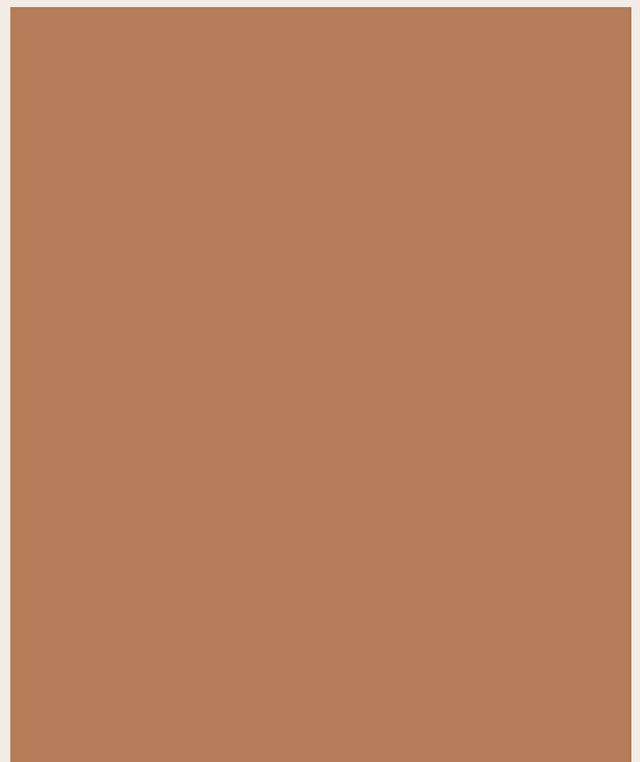


Arts

Teacher Guide

Primary

Grade 5



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Arts Teacher Guide

Primary Grade 5

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

Published in 2017 by the Department of Education, Papua New Guinea

© Copyright 2017, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design & Layout by Vitus Witnes Kanua

ISBN 978-9980-86-587-8

Acknowledgements

The Grade 5 Arts Teacher Guide was developed by the Curriculum Development Division of the Department of Education and was coordinated by Fredrick Soni Kanau with assistance from the Subject Curriculum Group (SCG) members and special Curriculum panel.

Teachers, School Inspectors, Teachers College Lecturers, community members and representatives from other stake holders such as Non-Government Organisations assisted in the development of this Teacher Guide through many workshops, meetings and consultations. They are all acknowledged for their support and contributions.

The Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendation and endorsement of this Teacher Guide.

Contents

Secretary's Message.....	iv
Introduction.....	1
Teaching and Learning.....	7
Planning and Programing.....	14
Content Background.....	27
Guided Lessons.....	45
Assessment and Reporting.....	72
Resources.....	78
Glossary.....	82
References.....	85

Secretary's Message

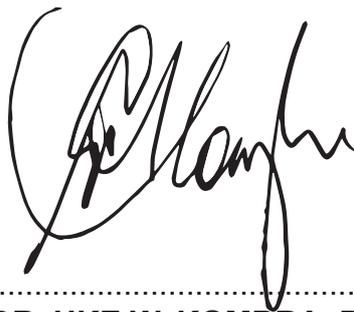
This Arts Teacher Guide for Grade 5 is developed as a support document for the implementation of Arts syllabus for Grades 3, 4 and 5. The document provides guidelines for teachers to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested 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 be 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 5 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 5 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 5 Primary Arts Teacher Guide is intended to help you as the classroom teacher to fully engage and utilize the Syllabus in order to specifically plan and prepare your programs in teaching Arts lessons. This Arts course is a revised version of the Environmental Studies at present in use in schools. Most of the original strands have been replaced and the content placed under specific units and topics. Activities in this Teacher Guide are organised according to strands and units. The two strands are arranged into teaching units for the year. They are as follows:

- 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 that 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 for using art tools, technology, forms and methods in their artistic expressions.

The key features outlined in this section are identified as unique to Arts and important in the planning, development, and implementation of whole school programs. The key features of the Grades 3 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 Junior Primary level. Thus, this Teacher Guide is set out to compliment the Syllabus by encouraging you as a teacher to plan by utilizing the process skills used in Arts, so your students will develop creative ideas in and through Arts.

Process skills used in Arts

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

Discovering	Questioning, seeing afresh, observing, comparing, imagining, discovering options, being open-minded, making associations, seeing possibilities, finding a purpose, 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, experimenting
Evaluating	Responding, criticizing, reflecting, analyzing, assessing, appraising, describing, discussing, interpreting

To help children discover:

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

To help children plan:

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

To help children do:

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

To help children evaluate:

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

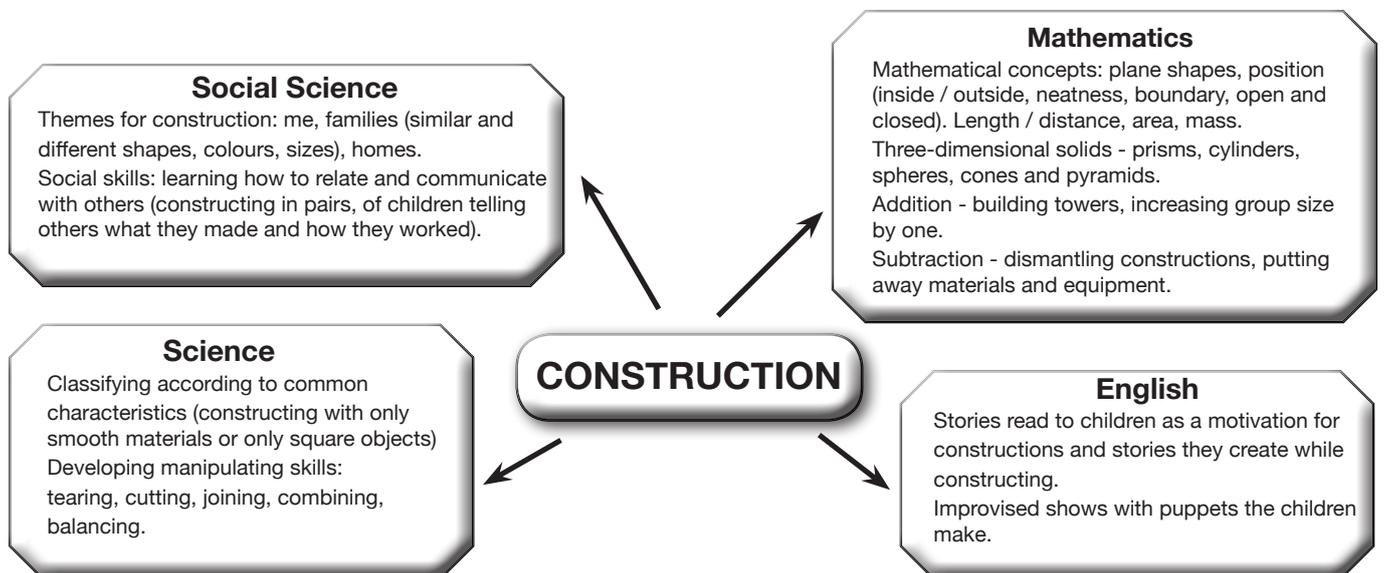
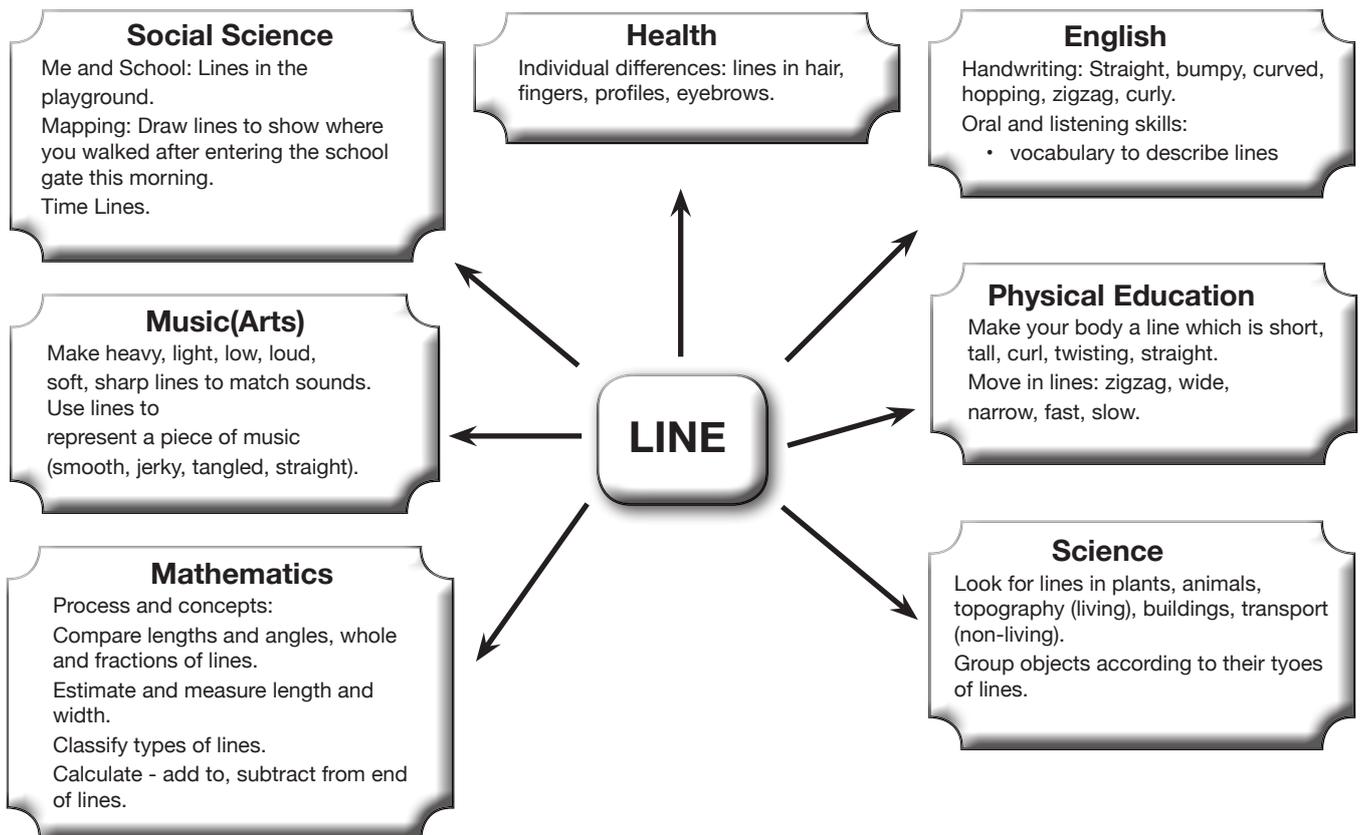
Help children to become responsible and independent workers by asking them to take part in distributing, collecting and storing materials and equipment; cleaning up; and reflecting on the effectiveness of classroom procedures for storing and organising materials. Always consider the safety and health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

