

Arts

**Lower Secondary
Syllabus**



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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Secretary's message

This Lower Secondary Arts Syllabus is to be used by teachers to teach Lower Secondary students (Grades 9 and 10) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes from Upper Primary and links to concepts, skills and attitudes in Upper Secondary. It provides a sound foundation for further learning.

The Lower Secondary Arts Syllabus contributes to Integral Human Development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision which is that secondary education will enable students to achieve their individual potential to lead productive lives as members of the local, national and international community as they will undertake a broad range of subjects and work related activities that can be used in everyday life.

The Arts are recognised as a significant component in nurturing and promoting the national identity of Papua New Guinea. The Arts are valuable for all students by developing knowledge and meaning not learned through other subjects. Arts education in schools reinforces the cultural knowledge of families and societies and also prepares students to take an active and positive role in their communities.

Potential career opportunities in both urban and village contexts are increased for students who are exposed to a positive education in arts.

I commend and approve this syllabus as the official curriculum for Arts to be used in all schools with Grades 9 and 10 students throughout Papua New Guinea.

DR. JOSEPH PAGELIO
Secretary for Education

Introduction

The National Curriculum Statement states that education in Papua New Guinea is outcomes based. All Lower Secondary Syllabuses use an outcomes based approach. The Arts Syllabus has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 10. It selects the essential knowledge and skills from syllabuses teachers have used in the past, and incorporates this with developments in the Arts to ensure that the syllabus provides relevant skills and knowledge for students. Arts is part of the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt in Primary School.

Upper Primary Arts Strands	Lower Secondary Arts Strands	Lower Secondary Units
Art Drama and Dance Music Arts Project	Arts appreciation Skills development Expressive communication	Visual Arts 1 Performing Arts 1 – Dance, Drama and Music Visual Arts 2 Performing Arts 2 – Dance, Drama and Music Visual Arts 3 Performing Arts 3 – Dance, Drama and Music Integrated Arts

Assessment is an important component of teaching for learning and is integrated into the teaching and learning activities of the Arts. Continuous assessment in the Arts provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In the Arts, teachers will gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching, and their students' learning.

The Arts Syllabus has been designed to be relevant by providing topics that include knowledge, skills and values that are useful for all students. The syllabus is flexible as extension units are provided to allow students to study areas of interest. Units have academic and practical components, with all units emphasising the development of skills. School developed units can be written to suit local community needs and can be taught as part of the syllabus.

The Arts is the term used for the Performing and Visual Arts including story telling. This syllabus contains both performing arts units and visual arts units to allow students experience in both areas. The performing arts units include dance, drama and music, while the visual arts include two dimensional and three dimensional art as well as graphic design. Option framework units have been included which allow students to choose a particular medium of interest and create art works in this medium.

This Arts Syllabus fosters the national identity of Papua New Guinea through supporting traditional and contemporary arts. Teachers are encouraged to be flexible in implementing the syllabus by giving due consideration to cultural identity, availability of resources and students' individual needs. The local community and resources within it are

important considerations for teachers to access when planning the use of this syllabus.

The three strands which support the Arts Syllabus are arts appreciation, skills development and expressive communication. These strands provide the flavour for Arts and elements of them are included in the units.

Arts is to be timetabled for five periods per week in Grades 9 and 10.

Rationale

The Arts are recognised as a significant component in nurturing and promoting the national identity of Papua New Guinea. A rich and diverse heritage of traditional and contemporary cultures demands an emphasis on the teaching of the Arts in education. Knowledge of the Arts builds a strong sense of personal and national identity and pride in Papua New Guinea cultures.

Arts are valuable for all students by developing knowledge and meaning not learned through other subjects. Learning through the Arts develops creative thinking, aesthetic judgement, self-confidence, self-expression and self-discipline.

Arts education in schools supports and nurtures the cultural knowledge of families and societies and also prepares students to take an active and positive role in the development of their own communities.

Learning across the Arts prepares a student for further education, job creation, self-employment, community involvement, cultural expression, appreciation and enjoyment of life. Events such as festivals, community events, singsings, and cultural shows are all reliant on skills and knowledge fostered by the Arts.

The Arts Syllabus is essentially practically based but also has a valuable theoretical aspect to it. Many students are helped to master the skills in other academic curriculum areas through learning of the Arts. Study of the Arts prepares students for positive employment beyond school through personal development in practical skills, such as thinking creatively, problem solving, exercising individual responsibility, sociability, self-esteem and the ability to communicate effectively.

Potential career opportunities in both urban and community or village contexts are increased for students who have been exposed to a positive education in the Arts. There are many Papua New Guineans successfully earning a living through the Arts including village craftsmen and craftswomen, potters, sculptors, textile designers, graphic artists, painters, weavers, musicians, actors and arts teachers.

In the modern business environment the ability to communicate, adapt, diagnose problems and find creative solutions is more important than ever before. These attributes can be nurtured and refined through studying the Arts and open up opportunities of employment in the formal and informal sector, as well as opportunities to continue with further study.

Curriculum principles

The national curriculum principles should influence what students learn and how teachers teach. These principles are related to Our Way of Life, Integral Human Development and Teaching and Learning. (N.C.S, 2002, p.22)

Our way of life

Cultural relevance

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

- demonstrate an understanding and appreciation of the traditional systems, values, customs and traditions of Papua New Guinea
- demonstrate recognition of the importance of Arts as a universal language which enhances the relationship between Papua New Guinea and the world around it
- recognise aspects of Papua New Guinean art as forms of cultural expression.

Maintenance of vernacular language

The Department of Education's *Language Policy in all Schools* states that at the secondary level, lessons will be conducted in English, but teachers can use opportunities to further develop the students oral and written vernacular (or lingua franca) skills, for example when a concept is better explained using the vernacular or lingua franca. Students must be encouraged to learn and use English, but secondary schools should not discourage free communication in vernacular languages that the students speak in and out of the school grounds.

Multiculturalism

Papua New Guinea is fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. As a multicultural society, we must protect, promote and respect our many cultures and languages. There are many people from our own ethnic grouping and from other countries with their own cultures, living and working together in Papua New Guinea. We must ensure that we promote and share out cultures and in this way cultural diversity will be maintained and enjoyed whilst learning experiences will be enriched.

The wealth of cultural diversity in Papua New Guinea is clearly illustrated in the values placed upon the Arts in different communities throughout the country. In Arts teachers and students will conscientiously conserve our cultural diversity and as a result maintain our uniqueness

Ethics, morals and values

Papua New Guinea is striving to create a society in line with democratic, liberal traditions. The citizens of Papua New Guinea should recognize appropriate social relationship based on sound human and religious ethics, morals and values. These are required for interaction with families, villages, wantoks and other economic groups and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, church, school, community and the world beyond.

