Introduction

Purpose

This Teacher Guide must be used in conjunction with the Lower Primary Arts Syllabus. Its main purpose is to help you to implement the syllabus in your classroom.

The guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of the learning outcomes. It also provides you with information and processes to:

- use the elaborations to identify relevant content (knowledge, skills and attitudes) and contexts
- develop units of work based on clusters of learning outcomes 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 learning outcomes.

Using this teacher guide

When you receive your Lower Primary syllabuses and teacher guides, you need to do the following:

- read each teacher guide carefully
- become familiar with each syllabus, its strands and substrands
- select one subject, then read the outcomes and indicators for that subject
- read each section of that subject's teacher guide again and take note of those ideas, strategies and processes you think will be useful to you
- repeat these steps for the other subjects
- meet with other teachers, share your ideas and plan how you will work together to write programs and units of work
- be ready to try out some of the units of work in the teacher guides
- be confident to write your own programs and units of work using the information in one or more of the teacher guides and subject syllabuses.

Bilingual education

Bilingual education is the regular use of two languages for instruction. With over 800 different languages spoken across Papua New Guinea, most students do not speak English as their first language. In Lower Primary Arts teachers will use a bilingual approach to teaching and learning, using both vernacular and English to develop students' understanding of the learning outcomes.

Lower Primary uses a bilingual approach as there are academic benefits for students being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English both inside and outside of the classroom. It is important to continue to develop, expand and enhance vernacular language to that used by adults.

Bridging to English

Bridging to English is the gradual change from vernacular to English instruction during Grades 3 to 5. Bridging, while maintaining vernacular language, helps students retain their identity, culture, self-confidence and self-esteem.

Bridging to English approaches are explained in the section titled Teaching and Learning Strategies. Examples of how to apply these approaches appear in the section titled Units of Work.

Using vernacular language for continued learning and development while learning English, is an effective way for Papua New Guinean students to develop to their full potential.

Integration

When teachers use integrated and bilingual education approaches in their classrooms, they are encouraged to create a relaxed, enjoyable environment in which they use a variety of teaching and learning strategies to help students acquire relevant skills, knowledge and understanding.

Integrated learning of subjects and learning outcomes is more likely to provide a meaningful and natural learning environment for students, and subsequently improve the quality of their learning.

Many learning outcomes from different subjects naturally collect or cluster together, allowing a thematic approach to programming to be adopted by teachers. The integration is not artificial and is often determined by annual calendars of events and community activities to make the learning more meaningful to students. Some learning outcomes that do not integrate easily, will of course need to be programmed separately.

Nature of Arts

Arts covers all forms of creative expressions. Feelings, emotions and ideas are expressed through Arts activities involving concepts such as movement, shape, time, sound, words, colour and texture. Students develop skills and techniques and create ideas, based on culture and experiences.

Arts is valuable in the development of the students' physical, social and intellectual abilities and forms a solid basis for further educational, recreational and vocational pursuits.

Students should appreciate the importance of Arts in everyday life. Students develop a sense of pride in their personal and cultural identity, to equip them for lifelong involvement in Papua New Guinean cultures. Skills are developed in self-expression, planning, designing, organising and presenting. Students develop appreciation, self-confidence and find personal satisfaction in Arts. This is essential for a person's wellbeing and social interaction.

Links with other levels

Arts teaching and learning begins in Elementary schools with Arts as a substrand in Culture and Community. Culture and the Arts are an integral part of vernacular education. Arts skills and knowledge are extended in Lower Primary from the local community in Grade 3, to other communities in Grade 4 and to the regions of Papua New Guinea in Grade 5.

Arts knowledge and skills development are reinforced in Upper Primary. In Grade 6, content is extended to other indigenous cultures, in Grade 7, skills development includes a variety of contemporary styles and in Grade 8, Arts focuses on the vocational skills of organisation and marketing.

The diagram below shows Arts links between the different subjects for the different levels of schooling.

Links between Elementary and Primary Levels

School Level	Elementary	Lower Primary	Upper Primary
Learning Area	Culture and Community	Culture and Community	Culture and Community
Subject	Culture and Community	Arts	Arts

Links to other subjects

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

Arts contributes to learning in other subjects. The emphasis in Lower Primary Arts is on skills development. Subject content from Health, Community Living, Mathematics, Physical Education, Environmental Studies and Language can be used as topics for art, craft, drama, dance and music.

There are many outcomes in other subjects related to Arts outcomes. Integration across subjects is used where it occurs naturally and should not be forced. Learning outcomes from the different subjects are clustered around a key concept or idea. A theme is selected to name each cluster of outcomes.

Themes that are identified from the clusters of outcomes can be used as the basis for programming across subject areas. Below is an example of outcomes in a cluster.

A sample cluster of outcomes for the theme: Regions

Arts	5.1.1 Produce art from different regions 5.5.1 Perform music from different regions
Community Living	5.1.4 Describe the geographical features of the province
Language	5.3.1E Plan and produce a range of text types in all genres to present ideas and information

Key features

Children of Papua New Guinea come from a range of rich and diverse cultural backgrounds. Cultural expression in Arts enriches community life and provides income for thousands of Papua New Guineans.

Aspects of Arts

Lower Primary Arts aims for students to:

*   value the Arts, artists and performers of their own and other communities
*   explore lines, shapes, patterns, textures, sounds, rhythms and movements in the community and in nature
*   develop Arts skills and techniques
*   express ideas and feelings through Arts activities
*   work cooperatively with others and enjoy Arts experiences
*   use Arts terms to describe and communicate opinions about artworks
*   be prepared for future learning and involvement in the Arts.

Lower Primary Arts has five strands; Art, Craft, Drama, Dance and Music. Each strand has three substrands; Skills, Creativity and Responding to Arts. Substrands relate directly to outcomes in terms of knowledge, skills and attitudes.

Arts skills, processes and techniques

In Lower Primary, the Arts emphasis is on skills development and creativity. Students develop skills by exploring techniques, materials and styles in every strand. Students develop artistic expression, creating original works. Students learn to respond to Arts using the language of Arts to describe and give opinions about their own works and those of others.

Students have opportunities to express themselves in their vernacular languages and in English. Arts activities, skills, processes and techniques are chosen depending on the available knowledge, materials, equipment and resources of each school and community.

Focus in each grade

Grade 3 Arts is culturally and community-based. The focus is on the school and community cultures. The teacher provides the opportunity for students to discover and value the significance of their traditional culture. He or she then provides the opportunities for students to extend their creative skills to Arts of other communities in Grade 4.

Grade 4 focuses on Arts of other communities rather than the students' own school community. Teachers and students from other communities should be encouraged to share their cultures in the school.

In Grade 5, the focus is on Arts from all four regions of Papua New Guinea. Students develop Arts skills, techniques and value Arts, artists and performers of their own and other communities in the four regions of Papua New Guinea.

Working with the community

Arts is part of the traditional and contemporary cultures of Papua New Guinea. It is essential that teachers work together with the community and take advantage of the skills, knowledge and attitudes of its members.

Community members can teach traditional and contemporary Arts knowledge and skills. Members demonstrate how to respect and preserve traditional cultures. Students are also community members with cultural knowledge and skills. Students pass on their knowledge and skills to others through small group work.

Teaching and learning strategies

Lower Primary teaching and learning is integrated and uses bilingual education approaches; that is, teaching and learning using two languages. Teachers are encouraged to create a relaxed, flexible and enjoyable classroom environment. They must use a variety of teaching and learning strategies that will help the students acquire relevant skills, knowledge and understanding.

The learning outcomes provide the framework for teachers to use in their daily, weekly, term and year plans.

Teachers in Lower Primary schools will use the learning outcomes from the syllabuses in their planning, and use the elaborations in this Teacher Guide to identify specific knowledge, skills and attitudes that can be developed in each grade.

Continuous assessment of student performance of learning against these outcomes, will ensure a supportive classroom environment that will meet students' individual learning needs.

Here is a discovery learning motto to keep in mind when planning activities for students who are learning in two languages.

Discovery learning

We remember:

20% of what we hear

40% of what we see

80% of what we discover for ourselves.

Bridging to English approaches

Children begin school using their first language for learning and development while their English language is being developed. As students move into the Lower Primary a bridging process to learning in English is developed.

The Curriculum Development Division has recommended five approaches to bridging to English for teaching in bilingual classes in Papua New Guinea. Each of these five approaches has been modelled in the units of work included in this Teacher Guide. They are approaches that you must use when programming units of work. The five approaches to bridging are explained below.

1. Integrated programming and thematic approach

Teachers are encouraged to use an integrated programming and thematic approach at Lower Primary.

First, identify clusters of outcomes from within a subject or across several subjects that link naturally together. Then, identify a theme that links the outcomes. This helps to make learning activities interesting, relevant and appropriate for the students. Themes may be used for programming a unit of work to be taught for one to two weeks or longer.

2. Whole language approach

Within the integrated, thematic approach, the whole language approach will guide planning and teaching of the vernacular and English programs.

Teachers must create a rich environment with models of a variety of oral and written text types in the classroom. This helps students learn how whole texts are constructed. Many student-centred activities can also be created from whole texts for students to learn about the parts of language such as letter and sound relationships, pronunciation, spelling, grammar and vocabulary.

3. Program separately for vernacular and English

Language development in vernacular and English needs to be planned separately for each subject. Students use vernacular, for example, when they are learning difficult new content and content that is related to their own community lives or for small group discussions. Students are introduced to English words and language features while they are learning the concepts in vernacular.

Gradually, as students' vocabulary and understanding of English grows, they will learn more and more in English. In Grade 5 seventy percent of teaching, learning and assessment will be in English.