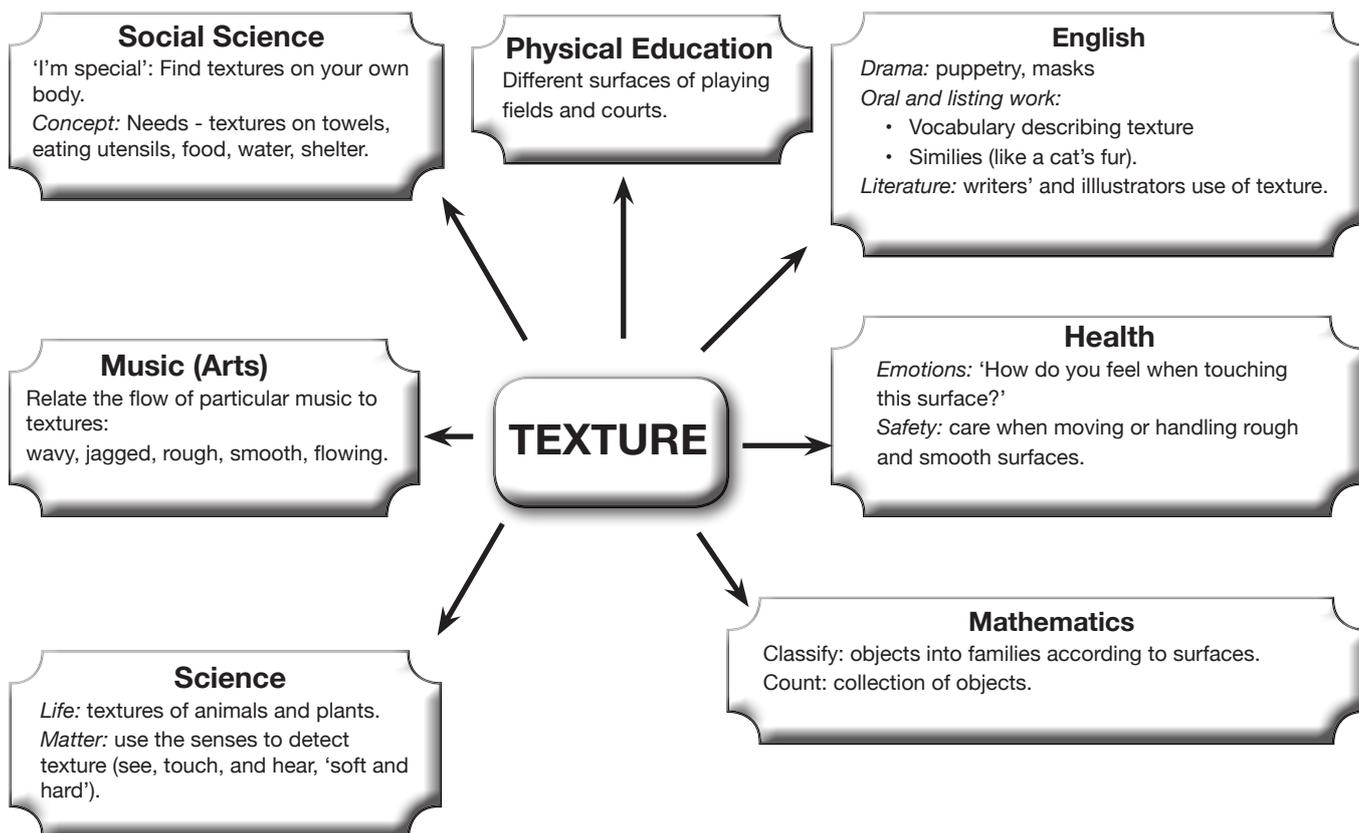
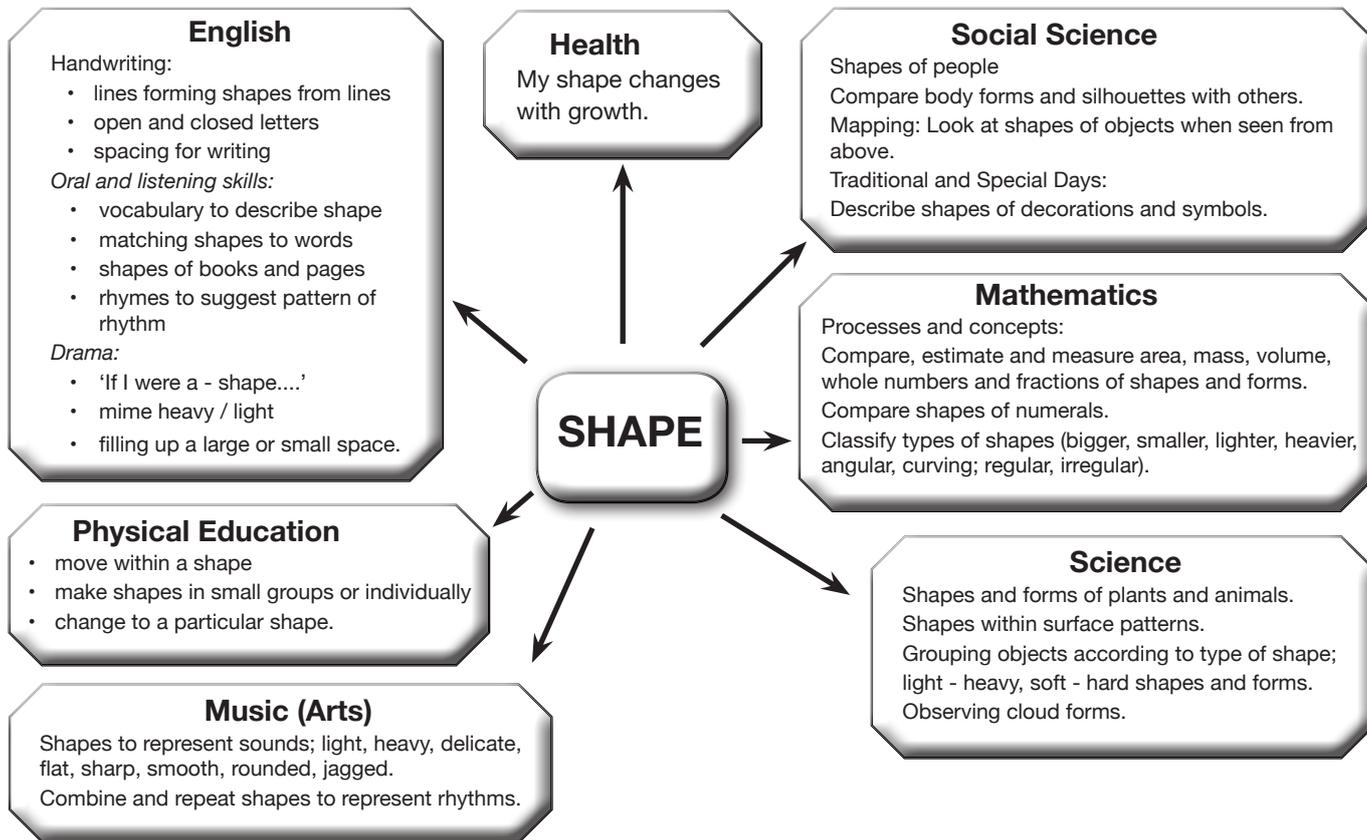
Arts linkage with other subjects

In Papua New Guinea society, drama, dance, music, art and craft are integrated; they are combined or overlap, rather than being separate. The Arts are also an important part of the social and spiritual life of the community. (Lower Primary Arts 2004)

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

Below are the samples given to emphasize the above statement:





Teaching and Learning

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

Types of Strategies and Learning Situations

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

Learning Strategies and Situations

Here are some 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
- 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 be of help to you as a teacher to enhance your students in their learning.

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

Bloom's Taxonomy: Sample questions and learning activities		
Thinking level	Knowing	Understanding
Useful verbs	Copy, Listen, Relate, Trace, Find, Locate, Remember, Write, Know, Look, State, Tell, List, Name	Comprehend, Explain, Outline, Translate, Convert, Express, Restate, Understand, Draw, Interpret, Retell, Describe, Match, Share
Sample questions	<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 2 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

Planning and Programming is important for the teacher to organize the content from the Syllabus to teaching programs with lesson activities to deliver in the classrooms. The program should be plan in consideration with environment and cultural context of the school.

Teachers need to align their teaching programs in line with the National Content Standards in the Arts Syllabus and derive to plan their school curriculum programs and classroom lesson activities.

Teachers have to plan their teaching content and the assessment plans to make sure that relevant strategies are used to measure and achieve the set Content Standards in the two strands in Arts subject. There are some main areas to consider when you are doing your planning and programming of your school year program as;

- Content Overview,
- Yearly Overview,
- Termly Overview,
- Weekly Overview.

Content Overview

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

- Visual Arts,
- Performing Arts

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

Content Overview for Primary Level Grades 3 to 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.

Developing a Yearly Overview

The yearly overview is a must for the teacher to plan and develop that will clearly outline the content overview in the year, by term and the weeks. The key information that forms the content is provided in the syllabus. These are the strand, units, topics, content standards, performance standards and assessment tasks. The syllabus is translated into a delivery plan for use in the classroom for a school year. The yearly overview is a long term plan that provides the clear sequencing of learning content so all content standards is spread fairly throughout the school year. Below is the table that provides the overview of the strands, units, topics and assessment tasks to help with planning and programming.

Unit/Topic Overview

Strand	Unit	Topic	Content Standards
1. Visual Arts	1. Arts	Drawing	5.1.1 Draw and create depths with tonal variation.
1. Visual Arts	1. Arts	Painting	5.1.2 Paint images using different effects.
1. Visual Arts	2. Crafts	Weaving and Modeling	5.1.3 Create simple models and artifacts using appropriate materials.
2. Performing Arts	3. Music	Music Appreciation	5.2.1 Listen and respond to a range of sound sources and musical composition from different cultures.
2. Performing Arts	3. Music	Music Performance	5.2.2 Perform using simple melodic instruments and sing songs for different events.
2. Performing Arts	4. Dance	Creating dance	5.2.3 Create dance patterns using rhythm, body control, timing and expression.
2. Performing Arts	4. Dance	Papua New Guinean Traditional dancers	5.2.4 Research about a past and present Papua New Guinean (PNG) traditional dancer or choreographer in your community.
2. Performing Arts	4. Dance	World famous dancers	5.2.5 Research and identify about past and present dancers or choreographers of the World.
2. Performing Arts	4. Dance	Papua New Guinean Traditional dances	5.2.6 Identify and demonstrate understanding of how to preserve and promote Papua New Guinea (PNG) traditional dances in their locality.
2. Performing Arts	4. Dance	Creative dance	5.2.7 Create a dance about a gender issue using various dance elements.
2. Performing Arts	5. Drama	Papua New Guinean actors and movies	5.2.8 Research about past and present Papua New Guinean actors, movies and their significances.
2. Performing Arts	5. Drama	World famous actors and movies	5.2.9 Research about past and present actors of the World and discuss about known actors, movies, favorite lines and characters.

Sample of Yearly and Termly Plan

Here is a sample of yearly and termly plan outlining the Arts topics to teach throughout the school year. You can use this sample to plan and align the Arts topics for Grade 5 by terms and weeks. Below is the sample outlining the topics.

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 ARTS</i>	1	Topic 5 Music Performance 5.2.2	1	Topic 8 World Famous Dancers 5.2.5	1	Education Week	
2	Topic 1 Drawing 5.1.1	2	Topic 6 Creating Dance 5.2.3	2	National Book Week	2	Topic 11 Papua New Guinean Actors and Movies 5.2.8	
3		3		3				
4	Topic 2 Painting 5.1.2	4		4		4		
5	Topic 3 Weaving and Modelling 5.1.3	5	Topic 7 Papua New Guinean Traditional Dancers 5.2.4	5	Topic 9 Papua New Guinean Traditional Dances 5.2.6	5	Topic 12 World Famous Actors & Movies 5.2.9	
6		6		6				
7	Topic 4 Music Appreciation 5.2.1	7		7		Topic 10 Creative Dance 5.2.7		7
8		8		8				8
9		9		9	Literacy Week	9	<i>School Year Ends</i> <i>Christmas Celebrations</i> School Arts Performance Week & Concerts	
10	Easter School Arts Performance Week & Concerts	10		10	Independence School Arts Performance Week: Exhibitions & Concerts	10		

Arts Proposed Yearly Overview for Grade 5

Term 1							
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title	Total No. of Lessons
1	Registration and Orientation						
2	1. Visual Arts	1. Arts	Drawing	5.1.1a	Lesson 1	Produce tonal scale	3
					Lesson 2	Gradual build up from light tone	
					Lesson 3	Gradual from light tone to dark tone	
3	1. Visual Arts	1. Arts	Drawing	5.1.1b	Lesson 4	Pencil techniques of shading	3
				5.1.1c	Lesson 5	Draw using grid	
				5.1.1d	Lesson 6	One point drawing	
4	1. Visual Arts	1. Arts	Painting	5.1.2a	Lesson 7	Safety in handling painting	3
				5.1.2b	Lesson 8	Different painting mediums	
				5.1.2c	Lesson 9	Practice use other painting techniques	
5	1. Visual Arts	1. Arts	Painting	5.1.2d	Lesson 10	Expanding colour wheel chart	3
				5.1.2e	Lesson 11	Grade tone scale	
		2. Crafts	Weaving and Modelling	5.1.3a	Lesson 12	Create simple models and artifacts	
6	1. Visual Arts	2. Crafts	Weaving and Modelling	5.1.3b	Lesson 13	Making a Pottery	3
					Lesson 14	Construct a model	
				5.1.3c	Lesson 15	Weave with papers	
7	2. Performing Arts	3. Music	Music Appreciation	5.2.1a	Lesson 16	Sources of sounds	3
					Lesson 17	Describe widening sounds	
					Lesson 18	Make varieties of sounds	
8	2. Performing Arts	3. Music	Music Appreciation	5.2.1b	Lesson 19	Different kinds of sounds	3
					Lesson 20	Sounds made by singing voice	
					Lesson 21	Sounds made by speaking voice	
9	School Arts Performance Week: Exhibitions & Concerts						

