

# Arts Senior High

Grades 11 and 12

## Syllabus

Standards-Based



Papua New Guinea

Department of Education

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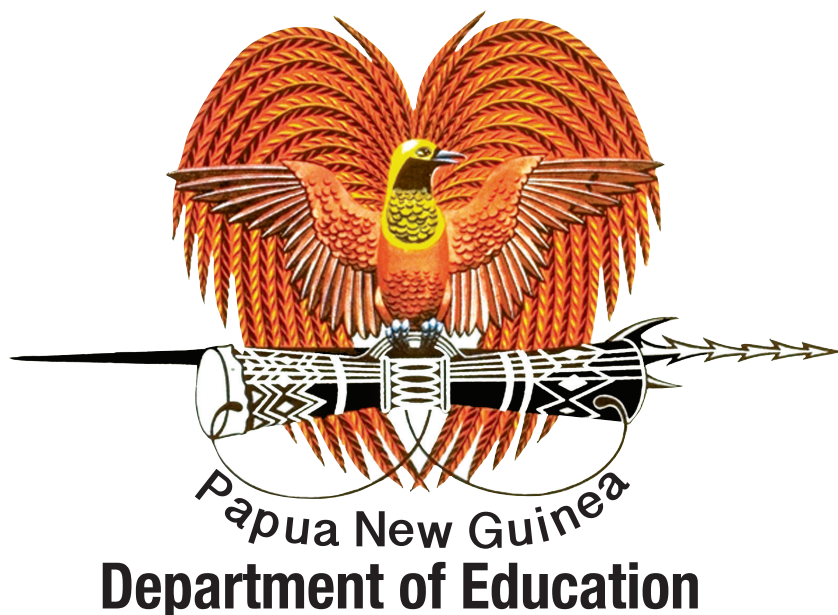
# Arts

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

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# Acknowledgements

Grades 11 and 12 Arts Syllabus was developed by the Curriculum Development Division of the Department of Education (DoE). The development was coordinated by Susan Freda Oliver Agigo with assistance from the Subject Curriculum Group (SCG) members and the writing team.

Contributions from secondary school teachers, freelancers, lecturers from the Faculty of Creative Arts-UPNG, and teachers' colleges towards the development of this Syllabus are also acknowledged.

Curriculum Panel (CP), Syllabus Advisory Committee (SAC), and Board of Studies (BOS) committee members are acknowledged for their consideration and endorsement of this Syllabus.

# Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BOS	Board of Studies
CP	Curriculum Panel
DoE	Department of Education
IHD	Integral Human Development
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts, and Mathematics
UNCRC	United Nations Convention on the Rights of the Child
UPNG	University of Papua New Guinea

# Secretary's Message

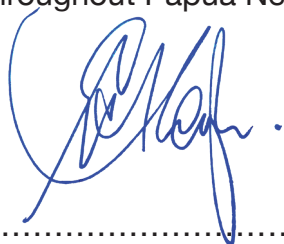
The ultimate aim of Standards-Based Education (SBE) in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives. Therefore, Education must aim to provide all children an equal opportunity to achieve high academic standards that are internationally comparable. Rigorous and comparable academic standards have been set and all students are expected to achieve these standards. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, related fields. National Curriculum Standards and grade-level benchmarks have been written to provide students with STEAM related experiences both inside and outside of the classroom. Arts and Mathematics (STEAM) courses in higher education and pursue careers in STEAM.

The subject Arts in Grades 11 and 12 will enable students to develop and express their creativity in music, theatre arts and visual arts. This means that by learning in and through the Arts, students acquire the ability to think critically, creatively, innovatively, and be able to solve problems, work cooperatively, and contribute meaningfully to society. The Arts with help students grow in confidence; develop self-expression, empathy, teamwork, and effective communication skills using both verbal and non-verbal techniques. The Arts ignites high order thinking skills, which are vital for Papua New Guinea to take her place on the world's stage.

Teachers play a significant role in creating and fostering an inclusive, inquiry oriented, and creative learning environment. Therefore, it is important for them to understand that all students learn differently and the Arts supports these diverse ways of learning. STEAM-based projects are designed to equip students with problem-solving, creative and critical thinking skills, high level thinking skills, and life-long learning skills, which they can use to work, study, and live in the 21<sup>st</sup> century.

Teachers are, therefore, encouraged to use this Arts Syllabus for Senior High School, Grades 11 and 12 together with the Arts Teacher Guides, Grades 11 and 12 to generate effective teaching and learning activities for all students.

I approve and commend this Arts Syllabus for use in all high schools throughout Papua New Guinea.



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



# Introduction

The ultimate aim of SBE in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. In order to achieve this aim, education of children will focus on the essential knowledge, skills, values and attitudes children can use to make and earn a living. The study of Arts will enable students to develop an understanding and appreciation of the critical role of Arts in preparing students to live, work, and study in the 21<sup>st</sup> century.

Students' studying the Arts in Grades 11 and 12 will discover how the Arts are a source of enjoyment and satisfaction. The Arts will help students gain creative problem-solving skills, individual and cooperative working habits, knowledge of themselves and others, demonstrate high order thinking skills, a sense of personal responsibility, and connections to their communities and future careers. They will also use available media technology knowledge, skills and attitude to promote local and international concerns.

This Arts Syllabus is organised into three Strands: Music, Theatre Arts, and Visual Arts. These Strands are organised in alphabetical order. All grade-level benchmarks link to the Arts National Content Standards. STEAM-based projects provide opportunities for students to learn and master essential creative design processes and thinking skills, which are essential for problem solving and development of creative and innovative solutions. Students must be encouraged at all times to maintain good health and apply safety guidelines throughout the course of study.

Assessment is an important component of teaching and learning. Continuous assessment in the Arts provides feedback to both the students and teacher on students' progress towards achieving the benchmarks and national content standards.

Arts subject is to be timetabled for 240 minutes for six periods per week for both Grades 11 and 12 (40 minutes x 6 periods). Teachers must use the time allocated to timetable or program their lessons according to their school needs.

# Aims and Goals

**The ultimate aim of education in PNG is to prepare children for careers, higher education, and citizenship.** To achieve this aim, a number of enabling aims and goals have been formulated based on evidence. The ultimate aim and the enabling aims and goals are closely linked. The enabling or operational aims and goals are described here.

## Aims and Goals of Standards-Based Education and Curriculum

Curriculum aims and goals articulate the outcomes that will be achieved in the long-term and the medium-to-long term. They embed the development and educational aspirations of PNG and its citizens. These have been influenced by evidence from the analysis of context and research on teaching and learning, and on social, economic, political, technological, and cultural developments. There is a close link between the aims and goals of the curriculum. This is important for ensuring that the chain of learning results is clear.

**Aim 1:** Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.

### Goals

Students will be able to:

- (a) acquire essential in-demand knowledge and employability skills, and values, and attitudes required for working, studying, and living in the 21<sup>st</sup> century.
- (b) achieve internationally comparable and high academic standards, and attain essential proficiencies that will enable them to make a smooth transition from secondary to post-secondary institutions, pursue a variety of career pathways, and live purposeful, productive, responsible, and harmonious lives.
- (c) acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as bases for living fulfilling, purposeful, and productive lives in communities in which they choose to live.

**Aim 2:** Students will achieve internationally comparable and high academic standards in English, Mathematics, Science, Technology, Engineering, Social Science, Character and Social Development, Citizenship and Christian Values Education, Business and Commerce, Agriculture, Arts, Physical Education, and Industrial Arts and Technology.

## Goals

Students will be able to:

- (a) read and comprehend a variety of texts, communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures.
- (b) understand and apply mathematical reasoning, statistical thinking, processes, formulas, and concepts to solve different mathematical problems.
- (c) examine and apply scientific inquiry, reasoning, thinking, processes, and concepts to solve problems and improve real life situations. And understand the importance of logical and abstract thinking in the solving of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life.
- (d) attain Science, Technology, Engineering, Arts, and Mathematics (STEAM) education literacy and become proficient in the use of STEAM principles and skills to solve problems posed by both the natural and physical environments by developing creative and innovative solutions.
- (e) acquire fundamental knowledge and skills in computer, communications, and construction technology and attain essential proficiencies that will prepare them for careers and higher education programs in computer, communications, and construction technology related fields.
- (f) investigate and develop an in-depth understanding of how people interact and relate to each other and their places, examine the different social, economic, political, environmental, natural, and physical systems, processes, structures, and organisations, and appreciate the cultural and language differences that exist amongst people.
- (g) analyse and critically reflect on the essential social and relationship values and skills, health and peace values and attitudes, and problem-solving and conflict management skills needed for social and character development, social cohesion, development of healthy and peaceful families and communities, and caring for the natural and physical environments.
- (h) understand the significance and purposes of Biblical values and principles in the shaping of personal character and personal conduct, developing and adhering to moral and ethical standards in one's conduct and relationships, and preparation for eternal life.
- (i) examine their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and community and national development and well-being.

