Arts
Teacher Guide

Primary
Grade 6

Standards Based

Papua New Guinea
Department of Education

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Contents

Secretary's Message

This Arts Teacher Guide for Grade 6 is was developed to compliment the Arts Standards Based Syllabus for Grades 6, 7 and 8. It supports the implementation of the Standard Based Curriculum and therefore contains National Benchmarks and standard statements for the subject Arts in Grade 6.
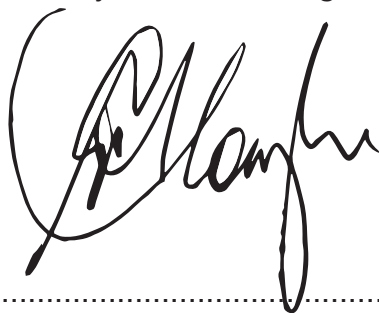
It also provides the knowledge, skills, attitudes and values or KSAV's, background content, time allocation, sample guided lessons, assessment, and other guided strategies to enhance teaching and learning in and through the Arts.

Students learn better when learning is fun. An exciting Arts lesson opens the door for creativity, effective communication, critical thinking, problem solving skills, innovation and collaboration. This results in high academic achievements, self-expression, positive attitudes and productive citizens.

This Teacher Guide also provides teachers the opportunity to work in partnership with other teachers, parents and members of the community when teaching Arts. Teachers should also consider the use of available resources inclusive of recycled resources, the community calendar, excursions and new concepts to promote learning in and through the arts.

Teachers are encouraged to take an inclusive approach to cater for all students' needs at the same time apply various teaching and learning strategies.

I commend and approve this Grade 6 Arts Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.

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DR. UKE W. KOMBRA, PhD
 Secretary for Education

Introduction

This Grade 6 Arts Teacher Guide must be used together with the Arts Syllabus for Grades 6, 7 & 8. This guide provides guidelines to help you plan and develop teaching and learning activities to achieve the Content Standards. It also provides information and processes to:

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

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

The eight topics are eventually derived from the five units.

All Arts lessons are linked according to their strands. This practice ensures that both students and you build upon previous knowledge and experiences. It also provides opportunities for students to make meaningful connections between Arts and other subjects; as well as their own experiences.

Purpose

This Grade 6 Arts Teacher Guide is intended to help you to fully engage and utilize the Syllabus in order to specifically plan and prepare your programs.

There are sample guided lessons provided for each unit in this book. All lesson topics are drawn from the KSAV's. The KSAV's have been unpacked from the content standards for each unit. You have the flexibility of using the sample guided lessons provided to develop your own.

How to use this Teacher Guide

Use the Primary Arts Syllabus for Grades 6, 7 & 8 and Teacher Guide to do the following:

Step 1: Read the Teacher Guide carefully. Become familiar with the Syllabus, its benchmarks, strands, units, topics, content standards, performance standards and assessment tasks.

Step 2: Read each section of this Teacher Guide thoroughly. Note important ideas, strategies and processes you think will be useful to you

Step 3: Select a strand, then read the Content Standards and Performance Standards. Identify the links from the KSAVs to the content background notes

Step 4: Meet with other teachers, share your ideas collaboratively and identify possibilities and risks before you write your programs. Identify possible community guest speakers or helpers for certain lessons. Places to visit, perform, display or sell art as well as the types of resources needed for the lessons.

Step 5: Understand your assessment tasks, tools, application of assessment types, recording and reporting strategies.

Step 6: Be prepared to accommodate for changes before, during and after your lessons are planned.

Key Features

The key features outlined in this section are unique to Arts and important in the planning, development, and implementation of this subject. The Arts curriculum emphasizes on the recommended knowledge, skills and processes and provides ideas on how to teach Arts. Health and safety is paramount in all Art lessons.

The Arts curriculum is driven towards learning in and through the Arts. This ensures that all students must acquire the relevant 21st Century competencies to cope with our rapidly changing society. This curriculum will engage learners in high order thinking processes to develop skills and positive attitudes relevant for survival.

Students should study and engage in a variety of skills, techniques, processes and styles used by past and present artists. This curriculum embraces discovery learning and the use of traditional and modern technology or mix media.

Process Skills Used in Arts

1. Discovering

Questioning, seeing afresh, observing, comparing, imagining, discovering options, being open-minded, making associations, seeing possibilities, finding a purpose, and taking initiative.

To help children discover:
*   establish standards of behaviour and routines

*   stand back and observe what students are capable of doing for themselves. Allow them to experiment and become aware that making mistakes can help them to learn

*   allow students to learn from each other by talking about their discoveries, difficulties and successes

*   ask open-ended questions for which students can suggest several possible answers

*   be flexible enough to modify your plan as students make discoveries and choices that you may not have expected.

2. Planning

Selecting, identifying relationships, organizing, visualizing, predicting, and deliberating.

To help students plan:
*   involve them in the organisation of resources, working groups, distribution of materials and cleaning up

*   assist students to select materials which will help them to carry out their plans

*   when choosing which materials to have available, remember that

a variety of materials can suggest a range of possibilities, but too many materials can be overwhelming.

3. Doing

Taking action, applying knowledge, describing, testing ideas, inventing, devising, combining, varying, adapting, being flexible, refining, using materials, choosing materials, and experimenting.

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

4. Evaluating

Responding, criticising, reflecting, analysing, assessing, appraising, describing, discussing, and interpreting.

To help students evaluate:

While they work, help students to see the progress they are making. Afterwards comment on specific qualities in students work to make the class aware of different interpretations and uses of materials;

- have students talk about what they discovered, the choices they made, how they used the materials and whether it worked out the way they expected
- ask students to describe their responses to their own and others' work.

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

Arts Linkage to other Subjects

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

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

Below are the samples given to emphasize the above statement:

English

Handwriting:
- lines forming shapes from lines
- open and closed letters
- spacing for writing

Oral and listening skills:
- vocabulary to describe shape
- matching shapes to words
- shapes of books and pages
- rhymes to suggest pattern of rhythm

Drama:
- 'If I were a - shape....'
- mime heavy / light
- filling up a large or small space.

Health
- My shape changes with growth.

Social Science
- Shapes of people.
- Compare body forms and silhouettes with others.
- Mapping:
  Look at shapes of objects when seen from above.
- Traditional and Special Days: Describe shapes of decorations and symbols.

Mathematics
- Processes and concepts:
  Compare, estimate and measure area, mass, volume, whole numbers and fractions of shapes and forms.
- Compare shapes of numerals.
- Classify types of shapes (bigger, smaller, lighter, heavier, angular, curving; regular, irregular).

SHAPE

Physical Education
- Move within a shape
- Make shapes in small groups or individually
- Change to a particular shape.

Science
- Shapes and forms of plants and animals.
- Shapes within surface patterns.
- Grouping objects according to type of shape; light - heavy, soft - hard shapes and forms.
- Observing cloud forms.

Music (Arts)
- Shapes to represent sounds; light, heavy, delicate, flat, sharp, smooth, rounded, jagged.
- Combine and repeat shapes to represent rhythms.

Social Science
- 'I'm special': Find textures on your own body.
- *Concept:* Needs - textures on towels, eating utensils, food, water, shelter.

Physical Education
- Different surfaces of playing fields and courts.

English
- *Drama:* puppetry, masks
- *Oral and listing work:*
  - Vocabulary describing texture
  - Similies (like a cat's fur).
- *Literature:* writers' and illlustrators use of texture.

Music (Arts)
- Relate the flow of particular music to textures: wavy, jagged, rough, smooth, flowing.

TEXTURE

Health
- *Emotions:* 'How do you feel when touching this surface?'
- *Safety:* care when moving or handling rough and smooth surfaces.

Science
- *Life:* textures of animals and plants.
- *Matter:* use the senses to detect texture (see, touch, and hear, 'soft and hard').

Mathematics
- Classify: objects into families according to surfaces.
- Count: collection of objects.

Teaching and Learning Strategies

An important part of the planning process is to sequence activities to create meaningful opportunities for learning. It is acknowledged that some teachers favour one learning-teaching approach and use it most of the time. Students soon become used to the pattern of that approach. Other teachers tend to use other strategies as learning situations change.

If several different approaches are used over a short period, teachers and students may find it helpful to discuss similarities and differences and to display these on a chart. This is also a way of helping students to take responsibility for their own learning and assessment.

Types of Strategies and Learning Situations

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

Below are some learning strategies and situations

Learning Strategies and Situations

Learning Strategies	Learning Situations
Quick look (skim) the material to decide if it is suitable	Students view materials such as pictures, charts, posters, books to work out if they are suitable and useful.
Plan what to do	Students decide how to accomplish the learning task. For example, does it require them to work in groups to make a large class mural to represent ideas, write ideas on charts, make posters or do a role-play?
Select specific information	Students look for specific information such as locating key words, phrases and ideas on posters, charts, diagrams and written texts.
Plan when, where and how to carry out the learning	Students work out the details of how they will approach the task and make their own choices about when to carry out the activities, such as when and where to go for an excursion.
Think while listening Think while reading Think while speaking Think while writing Self-assess	Students ask themselves questions as they are listening or reading to check their own understanding. Students ask themselves questions about their own oral and written language while these activities take place. Students check back and reflect on what new knowledge they have learned.
Grouping	Students sort objects or ideas into groups according to their characteristics or features.

Learning Strategies	Learning Situations
Use background knowledge	Students relate new concepts to known knowledge to assist understanding.
Sequencing	Students sequence ideas and events in order.
Make a picture (visualize)	Students use pictures to learn new information or solve a problem.
Predict	Students guess what might happen next or predict upcoming information.
Ask questions	Students ask peers or teacher questions to gain additional information or clarification.
Use context clues	Students use given information to understand new information.
Work with peers	Students work with peers helping each other to complete a task, solve a problem or receive feedback on their work.
Think positively	Students have confidence in themselves and take risks trying out new methods and ideas.

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

Teaching and Learning Strategies

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

KWL Chart

K (what I already **know**) What I know about traditions, customs and festivals	*W* (what I **want** to know) What I want to know about traditions, customs and festivals	*L* (what I have **learned**) What I have learned about traditions, customs and festivals

Apply the following steps when using the KWL strategy:
1. organize the students into small groups
2. tell the students the lesson topic
3. in small groups ask the students to list what they already know about the topic

4. get the groups to share their ideas with the class as a whole

5. ask the students to list what they want to know about the topic

6. students complete the first two columns before they start the topic and the third column is completed at the closure of the topic.

Bloom's Taxonomy

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

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

Bloom's Taxonomy: Sample questions and learning activities		
Thinking level	**Knowing**	**Understanding**
Useful verbs	Copy, Listen, Relate, Trace, Find, Locate, Remember, Write, Know, Look, State, Tell, List, Name	Comprehend, Explain, Outline, Translate Convert, Express, Restate, Understand, Draw, Interpret, Retell, Describe, Match, Share
Sample questions	• Can you name the…? • Look at this then……. • Find the meaning of…. • How many times…? • What happened after…? • What is the name of…? • Who was the boy that….? • Which is the right answer? • Where do you live?	• What do you think could have happened next in the story? • What was the main idea….? • Who do you think stole the ..? • Who was the main character? • Can you write the formula for…..in your own words? • How do you say this word in Tok pisin? • Can you give an exaple of…? • Can you write a brife outline of the drama? • Can you match these two list?
Learning activities	• List all the people in the story • Locate all the information you can about………. • Listen to your teacher • Look at the painting and name the colours • Find the meaning of this word in the dictionary • Write the name of one colour of the rainbow • Copy the home work from the board • Trace this picture from the text book • Tell your group what we need for this activity • State clearly what the character said in the story	• Retell the story in your own words • Describe what the author meant • Retell this from the point of view of the villain • Share your drawing with your group • Translate this sentence from English to Tok pisin • Draw pictures to show how plants and animals interact • Outline your plans for your next project • Explain the meaning of this symbol • Express how you feel in your own words • Draw a daigram/map/plan • Match these two lists

Bloom's Taxonomy: Sample questions and learning activities	
Thinking level	**Applying**
Useful verbs	Apply, Complete, Make, Do, Record, Use, Plan, Show, Calculate, Report, Classify, Play, Examine, Solve, Illustrate Carry out, Prepare
Sample questions	• Can you construct a model of...? • Can you plan and conduct a drama? • From the information provided, can you develop a set of instructions on how to operate…? • Can you construct a rectangle with the following dimensions…? • Can you classify the following…..into their proper…? • Can you calculate the number of ………needed to ……..?
Learning activities	• Illustrate the main idea of the book • Make a clay model of a volcano • Show in a chart where all the …… are found in your area • Complete the following sentence • Construct a …………using these………. • Classify the following……..into their proper…….
Thinking level	**Analysing**
Useful verbs	Analyse, Contrast, Investigate, Arrange, Distinguish, Select, Examine, Separate, Categorise Compare, Identify, Survey
Sample questions	• Which events could not have happened? Why? • How is this similar/different? • How would the story have ended if…? • Can you distinguish between…? • Are there other motives behind...?
Learning activities	• Analyse a work of art in terms of form, colour and texture • Identify the strenghts of this commercial • Select the best music for this play • Compare and contrast between fresh water and salt water crocodiles • Categorize these items into …....and ………. • Survey your friends in terms of ………………… • Arrange these ………….from the largest to the smallest • Separate ……….from……….. • Investigate how we can………………

Bloom's Taxonomy: Sample questions and learning activities	
Thinking level	**Creating**
Useful verbs	Create, Design, Imagine, Predict, Conduct, Devise, Improve, Propose, Construct, Invent, Estimate, Suggest, Compose, Formulate, Perform, Research
Sample questions	• Can you create new uses for…? • If you had access to all the necessary resources,how would you deal with…? • Can you develop a proposal which would…? • Can you invent a possible solution to…? • How many ways can you devise to…? • Can you predict what will happen if…?
Learning activities	• Create a new product and plan a marketing campaign for it • Propose how you will improve this… • Invent a maachine to assomplish a special task • Design a cover for a magazine • Compose a rhythm or add new words to a well known tune • Construct a model of… • Predict what will happen in the story when… • Suggest ways to improve the following… • Conduct a survey to gather information about local artists that… • Research how we can reduce… • Estimate the cost of this marketing campaign
Thinking level	**Evaluating**
Useful verbs	Evaluate, Decide, Judge, Recommend, Argue, Determine, Justify, Review, Assess, Discuss Prioritise, Verify, Debate, Advise, Rate
Sample questions	• How would you defend your position in relation to…? • What do you think about…? • Can you assess and choose a better solution to…? • How would you have handled…? • What changes would you recommend? Why? • Do you believe that…? • How ineffective are…? • What is the most valuable…?
Learning activities	• Justify why you have chosen this particular piece of music for your play? • Discuss factors that should be considered when choosing plants to get organic colours in the environment. • Verify that this is in fact the right materials to use for making a model • Evaluate the research on the local artists or painters • Judge which is the best short story • Decide on a criteria to judge a speech • Review this book and rate it from 1 to 10 • Recommend new strategies to be adopted based on the SOWC analysis

Planning and Programing

Planning and Programming is important for the teacher to organize the content from the Syllabus and Teacher Guide to deliver lessons in the classrooms. The program should be planned in consideration with environment and cultural context of the school.

Teachers have to plan their teaching content and the assessment plans to make sure that relevant strategies are used to measure and achieve the set Content Standards in the Arts subject. Here are some main areas to consider when you are doing your planning and programming:

- Content Overview.

- Yearly Overview.

- Termly Overview.

- Weekly Overview.

Content Overview

This section presents an overview in Arts. The Strands, Units and Topics are translated into Content Standards and Benchmarks.

Here is the content scope of learning for the Primary Grade Levels from Grades 6 - 8.

Content Overview for Grades 6 - 8

Strand	Unit	Grade 6	Grade 7	Grade 8
Visual Arts	**Arts**	**Topic**	**Topic**	**Topic**
		1. Drawing	1. Drawing	1. Drawing
		2. Painting	2. Painting	2. Painting
	Craft	3. Arts and Craft	3. Arts and Craft	3. Arts and Craft
Performance Arts	**Music**	4. Rhythm and Singing	4. Standard Music Notation	4. Playing a Simpe Melody
	Dance	5. History of Traditional and Modern Dances 6. Explore and Analyze Various Pacific Dances	5. Types of Western Dances and Patterns 6. Types of Oriental/ Eastern Dances, Movement and Patterns	5. Choreography Methods 6. Solo and Group Dance Performance
	Drama	7. Types of Stages and Stage Areas 8. Body Positions, Stage Movements and Audience	7. Tragedy and Comedy Plays 8. PNG Plays and Playwrights	7. Script Writing 8. Solo Role Play and Group Drama Performance

Characteristics of a Good Program

Here are some characteristics to consider for a good program:

- maintains a focus on the benchmarks, showing what students must know and do to achieve the content standards

- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time

- uses a variety of teaching and learning strategies, as facilitators to cater for different learning styles and individual needs of students

- emphasizes the development of knowledge, skills, attitudes and values to promote lifelong learning

- provides opportunities for students to become effective, self-directed learners and enables students to learn in a range of contexts

- supports learning through the use of a variety of texts, media and real life materials and resources

- shows the links between the Content Standards, teaching and learning activities and benchmarks

- apply thematic approach when necessary.

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

- the community calendar

- unplanned events

- holidays

- major school activities

- engaging a local artist if possible

Sample of Yearly and Termly Plan

Here is a sample of yearly and termly plan outlining the eight (8) arts topics to teach throughout the school year. You can use this sample to plan and align the arts topics for grade seven by terms and weeks. Below is the sample outlining the topics.

Note: Major school activities are also catered for in the sample below.

Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1	*Enrolment and Revision of Grade 5 ARTS*	1	**Topic 3** ARTS AND CRAFT 6.1.3	1	**Topic 5** HISTORY OF TRADITIONAL AND MODERN DANCES 6.2.2	1	EDUCATION WEEK **Topic 7** TYPES OF STAGES AND STAGE AREAS. 6.2.4
2	**Topic 1** DRAWING 6.1.1	2		2		2	
3		3		3		3	
4		4	**Topic 4** RHYTHM AND SINGING 6.2.1	4	NATIONAL BOOK WEEK	4	
5		5		5		5	**Topic 8** BODY POSITIONS, STAGE MOVEMENTS AND AUDIENCE. 6.2.5
6	**Topic 2** PAINTING 6.1.2	6		6		6	
7		7		7	**Topic 6** EXPLORE AND ANALYZE VARIOUS PACIFIC DANCES. 6.2.3 LITERACY WEEK	7	
8		8		8		8	
9		9		9		9	School year ends *CHRISTMAS CELEBRATIONS* School Arts Performance Week; Concerts & Exhibitions
10	EASTER School Arts Exhibitions Week	10	School Arts Performance Week; Concerts	10	INDEPENDENCE School Arts Performance Week; Concerts & Exhibitions	10	

Proposed Termly and Weekly Overview for Grade 6

Here is the proposed termly and weekly overview which outlines the lesson titles to teach in each of the terms throughout the year

Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title
				Term 1		
1	Registration and Orientation					
2	1. Visual Arts	1. Arts	Drawing	6.1.1.1	Lesson 1	Safe handling of drawing equipment.
					Lesson 2	Characteristics of drawing mediums such as pencil and charcoal.
					Lesson 3	Pencil and charcoal drawing
3	1. Visual Arts	1. Arts	Drawing	6.1.1.2	Lesson 4	Shading methods
					Lesson 5	Tonal scale - light to dark tones.
					Lesson 6	tonal value scale chart
4	1. Visual Arts	1. Arts	Drawing		Lesson 7	Selecting a subject of interest in the environment for drawing
					Lesson 8	Drawing a subject of interest in the environment
				6.1.1.3	Lesson 9	Contemporary design using different shapes
5	1. Visual Arts	1. Arts	Drawing		Lesson 10	How to transfer an image using a grid. (theory) 2
					Lesson 11	Developing a grid
					Lesson 12	Image for resizing
6	1. Visual Arts	1. Arts	Painting		Lesson 13	Image manipulation
				6.1.2.1	Lesson 14	Mixing a primary colour with white to produce a graded tone scale.
					Lesson 15	Creating different hues by mixing a light colour with a dark colour
7	1. Visual Arts	1. Arts	Painting		Lesson 16	Mixing either a secondary or tertiary colour with white to produce a graded tone scale.
					Lesson 17	contemporary paints – Acrylic and water colour
					Lesson 18	contemporary paints – Gauge and Tempera
				6.1.2.2	Lesson 19	contemporary paints – Oil paint and poster colour
8	1. Visual Arts	1. Arts	Painting		Lesson 20	How to paint with acrylic and water colour paint.
					Lesson 21	How to paint with oil paint and poster colour
					Lesson 22	Enjoy painting a subject of choice
9	School Arts Exhibition Week					

Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title
Term 2						
1	Review and Planning of Arts Programs					
2	1. Visual Arts	2. Craft	Arts and Craft	**6.1.3.1**	Lesson 23	Simple research skills in Arts & Craft
				6.1.3.2	Lesson 24	3D craft made in natural or local material
					Lesson 25	3D craft made in artificial material
					Lesson 26	Waste product to create new 3D craft
3	1. Visual Arts	2. Craft	Arts and Craft	**6.1.3.1**	Lesson 27	Facts of clay and it's processes of pottery work
					Lesson 28	Explore pottery work with clay
					Lesson 29	Make pottery craft with patterns and designs
4	1. Visual Arts	2. Craft		**6.1.3.2**	Lesson 30	Local Fiber and fabric products
					Lesson 31	Features of fibers in fabrics
					Lesson 32	Make fiber and fabric products
5	2. Performing Arts	3. Music	Rhythm and Singing	**6.2.1.1**	Lesson 33	Different ways sounds can be produced
					Lesson 34	Classifying instruments
					Lesson 35	Tone colour, voices and instrument
6	2. Performing Arts	3. Music	Rhythm and Singing	**6.2.1.2**	Lesson 36	Concepts of music- duration and pitch
					Lesson 37	Concepts of music- dynamic
					Lesson 38	Concepts of music- expressive techniques, tone colour, texture,
					Lesson 39	Concepts of music- structure
7	2. Performing Arts	3. Music	Rhythm and Singing	**6.2.1.3** **6.2.1.4**	Lesson 40	Song in steady beats with untuned and tuned instruments
					Lesson 41	Style in Notation
					Lesson 42	Graphic notation and sounds
8	2. Performing Arts	3. Music	Rhythm and Singing	**6.2.1.5**	Lesson 43	Music symbols and sounds- bar lines, quarter note, quarter note rest,
					Lesson 44	Music symbols and sounds- half note and whole note
					Lesson 45	Group basic music symbols to form a rhythm composition
9	2. Performing Arts	3. Music	Rhythm and Singing		Lesson 46	PNG Music Industry
					Lesson 47	Well-known songs or tunes
					Lesson 48	Songs or tunes with music notation
10	**School Arts Performance Week; Concerts**					

Term 3						
Week	**Strand**	**Unit**	**Topic**	**Benchmark**	**Lesson #**	**Lesson Title**
1	Review and Planning of Arts Programs					
2	2. Performing Arts	4. Dance	History of Traditional and Modern Dance	6.2.2.1.	Lesson 49	Introduction to traditional dances in PNG
				6.2.2.2.	Lesson 50	Traditional dances from PNG
					Lesson 51	What is a case study in dance?
3				6.2.2.3.	Lesson 52	Case study: Compare the history and origins of two PNG traditional dances
					Lesson 53	Modern dances
					Lesson 54	Modern Dance – A case study – Compare the history and origin of two forms of modern dances.
4					Lesson 55	Perform a modern dance
5	2. Performing Arts	4. Dance	Explore and analyze a dance from the Pacific region	6.2.3.1.	Lesson 56	Name of Pacific dances
					Lesson 57	Pacific Dances Similarities and differences between the two dances (1)
					Lesson 58	Pacific Dances Similarities and differences between the two dances (2)
6				6.2.3.2.	Lesson 59	Create a Pacific dance
					Lesson 60	Steps & Movements of the Pacific Dance
					Lesson 61	Rehearse the Pacific dance Know the words of the song Know the steps/movements of the dance
7	2. Performing Arts	4. Dance			Lesson 62	Perform a Pacific Dance
					Lesson 63	Guest speaker on a Pacific Country
					Lesson 64	Name of three pacific countries and the dances that come from there
8				6.2.3.3.	Lesson 65	Dance from Melanesia
					Lesson 66	Dance from Polynesia
					Lesson 67	Dance from Micronesia
					Lesson 68	Dance from Australasia
9					Lesson 69	What do you think about the dance?
10	School Arts Performance Week; Concerts & Exhibitions					

Term 4						
Week	**Strand**	**Unit**	**Topic**	**Benchmark**	**Lesson #**	**Lesson Title**
1	Review and Planning of Arts Programs					
2	2. Performing Arts	4. Dance	History of Traditional and Modern Dance	**6.4.1.1**	Lesson 70	Drama and its elements
					Lesson 71	Drama vocabulary
					Lesson 72	Types of stages and Functions of stages
3	2. Performing Arts	5. Drama	Types of stages and stage areas	**6.4.1.2**	Lesson 73	Stage areas
					Lesson 74	Stage directions/ position and blocking
					Lesson 75	Character analysis and stage areas
4	2. Performing Arts	5. Drama	Types of stages and stage areas		Lesson 76	Movement and gestures in drama
					Lesson 77	Blocking in acting
					Lesson 78	The audience and drama
5	2. Performing Arts	5. Drama	Types of stages and stage areas		Lesson 79	Different types of stages
					Lesson 80	Functions of stages
					Lesson 81	Stages and stage areas
6	2. Performing Arts	5. Drama	Body Positions, Stage Movements and Audience	**6.4.1.3**	Lesson 82	Character analysis and stage areas
					Lesson 83	Using hand gestures
					Lesson 84	Act using body positions
7	2. Performing Arts	5. Drama	Body Positions, Stage Movements and Audience		Lesson 85	Act using hand props
					Lesson 86	Blocking while acting
					Lesson 87	The audience and drama
8	2. Performing Arts	5. Drama	Body Positions, Stage Movements and Audience		Lesson 88	Body Positions and its function in drama
					Lesson 89	Analyzing a play
					Lesson 90	Preparing for a performance
9	School Arts rehearsal and testing week					
10	**School Arts Performance Week; Concerts & Exhibitions**					

Samples of Weekly Time Allocation

This is the suggested weekly time allocation that the teacher can select to use in teaching the art lessons for their students. There are three sets of time given below that the teacher can plan in their class timetables.

Time allocation options

Option 1

Grade 6	Grade 7	Grade 8
120 minutes per week	120 minutes per week	120 minutes per week
4 x 30 minutes lessons	4 x 30 minutes lessons	4 x 30 minutes lessons

Option 2

Grade 6	Grade 7	Grade 8
120 minutes per week	120 minutes per week	120 minutes per week
3 x 40 minutes lessons	3 x 40 minutes lessons	3 x 40 minutes lessons

Option 3

Grade 6	Grade 7	Grade 8
120 minutes per week	120 minutes per week	120 minutes per week
2 x 60 minutes lessons	2 x 60 minutes lessons	2 x 60 minutes lessons

Content Background

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

In addition, most schools in Papua New Guinea situated in the remotest parts may not have access to other Arts resource books to help the teachers plan and program. Therefore, teachers will depend on the Grade 6 Arts Teacher Guide to develop their daily teaching plan. The following content background notes will help you prepare to teach this unit.

Visual Arts

Topic 1: Drawing

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

Mediums of drawing	Equipment needed for drawing
Pencil (H, HB, B, 2B, 4B, 6B), charcoal, crayons, colour pencils, ink pen, *Refer to the resources list on page 92 & 93 for more ideas*	sponge, erasers, sharpeners, cutting blade, easle, string, cartridge paper, watercolour paper, A4 paper, tracing paper, ruler,

Explanation (How to draw using a grid?)
Graded tone scale
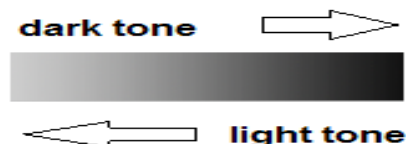
Explaination:
....
.............................…………………………………………………………………

Drawing techniques
Insert explanation of drawing techniques here

| Grid | Grid drawn over the image can allow for image transfer | Free hand grid manipulation resulted in image distortion |
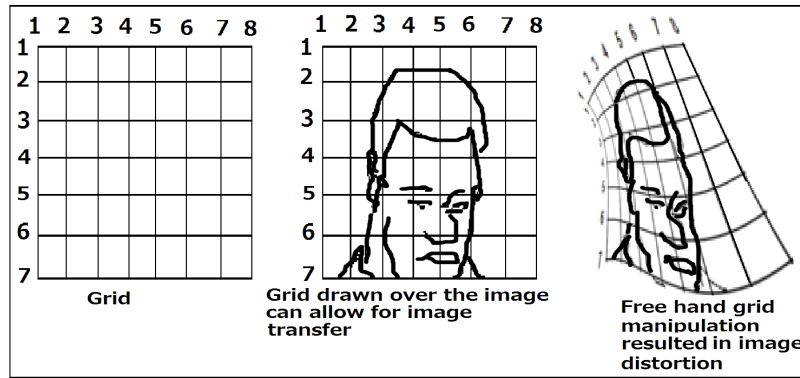
Topic 2: Painting

Painting, like drawing, is another major means by which marks are created on the surface. Whether painting is to create a realistic representation of a subject, to explore an idea or to react to a feeling, painting just like drawing, allows anyone to respond and express themselves visually.

Paint is obviously used in painting. The paint itself is made up of two separate ingredients – pigment that creates the colour and a medium which moistens and bonds the colour onto a surface.

Mediums of painting	Equipment needed for painting
Pencil, charcoal, crayons, traditional dyes, contemporary paints; acrylic, watercolour, gouache, tempera, oil paint, poster colour, aquacryl paints *Refer to the resources list on page 92 & 93 for more ideas*	canvas, brushes, palette knives, cutting blades, masking tape, sponge, rags, erasers, sharpeners, colour plate, water cup, easle, string, cartridge paper, watercolour paper, A4 paper, tracing paper

Explanation (Use of other natural paints found in the local environment)

*   Pencil. Standard pencils are often used for sketching.
*   Charcoal and Graphite. Charcoal and graphite are two drawing mediums that emphasize the use of shading.
*   Pen and Ink. Pen and ink drawings use ink pens and jar inks, such as India ink.
*   Watercolor Pencils.
*   Markers.

Different techniques of painting

1. Realistic
2. Abstract
3. Impression
4. Cubism

Colour wheel

O = ORANGE
G = GREEN
V = VIOLET
B = BLUE
R = RED
Y = YELLOW
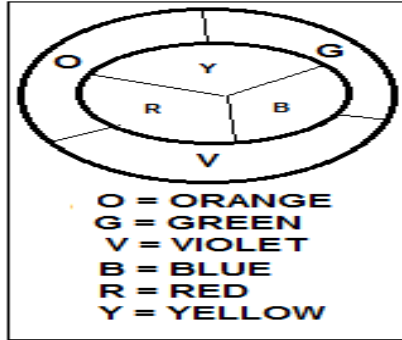
Explanation: *(How to paint using a colour wheel?)*

....
....
....
....

Block painting / graded tone scale
Increase pigment in painting

95% white ⟶ 95% a dark colour
5% or less dark gradually add more dark pigment
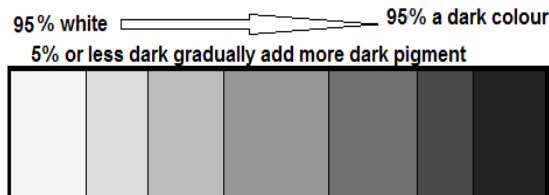
Explanation (How to do block painting?)

....
....
....
....
....
....
....
....

Important points to remember

- Paint the background first.
- The more paint you have on your brush, the more difficult it is to control.
- If you are using water-based paint, keep a sponge next to the water container so that you can dab off excess water from the brush after washing it.
- Wash your brushes thoroughly at the end of each lesson.
- Give yourself plenty of time to paint any desired details. If this stage is rushed the quality of the final effect will be diminished.
- Interesting effects can be achieved by applying paint with other implements such as knives, sticks, sponges or even fingers.

Topic 3: Arts & Craft

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

Simple research skills to be learnt by grade six students

Teacher prepares their grade six students with simple research skills to help them in doing a research activity during their learning of a new idea or concept. Teacher use a mind map approach to allow students in groups to discuss and list the different simple research skills. Teacher asks the group to present their work to the whole group. The class discuss all the skills and confirm the appropriate skills that will be used for the research.

Here are some samples of research skills as:

- Have simple questions to guide the research.

- Look for information in line with the questions.

- Read relevant resource books that will give ideas to the questions.

- Show students on how to list the references of resources used.

Research and find out about three dimensional (3D) artwork

The students should be reminded that the three dimensional crafts should have these characteristics such as length, width, height and depth. Students are introduced to the lesson about the three dimensional (3D) artwork by getting into groups and do a research project using these guided questions as:

- What is a 3D artwork?

- What are the features of a 3D artwork?

- What are the characteristics of a 3D artwork?

- What are the types of natural materials used to create a 3D artwork?

• What are the steps or processes to follow to create a 3D artwork?

Teachers are required to provide some relevant resource books for the students to use to conduct their research on the three dimensional (3D) artworks. They may use this template below for students to use to carry out their research.

Sample Template for the research

Name of student:………………………………………….
Due Date:…………………………..
Use these questions to guide you in your research and provide your feedback.

1. What is a 3D dimensional art work?
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………………

2. What are the features of a 3D art work?
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………

3. What are the characteristics of a 3D art work?
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………

4. What are the types of natural materials used to create a 3D art work?
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………………………….

5. What are the steps or processes to follow to create a 3D art work.
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………

Select a 3D art work and identify the steps and processes

Students will observe several 3 dimensional (3D) artworks made from natural materials and select one 3D artwork of their interest. Identify the natural materials used in making this artwork. Discuss in their groups the processes that took to make this 3D artwork. Make a list of the processes to prepare the fibres. List the steps to make the 3D artwork. The 3 dimensional crafts should have these characteristics such as length, width, height and depth.

Teachers will help to display some samples of the 3D artwork that students can use to observe and do their assignment. Teachers set the due dates for this project to be completed and presented for assessment by the teacher. Teacher set the criteria to assess the project.

Students can be assessed by using the following guidelines:

- Name of student:
- Grade:
- Date Due:
- Name of craft:
- List of local materials used:
- List the process of preparing the materials:
- List of steps to make the new product:
- Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

Use local materials to create a 3D artwork

Students individually select a 3D dimensional artwork. Use the processes and steps from lesson 3 to follow and prepare their 3D artwork. They should be given ample time to work on their artwork individually. This assignment can be for a term and students will work in their own time to complete the task. The three dimensional crafts should have these characteristics such as length, width, height and depth.
(Insert pictures of 3D artwork made from local materials)

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will set the criteria to assess the project as:

Students can be assessed by using the following guidelines:

- Name of student:
- Grade:
- Date Due:
- Name of craft:
- List of local materials used:
- List the process of preparing the materials:
- List of steps to make the new product:

- The colours used in the artwork:
- The patterns, designs and styles:
- Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

Use the learnt knowledge to create a new 3D artwork

Students individually select a new 3D dimensional artwork. Use the idea of processes and steps from previous lessons to create new processes and steps to create their new dimensional 3D artwork. The three dimensional crafts should have these characteristics such as length, width, height and depth.

