

Arts

Teacher Guide

Primary

Grade 4



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Arts Teacher Guide

Primary Grade 4

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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Secretary's Message

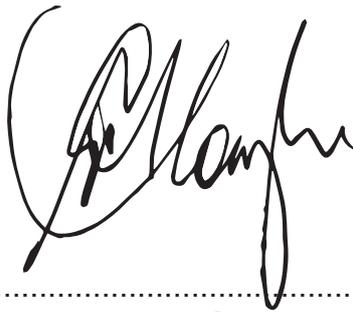
This Arts Teacher Guide for Grade 4 is developed as a support document for the implementation of Arts Syllabus for Grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks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

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

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

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

I commend and approve this Grade 4 Arts Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

This Primary Grade 4 Arts Teacher Guide must be used concurrently with the Primary Arts Syllabus. The guide provides you with guidelines and directions to help you plan and develop teaching and learning activities to achieve the Content Standards. It also provides you with information and processes to:

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

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

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

Purpose

This Grade 4 Primary Arts Teacher Guide is intended to help you to fully engage and utilize the Syllabus in order to specifically plan and prepare your programs in teaching Arts lessons. This Arts course is a revised version of the OBC Arts course at present in use in schools. Most of the original strands have been replaced and the content place under specific units and topics. Activities in this Teacher Guide are organized according to strands and units. The two strands are arranged into teaching units for the year. They are:

- Arts
- Crafts
- Music
- Dance
- Drama

How to use this Teacher Guide

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

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

Key features

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

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

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

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

Process Skills used In Arts

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

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

To help children discover:

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

To help children plan:

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

To help children do:

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

To help children evaluate:

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

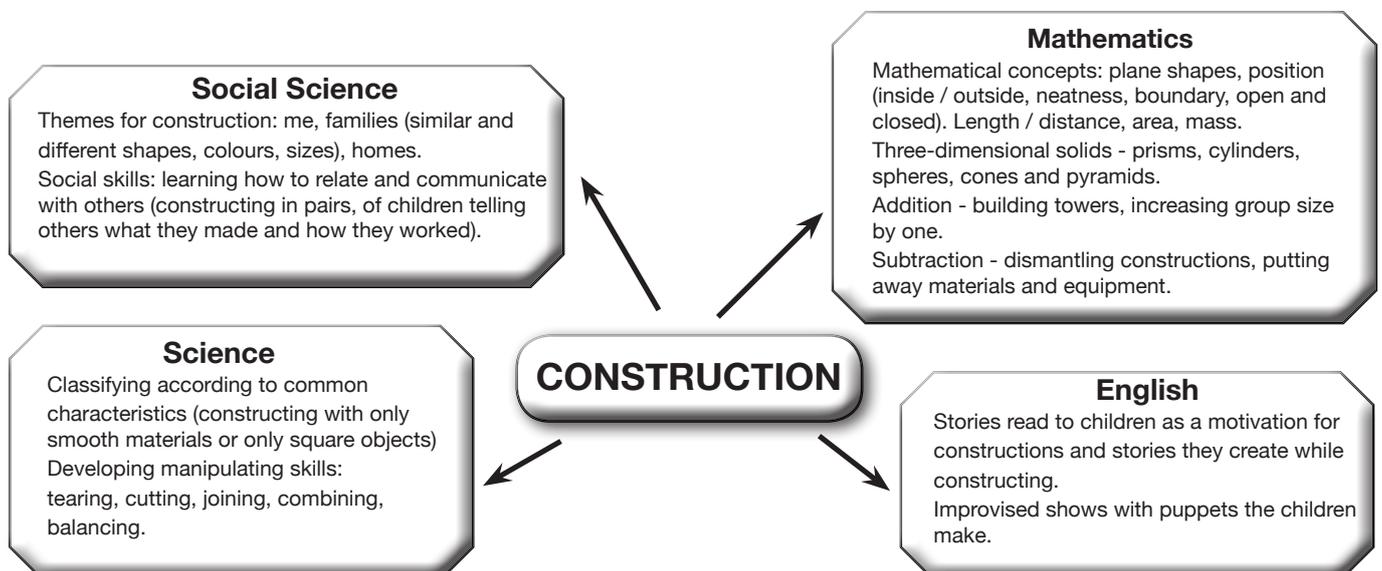
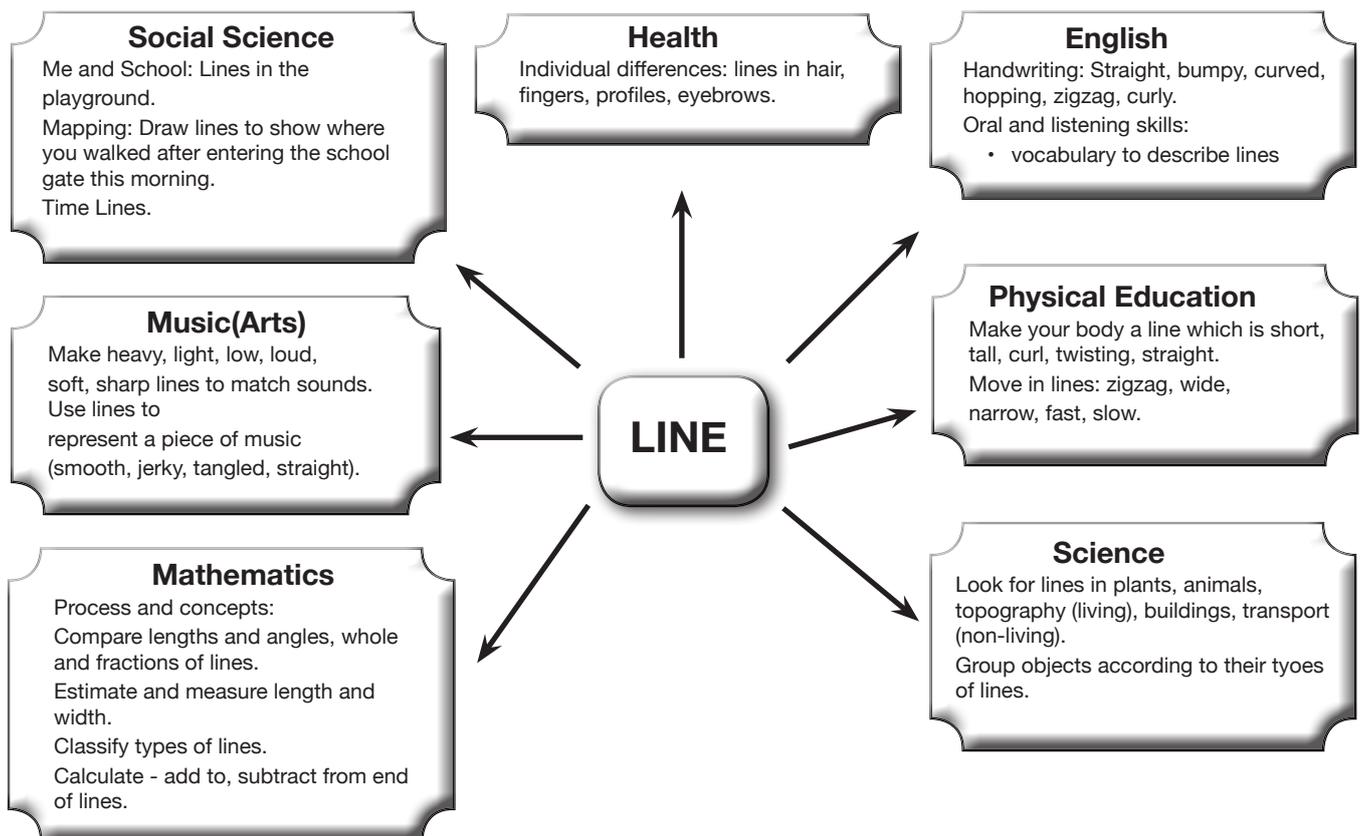
Help children to become responsible and independent workers by asking them to take part in distributing, collecting and storing materials and equipment; cleaning up; and reflecting on the effectiveness of classroom procedures for storing and organising materials. Always consider the safety and health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