4. Use big books for both languages

Big books should be used as a main resource for both vernacular and English language development. Big books are usually used to introduce a new topic, new ideas, a new text type, new grammar and new vocabulary. Big books can be either fiction or information texts. You can make bilingual big books showing the same information or telling the same story in both vernacular and English.

5. Variety of genres

There will be a focus on different text types, or genres, associated with different language functions or purposes. These genres help students to understand how language can be used in powerful and interesting ways for different purposes. For example we tell, read and write narratives to share experiences for enjoyment. We use procedures to explain how to make something or do something. We use reports to present factual information and explanations to explain why certain things happen. Arguments are used to present different points of view in powerful, persuasive ways. The following genres will be taught and practised in different subjects at Lower Primary:

- narrative
- recount
- procedure
- report
- explanation
- exposition.

You will be planning for the students to learn these different genres when you plan your units of work.

Learning and thinking strategies

In Arts the students learn best when the learning activities are done in a natural way. Natural learning is learning in the same way as we learn things in everyday life outside the classroom. Students need to be encouraged to use a variety of skills to create and respond to art, craft, drama, dance and music by themselves.

Student-centred learning

In Lower Primary Arts, learning is student-centred with an emphasis on discovery learning. Discovery learning is based on experiences which are meaningful and of value to the students rather than having them just observing and listening passively. Discovery learning places an emphasis on creativity.

A student-centred approach to teaching and learning is when the students are the focus of the learning activities. The students assume more responsibility for their learning in this type of learning environment. The example below provides suggestions for student—teacher roles in this approach.

Teacher and student roles within student-centred learning

Students	Teacher
• do more talking than the teacher • do many different activities that relate to real life experiences to develop critical thinking and understanding • discover new ways of doing things (creativity) with guidance from the teacher or community member • use inquiry learning approach to investigate a topic, design procedures or experiments to come up with a product (picture, craft, song, dance) • frequently work in small groups cooperating with peers to use skills and techniques • are given choices to select activities for their projects • have a chance to correct their efforts • have a chance to evaluate their efforts • choose who they will share the learning situation with	• plays the role of a facilitator • provides a rich learning environment for students' learning • develops a supportive atmosphere in the classroom • treats students with respect • talks with students rather than at them • shows that he or she has faith in the students' ability to learn • lets the students proceed at their own pace • praises effort rather than the student's character such as 'You have written a long story!", not, "Good girl or boy." • encourages students to produce their best work • is aware of what the student does, shows respect for the student's feelings and responds with understanding • has the learning task prepared and organised • is patient and gentle in his or her approach

Types of strategies and learning situations

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

Below are some learning strategies and situations adapted from the Elementary Teacher Guide (2003).

Learning strategies and situations

Strategy	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	Students ask themselves questions as they are listening or reading to check their own understanding.
Think while speaking Think while writing	Students ask themselves questions about their own oral and written language while these activities take place.
Self assess	Students check back and reflect on what new knowledge they have learned.
Grouping	Students sort objects or ideas into groups according to their characteristics or features.
Use background knowledge	Students relate new concepts to known knowledge to assist understanding.
Sequencing	Students sequence ideas and events in order.
Make a picture (visualise)	Students use pictures to learn new information or solve a problem.
Predict	Students guess what might happen next or predict upcoming information.
Use context clues	Students use given information to understand new information.
Ask questions	Students ask peers or teacher questions to gain additional information or clarification.
Work with peers	Students work with peers helping each other to complete a task, solve a problem or receive feedback on their work.
Think positively	Students have confidence in themselves and take risks trying out new methods and ideas.

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

• the type of activities or tasks that you plan for the students will determine the type of strategy to be used

• teach the students one or two strategies and let them feel confident using these before introducing more

• be sure to use simple activities or tasks at the initial stage when introducing the strategies to the students

• be sure that the strategy introduced has some connection to the students' past experiences and knowledge

• the strategy introduced could be applied in other learning situations.

To help students to build on what they already know, ask them to use a 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	What I want to know about traditions, customs and festivals	What I learned about traditions, customs and festivals

Apply the following steps when using the KWL strategy:

• organise 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 work.

Multigrade teaching

Usually teachers in a school would have a class to teach for the whole year. In many communities the enrolments are low so schools may have multi-grade classes. The classes are made up of students of different ages, abilities, interests and needs, grouped together for learning. This means that two or three different grade levels are grouped together and supervised by one teacher.

A successful multigrade classroom provides opportunities for students to work in small groups, pairs, individually and as a whole class. The group work must have a purpose.

One way of grouping is in different ability groups based on the real needs identified. If students are experiencing difficulties, small groups will best meet their needs. The tasks provided for each group need to be challenging. The students must be clear about what they are expected to do and should practise the skills while the teacher assists where necessary.

Students in mixed ability groups can work on themes, topics or areas of interest in learning centres. Learning centres could have:

- a table for work
- a storage area for materials like art brushes and paints, scraps of paper, cloths, ropes or strings, old clothes for dressing up in drama, and a variety of stories and books
- areas for displays of community art and crafts, photos of artists, crafts people and performers
- work corners where students can work as individuals, in pairs or in small groups.

Organising students in mixed ability grouping is appropriate because students with different abilities and personalities are often able to help each other. Teachers need to put time and effort into planning and preparing material for different levels.

Teachers need to:

- identify outcomes that will bring main ideas from the different grades and subjects together to make a theme
- develop teaching and learning programs for each grade within the class that outline the different activities for each day
- have one theme and have students work on activities according to their grade level or needs.

For example, if students are going out to investigate the traditions of their local community and other communities, then:

- Grade 3 students could talk about and make a list of traditions for their local community
- Grade 4 students could collect and display samples of artefacts and talk about how they relate to traditions from different communities
- Grade 5 students could write a description of artefacts from different areas of Papua New Guinea.

It is most appropriate for multigrade classes to remain together as a group for at least two years, with the same teacher constantly assessing the progress and overall learning of the students.

Assessment and reporting

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of learning outcomes. At Lower Primary, assessment also needs to take account of the bilingual nature of teaching and learning. All assessment must link back to the learning outcomes.

Teachers need to apply processes for assessment, recording and reporting that enable them to determine which learning outcomes students have achieved and to report these achievements to parents in ways that make sense to them. The processes teachers use to assess, record and report students' achievements need to be manageable. Schools may decide to plan together on a whole school basis to share good assessment practice and to develop manageable assessment and reporting systems.

Students need to receive meaningful feedback about their achievement of learning outcomes. This can be done best using continuous assessment. The students' knowledge and skills are continually developing in a healthy classroom environment. It is important for teachers to be aware of, and record what the students know, can do, and understand. When this information is known about the students in the class, programming can be made more purposeful. It can be directed at learning weaknesses and made appropriate to the students' needs.

Criterion-referenced assessment

The approach to assessment that best aligns with an outcomes-based approach is criterion-referenced assessment.

Criterion-referenced assessment uses specific assessment criteria derived from the learning outcomes to judge a student's individual performance. It does not compare the performance of one student to that of another. This means that all students can demonstrate learning against individual criteria and all can find success against one or more criteria.

Unlike norm-referenced assessment, it is not used to rank students. It is used to determine what each student has learnt from the learning outcomes in terms of knowledge, skills and attitudes. All of the assessment methods described below use this approach.

Teachers will need to be able to:

- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe exactly what a student must do to be successful in the assessment task
- make sure the students are aware of and understand the assessment criteria
- give students feedback on their performance in each assessment task against the assessment criteria.

In this way students are very clear about what they must know, do and understand. They are given constructive feedback from the teacher on what they are doing well and what they need to do to improve. Teachers are very clear about what they are assessing and are able to apply fair, consistent assessment to all students' work.

Assessment and recording methods

The syllabuses outline the main assessment methods. This section will expand on these methods by providing:

- examples of the kinds of activities where that assessment method may be appropriate
- examples of how to record students' demonstration of the knowledge, skills and attitudes in the learning outcomes.

Observation

Teachers can gather much information about students' learning by observing them in both formal and informal situations inside and outside the classroom. Observation is used largely for assessing skills and so is best suited to assessing skills-based activities. It can also be used to assess students' knowledge and attitudes when they are expressed orally.

Examples of when to use observation to assess students' learning

Formal assessment tasks that use observation as the assessment method might include:

- oral presentations
- role-plays, dramatisations, dance or musical performances
- group work
- practical activities.

Informal observations can occur while students are working on normal learning activities both inside and outside the classroom. It is useful to inform students that you are assessing them, and to make sure they know the assessment criteria that you want them to demonstrate. In this way more students are likely to be successful.

Students can also observe and give constructive feedback on each other's performances using the same assessment criteria. This is called peer assessment.

Ways of recording observations

There are a number of manageable ways to record observations of students' achievements. These include:

• checklists with comments

• class grids that allow the teacher to date their observations and focus on a few students at a time each lesson, until they have recorded information about all students. These grids can be used to repeat the observations a number of times to build a fuller picture of each student's learning

• having a page for each student in an exercise book to keep dated, anecdotal records of significant learning

• having students complete peer assessments that show the performance of other students, either as individuals or in groups, against the assessment criteria.

Sometimes it may be necessary for the teacher to talk to the student about what they are observing as it is possible to misinterpret information. For example, a student staring out the window during a writing activity may be seen to be wasting time. When questioned, the student may well respond with a comment such as, 'I was thinking what to write next,' or, 'I was translating my sentence from vernacular to English in my head first'.

Conferencing or talking to students

In similar ways, teachers can gather information about students' understanding of what they are learning by sitting and talking with students while they are working.

Examples of when to use conferencing to assess students' learning

This is most useful:

• in practical lessons where students are applying skills

• in language activities like shared or individual reading or when assessing students' writing

• in small group work

• in learning activities that are happening out in the community.