Term 2

Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title	Total No. of Lessons
1	Review and Planning of Arts Programs						
2	2. Performing Arts	3. Music	Music Appreciation	5.2.1c	Lesson 22	Ways of making sounds	3
					Lesson 23	Use body percussion to make sounds	
					Lesson 24	Make different sounds	
3	2. Performing Arts	3. Music	Music Appreciation	5.2.1d	Lesson 25	Explore ways of making sounds	3
					Lesson 26	Use manufactured items to make sounds	
					Lesson 27	Use local things to make sounds.	
4	2. Performing Arts	3. Music	Music Appreciation	5.2.1e	Lesson 28	Describe music in styles and genres	3
				5.2.1f	Lesson 29	Identify familiar excerpts	
					Lesson 30	Strong and weak beats	
5	2. Performing Arts	3. Music	Music Appreciation	5.2.1g	Lesson 31	Distinguish between sounds	3
				5.2.1h	Lesson 32	Illustrate sounds through gestures	
					Lesson 33	Families of instruments	
6	2. Performing Arts	3. Music	Music Performance	5.2.2a	Lesson 34	Sing repertoire songs	3
					Lesson 35	Sing familiar songs	
					Lesson 36	Sing songs with increasing vocal	
7	2. Performing Arts	3. Music	Music Performance	5.2.2b	Lesson 37	Songs and Games	3
					Lesson 38	Folk tunes from other countries	
					Lesson 39	Action songs & hymns	
8	2. Performing Arts	3. Music	Music Performance	5.2.2c	Lesson 40	Sing rounds or canons	3
					Lesson 41	Sing call and response songs	
					Lesson 42	Sing songs in parts	
9	2. Performing Arts	3. Music	Music Performance	5.2.2d	Lesson 43	Simple hymns	3
				5.2.2e	Lesson 44	Simple carols	
					Lesson 45	Melodic Patterns	
10	School Arts Performance Week: Concerts						

Term 3

Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title	Total No. of Lessons
1	Review and Planning of Arts Programs						
2	2. Performing Arts	3. Music	Composing Music	5.2.2f	Lesson 46	Playing percussion instruments	3
					Lesson 47	Playing melodic instrument	
					Lesson 48	Discover different ways of playing instrument	
3	2. Performing Arts	4. Dance	Creating Dance	5.2.3a	Lesson 49	Body parts	3
					Lesson 50	Let's explore movement	
					Lesson 51	Demonstrate movement skills	
4	2. Performing Arts	4. Dance	Creating Dance	5.2.3b	Lesson 52	Telling stories	3
					Lesson 53	Demonstrate dance sequence	
					Lesson 54	Create dance patterns using body control	
5	2. Performing Arts	4. Dance	Papua New Guinean Traditional Dancers	5.2.4a	Lesson 55	PNG Dancers and Choreographers	3
					Lesson 56	PNG Dancers and Choreographers-Present	
					Lesson 57	PNG Dancers and Choreographers-Past	
6	2. Performing Arts	4. Dance	Papua New Guinean Traditional Dancers	5.2.4b	Lesson 58	Plan traditional dance performance	3
					Lesson 59	Rehearse	
					Lesson 60	Traditional dancers	
7	2. Performing Arts	4. Dance	World Famous Dancers	5.2.5a	Lesson 61	Famous dancers in the world	3
					Lesson 62	World Dancers and Choreographers-Present	
					Lesson 63	World Dancers and Choreographers-Past	
8	2. Performing Arts	4. Dance	World Famous Dancers	5.2.5b	Lesson 64	Plan a modern world dance	3
					Lesson 65	Rehearse	
					Lesson 66	World modern dance	

Term 3

9	2. Performing Arts	4. Dance	Papua New Guinean Traditional Dances	5.2.6a	Lesson 67	Changes in traditional dances	3
					Lesson 68	Ways to preserve PNG traditional dances	
					Lesson 69	Perform a local dance	
10	School Arts Performance Week: Concerts						

Term 4

Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title	Total No. of Lessons
1	Review and Planning of Arts Programs						
2	2. Performing Arts	4. Dance	Papua New Guinean Traditional Dances	5.2.6b	Lesson 70	Benefits of traditional dance	3
					Lesson 71	Create a PNG traditional dance	
					Lesson 72	Preserve traditional dances	
3	2. Performing Arts	4. Dance	Creative dance	5.2.7a	Lesson 73	Benefits of a creative dance	3
					Lesson 74	Application of basic dance elements	
					Lesson 75	Creative dance	
4	2. Performing Arts	4. Dance	Creative dance	5.2.7b	Lesson 76	Explore different dance elements	3
					Lesson 77	Perform different dance element	
					Lesson 78	Create a dance with different elements	
5	2. Performing Arts	5. Drama	Papua New Guinean Actors and Movies	5.2.8a	Lesson 79	Past PNG actors	3
					Lesson 80	Present PNG actors	
					Lesson 81	Benefits of being an actor	
6	2. Performing Arts	5. Drama	Papua New Guinean Actors and Movies	5.2.8b	Lesson 82	Infer and predict about actors in PNG	3
					Lesson 83	Create a play	
					Lesson 84	Present the play	
7	2. Performing Arts	5. Drama	World Famous Actors and Movies	5.2.9a	Lesson 85	The present world actors	3
					Lesson 86	The past world actors	
					Lesson 87	Benefits of being a world actor	
8	2. Performing Arts	5. Drama	World Famous Actors and Movies	5.2.9b	Lesson 88	Past and present actors of the world	3
					Lesson 89	Choose an actor and his/her roles on the stage	
					Lesson 90	Costumes for actors	
9	School Arts rehearsal and testing week						
10	School Arts End of the year Performance						

Termly and Weekly Overview

A termly overview is a plan that every teacher has to develop to outline the Units, Content Standards and Performance Standards for teaching in each week per term. This is the medium term plan that the teacher follows to teach in a term. To compile a Term Overview teachers will need to organize the plan using the:

- Strand
- Units
- Content Standards
- Performance Standards.

It is important to prepare a termly overview for your school for all grade five teachers. As this sample is giving the view that all grade five are teaching according to the content organized in this plan across the nation. This practice is to maintain standards in teaching and learning the content throughout the country.

Sample of a Termly and Weekly Overview

Termly and Weekly Overview								
Week	Strand	Unit	Topic	Content/ Performance Standards	No. of Lessons per Performance Standards	Lesson Title	Total No. of Lessons	
1	Review and Planning of Arts Programs							
2	1. Visual Arts	1. Arts	Drawing	5.1.1a	Lesson 1	Produce tonal scale	3	
					Lesson 2	Gradual build up from light tone		
					Lesson 3	Gradual from light tone to dark tone		
3	1. Visual Arts	1. Arts	Drawing	5.1.1b	Lesson 4	Pencil techniques of shading.	3	
					5.1.1c	Lesson 5		Draw using grid
					5.1.1d	Lesson 6		One point drawing.
4	1. Visual Arts	1. Arts	Painting	5.1.2a	Lesson 7	Safety in handling painting	3	
					5.1.2b	Lesson 8		Different painting mediums
					5.1.2c	Lesson 9		Practice use other painting techniques

Termly and Weekly Overview

5	1. Visual Arts	2. Crafts	Painting & Modelling	5.1.2d	Lesson 10	Expand colour wheel chart	3
				5.1.2e	Lesson 11	Grade tone scale	
				5.1.3a	Lesson 12	Construct a model	
6	1. Visual Arts	2. Crafts	Modelling	5.1.3b	Lesson 13	Making a Pottery	3
					Lesson 14	Create simple models and artifacts	
				5.1.3c	Lesson 15	Weave with papers	
7	2. Performing Arts	3. Music	Appreciation	5.2.1a	Lesson 16	Sources of sounds	3
					Lesson 17	Describe widening sounds	
					Lesson 18	Make varieties of sounds	
8	2. Performing Arts	3. Music	Appreciation	5.2.1b	Lesson 19	Different kinds of sounds	3
					Lesson 20	Sounds made by singing voice	
					Lesson 21	Sounds made by speaking voice	
9	School Arts Performance & Exhibition week						
10							

a. Sample of suggested Weekly Time Allocation

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

Grade 5
150 minutes per week
3 x 40 minutes' lessons L1-VA L2-Music L3-DD
3 Lessons per week 3 x 10 weeks = 30 lessons x 40 mins = 1,200 mins
1 x 30 minutes' Lesson (practical) 1 x 10 weeks = 10 x 30 mins = 300mins

b. Sample of Time Table and Allocation

Here is the sample of the timetable that can guide the teachers to develop their own for their class.

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	

Content Background

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

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

What is Arts?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Does it have to be painstaking to be 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 her use of color, for his 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 the table below.

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 assess 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, content standards in arts subject. Use the table below to guide in planning your teaching programs.

Example:

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Visual Arts	5.1.1	5.1.1a Produce tonal scale: gradual build up from light tone to dark tone	3	<ul style="list-style-type: none"> Know the elements of arts Use of materials and equipment, correctly and safely 	<ul style="list-style-type: none"> Experiment with elements line, shape colour, texture, pattern and tonal shading 	<ul style="list-style-type: none"> Express ideas in art work with positive thinking 	<ul style="list-style-type: none"> Respect and value different art styles; Value their own art work;
	5.1.1	5.1.1b Revise pencil techniques of shading with tonal control and creating depths through space	3	<ul style="list-style-type: none"> Drawing: tracing, shading, sketching Printing: vegetable print, rubbing stencil, dying Accuracy: control coordination 	<ul style="list-style-type: none"> Express own ideas, experiences, beliefs, emotions, create symbol 	<ul style="list-style-type: none"> Express opinions, like preferences 	<ul style="list-style-type: none"> Appreciate their work and of others
	5.1.1	5.1.1c Draw using grid for transferring and manipulating characters	3	<ul style="list-style-type: none"> Collect samples, style, colour, Modern technology: photography, video, computer graphics 	<ul style="list-style-type: none"> Originality new combinations new ideas noble work 	<ul style="list-style-type: none"> Respect and be considerate of their art work and of others 	<ul style="list-style-type: none"> Value art industry: art for sale, national identity, culture, tourism, gifts

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Visual Arts	5.1.1	5.1.1d Demonstrate using one point perspective drawing	3	<ul style="list-style-type: none"> Mixing secondary adjacent colours 	<ul style="list-style-type: none"> Identify the characteristics of each painting medium; Explore mixing the adjacent colours to produce different colours 	<ul style="list-style-type: none"> Apply the correct method and style when using them. Use their manners when engage in activities 	<ul style="list-style-type: none"> Value and appreciate correct volume of mixing paint; Appreciate importance of colours