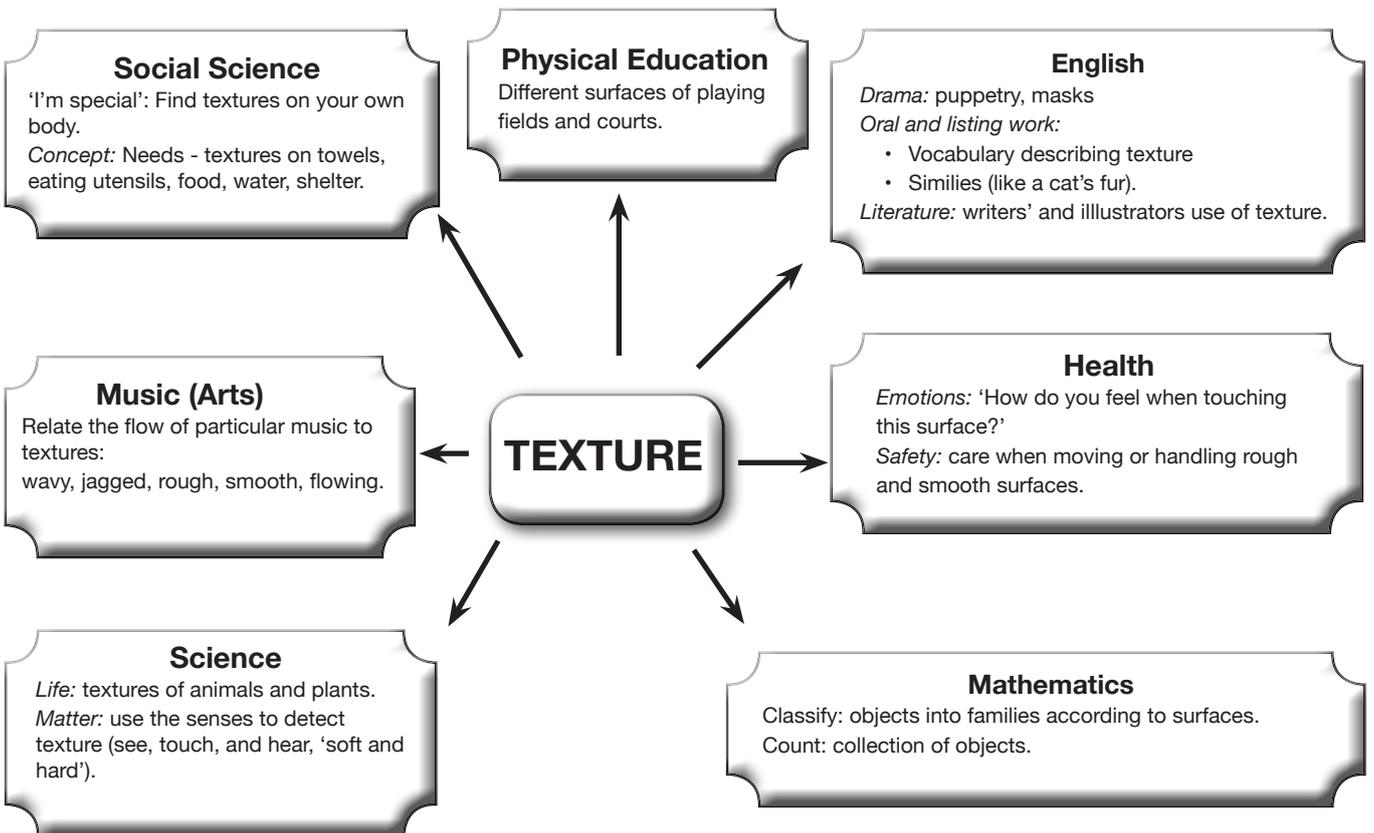
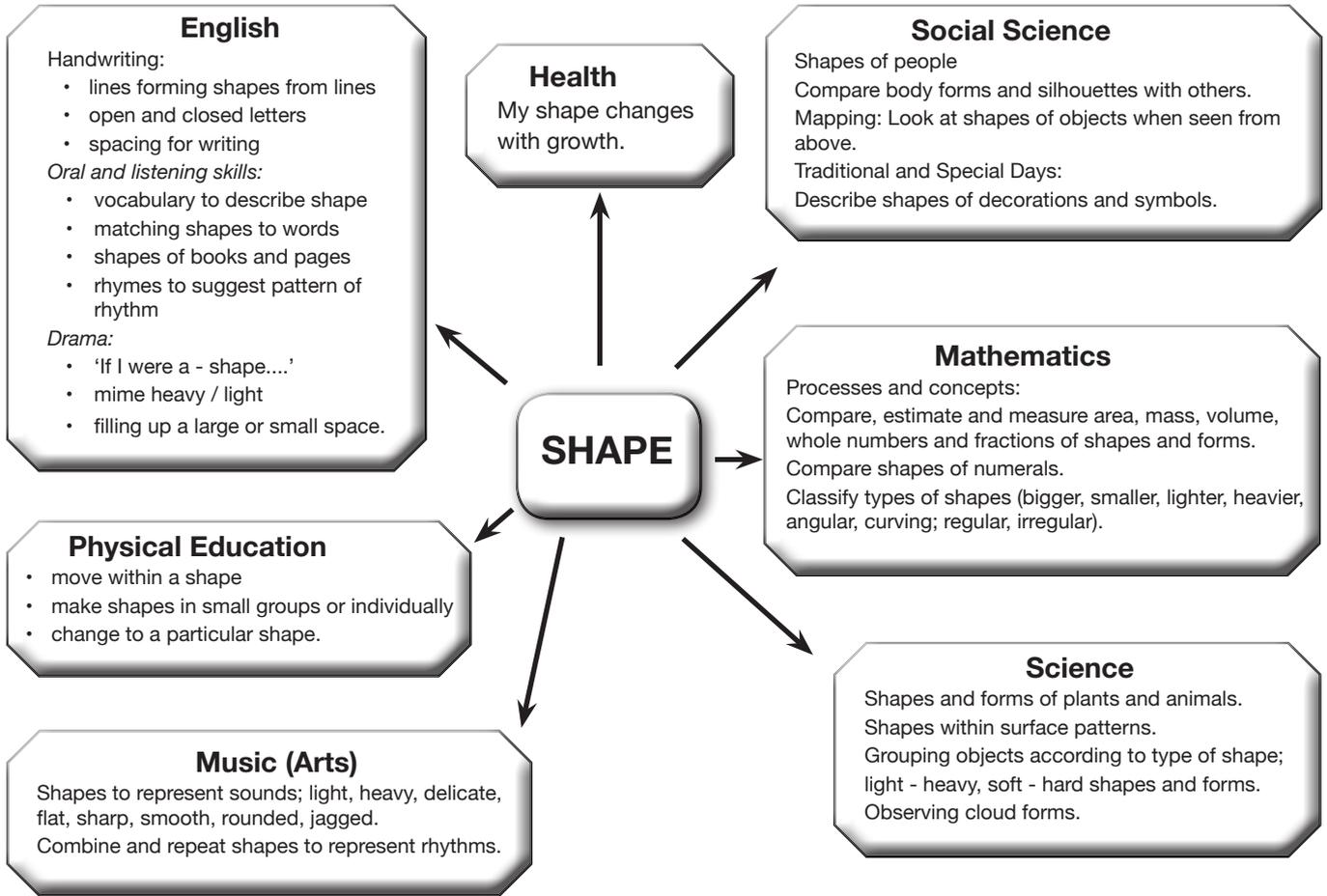
Arts Linkage to other Subjects

In Papua New Guinea society, drama, dance, music, art and craft are integrated. The Arts is also an important part of the social and spiritual life of the community. (Lower Primary Arts 2004)

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

Below are the samples given to emphasize the above statement:





Teaching and Learning

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

Learning Strategies and Situations

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

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

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

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

To help students build on what they already know, ask them to use a 'Know', 'Want' and 'Learned' (KWL) 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)	W (what I want to know)	L (what I have learned)
What I know about traditions, customs and festivals Example: The Haus Tambaran belongs to males only and not females.	What I want to know about traditions, customs and festivals Example: How long does it take to build a Haus Tambaran.	What I have learned about traditions, customs and festivals Example: There are initiations performed in the Haus Tambaran which are very sacred.

Apply the following steps when using the KWL strategy:

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

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

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

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	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 ofneeded to?
Learning activities	<ul style="list-style-type: none"> • 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 ausing 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 intoand • Survey your friends in terms of • Arrange thesefrom the largest to the smallest • Separatefrom..... • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Create a new product and plan a marketing campaign for it • Propose how you will improve this... • Invent a machine to accomplish 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

48-grid matrix that integrates Multiple Intelligences and Bloom's Taxonomy

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

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

Eight ways to be smart	Bloom's Taxonomy: Six thinking levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluation
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 numbers and science	write the formula for the following....	match the plants and animals in the....	solve this problem	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 improvements
Musical-rhythmic I enjoy making and listening to music	listen to a number of....	explain songs dealing with....	classify this music....	how does this music compare to....	compose a rhythm	review a usical and suggest....
Interpersonal-social I enjoy working with others	tell about your project	outline the issues dealing with....	prepare a group discussion....	interview a movie star	conduct an X chart to....	assess and recommend changes to....
Intrapersonal-intuitive I enjoy working by myself	state how you felt when....	visualise that you are at....	show how you reacted to....	arrange your own	predict what will happen if....	use SOWC to advise changes to....
Naturalist I enjoy caring for plants and animals	locate all the tropical forests	how do you feel when you see....	organise a collection of insects	identify the best ways to save the....	devise an efficient way to compost	should we drill for oil in the

Planning and Programing

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

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

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

Content Overview

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

- Visual Arts
- Performing Arts

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

Content Overview for Primary Level Grades 3-5

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

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

Characteristics of a Good Program

An effective Standards Based program:

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

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

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

Suggested Weekly Time Allocation

Grade 4

Option 1	Option 2	Option 3
135 minutes per week	135 minutes per week	135 minutes per week
3 x 45 minutes lessons	3 x 45 minutes lessons	3 x 45 minutes lessons
	1 x 30 minutes lesson	1 x 45 minutes lesson

Suggested Weekly Timetable

Time	Mon.	Tue.	Wed.	Thu.	Fri.	Time Analysis					
						Subject	Lesson	Allocation	+ minutes	- minutes	Suggested minutes p/w
8:00 - 8:30	Assembly	English	English	English	Assembly						
8:30 - 9:00	English	English	English	English	English	1. English	18x30	540			540
9:00 - 10:00	English	Maths	Maths	Maths	English	2. Maths	8x30	240			240
10:00 - 10:30	Recess					3. Science	6x30	180			180
10:30 - 11:00	Maths	Maths	Health	Maths	Maths	4. Social Science	5x30	150	30		180
11:00 - 11:30	Health	Social Science	Science	Health	Social Science	5. Arts	3x40 1x30	150			150
11:30 - 12:00	Science	PE	Science	PE	Science	6. Health	3x30	90			90
12:00 - 1:00	Lunch					7. PE	3x40	120			120
1:00 - 1:30	Maths	Social Science	Social Science	Social Science	Science	8. CRE	1x60	60			60
1:30 - 2:00	Science	English	Arts	English	English	9. Block Time	1x60	60		60	-
2:00 - 2:30	English	English	CRE	English	PE	10. Assembly	2x30	60	30		60
2:30 - 3:00	Arts	Arts	CRE	Arts	PE	Total Time			60	60	

Developing a Year Plan

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

Yearly topic overview

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

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

Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4	
1	<i>Enrolment and Revision of E2 Gade 3 ARTS</i>	1	Topic 4 Listening & Responding 4.2.1	1	Topic 6 Composing Music 4.2.3	1	Topic 10 Improvisation 4.2.7	
2		2		2		Topic 7 Traditional Dances 4.2.4		2
3	Topic 1 Drawing 4.1.1	3		3	3		3	
4		4		4	National Book Week		4	
5	Topic 2 Painting 4.1.2	5	Topic 5 Performing A Simple Song 4.2.2	5	Topic 8 Ethnic Fusion 4.2.5	5	Topic 12 Costume & Make-Up 4.2.9	
6		6		6		6		
7	Topic 3 Weaving And Modelling 4.1.3	7		7	7	Topic 9 Creating Dance 4.2.6		7
8		8	8	8				
9		9	Topic 6 Composing Music 4.2.3	9	Literacy Week	9	School year Ends <i>Christmas Celebrations</i> Performance Week: Speech day & Concerts	
10	Easter School Arts Performance Week: Exhibition & Concerts	10	School Arts Performance Week: Concerts	10	Independence School Arts Performance Week: Exhibition & Concerts	10		

Yearly, termly and weekly verview

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

Term 1						
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title
1	Registration and Orientation					
2	1. Visual Arts	1. Arts	Drawing	4.1.1a	Lesson 1	Draw creative drawings with the use of shapes and lines.
				4.1.1b	Lesson 2	Geometric patterns
				4.1.1c	Lesson 3	Creating a 3D form in drawing types of lines
3	1. Visual Arts	1. Arts	Drawing	4.1.1d	Lesson 4	Use of types of lines in controlled and uncontrolled shapes
					Lesson 5	Drawing shapes and sizes using lines
					Lesson 6	Create an imaginary designs using variety of lines characteristics
4	1. Visual Arts	1. Arts	Painting	4.1.2a	Lesson 7	Painting mediums
				4.1.2b	Lesson 8	Primary RYB
					Lesson 9	Secondary from primary
4.1.2c	Lesson 10	It's black it's white				
5	1. Visual Arts	2. Crafts	Modelling	4.1.3a	Lesson 11	Safety when handling carving tools
					Lesson 12	What can we carve with?
					Lesson 13	Clay models
6	1. Visual Arts	2. Crafts	Modelling	4.1.3b	Lesson 14	Chunks of shells and grass
				4.1.3c	Lesson 15	Musical instruments from different communities
			Listening and Responding	4.2.1a	Lesson 16	Are you aware of that sound?
Lesson 17	Human and animals sounds					
Lesson 18	Steady the beat					
7	2. Performing Arts	3. Music	Listening and Responding	4.2.1a	Lesson 19	Describing different voices
					Lesson 20	Loud and soft sounds
8	2. Performing Arts	3. Music	Listening and Responding	4.2.1b	Lesson 21	Instrumental pitch
					Lesson 22	Instrumental picture sounds
9	School Arts Performance Week: Exhibitions & Concerts					