In the teaching and learning of Arts, emphasis must be placed on the value of Arts in our society. The Arts emphasises consideration and understanding of ethical issues such as the risk of exploitation of traditional secret or sacred visual or performing arts, and the ownership of ideas and customs.

Integral Human Development

The Arts Syllabus is underpinned by integral human development which is described in the National Curriculum Statement on page 21.

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

Arts enables students to develop their potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve earning and living.

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to become an integrated person and to work with others to create a better community. The Arts can help students do this by providing them with opportunities to participate in cultural arts events and in contemporary visual and performing arts activities.

Nation building and national unity

Papua New Guinea is a young nation there is still a great deal of nation building to be done. The Arts promotes national identity by encouraging

pride in the wide variety of traditional and modern art works produced by Papua New Guineans. The hundreds of different ceremonial dances, songs, traditional forms of dress, carvings, architectural designs, masks and paintings all contribute to and foster nation building, because although they are different, they are also uniquely Papua New Guinean. The art created in Papua New Guinea is unique and recognised as such by other countries. The tourism industry, together with the National Cultural Commission will assist nation building in the future through promoting national cultural events, School organised cultural events will also help foster national unity.

Sustainability

Our diverse cultures are threatened by over exploitation and commercialisation of sacred cultural practices. Unfortunately some of our cultural traditions are not being handed down from generation to generation. The Arts Syllabus will encourage students to further appreciate, respect and value their natural environment, cultures, customs and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life in Papua New Guinea.

Catering for diversity

Gender

All Lower Secondary Syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education Gender Equity in Education Policy (2003) recommends that no student in the education system of Papua New Guinea will be disadvantaged on the basis of gender. The policy aims to prepare students for satisfying life beyond school where:

- equal, non-violent relationships exist between females and males
- rights to personal respect and safety are reflected in everyday life
- positive cultural values and individual differences are acknowledged and respected.

To implement the policy, teachers have the responsibility to use and promote gender equity practices in their classrooms and with the wider community. This means teachers will:

- use teaching and learning strategies that meet the needs and rights of all female and male students
- use gender inclusive language, content, methodology and assessment
- respect positive cultural values and challenge unfair cultural practices
- respect the contributions of men and women to society
- promote positive attitudes and behaviours of social responsibility, empathy and sensitivity.

There is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. In Arts, students will be

given equal opportunities to participate in all practical learning and assessment activities regardless of gender.

In gender sensitive classrooms:

- there is a safe, challenging learning environment which is socially and culturally supportive
- boys and girls have the right to equal power
- students take turns in being the leader and reporter
- students share and participate in activities involving different students
- students show respect for other students and their contributions
- teachers will encourage students to challenge stereo-typed gender roles.

Students with special needs

Many students have special needs. This includes students who are gifted and those who are disadvantaged. Gifted students should be given opportunities to extend their learning. Students with physical or intellectual impairments and emotional or learning difficulties need special support in the classroom. Teachers have a responsibility to ensure that the learning needs of these students are met. All students are individuals and all have the right to quality education in order to reach their full potential.

The Arts caters for the needs of all students. Teachers may need to adapt learning experiences to cater for students with special needs. This syllabus promotes the principles of equity through providing a diverse range of learning experiences and fair assessment practices.

Teaching and learning

The Arts is a practical subject and teaching and learning must reflect this. Learning will be done through practical activities. Students will learn by creative thinking and doing.

Student-centred learning

The Arts Syllabus uses a student-centred approach as a vehicle to guide and facilitate students' learning. A student-centred approach provides students with the opportunity to practice and develop critical and creative thinking, problem solving, decision-making as well as a range of practical skills and knowledge.

A student centred approach means that teaching and learning approaches need to be flexible to cater for the individual differences and learning should be relevant and meaningful to the experiences and needs of the students. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the Arts learning outcomes. Students learn best through active involvement in their learning through observation, reflection, performance and taking opportunities to be creative producers.

In Arts, students are encouraged to think critically about what they are learning and to take responsibility for their learning. They learn to teach each other and to learn from each other: to work cooperatively and to work individually. They know that learning has a serious purpose. They enjoy using a wide range of resources and developing a wide variety of skills and techniques in both the visual and performing arts. Students learn how to communicate well with others, how to work things out for themselves and how to get the information they need. They become confident through being given the opportunity to use their knowledge and imagination in performing and creating.

Inclusive curriculum

All students are individuals and all have the right to quality education in order to reach their full potential. An inclusive curriculum uses content, language and teaching methods that take account of all students. All Lower Secondary Syllabuses value the experiences and knowledge of all students, regardless of gender, ability, geographic location, religious and cultural background, or socio-economic status.

Teachers must ensure that the learning and assessment activities are inclusive of all students when interpreting and implementing syllabus learning outcomes. The following statement identifies important requirements of an inclusive curriculum.

- All students have fair access to resources such as time spent with teacher, space in the classroom, books and equipment, outside space.
- All students have equal opportunity to participate fully in teaching, learning and assessment activities.
- The curriculum includes and addresses the needs and interests of all students; girls as well as boys, gifted students, students with disabilities and students from different cultural and religious backgrounds.
- The experiences and knowledge of all students are valued by teachers and are reflected in classroom practice.
- Teaching and learning methods cater for different learning styles by allowing students opportunities to learn in different ways.
- Teachers use a variety of assessment methods that give students opportunities to demonstrate achievement of learning outcomes.
- Teachers have a responsibility to ensure that the curriculum they teach, and the classroom practices they use, give all students the opportunity to reach their full potential.

Relevance

The Arts Syllabus should be relevant to the social, spiritual and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant Arts Syllabus will prepare students for productive community living; integrate academic and practical education; and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of grade 10 may need to find work in the informal

economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to balance new technologies and knowledge appropriately to their environment. They therefore need to be self-reliant and adaptable, qualities encouraged by the study of the Arts.

The Arts Syllabus will enable teachers to support students' learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real-life situations. People from the community could be involved in learning activities to help teach skills and traditional and contemporary knowledge where appropriate.

A key focus of Arts is to provide all students with real-life and relevant learning experiences. There is a clear emphasis on the development of practical skills and knowledge that will ensure students are able to achieve and maintain a sustainable way of life beyond their school years. Learning in Arts should provide students with opportunities to make connections to their communities and draw from their cultural, linguistic and everyday knowledge, skills and attitudes and apply this to what is being learnt in their classrooms. It is essential that students are aware of and value community and local knowledge and realise that learning takes place inside and outside the school context.

Language development across the curriculum

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. The Arts has specific language requirements such as vocabulary and language features which must be explicitly taught in relevant contexts across the curriculum.

The Arts provides secondary students with opportunities to develop, explore and express their vernacular or lingua franca. The performing arts in particular offer opportunities for students to engage in activities using their vernacular.

