

# Arts

## Syllabus

Grades 6, 7 & 8

Standards Based



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



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## Issued free to schools by the Department of Education

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Curriculum Panel (CP), Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBoS) are acknowledged for their recommendations and endorsement of this syllabus.

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# Acronyms

Initials	Meanings
<b>AaL</b>	Assessment As Learning
<b>AfL</b>	Assessment For Learning
<b>AoL</b>	Assessment Of Learning
<b>BEBoS</b>	Basic Education Board of Studies
<b>CDD</b>	Curriculum Development Division
<b>CP</b>	Curriculum Panel
<b>ESD</b>	Education for Sustainable Development
<b>HoT</b>	High order thinking
<b>IHD</b>	Integral Human Development
<b>LiA</b>	Learning in Arts
<b>LtA</b>	Learning through Arts
<b>NDoE</b>	National Department of Education
<b>OBC</b>	Outcome Base Curriculum
<b>OBE</b>	Outcome Base Education
<b>PA</b>	Performing Arts
<b>SAC</b>	Syllabus Advisory Committee
<b>SBC</b>	Standards Based Curriculum
<b>SBE</b>	Standards Based Education
<b>SCG</b>	Subject Curriculum Group
<b>STEAM</b>	Science Technology Engineering Arts Mathematics
<b>VA</b>	Visual Arts

# Secretary's Message

The development of the Arts Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, according to Czuba report, 2013. The report recommended for the exit of Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (SBC). This Syllabus is also designed using underlying principles from Papua New Guinea's Vision 2050 and Matane's Report 1986.

The realignment of the Arts curriculum from Outcomes Based Curriculum (OBC) to Standards Based curriculum (SBC) is aimed at improving the contents on students learning at that level. This Syllabus also strengthens Science, Technology, Engineering, Arts and Mathematics education or STEAM education, in order to become competent with the demands of the 21st century and be compatible globally.

The Arts are important because Papua New Guineans value creativity. It is also important because it enables students to utilize high order thinking skills like creativity, critical thinking and problem solving skills. Cultural awareness is achieved through all forms of the Arts. The Arts naturally bridges to other subjects. It is a powerful tool to deliver the content of other subjects, and vital global issues for students to learn. It is important for teachers to ensure that all students are treated equally and fairly.

Teachers are therefore encouraged to use the syllabus together with the Teacher Guides to generate creative teaching and learning activities to effectively deliver the Arts content.

I commend and approve the Arts Syllabus for Grades 6, 7 & 8 to be used in all Primary Schools throughout Papua New Guinea.



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

# Introduction

The introduction of Standards Based Education in Papua New Guinea is an important Government directive to raise performance competencies in all aspects of education; curriculum development, teacher training, student and teacher performances and school management. This Syllabus also supports Science, Technology, Engineering, Arts and Mathematics education or STEAM education.

STEAM education will help transform our future generations to think outside the box and to create a better future. The Arts curriculum has been developed through reviewing, aligning, re-aligning and repositioning of the existing OBC content to cater for the shift in the pedagogy. This standard based curriculum pedagogy requires evidence based learning which is measurable, achievable and attainable. The Arts curriculum shows a progression of learning from elementary to secondary level. It also allows teachers to implement new ideas and creative teaching approaches to make learning more fun and enjoyable.

The purpose of the Arts Syllabus is to present a consistent view of how the Arts is to be organized and taught in Grades 6, 7 and 8. It provides relevant content and context for teachers to use when planning and teaching the Arts. The aim for students at this level is to acquire the necessary basic artistic knowledge, skills, attitudes and values to prepare them to progress to the next level of learning. At the same time aiming to strive and compete against 21st century competencies and demands creatively.

The Arts subject is organized into two strands. These are, Performing Arts and Visual Arts. This syllabus prescribes the national expectation of what students must know and be able to do in Arts from Grades 6, 7 & 8. These national expectations are referred to as Content Standards and Benchmarks.

Time allocation for Arts is 120 minutes per week for Grades 6, 7, 8. Teachers can use the time allocated to do their timetable or program according to their school needs.



# Aims and Goals

## Ultimate Aim

Integral human development is the ultimate aim of education in Papua New Guinea (PNG).

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

## Goals

1. Every person will be dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximise socialisation, participation, liberation and equality.
2. Awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society to maintain, promote and improve learning and living.
3. Awareness of the goodness and the dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth, self-discipline and a sense of responsibility for one self and others.

The process of integral human development calls for a national curriculum, which helps individuals to:

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

## Knowledge, Skills and Understanding

Students will:

- develop creativity,
- apply Arts skills,
- develop critical thinking,
- improve communication skills,
- show construction knowledge and
- express ideas through Art works.

## Values and Attitudes

Students will:

- cultivate positive values and attitudes,
- appreciate the Arts of Papua New Guinea and other cultures,
- nurture aesthetic sensitivity and cultural awareness,
- gain delight, enjoyment and satisfaction through participating in Arts activities and
- pursue a lifelong interest in the Arts.

Below are generic aims relevant to all strands of the Arts subject. These aims are intended for more than one grade. They are based upon the two approaches to be used in arts education:

### 1. Learning **in** Arts education

Learning **in** Arts education teaches the practices and principles of the various arts disciplines, stimulating critical awareness, and developing the capacity for artistic judgment.