Students should follow the new steps and processes to prepare all the natural materials to create their 3D artworks. They should be given ample time to work on their selected new artwork individually. This assignment can be for a term and students will work in their own time to complete the task.

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will use these guidelines below to assess the project. Students can be assessed by using the following guidelines:

- Name of student:
- Grade:
- Date Due:
- Name of new 3D craft:
- List of local materials used:
- List the process of preparing the materials:
- List of steps to make the new product:
- The colours used in the artwork:
- The patterns, designs and styles:
- Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.
(Insert pictures of new 3D artworks)

Use the learnt knowledge to create an artificial 3D artwork

Students individually select a new 3D dimensional artwork and use the artificial materials to prepare and create the artwork. Use the idea of processes and steps from previous lessons to create new processes and steps to create their new artificial dimensional 3D artwork. The three dimensional artificial crafts should have these characteristics such as

length, width, height and depth.

Students should follow the new steps and processes to prepare all the artificial materials to create their 3D artworks. They should be given ample time to work on their selected new artwork individually. This assignment can be for a term and students will work in their own time to complete the task.

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will use these guidelines below to assess the project. Students can be assessed by using the following guidelines:

- Name of student:
- Grade:
- Date Due:
- Name of new 3D craft:
- List of local materials used:
- List the process of preparing the materials:
- List of steps to make the new product:
- The colours used in the artwork:
- The patterns, designs and styles:
- Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.
(Insert pictures of 3D artwork made from artificial materials)

Use waste materials to create a 3D artwork for use

Students individually select a new 3D dimensional artwork and use the waste materials to prepare and create the artwork. Use the idea of processes and steps from previous lessons to create new processes and steps to create their new dimensional 3D artwork from the waste materials. The three dimensional crafts made from waste materials should have these characteristics such as length, width, height and depth.

Students should follow the new steps and processes to prepare all the waste materials to create their 3D artworks. They should be given ample time to work on their selected new artwork individually. This assignment can be for a term and students will work in their own time to complete the task.

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will use these guidelines below to assess the project. Students can be assessed by using the following guidelines:

- Name of student:
- Grade:
- Date Due:

- Name of new 3D craft:
- List of waste materials used:
- List the process of preparing the waste materials:
- List of steps to make the new product:
- The colours used in the artwork:
- The patterns, designs and styles:
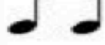- Brief summary of the new artwork for reuse:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

Crafts made from waste artificial materials

Students discuss in their groups the positive and negative effects that the waste materials have in the environment and present their findings to the class.

Students select any waste artificial materials to create new crafts for use. They will work individually for this project. Teachers can display some samples of new craft made from waste artificial materials from the environment.

Examples: plastic containers, empty cans, plastic bags, empty rice packets, cartons, glass containers.

Example of a product: Use plastic containers to make pot plants, waste car tyres to make pot plants, children's swings, and garden decorations. (Insert examples of new products made from waste artificial materials)

Students can be assessed by using the following guidelines:

- Name of student:
- Grade:
- Date Due:
- Name of craft:
- List of artificial materials used:
- List of steps to make the new product:
- Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.
(Insert pictures of waste materials created and turn into useable resources)

Performing Arts

Topic 4: Rhythm and Singing

The topic introduces students to rhythm, which is an important element of music and use of voice or singing in the classroom. The singing activity along with clapping of hands and using of untunned and tunned instruments will develop the student sense of maintaining proper rhythm in music. The introduction of graphic symbols and basic musical symbols through the known songs from churches or contemporary songs will assist students to read music notation. The following content background notes will help teachers prepare to teach the unit on music.

Note Values in Simple Time

𝅝				Whole Note
𝅗𝅥		𝅗𝅥		Half Note
𝅘𝅥	𝅘𝅥	𝅘𝅥	𝅘𝅥	Quarter Note
𝅘𝅥𝅮 𝅘𝅥𝅮	𝅘𝅥𝅮 𝅘𝅥𝅮	𝅘𝅥𝅮𝅘𝅥𝅮	𝅘𝅥𝅮𝅘𝅥𝅮	Eighth Note
1	2	3	4	Counts

How sounds can be produced

Sounds are produced when something vibrates. The vibrating body causes the medium (water, air, etc.) around it to vibrate. Vibrations in air are called traveling longitudinal waves, which we can hear. Sound waves consist of areas of high and low pressure called compressions and rarefactions, respectively.

Sounds can be produced by plucking, striking, rubbing, shaking, scraping and electronic means.

The students explore different ways sounds can be produced. The students will contribute to this lesson by bringing one object from their home or environment to the classroom. They will demonstrate how sounds can be produced. They then categorize all these objects under the ways they discover sounds are produced. Example of categories include: pluck, struck, rubbing, blowing etc.

Tone color, voices and instrument

Explore how different sounds can be produced with the use of voice. For example, try making sounds from the environment: birds sound, animals sounds, make high sounds, low sounds. Make sounds when you are happy, make sounds when you are sad. Use instrument to create different atmosphere to support the voice.

Expressive concepts in music

Expressive concepts in music: dynamics, tone color, texture and structure. The teacher selects a well-known tune for example PNG national anthem (O arise all your sons), plan and demonstrate where in the parts or section of the song to express the musical ideas, to create interesting music. For example, focusing on dynamics (soft sound too loud or the opposite), the parts of national anthem can vary, following these arrangement: Sing first verse softly, loudly in the chorus, then the second verse to be sang moderately loud and sing the phrase "shout our name" very loudly and repeat the last line of chorus" Papua New Guinea" and end, sustaining the last note of the song for a count of 8.

Song in steady beats with tune and untunned instruments

The students practice a known song and using tune or untuned instruments to accompany the song. They will focus be on keeping correct timing and tempo when performing the song.

Untunned instruments

Style in notation: an illustration of tune on paper

Students should be exposed to listening to a piece of music or contemporary song and freely attempt to express on paper how they feel about the music. They should use pencil to draw freely on the paper the sound and flow of the music from the begging to the end. They can add also words like happily, sad, joyfully, angry, boring on sections of the song where they think the music gives them that impression.

Graphic Notation and sounds

Design a chart of simple graphic symbols to represent action or sound. For example:

Symbol		Meaning
X	=	Clap once
/	=	Silence
?	=	Say aloud 'Why'
0	=	Say aloud 'You'
Oooo	=	Say aloud 'You' and sustain it

The teachers and students then can compose lines of interesting actions and sounds based on the chart and perform them to the class.

Example of a composition:
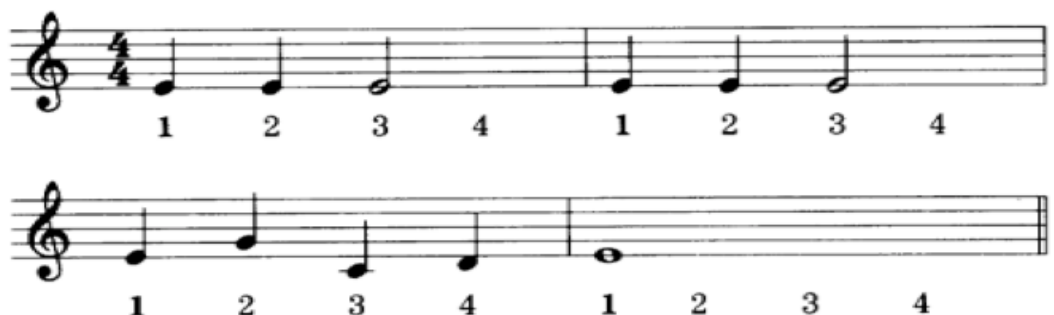
O X X X X O / / X X X X O O X X ? ? X X X X ? O O ? X X X X Ooooo

Basic music symbols and music notation

The above music chart can be used to create four bars of rhythm music, and it is not necessary for students to bother reading the music on the staff (five lines) at this grade level. Instead the students should focus on clapping the beats or notes value correctly. The use of quarter note, half note, and whole note for the beginner is very important. Sing and clap along the words of Jingle Bells keeping proper time.

Jingle Bells

Use of bar lines: Grouping of basic music symbols

Create a composition using all the basic music symbols (quaver, quarter note, minim, quarter note and whole note and rest) and leaving out the bar lines for students to place them according to the correct rhythm: 2beat timing, 3beat timing and 4 beat timing.

Collection of known tunes, and PNG music industry songs

The students must be encouraged to make a collection of their own songs. These songs include: church hymns, popular songs, and known songs from PNG music industry. Teacher can consider collection of songs as a project and perform at least one of the songs to the class group.

Sing songs with music notation

The students should be exposed to songs with musical notation so that they get familiar with the words and music arrangement on the western notation form. The singing activity using the actual songs with their music will prepare students to read music notation in future. The good examples of the sources of the songs come from churches, for example SDA church hymnal and country western hymnal.

Topic 5: History of Traditional and Modern Dances

Dance

Dance is an integral part of human life and culture. Dance exists in a large variety of forms and for different purposes, ranging from social pastime to theatrical performance and religious rite. Dance is noted for its social values, its blending of body and mind, its expressive qualities, its use as a form of non-verbal communication and, most distinctively, its use of the human body. It is the use of the body in a myriad of ways and forms that distinguishes dance from other art forms.

Dance in schools

Dance education acknowledges the variety of genres and styles of dance, the different functions or purposes dance fulfils, and the contexts that influence the making, performing and appreciation of dance. Through dance, students develop an understanding of its value in their own and other cultures, and extend their understanding of themselves, their place in society and of how they can communicate through dance. Students may also explore other curriculum areas through dance.

Creating, making and presenting

The making of dance involves discovering, practising, improvising, forming, developing, selecting and evaluating movements that communicate ideas, emotions and images. Presenting is the performing or sharing of dance with others. Performance is not just a finished product; it involves a process in which students gain confidence, learn to express ideas, develop skills in different styles of dance and to project themselves to different audiences and in different venues. Students gain a greater appreciation of dance by observing dance

critically and becoming aware of its language. When establishing the significance and meaning of dance, students consider how dance is valued in different social and cultural contexts and the functions of the dance (as art, ritual, social pastime or therapy).

Elements of dance

Travelling

This consists of basic stepping patterns, rolling, sliding, crawling. Singly or in combination, they can make interesting rhythms and spatial patterns. Some basic step patterns are listed below:

Walk	even rhythm, heel to floor first
Run	fast walk with more foot and leg extension
Prance	a run with lift of the knees
Triplet	smooth stylised walk to ¾ rhythm (like waltz)
Skip	hop step
Slide	glide step, cut step
Polka	hop step, step, draw step

All of these usually hold the arms or let them swing freely in opposition to the legs for balance. However, once you feel comfortable with them you can use your imagination and experiment with different uses of the arms. You can also alter the speed, direction, dynamics and floor pattern

Jumping

All jumps involve preparation (bend knees and lift stomach muscles), action (extend feet and stretch legs to rise) and recovery (bend knees). There are three types of jumps:

- Hop – take off and land on the same foot
- Leap – take off one foot, land on the other foot
- Jump – take off two feet, land two feet, or land one foot: take off one foot, land two feet.

Turning

There are many types of turn: varying degrees (full, less, more) inward and outward, on and off balance, while jumping, sitting or lying, spinning or pivoting. All these require good placement and a strong sense of centre to avoid loss of balance.

Gesture

Gestures are movements of parts of the body which do not involve supporting weight. In some countries the hands tell a story and seem to take on a life of their own, reinforced by powerful or subtle facial gestures.

Stillness

In dance still often involves balance requiring total control. Stillness can be held on different parts of the body.

Introduction to traditional dances of Papua New Guinea

The students are introduced to the traditional dance from PNG by firstly looking at the ones from their own locality. This gives them the understanding of traditional and origin of a PNG context. By doing so they learn the names of the dances and the place of origin within their provinces, districts or local level government or wards. The students can come up with this information through group discussions or guest speakers by local experts in their communities.

Research traditional dances from Papua New Guinea

In this lesson the students are allowed to find out common or popular names of traditional dances, from Papua New Guinea through what they know and have group discussions.

Teachers can help students by doing research and making a list of common and popular traditional dances from Papua New Guinea. Students may identify some of the special characteristics of dances from each of these regions – Highlands, Papua, Islands, Mamose. Select the dance of one cultural group and, if appropriate, a) describe the cultural rules governing the dance and b) draw and label a sketch of the costumes worn by the dancers.

Case study on comparing the history and origin of two Papua New Guinea traditional dances

Teachers can guide students to carry out a case study on comparing the history and origin of two Papua New Guinea traditional dances.

Sample for student to use in the research.

Name of student: ………………Grade: ………… date due: ……………...
Information for the case study:
Name of two dances:
History of the two dances:
Origin of the two dances:
When are these dances performed?
Who dances these dances?
Give the descriptions of these two dances by comparing the movements and patterns used.
Provide the references of the resources used in this case study.

Traditional dance

Dancing in some form is enjoyed by almost all the peoples of the world. Dancing can express all the emotions, from sorrow and happiness to anger and courage. Birds, especially the birds of paradise, dance in the mating season. Many traditional dances copy the movements of birds and animals.

All countries which have their original inhabitants living in them have traditional dance. Examples include the Australian aboriginal, all the Pacific islanders, the American Indian, the Irish, Scottish, English, French,

German, Dutch, Spanish, Russian, Arab, African, Indian, Thai, Malay, Chinese, Japanese, Filipino, Indonesian, and back to Papua New Guinea, where each different language group or cultural group has a different costume, different dance formations, different songs and rhythms, different dance movements and they perform their dances for different occasions.

Important aspects of PNG dancing include art in the form of bilas and body painting as well as singing, music and musical instruments. Traditionally dances were performed:
- To welcome people
- To demonstrate legends
- During ceremonies of bride price, initiation, burials, pig killing and ceremonial exchange
- To frighten people
- To celebrate the first hunting trip of a young man
- After a successful raid on an enemy village
- After a house was built
- At the end of a successful harvest
- To entertain people before trading or bartering

Dances are now also performed at:
- The opening of churches, bridges, important buildings
- National and provincial celebrations
- Shows and festivals

Different cultures have different customs connected with dancing. Custom decides:
- Whether males or females or both can dance
- At what age a person can dance
- When the dances can be performed
- Who can see the dances performed

The movements of traditional dances are often mixed with modern steps to form new contemporary dances. Creative dance steps are made up by the dancers and can be changed at any time.

Case study to identify a modern dance.

Students may work in groups to identify popular modern dances. They select one modern dance and write a description of where it comes from. Teachers can guide students to carry out a case study of a popular modern dance.

Name of student: …………………Grade: ……… date due: …………
Sample for student to use in the research:
Name of modern dance:
History of the modern dance:
When is the dance performed?
Who dances this dance?
Give a description of the dance movement and patterns used.

Provide the references of the resources used in this case study.

Topic 6: Explore and Analyze Various Pacific Dances

Explore and analyse a Pacific dance

Teachers can guide students to explore Pacific dances from Pacific countries. Use video to watch a dance from the Pacific or invite guest speakers to talk to the students about the dance. The students select from three Pacific countries including Papua New Guinea three dance and their names. Describe their movements and patterns.
Some examples are given below:

- Manus Garamut Dance
- Hula Dance
- Tamure
- Solomon Dance
- Mask Dance
- Fire Dance
- Tapioka Dance

Topic 7: Types of Stages & Stage Areas.

Drama and its elements

Drama

Drama is a dramatic art of communication. Communication means, "the imparting or exchanging of information by speaking, writing, or using some other medium. Drama is mankind's natural instinct. We gather the experience from our world. We gather lots of information or sensory information through five senses; sight, hearing, smell, touch and taste. Through Drama we express in such a way that we experience something from our world.

Drama also informs. Actors share experience or information and audiences become expressive. Audiences also recall their experiences at the same time to watch the theatre. It is the basic relation between actor or performer and audience.). Drama can reach a wide segment of the society. It access valuable information and change mankind's attitude and behavior. Drama can capable of communicating information and increasing awareness about human rights, positive health issues to specific target audience.

Elements of Drama

Most successful playwrights follow the theories of playwriting and drama that were established over two thousand years ago by a man named Aristotle. Aristotle outlined the six elements of drama.

1. Thought/Theme/Ideas

What the play means as opposed to what happens (the plot). Sometimes the theme is clearly stated in the title. It may be stated through dialogue by a character acting as the playwright's voice. Or it may be the theme is less obvious and emerges only after some study or thought. The abstract issues and feelings that grow out of the dramatic action.

2. Action/Plot

The events of a play; the story as opposed to the theme; what happens rather than what it means. The plot must have some sort of unity and clarity by setting up a pattern by which each action initiating the next rather than standing alone without connection to what came before it or what follows. In the plot of a play, characters are involved in conflict that has a pattern of movement. The action and movement in the play begins from the initial entanglement, through rising action, climax, and falling action to resolution.

3. Characters

These are the people presented in the play that are involved in the perusing plot. Each character should have their own distinct personality, age, appearance, beliefs, socio economic background, and language.

4. Language

The word choices made by the playwright and the enunciation of the actors of the language. Language and dialog delivered by the characters moves the plot and action along, provides exposition, defines the distinct characters. Each playwright can create their own specific style in relationship to language choices they use in establishing character and dialogue.