Lifelong learning

The Arts is an important part of a student's education but learning continues throughout life. The experiences that students have in Arts are critical in encouraging them to continue learning throughout their lives. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The curriculum should build on what students already know. Arts learning and appreciation will continue throughout life. Arts promotes lifelong learning through everyday leisure activities such as cultural performances, watching plays and dramas on television, listening to music or viewing art works. The Arts engage people and provides a stimulating learning experience in everyday situations.

Integration

Relevant and meaningful teaching and learning of Arts can be provided by integrating knowledge and skills from a range of subjects such as Business Studies, Science and Social Science so that practical activities or projects mimic real life situations.

Taking relevant skills and knowledge from other subjects and using them in Art can make the subject more meaningful. Likewise, skills gained in the Arts, such as drawing, singing, performance and design can be used to enrich other subjects.

Safety

The National Department of Education requires all teachers to have a duty of care. All students have a duty to act responsibly and safely at all times. Teachers and students must follow safety instructions and procedures at all times.

Students and teachers must take particular care when using cutting and carving instruments and tools, painting equipments and materials, dyes and thinners, and when participating in performing arts exercises.

The must observe all safety requirements as instructed by the Secretary for Education.

Aims for Arts

To achieve the aims of Arts a body of knowledge must be learnt, skills mastered and appropriate attitudes and values developed.

The aims of Arts are that students will:

- learn the particular knowledge and skills that are components of the various arts
- develop critical analysis, appreciation and interpretation skills in relation to the arts
- understand and be able to carry out all the stages of the creative process including designing, planning, preparation of material, production, marketing and evaluation
- know that the arts have a variety of functions and roles
- integrate the various arts to produce performances, publications, traditional ceremonies or special cultural events
- express their emotions and ideas creatively through arts.

They will develop attitudes and values such as:

- respond to and appreciate the cultural and artistic expression of a range of communities
- appreciate, respect, explore and take pride in the cultural expressions of their own , and other Papua New Guinea communities
- make decisions and accept responsibility for those decisions
- build self-confidence and self respect and become self reliant and independent thinkers.

Content overview

Broad learning outcomes

The broad learning outcomes for Arts are statements that identify the knowledge, skills, attitudes and values all students should achieve or demonstrate at the end of Grade 10. The broad learning outcomes for Arts are:

Students can:

1. produce art works that communicate ideas in the performing and visual arts
2. demonstrate knowledge and understanding of, respond to and appreciate aspects of the performing and visual arts from a variety of cultures and historical periods
3. use a range of arts skills, techniques, processes, conventions, technologies and materials safely to develop and refine original ideas
4. explore, research, identify and develop ideas to produce ideas, documents and designs in a variety of contexts
5. demonstrate an understanding of, and practice ethical entrepreneurial skills.

Strands

The strands describe the dimensions of the subject. They are broad, organising structures that define ways of approaching learning in Arts. They incorporate cross-curriculum learnings and skills and are 'woven' through the units within Arts.

The strands for the Arts are arts appreciation, skills development and expressive communication.

Arts appreciation

Arts appreciation involves an understanding of a range Arts forms in Papua New Guinean cultures and other societies' cultures.

Skills development

Skills development is integral to the Arts and involves planning, creating, demonstrating or performing, presenting and evaluating art works. Skills in the Arts are developed through learning of new techniques, practice, and use of imagination.

Expressive communication

Expressive communication underlies all the Arts as it involves demonstrating and presenting Art forms through the Performing and Visual Arts.

Units

The Arts Syllabus is made up of performing and visual arts units which have been organised so that there is a balanced distribution throughout the course. In grade 9 there are two performing arts units and two visual arts units. In Grade 10 there is one of each plus an integrated unit. Each unit has specific learning outcomes which link with the broad learning outcomes of the subject field, topics, and indications of what must be studied in each topic, assessment tasks and assessment criteria.

There are four core units and in Grade 9 and three core units Grade 10. There are four optional extension units in Grade 9 and a choice of optional units in Grade 10.

All students must complete the four core units in Grade 9. All students must complete the three core units in Grade 10 and two options. It is recommended that students study the optional extension units in Grade 9 to provide a wider, richer experience of the Arts.

Grade 9	Unit Core and optional enrichment Performing Arts 1	Unit Core and optional enrichment Visual Arts 1	Unit Core and optional enrichment Performing Arts 2	Unit Core and optional enrichment Visual Arts 2
Grade 10	Unit Core Performing Arts 3 Option	Unit Core Visual Arts 3 Option	Unit Integrated unit	Option Units

Framework units

Schools can use the unit framework to offer arts optional unit that have not been developed in this Syllabus. Examples of units which schools could offer using the framework unit are:

- Carving
- Weaving
- Contemporary art
- Abstract art
- Jewellery/bilas
- Batik
- Screen printing
- Beading
- Working with clay
- Metal art and sculpture
- Puppets
- Miming
- Storytelling
- School plays
- Dance and drama
- School band
- Choir
- Making music
- Writing music

School developed units

If particular topics or contexts are not available within the syllabus or framework units, then school developed units can be developed to meet local requirements. Units are developed within the nationally accredited curriculum framework and use the broad learning outcomes of the subject. Once accredited by the SBOS, school developed units can be studied in place of one or more of the option units.

Unit sequence and structure

<p>Grade 9</p> <p>Performing Arts 1 10 weeks Core - Exploring the Performing Arts</p> <ul style="list-style-type: none"> • Expressive movement • Expressive communication • Elements of music <p>Enrichment - Using Dance, Drama or Music to Become Aware of Social Issues.</p>	<p>Grade 10</p> <p>Performing Arts 3 5 weeks Core - Let's Create Contemporary Dance, Drama and Music</p> <ul style="list-style-type: none"> • Dance • Drama • Music • Appreciation and reflection <hr/> <p>Option A, B, C or D 5 weeks</p>
<p>Visual Arts 1 10 weeks Core - Exploring the Visual Arts</p> <ul style="list-style-type: none"> • Making an art work • The design process • Collage or mosaic • Figurative painting • Figurative mono-printing • Graphic design <p>Enrichment - Extending the visual arts</p>	<p>Visual Arts 3 5 weeks Core - Exploring the Design Process</p> <ul style="list-style-type: none"> • The design brief • The design process • Ethical issues • Graphic design • Environmental design • Design for a product • Portfolio <hr/> <p>Option A, B, C or D 5 weeks</p>
<p>Performing Arts 2 10 weeks Core - Let's Create Dance, Drama and Music</p> <ul style="list-style-type: none"> • Traditional dance • Create traditional dance • Traditional drama • Create traditional drama • Papua New Guinea music • Perform traditional music <p>Enrichment - Papua New Guinea Traditional and Contemporary Dance, Drama and Music</p>	<p>Integrated Arts 10 weeks Core - Integrated Arts-Cultural and Special Events</p> <ul style="list-style-type: none"> • Cultural or special event • Exhibition and display of visual arts • Presentation of cultural events or special events
<p>Visual Arts 2 10 weeks Core - Three Dimensional Art</p> <ul style="list-style-type: none"> • Construct three dimensional art works • Carving • Construction • Fabric and Fibre <p>Enrichment -Exploring Traditional Craft Practices</p>	<p>Option A, B, C or D 5 weeks</p>
<p>Grade 10 Options 5 weeks</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Option A Ceramics</p> <ul style="list-style-type: none"> • Clay in PNG • Pottery • Design • Building and stocking a kiln • Firing a kiln <p>Option B PNG Arts Sales and Marketing</p> <ul style="list-style-type: none"> • Marketing PNG Arts • The Arts industry in PNG • Ethical considerations and copyright • Marketing • Small project </div> <div style="width: 45%;"> <p>Option C Artists of PNG</p> <ul style="list-style-type: none"> • History of local PNG artists • Case study <p>Option D Options developed from the framework with school determined content</p> </div> </div>	