Students will learn to:

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

## 2. Learning **through** Arts education

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

Students will learn to:

- develop ideas by drawing upon experiences, exploring feelings, observing and researching;
- understand and value different points of view,
- develop social skills,
- develop problem solving and thinking skills,
- develop questioning skills for enquiry, research and investigation,
- work together, sharing ideas and learning from each other,
- become reflective and analytical,
- develop self-esteem and emotional literacy,
- develop curiosity and playfulness with enjoyment,
- develop skills of observation and perception and
- develop resilience, perseverance and stamina.

# Overarching Curriculum Principles

Overarching Curriculum principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs. It is based on important Papua New Guinean Constitutional values, human needs, our way of life, global issues and practices recognized and valued by all.

The principles of the Standards Based Curriculum (SBC) include the following:

- a clear focus on the exit of learning attainments after each grade level,
- clear, understandable, consistent and progressive of learning development,
- aligned with the National Education Standards which are also aligned to the college, career pathways or other lifelong living after school and
- built upon the strengths and lessons learnt from Outcomes Based Curriculum.

Papua New Guinea National Curriculum Standards are based on the following underpinning principles.

1. Integral Human Development
2. Our way of Life
3. Teaching and Learning
4. Guiding Principles

## 1. Integral Human Development (IHD)

The Philosophy of Education for Papua New Guinea as described in the Matane's Report acknowledges the National Goals and Directive Principles in the National Constitution. This is consistent with PNG's Vision 2050 and Education for Sustainable Development based on Integral Human Development as in:

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

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

National Curriculum, which helps individuals to:

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

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

### **The Right to Healthy Living**

Students should be provided with opportunities to enhance their physical, social, emotional and mental health to understand the interrelationship between their environment and health. To acquire the appropriate skills and attitudes that will contribute to the health status of their community and the natural environment.

Schools must address health issues of local relevance and of importance to people in Papua New Guinea. Ultimately, students learn values, attitudes, skills and knowledge that will help them become productive, healthy, wealthy and wise citizens of Papua New Guinea.

### **Nation Building and National Unity**

Students develop a sense of identity with pride in Papua New Guinean cultures. Skills are developed in self-expression, planning, designing, organising and presenting. The teacher works closely with the parents and the community to give students artistic skills and impart cultural pride, essential for the nation's development and well-being.

They will become capable to help Papua New Guinea develop a national identity as one nation if they learn to:

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

### **Citizenship**

Students will be more responsible and display good leadership in the community and in Papua New Guinean society. Awareness of Papua

New Guinean society in the wider world context is increased and organizational and social interaction skills are encouraged everyday.

### **Education for Sustainable Development**

PNG National curriculum focuses on Education for Sustainable Development (ESD) as an integral part of learning in the 21st century. This will ensure learners participate in and contribute meaningfully to their own societies and the wider world.

Education for Sustainable Development (ESD) is much more than teaching content related knowledge and skills. It is also about teaching new ways of thinking about and perceiving the realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that supports sustainability of - human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equity, and protection of indigenous cultures.

ESD prepares students to be actively involved in creating a sustainable future by engaging them in solutions-based design and action that integrates knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for higher education, careers and good citizenship in a 21st century world.

## **2. Our way of life**

### **Cultural Relevance**

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

- demonstrate an understanding and appreciation of the values, customs, and traditions of Papua New Guinea,
- demonstrate an understanding of and appreciation for unique Papua New Guinean communication systems,
- demonstrate a recognition of the importance of the relationship between Papua New Guineans and the world,
- recognise dimensions of Papua New Guinean art as a form of cultural expression,

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

### **Multiculturalism**

Papua New Guinea is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes, and Melanesian values. As a multicultural society, we must protect, promote and respect our many cultures and languages of Papua New Guinea.

There are many people from our own ethnic groupings and other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world.

Teachers and students in Papua New Guinea come from diverse ethnic backgrounds. They must learn to respect and appreciate the cultures and languages of their fellow Papua New Guineans.

### **Ethics, Morals and Values**

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

The understanding of many cultures, customs and traditions of Papua New Guinea and other countries are reinforced in the National Curriculum. Respect for the traditions, values and beliefs of others are fostered by multicultural activities.

# Rationale and Guiding Principles

## Rationale

Papua New Guinea (PNG) like any other countries in the world is also making concerted efforts to boost student achievement in literacy, numeracy and Life skills. In many countries, it has shown that students studying Arts perform better in other subjects. Arts experiences develop language, social, technology, organization and management skills.

The main rationale for Arts can be seen as a rich source of experiences during schooling by providing individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

The Arts offer opportunities to explore cultural and social issues such as respect for the environment and the maintenance of culture, customs and traditions. Participating in the Art classes also encourages positive attitudes such as respect, co-operation, caring, being independent, confident, being open minded, being responsible, taking the lead and being a problem solver.

