	Students activities	Teacher instruction/information												
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Guess the animal and also the sound it makes,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher mimics a movement and asks anyone to guess the dances e.g. the dance and the movement decorations on the body represent a bird, wallaby and fish.</li> </ul>												
<b>Body</b> Time: 20 minutes	Confident students put hands up to imitate an animal movement. Complete this table: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Animal</th> <th>Movement</th> <th>Sound</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>	Animal	Movement	Sound	1.			2.			3.			<ul style="list-style-type: none"> <li>• Teacher asks students to imitate animal movement</li> <li>• Teacher asks the students to draw table down into exercise books</li> <li>• Teacher asks students to complete table.</li> </ul>
Animal	Movement	Sound												
1.														
2.														
3.														
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Critique the completed table</li> </ul>	<ul style="list-style-type: none"> <li>• Help students complete the table</li> <li>• Ask probing question during presentation.</li> </ul>												

**Teacher's Reflection/Evaluation:**

### Guided Lesson Sample for 3.2.9b

**Lesson No:** 90

**Lesson Title:** Analysing a play

**Strand 2:** Performing Arts

**Unit 5:** Drama

**Topic:** Scripted plays

**Content Standard:** 3.2.9 Dramatize a short story.

**Performance Standards:** 3.2.9b Critic and analyse a short drama.

**Lesson Objective:** By the end of the lesson, the students will be able to:

- retell a legend through drama.

**Knowledge, Skills, Attitudes and Values (KSAV):**

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> <li>• Recall stories by their well-known names</li> <li>• Know community legends</li> <li>• Roles of characters</li> <li>• Understanding the plot, scenes and settings</li> </ul>	<ul style="list-style-type: none"> <li>• How to analyse a character</li> <li>• Parts of a play.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate playwrights and their works</li> <li>• Understand morals and values in plays</li> <li>• Value, preserve and pass on legends told to them.</li> </ul>

**Assessment Task:** Create a scripted play and then dramatize it.

**Time:** 30 minutes

**Resource Material/Reference:**

Arts Junior Primary syllabus 2017, costumes

**Teaching and learning activities:**

Lesson part	Students activities	Teacher instruction/information
<b>Introduction</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Students discuss the drama together or in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all student know the drama well.</li> </ul>
<b>Body</b> Time: 20 minutes	<ul style="list-style-type: none"> <li>• Students discuss the drama together or in pairs then dramatise.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the students can differentiate between characters and settings and their importance.</li> </ul>
<b>Conclusion</b> Time: 5 minutes	<ul style="list-style-type: none"> <li>• Students present their feed backs especially on their favorite characters and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate on different characters and different scenes.</li> </ul>

**Teacher's Reflection/Evaluation:**

# Assessment and Reporting

## What is Assessment?

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

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

## Purpose of Assessment

The purpose of assessment is to fulfil the following:

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

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

## Types of Assessments

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

Assessment **as**,  
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:

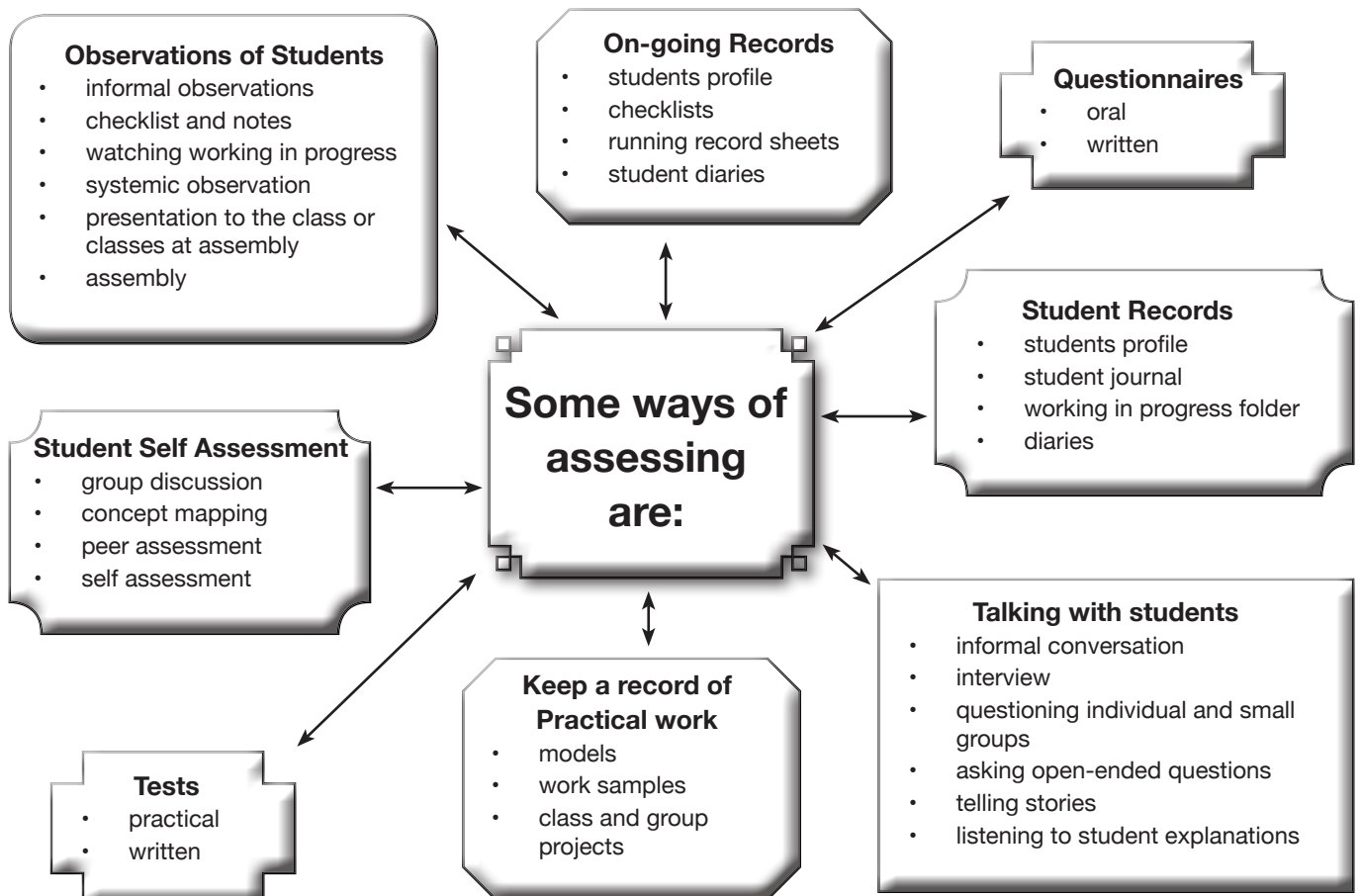
- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there