5. Music

Music can encompass the rhythm of dialogue and speeches in a play or can also mean the aspects of the melody and music compositions as with musical theatre. Each theatrical presentation delivers music, rhythm and melody in its own distinctive manner. Music is not a part of every play. But, music can be included to mean all sounds in a production. Music can expand to all sound effects, the actor's voices, songs, and instrumental music played as underscore in a play. Music creates patterns and establishes tempo in theatre. In the aspects of the musical the songs are used to push the plot forward and move the story to a higher level of intensity. Composers and lyricist work together with playwrights to strengthen the themes and ideas of the play. Character's wants and desires can be strengthened for the audience through lyrics and music.

6. Spectacle

The spectacle in the theatre can involve all of the aspects of scenery, costumes, and special effects in a production. The visual elements of the play created for theatrical event. The qualities determined by the playwright that create the world and atmosphere of the play for the audience's eye.

Drama Vocabulary

1. **Plot** - The series of events that include the whole story that is told in a novel, play, movie, TV show, etc.

2. **Dialogue** - The "lines" (words, facial expressions, body language) "spoken" by characters in a drama or fiction intended to convey intent, feeling, action or thought.

3. **Character** - The "people" in a novel, play, movie, TV show, etc. that exhibit characteristics (attributes and experiences that determine or influence moral, ethical, intellectual and emotional actions, reactions and thought processes)

4. **Audience** - A gathering of spectators or listeners at a (usually public) performance

5. **Stagecraft** - The art and craft of establishing the physical environment of a production

6. **Genre** - A kind of literary or artistic work that follows a particular technique or includes certain characteristic forms

7. **Convention** - The set of practices or characteristics within a drama or artistic work that are expected to be included in order to establish the genre

8. **Theme** - A theme in an artist's work or in a work of literature is an idea in it that the artist or writer develops or repeats.

9. **Actors** - An actor is someone whose job is acting in plays or films. 'Actor' in the singular usually refers to a man, but some women who act preferto be called 'actors' rather than 'actresses'.

10. **Stage** - In a theatre, the stage is an area where actors or other entertainers perform.

11. **Dialogues** - Dialogue is communication or discussion between people or groups of people such as governments or political parties.

12. **Script** - The script of a play, film, or television program is the written version of it.

13. **Playwright** - A playwright is a person who writes plays.

14. **Improvise** - If you improvise, you make or do something using whatever you have or without having planned it in advance.

15. **Costumes** - An actor's or performer's costume is the set of clothes they wear while they are performing.

16. **Plot** - A plot is a secret plan by a group of people to do something that is illegal or wrong, usually against a person or a government.

17. **Rehearsal** - A rehearsal of a play, dance, or piece of music is a practice of it in preparation for a performance.

18. **Scene** - A scene in a play, film, or book is part of it in which a series of events happen in the same place.

19. **Stage properties** - A property, commonly shortened to prop (plural:

props), is any object used in performing arts during a performance. A prop is anything on a stage or a set that is able to be moved. It is different from the scenery, costumes and production equipment.

20. **Back drop** - A backdrop is a large piece of cloth, often with scenery painted on it, which is hung at the back of a stage while a play is being performed.

21. **Mime** - is the use of movements and gestures in order to express something or tell a story without using speech.

## Types of Stages and Functions of Stages

Proscenium Stage
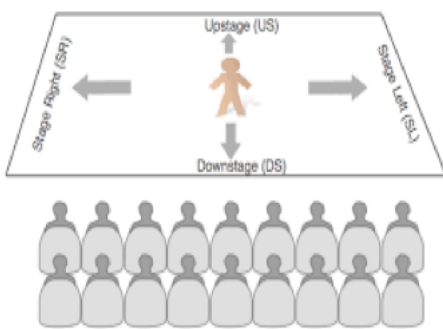
The most traditional type of stage for live theater is the proscenium, in which the audience sits in rows facing the stage. The proscenium itself is the wall that separates the stage from the auditorium--where the audience sits--and looks much like a picture frame around the playing area. Some proscenium stages are "raked," meaning the surface is slanted at an angle to provide the audience with a better view of the "upstage" area--the area furthest away from the audience.
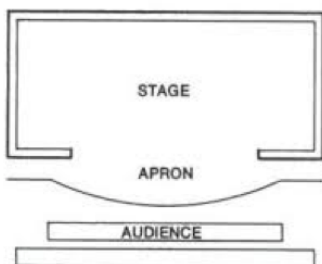
Proscenium stages are ideal for realistic acting and production styles. The "wing" areas to the left and right of the stage, as well as the "fly loft"--the space above the stage--are masked by the proscenium wall. In many productions, entire sets are concealed in these areas so stagehands can completely change the stage set between scenes, creating the realistic illusion of a different place for the next scene.

Arena Stage
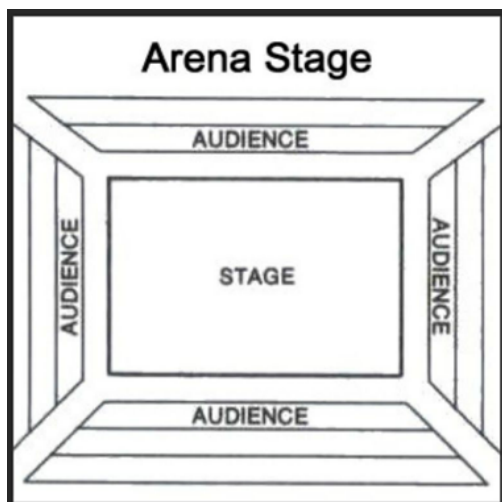
In this type of space, the audience completely surrounds the playing area. Whether a square, circle or rectangle, this type of stage places the audience in close proximity to the playing area. Also known as theater-in-the-round, this type of staging is similar to the style used in Medieval times, where a platform was essentially plopped down in the middle of an outdoor marketplace. Scenery must be minimal so as not to block the actors from the surrounding audience, although lighting changes can create the illusion of time passing between scenes. Directors must carefully guide the actors' placement so that, throughout the play, they face audience members on every side and don't leave a particular section feeling neglected. This type of stage is ideally suited for plays in which an intimate feel is required or the actors interact directly with the audience, as often happened in medieval plays.

Thrust Stage
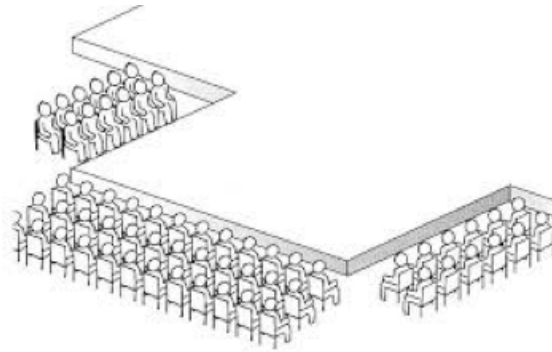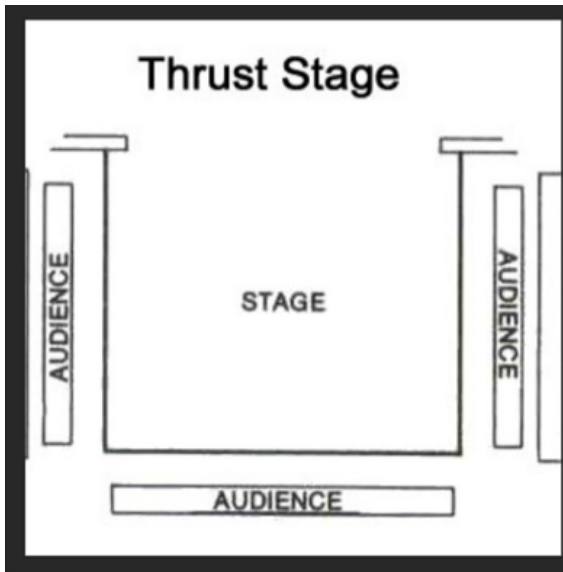
In this arrangement, the audience sits on three sides of a rectangular stage that literally "thrusts" into the seating area. A thrust stage may or may not be connected to a larger, proscenium stage. During the Restoration in the 17th and 18th centuries, most stages were a combination of proscenium and thrust, with elaborate scenery that did not aim for realism but presented an idealized vision of grandeur. Because both the actors and audience were fully illuminated during a performance, it was more difficult to create the illusion of a separate world on the stage in Restoration times, although this illusion can now be created with modern lighting. Thrust stages allow for realistic productions that subtly draw the audience into the world of the play as the actors move onto, and off of, the thrust space.

Flexible Stage
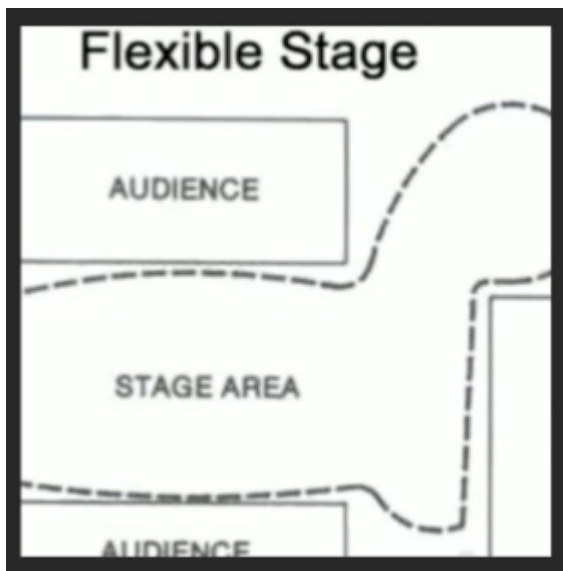
As the name implies, a flexible stage can take many shapes and forms, incorporating elements of thrust, arena or proscenium stages. Some theater spaces are designed so the stage can be altered during the course of the performance. Flexible stages allow for a stylized realism in which the illusion of different places is created from scene to scene by shifting the playing space rather than moving scenery on and off the stage. Today's productions of ancient Greek or Shakespearean plays often try to "modernize" the material with present-day costuming and naturalistic acting. Flexible stages can help with such productions, bringing what may seem to be overly lofty material down to a more accessible level, physically as well as artistically.

Stage Areas

Areas of the stage

Stage areas are named so that people can easily say where an actor needs to be. The areas of the stage are always related to the actor, so 'stage left' (SL) would be on the actor's left when facing the audience. The director, watching from the audience, would see stage left on his or her right.

When the designer talks about placement of objects on stage or the director and actors talk about movement on stage, they all use a set of terms that are oriented to the actor's point of view when facing the audience:

- Downstage (DS) is the area closest to the audience

- Upstage (US) is the area farthest from the audience

- Stage Right (SR) is the area on the actor's right (the director's left)

- Stage Left (SL) is the area on the actor's left (the director's right)

- Centre Stage is the area halfway between us and DS, SR and SL – right in the middle!

- DSL, DSR, USL, USR, RSC, DSC are refinements on the areas above.
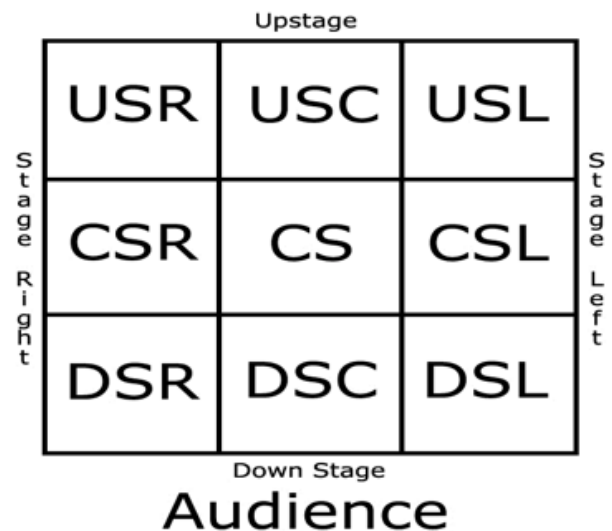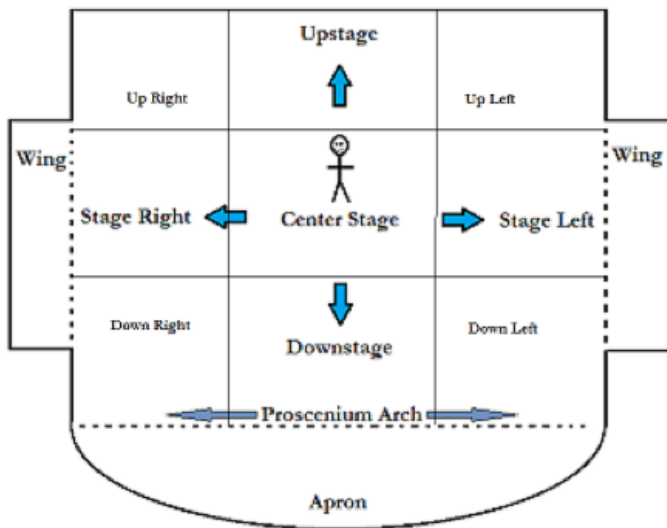
Stage directions/position and blocking

Stage Grid:

Up Right (UR)	Upstage or Up Center (UC)	Up Left (UL)
Stage Right or Center Right (CR)	Center Stage or Center Center (CC)	Stage Left or Center Left (CL)
Down Right (DR)	Downstage or Down Center (DC)	Down Left (DL)

Audience
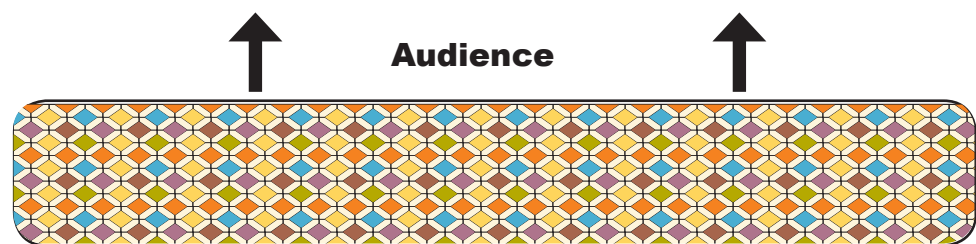
Sample activity (5 minutes)

Intro to Stage Directions and Blocking

1. Create a grid of a stage on the floor, or draw on the board, with nine stage areas (see table below).
2. Using the grid show the students the different areas of the stage.
3. Explain how stages used to be raked towards the audience, which led to Downstage being closest to the audience, and Upstage being furthest, and that the orientation is from the actor's point-of-view facing the audience.
4. Move to different spots on the grid. Ask students to identify where you are on stage until you feel they've got it.
5. On the board write the abbreviations of the stage directions as the students will write it in their scripts. Include movement abbreviations such as cross (X).

Character Analysis and Stage Areas

Understanding a character's opinions and motives can help you write a character analysis, and describe the character's personality traits, role, and significance in a work of literature. To make this process as easy as possible, it is best to take notes as you read your story or book. Be mindful of subtle hints, like mood changes and reactions that might provide insight into your character's personality.

Describe the character's personality

We get to know characters in our stories through the things they say, feel, and do. It's not as difficult as it may seem to figure out a character's personality traits based on his/her thoughts and behaviors:

"*Excuse me! May you pass me my school bag please?" Renae asked with a smile to her small brother. She looked bright in her school uniform and smelt fresh too. Her black school shoes were well polished. She looked forward to going to school and tied her hair in a bun. Sometimes during weekends Renae and her best friends Mara and Clara baked cupcakes to sell at the market.*

You can probably make some assumptions about Renae from the brief segment above. If you had to name three character traits to describe her, what would they be? From the brief paragraph, we can assume that she's apparently polite, neat and tidy and friendly.

Define your character's role in work you're analyzing

When you write a character analysis, you must also define each character's role. Identifying the character type and personality traits can help you better understand what the larger role of the character is within the story. They either play a major role, as a central element to the story, or they play a minor role to support the major characters in the story.

Protagonist: The protagonist of a story is often called the main character. The plot revolves around the protagonist. There may even be more than one main character. For example; In Little Red Riding Hood, the little girl is the protagonist.

Determine the character type of your protagonist

You will receive clues about a character's personality through his or her words, actions, reactions, feelings, movements, thoughts, and mannerisms. Even a character's opinions can help you learn more about the individual and you may discover that he or she fits one of these stock character types:

- **Flat Character:** A flat character has one or two personality traits that don't change. The flat character can play a major or a minor role.

- **Round Character:** A round character has many complex traits; those traits develop and change in a story. A round character will seem more real than a flat character because real people are complex.

Antagonist: The antagonist is the character who represents a challenge or an obstacle to the protagonist in a story. In some stories, the antagonist is not a person, but rather a larger entity or force that must be dealt with. For example; In *Little Red Riding Hood*, the wolf is the antagonist.

Foil: A foil is a character that provides contrast to the main character (protagonist), in order to emphasize the main character's traits. In *The Lion King,* Mufasa and Scar. Brothers from the same mother, Mufasa and Scar could not have turned out more differently. Whereas Mufasa is the pride of the pride, Scar is the black sheep, scrawny and duplicitous and strangely accented. Whenever Mufasa does something virtuous, Scar is always lying in wait, ready to undermine whatever virtuousness his brother has done. They are day and night.

How to analyze a character in a play

1. Choose the character.

2. What is your point of view of this character?

3. Choose a second character. What is their relationship with the first character?

4. Write down everything that this second character says about your character. What words do they use? What attitude is behind the words? What is the emotional context behind the words?

5. Highlight in the script how this second character responds to your character. Again, focus on the words they use, the attitude behind the words, and the emotional context behind the words.

6. Write a brief reflection – "How does this second character see your character?"

7. Does your point of view of this character change by seeing them through someone else's eyes? Why or why not?

8. Will you apply this knowledge to your future work on the character? Why or why not?

Topic 8: Body Positions, Stage Movements and Audience.