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Visual Arts	5.1.2	5.1.2a Safety and handling of painting media	3	<ul style="list-style-type: none"> *List the Safety rules; *Observe Personal health and safety; *Observe Handling and of painting medium; *dangerous equipment and risk awareness 	<ul style="list-style-type: none"> *Identify danger prevention; *Observant; *Identifying defaults and risk detection; *Leadership in work place 	<ul style="list-style-type: none"> *Respect others when using arts equipment; *Use manners; Kindness and sharing with politeness; 	<ul style="list-style-type: none"> *Alertness; *Safety consciousness; *Respect; *Caring; *Responsible and value their art work
		5.1.2b Exploring painting with different painting mediums such as water colour, tempera paint and acrylic	3	<ul style="list-style-type: none"> *Know the different painting medium; *Identify characteristics of each type; *List Styles and methods associate with each. 	<ul style="list-style-type: none"> *Identify the characteristics of each painting medium; *Apply the correct method and style when using them. 	<ul style="list-style-type: none"> *Be kind and generous; *Be respectful; *Respect each other; 	<ul style="list-style-type: none"> *Take responsibility; *Care and be orderly and respectful; *Ask questions; *Appreciate the importance of each medium.
		5.1.2c Practice other painting techniques using flat bristle brush and wash technique with water colour (hair/sable) brushes	3	<ul style="list-style-type: none"> *Painting: Brush, mixing, marbling, string pulleys, spraying, blowing, splashing *Present final work effectively <p>Modern technology: photography ,video ,computer graphics</p>	<ul style="list-style-type: none"> *Express own ideas experiences, beliefs, emotions, create symbols. 	<ul style="list-style-type: none"> *Appreciate how art work express :emotion ideas, experiences culture 	<ul style="list-style-type: none"> *Value Culture, art: clan, community, personal, group cooperation, family.
		5.1.2d Expending colour wheel chart	3	<ul style="list-style-type: none"> *interpreting Accuracy: control coordination 	<ul style="list-style-type: none"> *Express ideas clearly communicate to others 	<ul style="list-style-type: none"> *Work and share with others 	<ul style="list-style-type: none"> *Value and respect each other during arts activities

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Visual Arts	5.1.2	5.1.2e Grade tone scale (gradual build-up of a tone with more blue with white).	3	*Designing, measuring, lettering, layout, arranging, pasting, gluing	*Experiment with styles: use symbols imagination realistic, exaggerated sketch practice	*Safe use of equipment's; *Use their manners. *Be kind and obedient.	*Respect and value safety rules during arts lessons;
	5.1.3	5.1.3a Constructing a model of an image using appropriate material	3	*Fold papers into models; *Weave craft using coconut leaves; *Create own craft using traditional methods; *Prepare the models skillfully.	*Constructing by cutting, measuring and joining; *Prepare the braches by removing the skin.	*Appreciate reality using the models. *Be kind and sharing; *Be polite and respectful	*Respect the craft; *Work and share with others; *Value each other's art work.
	5.1.3	5.1.3b Use clay to produce a pottery product	3	*Identify choice of materials: influenced by purpose availability *Follow instructions	*Adaptation-add personal ideas, express culture, make changes.	*Be kind and generous to each other; *Use of maners	Value Art industry: Art for sale, natioal identity, culture, tourism, gifts
	5.1.3	5.1.3c Weaving and threading simple artifacts	3	*Match and thread beads into necklace have valuable importance; *Explore different kinds of necklace used by the particular group; *Create own traditional skills.	*Gather the required seeds, shells and the twine for threading.	*Be obedient and respectful; *Cooperate with each other; *Be kind and sharing of ideas.	*Value craft; *Respect craft; *Respect for different styles.

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.1	5.2.1a Listen and describe a widening variety of sound from an increasing range of sources	3	*Discover Types of sounds; *Identify High, low, rhythmic patterns * Investigate the Sources of sound; * Identify the Musical instruments, made by man and non-man-made sounds	*Demonstrate technical ability in differentiating between musical instrument, man and non-man made sounds;	*Be confident; *Respect others opinions; *Be kind and generous;	*Appreciate different sounds and their sources; *Respect and values others opinions
	5.2.1	5.2.1b Discover different kinds of sounds that the singing voice and the speaking voice can make	3	*Identify Voice,low ,hum,sing,speak, chant,whisper,whistle, buzz, tune, control	*Create sounds using singing voice; *Identify sounds using speaking voice	*Be creative and confident; *Appreciate each other's creativity.	*Value voice preparation in songs; *Value voice preparation in speaking.
	5.2.1	5.2.1c Discover ways of making sounds using body percussion, in pairs and small groups	3	*Show Control production, projection, clear, Pronunciation, Feeling, expression	*Use c lapping, body percussion, whistle, *Use volume: loud, soft, change, Louder, softer, emphasis, mood, expression	*Be confident and creative; *Be kind and generous.	*Respect for different styles; *Value their creativity.
	5.2.1	5.2.1d Explore ways of making sounds using manufactured and homemade instruments	3	*Identify styles of music: local, pop ,reggae, Gospel, string band, electric band	*Perform with others; *Play instruments; *Sing	*Share and work in group; *Care of instruments	*Value each other's creativity

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.1	5.2.1e Listen and describe music in various styles and genres, including familiar excerpts, recognizing its function and historical context where appropriate	3	*Explore the purpose; ideas, feelings, culture, advertise, emotions, identity, storytelling, situations	*Invent symbols: loud, soft, high, low, long, short, melody, rhythm pattern	* Be creative; *Respect each other;	*Appreciate how music affects mood and emotions
	5.2.1	5.2.1f Recognise strong and weak beats, illustrating them through gestures,	3	*Identify different types of music beat -silence, strong beat, rhythm, high, low, loud, Soft melody.	*Play an instrument with loud, soft, fast ,high and low pitch -Sing aloud with different tone	* Be kind and respectful; *Be creative and polite.	*Safe use of an instrument *voice preparation
	5.2.1	5.2.1g Distinguish between sounds of different duration(long or short) while listening to music	3	*Explore sounds using different instruments garamut, kundu, bamboo, rattles ,guitar	*Participate in a traditional dance using instruments,	*Appreciate each other's creativity; *Respect and be polite;	*Care for instrument *Value musical sounds *Value each other's work
	5.2.1	5.2.1h Identify some families of instruments	3	*Name and discuss musical events in the community *Sing songs with instruments or dance *Matching sound Pattern of the sound -introduction, body, conclusion.	*Perform a traditional dance *Express feelings *Accuracy *Timing *Perform with others	*Share and work with each other; *Apply use of manners; *Respect each other.	*Work in groups *Appreciate how music affects mood and emotion

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.2	5.2.2a Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression	3	*Compose emotional song with musical instrument *write the song edit, analyze, compile	*Organize sound Rhythm, melody, combine, experiment, sound-scape, write, compose	*Be confident and creative; *Be tolerance.	*Respect for different styles responding for music
	5.2.2	5.2.2b Play songs and games, folk tunes from other countries of church hymns, action songs	3	*Follow songs with an instruments *adding musical pieces align with instrument	*Practice the song with an instrument *putting the music together	*Be creative; *Apply the use of manners.	*Compare example of music *Identify instrument, songs, cultures, melodies, repeated, patterns, and elements of music.
	5.2.2	5.2.2c Sing simple rounds or canons, call-and-response type songs	3	*Discuss and organize class or school musical presentation -songs and instruments -costume -stage preparation -duration	*Play instruments -Phrasing -Technic in music	*Appreciate each other's vocals; *Be kind to each other; *Be cooperative.	*Ideas, use of voice ,choice of instrument Sing with materials
	5.2.2	5.2.2d Sing simple hymns or carols example 'Jingle bells'	3	*Name and list local artists from all regions *Use in new ways new sounds, sound together	*Express music, believes, ideas, story and entrainment	*Appreciate each other's ideas; *Be kind and work as a group.	*Compare own and others music; *Appreciate own and others work.
	5.2.2	5.2.2e Use standard symbols to identify and sing a limited range of notes and melodic patterns	3	*Play different music style, provincial, country, reggae, pop, gospel, blues, jazz	*Clarity of music style Sing song in vernacular and English	*Be alert, *Obedient; *Be creative;	*Follow notation; *Express opinion; *Value each other's creativity

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.2	5.2.2f Discover different ways of playing percussion and melodic instruments	3	*Identify words used in music Styles ,techniques, audience, beat	*Invent new words -define words	*Be appreciative; *Respect each other;	*Respect work of musician Express ideas
	5.2.3	5.2.3a Compose and demonstrate movement skills	3	*Demonstrate different ways you can and you cannot move certain parts of the body *Balancing of different body parts and performing a variety of movement skills with control	*Compose; *Demonstrate	* Be alert, *Obedient; *Be creative; *Be kind and share ideas.	*Accept differences in body movement; *Body preparation *Stay focused when performing a skill to be committed to proper practice of different movements patterns
	5.2.3	5.2.3b Compose and demonstrate dance sequences using rhythm, body control, timing and expression	3	*Perform a complete story in dance; * Select instruments and develop appropriate rhythm patterns to accompany their movements	*Compose, demonstrate, perform a dance	Be alert, *Obedient; *Be creative; *Be kind and promote team spirit	*Work together cooperatively and effectively in groups

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.4	5.2.4a Research and present findings about past and present Papua New Guinea dancers and choreographs	3	*Identify Papua New Guinea Dancers and Choreographers-Past; * Explore Papua New Guinea Dancers and Choreographers-Present	*Discussion, *Identifying; *Researching *Presenting their *Appreciate team work; *Be kind and sharing of ideas; *Be creative; *Respect suggestions and opinions. findings: Profile	*Appreciate team work; *Be kind and sharing of ideas; *Be creative; *Respect suggestions and opinions.	*Appreciate and value the work of the past dancers and choreographers *Respect presentation of others; *Value the dancers and choreographers
	5.2.4	5.2.4b Demonstrate team work harmoniously	3	*Discuss and create a Traditional dance performance *Rehearsing on planned traditional dance *Dance performance	*Planning *organizing *discussing *Organizing and rehearsing; *Performing presenting	*Be kind and generous; *Appreciate each other's work;	*Respect views of others *Value and appreciate; *Team work *Taking ownership and building confidence
	5.2.5	5.2.5a Research and present findings about past and present dances or choreographers of the world	3	*Discuss and identify importance of exploring, learning other world's dancers, their culture and traditional dances	*Explore how to create costumes; *Research and identify different world dancers and cultures.	* Respecting other people's dances and cultures; Be helpful and kind to share ideas; *Be polite.*	*Appreciate others cultures and dances; *Respecting other people; *Appreciate and value the work of the past actions culture

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.5	5.2.5b Demonstrate team work peacefully	3	*Share and work in groups on a selected dance type; *Discuss and prepare customs for the dance; *Rehears the dancing patterns	*Explore the different patterns and styles of a dance	* Be helpful and kind to share ideas; *Be polite.	*Appreciate others cultures and dances;
	5.2.6	5.2.6a Identify changes in the environment causing traditional dances to change it's form	3	*Discuss about the changes in the environment that cause changes to traditional dance	*Investigate different challenges that cause change in traditional dances	*Be respectful to different dances and cultures;	* Value their culture and take ownership;
	5.2.6	5.2.6b List benefits of Papua New Guinea traditional dances	3	*Identify the importance of preserving traditional dances; *Identify the roles of traditional dances; Discuss how to promote traditional dances	*Identify how to create a traditional costume	* Respecting other people's culture; *Be cooperative; *Share and care for each other's culture;	*Appreciate culture; *Value their culture and take ownership; *Working in team;
	5.2.6	5.2.6c Identify ways to preserve traditional dances	3	*Disuss different ways to preserve their traditional cultural dances; *Identify how their village people preserve their traditional dances in the olden days	*Explore different ideas on the importance of traditional dances; *Seclect and Identify the types of paints, designs, dancing patterns and steps used in a dance.	*Respect each other's traditional dances; *Be kind with tolerance; *Apply the use of manners;	*Value their traditional dances; *Appreciate and value all different dances styles; *Be responsible and take leadership roles.