Teachers can ask relevant questions such as:

• What do you think is happening here?

• Why did you do it that way?

• Is there another way you could do this?

The purpose of conferencing is to gather information about students' knowledge and understanding of what they are learning. It can also give a good insight into students' attitudes to learning.

Ways of recording conference notes

Again, the type of information gathered in conferences can be recorded on class grids or in exercise books with a page for each student.

Analysing students' products

This is probably one of the most common forms of assessment. The teacher sets an assessment task for students, explains the assessment criteria to them and then collects the students' products to see how well they have met the criteria.

Examples of when to analyse products to assess students' learning

Examples of students' products might include:

- essays or written work
- models
- drawings, maps and diagrams
- art and craft samples
- community surveys and projects.

Teachers will need to make sure that the assessment criteria match the knowledge, skills and attitudes outlined in the learning outcomes being assessed. They will then have to decide how well the students' have met these criteria. Teachers can use different scales to show various levels of achievement. For example, you could use scales like those below.

Examples of scales to show how well students performed on assessment tasks

Example 1	Example 2	Example 3
F Student fully demonstrated the criteria	3 Student met the criteria most of the time	3 Student met the criteria independently
P Student partly demonstrated the criteria	2 Student met the criteria some of the time	2 Student met the criteria with some assistance
NMP Student needs more practice	1 Student did not meet the criteria	1 Student needs more practice

In Example 1, teachers would record an F for those students who fully demonstrated the criteria, a P for those who partly demonstrated the criteria and NMP for those students who need more practice.

Examples 2 and 3 use numbers as codes to show how well the students met the assessment criteria. Teachers can choose which codes are the easiest for them to understand and use. Examples of how these codes can be used for recording appear in the section, Units of Work.

Ways of recording information gained from analysing students' products

Teachers may keep written products or records of students' achievements on particular assessment tasks in student portfolios.

Tests

Examples of when to use tests to assess students' learning

Tests are used mainly to assess students' knowledge and understanding of subject content. Tests should be used for both formative and summative assessment so that results can be used to help students improve in areas where they are having difficulty. At Lower Primary, tests are just one form of assessment and should be used in conjunction with the other assessment methods. This balanced approach to assessment gives students a greater chance of being successful as they are able to demonstrate their learning in different ways.

Ways of recording test results

Teachers normally record results of tests in record books. This can be done if the marks mean something and relate to the outcomes. For example, if a test was out of 10, then those students who received marks:

- between 8 and 10, have demonstrated a good understanding of the outcome being assessed
- between 5 and 7, have demonstrated partial understanding of the outcome being assessed
- of 4 or less, need more practice or further instruction.

Teachers can also store students' tests with teacher comments in students' portfolios.

Assessment in Arts

Assessment in Arts is the continuous process of finding out what the students have learnt or the skills they have developed. When the students are assessed, the teacher can decide what must be taught next. Assessment includes assessing and recording students' learning during classroom activities. It is a process of:

- observing students at work
- conferencing, or talking to and questioning the students about their work and how they are thinking and feeling; their attitude towards work
- looking at work samples for information about what students can do
- identifying further teaching and learning needs from the information
- recording what the students can do and how they do it
- planning for future learning using the assessment information
- reporting or communicating with parents or guardians about their child's learning.

What to do with assessment information

Once teachers have gathered information from a number of assessment tasks they should be in a position to make decisions about which outcomes students have achieved.

Teachers need to look at all the evidence they have gathered about each student and decide if they have enough evidence to say that the student has achieved the outcome. Normally to make this decision, teachers must be sure that the student has demonstrated the outcome independently and on a number of occasions; sometimes informally and sometimes in assessment tasks. Teachers could then record which students have achieved which outcomes.

One way of recording this would be to have a chart showing all of the outcomes by subject for the relevant grade. A sample of what this might look like appears below.

Teachers could have one copy of the table for each student and colour the grid as each outcome is achieved. Teachers could lightly or partly colour the outcome box for students who are still working towards achieving the outcome. Whilst this is mainly for teacher records, a chart such as this could be incorporated into a formal report. However it would need further explanation for parents and guardians to make sense of it and to understand what learning has taken place.

Achievement of the learning outcomes

| School: | | Year: | | Term: |
| Student: | | | Grade: | |

■ A fully shaded box indicates the student has achieved that outcome for that subject.

□ A lightly or partly shaded box indicates the student is working towards that outcome.

Subject	Learning outcomes													
Arts	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.4.1	3.4.2	3.4.3	3.5.1	3.5.2	3.5.3
Community Living	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.3.1									
Environmental Studies	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2										
Health	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.2.1	3.2.2								
Language	3.1.1 V	3.1.2 V	3.1.3 V	3.1.4 V	3.2.1 V	3.2.2 V	3.2.3 V	3.2.4 V	3.3.1 V	3.3.2 V	3.3.3 V	3.3.4 V			
	3.1.1 E	3.1.2 E	3.1.3 E	3.1.4 E	3.2.1 E	3.2.2 E	3.2.3 E	3.2.4 E	3.3.1 E	3.3.2 E	3.3.3 E	3.3.4 E			
Mathematics	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5	3.3.1	3.3.2	3.4.1	3.4.2	3.5.1	
Physical Education	3.1.1														

Assessment in vernacular and English

Bilingual education is used in Lower Primary where students learn in both their vernacular and English. They gradually 'bridge' from vernacular to English over the three years from Grade 3 to Grade 5. Teachers use both vernacular and English as the languages of instruction. So assessment should also be conducted in both languages.

Teachers will need to make informed decisions about which language should be used to assess the students. In some cases it may be appropriate to let the students choose the language in which they would like to be assessed. The exception to this is where you are actually teaching English to students. This of course will need to be assessed in English.

The table below provides a guide to the percentage of assessment that should be conducted in each language.

Suggested percentage of assessment in vernacular and/or English

Grade	Vernacular	English
3	60%	40%
4	50%	50%
5	30%	70%

Reporting

When the time comes for formal reporting through written reports or interviews, teachers can look at all the evidence of students' learning in student portfolios and in their own records and decide which outcomes individual students have achieved, and report this information clearly to parents. Teachers should highlight what students have done well and how they can further improve. *The National Assessment and Reporting Policy* outlines what is required in formal school reports.

Evaluation

Assessment information can also be used by teachers to evaluate the effectiveness of their teaching. By analysing class results as a whole, teachers can identify subjects, strands, substrands and outcomes where the students have done well and those that require further or improved teaching.

Similarly a whole school can analyse results by subjects, strands and substrands or by grades and identify areas of strength and areas which need further attention. For example, if a whole school is not performing well in Mathematics, then Mathematics could become the focus for inservice and resource development for the next year. In this way assessment information serves two purposes:

• to improve students' learning

• to improve the quality of teaching.

Programming

A program is a detailed plan developed by teachers to manage teaching and learning activities for their students throughout the year. The main purpose of programming is to help teachers arrange the content of the course by developing a year plan and weekly programs.

A year plan, broken into terms, should show when all of the learning outcomes for each subject will be taught. Because an integrated approach to programming is recommended, learning outcomes that link naturally together should be clustered and described through themes that show the linking concept.

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

Weekly programs detail teaching, learning and assessment activities for each week.

Samples of both types of programs appear below or in the Units of Work section of this Teacher Guide.

Developing a program

Programs are developed in many different ways around broad and common learning concepts. These concepts are identified in the learning outcomes from the seven syllabuses. It is also possible to develop a unit of work from one outcome. However due to the nature of learning at the Lower Primary level, we will focus on integrated units of work. In the integrated units of work we will use more than one outcome to form a unit. Using the integration approach:

- learning is planned by connecting common concepts within or across subjects
- students' learning needs should relate to community activities
- new learning experiences are built on past experiences
- learning is focused around a familiar environmental context
- provides opportunities for a wide variety of student-centred activities
- encourages the use of local resources to be used for learning.

Planning of the programs is done with the view to encourage teachers to link community activities to student's learning and experiences.

Characteristics of a good program

An effective outcomes-based program:

- maintains a focus on learning outcomes, showing what students must know and do to achieve the outcomes
- 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 real life materials and resources
- shows the links between the outcomes, 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.

Developing a year plan

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

Process for developing yearly plan

1. Study all seven Lower Primary syllabuses and teacher guides. Become familiar with the strands, substrands, learning outcomes and elaborations. (Step 1 in Unit of Work Process)

2. Teachers from the same grade or level can work together to cluster all of the outcomes from the seven subjects into small clusters of about 4 learning outcomes. These clusters can be integrated across 2—3 subjects or from within the strands of Arts. The outcomes must link naturally together through a common concept or theme. (Step 2 in Unit of Work Process)

3. Record these clusters of outcomes on paper.

4. Crosscheck which outcomes you have used. You may need to repeat some learning outcomes more than once so that students develop these skills to a sufficient level. This is particularly true for subjects like Language, Arts and Mathematics.

5. Identify a theme for each cluster and record it next to the cluster. (Step 3 in Unit of Work Process)

6. Some outcomes will not group into clusters easily and these can be taught on their own.

7. Decide on an appropriate month and week in the year to teach each theme or separate outcomes. You may decide to teach the separate outcomes in the same week as a unit of work by setting blocks of time aside in that subject.

8. Now fill in the year plan.

Below are some sample clusters of outcomes that have been linked through themes. These clusters have been sequenced into a yearly program and appear later in the sample yearly program.