Movement and gestures in drama

Movement

Movement covers:
- where we move to on and around the stage - upstage, downstage, avoiding masking another actor

- how we move to help with characterization - slowly, painfully, lightly

- how we move in relation to other characters - threateningly, fearfully, in a friendly manner

Gesture

Gesture covers the use of our arms (and sometimes legs) to communicate ideas to the audience. In the table are words used to describe gesture in drama to describe an actor's use of gesture in performance.

A-okay (circle)	handshake	salute
arms folded	head down	Scout handshake
back of hand to forehead	head in hands	scratch
biting nails	head shake	sign
body shrug	head shrug	stiff
car horn sign	head tilt	stroking chin
chin in hands	high five	talk to the hand
clasping hands	hitchhiking thumb	tapping fingers
curtsy	legs crossed	thumbs down
finger clicking	loser (L)	thumbs up
finger gun	Nazi salute	touching nose
fist pump	nervous	two-finger salute
genuflect	nod	uncomfortable
gesticulate	one-finger salute	uneasy
glove handshake	patting hair	Vulcan salute
gripping hands	peace sign	wave
hand over mouth	pointing	wink
hands in pockets	raised fist	wooden
hands on hips	rubbing ear	
hands wide apart	rubbing hands	

Movement and physical behavior

For instance, a strong movement of a figure is one rising from a chair, straightening up, placing weight on the forward foot, raising the arm, or walking forward. A weak movement, on the other hand, is stepping backward, slouching, placing the weight on the rear foot, sitting down, lowering the arm, walking backward, or turning around and walking away from a figure or object. In general, whether physical behavior is strong or weak, whether it signifies a winning attitude or one of struggle or failure.

Strong, winning attitudes: Confident, direct, controlled, active role, good eye focus and control, definite goals or wants, aggressive, assertive, strong speech patterns, concise movement, firm, stands ground, good self-image, relaxed, dominate, independent, resilient, self-sufficient, wanting something, control over life's choices, emotions open, changing for the better, growing, sincere.

Weak, struggling or failing attitudes: Uncertain, lacking confidence, hesitant, not in control, reactionary, unsure or second thoughts about goals, emotionally tense, submissive, intimidated, evasive eyes, suffering in pain, masking or hiding emotions, giving ground–retreating, reliant, needing something, indecisive, fragile, static, regressing, little or no control over life's choices.

Blocking in acting

What is blocking?

The way actors' bodies help to tell the story is a direct result of a process called blocking. Performed early in rehearsals, blocking is the planned physical motion of actors to aid the storyline, tell the subtext of the dialogue, and direct the audience's attention. It is a collaborative process between the director and the actors, focusing on what the characters might naturally do in any given situation.

Basic functions of blocking

Ideally, blocking should enhance the story on the stage by:
- reflecting the authentic behavior of the characters – a character's movements can reveal just as much and sometimes more than his or her words do.

- reflecting the relationships between and among characters.

- giving the focus to certain characters at appropriate moments (helping the audience know where to look).

- allowing the audience to see what they are supposed to see and not what is meant to be hidden – either as part of the play or an accidental peek back stage.

- creating effective stage pictures – strong, pleasing, horrific – that convey the meanings and moods of the play.

- making effective use of the set.

The audience and drama

The audience

The audience is most important -- a group of individuals gathered together at a certain time and place for no purpose other than to see the performance. Actor or performer and audience are primary and unique elements in theatre. Drama happens when actors and audiences meet and come together. Time and space are the main criteria in theatre. Drama's main deference from other media such television, internet, painting, is two physical presence of two living elements. Drama is a living breathing art form, Where live actors present on stage in front of live audiences.

This human emotion produces communication between actors and audiences. In theatre, there are five ways of communication:
- Actor to Character

- Actor to Actor

- Actor to Audience

- Audience to Actor

- Audience to Audience

Body positions and its functions in drama

Imagine you are standing on the face of a clock, which is lying flat on the ground, with the 6 o'clock position closest to the audience. If you are standing in the middle of the clock, facing 6 o'clock, you are standing **full front.** If you are standing in the same spot, with your back fully to the audience (and are, therefore, facing 12 o'clock), your body position is described as **full back.**

If you are facing toward 3 o'clock (toward off left), your position is **left profile.** If you are facing toward 9 o'clock (toward off right), you are facing **right profile.**

Though it is a bit unnatural to do so in 'real life', it is important for actors on stage to **"share"** the space with one another. The way they do that is to stay **open** to the audience (facing the audience). Of course, when two people speak with one another on stage, they need to face both each other and the audience. The way they accomplish this feat is to **cheat** out, halfway between profile and full front. This position, depending on which side the actor is standing, is called **one-quarter left** or **right.**
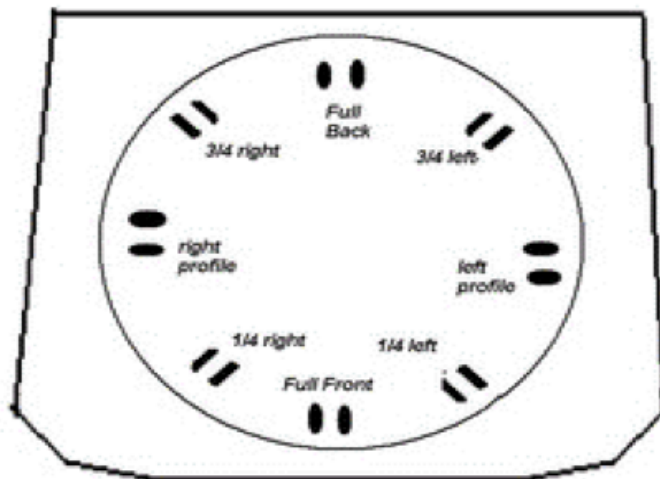
Words to know:
full front
full back
left profile
right profile
one-quarter (1/4) right
one-quarter (1/4) left
three-quarters (3/4) right
three-quarters (3/4) left
sharing
open
closed
cheat

Stage Movement Body Positions

Body positions – the different angles that actor's position onstage can be described in relation to the audience. Stage picture – an appealing and meaningful arrangement of performers on the stage; the picture that the audience sees onstage. Level – the actual head height of the actor as determined by his or her body position. Planes – imaginary divisions giving depth to the proscenium stage.

To open, or open up, means to position or turn the body more toward the audience. To give the audience a better view of the body and face, actors cheat out during conversations, turning more toward the audience than they would in normal conversation. When an actor is told to turn in, turning should be toward the center of the stage. The direction turn out means to turn more to the side of the stage.

Share, means that they are to assume positions of equal strength by opening up to the audience equally, thus sharing the scene equally. To give or give stage is when the actor moves to a different part of the stage to allow another actor more emphasis or attention. The actor receiving more emphasis takes the scene.

Body Positions In Relation to the Audience

Ways Actors Give and Take

What are body positions? Full front: a strong position. The boxer is fully "open" to the audience and can be seen and heard by the audience. Full front: a strong position. The boxer is fully "open" to the audience and can be seen and heard by the audience. 1/4 Left and the 1/4 Right positions open and strong positions1/4 Left and the 1/4 Right positions open and strong positions

What body positions should be avoided on stage?

Profile - not a strong position, the audience members in left or right or only see the back of the performer who is facing away from them. Profile - not a strong position, the audience members in left or right or only see the back of the performer who is facing away from them. ¾ Left/Right - a weak position that should be avoided. This makes it hard for the audience to hear and see.¾ Left/Right - a weak position that should be avoided. This makes it hard for the audience to hear and see.

What body positions should be avoided on stage?

Full Back – is far the weakest position. No one can see the performers' faces and their lines are being said to the back wall. This is the dreaded "Upstaging" position.

Vocabulary

above	away from the audience (same as upstage of).
below	toward the audience (same as downstage of).
blocking	the process of working the arrangement of actors on stage with relationship to the furniture.
downstage	towards the audience
in	toward the center of the stage.
out	away from the center of the stage
stage left	the actor's left as he faces the audience.
stage right	the actor's right as he faces the audience.
upstage	away from the audience.

Scope of Content Knowledge, Skills, Attitudes and Values

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

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

Example:
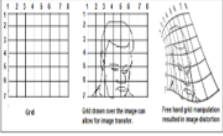
Strand 1: Visual Arts

Unit 1: Arts   **Topic 1:** Drawing

Content Standard: **6.1.1** Demonstrate the understanding of using basic tools such as pencil/crayon/charcoal in drawing and designing confidently.

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
6.1.1.1 Use different drawing mediums to develop tonal value scale chart on paper and draw shapes and patterns	1	• Safety rules • Types of dangers during art lessons or when creating art. • Handling equipment and materials responsibly	• Skills involved when handling equipment and drawing materials	• Confidence in responding to situations • Positive attitude • Safety consciousness • Responsible Behaviour	1. Create posters with safety rules and positive attitudes involved when handling materials and equipment during art lessons or when creating art.

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
	3	• Characteristics of drawing mediums. • How to use a pencil/charcoal effectively in drawing. **Pencil Grades** Soft grades: H & HB Medium grades: B Dark grades: 2B, 3B, 4B, 5B & 6B Functions of pencils. **H & HB grades** for sketch drawings. **Medium range B grade** for general purpose. **B-6B grades** are in drafting and for technical drawings. • Light to dark tones in tonal value chart. • Tonal value chart development. dark tone ⇨ ⇦ light tone	• Exploring with mediums such as: a) Pencil. b) Charcoal. c) crayons • Develop a tonal value scale chart using any of these rendering methods: a) Shading. b) Texture work. c) Dots d) Hatching e) Cross hatching.	• Confidence in using different drawing mediums such as pencil, charcoal, colour pencil, crayons etc. • Appreciate the importance of tonal control and application in drawings, as these techniques transforms a 2D work into a 3D (solid) form.	2. Develop a pencil tonal variation scale correctly with distinct layers of tones using the selected drawing mediums.

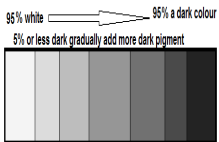| Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task

	4	• Shading techniques.
		• tonal development.
		• Drawing.
		• Designing
		• Types of Shapes;
		  - Geometrical.
		  - Natural.
			• Draw and shade images.
			• Apply tonal values appropriately.
			• Apply rendering techniques effectively to create interesting artworks.
			• Create personal contemporary designs using varieties of drawing mediums.
				• Be confident in the use of different mediums.
				• Being creative in the use of different mediums.	

	3	• Developing a grid on an image for transfer. • Developing a grid on an image for a resizing. • Developing a grid on an image for manipulation. • Shading techniques	• Drawing a grid. • Image transfer. • Image resizing. • Image manipulation & exaggeration. 	• Using grid to transfer images to the scale correctly. • Use grid to manipulate images.	3. Create an image using manipulated lines with reference to the grid coordinates.
	1	• Choosing a suitable subject to draw. • Application of shading techniques. • Create details	• Able to see and draw a subject of interest • Incorporation of other drawing techniques. • Adding the details.	• Using techniques learnt confidently. • Be creative	
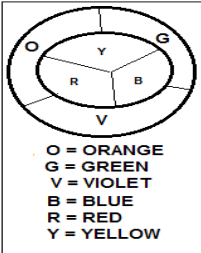
Strand 1: Visual Arts

Unit 1: Arts   **Topic 2:** Painting

Content Standard: 6.1.2 Demonstrate the understanding of creating a graded tone scale using a range of colours with white colour.

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
6.1.2.1 Create a graded tone scale using a primary, secondary or a tertiary colours with white	1	• Mixing a primary colour with white to produce a graded tone scale.	• Create graded tones by gradually increasing pigments in each grid horizontally.	• Creating graded tones correctly using appropriate ratio of white.	
	2	• Creating different hues by mixing a light colour with a dark. • Know how to grade tones by adding white to a colour. NOTE: start with light colour (white) and gradually increase pigments in each block. 95% white ⟶ 95% a dark colour 5% or less dark gradually add more dark pigment 	• Gradually increasing the pigments as you move up the grid; e.g; 10%, 20%, 40%, 60%, 80% and 95% for darker colours. • Grading tones correctly.	• Appreciate the importance of white as a control element in tonal control when developing painting.	

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
6.1.2.1 Create a graded tone scale using a primary, secondary or a tertiary colours with white	3	• Mixing either a secondary or tertiary colour with white to produce a graded tone scale. • Know secondary and tertiary colours: • Ref. Refer to the colour wheel chart. O = ORANGE G = GREEN V = VIOLET B = BLUE R = RED Y = YELLOW NOTE: start with light colour (white) and gradually increase pigments in each block.	• Adding appropriate pigment ratio to respective tones on the scale based on a secondary or tertiary colour.	• Creating graded tones correctly using appropriate ratio of white.	
	1	• Types of contemporary paints (or painting mediums) used in painting. a) Different types of contemporary paints b) Acrylic. c) Water colour. d) Gouache. e) Tempera. f) Oil paint. g) Poster colour.	• Describe the pigments characteristics.	• Appreciating the importance of different types of paints and their uses.	

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
6.1.2.1 Create a graded tone scale using a primary, secondary or a tertiary colours with white	1	• How to paint with acrylic and water colour paint. • Painting pictures with: a) Acrylic paint. - Paint using a bristle brush. a) Water colour. • Paint using water colour brush.	• Using a bristle and water colour brush confidently. • Painting using acrylic and water colour paints. • Using bristle brush	• Appreciating the importance of different types of paints and their uses. • Paint using the correct methods and the appropriate brush,	1. Create artworks showing learnt methods of painting showing the use of grade tone scale.
	2	• Enjoy painting a subject of choice. • Painting a subject of choice with the application of the leant skills.	• Painting in water colour techniques. • Drawing and painting skills in-cooperated. • Use of white to control tone to give effect to the form.	• Develop interest and creativity in painting.	

Unit 2: Crafts   **Topic 3:** Arts and Crafts

Content Standard: 6.1.3 Demonstrate their creativities and imaginations in developing three dimensional (3D) artworks using local materials.

Benchmark	Lesson Title	Knowledge	Skills	Attitudes / Values	Assessment Task
6.1.3.1 Use natural and artificial materials to produce three dimensional (3D) models	3D craft made from natural or local material	• Use natural or local materials to create any 3D craft with it's characteristics length, width, height and depth	• Create models of 3D crafts using natural and local materials, identify their width and depth	• Being responsible (v) and creative (A) • Appreciate local materials	• Make an interesting and creative handcraft that can be placed in homes
	3D craft made from artificial material	• Use artificial materials to create any 3D craft with it's • characteristics length, width, height and depth	• Produce models of 3D crafts using artificial materials	• Being cooperative, (V) • sharing and caring (A) • appreciate artificial materials	• Make an interesting artificial model of a 3D craft that can be of use. Eg; Watering can, pot plants etc
	Waste product to create new 3D craft	• Use waste materials and to create new product or craft	• Construct new models of 3D resources using waste materials	• Being respectful (V) and tolerance l (V) • attitude of 4R's 1. recycle 2. reuse 3. reduce 4. responsible • Encourage originality	• Make a product using recycle materials to develop creative products
	Facts of clay and it's processes of pottery work	• Define facts about clay and it's processes of pottery work	• Identify and recognize facts about clay and it's the processes of making clay pottery craft	• Take responsibil-ity (V) and with determination (A)	• List the steps of making the form out of clay
	Explore pottery work with clay	• Explore pottery work with clay using the processes	• Explore and understand the pottery work with clay	• To be appre-ciative (V) and cooperative (A)	• Discover the processes of pottery work with clay
	Make pottery craft with patterns and designs	• Use clay to make pottery crafts with patterns and designs	• Use clay to make pottery crafts and create pattern & designs	• To be trust worthy and honest (V)	• Make pottery crafts with patterns and designs

Benchmark	Lesson Title	Knowledge	Skills	Attitudes / Values	Assessment Task
	Local Fiber and fabric products	• Differentiate and understand the concepts of fiber in fabric using local or natural materials	• Discover fiber in fabric products	• To appreciate and value (A) • Take care and follow safety rules	• Make a list of the differences in fibers in fabric products
	Features of fibers in fabrics	• Identify the features of fiber in a fabric products	• Distinguish the features of fibers in fabric products	• Enjoy expressing their ideas and feelings	• Identify and list differences in fibers in different fabric products
	Make fiber and fabric products	• Use local or artificial fibers to explore and make fabric products in creating 3D crafts	• Make 3D crafts using local or natural fibers	• Being respectful and sincere • Apply caring and safety rules	• Use local or artificial fibers to make fabric products

Strand 2: Performing Arts

Unit 3: Music   **Topic 4:** Rhythm and Singing

Content Standard: **6.2.1** Creatively demonstrate skills in singing in parts and in rhythm with tuned and untuned instruments.