Term 2

Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title
1	Review and Planning of Arts Programs					
2	2. Performing Arts	3. Music	Listening and Responding	4.2.1c	Lesson 23	Various sounds and sound picture
					Lesson 24	Creativity in music
3	2. Performing Arts	3. Music	Listening and Responding	4.2.1d	Lesson 25	Listen and discuss short musical pieces
					Lesson 26	Responding to musical pieces
					Lesson 27	Short musical pieces to listen to
					Lesson 28	Does this sound familiar?
4	2. Performing Arts	3. Music	Listening and Responding	4.2.1e 4.2.1f	Lesson 29	Beats, silence and rhythm
					Lesson 30	Let's use beat and rhythm
					Lesson 31	What is pitch?
5	2. Performing Arts	3. Music	Performing a Simple Song	4.2.2a	Lesson 32	Illustrated music
					Lesson 33	Pitch in music
					Lesson 34	Familiar tunes
6	2. Performing Arts	3. Music	Performing a Simple Song	4.2.2b	Lesson 35	Beats, silence and rhythm
					Lesson 36	Let's use beat and rhythm
					Lesson 37	Vocal Control
					Lesson 38	My childhood rhythm
7	2. Performing Arts	3. Music	Performing a Simple Song	4.2.2c	Lesson 39	Guess this rhythm
					Lesson 40	Familiar rhythms
					Lesson 41	The pitch and rhythm in the song
8	2. Performing Arts	3. Music	Performing a Simple Song	4.2.2d	Lesson 42	Let's combine rhythm and pitch
					Lesson 43	Discuss this simple tune
					Lesson 44	Percussions in songs and chants
9	2. Performing Arts	3. Music	Performing a Simple Song	4.2.2e	Lesson 45	Let's play a familiar song
					Lesson 46	Moving to rhythms
					Lesson 47	Making Character sounds: Humans
10	School Arts Performance Week: Concerts					

Term 3						
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title
1	Review and Planning of Arts Programs					
2	2. Performing Arts	3. Music	Composing Music	4.2.3a	Lesson 48	Making sounds of domestic animals
					Lesson 49	Let's make a musical sound
					Lesson 50	Making a simple melody
3	2. Performing Arts	3. Music	Composing Music	4.2.3b	Lesson 51	Making a simple rhythmic pattern
					Lesson 52	Invented musical piece
					Lesson 53	My own melodic pattern
4	2. Performing Arts	3. Music	Composing Music	4.2.3c	Lesson 54	What I like about my music
5	2. Performing Arts	3. Music	Composing Music	4.2.3d	Lesson 55	What I like about my friend's music
					Lesson 56	What I like about our music
					Lesson 57	What is standard notation?
6	2. Performing Arts	3. Music	Composing Music	4.2.3e	Lesson 58	Using notations
				4.2.3f	Lesson 59	Simple rhythmic recording
				4.2.3g	Lesson 60	Our Traditional dances
7	2. Performing Arts	4. Dance	Traditional Dances	4.2.4a	Lesson 61	Steps to teach a traditional dance
					Lesson 62	Performing a traditional dance
					Lesson 63	Traditional dances in community
8	2. Performing Arts	4. Dance	Traditional Dances	4.2.4b	Lesson 64	Short Traditional dance performance
				4.2.4c	Lesson 65	Traditional dances from parts of PNG
					Lesson 66	Customs with traditional costumes
9	2. Performing Arts	4. Dance	Ethnic Fusion	4.2.5a	Lesson 67	Customs about traditional dancing.
				4.2.5b	Lesson 68	Why traditional dancing matters?
					Lesson 69	Creating music for a contemporary dance.
10	School Arts Performance Week: Exhibition & Concerts					

Term 4

Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title
1	Review and Planning of Arts Programs					
2	2. Performing Arts	4. Dance	Creating Dance	4.2.6a	Lesson 70	Create a costume using local designs for a contemporary dancer.
				4.2.6b	Lesson 71	Let's choreograph a contemporary dance.
					Lesson 72	Let's create dance patterns.
3	2. Performing Arts	5. Drama	improvisation	4.2.7a	Lesson 73	Creative drama on a known Bible story.
					Lesson 74	A creative drama piece.
					Lesson 75	Let's practice a skit (1)
4	2. Performing Arts	5. Drama	improvisation	4.2.7b	Lesson 76	Let's practice a skit (2)
					Lesson 77	Improvisation techniques.
				4.2.7c	Lesson 78	How do you represent that?
5	2. Performing Arts	5. Drama	Character Analysis	4.2.8a	Lesson 79	Tips on how to analyse a character.
					Lesson 80	Comparing character analysis of best friends.
					Lesson 81	A character analysis of my best friend's.
6	2. Performing Arts	5. Drama	Character Analysis	4.2.8b	Lesson 82	A character analysis of my favorite teacher.
				4.2.8c	Lesson 83	Character analysis of a good leader
					Lesson 84	Character analysis of a bad leader
7	2. Performing Arts	5. Drama	Costume and Make-up	4.2.9a	Lesson 85	Using my local costume design.
					Lesson 86	Plants used to make paint.
					Lesson 87	Making traditional paint
8	2. Performing Arts	5. Drama	Costume and Make-up	4.2.9b	Lesson 88	Traditional designs and their meanings.
					Lesson 89	Steps on how to make coconut oil.
					Lesson 90	Designing a costume for a super hero
9	School Arts rehearsal and testing week					
10	School Arts End of the year Performance: Speech Day & Dramas					

Content Background

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

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

What is Arts?

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

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

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

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

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

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

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

Is Art defined by its materials? We're all used to thinking of paintings as art. Or bronze or marble sculptures. But art can be made from all kinds of materials. Try to think of some. Various kinds of paint and drawing mediums usually come to mind, but also ceramics, metal, wood, fabrics, plastics... it can even be an "assemblage" of junk. A work can even combine art forms! Photography, ceramics, metalwork, collage - these can all be incorporated into a painting, or vice versa.

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

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

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

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

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

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

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

If Art is used to sell something is it still Art? We call this commercial art. What are some of the forms of commercial art around us? Trademarks and logos are powerful visual communicators. Other kinds of commercial art are billboards, TV ads, animation in computer games, and package design. Some of these are beautiful. Some are not. But all were created by someone for a specific commercial purpose. Is that art?

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

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

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

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

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

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

Teaching Drawing Skills

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

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

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

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

In fact, keep in mind that good drawing alone can be sterile. In the two tree drawings shown here, the one on the left was drawn from the child's imagination before the drawing lesson. The tree on the right was drawn after the lesson, and from an actual tree. While the one on the right is more realistic, the one on the left is actually very interesting and imaginative. It projects the very essence of massive strength that we associate with a large tree. And it shelters a charming squirrel who has taken residence in its solid trunk. The challenge now is to keep this child's imagination engaged so that she uses her new drawing skills to express just as much as she did before!

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

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

Exploring Patterns

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

Repetition Driven Pattern

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

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

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

Number Driven Patterns

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

Symmetry Driven Patterns

Symmetry is a part of many patterns. You may have noticed that some kids = in fact, many of the younger kids - will start their pattern experimentation in the same way. Instead of lining up the shapes in rows, they start by first placing a shape in each corner of the paper. Then they go on to add their alternating patterns in between, keeping it all symmetrical, Give your students a fresh sheet of paper and have them make a pattern based upon symmetry, using the four corners. But some designs, while they use a repetition of shapes and colors, are not driven by numbers or symmetry. One way is driven by the artist's eye. In other words, the artist has determined a sequence based upon the relations of color and shape and how his or her eye wants them balanced.

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

Each child is to choose two shapes and two colors, one shape for each color.

Now they each determine which shape is Heads and which is Tails. They should each have a clean piece of paper in front of them.

Explain that they are to work from left to right, just as if they were writing. (When they get to the right edge of the paper they will start back on the left, in the next row.) When everyone is ready, get out a coin and toss it.

Call out the result. If it is Heads, everyone is to make one print using their Heads shape. If it is Tails, everyone is to print with their tails shape. And so on.

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

Scope of Content Knowledge, Skills, Attitudes and Values

This expansion indicates the scope of content outlined with the knowledge, skills, attitudes and values derived from the performance standards. The lesson activities should be developed in line with the knowledge, skills, attitudes and values specified from 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

Content Standard: 4.1.1

Performance Standards: a, b, c, d

Unit 1: Arts

Topic: Drawing

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Characteristics of lines and its uses (straight, curves, thick, thin, vertical, horizontal) • Use different types of lines to create designs • Apply geometrical patterns • Apply lines on 3D shapes • Draw and apply shading • Combine lines and tone use geometrical shapes 	<ul style="list-style-type: none"> • Drawing • Shading • Trenching • Designing 	<ul style="list-style-type: none"> • Value arts • Respect art • Appreciate work of art • Respect different styles
<p>Assessment Tasks:</p> <ol style="list-style-type: none"> 1. Use lines to produce geometrical shapes and colour them. 2. Combine the use of lines and shapes to create a design to communicate a theme or message. 		

Strand 1: Visual Arts
Content Standard: 4.1.2
Performance Standards: a, b, c

Unit 1: Arts
Topic: Painting

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Safe use of equipment's • Primary colours • Painting mediums: primary and secondary colours • Colour wheel chart of primary colours to develop secondary colours • Tonal variations styles of painting 	<ul style="list-style-type: none"> • Discuss • Mixing • Developing • Painting • Creating 	<ul style="list-style-type: none"> • Value art • Respect different art styles • Safe use of equipment • Working and sharing ideas
<p>Assessment Tasks:</p> <ol style="list-style-type: none"> 1. Create a colour wheel chart using primary colours to produce secondary colours. 2. Create a grey tonal scale. 3. Create a water colour painting or a flat painting of different shapes. 		

Strand 1: Visual Arts
Content Standard: 4.1.3
Performance Standards: a, b, c

Unit 2: Craft
Topic: Modelling

(*note: this KSAV covers lessons 11 to 15 on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Learn the process of making carving • Safe handling of equipment • Create simple carvings • Create models using clay, wood, sticks, shells, chunks found in the environment 	<ul style="list-style-type: none"> • Discuss safe handling of equipment • Describe the processes of making carving • Make models • Collect waste materials 	<ul style="list-style-type: none"> • Respect craft • Value craft • Safe use of equipment • Respect for different styles
<p>Assessment Tasks:</p> <ol style="list-style-type: none"> 1. Identify all the safety rules when handling sharp or dangerous tools and equipment. 2. Creating a mini carving of a familiar image. 		