Broad learning outcomes mapped against unit learning outcomes

BLOs	1 Produce art works that communicate ideas in the performing and visual arts	2 Demonstrate knowledge and understanding of, respond to and appreciate, performing and visual artistic expression of a variety of cultures and historical periods	3 Use a range of arts skills, techniques, processes, conventions, technologies and materials safely to develop and refine original ideas	4 Explore, research, identify and develop ideas to produce ideas, documents and designs in a variety of contexts	5 Demonstrate an understanding of, and practice ethical entrepreneurial skills
Grade 9 Performing Arts	communicate ideas through music, drama and dance. create movement, dance and music	develop an understanding and appreciation of forms of dance, drama and music			
Grade 9 Visual Arts	produce art works that communicate ideas in the performing and visual arts		be innovative in the use of appropriate natural materials	follow the design process to produce art works	
Grade 9 Lets create dance, drama and music	identify, create and perform traditional dance, drama and musical items	identify and demonstrate an understanding of traditional aspects of dance, drama and music	develop skills in performing dance, drama and music		
Grade 9 Exploring visual arts	produce art works that communicate ideas in three dimensional art		be innovative in the use of appropriate natural materials to create three dimensional forms apply safe and appropriate codes and practices in the classroom	plan and construct creative forms using local materials	
Grade 10 Performing arts 2	produce art works that communicate ideas	respond to and appreciate artistic expressions		research, explore and develop ideas to create dance, drama and musical items	
Grade 10 Visual arts 2	develop an understanding of the design process to develop suitability and clarity of message		be innovative in the use of appropriate skills and techniques	explore and develop ideas to produce designs in a variety of contexts	develop and practice ethical entrepreneurial skills
Grade 10 Integrated unit	produce art works that communicate ideas in the performing and visual arts develop or produce arts products in either music, dance, drama or visual form to perform or exhibit art in various forms				demonstrate an understanding of and practice ethical entrepreneurial skills
Grade 10 Framework	produce art works that communicate ideas in the performing or visual arts	apply knowledge and understanding through identifying, selecting and using appropriate materials	use a range of arts skills, techniques, processes, conventions, technologies and		

BLOs	1 Produce art works that communicate ideas in the performing and visual arts	2 Demonstrate knowledge and understanding of, respond to and appreciate, performing and visual artistic expression of a variety of cultures and historical periods	3 Use a range of arts skills, techniques, processes, conventions, technologies and materials safely to develop and refine original ideas	4 Explore, research, identify and develop ideas to produce ideas, documents and designs in a variety of contexts	5 Demonstrate an understanding of, and practice ethical entrepreneurial skills
			materials to develop and refine original ideas apply safe and appropriate codes and practices in the classroom		
Grade 10 Option Ceramics		develop a sense of appreciation for Papua New Guinea history of the arts in relation to working with clay	demonstrate appropriate skills to design and produce ceramic items		
Grade 10 Option PNG Arts sales and marketing		identify and respond to issues related to marketing PNG Arts		demonstrate an understanding of the use of marketing strategies plan, organise and undertake the marketing of an arts product	demonstrate an understanding of, and practice ethical entrepreneurial skills
Grade 10 Option Artists of PNG		develop a sense of appreciation for impact of Papua New Guinea artists on the arts today demonstrate knowledge of and communicate information on a Papua New Guinea artist			

Grade 9 units

9.1 Performing Arts 1

10 weeks

In this unit students will study aspects of dance, drama and music. In dance they will learn about creative movements. In drama they will learn about expressive communication. In music they will learn about terminology and arrangements. The content of the unit is drawn from the skills development and expressive communication strands. It addresses the broad learning outcomes: produce art works that communicate ideas in the performing arts and use a range of skills, techniques, processes, conventions, technologies and materials to develop and refine original ideas. This unit will be assessed using a performance and a written test.

On completion of the core unit, students can continue with the enrichment option *Using dance, drama or music to become aware of social issues* which is extension work based on the core unit.

Unit learning outcomes

Students can:

- 9.1.1 communicate ideas through music, drama and dance.
 - 9.1.2 create movement, dance and music
 - 9.1.3 develop an understanding and appreciation of forms of dance, drama and music.
-

Core: Exploring the Performing Arts

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Expressive movement

Dance is expressive movement -a performance art in which the body is used to express ideas, thoughts and feelings.

Create a range of movements

- identify and practise safe movement practices such as:
 - warm-up, stretching and warm down
 - safe use of equipment
 - use of suitable surfaces
 - appropriate movements.
 - understand and explore how to integrate the body with
 - space – where is the body moving?
 - time – how fast does the body move?
 - energy – how is the body moving?
 - explore potential movements of single body parts.
-

Respond to sound

- use movements to respond to sound
- explore how they respond to different types of sound using movements
- respond to sound and rhythm;
 - using traditional dance movements to traditional instruments and sounds
 - using creative movements to traditional and or contemporary instruments and sounds.

Choreograph movements

- Compose movements using a theme, sounds or musical instruments.

Expressive communication

Drama is expressive communication - the re-enactment of real and imagined events through role playing and acting out.

Use appropriate body gestures and voice to communicate an idea

- identify and practise safe movement practices such as:
 - warm-up, stretching and warm down of voice and body
 - safe use of equipment
 - use of suitable surfaces
 - appropriate movement
- understand and explore how to integrate the body and voice with
 - space
 - time
 - energy.

Imitate animals and nature

- explore how to imitate animals and nature using body and voice.

Music

Music is the art of combining sounds to create beauty of expression and feeling.

Elements of music

- review the elements of music:
 - rhythm
 - melody
 - harmony
 - expression
 - tone or timbre
 - form and style.

Musical notation

- understand and use simple western Musical notation:
 - staff
 - clef
 - names
 - notes
 - time
 - solfa scale
 - key.

Compose a rhythm

- create, arrange and write a simple rhythmic composition in either
 - traditional form
 - contemporary form.

Enrichment option: Using Dance, Drama or Music to Become Aware of Social Issues

This enrichment option can be studied if students have completed the core unit *Exploring the Performing Arts*.