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
6.2.1.1 Sing in parts in rhythm with tuned and untuned instruments with greater control of pulse (steady beats) and keeping the correct tempo	L1 - Sounds are produced – pluck, strike, rub, shake, scrap, electronic means	Classify different instrument are grouped.	Identify the way instruments produce sound	Participate in group discussion	Categorize all the instruments under these groups: Pluck, Struck. Rub, Scrap, and Electronic.
	L2 - Tone colour Voices, and instruments	Describe what voice is capable of doing.	Manipulate their voice in producing various sounds	Select relevant voice for the appointed.	Sing a song with a guitar and one percussion instrument.
	L2 - Concepts of music These are: duration, pitch, dynamics, expressive techniques, tone color, texture, structure	Recognising useful concepts in all kinds of music	Be skilled in analyzing and Performing song or music	Approval of its usefulness in music.	Match the concepts with their meaning
	L3 - Song in steady beats with untuned and tuned instruments	Awareness of songs to be perform in steady beat.	Apply steady beat in singing and clapping along the song	Develop control and appreciation of rhythmic and melodic structure.	Perform a known song with tuned and untuned instruments

Benchmark	Number of Lessons	Knowledge	Skills	Attitudes / Values	Assessment Task
6.2.1.2 Identify and perform simple, familiar tunes from memory or from notation using standard musical symbols to arrange sound in rhythmic work.	L1 - Style in Notation	Recognise different ways of writing down music.	Use the knowledge of signs and symbols to construct rhythmic pattern.	Show interest in reading and applying musical notation	Listen to music and represent in writing to express the movement of sounds and their pitch.
	L2 – Graphic notation and sounds	Discover length of sounds and pitch can be represented by symbols.	Analyze the symbols and their meaning.	Become conscious of the value of graphic symbols their function in graphic notation	A1 - Use graphic symbols and write a composition of notation.
	L3 - The necessary music symbols and sounds Include: barlines, quarter note, quarter note rest, half note and whole note	Interpret music standard notation.	Demonstrate understanding of music standard notation.	Discipline in observing right timing in standard notation.	A2- Arrange music symbols and compose interesting rhythm.
	L4 - Group basic music symbols to form a rhythm composition	identify ways to group music symbols.	Composing and arranging of music symbols.	Appreciation of variety of rhythmic pattern in music.	A3 - From this order of symbols place three lines where appropriate to group the music symbols meaningfully.
	L1 - PNG Music Industry	Reproduce the list of PNG contemporary songs.	Researching the various sources to collect the songs.	Appreciate the songs in PNG Music Industry.	Collect at least 10 songs in PNG Music Industry
	L2 - Well-known songs or tunes	Examine familiar tunes and there melodic structure	Read and sing known simple melodic line.	Appreciate simple melodic line.	Perform a familiar song in small groups from memory with tuned and untuned instruments.
	L3 - Songs or tunes with music notation	Compile record of known songs	Selection of appropriate songs for use.	Appreciate the value of simple melodic line of many PNG traditional songs.	A2 - Find and make a collection of at least two known songs with music notation.

Strand 2: Performing Arts

Unit 4: Dance 1   **Topic 5:** History of Traditional and Modern Dance

Content Standard: **6.3.1** Research and present findings on the history of PNG traditional dances with respect

Performance Standard	Lesson Number	Lesson Title	Knowledge	Skills	Attitudes/ Values	Assessment Task
6.3.1.1 Demonstrate basic research and present findings on the history of PNG traditional and modern dances.	1	Introduction to traditional dances in PNG	Prior knowledge: Grade 5 dance What is a traditional dance? Name a traditional dance from own community	Discussing Collecting Listing	Appreciate, respect and value the traditional dances from own community	Tell the group about a traditional dance from my village
	2	Traditional dances from PNG	Name of traditional dance and the province they come from. Provincial groups can talk about own traditional dance to the class.	Discuss and list the traditional dances from the provinces in PNG	Appreciate, respect and value the traditional dances from other parts of PNG.	Tell other stuents in the group about a traditional dance from your province
	3	What is a case study in dance?	Know the meaning of Case study, history, traditional	Researching, Identifying, describing, writing, comparing, reporting	Appreciate, respect and value the traditional dances from other parts of PNG.	Quiz – What are the main areas of this case study?
	4	Case study: Compare the history and origins of two PNG traditional dances	Traditional dance Name the types of traditional Dances, and the provinces they come from, including the cultural groups that these traditional dances come from.	Researching, Identifying, describing, writing, comparing, reporting	Appreciate, respect and value the traditional dances from other parts of PNG.	Research and present a report on the case study based on The comparison of the history and origin of two PNG traditional dances. A criterion will be inserted. References

Performance Standard	Lesson Number	Lesson Title	Knowledge	Skills	Attitudes/ Values	Assessment Task
6.3.1.1 Demonstrate basic research and present findings on the history of PNG traditional and modern dances.	1	Modern dances	Prior Knowledge: Main ideas about traditional dances in PNG What are modern dances? Name of types of modern dances Name the countries from where these dances come from.	Identifying, describing the types of modern dances	Appreciate, respect and value the modern dances from other parts of the world	Assignment Find cuttings of modern dance and paste them on a chart and display them
	2	Modern Dance – A case study – Compare the history and origin of two forms of modern dances.	Case Study dance Who dances it? When are these dances performed? Types of costumes worn	Identifying, describing the types of modern dances	Appreciate, respect and value the modern dances from other parts of the world	Research the history and origin of two modern dances
	3	Perform a modern dance	Explore the choreography of the modern dance	Practice the dance movements for the modern dance Perform the modern dance	Appreciation of the modern dance *To be Punctuality to dance practice Attendance to dance practice Acquiring the movement skills/dance steps Being cooperative with others	

Strand 2: Performing Arts

Unit 4: Dance 2 **Topic 6:** Explore and Analyze Various Pacific dances

Content Standard: **6.3.2** Explore and analyze various Pacific dance movements or patterns with admiration.

Perfomance Standard	Lesson Number	Lesson Title	Knowledge	Skills	Attitudes/ Values	Assessment Task
6.3.2.1 Analyze various Pacific dance and perform movements or patterns with admiration.	1	Name of Pacific dances on the video	Prior knowledge: Modern dance Know the name of the dance and where it comes from.	Observing, Identifying, describing, writing, comparing, reporting, analyzing	Appreciate, respect and value the dances from other parts of the world.	Write a short review on the what they know about a Pacific dance (video viewed)
	2-3	Pacific Dances Similarities and differences between the two dances	Prior Knowledge: Dance viewed in the last lesson Knowledge: Pacific Dances PNG has many dances and when we look at the Pacific Region, we can also see that we have a lot of variety of dances	Identifying, describing and comparing two Pacific Dances.	Appreciate, respect and value the Pacific dances from other parts of the Pacific	Assignment: Discuss similarities and differences between the two Pacific Dances

Perfomance Standard	Lesson Number	Lesson Title	Knowledge	Skills	Attitudes/ Values	Assessment Task
6.3.2.1 Analyze various Pacific dance and perform movements or patterns with admiration.	1	Create Pacific dance	Identify and decide on the Pacific music to dance to (per group). Listen to the recorded music of the Pacific dance.	Create dance patterns to the beat of the Pacific 1	Appreciate, respect and value the Pacific dances from other parts of the Pacific	
	2	Steps & Movements of the Pacific Dance	Name of the Pacific dance Names of different beats, movement or patterns. Learn the words of the song (lyrics)	Practice dance movements, steps and variations		
	3	Rehearse the Pacific dance Know the words of the song Know the steps/ movements of the dance	Sing the words of the song confidently Follow the patterns of the dance and variations	Do couple of rehearsals	Appreciate, respect and value the Pacific dances from other parts of the Pacific	
	4	Perform Pacific Dance 04-Performance to an audience	Formulate the dance in action through several practices		Appreciate, respect and value the Pacific dances from other parts of the Pacific	Write a summary on the guest speaker's talk/ or viewing a video
	1	Listen to a guest speaker from the Pacific Country	Know about what the guest speaker is talking about	Listen carefully to the guest speaker	Appreciate, respect and value the Pacific dances from other parts of the Pacific	Write a summary on the guest speaker's talk/ or viewing a video
	1. Pacific dances	Name of three pacific countries and the dances that come from there	Identify and describe the dances	Describe the dances	Appreciate, respect and value the Pacific dances from other parts of the Pacific	Write a description of the three dances

Strand 2: Performing Arts

Unit 5: Drama 1   **Topic 7:** Types of Stages and Stage Areas

Content Standard: **6.4.1** Explore the different types of stages and stage areas and be able to explain their functions with confidence.

Performance Standard	Lesson Number	Knowledge	Skills	Attitudes / Values	Assessment Task
6.4.1.1 Examine the significance and functions of types of stages and stage areas.	1. Drama vocabulary 2. Different types of stages 3. Functions of stages	• Understand the definitions of the words drama, actors, stage, dialogues, script, dramatist, theme, improvise, audience, setting, plot, rehersal and characters • Name the three types of stages. - proscenium - thrust & - arena stage • Understand the importance/functions of different types of stages. - proscenium - thrust & - arena stage	• Demonstrate understanding and use some drama vocabulary. • Demonstrate understand-ing of different stages and their functions.	• Use the learnt drama vocabulary correctly. • Appreciate the different stages and their significance in drama.	• Use the drama learnt drama vocabulary appropriately. • Identify the functions of each types of stages.
	4. Different types of stage areas 5. Functions of stage areas	• Names of different stage areas. • Understand the importance/functions of different stage areas.	• Use different stage areas in a selected stage play or scene	• Appreciate the different stages areas and their significance in drama.	

Performance Standard	Lesson Number	Knowledge	Skills	Attitudes / Values	Assessment Task
6.4.1.1 Examine the significance and functions of types of stages and stage areas.	6. Stages and stage areas 7. Character analysis and stage areas.	Demonstrate understanding of the different stages, stage areas and settings of a play/scene. Analysis the characters and their roles in the play.	Choose a simple play or a scene of a play and demonstrate understanding of different stages and stage areas. Create a simple personal profile of all characters in the selected play or scene. Use the different stage area to demonstrate different character roles in the selected play or scene.	Appreciate the different stages and stage areas and how they contribute to enhance a play. Reflect on situations where the application of different stage areas can be used in real life.	2.Demonstrate understanding of different stages, stage areas using a selected stage play or scene.

Strand 2: Performing Arts

Unit 5: Drama 2   **Topic 8:** Body Positions, Stage Movements and Audience

Content Standard: **6.4.2** Demonstrate the understanding of different body positions, stage movements and various types of audience by performing with confidence

Performance Standard	Lesson Number	Knowledge	Skills	Attitudes / Values	Assessment Task
6.4.2.1 Perform various body positions and stage movements using a script	1. Names of Body Positions on stage 2. Using hand gestures, body positions and hand props while acting. 3. Blocking while acting	• Identify different body positions using various stage areas. • The importance of correctly using hand gestures, body positions and hand props while acting. • How to avoid blocking while acting.	• Demonstrate understanding of different body positions on different stage areas. • The application of correctly using hand gestures, body positions and hand props while acting, to avoid blocking.	• Appreciate the use of body positions, while acting. • Develop a sense of awareness while acting in front of an audience. • Understand how different body positions can be used in real life situations to create meaning.	1. Indicate the functions of different body positions and stage movements using part of a script.
	1. The audience and drama 2. Body Positions and its function in drama.	• Understand the role of an audience in drama. • Identify how different body positions and movements impact a play or scene.	• Identify how different body positions and movements impact a play. • Use a selected scene of a play to demonstrate the relationship between the audience and actor and the different body positions.	• Appreciate the role of the audience in drama. • Appreciate different body positions and stage movements that can be used to impact drama, a storyline or in real life situations.	2. Dramatize a scene from a play using various body positions and stage movements to an audience.

Guided Lessons

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

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

Parts of the guided lesson	Purpose	Sample
Lesson title	The heading of the lesson.	Handling equipment and materials safely
Lesson No.#	The lesson number.	Lesson#: 01
Strand	Indicates the main concept from which strand this lesson comes from in the syllabus.	Visual Arts
Unit	This shows the unit which this lesson is derived from the syllabus.	Arts
Content Standard	Shows the links between the syllabus and the lesson and describes students learning achievements.	**6.1.1** Use the pencil confidentially as a basic tool in art and design
Benchmark	Shows the links between the Content Standard and the lesson and describes students learning achievements.	**6.1.1.1**
Learning objective	This describes what students should learn by the end of the lesson.	Stated the safety rules used when handling drawing equipment.
Knowledge, Skills, Attitudes and Values (KSAV)	Important concepts and main key knowledge, skills, attitudes and values students will learn, perform or display in the lesson. Misconceptions can also be corrected here.	<table><tr><th>Knowledge</th><th>Skills</th><th>Attitudes /Values</th></tr><tr><td>•Safety rules •Types of dangers during art lessons or when creating art. •Handling equipment and materials responsibly</td><td>Skills involved when handling equipment and drawing materials</td><td>•Safety consciousness</td></tr></table>
Assessment tasks	Highlights the assessment tasks to be completed during or after the lesson.	Create posters with safety rules and positive attitudes involved when handling materials and equipment during art lessons or when creating art.
Time:	Shows the duration of the lesson.	30 minutes.

Reference/Resource materials	This describes the source of information for developing the lesson and or materials needed for the lesson.	Arts syllabus, *PATTERNS*, expressive arts, Resource Book 1, page 15 Arts sketchbook, pencils, coloured pencils.
Teaching and learning activity	Includes the flow of the lesson from start to the finish. It describes the lesson part, the students activities and the teachers instruction/information. Timing of the segments is also found here.	Introduction: Body: Conclusion:

Guided Lesson Template

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

Lesson title: ___   **Lesson No:**_____

Strand: _____   **Unit:** _____   **Topic:** _____

Content Standard: _____

Performance Standard: _____

Learning Objective: _____

Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes/Values

Assessment Task:

Time: _____minutes

Resource Material/Reference:

Teaching and learning activities:

Lesson part	Student's activities	Teacher's instruction/information
Introduction Time: (_____minutes)		
Body Time: (____minutes)		
Conclusion Time: (___minutes)		

Guided Lesson Samples

There are sample guided lessons provided for each unit in this book. All lesson topics are drawn from the KSAV's. The KSAV's have been unpacked from the content standards for each unit. You have the flexibility of using the sample guided lessons provided to develop your own.

Guided Lesson Sample for 6.1.1.

Lesson No: 2   **Lesson title:** Handling equipment and materials safely

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

Content Standard: 6.1.1 Use the pencil/crayon/charcoal confidentially as basic tools in art and design

Performance Standard:

Lesson Objective:

Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes and Values
• Safety rules. • Types of dangers. • Positive attitude. • Handling equipment and • materials responsibly.	• Identifying dangers. • Minimizing dangers. • Making responsible decisions. • Managing resources and equipment.	• Confidence. • Safety consciousness. • Responsible behavior. • Respecting others. • Responsibility.

Assessment Task: Use line characteristics to draw familiar shapes.

Time: 40 minutes

Resource Material/Reference:
Classroom environment, all working equipment, chemicals, other materials, restricted areas/objects in the building.

Teaching and learning activities:

Lesson part	Student's activities	Teacher's instruction/information
Introduction Time: (5 minutes)	**Students will:** • Students listen to the introduction	**Teacher will:** • Talk to students briefly about various dangers associated with careless handling. • Tell students about this lesson
Body Time: (25 minutes)	1. Students listen and ask questions. 2. Organized in groups. 3. Identify and list down some dangers. 4. Make a short presentation	1. Tell students to identify some form of dangers associated with handling/or careless handling. 2. Then write them down. 3. Now one in each group to explain how those dangers can be minimized or prevented.
Conclusion Time: (10 minutes)		

Guided Lesson Sample for 6.2.1

Lesson No: 1   **Lesson title:** Concepts in music: duration and pitch

Strand 2: Performing Arts   **Unit 3:** Music   **Topic 4:** Rhythm and Singing

Content Standard: 6.2.1 Creatively demonstrate skills in singing in parts and in rhythm with the tuned and untuned instruments in groups.

Performance Standard:

Lesson Objective: By the end of the lesson each student will be able to:
- mark with highlighter the exact words of the song where the sounds were being held longer than other parts of the tune.
- mark with an arrow pointing up showing where on the words where high notes were made.

Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes and Values
• Be trained in recognizing useful concepts in all kinds of music.	• Be skilled in analyzing. • Performing songs or music.	• Approval of its usefulness in music.

Assessment Task: Match the concepts with their meaning

Time: 40 minutes

Resource Material/Reference:

Teaching and learning activities:

Lesson part	Student's activities	Teacher's instruction/information
Introduction Time: (5 minutes)	**Students will:** • Write down the two music concepts and note their meanings.	**Teacher will:** • Introduce two useful concepts in all music: duration and pitch. • Play a recorded music of National Anthem by police band. • The teacher ask the class to sing the song once.
Body Time: (25 minutes)	• The student attempts to locate where in the sections of the song the notes (sound) were being held longer than other sections. • The student attempts to identify where on the parts of the song the notes (sound) were held higher than other sounds in other sections of the song. • The students divide in small groups of ten each and sing the same song to each other while the other group take turn to record their findings. • The student groups practice in their own creative style, attempting to present the song the way they like experimenting with the use of music concepts.	• The teacher sings the song (PNG National Anthem)for the class to listen once and mark where the notes on of the where held longer than other parts. • The teacher sings the song the second time for students to consider and mark where the notes (pitch). • Teacher guide the students to get into small groups of ten members and practice the song PNG National Anthem in an interesting way using the two concepts. • The teacher allocate each student group to different sections of the classroom and outside the classroom area to rehearse their items. • Teacher encourages students to be creative and re arrange the National Anthem in a new way, if they have to.
Conclusion Time: (10 minutes)	• Each group perform their musical arrangement to the class. • Students should reflect and state at least one thing new they learn in this lesson.	• The teacher records the performance of each group on a phone. • The teacher points out that understanding the use of music concepts helps us to understand its usefulness in performance and composition of all music. • Teacher thanks and acknowledges the students participation and their song performance.

Guided Lesson Sample for 6.1.2.

Lesson No: 1

Lesson title: Mixing a primary colour with white to produce a graded tone scale

Strand 1: Visual Arts   **Unit 2:** Painting   **Topic 3:** Arts and Crafts

Content Standard: 6.1.2 Create a graded tone scale using various colours with white.

Performance Standard: 6.1.2a Create a graded tone scale using a primary, secondary or a tertiary colours with white

Lesson Objective:

Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes and Values
• Mixing a primary colour with white. • Gradually increasing the pigments as you move up the grid; e.g. 10%, 20%, 40%, 60%, 80% and 95% for darker colours e.t.c.	• Know how to grade tones by adding white to a colour. • Gradually increasing the pigments as you move up the grid; e.g. 10%, 20%, 40%, 60%, 80% and 95% for darker colours.	• Create graded tones by gradually increasing pigments in each grid horizontally. • Appreciate the importance of white as a control element in tonal control when developing painting.