### 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.

### Methods of assessment

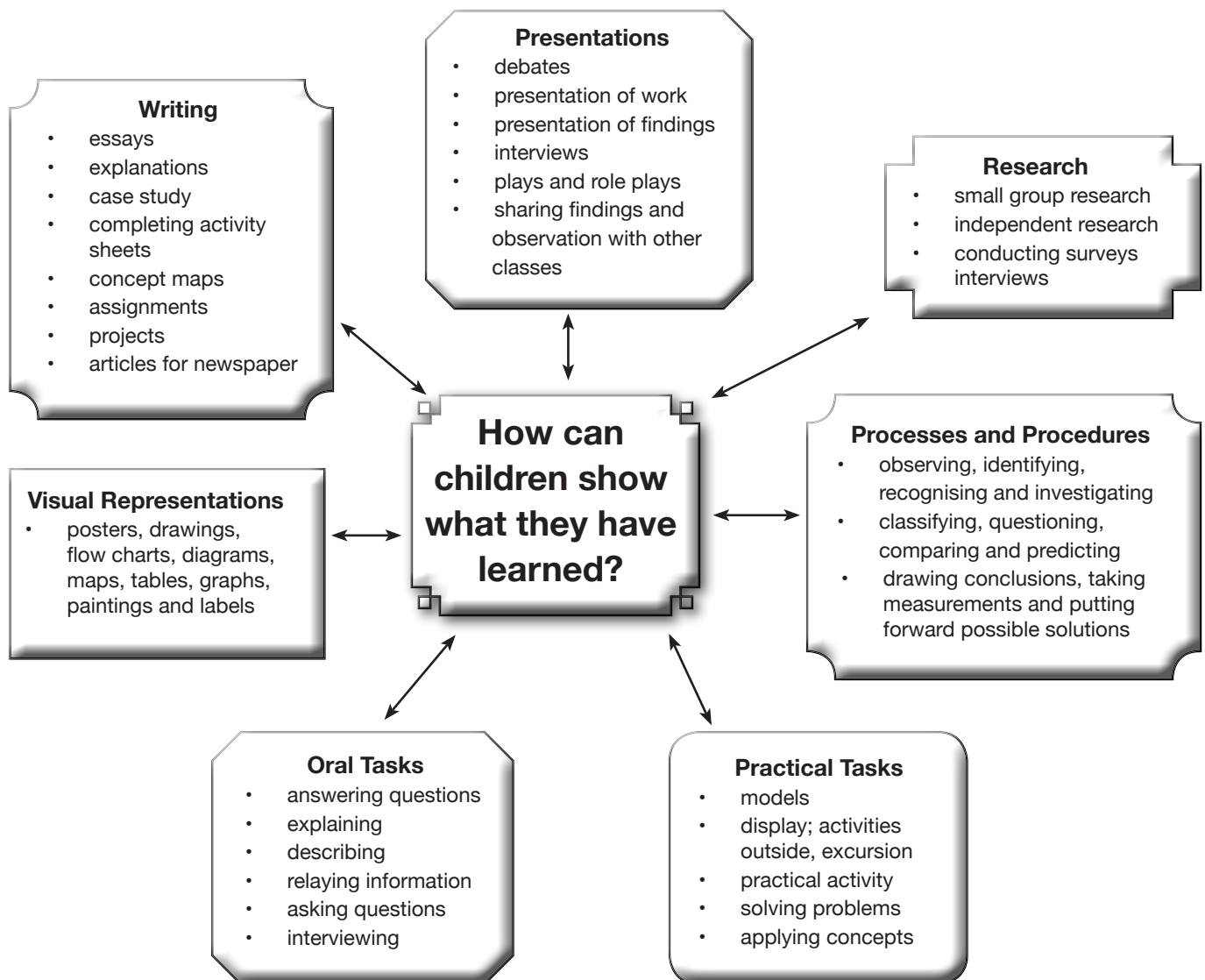
Assessment is an integral part of students learning and can be done using different methods. Below are some of these methods:





## 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:



## Yearly Assessment Overview

**Table A:** This table shows the assessment program which outlines the assessment tasks for the students to do during the year. Details of the assessment activities are included in the assessment task overview that follows.

The marks for the assessment given are assumed for 50 marks per term. (These are samples which you could modify to suit your class assessment needs).

Week	Lesson # /Title	Performance Standard	Assessment method	Assessment task	Marks
<b>Beginning of Term 1 Assessment</b>					
2	<b>Lesson# 1</b> Different ways of drawing lines	<b>3.1.1a</b> Describe lines and their characteristics.	Analysis of the student work sample Project.	1. Describe the line characteristics.	5 marks
3	<b>Lesson# 5</b> Can you create a shape using lines?	<b>3.1.1b</b> Use lines to draw shapes and patterns.	Analysis of student answers on the worksheet. Assignment.	1. Use line characteristics to draw familiar shapes.	5 marks
4	<b>Lesson# 8</b> Drawing and painting using organic colours	<b>3.1.2a</b> Use organic materials such as flowers, leaves, clay, soil to paint on the white paper and appreciate different types of organic colours in the environment.	Analysis of the student work sample Project.	1. Use organic paints to paint in a geometrical arrangement on paper.	10 marks
4	<b>Lesson# 10</b> I know a painter		Analysis of student answers on the worksheet. Assignment	1. Produce a narrative painting about their lives.	10 marks
5	<b>Lesson# 12</b> This is how it is done	<b>3.1.3a</b> Identify the different art and craft products and their processes of development within and around the community.	Analysis of the student work sample Project.	1. Identify a craft product and orally explain its processes of development.	10 marks
6	<b>Lesson# 14</b> Environmental print	<b>3.1.3c</b> Create a collage art using organic light materials to produce images on a paper.	Analysis of the student work sample Project	1. Make a collage art of using papers and other light materials.	5 marks