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.7	5.2.7a Observe and identify the application of the basic dance elements in a dance piece	3	*Discuss the importance of identifying elements of creative dances; *Identify the roles of creative dances; *Discuss how to promote creative dances	*Discover how to create a creative dance costume; *Discuss and create a dance in groups.	**Respecting other people's culture in creative dances; *Be obedient and cooperative to share ideas.	*Appreciate culture in creative dance; *Value different ideas from team; *Show respect and politeness.
	5.2.7	5.2.7b Explore and Perform the different dance elements in dance	3	*Identify different elements in dances; *Discuss and create a dancing patterns and steps from a favorite music;	*Explore the different elements in a dance; *Create and perform a dance style; *Identify suitable dancing costumes.	*Be respectful to each other's opinion; *Work in groups and sharing ideas; *Be creative.	*Value different ideas from the team; *Take ownership; *Appreciate different opinions.
	5.2.8	5.2.8a Research and present findings about past and present Papua New Guinea actors	3	*Identify past Papua New Guinea actors such as William Takaku from Bougainville. *Identify present Papua New Guinea actors in PNG such as; Rex Kia from Enga *Research and present findings about Papua New Guinea past and present actors	*Discussing, *Identifying, *Researching *Report and present their findings and profiles	*Apply the use of manners and politeness; *Show cooperation; *Respect opinions from the team members;	*Appreciate and value the work of the past actions; *Respect presentation of other; *Value of Papua New Guinea actors
	5.2.8	5.2.8b Infer and predict about actors and acting in Papua New Guinea	3	*Identify actors and acting in Papua New Guinea	*Predict about the actors and acting in Papua New Guinea	*Appreciate different opinions on actors and acting; *Be polite and respectful	*Be respectful with others opinion; *Value the importance of actors

Strand	Content Standards	Performance Standards	No. of Lessons	Knowledge	Skills	Attitudes	Values
Performing Arts	5.2.9	5.2.9a Research and present findings about past and present actors in the world	3	*Discuss and identify present world actors in the world such as: -Jackie Chan; -Daniel Reddcliff; -Chris Tucker etc.	*Discussing, *Identifying, *Researching	*Be appreciative and share of ideas; *Work in groups and team spirit	*Appreciate and value the work of the past actions
	5.2.9	5.2.9b Identify their roles in film and stage	3	*Discuss and research findings about world actors in the past and present stage as well	*Report their findings and profiles	* Work in groups and team spirit *Apply manners and respect	*Respect presentation of others; *Value the world actors and actress

Guided Lessons

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

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

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

Guided Lesson Template

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

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

Term: _____ **Week:** _____ **Lesson No:** _____

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 5.1.2d**Sample 1****Lesson Title:** Expanding colour wheel chart**Term:** One**Week:** Five**Lesson No:** 10**Strand 1:** Visual Arts**Unit 1:** Arts**Topic:** Painting**Content Standard: 5.1.2** Paint images using different effects and color.**Performance Standard: 5.1.2d** Expanding colour wheel chart.**Objective:** By the end of the lesson, the students will be able to:

- Expand their knowledge on colour development using the colour wheel chart.

Key Concepts:

- Mixing the adjacent colours to produce different hues.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Know the colour wheel 	<ul style="list-style-type: none"> • Mixing secondary adjacent colours • Identify the characteristics of each painting medium • Apply the correct method and style when using them 	<ul style="list-style-type: none"> • Correct volume of mixing paint. • Correct use of medium • Appreciate importance of colours

Assessment Task: Produce a simple colour wheel chart.**Time:** 30 minutes**Resource/Materials:**

- A4 papers, Acrylic paint, Bristle brushes – small to large sizes
- Water containers

Teacher's Note:

1. A practical class and all materials must be ready in time including the equipment.
2. Tell students to get the materials and equipment ready.
3. Explain the processes involved and get them through the processes step by step

Teaching and learning activities

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ul style="list-style-type: none"> Tell students to get the materials and equipment ready. Explain the processes involved and get them into the processes step by step. 	<ol style="list-style-type: none"> Explain the basic processes and the steps involved in producing or expanding the wheel Steps: <ol style="list-style-type: none"> Mix two adjacent colours of the secondary sector to produce the middle hue for each. 	<ul style="list-style-type: none"> Students follow this visual processes and guide to expand and enhance their previous learnt skills of developing the secondary colours.
<p>Body Time: 20 minutes</p> <ul style="list-style-type: none"> Students follow and imitate the teacher on the step by step processes. <p>Steps:</p> <ol style="list-style-type: none"> Draw the colour wheel showing both the inside circle and the outside, centered in the middle. Re divide into various portion for the secondary sector. Mix adjacent colours to produce the middle hues along the secondary sector. 	<ol style="list-style-type: none"> Repeat the process for all 	
<p>Conclusion Time: 5 minutes</p> <ol style="list-style-type: none"> Revise the processes again with the students 		

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.1.2a**Sample 2****Lesson Title:** Safety in handling painting**Term:** One**Week:** Four**Lesson No:** Seven**Strand 1:** Visual Arts**Unit 1:** Arts**Topic:** Painting**Content Standard: 5.1.2** Paint images using different effects and colour**Performance Standard: 5.1.2a** Safety and handling of painting media.**Lesson Objective:** By the end of the lesson, the students will be able to:

- Follow the safety procedure at all times
- Follow and handle paint safely when participating in the lesson.

Key concepts:

- Safety conscious when engaging in painting activities.
- Safety rules

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Safety rules. • Personal health and safety • Handling painting mediums. • Dangerous equipment and risks awareness 	<ul style="list-style-type: none"> • Danger prevention. • Observant. • Identifying defaults and risk detection • Leadership in work place 	<ul style="list-style-type: none"> • Alertness • Safety consciousness • Respect • Caring • Responsible

Assessment Task: Painting a theme based on social issues in the community.**Time:** 30 minutes**Resource/Materials:**

- Chart on safety rules.
- Art environment whether classroom or art room

Teacher's Note:

1. Make available copies of safety rules or develop a chart for students and place it in class after going through with them.

Teaching and learning activities

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ol style="list-style-type: none"> 1. Discuss each safety rules with the students. 2. Ask students also for their response 3. Show dangerous equipment, chemicals and restricted sections in the building which are out of bound due to eminent dangers students are most vulnerable to. 	<ol style="list-style-type: none"> 1. Explain the importance of each safety rules with the students. 2. Discuss in detail areas of emphasize to give more attention and focus. 3. Get students feedback to check their concentration and comprehension 	<ol style="list-style-type: none"> 1. Listen to the teacher. 2. Discuss with the teacher about the importance of paying attention and following the safety rules. 3. Students see physically restricted chemical, equipment and sections of the room.
<p>Body Time: 20 minutes</p> <ol style="list-style-type: none"> 1. Listen and interact in discussions with the teacher on each rule. 2. Ask questions for clarifications. 3. See materials, equipment and other things, or areas of restrictions where students have to observe. 		
<p>Conclusion Time: 5 minutes</p> <ol style="list-style-type: none"> 1. Recap important points on the discussion on the safety rules. 2. As feedback questions 'Why do I have to be safety conscious when doing art activities?' 		

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.1.2b**Sample 3****Lesson Title:** Different painting mediums**Term:** One**Week:** Four**Lesson# :** 8**Strand 1:** Visual Arts**Unit 1:** Arts**Topic:** Painting**Content Standard: 5.1.2** Paint images using different effects and colour**Performance Standard: 5.1.2b** Exploring painting with different painting mediums such as water, colour, tempera paint and acrylic**Objective:** By the end of the lesson, the students will be able to:

- Know the different types of painting medium available.
- Describe each and know their characteristics

Key concepts:

- Types of painting medium.
- Method applied for each or their specific styles and approaches.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Know the different painting medium. • Characteristics of each type. • Styles and methods associated with each. 	<ul style="list-style-type: none"> • Identify the characteristics of each painting medium • Apply the correct method and style when using them 	<ul style="list-style-type: none"> • Take responsibility • Care and be orderly and respectful • Ask questions • Appreciate the importance of each medium

Assessment Task: Painting a theme based on social issues in the community.**Time:** 30 minutes**Material/Reference:**

1. Painting mediums such as acrylic, tempera, water colour, oil paint.
2. Brushes, pallet.
3. Water buckets.
4. Linseed oil

Teachers Note:

Demonstration methods;

1. Acrylic paint is water base and suitable to be used with bristle brush, as it got thick and flat characteristics during applications.
2. Water color contains transparent characteristics and very fluid, use water color or hog hair brush. It uses wash techniques.

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities
Introduction Time: 5 minutes	1. Show students about the different painting medium.	1. Collect their paints starting with acrylic paint and their bristle brush
Body Time: 20 minutes 1. Collect their paints starting with acrylic paint and their bristle brush 2. Apply the correct technique and style of painting to experience its characteristics. 3. Apply the same processes for water colour paint. 4. Apply the same processes for oil paint where possible.	2. Instruct students to get their tables and working areas clear for practices. 3. Remind students before start also about their safety rules and correct attitude before starting.	2. Apply the correct technique and style of painting to experience its characteristics. 3. Apply the same processes for water colour paint. 4. Apply the same processes for oil paint where possible.
Conclusion Time: 5 minutes 1. Clean up and store all materials and equipment 5 minutes before the class ends. 2. Display all artworks.		

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.1.3a**Sample 4****Lesson Title:** Create simple models and artifacts**Term:** One**Week:** Five**Lesson#:** 12**Strand 1:** Arts**Unit 2:** Crafts**Topic:** Weaving and modelling**Content Standard: 5.1.3** Create simple models and artifacts using appropriate materials.**Performance Standards: 5.1.3a** Constructing a model of an image using appropriate materials.**Lesson Objective:** By the end of the lesson, the students will be able to:
- Identify simple modeling skills and make papers models**Key concepts:**

- Modelling is the representation of real object using the materials to symbolize the real objects

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Fold papers into models • Weave craft using coconut leaves • Create own craft using traditional methods • Prepare the models skillfully 	<ul style="list-style-type: none"> • Constructing by cutting, measuring and joining • Prepare the branches by removing the skin 	<ul style="list-style-type: none"> • Respect the craft • Work and share with others • Appreciate reality using the models

Assessment Task: Produce a major clay model using pottery techniques.**Time:** 30 minutes**Materials/Resources:**

- Lower Primary Syllabus for Arts pg. 20, KSA handout, papers, scissor, tree branches, and coconut leaves.

Teacher's Note:

1. Models represent the real objects in an environment. Some models that children can extend to do are aeroplanes, collaging, mobile,

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ul style="list-style-type: none"> State that the day's lesson is about modeling. 	<ul style="list-style-type: none"> Follow by preparing their mobiles in groups Other group members cut and make models of boats, areoplane or fish and decorate the mobile. 	<ul style="list-style-type: none"> Show the branches of the tree been cleaned nicely Makes paper plane by folding the papers Cut out the shape of the fish on the cardboard, paint and hang on the tree
<p>Body Time: 20 minutes</p> <ul style="list-style-type: none"> Teacher show the class the model of a ship and fish to be hung on the mobile tree. 		
<p>Conclusion Time: 5 minutes</p> <ul style="list-style-type: none"> Present model in class 		

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.1.3c**Sample 5****Lesson Title:** Weave with paper**Term:** One**Week:** Six**Lesson#:** 15**Strand 1:** Visual Arts **Unit 2:** Crafts **Topic:** Weaving and modelling**Content Standard: 5.1.3** Create simple models and artifacts using appropriate materials.**Performance Standards: 5.1.3c** Weave and thread simple artifacts.**Lesson Objective:** By the end of the lesson, the students will be able to:
- use the skills of weaving**Key concepts:**

- Constructing and weaving with paper

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Many artifacts are decorated with weaved on baskets and bilums or mats to show the way people lived in the past • The baskets and mats weaved on represents certain clan • The people in the past weave baskets, clothes like grass-skirt to wear during special ceremonies as well as normal dressing • Weaving is a source of Income 	<ul style="list-style-type: none"> • Weaving and follow direction • Use the materials and equipment correctly, greatly, carefully • Choose the correct materials available to weave correctly 	<ul style="list-style-type: none"> • Value the art weaving • Value the art industry for sale • Work and share ideas with others

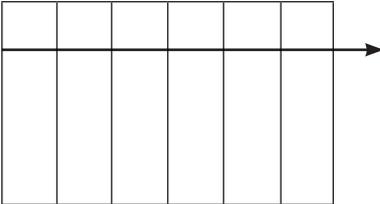
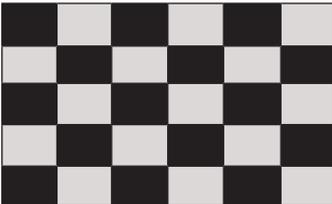
Assessment Task: Produce a bilum, basket or an artifact from a region in Papua New Guinea.**Time:** 30 minutes**Materials/Resources:**

- Papers, Scissors, glue
- Arts Syllabus and KSAV Handout

Teacher's Note:

1. The art of weaving makes products such as mats, baskets and clothes which our people in the past have lived.

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ul style="list-style-type: none"> Display samples or pictures of weaved products 	<ol style="list-style-type: none"> Students follow and weave Students follow and work in groups Apply the skills learn to do other arts products like mats and baskets 	<ol style="list-style-type: none"> Teacher demonstrate the weaving skills using the strips of papers The teacher does the following; <ol style="list-style-type: none"> Fold a piece of paper in half
<p>Body Time: 20 minutes</p> <ul style="list-style-type: none"> Teacher explains and outlines the lesson 	<ol style="list-style-type: none"> Weave with paper Weave with pandanus strips Make patterns while weaving 	<ol style="list-style-type: none"> Rule line across the paper and cut with scissors in vertically lines Open up the paper Weave the cut strips through the slits in the paper to make pattern.
<p>Conclusion Time: 5 minutes</p> <ul style="list-style-type: none"> Students start cutting their papers and weave 	<p>Sample of results:</p> <ol style="list-style-type: none"> Fold paper in half <div style="text-align: center;">  </div> Cut the strips <div style="text-align: center;">  </div> Open to fine long strips <div style="text-align: center;">  </div> Use other coloured strips to weave up and down 	<ol style="list-style-type: none"> Fold back to close and glue the edge Apply the method to weave baskets, ropes and mats at home.