Students will also be privileged to exercise and develop higher order thinking skills while studying Arts. They are able to harness their critical and creative thinking skills. Thus, improving their academic achievement - enhancing test scores, attitudes and social skills. This is inclusive of the two approaches undertaken in Arts Education

These approaches and practical arts activities prepare students for further education, job creation, self-employment, community involvement, cultural expression and an enjoyable life.



## Guiding Principles

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

### 1. The arts are essential to the education of all students.

Dance, Music, Theatre, and Visual Arts are universal forms of human expression, and have been important in all societies throughout history.

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

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

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

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

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

## Multiple Intelligences

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

Teachers who look at students' performance through the lens of multiple intelligences theory say that they discover new ways of understanding student learning and behavior. This in turn leads them to broaden their conception of their discipline and vary activities and assessments in their classes to appeal to the strengths of all learners. An elementary music teacher, for example, who includes listening, composing, movement, discussion, writing, and visual art along with performance activities such as singing and playing instruments, is consciously using strategies to develop multiple intelligences in her students.

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

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

The young learner as explorer in the Arts

The goal of arts education from preschool to grade four is to develop the natural expressiveness and uninhibited creativity that very young

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

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

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

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

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

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

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

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

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

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

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

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

# Content Overview

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

## Strand 1: Visual Arts

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

### Unit 1: Art (Drawing & Painting)

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

### Unit 2: Craft

The Unit Craft enables learners to acquire basic knowledge or techniques of weaving, constructing, pottery, dyeing fabric, carving and model making. Craft activities include identifying craft works in the community and experimenting with craft techniques. Craft involves carving, cutting, joining, shaping, scraping and weaving using materials such as bamboo, sticks, shells, clay, vines, leaves, scrap paper, ropes sand, seeds, sticks, flower petals, used boxes, bark, clay, fabric, foam, paper, soap and wood. Craft involves exploring patterns, forms and texture to express students' own ideas and experiences using a variety of material, styles and techniques. In responding to Craft, students have the opportunity to recycle used materials, describe and give their opinions about craftwork in their own and other communities.

## Strand 2: Performing Arts

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

### Unit 3: Music

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

### Unit 4: Dance

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

### Unit 5: Drama

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



## Unit/Topic Overview

This table indicates an overview of the units, topics and content standards for Grades 6, 7 and 8 Arts lessons.

Strand	Unit	Topic	Content standard
1: Visual Arts	Unit 1: Arts	Drawing	<b>6.1.1.</b> Students will be able to examine and use basic tools such as pencil/crayon/charcoal in drawing and designing confidently.
1: Visual Arts	Unit 1: Arts	Painting	<b>6.1.2.</b> Students will be able to explain the process of creating a graded tone scale using a range of colours with white colour, and apply the process to create a graded tone.
1: Visual Arts	Unit 2: Crafts	Arts & Craft	<b>6.1.3.</b> Students will be able to explain the process involved in developing the three dimensional (3D) artworks using local ,artificial and waste materials, and show their creativities and imaginations by developing three dimensional (3D) artworks.
2: Performing Arts	Unit 3: Music	Rhythm and Singing	<b>6.2.1.</b> Students will be able to justify and compare the use of tuned and untuned instruments in singing, and creatively demonstrate skills in singing in parts and in rhythm with tuned and untuned instruments.
2: Performing Arts	Unit 4: Dance	History of Traditional and Modern Dances	<b>6.2.2.</b> Students will be able to research and present findings on the history of PNG traditional dances.
2: Performing Arts	Unit 4: Dance	Explore and analyze various Pacific dances.	<b>6.2.3.</b> Students will be able to explore and analyze various Pacific dance movements or patterns with appreciation.
2: Performing Arts	Unit 5: Drama	Types of stages and stage areas.	<b>6.2.4.</b> Students will be able to explore the different types of stages and stage areas and be able to explain their functions with confidence.
2: Performing Arts	Unit 5: Drama	Body Positions, Stage Movements and Audience.	<b>6.2.5.</b> Students will be able to discuss and consider different body positions, stage movements, and types of audience when performing.

Strand	Unit	Topic	Content standard
1: Visual Arts	Unit 1: Arts	Drawing	<b>7.1.1.</b> Students will be able to explain and compare positive and negative spaces, and draw a precise linear outline of these spaces.
1: Visual Arts	Unit 2: Crafts	Painting	<b>7.1.2.</b> Students will be able to analyse the process of developing colours by painting natural or organic shapes.
2: Performing Arts	Unit 3: Music	Arts & Craft	<b>7.1.3.</b> Students will be able to explore various processes of recycling waste or other materials into useful products creatively.
2: Performing Arts	Unit 3: Music	Standard Music Notation	<b>7.2.1.</b> Students will be able to read standard music notation with confidence and sing in parts.
2: Performing Arts	Unit 4: Dance	Types of Western Dances and Patterns	<b>7.2.2.</b> Students will be able to investigate the uniqueness and the techniques of Western dances and demonstrate their different techniques with respect and appreciation.
2: Performing Arts	Unit 4: Dance	Types of Oriental/ Eastern Dances, movement and patterns	<b>7.2.3.</b> Students will be able to explore and demonstrate different techniques of Oriental/ Eastern dances with admiration.
2: Performing Arts	Unit 5: Drama	Tragedy and Comedy Plays	<b>7.2.4.</b> Students will be able to analyse the features of a tragedy play and comedy play, and justify their purposes.
2: Performing Arts	Unit 5: Drama	PNG Plays and Playwrights.	<b>7.2.5.</b> Students will be able to explore some PNG plays, their Playwrights and be able to form opinions about the plays.