Strand 2: Performing Arts**Content Standard:** 4.2.1**Performance Standards:** a, b, c, d, e, f**Unit 3: Music****Topic:** Listening and Responding

to Music

(*note: this KSAV covers lessons **16** to **31** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Focus and listen to rhythmic musical excerpts or sound patterns Differentiate between beats and rhythms Interpret the sounds and their meaning in the environment e.g.: willy wagtail- reveals dawn of a new day Use sounds from instruments to match various sounds with sound pictures Identify range of music and excerpts (musical sound) Steady beats 	<ul style="list-style-type: none"> Discussing Differentiate and explaining Active listening Listen and compare Differentiate between steady and unsteady beats 	<ul style="list-style-type: none"> Respond to music Express opinions Compare examples of music Appreciate how music affects moods and emotions
Assessment Tasks: <ol style="list-style-type: none"> Name and describe a few sounds in the surrounding environment. State the difference between music with a steady beat and music without a steady beat. 		

Strand 2: Performing Arts**Content Standards:** 4.2.2**Performance Standard:** a, b, c, d, e**Unit 3: Music****Topic:** Performing a Simple Song(*note: this KSAV covers lessons **32** to **47** on the yearly, termly and weekly overview)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Representation of rhythm and pitch Increase vocal control and growing range of song and melodies Sing known songs with tune and untuned songs Differentiate between beats and rhythms eg: march to the beats while clapping rhythms Popular tunes Perform familiar rhythms from memory or notation (paper) Sing simple tunes combining rhythms and pitch Use percussions instruments to accompany songs or rhythm chants Voice warm-up 	<ul style="list-style-type: none"> Identifying Creating Recognise and matching Understanding Performing Singing moving 	<ul style="list-style-type: none"> Work in groups Body preparation Respect for different styles Voice preparation
Assessment Tasks: <ol style="list-style-type: none"> Perform a known song with tune and un tuned instruments. Recognize simple tunes on paper and sing it correctly. 		

Strand 2: Performing Arts
Content Standard: 4.2.3
Performance Standards: a, b, c, d, e, f, g

Unit 3: Music
Topic: Composing Music

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> How to create rhythmic and melodic patterns in their arts Know song from variety of source Traditional Modern Use sounds to illustrate Create short musical piece with musical elements (instrument, sounds, melody, rhythm style) Create simple melodic and rhythm patterns, using voices, body percussion and instruments sing-sing conversation Evaluate other students work and own work Create graphic symbols and standard notation to represent sounds Use electronic media to record composition. 	<ul style="list-style-type: none"> Creating Discussing Selecting Illustrating Inventing Recalling Creating melody Rhythm patterns Self-evaluating Creating graphic symbols recording 	<ul style="list-style-type: none"> Voice preparation Work in groups Respect for different style
<p>Assessment Task:</p> <ol style="list-style-type: none"> Critic and analyse the appropriateness and effectiveness of their composed or improvised artwork. 		

Strand 2: Performing Arts
Content Standard: 4.2.4
Performance Standards: a, b, c

Unit 4: Dance
Topic: Traditional Dances

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> PNG traditional dances have customs and protocols Different y types of traditional dances in P.N.G Perform short traditional dances Listen to other traditional presentation 	<ul style="list-style-type: none"> Identifying Selecting Performing Listening 	<ul style="list-style-type: none"> Work in groups Body presentation Voice presentation Appreciate work of performers Respect culture and customs
<p>Assessment Task:</p> <ol style="list-style-type: none"> Research and present findings of local customs and protocols in a PNG traditional dance. 		

Strand 2: Performing Arts
Content Standard: 4.2.5
Performance Standards: a, b

Unit 4: Dance
Topic: Ethnic Fusion

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Know and perform short dance piece Critic the creative dance Compose choreographic contemporary dance using traditional technique 	<ul style="list-style-type: none"> Dancing Planning Discussing Preparing costumes Practise Presenting Observing 	<ul style="list-style-type: none"> Appreciate how dance express mood and emotions Respect for different styles
<p>Assessment Task:</p> <p>1. Perform simple contemporary dance techniques.</p>		

Strand 2: Performing Arts
Content Standard: 4.2.6
Performance Standards: a, b

Unit 4: Dance
Topic: Creating Dance

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Demonstrate improvisation technique on skit base on social issues 	<ul style="list-style-type: none"> Discussing Planning Selecting Preparing Presenting 	<ul style="list-style-type: none"> Working group Co operation Friendship Respect Enjoy
<p>Assessment Task:</p> <p>1. Perform a short creative dance piece.</p>		

Strand 2: Performing Arts
Content Standard: 4.2.7
Performance Standards: a, b, c

Unit 5: Drama
Topic: Improvition

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Themes on community issues: <ul style="list-style-type: none"> Health: malaria, tuberculosis, HIV/AIDS Environment: forestry, mining, fishing, recycling, dangerous wastes Religion Education Law and order: raskols, police violence, domestic violence, robbery 	<ul style="list-style-type: none"> Acting: <ul style="list-style-type: none"> voice, body, actions, concentration, imagination, communication, emotions, character development, following directions, perform with others, use of space, timing, styles 	<ul style="list-style-type: none"> Respect different styles Work in groups Express opinions
<p>Assessment Task:</p> <p>1. Improvise a social issue collaborately.</p>		

Strand 2: Performing Arts
Content Standard: 4.2.8
Performance Standards: a, b, c

Unit 5: Drama
Topic: Character Analysis

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Plan a character analysis of a person Main features of drama characterization physical features Compile character analysis 	<ul style="list-style-type: none"> Observing Constructing Presenting 	<ul style="list-style-type: none"> Creative attitude Respect performers Value characters
<p>Assessment Task:</p> <p>1. Observe and develop a character analysis.</p>		

Strand 2: Performing Arts
Content Standard: 4.2.9
Performance Standards: a, b

Unit 5: Drama
Topic: Costume and Make-up

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

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Know traditional designs • Make-up applications 	<ul style="list-style-type: none"> • Sketching • Shading & colouring • Dressing 	<ul style="list-style-type: none"> • Appreciate actors/resses
<p>Assessment Tasks:</p> <ol style="list-style-type: none"> 1. Discuss and identify the role of costumes and make-ups in drama. 2. Apply make-up using traditional or modern materials. 		

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.

Body parts of a Guided Lesson

Parts of the guided lesson	Purpose	Sample
Lesson No.#	This is the lesson number	Lesson#:1
Strand	Indicates the main concept in the syllabus	Visual Arts
Unit	The unit is derived from the strand which is taken from the syllabus	Arts
Content Standard	Shows the links between the syllabus and the lesson and describes students learning achievements	4.1.1 Demonstrate the understanding of the different characteristics of lines and their uses
Performance Standard	Shows the links between the Content Standard and the lesson and describes students learning achievements	4.1.1a Use different types of lines and their characteristics to create designs
Lesson title	This is the heading of the lesson	Draw creative drawings with the use of shapes and lines.
Learning objective	This describes what students should learn by the end of the lesson	•Identify and draw the different types of lines confidentially

Parts of the guided lesson	Purpose	Sample		
Knowledge, Skills, Attitudes and Values (KSAV)	Important rules and main key knowledge, skills, attitudes and values students will learn, perform or display in the lesson	Knowledge	Skills	Attitudes / Values
		*Identify different types of lines. *Describe the different characteristics of lines. *Effective use of line as a fundamental drawing and designing element in arts- Types of lines; -Straight. -Curve. -Vertical -Diagonal -zigzag	*Identify types of lines. *Use to develop basic drawings. *Designing simple patterns with lines	*Appreciate their values and importance in art *Confident in using them effectively
Assessment tasks	Highlights the assessment tasks to be completed during or after the lesson	Written test at the end of the unit or assess the students sketch diagrams using a checklist.		
Time:	Shows the duration of the lesson	30 minutes		
Reference/Resource materials	This describes the source of information for developing the lesson and or materials needed for the lesson	Arts syllabus, 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 No: _____ **Lesson title:** _____

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

Content Standard: _____

Performance Standard: _____

Learning Objective: _____

Key concepts:

Knowledge	Skills	Attitudes/Values

Assessment Task:

Time: _____ minutes

Resource materials/Reference:

Teacher's Note:

Teaching and learning activities:

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

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.1.1a

Sample 1

Lesson No: 1 **Lesson Title:** Draw creative drawings with the use of shapes and lines.

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

Content Standard: 4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.

Performance Standard: 4.1.1a Use different types of lines and their characteristics to create designs.

Objective: By the end of the lesson, the students will be able to:
- Identify and draw the different types of lines confidently

Key concepts

- Familiar with the different types of lines in drawing and designing
- Know the importance of lines as a fundamental element in arts.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Identify different types of lines • Describe the different characteristics of lines. • Effective use of line as a fundamental drawing and designing element in arts • Types of lines; <ul style="list-style-type: none"> - Straight. - Curve. - Vertical - Diagonal - Zigzag 	<ul style="list-style-type: none"> • Identify types of lines • Use to develop basic drawings • Designing simple patterns with lines 	<ul style="list-style-type: none"> • Appreciate their values and importance in art • Confident in using them effectively

Assessment Task: Combine the use of lines and shapes to create a design to communicate a theme or message.

Time: 30 minutes

Resource materials/Refernce:

- Chart on different lines as seen in the students' activity

Teacher's Note:

1. Chart: prepare your chart based on these sample lines.\

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> Class to copy them down and name them 	<ul style="list-style-type: none"> Ask students to come to the front and draw the common types of lines
Body Time: 20 minutes	<ul style="list-style-type: none"> Ask students to come forward to draw the different types of lines on the black board Now ask the students to copy the diagrams into their exercise books. 	<ul style="list-style-type: none"> Selected students draw on the black board the following lines Now put up the chart to display all the samples and their characteristics and names Then put up the chart to allow students to make comparisons and see whether they have identified all these common types Students copy the different lines.
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> Draw the lines confidently by following the instructions given by the teacher Confidently explain the types of lines they have drawn 	<ul style="list-style-type: none"> Give three instructions to the students to draw the different types of lines without looking at the chart Ask students to explain the type of lines they have drawn

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.1.1b**Sample 2****Lesson#:** 2**Lesson Title:** Geomatic patterns**Strand 1:** Visual Arts**Unit 1:** Arts**Topic:** Drawing

Content Standard: 4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.

Performance Standards: 4.1.1b Use lines in creating geometrical patterns.

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

- use lines effectively to draw different shapes and objects seen

Key concepts:

- Different lines and their characteristics
- Use of the lines in drawing
- Application of creativity

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Different types of shapes and sizes • Designing and drawing 	<ul style="list-style-type: none"> • Seeing and drawing common and familiar shapes • Drawing from experiences. . 	<ul style="list-style-type: none"> • Develop appreciation on the use of different shapes to produce a form

Assessment Task: Use lines to produce geometrical shapes and colour them.