- (j) develop an in-depth understanding of business and commerce principles, processes, concepts, and practices, including e-business and e-commerce, and use the knowledge, skills, values, and attitudes learnt and mastered to start and manage their own businesses.
- (k) acquire knowledge, skills, values and attitudes required for learning and practice of arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living.
- (l) recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.
- (m) attain essential agriculture knowledge, skills, values, and attitudes required for making a living in agriculture related contexts, starting and managing agriculture businesses for personal and family sustainability, and pursuing agriculture-oriented livelihoods.

**Aim 3:** Students will attain both regional and internationally comparable standards in literacy and numeracy.

### Goals

Students will be able to:

- (a) develop fluency in reading and comprehension to enable them to decode, critique, critically analyse, and synthesize a variety of texts.
- (b) acquire essential writing and publication proficiencies to enable them to write and publish a variety of texts.
- (c) learn and demonstrate proficiency on the essential mathematics knowledge, skills, values, and attitudes and use these to solve problems in real life situations.
- (d) attain the expected levels of literacy in Science, Social Science, Character and Social Development, Citizenship and Christian Values Education, Industrial Arts and Technology, Business and Commerce, Agriculture, Arts, Physical Education.

**Aim 4:** Students will continue to develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.

### Goals

Students will be able to:

- (a) recognise and critically analyse the situations that oppress and marginalise them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing and the well-being of others.
- (b) develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good.
- (c) develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development.
- (d) interpret language and cultural expressions attributed to oppressed and marginalised groups by dominant and powerful groups and challenge these in order to improve their situations.

**Aim 5:** Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle-income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.

### Goals

Students will be able to:

- (a) value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working, living, and development conditions.
- (b) obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, life-long learners, and knowledge-based workers capable of functioning in a changing world and work environment.

**Aim 6:** Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth, and development, and the quality of life for oneself and others.

**Goals**

Students will be able to:

- (a) think sensibly for themselves and to develop as individual members of a community.
- (b) develop and foster an attitude towards continuous learning as a basis for improving one’s own knowledge, thinking, practice, value and belief system and hence improve life outcomes.
- (c) cultivate a positive attitude towards research, reflection, and critical analysis as a basis for lifelong learning.

**Aim 7:** Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.

**Goals**

Students will be able to:

- (a) value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities.
- (b) use effective communication skills and think creatively in a rational manner and develop better problem solving and decision-making skills at appropriate levels and ages.
- (c) examine in-depth problems at hand by collecting and using evidence to make informed decisions about the best strategies to address the problems and achieve results that are satisfactory to all stakeholders.
- (d) become happy, healthy, and useful members of society.
- (e) analyse the principles of democracy, how a democratic government works, citizen’s democratic rights and responsibilities, and the weaknesses and strengths of the democratic ideology.

**Aim 8:** Students will foster an understanding and an appreciation of PNG's many cultures and languages, their influence on the construction and representation of Papua New Guinean's identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.

### Goals

Students will be able to:

- (a) have pride and responsibility towards their cultures and languages, and preserve and promote one's identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international.
- (b) communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement.
- (c) investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

**Aim 9:** Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.

### Goals

Students will be able to:

- (a) cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment.
- (b) help develop and sustain Papua New Guinea's environment and its physical and human resources, for the benefit of current and future generations.
- (c) become wise guardians of Papua New Guinea's resources.
- (d) act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.

**Aim 10:** Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.

### Goals

Students will be able to:

- (a) demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood.
- (b) show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as prerequisites for healthy living and life style.
- (c) investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.

**Aim 11:** Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.

### Goals

Students will be able to:

- (a) appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make.
- (b) aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.



**Aim 12:** Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.

### Goals

Students will be able to:

- (a) acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living.
- (b) explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment.
- (c) foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

**Aim 13:** Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.

### Goals

Students will be able to:

- (a) learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world.
- (b) demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities.
- (c) develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings.
- (d) show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

# Overarching Curriculum Principles

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 social, economic, political, cultural, religious, philosophical, environmental, and educational values and beliefs. Curriculum principles are evidence-based and influenced by best practice. The following principles underpin the design, development, and implementation of SBC in PNG.

## Relevance

The national curriculum should target the national, community, and personal social, economic, political, cultural, environmental, and spiritual, development needs and aspirations. Curriculum should aim to prepare children for careers, higher education and citizenship. Children should be equipped with essential, in demand knowledge, skills, values, and attitudes to meet the demands and challenges of working, studying, and living in a complex, knowledge-based, and technology driven economy and society of the 21<sup>st</sup> century. This can be achieved through the development of rigorous and comparable learning standards, design, development, implementation, and monitoring of a quality SBC, and embedding of values and critical, creative, decision-making, reasoning, problem-solving, high level, 21<sup>st</sup> century, and STEAM skills in the curriculum.

The national curriculum will enable teachers to support students' learning by encouraging teaching and learning in real-life contexts, and providing opportunities for students to address the problems posed by the natural and physical environments by developing creative and innovative solutions. This means students will relate and use the knowledge, skills, values and attitudes learnt in different subjects to real life situations.

## Multiculturalism

PNG 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 values. As a multicultural society, we must protect, promote, and respect our many cultures and languages. There are many people from our own ethnic groupings and from other countries with their own cultures living and working together in PNG. 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. We must also critically examine and address the problematic aspects of our cultures.

## Ethics, Morals, and Values

PNG is striving to create a society in line with democratic liberal traditions. The citizens of PNG should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with studying, working, and living in the 21<sup>st</sup> century global society. Socialisation also requires an awareness of the interdependence of individuals, societies, and nations in the postmodern world. It requires involvement with family, school, church, community, and the world beyond.

## Integral Human Development

Integral Human Development (IHD) focuses on the holistic development of every person. National curriculum should provide opportunities for all children to receive an education that will enable them to:

- be dynamically involved in the process of freeing themselves from every form of domination and oppression so that they will have the opportunity to develop as integrated persons in relationship with others. This means that the national curriculum must integrate and maximise socialisation, participation, liberation, and equality;
- be aware of human potential and the willingness to develop and maximize this potential so that each individual can solve his or her own problems, contribute to the common good of society, and maintain, promote, and improve the learning, working, and living conditions of all, and
- acquire and consistently use Biblical and spiritual values, personal, social and sustainability values, and work, relationship, health, and peace values in their lives.

PNG is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to become an integrated person and to work with others to create a better community.

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

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

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school, and community.

## The Right to Healthy Living

The health status of PNG is very low. All citizens have a right to clean water, a nutritious diet, improved sanitation, and appropriate and better local health services. Students need to learn attitudes; skills, and knowledge that will help them become productive, healthy, and contented citizens of PNG. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of PNG. The national curriculum will ensure that students have the opportunity to learn about healthy living and lifestyles.

## Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The national curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in PNG and that PNG has a place in the world as a whole. They will be able to help PNG 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, and
- protect and safeguard the national wealth and resources.

## Sustainability

The natural environment of PNG is as diverse as its cultures. It is often under threat from uncontrolled exploitation, over logging, abuses associated with mining, over fishing, dynamiting of reefs, and dumping of toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. Our cultural traditions are not being handed down from generation to generation. The national curriculum will guide students to further appreciate, respect, and value their natural environment, cultures, customs, and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life in PNG.

## Gender Equity and Social Inclusion

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender

is also culturally determined. In PNG, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The national curriculum will provide students with subjects, resources, activities, and experiences that value the needs of both girls and boys.

Females are generally a disadvantaged group in PNG. PNG does not have in place a good record about gender equity for females. Violence against females is widely acknowledged as a serious problem. A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and lower income levels than males. Males hold nearly all positions of leadership, authority, and decision-making.

Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions, and schools. The national curriculum will provide students with opportunities to consider these problems and ways of addressing gender issues.