Strand	Unit	Topic	Content standard
1: Visual Arts	Unit 1: Arts	Drawing	<b>8.1.1.</b> Students will be able to investigate a variety of drawings in proportion and identify their importance with appreciation.
1: Visual Arts	Unit 2: Crafts	Painting	<b>8.1.2.</b> Students will be able to examine various types of paintings used in different contexts and at different levels with respect.
2: Performing Arts	Unit 3: Music	Arts & Craft	<b>8.1.3.</b> Students will be able to examine the process and the techniques used to create complex 3D artworks, and demonstrate their creativity of using art and design techniques to create a complex 3D artwork.
2: Performing Arts	Unit 3: Music	Playing a simply melody	<b>8.2.1.</b> Students will be able to analyse different ways of singing, and exhibit fluency in singing, reading simple music melody, and rhythm on the standard notation.
2: Performing Arts	Unit 4: Dance	Choreography methods	<b>8.2.2.</b> Students will be able to investigate, interpret, and create dance patterns to demonstrate dance elements accompanied with music innovatively.
2: Performing Arts	Unit 4: Dance	Solo and Group Dance performance	<b>8.2.3.</b> Students will be able to investigate, interpret, and create simple dances from various cultural groups of the Pacific.
2: Performing Arts	Unit 5: Drama	Script Writing	<b>8.2.4.</b> Students will be able to explain the purposes of different forms of writing, and write a creative script using a three act narrative or story structure.
2: Performing Arts	Unit 5: Drama	Solo performance.	<b>8.2.5.</b> Students will be able to examine drama performance techniques and apply all learnt techniques to perform a solo drama confidently.

# Grade 6 Strands and Units

## Strand 1: Visual Arts

### Strand Rationale

The subject visual arts encourages students develop the passion for arts and culture, the want to break from uniformity and predictability, a questing mind, and the ability to experiment and take risks and meet a variety of challenges by formulating creative solutions and revisions. Visual arts also provide students the opportunity to express their creativity and imagination, but also to improve and perfect their skills by learning about past and present visual arts techniques.

By studying visual arts, students can boost their confidence, self-esteem, literacy skills, problem-solving skills and a sense of awareness about other cultures and civilizations. However, growing research and statistical evidence also prove that the skills established through the study of visual arts assist students in achieving success in their other courses, increase personal enjoyment and meeting the demands of the modern world of work.

### Evidence Outcomes

Grade 6 students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for Grade 7.

At the end of Grade 6, the students can:

- Use the pencil/crayon/charcoal confidently as a basic tool in art and design.
- Create a graded tone scale using various colours with white.
- Develop artworks using local materials to produce three dimensional (3D) crafts such as models.

## Unit 1: Arts

### Unit Rationale

In this unit students will be able to understand the characteristics of drawing mediums and painting such as; pencil and charcoal drawing techniques, shading methods, tonal scale, draw subject of interest in the environment, create contemporary designs using different shapes, transfer image using grid and do free drawings.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>6.1.1.</b> Students will be able to examine and use basic tools such as pencil/crayon/charcoal in drawing and designing confidently.	<b>6.1.1.1.</b> Explain the use of basic tools such as pencil/crayon/charcoal in drawing and designing.
	<b>6.1.1.2.</b> Examine the reasons for using basic drawing and design tools.
	<b>6.1.1.3.</b> Use different drawing mediums to develop tonal value scale chart on paper and draw shapes and patterns.
<b>6.1.2.</b> Students will be able to explain the process of creating a graded tone scale using a range of colours with white colour, and apply the process to create a graded tone.	<b>6.1.2.1.</b> Explain the process of creating a graded tone scale using a range of colours with white colour.
	<b>6.1.2.2.</b> Create a graded tone scale using a primary, secondary or a tertiary colour with white.

## Unit 2: Craft

### Unit Rationale

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

### Content standards and Benchmarks

Content standards	Benchmarks
<p><b>6.1.3.</b> Students will be able to explain the process involved in developing the three dimensional (3D) artworks using local, artificial and waste materials, and show their creativities and imaginations by developing three dimensional (3D) artworks.</p>	<p><b>6.1.3.1.</b> Explain the process involved in developing the three dimensional (3D) artworks using local materials.</p>
	<p><b>6.1.3.2.</b> Use natural, artificial and waste materials to produce three dimensional (3D) models.</p>

## Strand 2: Performing Arts

### Strand Rationale

In the world today there is a need to help students develop higher order thinking (HOT) skills in order to function in the world. In this strand of performing arts students can use music, dance and drama to express themselves and communicate to others across place and time.

All the three units' music, dance and drama in the performing arts strand are all about self-expression, embracing individuality and exploring alternative options. It is not about black and white, or about right or wrong answers, instead performing arts allow students to develop self-confidence and belief in themselves. With improved self-confidence and self-belief, comes the natural ability to master many more skills that will equip them for life.