Time: 30 minutes

Resource Material/Reference:

- Drawing books as references to allow students to build ideas quickly.
- Teachers Note
- Then show them example of a design concept and students can start their artwork.
- Make available paints too, to allow

Teacher's Note:

1. Prepare chart of organic and geomatic lines, shapes and forms

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
<p>Introduction</p> <p>Time: 5 minutes</p>	<ul style="list-style-type: none"> Students scribble on paper different lines and shapes 	<ul style="list-style-type: none"> Tell students to draw different types of shapes sizes. Explain and tell them to apply basic shading and colouring to their finish artwork
<p>Body</p> <p>Time: 20 minutes</p>	<ul style="list-style-type: none"> Use the information on the different shapes and develop their artwork or designs sample design combining variety of shapes <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>artwork 1</p>  </div> <div style="text-align: center;"> <p>art work 2</p>  </div> </div>	<ul style="list-style-type: none"> Differentiate the two aspects of shapes below Uncontrolled also known as natural shapes and don't have name, they can be named according to their representational characteristics if e.g. A shape shows a leaf Controlled shapes also called geometrical and have names.
<p>Conclusion</p> <p>Time: 5 minutes</p>	<ul style="list-style-type: none"> Present artworks to be pasted or pinned on the walls 	<p>ORGANIC AND GEOMETRIC SHAPES AND FORMS</p> <p>Organic shapes and forms are the naturally occurring ones, such as leaves, fruit, and shells. Geometric shapes and forms are those which can be constructed, such as squares, circles, and cubes. Organic and geometric shapes and forms can be used as a basis for design work.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p>ORGANIC SHAPES AND FORMS</p> <p>The shapes and forms in nature are many and various. Some objects have a strong geometric basis. The honeycomb of bees, for example, is a set of hexagons. And the shell of a snail forms a beautiful spiral. But others have little geometric basis, such as the patterns of tree bark and the patterns on pebbles.</p>  <p>ORGANIC DESIGN</p> <p>Natural objects can be excellent inspiration for shapes, forms, and decorations. You can either simplify or stylize to use them effectively.</p> <ul style="list-style-type: none"> chart of organic and geometric lines, shapes and forms

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.1.1c**Sample 3**

Lesson#: 3 **Lesson Title:** Creating a 3D form in drawing types of lines

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

Content Standard: 4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.

Performance Standards: 4.1.1c Draw and apply shading to create 3D effects on the images

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

- enjoy drawing and shading
- see and draw still life objects.

Key concepts:

- Drawing images life
- Shading techniques

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Shading techniques: <ul style="list-style-type: none"> - Shading with colours - shading with mediums available such as crayons, pencils etc. 	<ul style="list-style-type: none"> • Drawing objects of interest life • See and draw images • Creating simple 3d drawings • Shading images. 	<ul style="list-style-type: none"> • Develop interest in art of drawing • Apply correct shading techniques

Assessment Task: Combine the use of lines and shapes to create a design to communicate a theme or message.

Time: 30 minutes

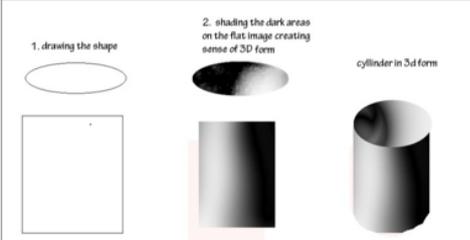
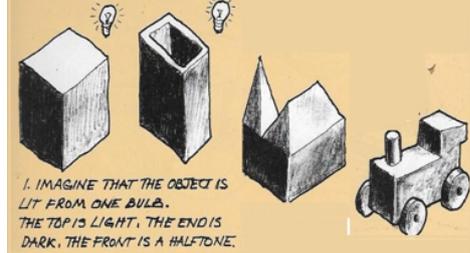
Resource Material/Reference:

- Sample aid on tonal scale
- Pencils, crayons, blank A4 papers for students.
- Design & Realization book by Adrian Marden pg.59
- Expressive Arts Resource Book 1 pg.32 - 33

Teacher's Note:

1. Prepare sample work on the tonal scale for class illustration.
2. An A3 chart for demonstration on shading an image

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> Basic understanding of light and shade e.g. When the light shines one side of an object, the opposite side remains dark. So shade one side of the image that is dark to easily produce the form 	<ul style="list-style-type: none"> Tell students to draw objects that are stationed within and around the classroom like chairs, tables, flowers, flower vase etc. Tell student to follow these guide to apply tone correctly on ti their image when drawing
Body Time: 20 minutes	<ul style="list-style-type: none"> Students do their drawings watch demonstration. Students follow these basic steps Steps leading to a 3D form; <ol style="list-style-type: none"> Draw an image or a shape. Shade one side of the image using their experience 	<ul style="list-style-type: none"> Explain the processes involve in shading and show basic shading techniques <p>Techniques:</p> <ol style="list-style-type: none"> Shading and smudging- is shading and rubbing using your finger to blend the tone to smooth out the tone or blend tone and texture. Shading with line – can be done with any drawing medium such as pencil, colour pencil, crayons etc. <p>e.g. hatching and cross hatching - involves use of lines</p> <ul style="list-style-type: none"> Encourage the use of colour to apply the tone as well.
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> Follow steps learnt in shading and apply the tone to the correct side of the image on the paper. Steps: <ol style="list-style-type: none"> Draw the image. Shade one side imagine light approaching from the opposite side and angle. Build up the tone gradually from light to dark Note; light tone is close to the light. Dark tone is a way from the light. 	<ul style="list-style-type: none"> Show 3d shading samples to students  

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.1.1d

Sample 4

Lesson#: 6

Lesson Title: Create imaginary designs using variety of lines characteristics

Strand 1: Visual Arts

Unit 1: Arts

Topic: Drawing

Content Standard: 4.1.1 Demonstrate understanding of the different characteristics of lines and their uses.

Performance Standards: 4.1.1d Develop creative drawings combining line and tone using geometrical or natural shapes and forms.

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

- add shade to patterns using four different methods..

Key concepts:

- Drawing life images
- Shading techniques

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
Shading methods: <ul style="list-style-type: none"> • With lines • Use of cross hatching • Complete shading with dots 	<ul style="list-style-type: none"> • Drawing objects of interest life • See and draw images • Creating simple 3d drawings • Shading images. 	<ul style="list-style-type: none"> • Develop interest in art of drawing • Apply correct shading techniques

Assessment Task: Combine the use of lines and shapes to create a design to communicate a theme or message.

Time: 30 minutes

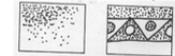
Resource Material/Reference:

- Sample aid on tonal scale
- Pencils, crayons, blank A4 papers for students.

Teacher's Note:

1. Prepare sample work on the tonal scale for class illustration .
2. An A3 chart for demonstration on shading an image

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> Students watch demonstration by the teacher. Students then develop their own 	<ul style="list-style-type: none"> On an A4 paper, tell students to draw an object, repeat the same image 4 times.
Body Time: 20 minutes	<ul style="list-style-type: none"> Develop the design pattern Repeat the same pattern on 4 separate A4 papers. Apply the four methods of shading: <ol style="list-style-type: none"> Use of line. Use of cross-hatching. Use of complete shading. Shading with dots. 	<ul style="list-style-type: none"> Explain the four methods of shading Tell the students to apply the 4 methods below separately to each image.
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> Practice shading with the four methods below. 	<p>Explain and demonstrate the four methods of shading shown here:</p> <p>SHADE USING LINE 1. You can shade an area by placing lines close together. To make a light area, put the lines further apart. For a darker area, put the lines close together.</p>  <p>2. SHADING BY CROSS-HATCHING Shading by cross-hatching, that means drawing many lines</p>  <p>3. COMPLETE SHADING Complete shading using side of the pencil</p>  <p>4. SHADING WITH DOTS You can shade in an area by using many small dots.</p> 

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.1.2a**Sample 5****Lesson#:** 7**Lesson Title:** Painting mediums**Strand 1:** Visual Arts**Unit 1:** Arts**Topic:** Painting**Content Standard: 4.1.2** Mix primary colours and create colour groups of secondary and tertiary colours**Performance Standards: 4.1.2a** Demonstrate understanding of types of painting mediums used in painting such as acrylic and water colour**Learning Objective:** By the end of the lesson, the students will be able to:

- Identify and use some basic mediums of painting to paint

Key concepts:

- Paint is colored liquid put on a surface. Painting is the picture that has been painted
- All artists use acrylic and water colors to paint the art work. Acrylic paint is oil based and contains mostly the primary colors of blue, red and yellow.
- Water colors also contain the primary colors but are also called water base because water is used when mixing and its easily removed by water.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Acrylic paints and water colors are water base paints and also contain the primary colours. • The mediums of painting are the acrylic paints, water colours, paintbrush, paper and other surfaces • Identify primary colours 	<ul style="list-style-type: none"> • Brainstorming • Using right painting mediums • Mixing colours • Use color wheel to mix secondary colours 	<ul style="list-style-type: none"> • Value the importance of the painting mediums • Appreciate the work of art in painting

Assessment Task: Create a colour wheel chart using primary colours to produce secondary colours.**Time:** 30 minutes**Resource Material/Reference:**

- Paintbrushes, acrylic paints, water colours, A4 papers, cardboards, colour pallettes, water containers, cups, rags, colouring activity books

Teacher's Note:

1. Sample activity – mediums of painting (Grade 4.1.2 lesson 1)

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
<p>Introduction</p> <p>Time: 5 minutes</p>	<ul style="list-style-type: none"> • Listen and answer questions • Get into groups 	<ul style="list-style-type: none"> • Teachers introduces the following vocabularies: <ul style="list-style-type: none"> - cool colours - earth colours - local colours - complementary colours - tone - value • Show the colour wheel • Explain and show the different mediums of painting which are the acrylic, water colours, paintbrush and paper. The painting mediums contain chemical and is expensive to purchase. A small amount is poured into the containers when mixing.
<p>Body</p> <p>Time: 20 minutes</p>	<ul style="list-style-type: none"> • Colour in groups using the colour wheel • Colours pictures based on themes given according to the handouts. The colouring should contain cool colours, earth colours, local colours and primary colours. 	<ul style="list-style-type: none"> • Use colour wheel to identify primary and secondary colors • Mix colours using the colour wheel • Send children into groups and supervise group work
<p>Conclusion</p> <p>Time: 5 minutes</p>	<ul style="list-style-type: none"> • Explain group painting to the class • Hand in all group work to be pinned on the wall. 	<ul style="list-style-type: none"> • Select the best for sale • Commend all group work when collecting

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.1.3c**Sample 6****Lesson# :** 13**Lesson Title:** Clay models**Strand 1:** Visual Arts**Unit 2:** Craft**Topic:** Modelling

Content Standard: 4.1.3 Demonstrate understanding of the art of carving and its processes.