Sample clusters of outcomes from Grade 5 learning outcomes across the curriculum

Subject	Outcomes
Theme: Regions	
Arts	5.1.1 Produce art from different regions
	5.5.1 Perform music from different regions
Community Living	5.1.4 Describe the geographical features of the province
Language	5.3.1E Plan and produce a range of text types in all genres to present ideas and information
Theme: Safety	
Environmental Studies	5.1.2 Investigate consequences of major changes and make informed decisions to conserve the environment
Health	5.2.2 Assess unsafe situations in the community and take action to reduce harm and promote health
Language	5.3.4E Indentify persuasive language and evaluate the quality of information in texts
Physical Education	5.1.1 Develop and apply simple action plans to promote safety and to deal with emergency situations in games and sports
Theme: Meeting needs and wants	
Community Living	5.2.1 Analyse the distribution of goods and services
Health	5.2.1 Identify health services and products in the community and plan ways to assist and care for the services
Language	5.1.1V/E Use a broad range of spoken text types for different purposes to present creative and information texts
Mathematics	5.4.2 Represent and interpret information using graphs, tables and charts

Subject	Outcomes

Theme: Healthy lifestyles

Subject	Outcomes
Health	5.1.2 Identify causes of common illnesses and take action to promote behaviour that reduces health risks
Physical Education	5.3.2 Participate daily in physical activities to improve movement, skills and fitness
Community Living	5.1.2 Investigate standards of behaviour in different relationships
Language	5.2.1V/E Read, reflect on and respond to ideas and information from a wide range of text types in all genre categories

Theme: Patterns and shapes

Subject	Outcomes
Mathematics	5.3.1 Describe properties of two and three dimensional shapes
	5.3.2 Construct and name angles
Arts	5.2.2 Design and create craft using a variety of skills
Language	5.1.3V/E Identify how speakers adapt language to suit different purposes, audiences and contexts

Theme: Healthy foods

Subject	Outcomes
Health	5.1.3 Assess the nutritional value of different foods and take action to promote healthy food choices
Environmental Studies	5.1.1 Investigate and apply ways of using, protecting and conserving certain plants and animals
Language	5.1.2V/E Apply a range of oral skills and strategies in informal and formal situations
	5.3.2V/E Apply skills of drafting, revising and editing when constructing texts

Making rules and choices

Subject	Outcomes
Physical Education	5.3.1 Apply skills, rules and game plans to a range of games and modified sports
Community Living	5.1.3 Describe democratic and traditional decision-making processes
Health	5.1.4 Evaluate the impact of harmful substances on young people and take action to encourage healthy choices
Language	5.2.4V/E Describe how belonging to different groups influences how texts are interpreted

Theme: Relationships

Subject	Outcomes
Community Living	5.3.1 Investigate relationships within society
Physical Education	5.3.3 Describe and be involved in range of leisure and recreation activities
Environmental Studies	5.1.3 Investigate the relationships between living and non-living things
Language	5.1.4V/E Evaluate own language and that of others to identify particular views and opinions of speakers

Subject	Outcomes
Theme: Caring for the environment	
Environmental Studies	5.2.1 Design and apply good practices to sustain the environment
	5.2.2 Develop and implement action plans to manage waste production and disposal
Arts	5.4.2 Make up drama using a variety of skills
Health	5.1.5 Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community
Theme: Movement	
Physical Education	5.2.1 Apply movement skills with competence
Arts	5.3.1 Perform dance from different regions
	5.3.2 Make up dance using a variety of styles and movements
Language	5.3.3V/E Evaluate own texts and those of others to identify how subject matter, audience and purpose have shaped the texts
Theme: Work people do	
Community Living	5.1.1 Analyse people's contributions to the community
Health	5.2.2 Assess unsafe situations in the community and take action to reduce harm and promote health
Arts	5.1.2 Design and create art using a variety of skills
	5.1.3 Explain the purpose and meaning of arts from different regions
Theme: Easter	
Arts	5.4.1 Perform drama from different regions
	5.4.3 Explain the purpose of drama
Language	5.2.2V/E Apply a wide range of skills and strategies appropriate to the type of text being read
Theme: Culture	
Community Living	5.3.1 Investigate relationships within societies
Arts	5.2.3 Explain the purpose of craft from different regions
	5.3.3 Explain the purpose of dance from different regions
Language	5.2.3V Identify how ideas and information are presented in information and fiction texts

Programming individual outcomes

There are some learning outcomes in some subjects that do not easily link with other subjects. These outcomes will need to be taught separately. Those outcomes that do not link with the sample clusters shown on previous pages, appear in the table below.

Outcomes not in the clusters

Subject	Outcomes
Arts	5.2.1 Produce craft from different regions
	5.5.2 Compose music using a variety of techniques
	5.5.3 Explain the purpose of music from different regions
Mathematics	5.1.1 Order, read and write four and five-digit numbers
	5.1.2 Apply and use the four operations to do calculations with four and five-digit numbers
	5.1.3 Use the four operations to solve problems related to simple fractions
	5.1.4 Use the four operations to solve problems related to decimals
	5.2.1 Estimate, measure and solve problems using standard units of length
	5.2.4 Estimate, measure and solve problems using standard units of weight
	5.2.2 Use appropriate metric units to measure and calculate area
	5.2.3 Estimate, measure and solve problems using standard units of volume and capacity
	5.2.5 Compare and discuss the relationship between units of time and tell time correctly
	5.4.1 Perform and record results of trials
	5.5.1 Use patterns and arithmetical rules to solve problems
Health	5.1.1 Identify changes that occur during puberty and propose actions to promote health and growth.

The table below shows how to sequence all of the learning outcomes from all seven subjects into a sample yearly program, broken down into terms. Both the clusters of outcomes and individual outcomes have been time-tabled into weeks of the year when it is most appropriate to teach them.

Sample Yearly Program

Grade: 5   Year:

Week	Term 1	Term 2	Term 3	Term 4
1	Enrolment & Recall Grade 4	**Unit 5** Holidays	**Unit 9** Holidays	National Education Week
2	**Unit 1** Meeting Needs & Wants	**Unit 6** Relationships	**Unit 10** Healthy Lifestyle	**Unit 13** Healthy Food
3				
4			National Book Week	
5	**Unit 2** Regions	**Unit 7** Making Rules and Choices	**Unit 11** Culture	**Unit 14** Safety
6				
7	**Unit 3** What People Do	**Unit 8** Caring for the Environment	**Unit 12** Patterns & Shapes	**Unit 15** Dancing
8				
9			Literacy Week	
10	**Unit 4** Easter		Independence Celebrations	Christmas Celebrations
11				
Outcomes not in the Clusters	Mathematics 5.1.1, 5.1.2, 5.3.1, Health: 5.1.1	Mathematics 5.1.3, 5.1.4, 5.3.3, Arts 5.2.1	Mathematics 5.3.5, 5.4.1, 5.3.2 Arts: 5.5.2, 5.5.3	Mathematics 5.4.2, 5.5.1, 5.3.4

Note

Outcomes that are not clustered must be included in the yearly program. They should be planned and programmed at appropriate times of the year as separate lessons.

The national events included in the program are to be planned as school programs or activities.

Units of work

A unit of work is a set of sequenced teaching and learning activities with assessment tasks, designed to help students achieve selected learning outcomes within a specific time frame.

Process for developing units of work

The following ten step process will guide teachers in their planning and developing of units of work. Some teachers may start at different steps in the process. For example, they may reverse the order of Steps 2 and 3, but eventually all steps will be covered. When the unit is completed, you should reflect on the success of the unit and make improvements if you plan to use it with another group of students in a following year.

1. Study the learning outcomes

Look at the learning outcomes for the seven Lower Primary subjects if planning an integrated unit of work.

Look at the learning outcomes from one subject only if planning a unit of work for one subject.

2. Cluster learning outcomes

Cluster a small group of learning outcomes (about four) from across the subjects that link naturally together.

3. Identify a theme

Identify a theme to describe the natural links between the cluster of learning outcomes.

4. State the purpose of the unit of work

Summarise in two or three sentences what students will learn during this unit of work. Refer to the learning outcomes.

5. Identify the knowledge, skills and attitudes

Use the indicators from the syllabuses and the elaborations from the Teacher Guide to identify the knowledge, skills and attitudes for the cluster of learning outcomes.

6. Develop teaching and learning activities and assessment tasks

Develop relevant teaching and learning activities and assessment tasks that help students to learn and demonstrate the knowledge, skills and attitudes.

Develop teaching and learning activities for the Language learning outcomes in the unit of work that incorporate bridging approaches.

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7. State the language of instruction for teaching and learning activities and assessment tasks

Identify which language will be used for all of the teaching and learning activities and assessment tasks.

8. Estimate the time

Identify how many weeks it will take to teach the unit of work (probably no more than three weeks for Lower Primary students).

9. Develop a weekly teaching program

Use your own programming format to develop a weekly program.

10. Identify relevant resources and materials

List the resources and materials needed to teach the unit of work.

Sample unit of work

A unit of work helps the teacher:

- identify knowledge, skills and attitudes that the students need to develop
- write suitable learning activities and assessment tasks for each theme
- make sure that assessment tasks allow students to demonstrate the knowledge, skills and attitudes given in the outcomes
- identify locally relevant resources for the unit of work
- plan the activities to cater for the duration of the unit.

The following sample unit of work is planned for two weeks – Weeks 5 and 6 of Term 1 (see Year Program). Steps 1 and 2 have been done during the planning of the year program. This sample unit of work starts at step 4 where the purpose is identified for the unit of work.