Performing arts allows students to work collaboratively with others, adapt and be creative, playful and creative. Students also have the opportunity to explore their curiosity and test out new ways of thinking or behaving. The performing and visual arts strands are linked due to their pinnacle aim that is to enhance thinking skills.

### Evidence Outcomes

Grade 6 students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for Grade 7.

At the end of Grade 6, the students can:

- Demonstrate skills in singing in parts and in rhythm, with tuned and untuned instruments in groups.
- Research and present findings on the history and origins of PNG traditional dances.
- Analyze various Pacific dance movements or patterns.
- Demonstrate the different body positions and stage movements in front of various audiences.

## Unit 1: Music

### Unit Rationale

In this unit students will be exposed to rhythm and singing to harness the cultural experiences with greater control keeping the correct notation using the standard musical symbols.

### Content standards and Benchmarks

Content standards	Benchmarks
<p><b>6.2.1.</b> Students will be able to justify and compare the use of tuned and untuned instruments in singing, and creatively demonstrate skills in singing in parts and in rhythm with tuned and untuned instruments.</p>	<p><b>6.2.1.1.</b> Justify the use of tuned and untuned instruments in singing.</p>
	<p><b>6.2.1.2.</b> Compare and contrast tuned and untuned instruments and their roles in singing.</p>
	<p><b>6.2.1.3.</b> Analyse the results of singing without tuned and untuned instruments.</p>
	<p><b>6.2.1.4.</b> Sing in parts in rhythm with tuned and untuned instruments with greater control of pulse (steady beats) and keeping the correct tempo.</p>
	<p><b>6.2.1.5.</b> Identify and perform simple, familiar tunes from memory or from notation using standard musical symbols to arrange sound in rhythmic work.</p>

## Unit 2: Dance

### Unit Rationale

In this unit students will be able to use simple research skills to collect, analyze and interpret information on the history and origins of Papua New Guinea traditional dances and modern dances. They will also compare and appreciate various traditional and modern dances. They will explore effective approaches' of presenting their findings and interact positively with others during activities.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>6.2.2.</b> Students will be able to research and present findings on the history of PNG traditional dances.	<b>6.2.2.1.</b> Use basic research skills to investigate the history of PNG traditional and modern dances, and draw appropriate conclusions
	<b>6.2.2.2.</b> Critique PNG traditional and modern dances.
	<b>6.2.2.3.</b> Investigate the origins and spread of a traditional or a modern dance in PNG.
<b>6.2.3.</b> Students will be able to explore and analyze various Pacific dance movements or patterns with appreciation.	<b>6.2.3.1.</b> Examine and appreciate various Pacific dance movements of patterns.
	<b>6.2.3.2.</b> Decode various dance movements and patterns and infer their representations, narratives, and meanings.
	<b>6.2.3.3.</b> Analyze various Pacific dances and perform movements or patterns.

## Unit 3: Drama

### Unit Rationale

In this unit students will be able to identify different types of stages, various stage areas and their functions. This will enable students to develop a sense of awareness during public speaking and also enhance their visual thinking skills in order to make appropriate decisions.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>6.2.4.</b> Students will be able to explore the different types of stages and stage areas and be able to explain their functions with confidence.	<b>6.2.4.1.</b> Examine the significance and functions of types of stages and stage areas.
	<b>6.2.4.2.</b> Compare and contrast the different types of stages and stage areas in terms of their functions and other criteria.
	<b>6.2.4.3.</b> Evaluate the advantages and the disadvantages of using different types of stages and stage areas.
<b>6.2.5.</b> Students will be able to discuss and consider different body positions, stage movements, and types of audience when performing.	<b>6.2.5.1.</b> Discuss different body positions and stage movements and various types of audience.
	<b>6.2.5.2.</b> Identify and examine the rationale for each body position and stage movement.
	<b>6.2.5.3.</b> Justify the importance of audience in body positioning and stage movements.
	<b>6.2.5.4.</b> Perform various body positions and stage movements using a script.



# Grade 7 Strands and Units

## Strand 1: Visual Arts

The Visual Arts strand has two units. The first unit is arts and the second unit is craft. Visual Arts or just “visual art” includes art forms such as drawing, painting, sculpture, crafts, printmaking, and photography. Visual Art may also be used to describe Art produced by digital means. Animation, film, and graphic design can be considered Visual Art. Visual Art does not include Art forms such as music.

The importance of providing quality art education for all students. Art is one of the universal languages all human beings understand and use to communicate. We use art to express ourselves and to speak to others across time and place. Human beings have an essential drive to create and understand visual imagery

### Rationale

The rationale for the visual arts in Grade 7 is directly related to drawing precise linear outline of positive and negative space

### Evidence Outcomes

Evidence outcomes are indicators that indicate students’ progress towards meeting an expectation at the mastery level. They measure students’ mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Grade 7 students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for Grade 8.

At the end of Grade 7, the students can:

- Draw precise linear outline of positive and negative space.
- Develop different colours and painting life objects with simple natural or organic shapes.