Assessment Task: Assess students on the grid tonal scale development. Each block up or down the scale must vary by 5%.

Time: 40 minutes

Resource Material/Reference:
Use of acrylic paint or water colour mediums, bristle brushes, or water colour brushes, drawing pencil, A4 papers, water cans, a bucket of water.

Teaching and learning activities:

Lesson part	Student's activities	Teacher's instruction/information
Introduction Time: (5 minutes)	**Students will:** • Listen to the teacher • Watch a class demonstration by the teacher	**Teacher will:** 1. Instruct students on how they will prepare for this lesson. 2. First; draw a grid of 5 spaces in one column. 3. Then use a primary colour with white to gradually vary the tones in each block up the scale by 5%. Ensure to have a distinct tone for each block by increasing white.
Body Time: (25 minutes)	1. Students draw a grid. 2. Use a primary colour with white to create tonal scale. 3. Display finishes work on the wall.	• Issue materials and equipment to students. • Ensure students add about 5% more white for every block, gradually building the tonal scale.
Conclusion Time: (10 minutes)	• Get feed back from students. How do they experience painting and using white to develop different tones.	• Recapping by emphasizing the importance of white as a control element to in producing the different tones.

Guided Lesson Sample for 6.1.3

Lesson No: 1   **Lesson title:** 3D craft made from natural or local material

Strand 1: Visual Arts   **Unit 2:** Crafts   **Topic 3:** Arts and Crafts

Content Standard: 6.1.3 Demonstrate their creativities and imaginations in developing three dimensional (3D) artworks using local materials.

Performance Standard: ??? ???

Lesson Objective: By the end of the lesson each student will be able to:
- Observe and be motivated about this lesson;
- Listen to the explanations of what to do in the activities;
- Observe the demonstrations of the actual activity;
- Follow the steps and do the activities to create their individual 3D crafts;
- Present their completed models of their 3D crafts;
- Teacher apply the assessment (as/in) learning with set criteria to assess the 3D craft.

Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes and Values

Assessment Task:

Time: 40 minutes

Resource Material/Reference:
Teachers provides sample models of 3D crafts.
Students select a 3D craft and bring relevant natural and local resources to create their model.

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: (2 minutes)	**Students will:** 1. Students observe and study the types of natural and local materials used in the sample 3D crafts. 2. Indentify the different applications of shapes, patterns, sizes ,color being used in the 3D Crafts.	**Teacher will:** 1. Introduce the lesson by displaying some models of 3D crafts made using natural and local materials. 2. Observe and ask general questions to capture students understanding in readiness for the actual activity.
Explaination/ Demonstration Time: (3 minutes)	1. Student pay attention to the explanation of what to do in the actual activity. 2. Student observe the demonstration and explanation done by the teacher.	1. Provide clear explanation of how to do the actual activity. 2. Teacher provide clear demonstration of the actual activity to be done during the lesson.
Body **(Step by step activities)** Time: (30 minutes)	• **Step1:** Go into their groups with their natural and local resources from home to make their 3D crafts. • **Step 2:** Group leaders make sure all their members are sited in their groups. • **Step 3:** Group leaders reinforce the set criteria and safety rules to his/her group members while they listen. • **Step 4:** Students start work on their 3D crafts using their natural or local materials individually. • **Step 5:** Students apply the attitudes of being responsible and creative while developing their 3D crafts. • **Step 6:** Students response to assessment questions from the teacher. • **Step 7:** Students present their individual 3D crafts.	• **Step 1:** Ask students to get into their art groups with their natural or local resources brought from their homes. • **Step 2:** Ask group leaders to make sure all their members are sited in their groups. • **Step 3:** Provide set criteria and safety rules to guide their production of the 3D crafts. • **Step 4:** Allow the students now to create their 3D crafts. • **Step 5:** Supervise and ask questions. • **Step 6:** Apply assessment type(as/in) in learning by observing the students, having conferencing with students and assess using a checklist. • **Step 7:** Ask students to present their completed 3D crafts.
Conclusion Time: (10 minutes)	• Students showcase their completed 3D crafts and the use of these products.	• Teacher select students to present their completed 3D products made from locally found materials and the use of this product.

Teacher's Reflection/Evaluation:

1. Teacher collect and give marks to all their students 3D crafts
2. Teacher evaluate his/her lessons plans and the materials used in the lesson;
3. Teacher also check is the objectives were achieved; if not then why?
4. If not achieved then what is next?

Student's Reflection/Evaluation:

1. Students also check if they have made a 3D craft in line with the set criteria.
2. If student have not achieved it then what is it to do to complete the 3D craft as required?
3. Students who have completed then display their 3D crafts for decoration or for sale.

Guided Lesson Sample for

Lesson No: 1   **Lesson title:** Case study: Compare the history and origins of two PNG traditional dances

Strand 1: Performing Arts   **Unit 4:** Dance   **Topic:**

Content Standard:

Performance Standard:

Lesson Objective: By the end of the lesson each student will be able to;
- Name a PNG Traditional dance
- Observe and be motivated about this lesson;
- Listen to the explanations of what to do in the activities;
- Observe the demonstrations of the actual activity;
- Follow the instructions of the case study.
- Present their case study through a presentation of the report.

Knowledge, Skills, Attitudes and Values (KSAV):

Knowledge	Skills	Attitudes and Values

Assessment Task:

Time: 40 minutes

Resource Material/Reference:
Teachers introduces what the students will do.
Teacher brainstorms together with the students what traditional dances are and where they come from.

Students select two traditional dances from PNG.

Teaching and learning activities:

Lesson part	Student's activities	Teacher's instruction/information
Introduction Time: (2 minutes)	**Students will:** • Students go through the assessment criteria provided.	**Teacher will:** • Introduce the lesson by introducing the topic and going through the steps of case study.
Explaination/ Demonstration Time: (3 minutes)	1. Student pay attention to the teacher as he 'explains by going through the criteria. 2. Students are given time to ask questions if they do not understand.	• Provide clear explanation about the case study. • Teacher provide clear demonstration of the actual activity to be done during the lesson.
Body **(Step by step activities)** Time: (30 minutes)	• **Step1:** Go into their provincial groups to discuss the traditional dances from own provinces. • **Step 2:** Go to the library and work on the research. • **Step 3:** Give assignments to teacher when finished.	• **Step 1:** Ask students to get into their provincial groups. Name some traditional dance from their provinces'. • **Step 2:** Ask group leaders to discuss with group members the traditional dances they may have in their provinces. • **Step 3:** Let students go to the library to do their research. • **Step 4:** Collect assignment papers from students.
Conclusion Time: (5 minutes)		• Key concept: Traditional Dance - PNG is diverse and unique with different cultural groups and therefore has a lot of variation in their traditional dances.

Teacher's Reflection/Evaluation:

Assessment and Reporting

What is Assessment?

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

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

Purpose of Assessment

The purpose of assessment is to fulfil the following:

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

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

Types of Assessments

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

Assessment *as,*
Assessment *for,* and
Assessment *of*

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

Assessment *as* learning

Assessment *as* learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

(sample as learning rubrics)

Assessment *for* learning

Assessment *for* learning, also known as classroom assessment, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see:

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

(sample for learning rubrics)

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.

(sample of learning rubrics)

Methods of assessment

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

Observations of Students
- informal observations
- checklist and notes
- watching working in progress
- systemic observation
- presentation to the class or classes at assembly
- assembly

On-going Records
- students profile
- checklists
- running record sheets
- student diaries

Questionnaires
- oral
- written

Some ways of assessing are:

Student Records
- students profile
- student journal
- working in progress folder
- diaries

Student Self Assessment
- group discussion
- concept mapping
- peer assessment
- self assessment

Tests
- practical
- written

Keep a record of Practical work
- models
- work samples
- class and group projects

Talking with students
- informal conversation
- interview
- questioning individual and small groups
- asking open-ended questions
- telling stories
- listening to student explanations

Recording, reporting and evaluating

Assessment is an integral part of students learning and can be demonstrated in many ways. Below are some of these ways.

Presentations
- debates
- presentation of work
- presentation of findings
- interviews
- plays and role plays
- sharing findings and observation with other classes

Writing
- essays
- explanations
- case study
- completing activity sheets
- concept maps
- assignments
- projects
- articles for newspaper

Research
- small group research
- independent research
- conducting surveys interviews

How can children show what they have learned?

Visual Representations
- posters, drawings, flow charts, diagrams, maps, tables, graphs, paintings and labels

Processes and Procedures
- observing, identifying, recognising and investigating
- classifying, questioning, comparing and predicting
- drawing conclusions, taking measurements and putting forward possible solutions

Oral Tasks
- answering questions
- explaining
- describing
- relaying information
- asking questions
- interviewing

Practical Tasks
- models
- display; activities outside, excursion
- practical activity
- solving problems
- applying concepts

Yearly Assessment Overview

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

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

Week	Lesson # /Title	Performance Standard	Assessment method	Assessment task	Marks
Beginning of Term 1 Assessment					
2	**Lesson# 1** Safe handling of drawing equipment	**6.1.1.1** Use different drawing mediums to develop tonal value scale chart on paper and draw shapes and patterns	Analysis of the student work sample Project.	1. Create posters with safety rules and positive attitudes involved when handling materials and equipment during art lessons or when creating art.	5 marks
3	**Lesson# 5** Tonal scale - light to dark tones		Analysis of student answers on the worksheet. Assignment.	1. Develop a pencil tonal variation scale correctly with distinct layers of tones using the selected drawing mediums.	5 marks
4	**Lesson# 14** Drawing and painting using organic colours	**6.1.2.1** Create a graded tone scale using a primary, secondary or a tertiary colour with white	Analysis of the student work sample Project.	1. Create artworks showing learnt methods of painting showing the use of grade tone scale.	10 marks
4	**Lesson# 10** I know a painter		Analysis of student answers on the worksheet. Assignment	1. Produce a narrative painting about their lives.	10 marks
5	**Lesson# 12** This is how it is done	**6.1.3.1** Use natural and artificial materials to produce three dimensional (3D) models	Analysis of the student work sample Project.	1. Identify a craft product and orally explain its processes of development.	10 marks
6	**Lesson# 14** Environmental print		Analysis of the student work sample Project	1. Make a collage art by using papers and other light materials.	5 marks

Week	Lesson # /Title	Performance Standard	Assessment method	Assessment task	Marks
7	**Lesson# 17** Sounds around the school	**6.2.1.1** Sing in parts in rhythm with tuned and untuned instruments with greater control of pulse (steady beats) and keeping the correct tempo	Analysis of the student Anecdotal notes.	1. Categorize all the instruments under these groups: Pluck, Struck. Rub, Scrap, and Electronic.	5 marks
Beginning of Term 2 Assessment					
3	**Lesson# 28** Sounds using home-made and factory-made instruments	**6.2.1.2** Identify and perform simple, familiar tunes from memory or from notation using standard musical symbols to arrange sound in rhythmic work.	Analysis of the student Anecdotal notes.	2. Create a list of manufactured and home-made instruments.	15 marks
4	**Lesson# 31** This music, this action		Analysis of the student Anecdotal notes.	3. Use varieties of gestures to respond to music.	15 marks
9	**Lesson# 47** One-two lets shake, rattle and roll	**6.2.1.2** Identify and perform simple, familiar tunes from memory or from notation using standard musical symbols to arrange sound in rhythmic work.	Analysis of the student Performances Student Self-Assessment	1. Perform a known song while playing simple instruments harmonically	20 marks
Beginning of Term 3 Assessment					
5	**Lesson# 57** What I like about our music	**6.2.3d** Respond to musical compositions.	Analysis of the student work sample – Rubrics Student Self-Assessment.	1. Critic and analyze the appropriateness and effectiveness of their composed or improvised music.	15 marks
7	**Lesson# 62** Let's plan a traditional dance	**6.2.4a** Identify and demonstrate the five (5) basic elements of dance.	Analysis of student work sample - Rubrics.	1. Define dance and its five elements.	15 marks
9	**Lesson# 67** Who created the dance?	**6.2.5a** Re-tell a story using various dance techniques.	Analysis of the student work sample - Performance.	1. Re-tell a story using simple dance techniques.	20 marks
Beginning of Term 4 Assessment					
2	**Lesson# 70** Create a dance using a legend	**6.2.6a** Identify and re-tell a known legend through dance.	Analysis of the student work sample Performance	1. Re-tell a legend through dance.	15 marks
4	**Lesson# 78** Make-believe play	**6.2.7a** Perform a comedy play or skit using animal characters.	Analysis of the student work sample Performance	1. Use animal characters in a comedy skit.	15 marks

Week	Lesson # /Title	Performance Standard	Assessment method	Assessment task	Marks
6	**Lesson# 84** Our say about the drama	**6.2.8b** Critic and analyze a short dramatic piece.	Analysis of the student work sample – Rubrics	1. Perform a short dramatic piece of their choice.	10 marks
8	**Lesson# 89** How was the short drama?	**6.2.9b** Critic and analyze a short drama.	Analysis of the student work sample – Rubrics	1. Create a scripted play and then dramatize it.	10 marks

Assessment Task Overview

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

Term	Week	Strand	Unit	Content Standard	Performance Standard		Assessment Task
1	02	1. Visual Arts	Arts	6.1.1	b.	Use lines to draw shapes and patterns.	1. Use line characteristics to draw familiar shapes.
	03		Arts	6.1.1	c.	Draw and apply light and dark shadings on the drawings.	2. Describe the line characteristics.
	04		Arts	6.1.2	a.	Use organic materials such as flowers, leaves, clay and charcoal to paint on white paper to appreciate different types of organic colours in the environment.	1. Use organic paints in a geometrical arrangement on a A4.
	05		Arts	6.1.2	b.	Identify different colours and explore painting using individual styles.	2. Produce a narrative painting about their lives.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
2	02	1. Visual Arts	Crafts	6.1.3	a. Identify the different art and craft products and their processes of development within and around the community.	1. Identify a craft product and orally explain its processes of development.
	03		Crafts	6.1.3	b. Make collage art using organic light materials to produce images on a A4 paper.	2. Make a collage art of using papers and other light materials.
	04	2. Performing Arts	Music	6.2.1	c. Listen to, identify and imitate familiar sounds in the immediate environment from varying sources.	1. Name different soundsources from the surrounding environment and imitate the respective sounds.
	05		Music	6.2.1	d. Explore ways of making sounds using manufactured and home-made instruments.	2. Create a list of manufactured and home-made instruments.
	06		Music	6.2.1	f. Respond imaginatively to short pieces of music through movement.	3. Use varieties of gestures to respond to music.
	07		Music	6.2.2	c. Play simple percussion instruments, coconut shells, using shakers, or other local instruments.	1. Perform a known song while playing simple instruments harmonically.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
3	02	**2. Performing Arts**	Music	6.2.3	c. Improvise new answers to given melodic patterns.	1. Critic and analyse the appropriateness and effectiveness of their composed or improvised music.
	03		Dance & Drama	6.2.4	a. Identify and demonstrate the five (5) basic elements of dance.	1. Define dance and its five elements.
	04		Dance & Drama	6.2.5	a. Re-tell a story using various dance techniques.	1. Re-tell a story using simple dance techniques.

Term	Week	Strand	Unit	Content Standard	Performance Standard	Assessment Task
4	02	**2. Performing Arts**	Dance & Drama	6.2.6	a. Identify and re-tell a known legend through dance.	1. Re-tell a legend through dance.
	03		Dance & Drama	6.2.7	a. Perform a comedy play or skit using animal characters.	1. Use animal characters in a comedy skit.
	04		Dance & Drama	6.2.8	a. Create and perform a short drama piece.	1. Perform a short dramatic piece of their choice.
	05		Dance & Drama	6.2.9	a. Tell a short story through drama using various drama forms.	1. Create a scripted play and then dramatize it.