Performance Standard: 4.1.3c Make models using clay, wood, sticks, shells, grass, soaps and usefull materials found around the environment.

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

- identify various arts and crafts
- know that people who carve are carvers
- carvings are decorations
- carvings are made from special woods

Key concepts:

- Carvings are artifacts
- Carving are special traditional ritual / initiation images
- Carvings can be sold to earn money

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Making craft products from clay • Wet clays can join and become permanent when dry • Woods, sticks, shells and grass can stick to clay • Soaps can be carved 	<ul style="list-style-type: none"> • Carving • Patching and joining • Moulding 	<ul style="list-style-type: none"> • Value craft • Appreciate making craft • Value clay soil • Respect potters • Appreciate pottery

Assessment Task: Creating a mini carving of a familiar image

Time: 30 minutes

Resource Material/Reference:

- Clay, wood, sticks, shells, books, pencils, blades, knives, grass and soaps

Teacher's Note:

1. Carvings can be made from timbers wood, In this lesson students will be able to define what carving is and be able to give example of some carvings which they have seen in the markets, villages, etc..
2. Safety remains contain
3. Not all people can carve, when carving people are very carefully

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> • Recap safety rules in modelling with teacher • Identify simple carving materials • Observe the sample of the carvings and the diagrams on the charts. • From the observation the students will have the fair ideas on what to do. 	<ul style="list-style-type: none"> • Go through safety rules with students • Show a simple carving or model • Show the students the sample of a carving and diagram of some different carving so that the students can have the fair ideas
Body Time: 20 minutes	<ul style="list-style-type: none"> • Discuss safety rules and work in groups • Use materials to create a simple carving or model • Can be ask to draw or make simple carvings 	<ul style="list-style-type: none"> • Inform them about the materials they need. • Supervise students and see if the safety rules are been followed while students work
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> • Present work to class their models and models 	<ul style="list-style-type: none"> • Commend students on their work help assist in presentation

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.1d**Sample 7****Lesson#:** 26**Lesson Title:** Responding to musical pieces**Strand 2:** Performing Arts **Unit 3:** Music**Topic:** Listening and Responding**Content Standard: 4.2.1** Listen and respond to rhythmic musical excerpts or sound patterns to differentiate between beats and rhythms.**Performance Standards: 4.2.1d** Listen to and identify a range of short pieces of music or excerpts.**Lesson Objective:** By the end of the lesson, the students will be able to:
- listen to sound and differentiate between types of beats and rhythms.**Key concepts:**

- Listen to rhythmic musical excerpts sound patterns in their favorite songs
- Basic elements of music: rhythms, repeats, various

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Originality of voice • Organizing sound for the music, singers and musician • Basic elements of music: rhythms, repeats, various 	<ul style="list-style-type: none"> • Singing • Listening • Cooperation 	<ul style="list-style-type: none"> • Expression • Respect for different styles • Accept decisions • Appreciate music

Assessment Task: State the difference between music with a steady beat and music without a steady beat.**Time:** 30 minutes**Resource Material/Reference:**

- Mobiles and radios for playing songs. Garamuts, coconut shells, rattles and music videos.

Teacher's Note:

1. A range of short pieces of music or excerpts are origin or composed songs with modern instruments or traditional instruments.
2. This piece of music or excerpts are copied item or pattern
3. Teacher to prepare tape recordings and music video for children to review before actual lesson

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> Follow the teachers instructions 	<ul style="list-style-type: none"> Talk about safety rules on excerpts music, eg: music from TV, books, newspaper Tell the class that they'll go out and discuss about excerpts music & short piece of music
Body Time: 20 minutes	<ul style="list-style-type: none"> Move out of the classroom in their groups List down the good and bad things about excerpt music 	<ul style="list-style-type: none"> Tell the class about the good and bad about excerpt music, eg: the steps or dressing is not excerpted
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> Listen to excerpts musical and other music If time permits, they show some of those music 	<ul style="list-style-type: none"> Tell the group leaders to get the papers and move out for discussion

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.2a**Sample 8****Lesson#:** 34**Lesson Title:** Familiar tunes**Strand 2:** Performing Arts **Unit 3:** Music **Topic:** Performing a song**Content Standard: 4.2.2** Use simple rhythm and pitch; sing known songs with tuned and un-tuned instruments.**Performance standards: 4.2.2a** Recognize and sing with increasing vocal control and confidence a growing range of songs and melodies, playground songs and games, folk tunes, action songs, and popular tunes.**Lesson Objective:** By the end of the lesson, the students will be able to:
- sing familiar songs and use melodies with popular tunes from other sources, nursery rhymes with songs and action songs.**Key concepts:**

- Sing and perform to familiar songs and melodies using popular tunes, say nursery rhymes and play any street games.

Knowledge, Skills, Attitudes and Values (KSAV)

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

Assessment Task: Recognize simple tunes on paper and sing it correctly.**Time:** 30 minutes**Resource Material/Reference:**

- Map of PNG to show where the song comes from. Any local instruments to make music. REF: Primary Arts Syllabus. Pg. 21

Teacher's Note:

1. Perform simple rhythm patterns like observing and taking part.
2. Sing simple songs by listening and playing simple instruments by involving and observing.

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> • Ask children to sing two known songs. • Ask children to play any instruments while singing known songs. Repeat the words after the teacher. 	<ul style="list-style-type: none"> • Sing the song through. • Display the song from the chart. • Sing a known song. • Say the words of the song.
Body Time: 20 minutes	<ul style="list-style-type: none"> • Sing the song verse by verse after the teacher. • Sing the newly taught song. • Sing the corrected verses. 	<ul style="list-style-type: none"> • sing the new song for the children to hear. Tell the children where the song is from and the meaning of the song. Locate the province where the song is from. Teacher sing and students hum the tune. • Sing the words of the song. • Sing verse by verse. • Sing the song through while the students listen.
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> • Sing the song confidently through. • Sing with any instruments available. • Sing the song through. • The class sing the song themselves. 	<ul style="list-style-type: none"> • Correct by repeating the verses that are not sung well.

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.3a**Sample 9****Lesson#:** 50**Lesson Title:** Making a simple melody**Strand 2:** Performing Arts **Unit 3:** Music **Topic:** Composing music**Content Standard: 4.2.3** Apply music elements, various genres, techniques and styles to compose for an audience.**Performance Standards: 4.2.3a** Select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups.**Lesson Objective:** By the end of the lesson, the students will be able to:
- illustrate a character using a variety of human sounds.**Key concepts:**

- Human characters: age, gender, behavior (Lazy, busy, sleepy) race etc.
- Expressing characters: singing like a baby, boy, girl, old people, lazy people, Tolai people etc. Elements and components of music: sound, voice, silence, rhythm, high, low, soft, loud.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Elements of music: sounds, voice, silence, rhythm, high, low, soft, loud. 	<ul style="list-style-type: none"> • Rhythm • Expressing characters using sounds. • Timing • Performing with others 	<ul style="list-style-type: none"> • Voice preparation • Respect for different styles. • Working in groups. • Enjoy and have fun. • Enjoy expressing feelings through sounds.

Assessment Task: Critic and analyse the appropriateness and effectiveness of their composed or improvised artwork.**Time:** 30 minutes**Resource Material/Reference:**

- Arts Teachers Resources Grade 4 by Keith Stebbins 2012 page 83. Human sounds and page 93. 4.5.1
- Materials a familiar song, sentences, or speeches e.g. Good morning, good afternoon etc.

Teacher's Note:

1. The teacher has the flexibility to choose characters. Examples of characters are age (babies, young, old), gender (Male or female). Race (white, black, highlander, Tolai, Kerema,) etc. Teacher must demonstrate and guide students throughout the lesson. Materials speeches and song must be prepared in advance. Rehearsal before presenting the lesson.

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> Students listen and demonstrate after the teacher several times. 	<ul style="list-style-type: none"> Introduce the “lesson topic” and the “objectives”. Teacher demonstrate a baby talking, a boy talking and an old man talking.
Body Time: 20 minutes	<ul style="list-style-type: none"> Students demonstrate each character after the teacher demonstrates. Do warm up: Make high, low, soft sounds or notes, while standing up. e.g greeting “good morning bubu”- as boys, as girl, as an old person, as a lazy person, as people in a hurry, as a race. 	<ul style="list-style-type: none"> Teachers demonstrates each character 2-3 times and students follows. Say “Good morning bubu” <ol style="list-style-type: none"> As boys As girls As old people As a lazy person etc... Tell the students to greet each other in a normal voice. E.g. Good morning John”. Tell the students to great each other like a baby. Tell the students to greet each other like an old man.
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> Students get into their groups. Then make up a speech or greeting and repeat Students to sing the song as boys, girls, old people and as people in a hurry. 	<ul style="list-style-type: none"> Ask students to get into their groups. Then make up a speech or greeting and repeat as above. Go around and supervise. Write the song on the board. Ask the students to sing the song as boys, girls, old people and as people in a hurry.

Teacher’s Reflection/Evaluation:

Guided Lesson Sample for 4.2.3c**Sample 10****Lesson#:** 54**Lesson Title:** What I like about my music**Strand 2:** Performing Arts **Unit 3:** Music **Topic:** Composing music**Content Standard: 4.2.3** Apply music elements, various genres, techniques and styles to compose for an audience.**Performance Standards: 4.2.3c** Recall and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments.**Lesson Objective:** By the end of the lesson, the students will be able to:
- use different body parts to create sounds.**Key concepts:**

- Body parts make different sounds.
- Combine the different sounds.
- One body part makes also many different sounds.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Body parts that makes sounds 	<ul style="list-style-type: none"> • Use body parts to make sounds • Create different sounds. 	<ul style="list-style-type: none"> • Express opinions on sounds • Enjoy taking part in making sounds. • Enjoy discovering and performing sounds in groups.

Assessment Task: Critic and analyse the appropriateness and effectiveness of their composed or improvised artwork.**Time:** 30 minutes**Resource Material/Reference:**

- Picture of body, Lower Primary Syllabus Arts and Crafts first edition.

Teacher's Note:

1. Teacher consider students with special needs. Use only able parts to do this activity.
2. One body part can make different sounds.

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> View the body parts on a chart or poster. 	<ul style="list-style-type: none"> Picture of body parts displayed
Body Time: 20 minutes	<ul style="list-style-type: none"> Name two body parts that produce sounds Teacher chooses a student to clap his or her hands. 	<ul style="list-style-type: none"> Teacher ask student to name two body parts that make sounds. Teacher puts students in groups 'A' and 'B'. Ask them to use two different body parts. Students in group 'A' to use fingers and students in group 'B' to use mouth.
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> Drawing of body parts by the students. 	<ul style="list-style-type: none"> Teacher ask each groups to choose each student from the groups to use different body parts to make different sound, one at a time

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.6**Sample 11**

Lesson#: 70 **Lesson Title:** Create a costume using local designs for a contemporary dancer

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

Content Standard: 3.2.6 Create and perform a dance piece using various dance elements, styles and techniques.