Theme: Regions

Grade: 5 **Term: 1** **Weeks: 5 & 6**

Learning Outcomes

Subject	Strand	Substrand	Learning outcomes
Community Living	Community	Places	5.1.4 Describe the geographical features of the province (Regions are composed of provinces.)
Arts	Art Music	Skills Skills	5.1.1 Produce art from different regions 5.5.1 Perform music from different regions
Language	Writing	Production	5.3.1V/E Plan and produce a range of text types in all genres to present ideas and information

Purpose

Each student should:

• be aware of which provinces make up each region

• read and share ideas on the features of the region using maps or atlases

• perform music and value differences between cultural groups, their customs and arts.

Knowledge, skills and attitudes

Subject	Learning outcomes	Knowledge	Skills	Attitudes
Community Living Strand: Community Substrand: Places	5.1.4 Describe geographical features of the province	Location, name and headquarters of provinces Districts Main towns, mountains, rivers and lakes	Map reading Drawing Modelling Cutting and pasting	Appreciate the local environment
Arts Strand: Music Substrand: Skills	5.5.1 Perform music from different regions	Meaning of songs Instruments Rhythms and beat Where songs are from When to sing	Singing Playing instruments Keeping to beat	Appreciate different music and musical instruments
Strand: Art Substrand: Skills	5.1.1 Produce art from different regions	Colours Shapes Designs Styles Purpose Meaning	Painting Drawing Making designs	Value arts, beliefs and styles of different regions

Sample teaching and learning activities

Key: V = Vernacular   E = English

• List regions of Papua New Guinea with the help of atlases or maps (E)

• Name and locate provinces from each region (E)

• Name towns and the capital of each province (E)

• Describe features such as rivers, mountains, swamps, seas and roads of different regions (E)

• Identify and map the important resources for each province (E)

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- Shared reading of *My Special Place* – School Journals (2002), page 7 (E)
- Read and draw maps of provinces of Papua New Guinea (E)
- Voice warm up for projection, ease and clarity (V)
- Sing vernacular songs from a chosen region (V)
- Dance freely to the music or song (V)
- Perform movements or dances about legends (V)
- Make bilas or costumes for the dance (V)
- Play music with a partner using instruments (V)
- Prepare and display symbols and patterns from different regions with labels and notes (E)
- Paint and display body tattoos from various regions (E)
- Draw symbols and patterns from different cultural groups (E)
- Exhibit class art for the theme (V)
- Do vocabulary study on words such as features, geography, mountains, plains (E)
- Use pictures to talk about different people from different regions (V/E)
- In writing, describe the process of making a bilas for the dance (V)
- Discuss, plan, write, edit and publish descriptive genre (V/E)
- Use *People of Papua New Guinea* books to research features of different regions (E)
- In groups, plan and make big or small books describing different features of a region (V/E)

Process for developing assessment tasks in units of work

1. Identify the assessment tasks from teaching and learning activities for the unit of work.
2. Decide on the best assessment methods to gather information you need about the students' learning for this unit of work. Refer to the Assessment section of this Teacher Guide.
3. Identify the most appropriate person to conduct the assessment task, that is, the teacher, students (self or peers), a community resource person or a combination of these.
4. Decide on the number of assessment tasks necessary to gather all the information you need.
5. Remember to keep it manageable for yourself because you have to teach seven subjects and be fair to students.

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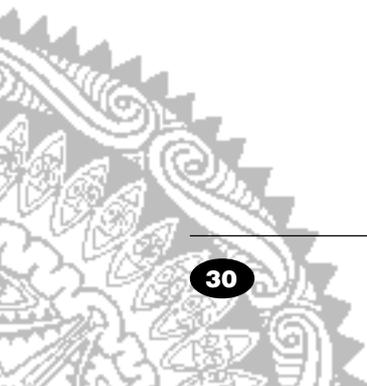
6. Sequence these assessment tasks to line up with your teaching and learning activities. Decide the best time to assess students. Remember, you have to give them time to learn and practise the knowledge, skills and attitudes.

7. Include your assessment activities within your sequence of lessons.

Sample assessment plan

Theme: Regions   **Term: 1**   **Weeks: 5 & 6**

Learning outcomes	Assessment tasks	Assessment criteria	Assessment methods	Recording methods
Arts Art 5.1.1 Music 5.1.1	Sing and perform movements to the music about legends (V)	Sing words correctly Show correct movement and steps Be in time with the instruments Body bilas should show the designs of the cultural group from the region	Observation by teacher and village elder	Checklist
Language Writing 5.3.1 **Community Living** Places 5.1.4	Plan and make big or small books about different features of a region in groups (V/E)	Write clearly and neatly the features of a region Use correct words to express the features Draw pictures to go with the writing	Written task	Work sample with comments by the teacher

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Sample weekly teaching and learning program

| **Theme: Regions** | | **Term: 1** | | **Week: 5 (First week of the unit)** | |

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8—8.15	**Assembly**				
8.15 to 10.00	**Community Living** KWL—Regions (15 mins) **Language** Shared reading – big book or chart on *My Special Place* Discuss the story – group work (E) (90 mins)	**Language** Shared reading Discuss parts of text – big book or chart Vocabulary study Phonics: f, p Read parts of text (E) (105 mins)	**Community Living / Language** Brainstorm local physical features such as mountains and rivers Vocabulary study Read primary atlases on physical features of PNG (E) (105 mins)	**Community Living** Name regions and provinces of PNG (E) Use maps and atlases (40 mins) **Language** Shared reading of school journals Conference writing – descriptive texts Editing (E) (65 mins)	**Community Living / Language** Individual reading Vocabulary study Writing, editing and publishing of descriptive texts about local physical features (E) (105 mins)

Morning break

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
10.30 to 12.00	**Mathematics** Operations using Addition 5A page 29 (E) (45 mins)	**Mathematics** Operations using Addition 5A page 30 (E) (45 mins)	**Mathematics** Operations using Addition 5A page 31 (E) (45 mins)	**Mathematics** Operations using Addition 5*A* page 32 (E) (45 mins)	**Mathematics** Operations Addition activities pages 45—46 (E) (45 mins)
	Community Living Observation and reporting of local physical features (E) (45 mins)	**Community Living** List regions of PNG with the help of atlases or maps (E) (45 mins)	**Community Living** Study physical features of their province (V/E) (45 mins)	**Health** Find out from books about the nutritional value of different types of staple foods from plants (V/E) (45 mins)	**Physical Education** In groups talk about the importance of leisure and recreational activities (45 mins)

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Lunch break					
1.00 to 3.00	**Environmental Studies** Living Things Observe and talk about plants from local area which people use (V/E) (60 mins)	**Environmental Studies** Living Things Identify and list plants used for food (V/E) (60 mins)	**Religious Education** (60 mins)	**Environmental Studies** Living things Discuss uses of plants for clothes or bilas (V) (60 mins)	**Arts** Display symbols and patterns from regions (V/E) (60 mins)
	Arts Sing vernacular songs. Play rhythms with instruments (V) (60 mins)	**Arts** Draw symbols and patterns from other cultural groups (V) (60 mins)	**Community-Based Learning** (60 mins)	**Arts** Draw and label plants used for bilas or clothes for special occasions (V) (60 mins)	**Physical Education** Participate in leisure activities (V/E) (60 mins)

Summary for Week 5

Assembly: 75 mins

Health: 45 mins

Physical Education: 105 mins

Language: 260 mins

Community Living: 190 mins

Religious Education: 60 mins

Language/Community Living: 210 mins

Arts: 240 mins

Access – Community Based Learning: 60 mins

Mathematics: 225 mins

Environmental Studies: 180 mins

Total 1650 mins

Note: This program has activities using both the clustered outcomes and the individual outcomes. Only outcomes for the four subjects in the unit of work will be assessed.

The shaded areas of the weekly program show the unit of work activities. The unshaded areas show where individual outcomes are being taught.

Elaboration of learning outcomes

Elaborations describe the knowledge and skills included in each of the learning outcomes. They identify the content to be taught to the students. Elaborations are designed to help teachers understand the context of the outcomes so that they can develop teaching and learning activities that meet the needs of their students. For each learning outcome, the elaborations describe:

- recommended knowledge
- recommended processes and skills
- in some subjects, suggested activities.

Recommended knowledge

Knowledge is what students are expected to know and understand. The knowledge and concepts identified from the outcomes for Lower Primary Arts are listed as short statements under the heading Recommended Knowledge. The knowledge listed in the elaborations can be used by teachers to create units of work that are relevant to students' needs and the local context.

Recommended processes and skills

Skills are what students can do and so the Recommended Processes and Skills section of the elaborations describes the skills that students need to demonstrate to achieve the outcomes.

Attitudes

Attitudes are how students feel, think and behave towards the art, craft, drama, dance and music of their own and other communities. They need to appreciate, respect and take pride in the cultural expressions of their own and other Papua New Guinean communities. Students need to value, respect, appreciate and express their opinions, ideas and emotions creatively through a variety of arts. Teachers can select activities that are relevant to the students' needs. Attitudes are addressed in the Substrand, Responding.

Suggested activities

Some subjects provide a list of suggested teaching and learning activities for each outcome. Teachers can select those from the list that are relevant to the needs of their students. This list is not exhaustive so teachers can also develop their own teaching and learning activities relevant to the local context.

Arts elaborations

Arts elaborations are written according to the strands and substrands; not for each outcome. The same or similar knowledge, skills and attitudes can be used for the three grades – 3, 4 and 5. When developing units of work, teachers are encouraged to choose appropriate knowledge, skills and attitudes for the grade and for the students' needs.