## Unit 1: Arts

### Unit Rationale

In this unit students will be able to understand the characteristics of drawing mediums and painting such as; drawing precise linear outline of positive and negative space, and develop colours by painting natural or organic shapes.

### Content standards and Benchmarks

Content standards	Benchmarks
7.1.1. Students will be able to explain and compare positive and negative spaces, and draw a precise linear outline of these spaces.	7.1.1.1. Explain positive and negative space, and reflect on their importance in drawing.
	7.1.1.2. Compare and contrast positive and negative spaces.
	7.1.1.3. Create drawings using linear outlines of space to distinguish a positive and negative space.
7.1.2. Students will be able to analyse the process of developing colours by painting natural or organic shapes.	7.1.2.2. Create different colours and paint life or still objects.
	7.1.2.1. Analyse the process of developing colours by painting natural or organic shapes.

## Unit 2: Crafts

### Unit Rationale

In this unit students will be able to use their creativity to create an art or a craft project. They will do these by exploring patterns, forms and texture to express their own ideas and experiences using a variety of material, styles and techniques. It is important to recycle used materials, describe and give their opinions about craftwork in their own and other communities

### Content standards and Benchmarks

Content standards	Benchmarks
7.1.3 Explore various processes of recycling waste materials or other materials into useful products creatively	7.1.3.1. Investigate various processes of recycling waste or other materials into useful products.
	7.1.3.2. Justify the practice of recycling waste and other materials into useful projects.
	7.1.3.3. Use basic research skills to investigate the recycling of one material or product and draw appropriate conclusions.
	7.1.3.4. Evaluate the effects of recycling of waste materials on people and the environment.
	7.1.3.5. Compare and contrast recycled products with new products.
	7.1.3.6. Explore the theory and practice of recycling waste materials and creating them into useful products.

## Strand 2: Performing Arts

### Rationale:

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

### Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Grade 7 students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for Grade 8.

At the end of Grade 7, the students can:

- Discover the processes of recycling waste materials and turning them into useful products.
- Read standard music notation with confidence and sing in parts.
- Demonstrate different techniques of Western Dances and their uniqueness and perform Western Dance patterns.
- Demonstrate different techniques of Oriental and Eastern Dances with their movement and patterns.
- Demonstrate understanding of features of a tragedy play and comedy play.
- Identify some PNG plays, their Playwrights and form opinions about the plays.

## Unit 1: Music

### Unit Rationale

In this unit the students will be able to demonstrate their understanding of standard Western music notation by writing, reading, and performing any music.

### Content standards and Benchmarks

Content standards	Benchmarks
7.2.1. Students will be able to read standard music notation with confidence and sing in parts.	7.2.1.1. Define and explain standard music and standard music notation.
	7.2.1.2. Read standard music notation with confidence and sing in parts.

## Unit 2: Dance

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

### Unit Rationale

#### Content standards and Benchmarks

Content standards	Benchmarks
<p><b>7.2.2.</b> Students will be able to investigate the uniqueness and the techniques of Western dances and demonstrate their different techniques with respect and appreciation.</p>	<p><b>7.2.2.1.</b> Examine the characteristics of Western dances.</p>
	<p><b>7.2.2.2.</b> Compare and contrast Western and PNG dances.</p>
	<p><b>7.2.2.3.</b> Use basic research skills to investigate a Western dance and compile a report.</p>
	<p><b>7.2.2.4.</b> Demonstrate different techniques of Western Dances and their uniqueness and perform Western Dance patterns.</p>
<p><b>7.2.3.</b> Students will be able to explore and demonstrate different techniques of Oriental/Eastern dances with admiration.</p>	<p><b>7.2.3.1.</b> Investigate different types of oriental/eastern dances and their countries of origin.</p>
	<p><b>7.2.3.2.</b> Compare and contrast the different types of oriental/eastern dances in terms of structure (form), costumes, instruments, movements, music and groupings</p>
	<p><b>7.2.3.3.</b> Analyse certain aspects of the oriental dance (for example, costumes, structure, movements, music, instruments, or groupings) and draw appropriate conclusions.</p>
	<p><b>7.2.3.4.</b> Demonstrate different techniques of Oriental and Eastern Dances with their movement and patterns with respect, admiration, and appreciation.</p>

## Unit 3: Drama

### Unit Rationale

In this unit students will be able to identify various different body positions and stage movements. They will also discover the importance of understanding their audience during performances. This will allow students to critically collaborate with others in order to achieve positive results. Students will also learn how to use correct stage movements and their bodies to effectively communicate ideas.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>7.2.4.</b> Students will be able to analyse the features of a tragedy play and comedy play, and justify their purposes.	<b>7.2.4.1.</b> Analyse the features of a tragedy play and comedy play.
	<b>7.2.4.2.</b> Compare and contrast the features of a tragedy play with those of a comedy play.
	<b>7.2.4.3.</b> Evaluate and justify the purposes of tragedy and comedy plays.
<b>7.2.5.</b> Students will be able to explore some PNG plays, their Playwrights and be able to form opinions about the plays.	<b>7.2.5.1.</b> Investigate some PNG plays, their Playwrights, and form opinions about the plays.
	<b>7.2.5.2.</b> Critique PNG plays and make an informed decision about their cultural relevance and purposes.
	<b>7.2.5.3.</b> Critically analyse the key messages of PNG plays and judge their relevance and cultural sensitivity.