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.2.1a**Sample 6****Lesson Title:** Sources of sounds**Term:** One**Week:** Seven**Lesson#:** 16**Strand 2:** Performing Arts **Unit 3:** Music **Topic:** Music appreciation**Content Standard: 5.2.1** Listen and respond physically to a range of sound sources from other different cultures.**Performance Standards: 5.2.1a** Listen and describe a widening variety of sound from an increasing range of sources.**Lesson Objective:** By the end of the lesson, the students will be able to:
- listen to and describe variety of sounds from different sources within their society and beyond.**Key Concepts:**

- Different sounds - high, low and flat pitch.
- Sources of sounds

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of sounds • High, low, rhythmic patterns • Sources of sound • Musical instruments, man-made and non-man-made sounds. 	<ul style="list-style-type: none"> • Demonstrate technical ability in differentiating between musical instruments, man and non-man made sounds. 	<ul style="list-style-type: none"> • Appreciate different sounds and their sources.

Assessment Task: Group the manufactured and home-made instruments under the following categories; string, wind and percussion**Time:** 30 minutes**Materials/Resources:**

Arts Syllabus 2017

Teacher's Note:

1. Ensure that every student displays the ability to differentiate between different types of sounds and their sources.

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ul style="list-style-type: none"> Ask students to create various sounds using various sources. 	<ul style="list-style-type: none"> Listen to different sounds around them. Identify the different sources of sound. Discuss why the sound, sounds the way it is. 	<ul style="list-style-type: none"> Play the game “Simon says” and ask students to create different sounds using their body parts and object they can find around them. Discuss various sources of sound.
<p>Body Time: 20 minutes</p> <ul style="list-style-type: none"> Ask the students to be silent for 10 minutes and identify the different sounds they can hear around them. 		
<p>Conclusion Time: 5 minutes</p> <ul style="list-style-type: none"> Identify the different sources of sound around them and list them. 		

Teacher’s Reflection/Evaluation:

Guided Lesson Sample for 5.2.2f

Sample 7

Lesson Title: Playing percussion instruments

Term: Three

Week: Two

Lesson#: 46

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

Content Standard: 5.2.2 Perform using instruments and sing songs for different events.

Performance Standards: 5.2.2f Discover different ways of playing percussion and melodic instruments.

Lesson Objective: By the end of the lesson, the students will be able to:
- group instruments according to how the sound is produced.

Key Concepts:

- A rhythm is a pattern of repeated beats
- Know the modern percussion instruments.
- Create a song tune using percussion instruments.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Using sounds in a scripted play. • Create a song tune using a percussion musical instruments. 	<ul style="list-style-type: none"> • Selecting instruments • Creating music • Reading the story in a logical order. • Structuring 	<ul style="list-style-type: none"> • Appreciate performance by group members. • Share and respect their members' ideas. • Express opinion • Care for instruments

Assessment Task: Perform a song with simple melodic instrument in small groups.

Time: 30 minutes

Materials/Resources:

- Arts Teachers Guide, Art Syllabus 2017, Ex-arts syllabus for community school in PNG.

Teacher's Note:

1. Use a particular sound to dramatize the drama in groups.
2. Students dramatize following the sound..

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ul style="list-style-type: none"> Teacher asks anyone to create a percussion sound he/she is familiar with. Students hear and explore. 	<ul style="list-style-type: none"> Students sit and listen to the teacher Students perform their musical drama in groups. 	<ul style="list-style-type: none"> Teacher introduces the lesson Teacher sits and watch the students perform their musical drama.
<p>Body Time: 20 minutes</p> <ul style="list-style-type: none"> Teacher ask few students to create simple known percussion sounds. Students listen carefully and attentively. 		
<p>Conclusion Time: 5 minutes</p> <ul style="list-style-type: none"> Students perform their musical drama 		

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.2.3b**Sample 8****Lesson Title:** Body parts**Term:** Three**Week:** Three**Lesson#:** 49**Strand 2:** Performing Arts **Unit 4:** Dance **Topic:** Creating Dance**Content Standard: 5.2.3** Create dance patterns using rhythm, body control, timing and expression**Performance Standards: 5.2.3b** Compose and demonstrate dance sequences using rhythm, body control, timing and expression.**Lesson Objective:** By the end of the lesson, the students will be able to:

- use different body sounds in groups.
- move different parts of their bodies individually at the same time.

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 sounds • Demonstrate different ways you can and you cannot move certain parts of the body. 	<ul style="list-style-type: none"> • Selecting body parts to make sounds • Creating different sounds • Composing • Demonstrating. 	<ul style="list-style-type: none"> • Express opinions on sounds • Enjoy taking part in sounds • Enjoy discovering and performing sounds in groups • Accept differences in body movement • Body preparation.

Assessment Task: Perform a song with simple melodic instrument in small groups.**Time:** 30 minutes**Materials/Resources:**

- Picture of body, Lower Primary syllabus arts and crafts first edition.
- Dance and movement. Ex-arts resources book 3. pg. 7.8.13. Arts Syllabus 2017 pg. 23.

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.
3. How many ways I can and I cannot move a part of the body e.g.

- Finger, hands.
4. Demonstrate leg movements.
 5. Tell them to consider safety when doing body movement

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities								
<p>Introduction Time: 5 minutes</p> <ul style="list-style-type: none"> • Tell the students that there are some parts of the body that we can move and others where we cannot move them. • Picture of body parts 	<ul style="list-style-type: none"> • Children do the activity on the two columns below in pairs. • Do it repeatedly, swap and take turns until they complete the activity. 	<ul style="list-style-type: none"> • Write the following movements and different ways of performing them on the board in column “A” and “B”. • Tell the children to perform the movement in the ways indicated. One child creates the movement. The other child copies (mirror) the first child movement. Then they swap. <table border="1" data-bbox="1040 891 1471 1209"> <thead> <tr> <th>Movement</th> <th>Performing different ways</th> </tr> </thead> <tbody> <tr> <td>Push/ pull</td> <td rowspan="3">With various parts of the body.</td> </tr> <tr> <td>Shake</td> </tr> <tr> <td>Twist</td> </tr> <tr> <td>rock</td> <td>With weight supports by different levels, in different directions. With various amounts of strength. Slowly quickly.</td> </tr> </tbody> </table>	Movement	Performing different ways	Push/ pull	With various parts of the body.	Shake	Twist	rock	With weight supports by different levels, in different directions. With various amounts of strength. Slowly quickly.
Movement			Performing different ways							
Push/ pull			With various parts of the body.							
Shake										
Twist										
rock	With weight supports by different levels, in different directions. With various amounts of strength. Slowly quickly.									
<p>Body Time: 20 minutes</p> <ul style="list-style-type: none"> • Ask the students to follow the following movements; <ol style="list-style-type: none"> 1. Touch your head with your foot. 2. Put your foot on your shoulders. 3. Lift your hands e.g. in the air sideways as far as possible. 4. Lift your leg in the air sideways as far as possible. 5. Swing your legs forward and backwards. 										
<p>Conclusion Time: 5 minutes</p> <ul style="list-style-type: none"> • Performing in pairs to the class. 										

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.2.3a**Sample 9****Lesson Title:** Let's explore movement**Term:** Three**Week:** Three**Lesson#:** 50**Strand:** Performing Arts**Unit:** Dance**Topic:** Creating dance**Content Standard: 5.2.3** Create dance patterns using rhythm, body control, timing and expression**Performance Standards: 5.2.3a** Compose and demonstrate movement skills.**Lesson Objective:** By the end of the lesson, the students will be able to:
- demonstrate human animal, natural and mechanical things that move, in the world around us.**Key Concepts:**

- Explore movements which the whole body can perform.
- Explore body and the way its different parts can perform.

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Balancing of different body parts • Performing a variety of movement skills with control. 	<ul style="list-style-type: none"> • Composing • Demonstrating 	<ul style="list-style-type: none"> • Stay focused when performing a skill to be committed to proper practice of different movement patterns.

Assessment Task: Perform a song with simple melodic instrument in small groups.**Time:** 30 minutes**Materials/Resources:**

- PE Lower Primary Teachers Guide Trs Coll Student Edition pg. 40-41. Dance & Movement Ex-Arts Resource Book 3, pg. 3 &4

Teacher's Note:

1. The movement of a man fishing is different that of a man dancing.
2. Plants; crawl, climb, grow.
3. Animals; fly, run, walk, hop, crawl.

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities																																				
<p>Introduction Time: 5 minutes</p> <ol style="list-style-type: none"> Teacher explains and outlines the lesson. Ask the children to look around them and name all the different things they can see moving inside and outside the classroom. Children name them. List the names on the board under the list human, animals, natural and mechanical and others. 	<ol style="list-style-type: none"> Students select one animal or others from other places and headings and describe to the class the moves, in as much detail as you can. For example: A butterfly flies forward flutters its wings, turn, spins, moves changing directions at different heights, along different parts, up and down, here and there, with wings opening and closing, gentle and fast. 	<ol style="list-style-type: none"> Draw a table and list headings and places on the back board. <table border="1"> <thead> <tr> <th></th> <th>Human</th> <th>Animal</th> <th>Natural</th> <th>Mechanical</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>Children</td> <td>Bird</td> <td>Tree</td> <td>Car</td> <td>Flag</td> </tr> <tr> <td></td> <td>Teacher</td> <td>Butterfly</td> <td>Clouds</td> <td>Clock</td> <td>Soccer ball</td> </tr> <tr> <td>River</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Village</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bush</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Human	Animal	Natural	Mechanical	Others	School	Children	Bird	Tree	Car	Flag		Teacher	Butterfly	Clouds	Clock	Soccer ball	River						Village						Bush					
	Human	Animal	Natural	Mechanical	Others																																	
School	Children	Bird	Tree	Car	Flag																																	
	Teacher	Butterfly	Clouds	Clock	Soccer ball																																	
River																																						
Village																																						
Bush																																						
<p>Body Time: 20 minutes</p> <ol style="list-style-type: none"> Tell the children to suggest different environments such as village, river, buses, sea - beach, station. Select one or two of these and again ask children to name the things that move in these places. 	<ol style="list-style-type: none"> A snake can curl, twist, in different directions, hang upside down, slide, glide, slowly, smoothly, slither, dart quickly, suddenly spin, spring. <ul style="list-style-type: none"> Insert picture of a snake coiling like a rope and hanging. Sample pictures: Dance/ movement. Ex-arts resource book 3. Page 3 & 4. Insert a picture of a green frog hanging on a rope. 	<ol style="list-style-type: none"> Children see example on the board and select one animal and describe its movement. Children see example on the table on the board and select one animal and describe its movement. Critic and make comments on the different composed movement skills 																																				
<p>Conclusion Time: 5 minutes</p> <ol style="list-style-type: none"> Dance or perform (Dance & Movement) while singing the song. 	<ol style="list-style-type: none"> Children can draw the pictures. Students complete table on the board. 																																					

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.2.7a**Sample 10**

Lesson Title: Benefits of a creative dance.