## **Inclusive Curriculum**

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

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

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

## Student-Centred Learning

Student-centred learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centred classroom will usually involve students working together in small groups using activity centres set up in the classroom while the teacher works more closely with one or two students. The national curriculum describes what all students are expected to learn in all subjects. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes

## Lifelong Learning

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

## Language Development across the Curriculum

The national curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for purposeful learning. Specific subjects have different language requirements such as, the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

## **Knowledge, Skills, Values, and Attitudes for Careers, Higher Education, and Citizenship in the 21<sup>st</sup> Century**

PNG shapes and is being shaped by the 21<sup>st</sup> century social, economic, political, cultural, religious, and environmental discourses and practices. It is important to provide opportunities for students to learn in-depth and master the 21<sup>st</sup> century knowledge, skills, values, and attitudes to prepare them for careers, higher education, and citizenship. There is an increasing demand for knowledge-based workers and workers with qualifications in STEAM globally. This cadre of workers is not available in PNG because education is not geared towards preparing this category of workers. PNG children should be equipped with the necessary 21<sup>st</sup> century and STEAM proficiencies to ensure that they are marketable globally and can contribute meaningfully to the development of PNG.

### **Science, Technology, Engineering, Arts, and Mathematics**

The majority of careers in the 21<sup>st</sup> century are STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM knowledge, skills, values, and attitudes to be taught from prep to post-secondary school level to provide opportunities for all students to attain STEAM related proficiencies before leaving school. The main aim of this education is to shape students' thinking, motivate, and influence them to develop an interest in careers in the STEAM field, and pursue STEAM related academic programs in institutions of higher education.

# Standards-Based Curriculum Principles

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

- setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards will motivate students to perform at a much higher level;
- standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do;
- students will learn more when more is expected of them in school and at home;
- the setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education;
- all children are capable of learning and achieving high academic standards, regardless of their backgrounds, and
- students can learn in their own ways and at their own pace.



# Protection of Children's Rights

It is paramount that children's rights stipulated in national legal and policy frameworks, and international conventions such as the United Nations Convention on the Rights of the Child (UNCRC) are recognised, promoted, protected, and safeguarded by everyone and every organisation working and dealing with children's welfare and well-being. A child is defined by UNCRC as a human being below the age of 18 years. However, definitions of a child may differ based on the socio-cultural contexts of different countries. Notwithstanding the differences in definitions, biologically, a child is generally anyone between birth and puberty.

The four core principles of UNCRC underpinning children's rights are:

- non-discrimination;
- devotion to the best interests of the child;
- the right to life, survival and development, and
- respect for the views of the child.

Children's rights are human rights and, therefore, they should be promoted and safeguarded by the whole of the education system. They should permeate all education plans, policies, programs, and activities, and firmly embedded in the school curriculum, teaching and learning practices, and the overall management of the education system.

# Arts Rationale, Aim and Goals, and Guiding Principles

## Rationale

The Arts plays a pivotal role in education of all students. Students develop their creativity, learn about their own identity, develop self-awareness, self-confidence, and a sense of well-being. Practising the Arts requires intense engagement, but is enjoyable, resulting in the student experiencing a sense of wonder and joy, when “learning in the Arts” and “learning through the Arts.”

The Arts nourishes students’ imagination and develops aesthetic sensitivity or the concept of beauty, at the same time; it provides an avenue for students to see the world around them in a new and enlightened way. All the Arts use complex symbols to communicate, and as such, help students communicate and understand life in different ways.

By studying the Arts of other cultures, students deepen their appreciation of different perspectives and develop the ability to approach others without judging them. PNG is a multi-cultural country. Seeing works of art produced by fellow classmates can help students learn about different ways of constructing and representing reality and imagery using different art forms, respecting the identity and creations of others, and aware of the similarities and differences that they share with others.

Learning in the Arts involves students intellectually, emotionally, socially, and physically. This requires the integration of students’ cognitive, emotional, sensory, and motor capacities to increase students’ learning potential. By partaking in the Arts, students are challenged to move from abstract ideas to concrete products and learn that, even though the Arts are enjoyable and fulfilling, they are also rigorous intellectual disciplines. Those artistic expressions or works of arts are creative ways of clarifying, deconstructing, and reconstructing reality, imagery, experiences, symbols, and knowledge.

Students studying the Arts learn about the interconnections and commonalities amongst the Arts disciplines whilst appreciating the uniqueness of each discipline. Theatre and Music focus on the performing and temporal arts. They share common techniques, elements, and history. The Visual and Theatre Arts share aspects of visual design, interpretation, and presentation, the elements of movement, space, texture, and environment.

The Arts also links to other disciplines. Symmetry in musical scales is related to Mathematical principles, as is tone to the study of vibration (energy forms) in the Physical Sciences. The study of kinesiology in Theatre is related to the study of human anatomy in the Natural Sciences. All the Arts reflect historical, social, and cultural contexts, as such; students taking the Social Sciences can gain insights into other cultures and periods through studying the art works of those cultures and times.

Students can also apply their knowledge of the Social Sciences to enhance their understanding and appreciation of works of art. Most importantly, the 21<sup>st</sup> century requires a new cadre of workers, workers who are creative and innovative, and proficient in the fields of Science, Technology, Engineering, Arts and Mathematic (STEAM) and the Arts as a subject provides a platform to achieving this reality.

The 'A' in STEAM is a broad term that represents other forms of Arts like liberal arts, language arts, social science studies, physical arts and many more.

## Ultimate Aim

The ultimate aim of the Arts is to enable students to learn in and through the Arts. Students will be enabled to boost their high-level thinking skills when using the creative and critical analysis processes and skills. High-level thinking skills are critical life-long learning skills, which are applicable in other learning fields, authentic situations, and preparation of students for the 21<sup>st</sup> century.

## Goals

Students will be able to:

- analyse copyright laws and the consequences of copyright infringements in various art forms,
- analyse old and new ideas and creative trends,
- apply art techniques in various artworks,
- apply the critical analysis and creative processes and thinking skills in various ways and in authentic situations,
- apply effective communication skills,
- apply safety guidelines for art properties and practice artistic protocols and art etiquettes (customs),
- appreciate and reflect on PNG art by conserving and promoting it in various contexts,
- appreciate cultural diversity and art histories,
- appreciate local and international artists and their works,
- create business ideas using art and build entrepreneurship skills,
- create partnership and network with organisations and individuals who support creativity,
- create STEAM related prototypes using the creative and critical analysis processes and thinking skills,
- display empathy, tolerance, and perseverance towards others,
- display good citizenship and promote democratic rights as PNG citizens,
- display good management and leadership skills,
- encourage group and independent learning,
- examine the content and aesthetics of the Arts within cultural, historical, and contemporary contexts,
- use STEAM projects to solve authentic problems,
- present the Arts using various mediums,
- interpret basic Human Rights through participation in the Arts,

- promote a peaceful, safe, and healthy society,
- transform abstract ideas into concrete works of art,
- understand the relationship between the Arts and civilizations,
- use appropriate art related terminologies,
- use different forms of Arts to eliminate all forms of conflict and violence,
- use interactive digital technology to enhance learning in and through the Arts,
- use the Arts in different ways to help humanity, support gender equality, sustain the environment, and support good leadership and governance,
- use various forms of literary works,
- use various forms of technology and tools to heighten learning and awareness on local and global issues,
- use the Arts as a form of therapy in different circumstances.

## Arts Guiding Principles

There are six Arts education-guiding principles in this syllabus. These identify, describe, and focus attention on the important processes and skills, concepts, ideas, and facts, and contexts that must be considered and addressed when implementing the Arts curriculum. Guiding principles are influenced by significant knowledge, skills, values, and attitudes required for learning in and through the Arts. These six guiding principles apply in all the Arts Strands, i.e., Music, Theatre Arts, and Visual Arts.

### 1. The Creative Process and Thinking

The creative process and thinking are essential for constructing, deconstructing, reconstructing, and applying knowledge and skills in the Arts and relevant authentic situations. They are critical to the learning of Arts and achievement of the expected levels of quality in Arts by all students.

The creative process and thinking are fundamental to all Art forms and involves the following stages or steps:

#### (i) Challenging and inspiring

At this stage, an individual encounters a problem, a challenge or is inspired by an idea or a natural or physical phenomenon.

#### (ii) Imagining and generating

The individual begins to generate possible solutions by using brainstorming, sketches and mind mapping techniques.

#### (iii) Planning and focusing

At this stage, the individual creates a plan for the works of art by choosing ideas, determining a focus, and choosing an appropriate art form.

**(iv) Exploring and experimenting**

He/She then explore with a range of elements, techniques, and makes artistic choices for a work.

**(v) Producing preliminary work**

This is the stage when an individual begins to produce a preliminary version of the work and seek opinions and responses from peers and teacher.

**(vi) Revising and refining**

Here the individual or student refines the initial work based on his or her own reflection and the feedback of others.

**(vii) Presenting and performing**

Now, he/she completes the artwork and presents or performs it for an audience.