This enrichment option is a performing arts unit but may use some visual effects to also convey a message. Students learn ways of addressing social issues through dance, drama or music. Students research issues to decide on a message to be conveyed through dance, drama or music. They use their artistic abilities to make the awareness manageable. This unit can be assessed through a presentation or performance.

Content

Social issues in PNG

- identify and select an issue or theme that can be developed into dance, drama or music
- select a means of conveying a simple message about the issue through either a dance, drama or music presentation.

Music

- write lyrics about the issue or theme
- write a simple melody or rhythm to reflect the theme using musical terms, signs and symbols
- perform the music or rhythm and accompany it with lyrics.

Create dance

- use a range of movements and patterns to create a dance using the selected theme or issue.

Create drama

- research, plan and develop the theme or issue into a short drama.

Performance

- perform the dance or drama or music to an audience
- use feedback from the audience to check whether or not the message about the theme or issue has been conveyed successfully.

Assessment

Assessment for core unit *Exploring the performing arts* and enrichment option *Using dance, drama or music to become aware of social issues*.

Assessment Task One

Perform and present dance, drama and music either individually or in groups.

Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- create, demonstrate and develop dance and drama movements in response to sound and rhythm
- demonstrate expressive communication forms with the use of voice and body gestures to convey an idea.

80 marks

Assessment Task Two

Write a short drama or a rhythmic composition

Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- use correct conventions or notation for either a short drama or a rhythmic composition
- convey ideas in a variety of ways including written.

20 marks

Total: 100 marks

9.2 Visual Arts 1

10 weeks

This Visual Arts unit will enable students to learn about two dimensional objects through painting, collage or mosaic, and graphic design. In painting the students will develop figurative painting depicting dancers as in singsings, and figurative mono-printing based on traditional dance. In designing a collage or mosaic students will base their work on village activities and in graphic design students will design a poster. This unit will be assessed through the production of these art works.

On completion of this core unit students can continue with the enrichment option *Extending the Visual Arts* which is extension work based on the core unit.

Unit learning outcomes

Students can:

- 9.2.1 produce art works that communicate ideas in the performing and visual arts
 - 9.2.2 follow the design process to produce art works
 - 9.2.3 be innovative in the use of appropriate natural materials.
-

Core: Exploring the visual arts

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Making an art work

- recognise that making art works involves their own interpretation and experience of the world
- respond to visual images through sight and imagination
- identify and practice the safe use of materials and tools when producing two dimensional art-works.

Figurative painting

- students produce a composition depicting traditional dance groups
 - show restrained use of selected appropriate colours
 - depict movement and occasion.

Figurative mono-printing

- students produce a mono-print depicting subjects true to life
 - two dimensional printing where only one print can be made from, for example, ink on glass, drawing over the back of the paper directly.

Collage or mosaic

- develop and produce
 - figurative or non-figurative collage work to reflect a particular village activity
 - mosaic or collage composition depicting village and social activity.

Graphic design

- identify elements and techniques of graphic design
 - controlled use of colour, shape, lines, image and space
 - mathematical accuracy
 - computers: word processing or graphic design programs can be used
- produce a poster using graphic design techniques
 - discuss, select and collect suitable reference and ideas for a poster on an issue such as HIV/Aids
 - brainstorm and develop ideas as thumbnail sketches
- create a poster executing ideas into a final presentable piece.

The design process

- students produce art works using the following process:
 - plan and produce a design, rough drawings or reference
 - collect materials
 - produce the art work
 - evaluate the art work
- students must keep evidence of the development of their art work in a portfolio.

Enrichment option: Extending the Visual Arts

This enrichment option can be studied if students have completed the core unit *Exploring the Visual Arts*.

Students research, select and produce other types of two-dimensional art works such as painting, print making or drawing. This is an extension of the core unit.

Assessment

Assessment for core unit *Exploring the Visual Arts* and enrichment option *Extending the Visual Arts*

Assessment Task One

Produce a mosaic, collage, figurative painting and a mono-print showing evidence of the creative process undertaken.

Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- develop works with evidence of original thinking and understanding in use of composition and colour
- develop ideas to create visual impact of a completed art work
- select and use appropriate techniques and materials
- communicate their message visually.

60 marks

Assessment Task Two

Produce a poster using graphic design processes.

Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- develop works with evidence of original thinking and understanding in use of composition and colour
- develop ideas to create visual impact of a poster
- select and use appropriate graphic design techniques
- communicate their message visually.

40 marks

Total: 100 marks

9.3 Performing Arts 2

10 weeks

This is a Performing Arts unit and will cover aspects of dance, drama and music. In this unit students will learn to create dance, drama and music based on traditional cultural background knowledge and experiences or the contemporary Papua New Guinea setting. Students can work individually or as a group depending on their interest to develop a dance, a drama or music piece. The content of this unit is drawn from all the strands. This unit will be assessed using a performance and test.

On completion of this core unit students can continue with the enrichment option *Papua New Guinea Traditional Dance, Drama and Music* which is extension work based on the core unit.

Unit learning outcomes

Students can:

- 9.3.1 demonstrate an understanding of traditional aspects of dance, drama and music
 - 9.3.2 develop skills in performing dance, drama and music
 - 9.3.3 identify, create and perform traditional dance, drama and musical items.
-

Core: Let's Create Dance, Drama and Music

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Traditional dance

- research and identify dance elements using at least two traditional dances
 - story told
 - types of movement
 - music associated with the movement
- compare and contrast at least one dance from two different cultures in respect to the dance elements.

Create traditional dance

- create traditional dance forms
 - use choreography to create simple movements and patterns
 - repeat movements using different dance elements
 - perform dances using traditional movements
 - create short dances using a range of traditional movements and patterns.
-

Traditional drama

- research and identify dramatic skills of traditional dramas
 - improvisation
 - mime and pantomime
 - story-telling
 - short plays
- compare and contrast at least one drama from two different cultures in respect to the dramatic skills.

Create traditional drama

- use improvised techniques to create short plays or story telling
- write and perform a short play based on traditional drama forms.

Papua New Guinea music

- research and identify various Papua New Guinea musical presentations in either audio or visual
 - traditional
 - contemporary
 - modern
- compare and contrast at least one musical item from two different cultures in respect to use of musical types
- generate traditional sounds.

Perform traditional music

- perform a traditional song or item if appropriate
- perform a short musical item based on traditional drama forms such as a
 - song
 - drum or rhythm performance.

Enrichment option: Papua New Guinea Traditional Dance, Drama and Music

This enrichment option can be studied if students have completed the core unit *Let's Create Dance, Drama and Music*.

This unit integrates dance, drama and music in the performing arts. Students will learn to identify traditional dances, drama or musical practices in their local areas as well as other parts of Papua New Guinea through a case study. Teachers will have to assist students with the content of the case study. Upon results of the case study, students can compile and document their findings. They can teach other students these practices with the help of village elders, provided they are not breaking taboos. Skills in developing a dance, drama or music are acquired through careful demonstration and observing of the experts. Students are encouraged to keep portfolios on this work.