Term: Four

Week: Three

Lesson#: 73

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

Content Standard: 5.2.7 Create a dance about a gender issue using various dance elements.

Performance Standards: 5.2.7a Observe and identify the application of the basic dance elements in a dance piece

Lesson Objective: By the end of the lesson, the students will be able to:
- Identify and list the application of the basic dance elements in a dance

Key Concepts:

- Application of creative dance elements
- Benefits associated with creative dances
- Personal identify through culture in creative dances

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Importance of identifying elements of creative dances. • The roles of creative dances. • How to promote creative dances. 	<ul style="list-style-type: none"> • How to create a creative dance costume. 	<ul style="list-style-type: none"> • Appreciate culture in creative dance • Respecting other people's culture in creative dance

Assessment Task: Identify different dance elements in a dance.

Time: 30 minutes

Materials/Resources:

Arts Syllabus 2017

Teacher's Note:

1. Elaborate on the importance of promoting and applying elements of a dance piece, through creative dances.
2. Also create contemporary dances from traditional dance to contemporary Papua New Guinea dances.

Teaching and learning activities:

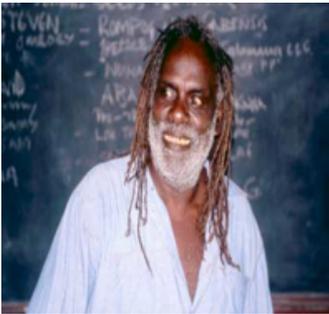
Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ol style="list-style-type: none"> 1. Ask students about common elements of creative dances. 2. Provide a brief description of their traditional dance and blended into creating a contemporary creative dance. 	<ol style="list-style-type: none"> 1. Students to reflect on a known tradition dance. 2. Re-call and list advantages and disadvantages of traditional dances and blend into a contemporary creative dance. 3. Discuss in groups how to preserve and promote traditional dances in Papua New Guinea through contemporary creative dances. 	<ol style="list-style-type: none"> 1. Discuss and allow students to reflect on a known traditional dance. 2. Use the chalk board and list certain elements of a traditional dance and blend to suit a contemporary creative dance styles.
<p>Body Time: 20 minutes</p> <ol style="list-style-type: none"> 1. Allow student to discuss a contemporary creative dance from a particular province or village. 		
<p>Conclusion Time: 5 minutes</p> <ol style="list-style-type: none"> 1. In groups students will present ways of preserving and promoting contemporary creative dances in Papua New Guinea culture. 		

Teacher's Reflection/Evaluation:

Guided Lesson Sample for 5.2.8a**Sample 11****Lesson Title:** Past Papua New Guinea actors**Term:** Four**Week:** Five**Lesson#:** 79**Strand 2:** Performing Arts **Unit :** Drama **Topic:** Papua New Guinea actors and movies**Content Standard: 5.2.8** Research about past and present Papua New Guinean actors, movies and their significance.**Performance Standards: 5.2.8a** Research and present findings about past and present Papua New Guinean actors.**Lesson Objective:** By the end of the lesson, the students will be able to:
- conduct a research on a selected PNG actor**Key Concepts:**

- Identify Past Papua New Guinea Actors

Knowledge, Skills, Attitudes and Values (KSAV)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Past PNG Actors such as late William TAKAKU from Bougainville. (Movie Title: Robinson Crusoe) 	<ul style="list-style-type: none"> • Discussing, • Identifying, • Researching, 	<ul style="list-style-type: none"> • Appreciate and value the work of the past actors.

Assessment Task: Develop and present a write up about a Papua New Guinean traditional actor.**Time:** 30 minutes**Materials/Resources:**

Pictures, Newspapers, Magazines, Exercise Books, Pencils, Arts Syllabus and KSAV Handout

Teacher's Note:

Collect names or pictures of past Papua New Guinean Actors

Teaching and learning activities:

Lesson part	Students Activities	Teacher Activities
<p>Introduction Time: 5 minutes</p> <ol style="list-style-type: none"> 1. Brainstorm on “who were the past PNG Actors?” 2. Ask lead up questions such as; “Who wants to be a Papua New Guinea Actor?” 	<ol style="list-style-type: none"> 1. Students identify and discussion “Why they want to be Actors/Actress?” 2. List what they have discussed 3. Present it to the class of their findings 	<ul style="list-style-type: none"> • Ask students to copy the list names in their exercise books and identify “where they come from?”
<p>Body Time: 20 minutes</p> <ol style="list-style-type: none"> 1. Teacher show list or pictures of PNG actors in the Past and explain the importance of being an actor, etc. 		
<p>Conclusion Time: 5 minutes</p> <ul style="list-style-type: none"> • Discuss and write a brief history of a Papua New Guinean actor that they know. 		

Teacher’s Reflection/Evaluation:

Knowledge, Skills, Attitudes and Values for the lessons

The other lessons that do not have a sample provided are outlined below with the knowledge, skills, attitudes and values. This information is taken out from the content alignment, content standards and performance standards. Teachers will write their own lessons based on this information and the lesson plan template provided.

Unit	Content Standards	Performance Standards	Lesson title / Lesson No.#	Knowledge	Skills	Attitudes / Values	Assessment task
Arts	5.1.2	5.1.2 (b)	08	<ul style="list-style-type: none"> Organic medium of painting (materials) Modern Medium of painting Organic colours Identify Different colours Body painting using traditional painting (organic mediums) Local painter or arts around the community/ country 	<ul style="list-style-type: none"> Use Explore painting materials Discuss Listing 	<ul style="list-style-type: none"> Value Respect Appreciate Respect the work of artists 	<ul style="list-style-type: none"> Use organic paints in a geometrical arrangement on a A4.
	5.1.2	5.1.2 (b)	10	<ul style="list-style-type: none"> Characteristics that make us different to other family members Characteristics that make us unique to other family members 	<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> Value and respect things that us different and unique 	
	5.1.2	5.1.2 (c)	13	<ul style="list-style-type: none"> Good behaviours in different situations 	<ul style="list-style-type: none"> Describe 	<ul style="list-style-type: none"> Behave appropriately in different situations 	
		5.1.2 (c)	14	<ul style="list-style-type: none"> Being polite when refusing something Being polite when you are unhappy 	<ul style="list-style-type: none"> Demonstrate 	<ul style="list-style-type: none"> Be polite when refusing something or for being unhappy with something 	

Unit	Content Standards	Performance Standards	Lesson title / Lesson No.#	Knowledge	Skills	Attitudes / Values	Assessment task
Arts <i>(continued)</i>	5.1.2	5.1.2 (d)	15	<ul style="list-style-type: none"> Responding positively when asked to help others Why you feel good when you help others 	<ul style="list-style-type: none"> Discuss 	<ul style="list-style-type: none"> Being positive when responding to others 	
	5.1.2	5.1.2 (d)	16	<ul style="list-style-type: none"> Role models that help others 	<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> Appreciate the things that role models do to help others 	
	5.1.3	5.1.3 (a)	17	<ul style="list-style-type: none"> Health records/ details 	<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> Appreciate the importance of providing correct health individual records. 	
	5.1.3	5.1.3 (a)	18	<ul style="list-style-type: none"> Importance of health records/ details 	<ul style="list-style-type: none"> Explain 	<ul style="list-style-type: none"> Appreciate the importance of providing correct health individual records. 	
	5.1.3	5.1.3 (a)	19	<ul style="list-style-type: none"> Keeping our hands, toes fingernails clean 	<ul style="list-style-type: none"> Demonstrate 	<ul style="list-style-type: none"> Value their clean body 	
	5.1.3	5.1.3 (b)	20	<ul style="list-style-type: none"> Cultural influences on healthy living 	<ul style="list-style-type: none"> Discuss 	<ul style="list-style-type: none"> Accept the fact that cultural influences can affect our healthy way of living 	
	5.1.3	5.1.3 (c)	21	<ul style="list-style-type: none"> Cultural practices that influence health values and morals 	<ul style="list-style-type: none"> Identify and describe 	<ul style="list-style-type: none"> Be responsible when faced with cultural practices that influence health values and morals 	
	5.1.3	5.1.3 (d)	22	<ul style="list-style-type: none"> Importance of daily healthy habits 	<ul style="list-style-type: none"> Explain 	<ul style="list-style-type: none"> Show respect for individual differences 	

Unit	Content Standards	Performance Standards	Lesson title / Lesson No.#	Knowledge	Skills	Attitudes / Values	Assessment task
Arts <i>(continued)</i>	5.1.3	5.1.3 (d)	23	<ul style="list-style-type: none"> • Healthy practices 	<ul style="list-style-type: none"> • Demonstrate 	<ul style="list-style-type: none"> • maintain good and healthy practices 	
	5.1.3	5.1.3 (d)	24	<ul style="list-style-type: none"> • Role models that show good healthy values 	<ul style="list-style-type: none"> • Identify 	<ul style="list-style-type: none"> • Show respect for good role models 	
My career interests	5.1.4	5.1.4 (a)	25	<ul style="list-style-type: none"> • Roles and responsibilities 	<ul style="list-style-type: none"> • Discuss and explain 	<ul style="list-style-type: none"> • Appreciate that family members have roles and responsibilities 	
	5.1.4	5.1.4 (a)	26	<ul style="list-style-type: none"> • Care for family members 	<ul style="list-style-type: none"> • Describe 	<ul style="list-style-type: none"> • Show respect and care for family members 	

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:

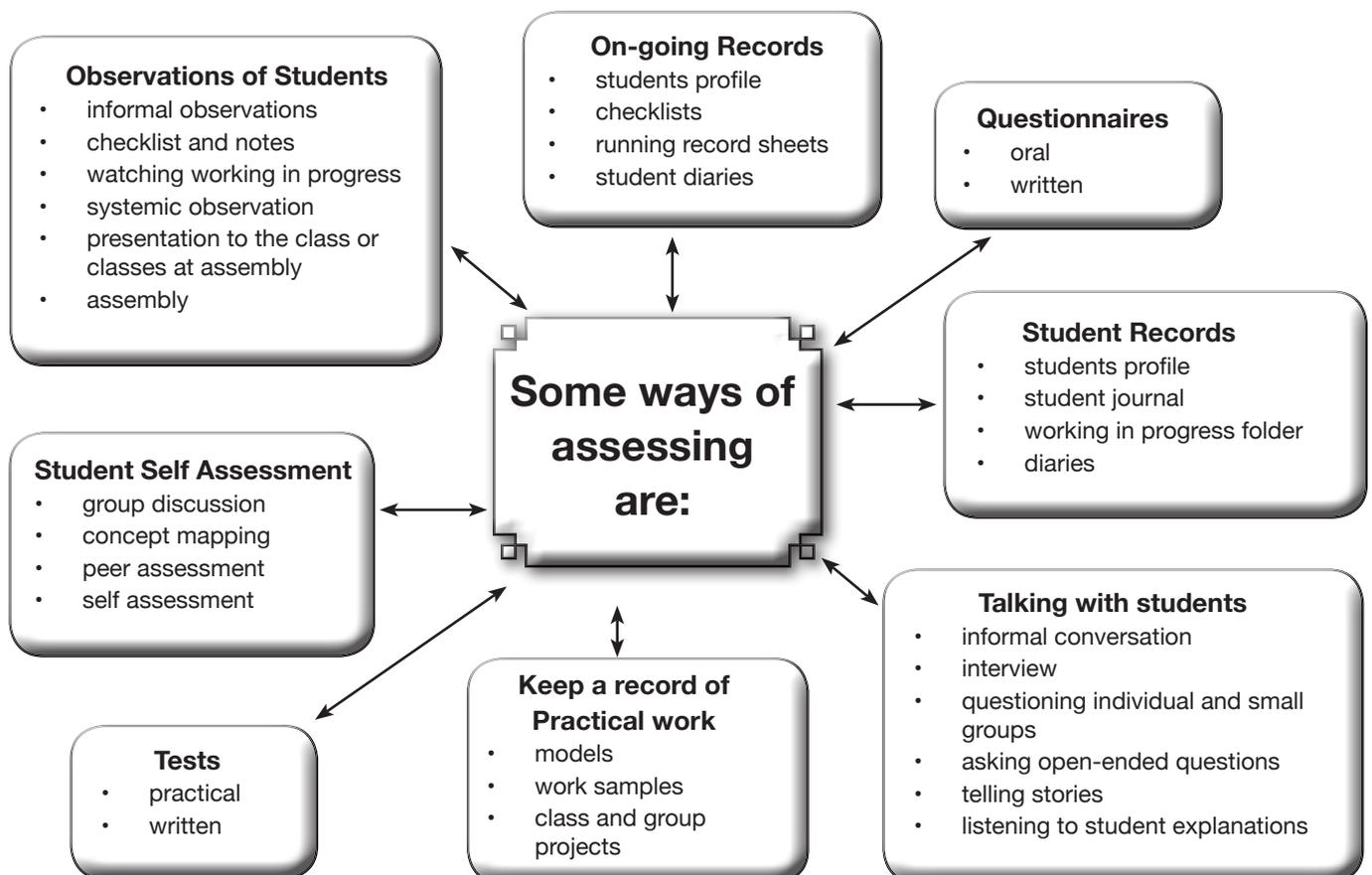
- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there

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.