Week	Lesson # /Title	Performance Standard	Assessment method	Assessment task	Marks
7	<b>Lesson# 17</b> Sounds around the school	<b>3.2.1a</b> Listen to, identify and imitate familiar sounds in the immediate environment from varying sources.	Analysis of the student Anecdotal notes.	1. Name different sound sources from the surrounding environment and imitate the respective sounds.	5 marks
<b>Beginning of Term 2 Assessment</b>					
3	<b>Lesson# 28</b> Sounds using home-made and factory-made instruments	<b>3.2.1d</b> Explore ways of making sounds using manufactured and home-made instruments.	Analysis of the student Anecdotal notes.	2. Create a list of manufactured and home-made instruments.	15 marks
4	<b>Lesson# 31</b> This music, this action	<b>3.2.1f</b> Respond imaginatively to short pieces of music through movement.	Analysis of the student Anecdotal notes.	3. Use varieties of gestures to respond to music.	15 marks
9	<b>Lesson# 47</b> One-two lets shake, rattle and roll	<b>3.2.2c</b> Play simple percussion instruments, coconut shells, using shakers, or other local instruments.	Analysis of the student Performances Student Self-Assessment	1. Perform a known song while playing simple instruments harmonically	20 marks
<b>Beginning of Term 3 Assessment</b>					
5	<b>Lesson# 57</b> What I like about our music	<b>3.2.3d</b> Respond to musical compositions.	Analysis of the student work sample – Rubrics Student Self-Assessment.	1. Critic and analyze the appropriateness and effectiveness of their composed or improvised music.	15 marks
7	<b>Lesson# 62</b> Let's plan a traditional dance	<b>3.2.4a</b> Identify and demonstrate the five (5) basic elements of dance.	Analysis of student work sample - Rubrics.	1. Define dance and its five elements.	15 marks
9	<b>Lesson# 67</b> Who created the dance?	<b>3.2.5a</b> Re-tell a story using various dance techniques.	Analysis of the student work sample - Performance.	1. Re-tell a story using simple dance techniques.	20 marks

Week	Lesson # /Title	Performance Standard	Assessment method	Assessment task	Marks
<b>Beginning of Term 4 Assessment</b>					
2	<b>Lesson# 70</b> Create a dance using a legend	<b>3.2.6a</b> Identify and re-tell a known legend through dance.	Analysis of the student work sample Performance	1. Re-tell a legend through dance.	15 marks
4	<b>Lesson# 78</b> Make-believe play	<b>3.2.7a</b> Perform a comedy play or skit using animal characters.	Analysis of the student work sample Performance	1. Use animal characters in a comedy skit.	15 marks
6	<b>Lesson# 84</b> Our say about the drama	<b>3.2.8b</b> Critic and analyze a short dramatic piece.	Analysis of the student work sample – Rubrics	1. Perform a short dramatic piece of their choice.	10 marks
8	<b>Lesson# 89</b> How was the short drama?	<b>3.2.9b</b> Critic and analyze a short drama.	Analysis of the student work sample – Rubrics	1. Create a scripted play and then dramatize it.	10 marks