Performance Standards: 3.2.6a Create and perform a short creative dance piece.

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

- create different costumes for using in different creative dance themes.
- be able to do other creative dances apart from their traditional dances

Key concepts:

- Costumes for contemporary dances are different from traditional costumes
- Contemporary dances are modern dances
- Creative dances are created from inspirations and are original

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • New dances • Dance patterns 	<ul style="list-style-type: none"> • Dancing • Creating a dance 	<ul style="list-style-type: none"> • Appreciate different dances • Value traditional dances

Assessment Task: Perform a short creative dance piece.

Time: 30 minutes

Resource Material/Reference:

- Radio for playing music, theme song of dance and speakers
- Contemporary costumes made of local tapa cloth, grass-skirts, arm bands, head dresses

Teacher's Note:

1. The teacher has the flexibility to choose types of contemporary dances.
2. Modern and traditional costumes can be used separately or mixed.
3. Teacher must demonstrate and guide students throughout the lesson. Materials for costumes and songs must be prepared in advance.
4. Rehearsal comes before performing the dance.

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> • Listen and watch to grasp the idea of contemporary dances 	<ul style="list-style-type: none"> • Introduce contemporary dance to students by demonstrating
Body Time: 20 minutes	<ul style="list-style-type: none"> • Students get into groups and select a contemporary dance • Work on dance patterns and discuss contemporary costumes 	<ul style="list-style-type: none"> • Provide types of contemporary dances for groups to choose. • Demonstrate and guide students throughout the lesson
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> • Students practice in groups 	<ul style="list-style-type: none"> • Let students practice in groups

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.7a**Sample 12**

Lesson#: 73 **Lesson Title:** Creative drama on a known Bible story

Strand 2: Performing Arts **Unit 5:** Drama **Topic:** Improvisation

Content Standard: 4.2.7 Use mime to improvise on a social issue

Performance Standards: 4.2.7a Define and identify techniques of Improvisation in drama.

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

- create drama on known reading books
- create drama on social issues as awareness

Key concepts:

- Address social issues through drama
- Drama is a form of medium of instruction and awareness

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Know surrounding issues • Understand what drama is 	<ul style="list-style-type: none"> • Creating drama • Performing • Addressing • Improvising 	<ul style="list-style-type: none"> • Appreciate creative drama • Respect actors

Assessment Task: Improvise a social issue collaborately.

Time: 30 minutes

Resource Material/Reference:

- Bible, Health awareness books, Environmental issue books, School Journals and children reading books

Teacher's Note:

1. Provide children's reading books plus other readable books.
2. Read familiar stories such as 'Jack and the Bean stalk' and explain the logic behind these stories.

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> • Students listen attentively to the Bible story 	<ul style="list-style-type: none"> • Read a known story from the Bible to students such as the 'Birth of Jesus Christ'
Body Time: 20 minutes	<ul style="list-style-type: none"> • Students get into groups and choose a character in the Bible story and create a drama 	<ul style="list-style-type: none"> • Put students in groups to create a drama out of the Bible text read to them
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> • Students present their created drama to class 	<ul style="list-style-type: none"> • Tell students to present their created drama to class

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.8b**Sample 13****Lesson#:** 83**Lesson Title:** A character analysis of my favourite teacher**Strand:** Performing Arts **Unit 5:** Drama **Topic:** Character analysis**Content Standard:** Observe and construct a character analysis of a person.**Performance Standards: 4.2.8b** Identify main physical features in characterization.**Lesson Objective:** By the end of the lesson, the students will be able to:
- identify a character by their physical features**Key concepts:**

- Some characters are developed or influenced by their features, eg; a pot belly man consumes alot of alcohol, a betel-nut stained teeth person chews betel-nuts alot.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Plan a character analysis of a person • Main features of drama characterization physical features • Compile character analysis 	<ul style="list-style-type: none"> • Observing • Constructing • Presenting • Acting 	<ul style="list-style-type: none"> • Creative attitude • Respect performers • Value characters • Respect different characters

Assessment Task: Observe and develop a character analysis.**Time:** 30 minutes**Resource Material/Reference:**

- Notebook, pencil and pen

Teacher's Note:

1. Main physical characters of a person includes the way they walk and talk.
2. The certain type of dressings

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> • Students given time to identify their favourite teachers through the identification done by teacher 	<ul style="list-style-type: none"> • Identify the names of teachers in the school and which grade/class they are taking to the class
Body Time: 20 minutes	<ul style="list-style-type: none"> • Students write the names of their favourite teachers down after the teacher identifies and shows them to class • Students given time to write up a character analysis by identifying the main physical characteristics 	<ul style="list-style-type: none"> • Give a brief description of the teachers to class • Allow students to select their favourite teachers in the school
Conclusion Time: 5 minutes	<ul style="list-style-type: none"> • Students present their character analysis of their favourite teacher to class 	<ul style="list-style-type: none"> • Let students present their character analysis of their favourite teacher to class

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 4.2.9a**Sample 14****Lesson#:** 85**Lesson Title:** Using my local costume design.**Strand 2:** Performing Arts **Unit:** Drama **Topic:** Costume and make-up**Content Standard: 4.2.9** Choose and create a character's costume and make-up.**Performance Standards: 4.2.9a** Identify the role of costume and make-up in drama.**Lesson Objective:** By the end of the lesson, the students will be able to:

- know some Papua New Guinea local costume designs
- different dramas requires different costumes and make-ups

Key concepts:

- Local designs of Papua New Guinea
- Costumes and make-up applications in Performing Arts.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Know traditional costume designs • Make-up applications 	<ul style="list-style-type: none"> • Sketching • Shading & colouring • Dressing 	<ul style="list-style-type: none"> • Appreciate actors/resses • Value drama as a means of communicating information

Assessment Task: Discuss and identify the role of costumes and make-ups in drama.**Time:** 30 minutes**Resource Material/Reference:**

- Papers, pieces of cloth, variety of clothings, markers, face paints, wigs, arm bands, grass-skirts, tapa cloths

Teacher's Note:

1. The theme of the drama determines the types of costumes and make-ups to be used, eg; modern day drama or legends and folklores

Teaching and learning activities:

Lesson part	Students activities	Teacher instruction/information
Introduction Time: 5 minutes	<ul style="list-style-type: none"> • Students get into groups • Students listen and select their characters 	<ul style="list-style-type: none"> • invent a local or international character and introduce it to the class • Divide students into groups
Body Time: 20mins	<ul style="list-style-type: none"> • Work in their groups to create the costume and make-up design of the character given by teacher 	<ul style="list-style-type: none"> • Give a good description of the character's dressing to class, from head down to the feet • Tell students to get in groups and create the character's costumes.
Conclusion Time: 5mins	<ul style="list-style-type: none"> • The group present their character in full costume and make-ups at the end of lesson 	<ul style="list-style-type: none"> • The group to present their character in full costume and make-ups

Teacher's Reflection/Evaluation:

Assessment and Reporting

What is Assessment?

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

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

Purpose of Assessment

The purpose of assessment is to fulfil the following:

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

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

Types of Assessments

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

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

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

Assessment *as* learning

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

Assessment *for* learning

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

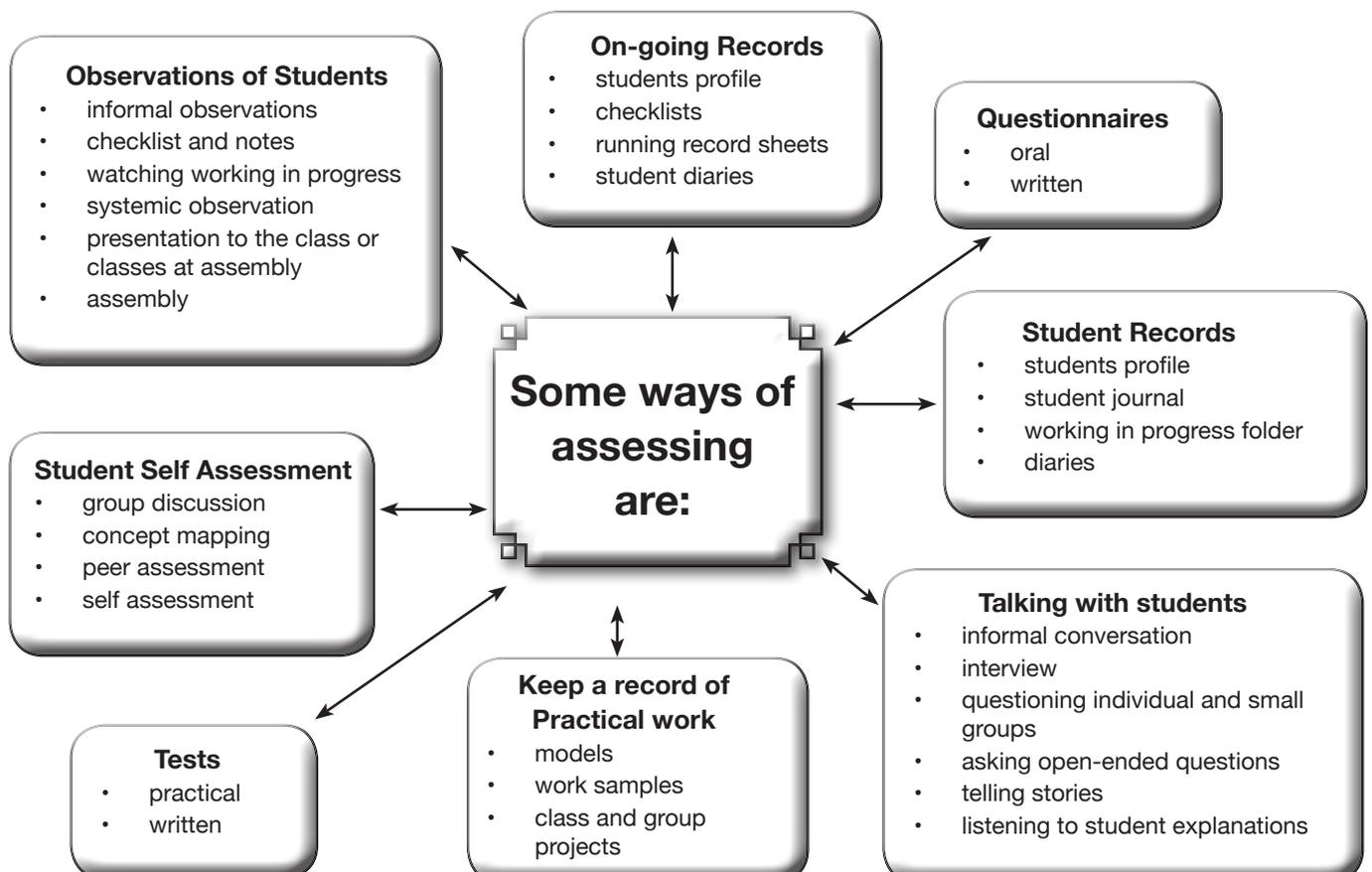
- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there

Assessment *of* learning

Assessment **of** learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams.