# Grade 8 Strands and Units

## Strand 1: Visual Arts

### Strand Rationale

The visual arts strand has two units. The first unit is arts and the second unit is craft. Visual arts or just “visual art” includes art forms such as drawing, painting, sculpture, crafts, printmaking, and photography. Visual art may also be used to describe art produced by digital means. Animation, film, and graphic design can be considered visual art. Visual art does not include art forms such as music.

The importance of providing quality art education for all students. Art is one of the universal languages all human beings understand and use to communicate. We use art to express ourselves and to speak to others across time and place. Human beings have an essential drive to create and understand visual imagery

### Evidence Outcomes

Evidence outcomes are indicators that indicate students’ progress towards meeting an expectation at the mastery level. They measure students’ mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Grade 8 students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for Grade 9.

At the end of Grade 8, the students can:

- Demonstrate and explore variety of drawings in proportion and identify their importance with appreciation.



## Unit 1: Arts

### Unit Rationale

In this unit Grade 8 students will explore varieties of drawings in proportion and types of paintings used in different context such as; proportion of objects, figurative drawing, one point perspective drawing in geometrical or solid shapes, traditional and contemporary painting; painting images, banners and showcasing varieties of tie dyes.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>8.1.1.</b> Students will be able to investigate a variety of drawings in proportion and identify their importance with appreciation.	<b>8.1.1.1.</b> Explain the concept of proportion in drawing.
	<b>8.1.1.2.</b> Examine the importance of proportion in drawing.
	<b>8.1.1.3.</b> Investigate a variety of drawings in proportion and decode and interpret their representations and messages.
<b>8.1.2.</b> Students will be able to examine various types of paintings used in different contexts and at different levels with respect.	<b>8.1.2.1.</b> Investigate various types of paintings used in different contexts and at different levels.
	<b>8.1.2.2.</b> Analyse the influences of culture, geography, politics, and economics on various types of paintings.
	<b>8.1.2.3.</b> Compare and contrast paintings produced in different contexts and at different levels.
	<b>8.1.2.4.</b> Create various types of paintings in the local and global context.

## Unit 2: Crafts

### Unit Rationale

In this unit Grade 8 students will be able to use their creativity to create an art or craft project. It is important to provide art and craft activities for students to develop their imaginations and also creativity skills in creating complex 3D artworks.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>8.1.3.</b> Students will be able to examine the process and the techniques used to create complex 3D artworks, and demonstrate their creativity of using art and design techniques to create a complex 3D artwork.	<b>8.1.3.1.</b> Examine the process of creating 3D artwork.
	<b>8.1.3.2.</b> Discuss the design techniques used to create complex 3D artworks.
	<b>8.1.3.3.</b> Create a complex 3D artwork using the art and design techniques.

## Strand 2: Performing Arts

### Strand Rationale

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

### Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Grade 8 school students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for Grade 9.

At the end of Grade 8, the students can:

- Use all the learnt techniques and methods to develop a major 3D artwork.

## Unit 1: Music

### Unit Rationale

In this unit Grade 8 students will be able to create melodies and songs that will enable them to express themselves and think analytically.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>8.2.1.</b> Students will be able to analyse different ways of singing, and exhibit fluency in singing, reading simple music melody, and rhythm on the standard notation.	<b>8.2.1.1.</b> Write, read, and interpret simple music melody and rhythm on the standard notation.
	<b>8.2.1.2.</b> Explain and demonstrate different ways of singing.
	<b>8.2.1.3.</b> Analyse the representations and messages of different songs sung by people from a variety of cultural backgrounds.
	<b>8.2.1.4.</b> Perform familiar songs and melody with rhythm, increased control of dynamics, phrasing and expression in familiar tunes from memory or standard Western musical notation confidently.

## Unit 2: Dance

### Unit Rationale

In this unit Grade 8 students will be able to acquire the basic skills that involves the elements of dance; body, action, space, energy and time. Warm up and warm down exercises are necessary prior to all dance activities. Dance activities include different dance genres, styles and techniques, done either individually or in groups.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>8.2.2.</b> Students will be able to investigate, interpret, and create dance patterns to demonstrate dance elements accompanied with music innovatively.	<b>8.2.2.1.</b> Investigate and analyse different dance patterns and elements.
	<b>8.2.2.2.</b> Categorise and profile different dance patterns and elements.
	<b>8.2.2.3.</b> Compare and contrast different dance patterns and elements.
	<b>8.2.2.4.</b> Analyse the relationship between music and dance patterns and elements.
	<b>8.2.2.5.</b> Decode various dance patterns and elements to appreciate what they represent and signify.
	<b>8.2.2.6.</b> Create dance patterns collaboratively to demonstrate dance elements accompanied with music, for an audience.
<b>8.2.3.</b> Students will be able to investigate, interpret, and create simple dances from various cultural groups of the Pacific.	<b>8.2.3.1.</b> Investigate the significance of a Pacific dance.
	<b>8.2.3.2.</b> Investigate and analyse the dances of different cultural groups in the Pacific.
	<b>8.2.3.3.</b> Categorise and profile the different dances of the Pacific.
	<b>8.2.3.4.</b> Compare and contrast different Papua New Guinean dances with dances in the Pacific countries.
	<b>8.2.3.5.</b> Investigate the history and the spread of a Pacific dance.
	<b>8.2.3.6.</b> Decode and interpret various Pacific dances in terms of what they represent and signify.
	<b>8.2.3.7.</b> Create and perform simple dances from the Pacific region.