**(viii) Reflecting and evaluating**

The creative process ends by the individual reflecting on the degree of success of the work with reference to specific aspects that went well or those that could be improved, and using that result as a basis for starting another art project, or in refining or adjusting one's skill and techniques for future projects.

**2. The Critical Analysis Process and Thinking**

The critical analysis process and thinking are vital in all academic work. Thinking critically means questioning, evaluating, making logical judgments, finding logical connections, and categorizing. Critical thinking also requires being open to other point of views, and being able to see through different lenses. Artworks are not created in a vacuum but reflect the personal, social, and historical points of view of those who construct and possess them.

Students need to be guided through the stages of critical analysis and thinking in order to master and use these to unpack what is learned and develop an in-depth and different meaning. As they become proficient in the process, they will develop the ability to critique and express an informed response to a work of art. They will also develop the ability to decode works of art they are studying or responding to in order to develop an in-depth understanding of the underlying meaning and, when necessary, to withhold judgment until they have had enough information to respond in an informed manner.

The critical analysis process includes the following steps:

**(i) Initial reaction**

This is the initial stage where students are encouraged to express their first reaction to a work. This first impression provides the starting point for further investigation and discovery. It also provides a useful benchmark for later evaluation of students' ability to analyse a work of art.

**(ii) Analysis and interpretation**

Here the students try to figure out what the artist has done to achieve certain effects. They do this by discussing the use of elements, principles, and concepts specific to the art form.

**(iii) Consideration of cultural context**

As part of the critical analysis process, the students consider and develop an understanding on works of art in their cultural contexts, and how aspects of an artist's life are reflected in his/her works, or in the interpretation of those works.

**(iv) Expression of aesthetic judgment**

Students will then compare their perception of the artwork after reflection and analysis of their initial reaction and make connections to other works of art they have seen or heard about. They also consider the effectiveness of aspects of the work and its effects on their learning.

**(v) Ongoing reflection**

Reflection occurs throughout the critical analysis process, whether students are examining their own work or the works of others. This process involves the fundamental skill of metacognition. Metacognition is the process of thinking about and evaluating the thinking of others, and how this thinking is embedded or reflected in their art works.

**3. Arts Education for All**

Arts education in the form of Music and Theatre and Visual Arts are universal forms of human expressions and are important in all societies throughout the world. Arts education allows learners to enjoy and express themselves in a creative manner. It does not discriminate by age groups, socio-economic status, gender, ethnicity, class, sexual orientation, political preference, and level of intellectual ability. People all over the world and throughout the ages have expressed their ideas, feelings, perceptions, and beliefs through the Arts. All learners, irrespective of their abilities or disabilities, have the right to achieve the same educational goals and standards. Arts education embraces the fact that all individuals are unique and have different ways of thinking and responding. It promotes inclusive teaching and learning practices. All students must have access to education goals and be treated equally with care and respect. Access to Arts education is beneficial for all humans to develop vital thinking skills and the ability to adapt in different situations.

**4. Harnessing Multiple Intelligences**

The Arts education honours all forms of intelligences and helps students develop strength, value, and status in all forms of intelligences. Identifying and understanding every learner's intelligence helps teachers to tailor teaching and learning activities to foster their unique learning abilities and helps students realize their talents and intelligences. Teachers, who looked at students' performances through the lens of

multiple intelligence theory, say that they discovered new ways of understanding student learning and behaviour.

Educational psychologists 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 eight types of intelligences.

### **Multiple Intelligences (MI) categories**

- (i) **Verbal/Linguistic intelligence (word smart)**, related to words and language.
- (ii) **Logical/Mathematical intelligence (number/reasoning smart)**, related to deductive reasoning, an affinity for numbers and the ability to see fundamental patterns.
- (iii) **Visual/Spatial intelligence (picture smart)**, related to visualisation and the capacity to create representations and structures in two-and three-dimensional space.
- (iv) **Bodily/Kinesthetic intelligence (body smart)**, characterised by a sensitivity to physical movement and trusting one's body to do things.
- (v) **Musical/Rhythmic intelligence (music smart)**, related to the sensitivity to patterns of pitch and rhythm.
- (vi) **Interpersonal intelligence (people smart)**, related to a heightened awareness of human relationships and the ability to communicate effectively.
- (vii) **Intrapersonal intelligence (self-smart)**, characterized by an awareness of one's belief system and its effect on action.
- (viii) **Naturalistic intelligence (nature smart)**, related to finding patterns and relationships in nature.

### **5. Working from Known to Unknown**

To build knowledge, skills, values, and attitude in the arts, students need to build on what they already know, in order to uncover new concepts. Students need repeated exposure to concepts, content, processes, skills, facts, questions, and the opportunity to solve increasingly challenging problems as their skills grow. This sequential form of instruction is referred to as a "spiralling" approach to the curriculum. This means that while studying the Arts, the students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning.

## 6. Cultural Awareness and Conservation, Interdisciplinary Connections and Environmental Sustainability

The Arts provides a pedagogical framework for learning and meaningfully engaging with different cultures, socio-economic levels, theories, and histories. Arts education enables students to learn more about their own cultures and that of others and helping students to make connections and understand other people's way of life. By doing so, students will develop a sense of critical awareness and appreciation, and develop empathy and an attitude of care, which are essential when working with people from all walks of life, abilities, socio-economic status, and cultures. Furthermore, students will learn about conservation, stewardship, care, and their benefits to the environment and human kind.

Arts education provides a platform for learning about and making meaningful connections to other subjects like Mathematics, English, Social Science, Science, History, and Technology. Students have different ways of learning and they learn better, when learning is enjoyable. Learning Arts is enjoyable and students can learn about other subjects through art lessons and realise the connections.

Learning in the Arts requires students to learn about local and global issues affecting humanity and the environment. Students must participate meaningfully in order to sustain and conserve their environment through the Arts. This means being environmentally friendly and mindful at all times. Arts education exposes students to authentic problems of everyday life, which requires students to develop solutions and advocate for strategies that will sustain the environment and the world around them.



# STEAM Rationale, Aim, Goals and Guiding Principles

## Ultimate Aim

The ultimate aim of STEAM education is to develop a STEAM literate society in which all citizens have the expected level of STEAM literacy. STEAM literacy refers to an individual's:

- knowledge, skills, values, and attitudes to identify problems and questions in life;
- situations, explain the natural and design world, and draw evidence-based conclusions about STEAM issues;
- understanding of characteristic features of STEAM disciplines as forms of human knowledge, inquiry, and design;
- awareness of how STEAM disciplines shape our material, intellectual, and cultural environments, and
- willingness to engage in STEAM related issues and with the ideas of STEAM as a constructive, concerned, and reflective citizen.

## Goals

The following are the goals of STEAM education:

- i. provide students with STEAM related experiences and opportunities to use STEAM concepts, ideas, and skills to solve problems relating to the natural and physical worlds, and use the evidence to make informed decisions about the interventions;
- ii. build positive attitudes and embed essential STEAM values in children thereby motivating them to choose STEAM related careers or undertake STEAM related academic programs or courses of study;
- iii. provide students opportunities to work in collaboration and partnership with people engaged in STEAM related careers or disciplines to learn about how STEAM skills, concepts, processes, and ideas are applied in real life;
- iv. build a pool of STEAM workers who can contribute to national and global development and progress, and
- v. enable children to achieve high academic standards.

## Guiding Principles

### **Integration and application of knowledge and skills in real life situations**

Integration of STEAM knowledge and skills and their application to real-life situations inside and outside of the classroom setting will enable students to explain how STEAM disciplines shape our material, intellectual, cultural, economic, social and environmental contexts.

### **Emphasis is on the learning and the application of STEAM knowledge and skills to investigate, explain, and solve problems rather than on content**

STEAM education emphasizes the learning and the application of knowledge and skills to investigate, explain, and solving physical and natural problems rather than on in-depth teaching and learning of STEAM content.

### **STEAM related knowledge and skills are used to investigate, explain, and solve problems relating to the natural and physical environments**

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values, and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world, and draw evidence-based conclusions.

# Core Curriculum

A core set of common learnings (knowledge, skills, values, and attitudes) have been integrated into the curriculum to provide all students an opportunity to acquire and master these before they are career, higher education, and citizenship ready. The core curriculum includes:

- cognitive skills (critical and creative thinking);
- reasoning, problem-solving and decision-making skills;
- high level thinking skills (analysis, evaluation and synthesis);
- 21<sup>st</sup> century skills;
- steam principles and skills;
- spiritual values and virtues;
- reading, writing and communication skills, and
- essential values and attitudes.