Strand: Art

Substrands	Grade 3	Grade 4	Grade 5
Skills in art	**3.1.1** Use traditional art skills from the community	**4.1.1** Demonstrate art skills from different communities	**5.1.1** Produce art from different regions
Creativity in art	**3.1.2** Create art using traditional skills	**4.1.2** Create art using skills from different communities	**5.1.2** Design and create art using a variety of skills
Responding to art	**3.1.3** Identify and describe traditional art	**4.1.3** Compare art from different communities	**5.1.3** Explain the purpose and meaning of art from different regions

Recommended knowledge	

- Topics and words to describe: objects, artwork, materials, techniques, symbols, styles ownership, copyright
  Elements and components of art
- Colour: light, dark, black, white, red, orange, yellow, green, blue, purple, grey, brown, harmonious, bright, dull, tint, primary, secondary, blend, silver, gold, rainbow, feelings, warm, cool, hot, cold, colour wheel, shades
- Composition: equal, different, unity, repetition, even, balance, weight, variety, rhythm, focus, contrast, detail, highlight, movement, energy, stillness, harmony, overlapping, linking, size, placement, distance, space
- Design: parallel, foreground, background, vanishing point, placement, scale, lettering
- Dot: point, spot, beginning, circle, close, scattered, regular, centre
- Line: straight, curved, thick, heavy, thin, narrow, light, fine, long, short, regular, even, wavy, dotted, angular, tilted, blurred, free-form, jagged, zigzag, spiral, horizontal, vertical, diagonal, parallel, direction, edge, jerky
- Pattern: reversed, repeated, shape, colour, shade, line, striking, simple, complicated, colourful
- Shading: light, dark, dramatic, delicate, peaceful
- Shape: large, small, square, long, wide, flat, regular, irregular, rounded, block, solid, symbolic, geometric, angular, round, curved, two-dimensional, incomplete, positive, negative
- Style: medium, method, topic, traditional, symbolic, realistic, creative, imaginative, simplified, ordered, calm, formal, varied, organised, unrealistic, abstract, cartoon, bold, plain
- Texture: smooth, rough, sharp, lumpy, scaly, slimy, furry, fluffy, patterned
- Audience: clan, community, viewers, buyers, peers
- Careers: artist, graphic artist, photographer, screen printer, designer
- Community art: murals, materials, techniques, styles, marketing, ownership, sculpture, architecture, cultural expression
- Bush materials: seeds, leaves, tree sap, flowers, roots, grass, sticks
- Materials: bush materials, found materials, bought materials
- Nature: colours, shapes, lines, design
- Ownership: clan, community, individual, copyright, cooperative, partners, church
- Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, legends
- Meaning: symbol, tradition, totem, legendary figure, nature, animal, plant
- Presentation: display areas, mounting, venues, stadium, hall, stage, hotel, markets
- Well-known artists: Apa Hugo, Philip Yabala, Martin Morububuna, Larry Santana, Gigs Wena, Winnie Woea
- Styles: traditional, symbolic, realistic, imaginary
- Symbols: meanings, variation, traditional, original
- Use of art: identity, protection, beliefs, expression, ideas, awareness, advertising
- Ways of producing: brush, rub, scrape, print, dye, splash, spray, draw, sketch, splatter, pull, tie-and-dye, burn, scratch, marbling

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Strand: Art

Recommended processes and skills	**Techniques, materials and styles** • Drawing: tracing, shading, sketching • Painting: brush, mixing, marbling, string pulling, spraying, blowing, splashing • Printing: vegetable print, rubbing, stencil, dyeing • Designing: measuring, sketching, lettering, layout, arranging, pasting or gluing • Modern technology: photography, video, computer graphics • Accuracy: control, coordination • Choice of materials: influenced by purpose, availability • Collect samples: style, colour, theme • Following directions • Interpreting • Knowledge of elements • Plan work: research, draft, sketch, list • Present final work effectively • Use of materials and equipment: correctly, safely, gently, cautiously, carefully **Creativity** • Originality: new combinations, new ideas • Adaptation: add personal ideas, express culture, make changes • Experiment with elements: line, shape, colour, texture, pattern, shading • Experiment with styles: use symbols, imagination, realistic, exaggerated, sketch, practise • Express ideas clearly: communicate to others, symbols • Express own ideas: experiences, beliefs, emotions, create symbols • Create visual effects: distance, floating, warmth, movement, happiness
Attitudes	• Value art: culture, clan, community, personal expression, group cooperation, family • Respect art: different styles, ideas, expression, techniques, material • Value the art industry: art for sale, national identity, culture, tourism, gifts • Express opinions: likes, preferences • Appreciate work of: artists, designers, printers • Appreciate how art expresses: emotions, ideas, experiences, culture • Care for equipment, materials and resources • Safe use of equipment • Work and share with others
Suggested activities	• Drawing: pencil, chalk, sand, crayon, sketching, scratching, pattern-making, clay, charcoal, seeds • Painting: sand, pattern, mask, bark, body painting, pictures, illustrations, patterns, marbling, stringpulling, tattoo, finger painting, colourmixing, points and dots, mural, oil, acrylic, watercolour, face painting, waterwash • Printing: rubbings, tie-dye, tapa, patterns, woodcut, maps, building, shadow print • Designing: posters, displays, plans, models, patterns • Community art: murals, collage, montage, provincial art, face painting, signs, posters, mosaic, environmental art, tattoos, tapa cloth • Introduced technology: photos, videos, film, computer graphics • Papua New Guinean art: art for sale, art for exhibition, plans, drafts, marketing, graphics, advertising, posters • Create art based on social issues, objects from nature and community art • Create art using a variety of skills, methods and styles • Observe nature and record by painting, drawing, sketching • Describe examples of art, including own and others' work

Strand: Craft

Substrands	Grade 3	Grade 4	Grade 5
Skills in craft	**3.2.1** Use traditional craft skills from the community	**4.2.1** Demonstrate craft skills from different communities	**5.2.1** Produce craft from different regions
Creativity in craft	**3.2.2** Create craft using traditional skills and techniques	**4.2.2** Create craft using skills and techniques from different communities	**5.2.2** Design and create craft using a variety of skills
Responding to craft	**3.2.3** Identify and describe traditional craft	**4.2.3** Compare craft from different communities	**5.2.3** Explain the purpose of craft from different regions
Recommended knowledge	• Topics and words to describe: objects, craftwork, materials, techniques, ownership, styles, elements **Elements of craft** • Colour: red, orange, yellow, green, blue, purple, light, dark, black, white, grey, brown, harmonious, bright, dull, tint, primary, secondary, blend • Composition: equal, different, unity, repetition, balance, weight, variety, focus, contrast, detail, highlight, movement, pattern, stillness, overlapping, linking, size, distance, space • Design: parallel, foreground, background, vanishing point, placement, scale, lettering • Dot: point, spot, beginning, circle, close, scattered, regular, centre • Form: solid, large, small, length, height, breadth, width, depth, three-dimensional, sphere, cube, cone, structure, space, coil • Line: straight, curved, thick, heavy, thin, light, fine, long, short, regular, even, wavy, angular, blurred, free-form, jagged, zigzag, spiral, horizontal, vertical, diagonal, oblique, parallel, direction, edge, jerky, happy, angry • Pattern: shape, colour, line, simple, repeated, reversed, complicated, colourful, lizard, fish, spider, natural, track, footprint, leaf, wind, sea, cloud • Shape: large, small, square, long, wide, flat, solid, regular, irregular, rounded, block, symbolic, geometric, angular, round, curved, two-dimensional, incomplete, positive, negative • Style: medium, method, topic, traditional, symbolic, realistic, creative, imaginative, simplified, ordered, calm, formal, monotonous, varied, organised, unrealistic, exciting, calm, peaceful, bold, plain • Texture: smooth, rough, sharp, lumpy, scaly, slimy, furry, spiky, fluffy, patterned • Tone: light, dark, dramatic, delicate, sad, shading • Audience: class, community, school, viewers, buyers • Careers: carver, weaver, potter, model-maker, sculptor, designer • Craft techniques: burn, carve, collect, combine, construct, cut, find, fold, gather, heat, join, knit, knot, measure, model, mould, roll, rub, scrape, sew, shape, smooth, split, stitch, strike, tear, weave, smash, beat, melt, squeeze • Craftworkers and styles: community workers, school craftspeople, Mary Gole (potter), Gigmai Kundun (sculptor) • Community craft: artefacts, bilums, mats, woven walls, objects, craftwork, materials, techniques, styles, marketing, ownership • Craft from nature: bush materials, pandanus, leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, sap • Display: areas, exhibitions, boxes, surfaces, labels, viewers, items • Materials: bush materials, found materials, bought materials

Strand: Craft

	• Meaning: symbol, tradition, totem, legendary figure, widow, origin, nature, animal, plant, unmarried, warn, frighten, mourn, killed someone, sell • Ownership: clan, community, individual, copyright • Preparation and clean-up; list, gather, collect, clean, return • Presentation: display, display areas, label, lists, posters • Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach, sale • Safety and health: chemicals, fresh air, first aid, electricity • Styles of craft: traditional, symbolic, imaginative • Symbols: traditional, meaning, signs, variation, original • Use of craft: house, food, bilas, identity, protection, beliefs, ideas, self-expression
Recommended processes and skills	**Demonstrate techniques** • Carving: cutting, sanding, burning, scraping, sharpening • Modelling: shaping, moulding, smoothing, rolling, splitting, twisting, tying, coiling, squeezing • Weaving: knotting, braiding, folding, knitting, crocheting • Constructing: tearing, pinning, joining, measuring, cutting, adapting, knotting • Sewing: measuring, cutting, pinning, joining, stitching, threading • Accuracy: control, care, detail, complete, timing • Collect samples: style, colour, theme • Plan work: research, draft, sketch, list, follow directions • Presentation: display tables, benches, posters, labels, lists • Work with materials: bush, found, recycled, bought, improvised • Use of materials and equipment: correctly, safely, gently, carefully, cautiously **Creativity** • Originality: personal ideas, experiment, new • Adaptation: add personal ideas, express culture, make changes • Experiment with elements: line, tone, colour, form, structure, pattern, texture • Experiment with styles: use symbols, imagination, realistic, exaggerated • Express ideas clearly: symbols, designs, communicate to others • Express own ideas: experiences, beliefs, emotions, create symbols, patterns • Choice of materials: bush, found objects, bought, available, appropriate • Choice of styles: traditional, realistic, unexpected, experimental, modern
Attitudes	• Value craft • Respect craft • Care for equipment, materials, resources • Safe use of equipment • Respect for different styles • Express opinions • Appreciate work of community and well-known craftspeople, designers • Appreciate how craft expresses culture • Work and share with others