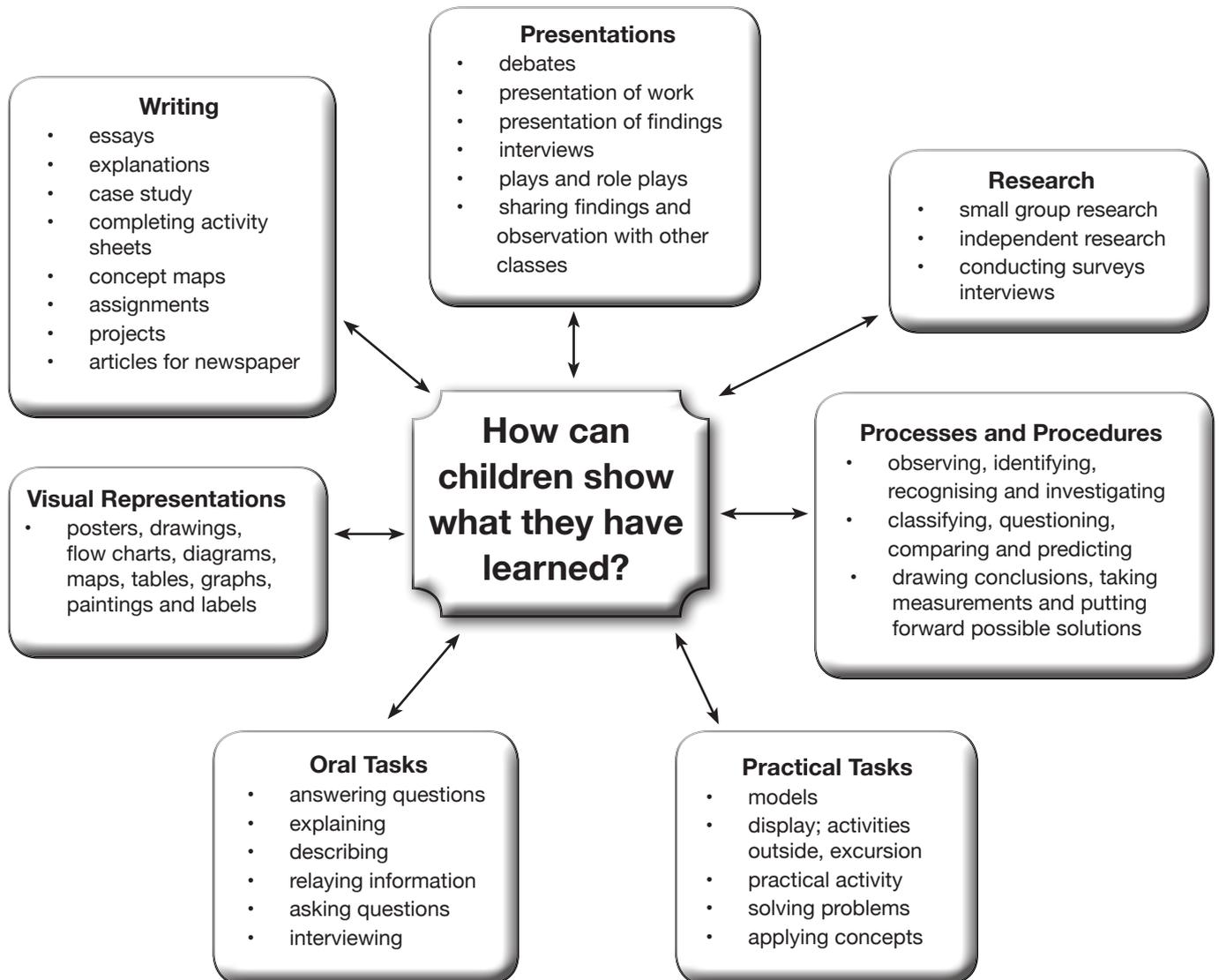
Methods of assessment

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.



Unit Assessment Plan Sample

What to assess		How to assess			When to assess	
Performance Standard	Lesson No. #	Tasks	Criteria	Method	Recording Method	Academic Week
5.1.1 Draw and create depths with tonal variation.		1. Use line characteristics to draw familiar shapes. 2. Describe the line characteristics.	<p><u>PART A</u>: construction</p> <ul style="list-style-type: none"> - correct use of materials (2 marks) - correct construction of : (i) a single liney(2marks) (ii)a double line(2marks) <p><u>PART B</u>: demonstration</p> <p>Demonstrate and explain the difference between a line and a shape.</p>	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: Junior Primary Arts

Unit: Arts Topic: Drawing	Content Standard	Performance Standards	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
	5.1.1	a) Produce tonal scale: gradual build up from light tone to dark tone.	1. Draw an image with pencil or a drawing medium creating depths.		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) *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 (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 (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) *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) *Oi Singsing Bilong Ples*, NDOE, Waigani
 NDOE (1988) *Papua New Guinea Music Collection*, NDOE, Waigani
 NDOE (1986) *Riwain: Papua New Guinea Pop Songs*, NDOE, Waigani

Community resources**Arts**

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, pan-pipes,

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

Arts Other

Art and Craft

Cochrane, S. S & Stevensen, H. (1990) *Luk Luk Gen!* Regional Gallery, Townsville

Cochrane, S. (1994) *Regional Art of Papua New Guinea*, Random House, Melbourne

Lauer, S. (2000) *Visual Arts*, PNGEI, Port Moresby

McInnes, D. (editor) (2002) *People of PNG*, 30 Titles, Longman, Melbourne

National Gallery of Australia (2001) *Islands in the Sun*, NGA, Canberra

PNG Art (1995) *Artifacts and Crafts of Papua New Guinea*, PNG Art, Port Moresby

Whelan, H. (1994) *Art Works*, Macmillan, New Zealand

Drama

Bobom Kera, R. (1994) *City Lights*, Oxford, Port Moresby

Brash, Nora Vagi (1993) *Which Way Big Man and five other plays*, Oxford, Port Moresby

Lauer, S. (2000) *Performing*, PNGEI, Waigani

Tourelle, L & McNamara, M (1995) *Performance*, Rigby Heinemann,

Melbourne

Dance

Lauer, S. (2000) *Performing*, PNGEI, Waigani

Tourelle, L. & McNamara, M. (1995) *Performance*, Rigby Heinemann, Melbourne

Music

Farmer, Belle (1982) *Springboards Ideas for Music*, Nelson, Melbourne

Kavanagh, A. (1995) *Music Made Easy Book 1*, Longman, Melbourne

PASTEY (2000) *Music PASTEY*, Waigani

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.

References

NDOE

NDOE refers to the Department of Education, Papua New Guinea, otherwise referred to as the National Department of Education.

NDOE 1982, Art Techniques for Use in Community Schools, NDOE, Waigani

NDOE 1982, Expressive Arts: Suggested Lesson Activities for Community Schools, NDOE, Waigani

NDOE 1987, Expressive Arts, What? Why? How? NDOE, Waigani

NDOE 1987, Patterns Expressive Arts Resource Book 1, NDOE, Waigani

NDOE 1994, Expressive Arts Syllabus for Community Schools, NDOE, Waigani

NDOE 1994, Social And Spiritual Development, Expressive Arts Syllabus For Community Schools in Papua New Guinea, NDOE, Waigani

NDOE 1996, Lower Primary Expressive Arts Syllabus, NDOE, Waigani

NDOE 1998, Arts and Crafts Lower Primary Syllabus, NDOE, Waigani

NDOE 1999, National Education Plan 1995–2000, Update 1, NDOE, Waigani

NDOE 1999, Primary Education Handbook, NDOE, Waigani

NDOE 2000 Facilitating and Monitoring Unit, The State of Education in Papua New Guinea, NDOE, Waigani

NDOE 2002, National Curriculum Statement 2002, NDOE, Waigani

NDOE 2003, Arts Upper Primary Syllabus 2003, NDOE, Waigani

NDOE 2003, Arts Upper Primary Teachers Guide 2003, NDOE, Waigani

NDOE 2003, Culture and Community Elementary Syllabus 2003, NDOE, Waigani

NDOE 2003, Gender Equity in Education Policy, NDOE, Waigani

NDOE 2003, Implementation Support Booklet for Head Teachers of Elementary Schools, NDOE, Waigani

NDOE 2003, National Assessment and Reporting Policy 2003, NDOE, Waigani

Other

Docken Mount S. 1985, A Report on Students' Knowledge of Traditional Art, Educational Research Unit UPNG, Waigani

Farmer, B. 1982, Springboards Ideas for Music, Nelson, Melbourne
Independent State of Papua New Guinea 2000, Copyright and Neighbouring

Rights Act 2000, Papua New Guinea Government, Waigani

Intellectual Property Office of Papua New Guinea 2002, What is an Industrial Design? IPOPNG, Port Moresby

- Intellectual Property Office of Papua New Guinea 2002, What is a Patent?
- Curriculum Corporation (1994): *A statement on the arts for Australian schools*
- Darby M (1994): *Art Beats*, Jacaranda
- Department of Education QLD (1990): *Living by Design Years 2 and 3*
- Department of Education QLD (1990): *Living by Design Years 4 and 5*
- Department of Education PNG (1999): *Arts and Crafts – Lower Primary Syllabus*
- Department of Education PNG (2000): *Arts – Upper Primary Syllabus*
- Department of Education PNG (1999): *Programming Guide for Lower Primary Teachers*
- Department of Education PNG (1994): *Teaching Expressive Arts Book 1*
- Department of Education PNG (1994): *Teaching Expressive Arts Book 2*
- Department of Education PNG (1996): *Face and Figure*
- Division of Education – Dept of Central Province: (1996) *Programming Expressive Arts*
- McInnes D: (1995) *Dellasta Encyclopedia Papua New Guinea*, Dellasta Pacific
- NSW Department of Education (1989): *Visual Arts K-6 Syllabus and Support Documents*
- Smith R (1987): *The Artist's Handbook*, Angus and Robertson
- Austin J (nd). *Expressive Arts Workbook 1 and 2*
- Burton B (1997). *Creating Drama*, Longman: Melbourne
- Department of Education Queensland (1990). *P-10 Arts Education Framework*
- Department of Education PNG (1999). *Arts & Craft – Lower Primary Syllabus 3-5*
- Department of Education PNG (1994). *Teaching Expressive Arts Book 1*
- Department of Education PNG (1988). *Dance and Movement – Expressive Arts Resource Book 3*
- McInnes D: *Legends of Papua New Guinea series*
- Rickett-Young L (1977). *Dance Sense*, Northcote House: Plymouth
- Tourelle L and McNarama M (1998). *Performance*, Heinemann: Port Melbourne

'FREE ISSUE - NOT FOR SALE'