The above knowledge, skills, values and attitudes should be taught and assessed by all teachers from Prep to Grade 12. These are reinforced at each school grade and school level to enable students to become proficient in their application in different career, higher education and citizenship contexts.

# Essential Knowledge, Skills, Values and Attitudes

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations.

These knowledge, skills, values, and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach these in their lessons and assess students' performance, proficiency, and progression towards the attainment of grade-level benchmarks and national content standards.

Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from one grade to the next.

## Types of Knowledge

There are different types of knowledge. These include:	
<ul style="list-style-type: none"> <li>• Public and private (privileged) knowledge</li> <li>• Specialised knowledge</li> <li>• Good and bad knowledge</li> <li>• Concepts, processes, ideas, skills, values, attitudes</li> <li>• Theory and practice</li> <li>• Fiction and non-fiction</li> <li>• Traditional, modern, and postmodern knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Subject and discipline-based knowledge</li> <li>• Lived experiences</li> <li>• Evidence and assumptions</li> <li>• Ethics and Morals</li> <li>• Belief systems</li> <li>• Facts and opinions</li> <li>• Wisdom</li> <li>• Research evidence and findings</li> <li>• Solutions to problems</li> </ul>

## Types of Processes

There are different types of processes. These include:	
<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Logical reasoning</li> <li>• Decision-making</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Cyclic processes</li> <li>• Mapping (e.g. concept mapping)</li> <li>• Modelling</li> <li>• Simulating</li> </ul>

## Types of Skills

There are different types of skills. These include:

### 1. Cognitive (Thinking) Skills

Thinking skills can be categorized into **critical thinking** and **creative thinking** skills.

#### i. Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:	
<i>Analysis Skills</i> – Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalizations, claims, and conclusions.	<i>Evaluation Skills</i> – Evaluation skills involve justifying and presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on set criteria.
Key words	Key words
Analyse, compare, contrast, classify, distinguish, infer, explain, separate, select, categorize, connect, differentiate, discriminate, divide, order, point out, prioritize, sub-divide, survey, advertise, appraise, breakdown, calculate, conclude, correlate, criticize, devise, deduce, arrange, discover, establish, examine, organize, outline, investigate, examine, simplify, see, research, recognize, highlight, in-depth, discuss, list, find, group, divide, focus, question, experiment, test, illustrate, identify, deconstruct, simplify.	Evaluate, criticize, order, appraise, judge, support, compare, decide, discriminate, recommend, summarize, assess, choose, convince, defend, estimate, find errors, grade, measure, predict, rank, score, select, test, argue, conclude, consider, monitor, check, debate, determine, justify, explain, give reasons, interpret, opinion, validate, value.

ii. Creative Thinking Skills

<p><b>A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:</b></p>
<p><i>Synthesis/Creative Skills</i> – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.</p>
<p><b>Key words</b></p>
<p>Categorise, combine, compose, create, devise, design, explain, generate, modify, organize, plan, rearranges, construct, deconstruct, reconstruct, relate, reorganize, revise, rewrite, summarise, tell, write, formulate, invent, hypothesize, develop, compile, prepare, produce, arrange, rearrange, assemble, role-play, anticipate, make, predict, act-out, model, build, convert, discuss, elaborate, solve, propose, visualize, imagine, extend, tabulate, transform, integrate, innovate, maximize, minimize.</p>

2. **Reasoning Skills** - Reason is a skill used in making a logical, just, and rational judgement.
3. **Decision-making Skills** - Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.
4. **Problem Solving Skills** - Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

**Types of Values**

1. **Personal Values** (Importance, worth, usefulness, etc.)

Core Values	Sustaining Values
<ul style="list-style-type: none"> <li>• Sanctity of life</li> <li>• Truth</li> <li>• Aesthetics</li> <li>• Honesty</li> <li>• Human</li> <li>• Dignity</li> <li>• Rationality</li> <li>• Creativity</li> <li>• Courage</li> <li>• Liberty</li> <li>• Affectivity</li> <li>• Individuality</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Self-reflection</li> <li>• Self-discipline</li> <li>• Self-cultivation</li> <li>• Principal morality</li> <li>• Self-determination</li> <li>• Openness</li> <li>• Independence</li> <li>• Simplicity</li> <li>• Integrity</li> <li>• Enterprise</li> <li>• Sensitivity</li> <li>• Modesty</li> <li>• Perseverance</li> </ul>

## 2. Social Values

Core Values	Sustaining Values
<ul style="list-style-type: none"> <li>• Equality</li> <li>• Kindness</li> <li>• Benevolence</li> <li>• Love</li> <li>• Freedom</li> <li>• Common good</li> <li>• Mutuality</li> <li>• Justice</li> <li>• Trust</li> <li>• Interdependence</li> <li>• Sustainability</li> <li>• Betterment of human kind</li> <li>• Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Plurality</li> <li>• Due process of law</li> <li>• Democracy</li> <li>• Freedom and liberty</li> <li>• Common will</li> <li>• Patriotism</li> <li>• Tolerance</li> <li>• Gender equity and social inclusion</li> <li>• Equal opportunities</li> <li>• Culture and civilisation</li> <li>• Heritage</li> <li>• Human rights and responsibilities</li> <li>• Rationality</li> <li>• Sense of belonging</li> <li>• Solidarity</li> <li>• Peace and harmony</li> <li>• Safe and peaceful communities</li> </ul>

## Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view	
<ul style="list-style-type: none"> <li>• Optimistic</li> <li>• Participatory</li> <li>• Critical</li> <li>• Creative</li> <li>• Appreciative</li> <li>• Empathetic</li> <li>• Caring and concern</li> <li>• Positive</li> <li>• Confident</li> <li>• Cooperative</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible</li> <li>• Adaptable to change</li> <li>• Open-minded</li> <li>• Diligent</li> <li>• With a desire to learn</li> <li>• With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.</li> </ul>

# Content Standards, Benchmarks and Evidence Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained.

## Content Standards

Content Standards are broadly stated expectations of what students should know, understand, and be able to do in particular subjects and grade or school level.

They embed essential knowledge, skills, values, and attitudes that all students are expected to acquire and master in each strand or unit to prepare them for next grade and level of schooling.

## Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.

Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master, and demonstrate competency.

## 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 each grade, cluster, or school level.

Evidence outcomes indicate that a student is meeting an expectation or achieving a benchmark at the mastery level. They enable teachers to know if a student can do, what the student was expected to know, understand and do in real life or relevant situations. Evidence outcomes are given for each strand in each grade to describe what all students should do at the end of the different strands and units.



# Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks to not only make it easier to interpret and understand the relationship between these two standards but also to help with lesson planning and assessment, and reporting of students' performance in relation to a content standard.

<b>Grade</b>	Grade is indicated by the first number (for example, <b>12</b> )
<b>Strand</b>	Strand is indicated by the second number (for example, <b>12.2</b> )
<b>Content Standard</b>	Content Standard is indicated by the third number (for example <b>12.2.1</b> )
<b>Benchmark</b>	Benchmark is indicated by the fourth number (for example, <b>12.2.1.3</b> )
Thus, the code will read as: Content Standard <b>12.2.1</b> and Benchmark as <b>12.2.1.3</b>	

# Content Overview

Grades 11 and 12 Arts Syllabus is organised around three Strands. Strands are broad content areas that define and describe the subject matter that students are expected to progressively learn and master from Grade 9 to Grade 10 and, subsequently, Grades 11 and 12. Each Strand has a National Content Standard that all students are expected to achieve at the end of each grade level. National Content Standards describe the content that all students are expected to learn and demonstrate proficiency on each of the strands from Prep to Grade 12. What students are expected to know, understand, and do is reinforced from Prep to Grade 12. The level of complexity and difficulty in students learning activities is progressively increased to allow students to explore the principles and practices of various art forms, and engage meaningfully in a variety of art experiences. Grades 11 and 12 Arts Strands and what students are expected to know and do in each Strand are described in this table.