Strand: Craft

Suggested activities

- Carving: furniture, storyboard, mask, stool, head rest, hook, walking stick, figure, canoe, spoon, garamut, kundu, paddles, furniture, bowls, figures, shields, pole
- Craft with community: sculptures, exhibitions, bilas, lakatoi, hauswin, grass skirts, armbands, mats, bilums, baskets, carved posts
- Constructing: models, toys, instruments, paperfolding, mobiles, jewellery, puppets
- Decorating: tapa cloth, jewellery, belt, wig, apron, skirt, bilas, headdress
- Designing: posters, displays, plans, models, patterns, templates
- Mixed methods: spear, shield, arrow, axe, knife, bowl, dish, mixing bowl, lime pot, paddle, pipe, drum, flute, whistle
- Modelling: pots, figures, tiles
- Pottery: lime pot, cooking pot, bowl, storage pot, mask, relief
- Craft for sale: plans, drafts, marketing, graphic art, advertising, craft promotion
- Sculpting: figure, mask, implement, carving, modelling, papier-mache
- Sewing: puppets, wall hangings, pillow cases, clothing, bilas
- Weaving: bilum, basket, fish trap, fish net, mats, tray, ball, hats, skirts, bilas
- Create own craft using materials from nature, found materials, recycled materials
- Create own craft using traditional skills, methods or styles
- Describe examples of craft
- Describe own and others' work

E

Strand: Dance

Substrands	Grade 3	Grade 4	Grade 5
Skills in dance	**3.3.1** Use dance skills from the community	**4.3.1** Demonstrate dance skills from different communities	**5.3.1** Perform dances from different regions
Creativity in dance	**3.3.2** Create dances using traditional styles	**4.3.2** Create dances using styles from different communities	**5.3.2** Make up dances using a variety of styles and movements
Responding to dance	**3.3.3** Identify and describe traditional dances	**4.4.3** Compare dances from different communities	**5.3.3** Explain the purpose of dances from different regions

Recommended knowledge	
	• Topics and words to describe**:** body, energy, time, space, styles, ownership, purpose, meaning

Elements and components of movement and dance

- Actions: accept, reject, stop, assist, control, convince, trick, hide, push, pull
- Body: finger, hand, arm, elbow, face, nose, eye, ear, head, neck, shoulder, hip, chest, back, rib cage, leg, knee, toe, foot, heart, lung, spine, bones
- Dance: body, energy, time, space
- Direction: forward, backward, sideways, up, down, straight, curved, zigzag, spiral
- Emotions: fear, anger, love, joy, amusement, sadness, happiness, pride, jealousy, excitement, satisfaction, kindness
- Energy: strong, weak, gentle, firm, light, heavy, accent
- Movement: balance, bend, blow, bounce, circle, climb, crawl, creep, cross, crush, curl, curve, dive, draw, drift, fall, flap, float, flop, flutter, fly, fold, follow, gallop, glide, join, kick, lead, leap, lift, move, nod, paddle, point, pull, punch, push, raise, relax, rise, rock, roll, rotate, rub, run, rush, scratch, shake, shiver, sink, slash, slide, sneak, somersault, spin, spiral, splash, spring, sprint, squash, straighten, stalk, stamp, stretch, strike, struggle, stroke, sway, swell, swim, swing, tense, throw, tiptoe, touch, tremble, trickle, turn, twist, walk, wave, whirl, wind, wink, wriggle, squat
- Preparation: physical warm up, exercise, stretch, relaxation, breathing
- Production: story, character, mood, setting, conflict, contrast, rhythms, rising action, crisis, climax, falling action, story-line, imagination, scene, props, costumes, designer, script, dance director, make-up
- Themes on community issues:
    – health: malaria, tuberculosis, HIV/AIDS
    – environment: forestry, mining, fishing, recycling, dangerous wastes
    – law and order: raskols, police violence, domestic violence
- Senses: taste, touch, feel, see, hear, smell
- Shape: curved, angular, twisted, ball, open, closed, prickly, star, pattern, straight
- Space: height, length, direction, pattern, stage, arena, field, cinema, theatre
- Styles: movement, comedy, drama, dance movement, mime
- Time: beat, rhythm, length, even, fast, regular, slow, stopping, starting
- Voice: buzz, hiss, whistle, whisper, high, low, deep, angry, gentle, soft, harsh, rough, calm
- Audiences: clan, community, school, visitors, tourists
- Careers: dancer, dance director, choreographer, designer, journalist, technician
- Community performance: singsing, health, social issues, stories, legends, dresser, painter
- Dancers: singsing groups, village performers, school, community, *Dobi Kidu, Markham Galut, Raun Raun Theatre*, cultural groups

Strand: Dance

	• Marketing: planning, budgeting, advertising, pricing, selling
	• Meaning of movements: fishing, hunting, animals, birds, paddling
	• Ownership: clan, community, individual, copyright, organised groups
	• Performance: dance, story, storytelling, mime, gestures, steps, formations, movements, village theatre, styles, bilas, ownership
	• Production: audience, performing space
	• Promotion and publicity: poster, assembly, newsletter, radio, newspaper, television
	• Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach
	• Safety: warm up, exercise, stretch, breathing, relaxation
	• Styles of dance: traditional, hunting, legend, fishing, ritual, sacred, modern, rap, reggae, disco, hip-hop
	• Use of dance: beliefs, community, expression, ideas, story
Recommended processes and skills	• Acting: voice, body, actions, concentration, imagination, communication, emotions, character
	• Body: accuracy, control, coordination, communication, energy, rhythm, expression, flexibility, following directions, interpreting, movement, perform with others, use of space, breathing, variation, repeating, technique, actions, movement, posture, centring, relaxation, conviction, position, mime, flexibility, moving individual body parts, gesture, pause
	• Character: age, family, culture, height, weight, gender, race, education, intelligence, class
	• Mime: keeping shape, weight, size, timing, movement, communication, move body parts
	• Movements: press, twist, punch, flick, glide, float, nod, tap, clap, stamp, sway
	• Production: director, dance director, choreographer, writer, performer, dancer, designer, stage manager, lighting, sound, properties, set, costumes, venue, audience, box office, actor
	• Publicity: poster, advertising, handout, ticket, information sheet, press release, radio, television, Toksave, interview, awareness campaign
	• Planning: brainstorm, adapt, design, list, rehearse, prepare, present, describe, organise, arrange, budget
	• Storytelling: funny story, highlights, actions, incidents, repetition, expression, mime, culture, previews, review, narrative, legends, poems, tales
	• Stagecraft: staging, moving, masking, positioning, interaction, organising, confidence
	Creativity
	• Improvisation
	• Character
	• Situations
	• Experiment with styles
	• Express own Ideas in performance
	• Originality
	• Adaptation
	• Use in new combinations

Strand: Dance

Attitudes	• Physical preparation: warm up, stretch, exercise • Respect for different styles • Value traditional dance • Express opinions: likes, preferences • Appreciate work of performers, dancers, writers, technicians • Appreciate how dance expresses moods and emotions • Work and share with others
Suggested activities	**Preparation** • Physical warm up: breathing, stretching, relaxing, moving body parts, moving body • Character warm up: relax, massage neck, shoulders, move neck, eyes, body parts • Movement games: rhythms, movement and stillness, group cooperation, actions • Rhythm games: create, pass on, move together, character, animal, nature, sounds • Acting games: concentration, focus, character, group cooperation, imagination, mime **Creativity** • Dance making: inspiration, music, steps, patterns, ideas, style • Originality: situation, characters, story, style, rhythms, movements **Presentation** • Dance: ideas, practice, rehearsals, spaces, schedules, lists, changing rooms, audience, seating, technicians, evaluation

Strand: Drama

Substrands	Grade 3	Grade 4	Grade 5
Skills in drama	**3.4.1** Use drama skills from the community	**4.4.1** Demonstrate drama skills from different communities	**5.4.1** Perform drama from different regions
Creativity in drama	**3.4.2** Create drama using traditional skills and techniques	**4.4.2** Create drama using skills from different communities	**5.4.2** Make up drama using a variety of skills
Responding to drama	**3.4.3** Identify and describe community drama	**4.4.3** Compare drama from different communities	**5.4.3** Explain the purpose of drama from different regions

Recommended knowledge	• Topics and words describing: body, voice, imagination, senses, emotions, use of space, character, situations
	