## Assessment Task Overview

The Assessment Task overview is organized by weeks, strands, units, content standards and performance standards to show the linkage, when the assessment tasks should be conducted and from which performance standard the assessment task is extracted from.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
1	02	1. Visual Arts	Arts	3.1.1	b. Use lines to draw shapes and patterns.	1. Use line characteristics to draw familiar shapes.
	03		Arts	3.1.1	c. Draw and apply light and dark shadings on the drawings.	2. Describe the line characteristics.
	04		Arts	3.1.2	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.	1. Use organic paints in a geometrical arrangement on a A4.
	05		Arts	3.1.2	b. Identify different colours and explore painting using individual styles.	2. Produce a narrative painting about their lives.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
2	02	1. Visual Arts	Crafts	3.1.3	a. Identify the different art and craft products and their processes of development within and around the community.	1. Identify a craft product and orally explain its processes of development.
	03		Crafts	3.1.3	d. Make collage art using organic light materials to produce images on a A4 paper.	2. Make a collage art of using papers and other light materials.
	04	2. Performing Arts	Music	3.2.1	a. Listen to, identify and imitate familiar sounds in the immediate environment from varying sources.	1. Name different sound sources from the surrounding environment and imitate the respective sounds.
	05			3.2.1	d. Explore ways of making sounds using manufactured and home-made instruments.	2. Create a list of manufactured and home-made instruments.
	06			3.2.1	f. Respond imaginatively to short pieces of music through movement.	3. Use varieties of gestures to respond to music.
	07			3.2.2	c. Play simple percussion instruments, coconut shells, using shakers, or other local instruments.	1. Perform a known song while playing simple instruments harmonically.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
3	02	2. Performing Arts	Music	3.2.3	c. Improvise new answers to given melodic patterns.	1. Critic and analyse the appropriateness and effectiveness of their composed or improvised music
	03		Dance & Drama	3.2.4	a. Identify and demonstrate the five (5) basic elements of dance.	1. Define dance and its five elements.
	04		Dance & Drama	3.2.5	a. Re-tell a story using various dance techniques.	1. Re-tell a story using simple dance techniques.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
4	02	2. Performing Arts	Dance & Drama	3.2.6	a. Identify and re-tell a known legend through dance.	1. Re-tell a legend through dance.
	03		Dance & Drama	3.2.7	a. Perform a comedy play or skit using animal characters.	1. Use animal characters in a comedy skit.
	04		Dance & Drama	3.2.8	a. Create and perform a short drama piece.	1. Perform a short dramatic piece of their choice.
	05		Dance & Drama	3.2.9	a. Tell a short story through drama using various drama forms.	1. Create a scripted play and then dramatize it.

## Unit Assessment Plan Sample

What to assess			How to assess			When to assess
Performance Standard	Lesson No.#	Tasks	Criteria	Method	Recording Method	Academic Week
3.1.1 Understand and describe 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"> <li>Use line characteristics to draw familiar shapes.</li> <li>Describe the line characteristics.</li> </ol>	<p><u>PART A:</u> construction</p> <ul style="list-style-type: none"> <li>- correct use of materials (2 marks)</li> <li>- correct construction of :               <ol style="list-style-type: none"> <li>a single line (2marks)</li> <li>a double line (2marks)</li> </ol> </li> </ul> <p><u>PART B:</u> demonstration</p> <p>Demonstrate and explain the difference between a line and a shape.</p>	<p>Analysis of students work</p> <p>Focused Analysis</p> <p>10 marks</p>	<p>Annotated work samples</p> <p>Checklist SAPS</p>	2



## Assessment Task Samples

### Assessment Task sample: 1

Strand: Visual Arts

Reference: Junior Primary Arts

Unit: Arts Topic: Drawing	Content Standard	Performance Standards	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
	3.1.1	a) Describe lines and their characteristics. b) Use lines to draw shapes and patterns.	Describe the line characteristics.		Work sample	

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

- How well did your group work together? Very well / Well / Not very well
- Overall, how would you rate your group's product? Very well / Well / Not very well
- What suggestions do you have for helping groups work together? .....  
.....  
.....  
.....
- What do you think was the best part of your group's product? .....  
.....  
.....  
.....
- How do you think your group could have improved their product? .....  
.....  
.....  
.....

### Individual Student Assessment: Group Evaluation (Attitude Domain)

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

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

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

## Assessment Rubrics samples

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

Student Comments:

Teacher Comments:

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

Student Reflection:

Teacher Comments:

# Resources

- Resources recommended in this Teacher Guide are listed in three parts:
- documents issued by the National Department of Education (NDOE)
  - community resources
  - materials published by other organisations and commercial companies.