Strands	What students are expected to know and do
<b>1. Music</b>	<ul style="list-style-type: none"> <li>• analyse and comprehend different music theories and practices;</li> <li>• examine music elements, techniques, genres, instruments, history, and technologies;</li> <li>• explain how music elements, techniques, genres, instruments, history, and technologies influence the creation of compositions and a varied repertoire of music, and designing and interpretation art;</li> <li>• discuss the importance of promoting safe practices, and</li> <li>• address ethical issues relating to music.</li> </ul>
<b>2. Theatre Arts</b>	<ul style="list-style-type: none"> <li>• explore and critique the different theatre arts theories and practices;</li> <li>• examine various theatrical elements, techniques, theatre histories, and stagecraft;</li> <li>• examine how theatrical elements, techniques, theatre histories, and stagecraft influence the production of creative performances;</li> <li>• examine the importance of theatre safety rules and practices, and</li> <li>• address ethical issues relating to Theatre Arts.</li> </ul>
<b>3. Visual Arts</b>	<ul style="list-style-type: none"> <li>• explore and reflect on the principles underlying visual arts;</li> <li>• examine and explain creative or artistic thinking;</li> <li>• investigate the techniques of art and artistic design process used in creating two-dimensional (2D) and three-dimensional (3D) artworks to communicate ideas and solve problems using technologies;</li> <li>• reflect on the importance of visual arts safety rules and practices, and address ethical issues relating to visual arts.</li> </ul>

# Strand 1: Music

## Rationale



Music is an art form that uses sound and silence to express ideas and personal opinions. It provides an avenue for the expression of the intellect, imagination and emotion, and the exploration of values. It is also a powerful educative tool with its own discrete knowledge, processes and skills, and contributes to the holistic development of the individual. Studying music helps students to develop their practical and creative potential to not only create, but also understand and appreciate the work of others. It develops their artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

Music offers students the opportunity for personal growth, and to connect and contribute to the culture of their communities. It encourages students to become creative and adaptable thinkers and problem solvers who are able to make informed decisions, and develop their ability to analyse and critically evaluate. Studying music requires serious engagement and commitment and develops students' self-esteem, personal motivation and independence, as well as providing opportunities for refining their collaborative teamwork skills.

Students will participate in solo and group performances. By doing these, students will not only develop their techniques, but also use music to communicate their aesthetic and personal point of views. By experiencing, analysing, and commenting on the performances of others, students can enhance their understanding of the representations and values of other musicians and cultures. Furthermore, on how music shapes and is shaped by social, political, economic, and cultural identities, lived experiences, and narratives and autobiographies of individuals and groups.

## Evidence Outcomes

At the end of Grades 11 and 12, all students can;

Grade-Level Evidence Outcomes	
Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• identify music history and explain its influence on current music practices.</li> <li>• use simply research skills to collect information related to music.</li> <li>• identify and explain the impact of media technology on music practices in various cultural settings.</li> <li>• evaluate musical performances in different contexts, to care and use different safety guidelines, music properties and etiquettes.</li> <li>• compose and perform noted and/or improvised notes, or arrange music using appropriate technology to reflect a theme.</li> <li>• explain how Papua New Guinean music copyright laws can be promoted and identify the consequences on copyright infringements in music.</li> <li>• use of music in various settings and demonstrate how it can be enhanced using available forms of media and other platforms.</li> <li>• confidently use the creative and critical analysis processes and thinking skills to enhance learning.</li> <li>• create business ideas to start up a business using all aspects of music.</li> <li>• use the analysis processes and thinking skills to design and create a musical prototype that creates compositions using various arrangements and instrumentations to reflect a theme.</li> <li>• create STEAM related projects.</li> </ul>	<ul style="list-style-type: none"> <li>• identify music representations of theories of 'origin' or creation stories underpinning in literary works.</li> <li>• use simply research skills to collect information related to music.</li> <li>• use old, new or creative trends to enhance and influence all aspects of music.</li> <li>• use music elements, principles, and techniques using available media or technology to advocate local and global issues.</li> <li>• use the creative and critical analysis processes and thinking skills to design and invent a prototype to help solve a technical problem in music for the purpose of moderation.</li> <li>• confidently use the creative and critical analysis processes and thinking skills to enhance learning.</li> <li>• create STEAM related projects.</li> </ul>

**Content Standard 1:** Students will be able to analyse and comprehend different music theories and practices by examining music elements, techniques, genres, instruments, history, and technologies, explain how these influence the creation of compositions and a varied repertoire of music, and designing and interpreting of art, and discuss the importance of promoting safe practices and addressing ethical issues related to music.

Grade 11 Benchmarks	Grade 12 Benchmarks
<p><b>11.1.1.1</b> Research and critically analyse music history and explain its influence on current music practices.</p> <p><b>11.1.1.2</b> Investigate and analyse the impact of media technology on music practices in various cultural settings.</p> <p><b>11.1.1.3</b> Analyse musical performances in different contexts, to identify the care and use of different safety guidelines, music properties and etiquettes.</p> <p><b>11.1.1.4</b> Compose and perform noted and/or improvised notes, or arrange music using appropriate technology to reflect a theme.</p> <p><b>11.1.1.5</b> Research and explain how Papua New Guinean music copyright laws can be promoted and evaluate the consequences on copyright infringements in music.</p> <p><b>11.1.1.6</b> Investigate the uses of music in various settings and demonstrate how it can be enhanced using available forms of media and other platforms.</p> <p><b>11.1.1.7</b> Research and create business ideas to start up a business using all aspects of music.</p> <p><b>11.1.1.8</b> Use the creative and critical analysis processes and thinking skills to design and create a musical prototype that creates compositions using various arrangements and instrumentations to reflect a theme.</p>	<p><b>12.1.1.1</b> Research and analyse music representations of theories of 'origin' or creation stories underpinning in literary works.</p> <p><b>12.1.1.2</b> Investigate old, new or creative trends to enhance and influence all aspects of music.</p> <p><b>12.1.1.3</b> Examine and use music elements, principles, and techniques using available media or technology to advocate local and global issues.</p> <p><b>12.1.1.4</b> Use the creative and critical analysis processes and thinking skills to design and invent a prototype to help solve a technical problem in music for the purpose of moderation.</p>

## Strand 2: Theatre Arts

### Rationale



Theatre Arts is a field within the creative arts that involves the creation and performance of plays and dances. It allows students to explore the creation and performance of dances and plays in a variety of contexts.

Teaching and learning of Theatre Arts in schools has its benefits. They contribute to the four main areas of a child's development; encourage creativity and self-expression, enhance language development, improve academic performance, and improve community cohesion. Theatre Arts presents an opportunity for students to express themselves more effectively and be more creative. Students are given an opportunity to stimulate their imaginations and improve their cognitive and problem-solving skills.

Theatre Arts provides an avenue for self-discovery, self-definition, and self-esteem through creative drama and dance. As children grow older, they learn more about how to use descriptive words to talk about their own experiences and creations or relay different feelings evoked by other people's artworks. All these are expressed using theatrical processes. Students develop skills to understand dramatic structure and its craft. Additionally, they develop a deeper understanding of personal issues and a broader worldview that includes global concerns by using the dramatic process (creating, performing, analysing) and critiquing the various stages of dramatic works.

Problem-solving skills that students develop when they learn Theatre Arts allows them to think creatively in other situations, consequently, boosting their academic outcomes. Research findings show that students who participate regularly in the Arts are four times more likely to be recognized for academic achievement, to participate in a math and science fair, or to win an award for writing an essay or poem than children who do not participate. Thus, Theatre plays an important role in reinforcing and furthering the learning of other academic subjects that are taught in conventional ways enabling students to see the links and connections between different areas of knowledge.

Theatre Arts education can bridge the gap between socioeconomic groups, allowing for a more level academic environment for students who do not have access to the same kind of enrichment experiences outside of school as their more privileged peers. Learning and teaching Arts promotes equality amongst all students.

In Theatre Arts classes, thinking is encouraged to be divergent rather than convergent. Students are encouraged like other forms of the Arts to think outside the box and see the world through a creative lens. The Creative Projects are STEAM based and other learning activities in this subject can be amalgamated across curricular or within a community calendar.

## Evidence Outcomes

At the end of Grades 11 and 12, all students can;

Grade-Level Evidence Outcomes	
Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• identify theatre arts history and explain its influence on current theatre arts practices.</li> <li>• use simply research skills to collect information related to theatre arts.</li> <li>• identify and explain the impact of media technology on theatre arts practices in various cultural settings.</li> <li>• evaluate theatrical performances in different contexts, to care and use different safety guidelines, theatre arts properties and etiquettes.</li> <li>• create scripted and improvised or arrange theatrical performances using appropriate technology to reflect a theme.</li> <li>• explain how Papua New Guinean theatre arts copyright laws can be promoted and identify the consequences on copyright infringements in theatre arts.</li> <li>• use theatre arts in various settings and demonstrate how it can be enhanced using available forms of media and other platforms.</li> <li>• confidently use the creative and critical analysis processes and thinking skills to enhance learning</li> <li>• create business ideas to start up a business using all aspects of theatre arts.</li> <li>• use the creative and critical analysis processes and thinking skills to design and create a theatrical technical element (e.g., lighting, scenery, costumes, and properties, sound) to depict set, character, mood, and/or theatrical style.</li> <li>• create STEAM related projects.</li> </ul>	<ul style="list-style-type: none"> <li>• identify theatre arts representations of theories of 'origin' or creation stories underpinning in literary works.</li> <li>• use simply research skills to collect information related to theatre arts.</li> <li>• use old, new or creative trends to enhance and influence all aspects of theatre arts.</li> <li>• use theatre arts elements, principles, and techniques using available media or technology to advocate local and global issues.</li> <li>• use the creative and critical analysis processes and thinking skills to design and invent a prototype to help solve a technical problem in theatre arts for the purpose of moderation.</li> <li>• confidently use the creative and critical analysis processes and thinking skills to enhance learning.</li> <li>• create STEAM related projects</li> </ul>

**Content Standard 2:** Students will be able to explore and critique the different theatre arts theories and practices through the study of various theatrical elements, techniques, theatre histories, and stagecraft, examine how these influence the production of creative performances, and examine the importance of theatre safety rules and practices, and ethical issues.