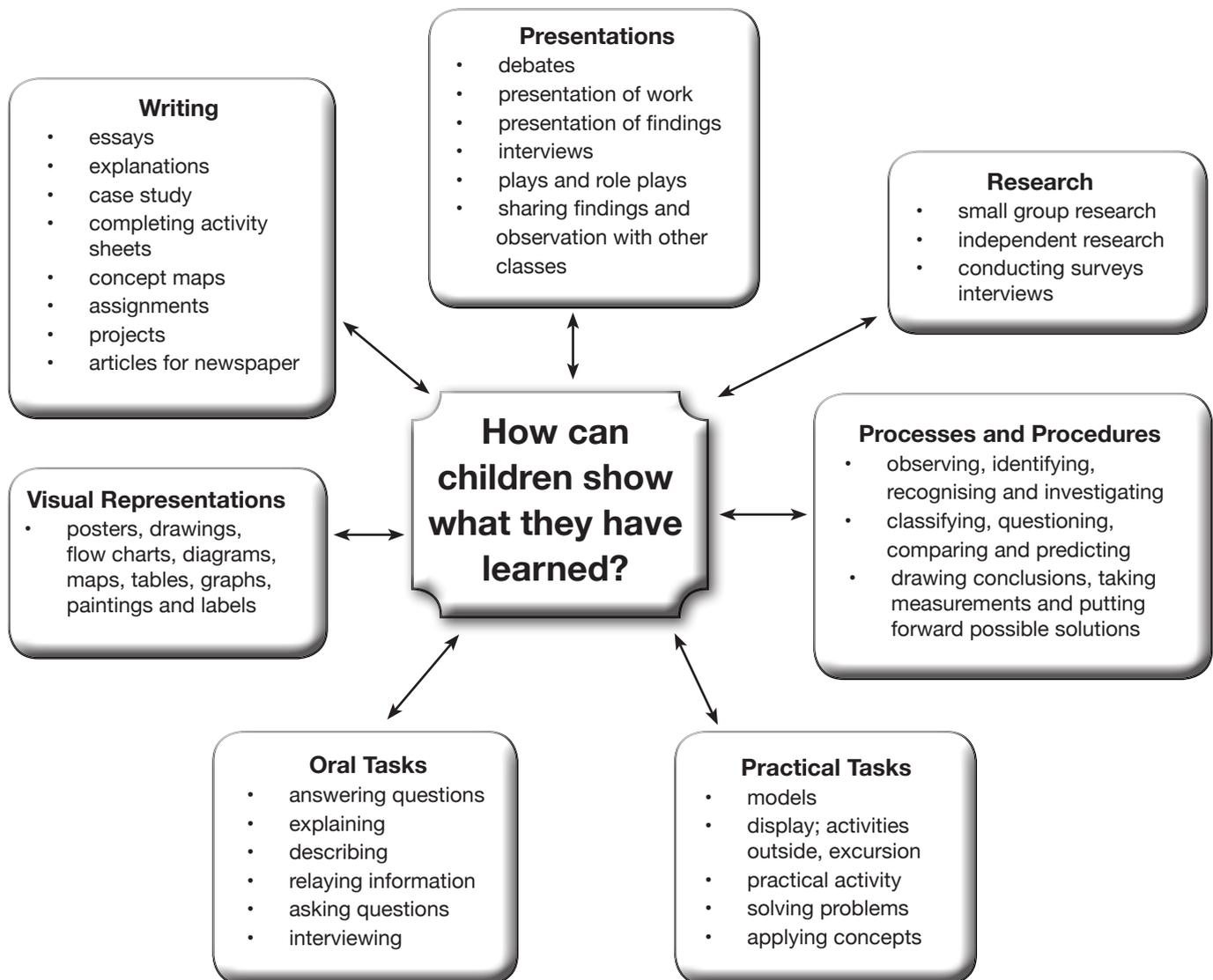
Methods of assessment

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



Recording, Reporting and Evaluating

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



Yearly Assessment Overview

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

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

Week	Lesson # / Title	Performance Standard	Assessment method	Assessment task	Marks
Beginning of Term 1 Assessment					
2	Lesson # 1 Draw creative drawings with the use of shapes and lines	4.1.1a Use different types of lines and their characteristics to create designs.	Analysis of the student work sample Project	2. Combine the use of lines and shapes to create a design to communicate a theme or message.	5 marks
3	Lesson# 5 Drawing shapes and sizes using lines	4..1.1b Use lines in creating geometrical patterns.	Analysis of student answers on the worksheet. Assignment	1. Use lines to produce geometrical shapes and colour them.	5 marks
4	Lesson# 8 Primary Colours Red, Yellow, Blue	4..1.2a Understanding types of painting mediums used in painting such as acrylic, water colour etc....	Analysis of the student work sample Project	1. Create a colour wheel chart using primary colours to produce secondary colours.	10 marks
4	Lesson# 10 It's black, it's white		Analysis of student answers on the worksheet. Assignment	2. Create a grey tonal scale.	10 marks
5	Lesson# 12 What can we carve with?	4..1.3a Discuss the safety rules when handling equipment and identify the materials that can be appropriate..	Analysis of the student work sample Project	1. Identify all the safety rules when handling sharp or dangerous tools and equipment.	10 marks

Week	Lesson # / Title	Performance Standard	Assessment method	Assessment task	Marks
6	Lesson# 14 Chunks of shells and grass.	4.1.3c Create models using clay, wood, sticks, shells, grass and chunks found around the environment.	Analysis of the student work sample Project.	2. Creating a mini carving of a familiar image.	5 marks
7	Lesson# 16 Are you aware of that sound?	4.2.1a Listen to, identify and describe sounds in the environment with increasing awareness.	Analysis of the student Anecdotal notes.	1. Name and describe a few sounds in the surrounding environment.	5 marks
Beginning of Term 2 Assessment					
3	Lesson# 27 Short musical pieces to listen to.	4.2.1d Listen to and identify a range of short pieces of music or excerpts.	Analysis of the student Anecdotal notes.	2. State the difference between music with a steady beat and music without a steady beat.	15 marks
4	Lesson# 30 Let's use beat and rhythm.	4.2.1f Differentiate between steady beat and music without a steady beat.	Analysis of the student Anecdotal notes.	2. State the difference between music with a steady beat and music without a steady beat.	15 marks
9	Lesson# 46 Moving to rhythms.	4.2.2c Identify and perform familiar rhythm patterns from memory and from notation.	Analysis of the student Performances Student Self-Assessment.	1. The students in small groups will attempt to recognize simple tunes on paper and sing it in correctly.	20 marks
Beginning of Term 3 Assessment					
5	Lesson# 56 What I like about our music	4.2.3d Talk about his/her work and the work of other children.	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# 61 Steps to teach a traditional dance	4.2.4a Identify different types of traditional dances in PNG.	Analysis of student work sample - Rubrics	1. Present findings of local customs and protocols in a PNG tradition dance.	15 marks

Week	Lesson # / Title	Performance Standard	Assessment method	Assessment task	Marks
9	Lesson# 66 Customs with traditional costumes	4.2.5a Discuss and Choreograph a contemporary dance using various traditional dance techniques.	Analysis of the student work sample - Performance	1. Perform simple contemporary dance techniques.	20 marks
Beginning of Term 4 Assessment					
2	Lesson# 69 Creating music for a contemporary dance	4.2.6a Create and perform a short creative dance piece.	Analysis of the student work sample Performance	1. Perform a short creative dance piece.	15 marks
4	Lesson# 78 Improvisation technique	4.2.7a Define and identify techniques of Improvisation.	Analysis of the student work sample Performance	1. Improvise a social issue collaboratively.	15 marks
6	Lesson# 83 Character analysis of a good leader	4.2.8b Identify main physical features in characterization.	Analysis of the student work sample – Rubrics	1. Observe and develop a character analysis.	10 marks
8	Lesson# 88 Traditional designs and their meanings	4.2.9b Develop various colors for make-up using natural ink/ paint.	Analysis of the student work sample – Rubrics	1. Discuss and identify the role of costumes and make-up in drama. 2. Apply make-up using traditional or modern materials.	10 marks

Unit Assessment Plan Sample

What to assess		How to assess			When to assess	
Performance Standard	Lesson No.#	Tasks	Criteria	Method	Recording Method	Academic Week
4.1.1 Understand and describe line characteristics such as straight/curve, thick/thin, long/short, vertical/horizontal to draw shapes, patterns and familiar objects.		1. Use different types of lines and their characteristics to create designs. 2. Use lines in creating geometrical patterns.	<u>PART A</u> - construction -correct use of materials (2 marks) - correct construction of : (i) a single liney(2marks) (ii)a double line(2marks) <u>PART B</u> 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: Primary Arts

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

Student Self-Assessment: Group Evaluation (Attitude Domain)

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

Individual Student Assessment: Group Evaluation (Attitude Domain)

Student Name: _____

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

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

Assessment Rubrics samples

Assessment Rubric							
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:

Assessment 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 - craftsmanship	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

Lower primary teacher guide

Drama

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

Dance

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 Singing Bilong Ples*, NDOE, Waigani
 NDOE (1988) *Papua New Guinea Music Collection*, NDOE, Waigani
 NDOE (1986) *Riwain: Papua New Guinea Pop Songs*, NDOE, Waigani

Arts

Community resources

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

Lower primary teacher guide**Craft**

Craftspeople: members of community, artefacts, musical instruments

Household objects: weapons, clothing, bilums, mats

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

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

Newspaper articles: artists, exhibitions, singsings

Photographs: bilas, artefacts, artists

Postage stamps: houses, pots, headdresses, masks

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

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

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

Designing: pencils, ruler, set squares, compass

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

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

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

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

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

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

rags, containers

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

nails, twine, cottonwool, pins, sandpaper

Music

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

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

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

keyboard, electronic instruments

Equipment if available

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

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Glossary

Accent	The emphasis of certain beats or pulses in music by playing them louder than other beats.
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
Enamel	(i) Term to describe a high gloss coating. (ii) Colours that are painted or printed on to steel plates, ceramics or glass and subsequently fired.
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.
Ferrule	The metal tube from which the hairs of a brush protrude.
Film	Layer of surface coating or paint.

Firing	Baking of clay, glass etc. in a kiln.
Fixative	A surface coating which prevents the dusting of pastel, chalk etc.
Form	Three-dimensional appearance.
Glaze	Film of transparent colour laid over a dried under painting. Glossy, impermeable surface coating for fired clay.
Grain	The texture of canvas (e.g. fine grain), or of wood.
Grid	Network of lines especially crossing at right angles.
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).
Hue	(i) The name of a colour eg blue, red, yellow. (ii) Often used by artists' materials manufacturers to indicate the use of a substitute pigment (e.g. Cadmium Yellow Hue).
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 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.
Oil 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 of definite pitch. If it is not possible to hum or sing a sound, it is said to be of 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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