Content

Case-studies –select one

Types of dance

- explore, research and identify different traditional dances in Papua New Guinea using community resources
- compare dances and contrast principles of movements found in different dances
- write or illustrate findings.

Types of drama

- explore, research and identify different traditional drama in Papua New Guinea using community resources
- compare dances and contrast principles of movements found in different drama
- write or illustrate findings.

Papua New Guinea and other cultures' traditional music

- explore, research and identify traditional music from Papua New Guinea and other cultures using community resources
- write about a selected Papua New Guinea or other culture's traditional music.

Performance

- create an individual or group performance using traditional dance, drama and music elements.

Assessment

Assessment for core unit *Let's create dance, drama and music 1* and enrichment option *Papua New Guinea traditional dance, drama and music*.

Assessment Task One

Create and perform dance, drama and music using traditional movements and music

Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- demonstrate knowledge of a range of traditional music, dances and drama
- develop a range of traditional skills in performing dance, drama and music
- show creativity in dance, drama and music.

70 marks

Assessment Task Two

Test on traditional music, dances and drama

Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- identify a range of traditional dances, drama and music
- describe and explain a range of traditional dances, drama and music.

30 marks

Total: 100 marks

9.4 Visual Arts 2

10 weeks

This unit introduces students to three dimensional art. It has three components: carving, construction, and fabric and fibres. Students will use local materials to produce a variety of three dimensional forms. The emphasis of this unit is on the skills development strand. This unit will be assessed by skills of technical ability and on originality and composition.

On completion of this core unit students can continue with the enrichment option *Exploring Traditional Craft Practices* which is extension work based on the core unit.

Unit learning outcomes

Students can:

- 9.4.1 produce art works that communicate ideas in three dimensional art
 - 9.4.2 plan and construct creative forms
 - 9.4.3 be innovative in the use of appropriate natural local materials to create three dimensional forms
 - 9.4.4 apply safe and appropriate codes and practices in the classroom.
-

Core: Exploring three dimensional Art

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Construct three dimensional art works

- recognise that making art works involves their own interpretation and experience of the world
- respond to visual images through sight and imagination
- identify and practice the safe use of materials and tools when producing three dimensional art works using the following process
 - plan and produce a design, rough drawings or reference
 - collect materials
 - construct the art works
 - evaluate the art works
- students must keep evidence of the development of their art work in a portfolio.

Carving

- discuss, plan, collect and carve out an art piece using appropriate tools to create and depict a three dimensional form
 - a variety of materials could be used such as
 - timber
 - stone
 - soap
-

- packing foam
- wax.

Construction –work in groups or individually

- discuss, plan and construct an art piece by building the piece through an assemblage of found objects in their local environment to depict a three dimensional form
- explore ways of fixing objects in an interesting way considering form and scale.

Fabric and fibre

- discuss, plan and collect suitable material fibre and fabric to create a three dimensional form.

Enrichment option: Exploring traditional craft practices

This enrichment option can be studied if students have completed the core unit *Exploring Three Dimensional Art*.

This unit looks at traditional craft practices. Students will learn to identify traditional craft practices in their local areas as well as other parts of Papua New Guinea through inquiry and research. Upon results of research, students can compile and document their findings.

Students produce a three dimensional craft work based on traditional methods of design and construction. They can teach other students these practices with the help of village elders, provided they are not breaking taboos. Skills in developing traditional crafts are acquired through careful demonstration and observing of the experts. Students are encouraged to keep portfolios of this work.

Assessment

Assessment for core unit *Three dimensional Art* and enrichment option *Exploring traditional craft practices*.

Assessment task

Construct or carve a three dimensional art work

- research, plan and construct or carve three dimensional forms using appropriate techniques and materials
- select at least one of the art works produced for assessment
- produce a portfolio showing the steps undertaken in producing the selected three dimensional form.

The portfolio should include for example:

- student/teacher prepared design brief
- a research component
- notes/drawings on possible ideas
- thumbnail sketches exploring various ideas
- a selection and development of best thumbnails
- development of final three dimensional art work
- completion and presentation of final work
- evaluation.

Assessment criteria

The assessment task will be assessed on the extent to which students can:

- select and safely use appropriate techniques and materials
- research and plan their carvings
- demonstrate a sense of composition and creative originality to communicate ideas.

Total: 100 marks

Grade 10 units

10.1 Performing Arts 3

5 weeks

This unit enables students to experience the power of the performing arts in conveying meaning and messages. Skills development, creativity, expressive communication and reflection are emphasised. Students are expected to apply safe and appropriate codes and practices in their work. Students are able to derive meaning of performances from their own experiences. This unit will be assessed using a performance and an evaluation of a performance.

Students select an option unit on completion of this core unit to further develop skills and understandings in the Arts.

Unit learning outcomes

Students can:

- 10.1.1 research, explore and develop ideas to create dance, drama and musical items
 - 10.1.2 produce art works that communicate ideas
 - 10.1.3 respond to and appreciate artistic expressions.
-

Core: Let's create contemporary dance, drama and music

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Create dance movements, drama and music either individually or in groups

Dance

- explore the use of body movements to create meaning
- explore and create various dance patterns to create meaning
- use choreography techniques to present solo, duet or group performance which convey meaning such as a personal or social issue eg peer pressure.

Drama

- explore the use of body movements and voice to create meaning
 - explore and create short drama items to convey meaning
 - use production techniques to present a short performance which conveys meaning on a personal or social issue eg peer pressure.
-

Elements of music

- explore the use of elements of music and voice to create meaning
- explore and create short musical items to convey meaning
- use production techniques to present a short performance which conveys meaning on a personal or social issue eg peer pressure.

Appreciation and reflection

- watch or listen to a performance
 - individual and group reflection on the process used by the performers
 - individual and group reflection on the effectiveness of the medium in conveying meaning
 - recognise the quality, value or significance of the performance and/or its meaning
 - make an individual judgment or express an opinion on the quality or value of the performance.
-

Assessment

Assessment for core unit *Let's create contemporary dance, drama and music.*

Assessment Task One

Create and perform a dance, drama and music item either individually or in a group to convey meaning

Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- demonstrate performing skills in dance, drama or music
 - show evidence of development of ideas in creating dance, drama and musical performance
 - communicate ideas through a range of performances.
- 30 marks

Assessment Task Two

Evaluate a dance, drama or music performance

Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- communicate ideas about a range of performance
 - reflect upon and evaluate both their own and others' performance.
- 30 marks

Total: 60 marks

Note: The other 40 marks for this term's work will be from the option unit studied.