Grade 11 Benchmarks	Grade 12 Benchmarks
<p><b>11.2.2.1</b> Research and critically analyse theatre arts history and explain its influence on current theatre arts practices.</p> <p><b>11.2.2.2</b> Investigate and analyse the impact of media technology on theatre arts practices in various cultural settings.</p> <p><b>11.2.2.3</b> Analyse theatrical performances in different contexts, to identify the care and use of different safety guidelines, theatre arts properties and etiquettes.</p> <p><b>11.2.2.4</b> Create and perform scripted and improvised or arrange theatrical performances using appropriate technology to reflect a theme.</p> <p><b>11.2.2.5</b> Research and explain how Papua New Guinean theatre arts copyright laws can be promoted and evaluate the consequences on copyright infringements in theatre arts.</p> <p><b>11.2.2.6</b> Investigate the uses of theatre arts in various settings and demonstrate how it can be enhanced using available forms of media and other platforms.</p> <p><b>11.2.2.7</b> Research and create business ideas to start up a business using all aspects of theatre arts.</p> <p><b>11.2.2.8</b> Use the creative and critical analysis processes and thinking skills to design and create a theatrical technical element (e.g., lighting, scenery, costumes, and properties, sound) to depict set, character, mood, and/or theatrical style.</p>	<p><b>12.2.2.1</b> Research and analyse theatre arts representations of theories of ‘origin’ or creation stories underpinning in literary works.</p> <p><b>12.2.2.2</b> Investigate old, new or creative trends to enhance and influence all aspects of theatre arts.</p> <p><b>12.2.2.3</b> Examine and use theatre arts elements, principles, and techniques using available media or technology to advocate local and global issues.</p> <p><b>12.2.2.4</b> Use the creative and critical analysis processes and thinking skills to design and invent a prototype to help solve a technical problem in theatre arts for the purpose of moderation.</p>



## Strand 3: Visual Arts

### Rationale



In Visual Arts, students build on the knowledge and skills they have acquired in primary school in order to help them further improve at the secondary school level. The Visual Arts subject promotes teaching and learning through art, craft, and design. Visual Arts promotes inclusive participation and does not marginalize persons or groups. It helps learners to develop their ability to interpret, make judgments, and express opinions on a work, and promotes respect for the work and opinions of others. Learning Visual Arts helps learners to develop their imagination and exercise personal responsibility for specific tasks.

Learning in Visual Arts engages students in the creative and critical analysis processes. These processes enable students to learn the elements of art and the principles of design at different levels of sophistication and meaning. The elements of art and principles of design are associated with past and contemporary practices. Visual Arts also involves practical work in a wide range of media leading to a specific outcome. Learners use traditional and contemporary mediums or technologies to enhance their learning and practices.

Furthermore, Visual Arts engages students to use different forms of intelligence and promote STEAM based learning. It also encompasses the 21<sup>st</sup> century thinking skills that are crucial for employment, economics success, and survival in this rapidly changing world. The study of Visual Arts allows learners to work independently and collaboratively, providing and receiving constructive criticisms, and respecting differences. It provides learners the opportunity to experiment, fail, and to learn that there is no one single correct answer and way of knowing and coming to know, representing and interpreting phenomenon, and doing things.

Visual literacy is a crucial requirement of active citizenship. It enhances the learners' ability to interpret critiques, decode visual messages, appreciate artworks, and understand their contexts.

## Evidence Outcomes

At the end of Grades 11 and 12, all students can;

Grade-Level Evidence Outcomes	
Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• identify visual arts history and explain its influence on current visual arts practices.</li> <li>• use simply research skills to collect information related to visual arts.</li> <li>• identify and explain the impact of media technology on visual arts practices in various cultural settings.</li> <li>• evaluate artworks in different contexts, to care and use different safety guidelines, visual arts properties and etiquettes.</li> <li>• use natural and artificial materials to produce two-dimensional (2D) and three-dimensional (3D) models to reflect a global issue.</li> <li>• explain how Papua New Guinean visual arts copyright laws can be promoted and identify the consequences on copyright infringements in visual arts.</li> <li>• use visual arts in various settings and demonstrate how it can be enhanced using available forms of media and other platforms.</li> <li>• confidently use the creative and critical analysis processes and thinking skills to enhance learning.</li> <li>• create business ideas to start up a business using all aspects of visual arts.</li> <li>• use the creative and critical analysis processes and thinking skills to design and create an installation art reflecting a theme and/or addressing an issue.</li> <li>• create STEAM related projects.</li> </ul>	<ul style="list-style-type: none"> <li>• identify visual arts representations of theories of 'origin' or creation stories underpinning in literary works.</li> <li>• use simply research skills to collect information related to visual arts.</li> <li>• use old, new or creative trends to enhance and influence all aspects of visual arts..</li> <li>• use visual arts elements, principles, and techniques using available media or technology to advocate local and global issues.</li> <li>• use the creative and critical analysis processes and thinking skills to design and invent a prototype to help solve a technical problem in visual arts for the purpose of moderation.</li> <li>• confidently use the creative and critical analysis processes and thinking skills to enhance learning.</li> <li>• create STEAM related projects</li> </ul>

**Content Standard 3:** Students will be able to explore and reflect on the principles underlying visual arts, examine and explain creative or artistic thinking, investigate the techniques of art and artistic design process used in creating two-dimensional (2D) and three-dimensional (3D) artworks to communicate ideas and solve problems using technologies, and reflect on the importance of visual arts safety rules and practices, and ethical issues.

Grade 11 Benchmarks	Grade 12 Benchmarks
<p><b>11.3.3.1</b> Investigate and critically analyse visual arts history and explain their influence on visual arts practices.</p> <p><b>11.3.3.2</b> Investigate and analyse the impact of media technology on visual arts practices in various cultural settings.</p> <p><b>11.3.3.3</b> Analyse artworks in different contexts, to care and use different safety guidelines, visual arts properties and etiquettes.</p> <p><b>11.3.3.4</b> Explore and use natural and artificial materials to produce two-dimensional (2D) and three-dimensional (3D) models to reflect a global issue.</p> <p><b>11.3.3.5</b> Research and explain how Papua New Guinean visual arts copyright laws can be promoted and evaluate the consequences on copyright infringements in visual arts.</p> <p><b>11.3.3.6</b> Investigate the uses of visual arts in various settings and demonstrate how it can be enhanced using available forms of media and other platforms.</p> <p><b>11.3.3.7</b> Research and create a visual arts business idea and examine how to use this idea to start up a business.</p> <p><b>11.3.3.8</b> Use the creative and critical analysis processes and thinking skills to design and create an installation art reflecting a theme and/or addressing an issue.</p>	<p><b>12.3.3.1</b> Research and analyse visual arts representations of theories of 'origin' or creation stories underpinning in literary works.</p> <p><b>12.3.3.2</b> Investigate old and new or creative trends to enhance and influence all aspects of visual arts.</p> <p><b>12.3.3.3</b> Examine and use visual arts elements, principles, and techniques using available media or technology to advocate local and global issues.</p> <p><b>12.3.3.4</b> Use the creative and critical analysis processes and thinking skills to design and invent a prototype to help solve a technical problem in visual arts for the purpose of moderation.</p>

# Assessment, Monitoring and Reporting

The relationship between content standards, benchmarks and performance standards is that they all define students' expected levels of proficiency or education quality but at different levels of schooling. Content standards describe the national expectations that all Papua New Guinean children are expected to meet while benchmarks describe the grade-level expectation that all students in a particular grade must meet before proceeding to the next grade. Conversely, performance standards describe the levels of proficiency or quality students should attain to indicate their meeting of grade-level expectations and the national content standards. Effective instruction and assessment are aligned to performance standards, lesson objectives, topic objectives, grade-level expectations, and national content standards.