Unit Assessment Plan Sample

What to assess			How to assess			When to assess
Performance Standard	Lesson No.#	Tasks	Criteria	Method	Recording Method	Academic Week
6.1.1 Use the pencil/crayon/ charcoal confidentially as a basic tool in art and design.		1. Use line characteristics to draw familiar shapes. 2. Describe the line characteristics.	PART A: construction - correct use of materials (2 marks) - correct construction of : (i) a single line (2marks) (ii) a double line (2marks) PART B: demonstration Demonstrate and explain the difference between a line and a shape.	Analysis of students work Focused Analysis 10 marks	Annotated work samples Checklist SAPS	2

Assessment Task Samples

Assessment Task sample: 1   **Strand:** Visual Arts
Reference: Senior Primary Arts

Unit: Arts Topic: Drawing	Content Standard	Performance Standards	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
	6.1.1	Discuss safety rules and the positive attitudes involved when handling equipment and materials.	Create posters with safety rules and positive attitudes involved when handling materials and equipment during art lessons or when creating art.		Work sample poster	

Student Self-Assessment: Group Evaluation (Attitude Domain)

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

Individual Student Assessment: Group Evaluation (Attitude Domain)

Student Name:_____

For questions 1 through 3, circle the words that describe how you think (be HONEST)
1. How much did you contribute to the group product?
        More than others / Same as others / Less than others

2. Did you offer ideas?
        More than others / Same as others / Less than others

3. Did you accept ideas from the group?
        More than others / Same as others / Less than others

4. What would you like others to know about the work that you did on this
    product?..

Enger,S., 7 Yager,R.Armstrong. *Assessing students understanding in Science.©2001 by Corwin Press.Inc*

Assessment Rubrics samples

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

Student Comments:

Teacher Comments:

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

Student Reflection:

Teacher Comments:

Resources

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

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

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

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

Dance
NDOE (2001–2004) *Papua New Guinea School Journals*, NDOE, Waigani
NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani
NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani
NDOE (1992) *Drama Games*, NDOE, Waigani

NDOE (1992) *Mime*, NDOE, Waigani
NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani
NDOE (1992) *Voice Games*, NDOE, Waigani
NDOE (1988) *Dance and Movement*, NDOE, Waigani

Music
NDOE (1998) *Grade 5 Arts and Crafts,* NDOE, Waigani
NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani
NDOE (1994) *Ideas for Teaching Expressive Arts Book 1*, NDOE, Waigani
NDOE (1994) *Ideas for Teaching Expressive Arts Book 2*, NDOE, Waigani
NDOE (1992) *Voice Games*, NDOE, Waigani
NDOE (1990) *Musical Instruments*, NDOE, Waigani
NDOE (1990) *Singing*, NDOE, Waigani
NDOE (1988) *Ol Singsing Bilong Ples*, NDOE, Waigani
NDOE (1988) *Papua New Guinea Music Collection*, NDOE, Waigani
NDOE (1986) *Riwain*: *Papua New Guinea Pop Songs*, NDOE, Waigani

Community resources

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

Craft
Craftspeople: members of community, artefacts, musical instruments
Household objects: weapons, clothing, bilums, mats
Bilas: headdress, armband, necklace, leg bands, grass skirt, bilum, tapa
Instruments: bamboo garamut, rattle, panpipes, Jew's harp, pawpaw flute
Newspaper articles: artists, exhibitions, singsings
Photographs: bilas, artefacts, artists
Postage stamps: houses, pots, headdresses, masks
Carving: timber, blades, knives, soap, soft stone, bamboo, improvised materials
Colours and dyes: roots, flowers, seeds, clay, ash, sand
Constructing: fabric, glue, nails, clay, string, wood, paper, seeds, bamboo, shells
Designing: pencils, ruler, set squares, compass
Modelling: sand, clay, plasticine, papier-mache, wood, plaster, metals, wire
Sewing: fabric, cotton, wool, buttons, ribbon, lace
Weaving: fibres, plants, wool, string, cord, pandanus, pitpit
Objects from nature: leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, tree sap, hair, fur, feathers
Found objects: matchsticks, cartons, bottles, newspaper, plastic, bottle tops, rags, containers
Bought materials: glue, brushes, paint, scissors, tools, board, paper, varnish, nails, twine, cottonwool, pins, sandpaper

Music
Bottles, containers, tins, rice, sand, seeds, plastic pipe, tyre tube, wooden sticks, cardboard
Instruments: kundu, garamut, flute, pawpaw flutes, rattles, shells, panpipes, Jew's harp, bamboo flutes, piano, drums, clapping sticks, percussion, guitar, keyboard, electronic instruments

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

Other resources

Art and Craft
Cochrane, S. S & Stevensen, H. (1990) *Luk Luk Gen!* Regional Gallery, Townsville
Cochrane, S. (1994) *Regional Art of Papua New Guinea*, Random House, Melbourne
Lauer, S. (2000) *Visual Arts*, PNGEI, Port Moresby
McInnes, D. (editor) (2002) *People of PNG*, 30 Titles, Longman, Melbourne
National Gallery of Australia (2001) *Islands in the Sun,* NGA, Canberra
PNG Art (1995) *Artifacts and Crafts of Papua New Guinea*, PNG Art, Port Moresby
Whelan, H. (1994) *Art Works*, Macmillan, New Zealand

Drama

Bobom Kera, R. (1994) *City Lights*, Oxford, Port Moresby
Brash, Nora Vagi (1993) *Which Way Big Man and five other plays*, Oxford, Port Moresby
Lauer, S. (2000) *Performing*, PNGEI, Waigani
Tourelle, L & McNamara, M (1995) *Performance*, Rigby Heinemann, Melbourne

Dance

Lauer, S. (2000) *Performing*, PNGEI, Waigani
Tourelle, L. & McNamara, M. (1995) *Performance*, Rigby Heinemann, Melbourne

Music

Farmer, Belle (1982) *Springboards Ideas for Music*, Nelson, Melbourne
Kavanagh, A. (1995) *Music Made Easy Book 1*, Longman, Melbourne
PASTEP (2000) *Music* PASTEP, Waigani

Websites

http://homepage.smc.edu/adair-lynch_terrin/ta%205/elements.htm

https://quizlet.com/6851219/the-8-basic-elements-of-drama-flash-cards/

https://www.collinsdictionary.com/dictionary/english/mime

https://cassstudio6.wordpress.com/types/

https://ourpastimes.com/types-of-staging-in-drama-12337020.html

http://artsalive.ca/collections/imaginedspaces/index.php/en/activities-and-resources/stagespaceawareness

http://www.bbc.co.uk/schools/gcsebitesize/drama/performing/stagerev2.shtml

https://cdn.shopify.com/s/files/1/0994/9772/t/2/assets/Lesson-Plan-Staging-Your-Play.pdf

https://www.thoughtco.com/how-to-write-a-character-analysis-1857638
https://www.shmoop.com/lion-king/foil.html

http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/drama_mediumrev6.shtml

http://www.thedramateacher.com/words-used-to-describe-gesture-in-performance/

https://www.erikseanmcgiven.com/writings/acting/blocking-and-movement/

https://www.thoughtco.com/blocking-a-play-2713052

https://study.com/academy/lesson/stage-movement-blocking-definition-rules.html

https://novaonline.nvcc.edu/eli/spd130et/audthea.htm

http://homepage.smc.edu/adair-lynch_terrin/ta%205/elements.htm

Glossary

abstract	not realistic, not like a photograph, stylised.
acrylic	synthetic resin commonly used in an emulsion for preparing acrylic colours or in a solvent-based system for varnishes and in restoration.
bar	one unit which has 2,3,4 or more beats. It has a vertical line to show that the unit has finished; A double bar line (two vertical lines) shows that the music has finished. If there are two dots before the double line sign this means that the music is to be repeated.
blending	the physical fusion of adjacent colours on a painting to give a smooth, often tonally graded transition between areas of colour.
calligraphy	the fine art of lettering with a pen or brush.
charcoal	drawing material made by charring twigs of willow or vine.
collage	artwork created by assembling, juxtaposing or overlaying diverse materials which are usually glued to the support.
complementary colour	the colour which gives black or grey when mixed with another colour. The complementary of a primary colour, for instance, is the combination of the two remaining primary colours. Thus, in subtractive colour mixing, the complementary of blue (cyan) is orange-red - a mixture of red (magenta) and yellow. Every colour has its complementary or opposite colour, i.e. the colour of greatest contrast. It can also be said to complete or balance its partner.
contemporary artist	artists of this generation.
contour drawing	outline drawing of an object.
cross-hatching	(i) Short repeated strokes that cross each other. (ii) A drawing and painting technique in which tonal effects are built up by the superimposition at various angles of rows of thin parallel lines.
decorate	to make something look attractive by the use of patterns.
dynamics	is changing from soft to loud, loud to soft, fast to slow, or slow to fast
engraving	a technique in printmaking in which the lines or tones of an image are cut directly into the surface of a wooden (end-grain) block or metal plate.
etching	a method of printmaking in which the lines or tones of an image are drawn into a prepared ground on the surface of a metal plate and then bitten in acid before being printed.
film	layer of surface coating or paint.
firing	baking of clay, glass etc. in a kiln.
form	three-dimensional appearance.
grain	the texture of canvas (e.g. fine grain), or of wood.

harmony	different pitches which sound good when they are sung together. e.g. a high pitch and a low pitch. Different cultures like different harmonies. In PNG, many fascinating and beautiful harmonies such as different flute and singing harmonies were developed by musicians. In Papua New Guinea, traditional music seconds are common. (i.e. singing doh and re together) in early western music, fourths were common (i.e. singing doh and fah together). Today most western harmonies use many thirds and sixths (i.e. singing doh and me together; or doh and la together.) Church music has developed 4-part harmony singing around the world. i.e. Soprano, alto, tenor and bass.
highlight	the lightest tone in a painting (usually white).
letterpress printing	see Relief printing
masking (or "masking out')	the protection of areas of the support from the applied paint. A common method with watercolour and acrylic paints is to use a rubber masking solution. Other methods involve using paper stencils and masking tape.
medium	what materials you use to draw with or draw on.
melody	the sounds we sing. A melody is made up of a number of phrases. If a melody has words, it is called a song.
montage	sticking additional material on to a painting or photograph to create juxtaposition effects.
mounting	placing a drawing or painting on a piece of cardboard or behind a cutout piece of cardboard in preparation for display.
0il paint	paint prepared by grinding pigment powder with a drying oil.
palette	(i) Portable surface for mixing colours. (ii) The range of colours an artist chooses to work with.
perspective	prescribed method of representing the three-dimensional world on the two-dimensional surface of the support.
pitch	the height or depth of sounds. i.e. how high or how low a sound is, in relation to other sounds. If a sound is hummable or singable, it is said to be o definite pitch. If it is not possible to hum or sing a sound, it is said to be o indefinite pitch.
pitch contour	is the way a melody goes up and down. It can be drawn as a picture
portrait	photograph, drawing or painting of a person (usually just their head, but not always).
primary colour	light: red-orange, blue-violet and green. Pigments: red (magenta), blue (cyan) and yellow.
proportion	the representation of one thing or part in correct relation to another thing in terms of size.
pulse	the on-going movement of music. Pulse can be either regular or irregular, though it is most commonly regular.
realistic	accurate representation of objects and forms as seen by the eye.
relief printing	the bottom most layer of the Earth's crust.

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Appendices

Appendix 1: Sample timetable

Here are two sample timetables for you to adopt and adjust to your need,

Suggested weekly timetables for Grade Six

Start		End		Sessions	Minutes
8:00	~	8:25	0:25	ASSEMBLY	25
8:25	~	9: 05	0:40	1st Class	40
9:05	~	9:10	0:05	break	
9:10	~	9:50	0:40	2nd Class	40
9:50	**~**	**10:25**	**0:45**	**RECESS BREAK**	**30**
10:25	~	11:05	0:20	3rd Class	40
11:05	~	11:10	0:45	break	
11:10	~	11:50	0:05	4th Class	40
11:50	**~**	**12:20**	**0:45**	**LUNCH BREAK**	**30**
12:20	~	13:00	1:00	5th Class	40
13:00	~	13:05	0:25	break	
13:05	~	13:45	0:45	6th Class	40
13:45	~	13:50	0:05	break	
13:50	~	14:30	0:45	7th Class	40
				Daily T/L Minutes	280
				Weekly T/L Minutes without Assembly	1675
				Weekly T/L Minutes	1450

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	ASSEMBLY		ASSEMBLY		ASSEMBLY
8.20 -9.00		HPE (40 mins)	Social Science		
9:20 – 10:00	CCVE	ENGLISH	CCVE	ENGLISH	CCVE
10:00 – 10:30	Recess Break				
10:30 – 11:10	MATHS	MATHS	MATHS	MATHS	MATHS
11:10 – 11:50	Social Science	Arts	CRE (60 mins)	MAL	MATHS
11:50 – 12:30	Science	Science		Science	Science
12:30 1:00	Lunch Break				
1:00 – 1:40	HPE (40 mins)		HPE (40 mins)	ARTS	Social Science
1:40 – 2:20		Social Science		HPE (60 min)	ARTS
2:20 – 3:00	MATHS	MAL	MAL		

Subject Time allocations

Senior Primary Time allocation			
Subject	**G6**	**G7**	**G8**
English	280	280	280
Mathematics	240	240	240
Science	200	200	200
Social Science	160	160	160
Arts	140	140	140
Health and Physical Education	180	180	180
Making a Living	160	160	160
CCVE	120	120	120
Religious instruction	60	60	60
Local course	(90) 10	(90) 10	(90) 10
Assembly	75	75	75
Sports	60	60	60
		1650	

Appendix 2: STEAM or STEM

- By exposing students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field.

- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.

- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations.

- They underpin STEM education. They are the main enablers of STEM education.

- The 21st century skills movement, which broadly calls on schools to create academic programs and learning experiences that equip students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in higher-education programs and modern workplaces.

- The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

- Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

- The skills students learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

Appendix 3: The 21st Century Skills, Knowledge, Attitudes and Values

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with the 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information.

- Research skills and practices, interrogative questioning.

- Creativity, artistry, curiosity, imagination, innovation, personal expression.

- Perseverance, self-direction, planning, self-discipline, adaptability, initiative.

- Oral and written communication, public speaking and presenting, listening.

- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces.

- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming

- Civic, ethical, and social-justice literacy.

- Economic and financial literacy, entrepreneurialism.

- Global awareness, multicultural literacy, humanitarianism.

- Scientific literacy and reasoning, the scientific method.

- Environmental and conservation literacy, ecosystems understanding.

- Health and wellness literacy, including nutrition, diet, exercise and public.

Appendix 4: The Blooms Taxonomy

The learner creates new ideas and information using what has been previously learned.
–   Designing
–   Constructing
–   Planning
–   Producing
–   Inventing
–   Devising
–   Making

Can you generate new products, ideas, or ways of viewing things?

Bloom's Revised Taxonomy

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Appendix 5: 48 Grid Matrix

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

Eight ways to be smart	Bloom's Taxonomy: Six thinking levels					
	Knowing	**Understanding**	**Applying**	**Analyzing**	**Creating**	**Evaluation**
Verbal – linguistic I enjoy reading, writing and speaking	Carry out a mind map and then list all the known endangered species	Explain why the whale has not become extinct	Using the **BROW** strategy, prepare a TV advertisement to protect the Bird of Paradise	Why should we prevent species from becoming extinct?	**Real Assessment Task** How will you prevent the Bird of Paradise from becoming extinct? Your action plan will be presented to various groups including students, teachers, administrators, parents, local government officials and a number of environmental experts.	
Logical - Mathematical I enjoy working with numbers and science	visit www. save thekumul> to find out how many species of Birds of Paradise we have and how many species are actually left	Use **Trec** to find out how much it will cost to prevent the Birds of Paradise from becoming extinct	use the **TAP** strategy to brainstorm all the things that you can do to prevent the Birds of Paradise from becoming extinct	Now categorize the things that you can actually do to prevent the Birds of Paradise extinction		
Visual - spatial I enjoy painting, drawing and visualizing	Look at a number of posters and photographs of extinct animals that your teacher will bring to class	visit <www. save thekumul> Then, draw a map to show where most Birds of Paradise live	Make a timeline when dinosaurs were alive	Venn diagram: Birds of Paradise and whales. What do they have in common?	Create your own web page dealing with "Saving the Kumul". Then, present it to your group and receive their feedback. You may choose the LCD as an evaluation strategy	
Body - kinesthetic I enjoy doing hands-on activities, sports and dance	Participate in a field trip to the local Bird of Paradise sanctuary and/or visit an area where you can see the Birds of Paradise	Make cut-outs of your favourite endangered species	Role play different endangered species(W chart)	Arrange a poster for an endangered species	Create and perform a play dealing with tree clearing	Devise an environmental game that could be used to teach others
Musical - rhythmic I enjoy making and listening to music	Learn a song dealing with saving an endangered species	Choose a song about people caring for the environment and explain its meaning to your group	Select music to be played whilst presenting your action plan to your group or class	Pantomime the Bird of Paradise as they grow (The Rake)	Compose a rhythm to save the Kumul	Act and choreograph a dance about saving the Birds of Paradise habitat

Eight ways to be smart	Bloom's Taxonomy: Six thinking levels					
	Knowing	**Understanding**	**Applying**	**Analyzing**	**Creating**	**Evaluation**
Interpersonal-social I enjoy working with others	What can your group do to stop a species from becoming extinct? Brainstorm using **TAP**	When is an animal endangered? Discuss this with your group	Interview the manager of your local park	Use The Rake and **TAP** to design a model of "the best environment for the Birds of Paradise to live in"		Present your "best environment for the Birds of Paradise to live in" to your class **(LDC)**
Intrapersonal-intuitive I enjoy working by myself	Should we keep animals in Nature parks? What is your personal opinion?	Visualize yourself as an endangered species. How do you feel? Now complete the **Y chart**	A day in the life of a young Bird of Paradise. Now, write a story to be published in the school newsletter and/or the local paper	Share with your group your concerns about tree clearing. Identify how this can be stopped	You are standing in front of a Bird of Paradise whilst its 'home' is being destroyed. Now complete the X chart	Assess whether the Bird of Paradise will be extinct by the year 2050 by using the **SOWC** analysis
Naturalist I enjoy caring for plants and animals	What would your life be without plants and animals? **TPSS**	How would you feel when you see caged Birds of Paradise sold for big money	How would you sell the idea of preserving an endangered species?	Analyze the things that you can do to become much more environmentally friendly	Review the book 'Where the forest meets the sea" Imagine you are the child in the book **(Y chart)**	Determine the impact of logging on the survival of Birds of Paradise

Appendix 6: Format For Analysing An Artwork

My artwork is of a _____
_____.

I used (equipment, materials, procedure and techniques) to produce this artwork. The main design elements and principles that I feel are of significance in this artwork are _____.

My main intention in creating this artwork was to_____
_____.

My personal assessment of this artwork is_____
_____.

Appendix 7: Rubric For Assessing Performance In Drama

Assessment Criteria/ Score	Excellent 5	Good 4	Average 3	Below Average 2	Poor 1
1. Loud and clear voice					
2. Accuracy, fluency and intonation					
3. Use of eye contact and body language to promote communicative effectiveness					
4. Group collaboration					