Option unit

Option A, B or C or D

10.2 Visual Arts 3

5 weeks

This is a visual arts unit and enables students to discover research and explore different designs. The three types of design they will study are graphic, environmental and design for a product. Upon completion of their research work, students can plan a design using the design process. They will be required to complete at least two different types of design. This unit places emphasis on the skill development strand. Students are expected to apply safe and appropriate codes and practices. This unit will be assessed using a practical task on a selected design using the design process and the student's portfolio

Students select an option unit on completion of this core unit to further develop skills and understandings in the Arts.

Unit learning outcomes

Students can:

- 10.2.1 develop and practice ethical entrepreneurial skills
 - 10.2.2 develop an understanding of the design process to develop suitability and clarity of message
 - 10.2.3 be innovative in the use of appropriate skills and techniques
 - 10.2.4 explore and develop ideas to produce designs in a variety of contexts.
-

Core: Exploring the design process

Content

Students acquire knowledge and skills through the teaching and learning of this content.

The design brief

- students prepare a design brief for corporate identity using a graphic design.

The design process

- students develop ideas to meet the requirements of the brief by producing designs such as
 - logos
 - business cards
 - calendars
 - brochures
 - tattoos
 - menus
 - uniforms
 - wrappers
-

- revision of the design process: Students are to produce their graphic design. The process will involve:
 - research:
 - idea generation and exploration of ideas
 - identification of suitable materials, tools and techniques for each design
 - produce drafts, working drawings, reference material
 - practice and refine skills needed to produce the design
 - production of designs reflecting quality standards appropriate to the design brief
 - presentation of work
 - evaluation of work.

Ethical issues

- develop an understanding of moral and ethical issues related to design
 - copyright
 - traditional ownership of design
 - identify issues
 - understand the importance of ownership of ideas
 - respect the value of designs owned traditionally by a range of communities
 - the elements of designs [colour, tone, line, shape and form, pattern, texture, perspective, drawing warm-ups.

Use the design process to decide on a composition based on the brief in

Graphic design

- select and use appropriate letters, image and colour in composition.

Folio

- all the steps followed in the design brief, along with the student's designs are to be recorded and displayed in a folio.

Assessment

Assessment for core unit *Exploring the Design Process*

Assessment task

Students must use the graphic design process to prepare a corporate identity folio showing all the steps undertaken.

The folio will show the steps undertaken in the producing of their graphic designs.

The folio should include for example:

- student/teacher prepared design brief
- a research component
- notes/drawings on possible ideas
- thumbnail sketches exploring various ideas
- a selection and development of best thumbnails
- development of final graphics
- completion and presentation of final work
- evaluation.

Assessment criteria

The assessment task will be assessed on the extent to which students can:

- select and use appropriate graphic design techniques and materials
- communicate the message visually
- develop works with evidence of original thinking which meet the requirements of the design brief.

60 marks

Note: The other 40 marks for this term's work will be from the option unit studied

Option unit

Option A, B or C or D

10.3 Integrated Arts

Time 10 weeks

This unit integrates both the Performing and Visual arts. The students will learn various skills from the performing and visual arts subjects while preparing for, refining and rehearsing projects that will be performed or exhibited during an event. This unit emphasises all three strands. The unit will be assessed through practical performances and a test.

Unit learning outcomes

Students can:

- 10.3.1 produce art works that communicate ideas in the performing and visual arts
 - 10.3.2 develop or produce arts products in either music, dance, drama or visual form
 - 10.3.3 perform or exhibit art in various forms
 - 10.3.4 develop and practice ethical entrepreneurial skills.
-

Core: Cultural and special events

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Cultural or special event

- group work –identify cultural or special events appropriate to the time of year and location
- plan activities:
 - set goals
 - determine timeframes
 - identify resources
 - activities to be undertaken
 - research – copyright, ethical issues
 - evaluation.

Music and dance and drama

Presentation of cultural events or special events

- preparation activities such as
 - learn particular dances, drama or movements and music using community experts
 - write drama, music or choreograph dance items
 - rehearse performance pieces
 - prepare stage or performance areas
 - design and develop costumes
 - collect items for performance
 - design and develop decorations
 - collect traditional bilas

- identify audience
- design invitations
- performance
 - Perform the items in a group or individually
- evaluation
 - appraise the preparation, performance, displays and audience.

Visual Arts

Exhibition and display of visual arts

- identify the audience and context for an exhibition and display of art works
 - preparing art works for display
 - mounting
 - framing
 - finishing touches
 - cataloguing
 - pricing
 - marketing
- take into account
 - spatial relationships
 - product and audience.

Assessment

Assessment for core unit *Cultural and Special Events*

Assessment task

Plan, develop, create and perform or participate in an integrated event either in groups or individually

Assessment criteria

The assessment task will be assessed on the extent to which students can:

- demonstrate knowledge and understanding of performing and visual arts skills and techniques
- demonstrate skills, techniques and processes in creating and presenting performing and visual arts items
- demonstrate a sense of composition, communication and creativity in performing and visual arts
- apply entrepreneurial skills ethically.

Total: 100 marks

Grade 10 Option Units

Option A: Ceramics

Five weeks

This unit enables students to undertake an advanced study of ceramics following successful completion of the Visual arts 2 core unit - Three dimensional art. Students will develop skills and understandings in working with clay. They will research the art of pottery making, kiln building and kiln firing in schools where clay is available. Students will use the design process to design their ceramic objects.

Unit learning outcomes

Students can:

- a) develop a sense of appreciation for Papua New Guinea history of the arts in relation to working with clay
 - b) demonstrate appropriate skills to design and produce ceramic items.
-

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Clay in Papua New Guinea

- areas rich in clay in PNG
- traditional uses of clay
- development of unique styles of pottery items in different areas of Papua New Guinea
- uses of pottery items in different areas
- traditions and festivals associated with pottery such as
 - Hiri Moale

Pottery

- using clay - practise hand building techniques
 - pinch
 - thumb
 - coil
 - slab.

Design

- use principles of good design to make a ceramic item
- principles of good design include:
 - is innovative
 - enhances the usefulness of the product
 - is aesthetic

- is functional
- is unobtrusive
- is ecologically appropriate
- is minimal design.

Building and stocking a kiln

- pit kiln or bonfire kiln building
- collection of firing materials
- stocking kilns to prevent breakage
- loading kilns to make sure all items are fired
- safety guidelines.

Firing a kiln

- safety when firing kilns –guidelines
- timing of the fire.

Assessment

Assessment for option A *Ceramics*

Assessment task

Use the creative process to design and produce a range of ceramic items

Assessment criteria

The assessment task will be assessed on the extent to which students can:

- research and identify PNG use of clay in different areas and for different purposes
- demonstrate a range of skills to produce ceramic items
- apply design principles to produce a well designed item from clay.

Total 40 marks

Option B: PNG Arts sales and marketing

Five weeks

This unit will enable students to gain basic skills in sales and marketing in the arts industry. It provides learning experiences on how to produce, sell and manage small scale arts business establishments at the grassroots and village levels. The emphasis on this unit is on research, analysing and construction. It broadens the minds of students to confer with each other about marketing strategies of the arts.