## Unit 3: Drama

### Unit Rationale

In this unit Grade 8 students will be able to demonstrate their creative writing skills to write a script based on a three act narrative. Students will demonstrate the use of a plot structure in their scripts with correct English grammar and rules.

They will apply their acting skills through a solo performance to create a creative piece of their choice to develop their creativity and confidence. Students will develop an awareness on the importance of local or global issues. They will design their own costumes and make-up for their acts.

### Content standards and Benchmarks

Content standards	Benchmarks
<b>8.2.4.</b> Students will be able to explain the purposes of different forms of writing, and write a creative script using a three act narrative or story structure.	<b>8.2.4.1.</b> Identify and explain the purposes of different forms of writing.
	<b>8.2.4.2.</b> Examine examples of narratives or stories and their translation into drama.
	<b>8.2.4.3.</b> Write and perform a three act narrative or story structure.
<b>8.2.5.</b> Students will be able to examine drama performance techniques and apply all learnt techniques to perform a solo drama confidently.	<b>8.2.5.1.</b> Examine performance techniques used in drama and their purposes.
	<b>8.2.5.2.</b> Perform a solo drama piece of their choice creatively and confidently.

# Assessment, Monitoring and Reporting

The relationship between the assessment standards, the content standards, and the teaching standards assessment is that they are all an integral part of good instruction. The most effective teaching aligns the content standards with teaching and learning instruction and assessment.

## What is Assessment?

The term “assessment” is generally used to refer to all activities teachers use to help students learn and to monitor and measure students’ progress. Assessment is an on-going process of identifying, gathering and interpreting information about student’s progress towards achievement of the content standards described in the subject syllabuses

## What is Standards Based Assessment?

In a standard based curriculum, assessment is a tool for unpacking performance standard for formative assessment and measuring content standard on summative assessment. Assessment is viewed not only as a final product (summative), but more importantly as a continual process (formative) that provides pupil performance data to teachers and students regarding their progress towards achieving the intended standards. A timely and ongoing assessment of a student’s understanding is the key to the learning process. Throughout the year, teachers will be assessing students on each content standard and identifying areas where a student or a group of students need more attention.

Assessment refers to all activities undertaken by teachers and students in assessing themselves and others, which provide information to be used as feedback to modify the teaching and learning activities in which they are engage.

## Purpose of Assessment

The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both respond to fulfill the following information;

- 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.
- Inform school 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, assessments is seen as an integral part of the learning and teaching program rather than a separate process.

## Types of Assessments

Papua New Guinea Standards based curriculum has adopted the following types of assessments to monitor and assess the achievement of content standards.

There are three types of assessments. These are:

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

Assessment **as/in** learning and assessment **for** learning are also known as Formative Assessments. Assessment **of** learning is also known as Summative Assessment.

### Assessment as/in learning

Assessment **as/in** 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. 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.

### Diagnostic Assessment

Apart from these three main types of assessments teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and



learning of new content and for new entry levels for students.

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

## Methods of Assessment

These are some methods that teachers can use to assess students' performance in Arts lessons;

- Observing students during the lesson.
- Conferencing with students.
- Student's Portfolio.
- Tests.

## Recording

Teachers must keep accurate records of students' achievement of their learning. They must report these achievements in fair and accurate ways to parents, guardians, teachers and students. Examples of recording methods include:

- Anecdotal notes in a journal or diary.
- Checklists.
- Portfolios of students' work.
- Progressive records.
- Work samples with comments written by the teacher.

## Reporting

Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning. Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of content standards achieved by students since the previous report,
- a written record of the content standards the student is now working towards and
- information about students' attitudes, values and other additional information that is specific to individual students.

## Monitoring and Evaluation

All stakeholders have a role to play in using assessment information to make judgments about student's achievements. Analysis of assessment data must be used to inform decision makers about:

- The effectiveness of teaching, learning and assessment programs.
- Suitability of available resources.
- The degree of community participation in schools.
- Trend in students achievement at local and national levels.
- The contribution of the education systems to the future development of the nation.

Evaluation is part of the process of continuously raising standards of student achievement in PNG. Assessment information used for evaluation purposes should be used in ethical and constructive ways.

### Monitoring

The teachers are encouraged to practice general supervision over the teaching and learning content of Arts instructions in primary classes within the school. Teachers also advise school officials, school boards, and other teachers in the development and improvement of Arts programs, and identify strategies to improve Arts education.

The assessment coordinators in the schools should develop and use the monitoring tools to check on the progress of teaching and learning of Arts content.

### Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning to make improvements to their teaching practice in order to improve student learning. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents and other community members.

# Glossary

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

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

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