## What is Assessment?

The term "assessment" is generally used to refer to all activities that teachers use to assess students' mastery of what is learned, and to measure and monitor students' progress towards meeting grade-level expectations and the national content standards. Assessment is an on-going process of gathering and interpreting information about students' performance and progress towards meeting grade-level expectations as well as the achievement of the national content standards described in the subject syllabuses. Data should also be used to help and guide students who are yet to meet grade-level and national expectations to make the required progress towards meeting these expectations.

## What is Standards-Based Assessment?

In standards-based curriculum, assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors) and measuring, monitoring, evaluating, and reporting their progress towards meeting grade and national-level expectations. Assessment is viewed not only as a measurement activity that is performed after a course or a curriculum topic has been taught (summative), but more importantly, as a continuous process (formative) that provides students' performance data to teachers and students regarding their progress towards achieving the intended learning standards. Timely and ongoing assessment of student's learning and mastery of what is learned is key to the learning process and the attainment of the desired learning outcomes.

Throughout the year, teachers will be assessing students' performance and progress towards meeting each grade-level benchmark (grade-level expectation) and each content standard (national-level expectation), and using the data to identify areas where a student or a group of students need more attention, and monitor their progress towards meeting the required standards.

## Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching. The purposes of assessment are to:

- improve students' learning, levels of proficiency, and progress towards meeting the expected standards;
- provide data that teachers, schools and Department of Education can use to make informed decisions about how to improve the quality of teaching and learning in the education system;
- inform teachers about the progress of students towards meeting grade-level and national expectations (standards) and enable them to adjust their lesson planning, instruction, and assessment to improve student learning and proficiency levels;
- inform parents and guardians about their children's achievements and status of progress towards meeting national standards; and what needs to be done to close the gaps and enable the children to make the progress required to meet these standards, and
- provide information for 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 teaching and learning program rather than a separate process.

## Types of Assessment

The following types of assessment have been adopted to assess and monitor students' achievement of the education standards.

- Assessment For Learning (AFL)
- Assessment Of Learning (AOL)
- Assessment As Learning (AAL)

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

### Assessment For Learning

Assessment *for* learning, also known as *classroom assessment* 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 understand:

- the performance standards, grade-level benchmarks and content standards that students are expected to meet to achieve the desired level of proficiency or level of education quality;
- where each learner is in relation to the national curriculum standards;

- where they need to be, and
- what they need to do to make progress towards meeting the expected standards.

### **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. It is normally referred to as *Summative Assessment*.

### **Assessment As Learning**

Assessment as learning is the use of an assessment task or an activity by the teacher in his/her everyday teaching. This strategy provides students with opportunities to understand what they have learnt or is having difficulties with. Self and peer assessments allow students to reflect on their own learning and identify areas of strengths and weaknesses. These tasks offer students the chance to set their own personal goals to improve their own learning.

### **Diagnostic Assessment**

Apart from these three main types of assessment, 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 a 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 curriculum and lesson planning.

### **Assessment Methods**

These are some methods that teachers can use to assess students' performances, products, and processes:

- Observing students during the lesson
- Conferencing with students
- Student's Portfolio
- Tests
- Assignments (projects/reports/quizzes/presentations/practical work samples)

## Recording and Reporting

### Recording

Teachers must keep accurate records of students' performance and achievements. 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, and
- 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 best the reports will be presented to suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of progress made towards meeting grade-level expectations and the attainment of content standards by each student since the previous report;
- a written record of each student's learning and mastery problems and what needs to be done to make the required progress towards meeting grade-level benchmarks and national content standards, and
- information about students' attitudes, values and general behavior.

## Monitoring and Evaluation

Assessment information should be used to make judgments about students' achievements and monitor their progress towards meeting grade-level expectations and national content standards.

### Monitoring

Data from performance assessment should be used to monitor and report on students' performance towards meeting grade-level and national expectations. Performance standards or indicators should be used to report and keep a tab on each students' progress towards meeting the expected level of proficiency or competency. Teachers should develop a clear and measurable set of performance standards or indicators to monitor and report on students' progress and achievements on a regular basis.

## Evaluation

Teachers should use assessment data to evaluate the effectiveness of their teaching and of their students' learning, and make improvements to their teaching practices in order to improve student learning outcomes. 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 should be used to evaluate students and teachers' competency levels, and make informed decisions about how these could be improved.



# Glossary

Terms	Definitions
<b>Abstract</b>	The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.
<b>Arena stage</b>	An Arena stage is characterized by a central stage surrounded by audience on all sides.
<b>Artifacts</b>	An object made by a human being, typically one of cultural or historical interest.
<b>Artist</b>	A person who practices or performs any of the creative arts such as a sculptor, film-maker, actor, or dancer.
<b>Artworks</b>	Paintings, drawings, or other artistic works.
<b>Assessment</b>	Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency.
<b>Assessment As Learning</b>	Assessment used to help students understand and reflect on what they have learnt or are having difficulties with, identify areas of strengths and weaknesses, and set clear, measurable, and attainable personal goals to improve their own learning.
<b>Assessment For Learning</b>	A common form of assessment. It is an ongoing assessment process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
<b>Assessment Of Learning</b>	Provides a summary of students learning over a given period and is generally carried out at the end of a course of study. Also referred to as summative assessment.
<b>Assessment Strategies</b>	Different ways or approaches of assessing students' work.
<b>Authentic</b>	Based on facts; accurate, reliable, or real-life situations.
<b>Benchmarks</b>	These are more detailed descriptions of a specific level of performance expected of students at particular ages, grades, school levels or levels of development. They are the specific components of the knowledge, process, skills, concepts, principles, or ideas identified by a content standard.
<b>Concrete</b>	Existing in a material or physical form, not abstract.
<b>Contemporary</b>	Belonging to or occurring in the present.
<b>Content Standards</b>	Content Standards are broadly stated expectations of what (content) students should know and do (demonstration of proficiency). They describe the knowledge, skills, values, and attitudes that students should attain.
<b>Copyright</b>	The exclusive and assignable legal right given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material.
<b>Etiquettes</b>	The customary code of polite behaviour in society or between members of a particular profession or group.

<b>Evidence Outcomes</b>	These indicators indicate students' progression towards the attainment of grade-level benchmarks and national content standards, or mastery of essential knowledge, skills, values and attitudes, or attainment of expected proficiencies at the end of each grade or school level.
<b>Exhibition</b>	A public display of works of art or items of interest held in an art gallery or museum or at a trade fair.
<b>Genre</b>	A style or category of art, music, or literature.
<b>Idiophone</b>	An instrument the whole of which vibrates to produce a sound when struck, shaken, or scraped, such as a bell, gong, or rattle.
<b>Infringements</b>	The action of breaking the terms of a law, agreement, etc.; violation.
<b>Installation art</b>	An artistic genre of three-dimensional works that often are site-specific and designed to transform the perception of a space.
<b>Instrumentation</b>	The particular instruments used in a piece of music.
<b>Moderation</b>	Is the quality assurance process by which an individual or group not involved setting or marking an assessment task confirms that assessment is continuously conducted with accuracy, consistency, and fairness.
<b>Performance Assessment</b>	A form of assessment that is focused on measuring students' performance and proficiency on a component of benchmark or content standard.
<b>Proscenium stage</b>	A proscenium stage is like a "window" that frames the play taking place on the stage. This type of stage, gives everyone in the audience a good view because the performers need only focus on one direction rather than continually moving around the stage to give a good view from all sides.
<b>Prototype</b>	A first or preliminary version of a device or vehicle from which other forms are developed.
<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 Assessment</b>	A systematic and ongoing process of collecting and interpreting information about students' achievements.
<b>Standards-Based Curriculum</b>	Describes what all students should know and be able to do at the end of a grade or school level. The main idea behind the Standards-Based Curriculum is standards.
<b>Standards-Based Education</b>	An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind Standards-Based Education is standards.
<b>String instrument/ chordophone</b>	A string instrument is a musical instrument that makes sound by vibrating the strings on it.
<b>Three-dimensional (3D)</b>	Having or appearing to have length, breadth, and depth.
<b>Thrust stage</b>	A stage that extends into the auditorium so that the audience is seated around three sides.
<b>Two-dimensional (2D)</b>	Having or appearing to have length and breadth but no depth.
<b>Vibrating instrument/ membranophone</b>	An instrument in which the sound is produced by a stretched membrane, such as a drum.

**Wind instruments/  
aerophones**

A musical instrument in which sound is produced by the vibration of air, typically by the player blowing into the instrument.

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