## **NDOE documents**

### **Art**

- NDOE (1999) *Colour*, NDOE, Waigani  
 NDOE (1999) *Drawing Skills*, NDOE, Waigani  
 NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani  
 NDOE (1994) *Batik in Ten Easy Steps*, NDOE, Waigani  
 NDOE (1994) *Face and Figure*, NDOE, Waigani  
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Print Making in Ten Easy Steps*, NDOE, Waigani  
 NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani  
 NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani  
 NDOE (1994) *Visual Arts*, NDOE, Waigani  
 NDOE (1984) *Tie and Dye in Ten Easy Steps*, NDOE, Waigani  
 NDOE (1993) *Pattern*, NDOE, Waigani  
 NDOE (1993) *Print Making Using Nature*, NDOE, Waigani  
 NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

### **Craft**

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

## **Lower primary teacher guide**

### **Drama**

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

### **Dance**

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### **Arts**

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#### **Community resources**

#### **Art**

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

**Lower primary teacher guide****Craft**

Craftspeople: members of community, artefacts, musical instruments

Household objects: weapons, clothing, bilums, mats

Bilas: headdress, armband, necklace, leg bands, grass skirt, bilum, tapa

Instruments: bamboo garamut, rattle, panpipes, Jew's harp, pawpaw flute

Newspaper articles: artists, exhibitions, singsings

Photographs: bilas, artefacts, artists

Postage stamps: houses, pots, headdresses, masks

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

Colours and dyes: roots, flowers, seeds, clay, ash, sand

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

Designing: pencils, ruler, set squares, compass

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

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

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

Objects from nature: leaves, seeds, sticks, sand, flowers, fruit, vegetables,

straw, grass, clay, bark, tree sap, hair, fur, feathers

Found objects: matchsticks, cartons, bottles, newspaper, plastic, bottle tops,

rags, containers

Bought materials: glue, brushes, paint, scissors, tools, board, paper, varnish,

nails, twine, cottonwool, pins, sandpaper

**Music**

Bottles, containers, tins, rice, sand, seeds, plastic pipe, tyre tube, wooden sticks, cardboard

Instruments: kundu, garamut, flute, pawpaw flutes, rattles, shells, panpipes,

Jew's harp, bamboo flutes, piano, drums, clapping sticks, percussion, guitar,

keyboard, electronic instruments

**Equipment if available**

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

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# Glossary

<b>Abstract</b>	Not realistic, not like a photograph, stylised.
<b>Acrylic</b>	Synthetic resin commonly used in an emulsion for preparing acrylic colours or in a solvent-based system for varnishes and in restoration.
<b>Bar</b>	One unit which has 2,3,4 or more beats. It has a vertical line to show that the unit has finished; A double bar line (two vertical lines) shows that the music has finished. If there are two dots before the double line sign this means that the music is to be repeated.
<b>Blending</b>	The physical fusion of adjacent colours on a painting to give a smooth, often tonally graded transition between areas of colour.
<b>Calligraphy</b>	The fine art of lettering with a pen or brush.
<b>Charcoal</b>	Drawing material made by charring twigs of willow or vine.
<b>Collage</b>	Artwork created by assembling, juxtaposing or overlaying diverse materials which are usually glued to the support.
<b>Complementary colour</b>	The colour which gives black or grey when mixed with another colour. The complementary of a primary colour, for instance, is the combination of the two remaining primary colours. Thus, in subtractive colour mixing, the complementary of blue (cyan) is orange-red - a mixture of red (magenta) and yellow. Every colour has its complementary or opposite colour, i.e. the colour of greatest contrast. It can also be said to complete or balance its partner.
<b>Contemporary artist</b>	Artists of this generation.
<b>Contour drawing</b>	Outline drawing of an object.
<b>Cross-hatching</b>	(i) Short repeated strokes that cross each other. (ii) A drawing and painting technique in which tonal effects are built up by the superimposition at various angles of rows of thin parallel lines.
<b>Decorate</b>	To make something look attractive by the use of patterns.
<b>Dynamics</b>	Is changing from soft to loud, loud to soft, fast to slow, or slow to fast
<b>Engraving</b>	A technique in printmaking in which the lines or tones of an image are cut directly into the surface of a wooden (end-grain) block or metal plate.
<b>Etching</b>	A method of printmaking in which the lines or tones of an image are drawn into a prepared ground on the surface of a metal plate and then bitten in acid before being printed.
<b>Film</b>	Layer of surface coating or paint.
<b>Firing</b>	Baking of clay, glass etc. in a kiln.
<b>Form</b>	Three-dimensional appearance.
<b>Grain</b>	The texture of canvas (e.g. fine grain), or of wood.

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



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