Unit learning outcomes

Students can:

- a) identify and respond to issues related to marketing PNG arts
 - b) demonstrate an understanding of the use of marketing strategies
 - c) plan, organise and undertake the marketing of an arts product
 - d) develop and practice ethical entrepreneurial skills.
-

Content

Students acquire knowledge and skills through the teaching and learning of this content.

Marketing Papua New Guinea arts

- uniqueness of Papua New Guinea culture as seen through the arts
- purpose of marketing and selling PNG arts products
- products that are suitable for sale
- craft products and art products - what is the difference?
- who buys PNG art?

The Arts industry in PNG

- music industry
 - recording and performing
- dance and drama industry
 - performing contemporary dances and dramas
 - performing traditional dances and dramas
- visual arts Industry
 - fine art
 - graphic design
 - textile industry
 - craft industry

Ethical considerations and copyright

- identify the issues related to performing traditional dances or music for a fee such as:
 - ownership of the dance or music
 - copyright

- who gets paid for the performance - the owners or the performers?
- who are the clients?

Marketing

- process of marketing
 - market research
 - identifying the product
 - finding the clients or market
 - producing or sourcing the product for the client.
- Market sales
 - pricing the product
 - advertising the product
 - selling the product
 - banking.
- Marketing skills
 - management of a project
 - basic record keeping
 - acquittal of funds.

Small project

- Market and sell an arts product in the school or community
-

Assessment

Assessment for Option B *PNG Arts Sales and Marketing*

Assessment task

Market and sell an arts product in the school or community

Assessment criteria

The assessment task will be assessed on the extent to which students can:

- research and develop ideas of marketing strategies
- use Papua New Guinea style and resources for the appropriate marketing of an arts product
- demonstrate planning and organisational skills in the marketing of a product
- demonstrate an understanding of ethical issues when marketing products.

Total 40 marks

Option C: Artists of Papua New Guinea

Five weeks

This research unit is about finding out about Papua New Guinea artists, in the past and living today, traditional and contemporary. In studying Papua New Guinea artists the students will research and analyse the impact of past artists on the arts in Papua New Guinea today.

Students will select at least one artist in the visual arts area and one artist in the performing arts area as case studies.

Unit learning outcomes

Students can:

- a) develop a sense of appreciation for impact of Papua New Guinea artists on the arts today
 - b) demonstrate knowledge of and communicate information on a Papua New Guinea artist
-

Content

Students acquire knowledge and skills through the teaching and learning of this content

History of local PNG artists

- Find out about a local PNG dance, drama, music or art artist through research or community resources.
- Identify local artists and discuss and present the history of their particular form of art in the area.
- Compile a brief history of selected modern artists in dance, plays, music or art works of Papua New Guinea.
- Analyse the impact of past artists on the arts in Papua New Guinea today.
- Explain how art works may be differently interpreted by different audiences.

Case study

Select one artist in the visual arts area and one artist in the performing arts and prepare a presentation on their work, and the history of their life.

- describe their art work
- explain the artistic practices of the selected artist
- explain their impact on PNG arts and/or the world.

Assessment

Assessment for Option C *Artists of Papua New Guinea*

Assessment task

Assignment

A case study of two Papua New Guinea artists; one in the visual arts area and one artist in the performing arts

Assessment criteria

The assessment task will be assessed on the extent to which students can:

- identify and undertake research on artists of Papua New Guinea
- analyse the impact of past artists on the arts in Papua New Guinea
- compare and contrast two Papua New Guinea artists

Total: 40 marks

Option D

Option units developed from the framework with school determined content

Grade 10

Five weeks

Option D Arts units are based on student interest. Examples are found in the teacher guide but schools can develop a unit using the framework model, and teach any aspects of the Arts that are relevant to their community and students, for example:

- Carving
- Weaving
- Contemporary art
- Abstract art
- Jewellery/bilas
- Batik
- Screen printing
- Beading
- Working with clay
- Metal art and sculpture
- Puppets
- Miming
- Storytelling
- School plays
- Dance and drama
- School band
- Choir
- Making music
- Writing music

Unit learning outcomes

Students can:

- a) apply safe and appropriate codes and practices
- b) apply knowledge and understanding through identifying, selecting and using appropriate materials
- c) demonstrate a range of arts skills and techniques
- d) produce art works that communicate ideas

Content

Students acquire knowledge and skills through the teaching and learning of school developed content.

Assessment

For every optional framework unit students complete the following assessment requirements:

Assessment Task

Make an art work or perform a dance, drama or music item

The learning outcomes will be assessed through making an art work or performing a dance, drama or music item

Assessment criteria

The assessment task will be assessed by the extent to which the student can:

- produce art works that communicate ideas in the performing and visual arts
- use a range of arts skills, techniques, processes, conventions, technologies and materials to develop and refine original ideas
- apply safe and appropriate codes and practices.

Total: 40 marks

Assessment, examinations and certification

Assessment and reporting practices described here are detailed further in the National Assessment and Reporting Policy for Papua New Guinea (2003) and in other support materials produced by the Department of Education.

Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

For teaching and learning to be outcomes-based, teachers need to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes.

Assessing in an outcomes-based way involves focusing less on whether a learner has "passed" or "failed" and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in Arts

A student's achievement in The Arts at the end of Grade 10 will be assessed against the broad learning outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout Grade 9 and 10 using specific outcomes for each unit. The matrix on pages 16 and 17 of the syllabus shows how the unit outcomes are linked to the broad learning outcomes.

During the course of each unit students must complete the tasks specified for the unit. Teachers will expand each task and provide clear guidelines to students for how the task will be completed and how the criteria will be applied.

The assessment tasks and criteria in each unit ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. A variety of tasks are specified to give students the opportunity to demonstrate all the broad learning outcomes in different ways and to improve the validity and reliability of the assessment.

It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit.

Other tasks can be done immediately after the relevant section of the unit has been covered.

Assessment for the School Certificate

A student's overall achievement in The Arts will be both internally and externally assessed. The mark awarded to each student for the School Certificate will be a combination of the internal assessment mark provided by the school and the examination mark.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

For The Arts, the internal assessment marks provide a summation of each student's achievements in Grades 9 and 10. The assessment tasks used to determine the internal assessment mark must comply with the types of tasks and assessment criteria specified in each of the units.

All schools must meet the requirements for internal assessment as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

External examination

The external examination provides a measure of student achievement of those aspects of the broad learning outcomes that can be reliably measured in an examination setting. Questions for the external examination in The Arts will be developed using the outcomes, knowledge and skills in the core units.

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

Certification

Candidates will be awarded a School Certificate only if they meet all requirements for internal and external assessment. Eligibility rules for the award of the School certificate are specified in *Grade 10 Assessment, Examination and Certification Handbook*.