	Elements and components of drama
	• Actions: accept, reject, block, assist, dominate, control, convince, trick, hide
	• Body: finger, hand, arm, elbow, face, nose, eye, ear, head, neck, shoulder, hip, chest, back, rib cage, leg, knee, toe, foot, heart, lung, spine, bones
	• Dance: body, energy, time, space, meaning
	• Direction: forward, backward, sideways, up, down, straight, curved, back and forth, circle
	• Drama: character, mood, setting, conflict, contrast, rhythms, story, improvisation, scene, properties, costume, designer, script, dancer, director
	• Emotions: fear, anger, love, joy, humour, sadness, happiness, pride, jealousy, colours
	• Energy: strong, weak, gentle, firm, light, heavy
	• Movement: arch, balance, bend, blink, blow, bounce, circle, climb, crawl, creep, cross, crouch, crush, curl, curve, dive, draw, drift, fall, flap, float, flop, fly, fold, follow, gallop, gesture, hit, join, kick, lead, leap, lift, move, nod, paddle, point, pound, pull, punch, push, raise, relax, rise, rock, roll, rotate, rub, run, rush, scratch, separate, shake, shiver, sink, slash, slide, sneak, somersault, spin, spiral, splash, spring, sprint, squash, squint, straighten, stalk, stamp, stretch, strike, struggle, stroke, sway, swell, swim, swing, swoop, tense, throw, tiptoe, touch, tremble, turn, twist, walk, wave, wind, wink
	• Themes on community issues:
	  – health: malaria, tuberculosis, HIV/AIDS
	  – environment: forestry, mining, fishing, recycling, dangerous wastes
	  – religion
	  – education
	  – law and order: raskols, police violence, domestic violence, robbery
	• Senses: taste, touch, feel, see, hear, smell
	• Shape: curved, angled, twisted, ball, open, closed, star, pattern, straight
	• Space: height, length, direction, pattern, stage, arena
	• Styles: drama, comedy, tragedy, wedding play, dance drama, mime, musical
	• Time: strong beat, rhythm, long, short, even, fast, medium, slow, stopping, starting
	• Voice: buzz, hiss, whistle, whisper, high, low, deep, angry, gentle, fancy, wavy, lovely
	• Preparation: relaxation, breathing, body exercise, voice warm up
	• Community drama: dance, story, storytelling, mime, steps, formations, movements, village theatre, styles, bilas, ownership, audiences, singsing, community issues, familiar situations
	• Purpose of drama: entertain, educate, personal development, confidence, amuse, commercial		

E

Strand: Drama

E

	• Organisation: planning, casting, rehearsing, budgeting, ownership, techniques, styles, marketing
	• Ownership: writer, performer, copyright, partnership
	• Performers and writers: village, school, community, radio, television, video, *WilliamTakaku, Dobi Kidu, Albert Toro, Francesca Semosa, Justin Kili, Alphonse Dirau*
	• Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach
	• Careers: performer, actor, writer, playwright, newsreader, announcer, director, sound technician, designer
	• Promotion and publicity: posters, school newsletter, assembly, radio, press, television, display, notices, float, public rehearsal
	• Safety: warm up, electricity, lighting
	• Styles of drama: mime, comedy, tragedy, realistic, exaggerated, puppet play
	• Venues: performing space, background, front, audience, setting, stage
	• Voice production: breathing, relaxation, clear, strong, flexible
Recommended processes and skills	• Acting: voice, body, actions, concentration, imagination, communication, emotions, character development, following directions, perform with others, use of space, timing, styles
	• Body: actions, movement, posture, breathing, centring, relaxation, control, position, mime, flexibility, coordination, moving parts of body, extension, energy, rhythm, expression
	• Mime: keeping shape, weight, size, timing, movement, communication, moving individual body parts
	• Stagecraft: staging, moving, masking, positioning, upstaging, projection
	• Storytelling: character, situation, comedy, highlights, actions, incidents, repetition, expression, languages
	• Voice: breathing, production, projection, character, control, clear, understandable, expression, variation
	Creativity
	• Make up: voice, movements, character, dialogue, situations, adaptation
	• Originality: personal, new, imagination, invent, own ideas
	• Character: age, family, culture, height, weight, sex, race, education, intelligence, living place, occupation
	• Experiment with styles
	• Use in new combinations
Attitudes	• Work in groups
	• Care for equipment
	• Body preparation
	• Voice preparation
	• Safe use of equipment
	• Respect for different styles
	• Express opinions
	• Appreciate work of performers, writers, technicians
	• Appreciate how drama expresses moods and emotions

Strand: Drama

Suggested activities	**Preparation at start of class**
	• Mime warm up: relax, massage neck, shoulders, move neck, eyes, body parts
	• Physical warm up: breathing, stretching, relaxing, moving body parts, moving body
	• Voice warm up: relaxing, breathing, yawning, making sounds, controlling sounds
	Skills development during and at end of class
	• Movement games: rhythms, movement and stillness, interaction, actions, mime
	• Acting games: imagination, concentration, observation, character, interaction, creativity
	Creativity during class
	• Movement: inspiration, music, steps, patterns, ideas, style
	• Improvisation: storytelling, situations, characters, story, style
	• Production: ideas, rehearsal, schedules, lists, stage management, publicity, budgets, changing rooms, audience, seating, technicians, evaluation, costumes

E

Strand: Music

Substrands	Grade 3	Grade 4	Grade 5
Skills in music	**3.5.1** Use traditional music skills	**4.5.1** Demonstrate music skills from different communities	**5.5.1** Perform music from different regions
Creativity in music	**3.5.2** Create music using traditional techniques	**4.5.2** Create music using techniques from different communities	**5.5.2** Compose music using a variety of techniques
Responding to music	**3.5.3** Identify and describe traditional music	**4.5.3** Compare music from different communities	**5.5.3** Explain the purpose of music from different regions
Recommended knowledge	- Topics and terms: singing, instruments, song writing, organising sound, ownership, planning, techniques, styles, marketing, - Elements of music: silence, beat, strong beat, rhythm, high, low, loud, soft, melody **Elements and components of music** - Sounds: wind, sea, animals, birds, people, nature, machines - Instruments: untuned, tuned, flute, bullroarer, conch shell, trumpet, bamboo, kundu, garamut, tube, panpipe, scraper, mouth bow, guitar, ukulele, rattles, keyboard, drum, clapping sticks, body percussion, bottle, Jew's harp, whistle, rubber hose, sacred, social, introduced, electric - Voice: high, low, hum, sing, speak, chant, whisper, whistle, buzz, tune, control, production, projection, clear, pronunciation, feeling, expression - Duration: long, short, rhythm, time, length, pattern, beat, speed - Volume: loud, soft, change, louder, softer, emphasis, mood, expression - Melody: tune, pitch, step, pattern, repeat, group - Notation: symbol, note, sound, silence, beat, accent, rhythm, high, low, melody, loud, soft, long, short, repetition, reading, graphic, spoken, sung, rhythm, strong beat, stroke, line, curve, large, small - Pitch: high, low, melody, harmony, tuned, untuned, up, down, same, pleasant, unpleasant, scale, highest possible, lowest possible, melodic - Rhythm: beat, regular, changing, strong beat, accent, pattern - Structure: composition, balance, order, design, pattern, same, recurring, introduction, form, phrase, round, rhythm, climax, mood - Style: provincial, country, reggae, pop, gospel, blues, soul, jazz, lullaby, chant, ballad - Tone: bright, dull, thin, thick, hollow, struck, plucked, scraped, stamped, rubbed, wood, metal, skin, string, electronic, striking percussion, blown, vibrating - Audience: clan, community, school, listener, viewer - Careers: musician, song writer, composer, technician, promoter - Community: school, class, village, town, family, teachers - Making sounds: strike, rub, scrape, shake, pull, stamp, strum - Marketing: planning, budgeting, information, lists, advertising, selling - Musicians: singsing groups, village performers, community, school, well-known performers such as *Baruka Tau, George Telek, Patti Doi* - Ownership: clan, community, song writer, composer, performer, copyright - Performances: spaces, hall, playground, bilas, audience, poster, publicity, shows - Preparation: relaxation, breathing, exercises, practice, rehearsal, decoration - Publicity: poster, assembly, newsletter, radio, newspaper, television, information - Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach - Safety: warm up, breathing, stretch, relax, comfort, electricity - Styles of Music: local, pop, reggae, gospel, string band, electric band - Use of Music: beliefs, community, expression, ideas, story, entertain		

Strand: Music

Recommended processes and skills	• Rhythm • Phrasing • Timing • Accuracy • Expression • Technique • Sing • Play instruments • Follow notation • Perform with others **Creativity** • Invent symbols: loud, soft, high, low, long, short, melody, rhythm pattern • Organise sound: rhythm, melody, combine, experiment, soundscape, write, compose • Originality: ideas, use of voice, choice of instruments • Create sounds: voice, found objects, recycled materials, traditional instruments, modern instruments, rhythm pattern • Use in new ways: new sounds, sounds together
Attitudes	• Voice preparation • Safe use of equipment • Respect for different styles • Work in group • Value traditional music • Care for instruments • Express opinions • Respect work of musicians • Appreciate how music affects mood and emotions **Responding to Music** • Identify instruments, songs, cultures, melodies, repeated patterns, elements of music • Describe rhythms, elements of music • Compare examples of music • Compare own and others' music • Appreciate own and others' work
Suggested activities	**Music games** • Play games with moving to music: stop and start, high and low, long and short, fast and slow • React to music by moving in different ways: animal, stretching, dancing • Communicate with sounds: human, machines, animals, nature, identify different instruments **Singing** • Warm up: breathing, stretching, relaxing face and neck, voice exercises • Learn song line by line, phrase by phrase or as a whole song if it is short • Use the voice in a variety of ways • Sing: loudly, softly, faster, slower, clap the beat, tap the rhythm, humming, whistling • Sing songs in vernacular languages and in English • Sing songs in harmonies (choir)

Strand: Music

E

Listening
- Listen to music and discuss differences heard, such as instruments, tempo, style, meaning
- Some sing or play and others listen for clarity of words, expression and overall entertainment

Playing instruments
- Play traditional and home made instruments
- Use instruments to play the beat or rhythm of a song or piece of music
- Use instruments to represent different events and characters in songs
- Use tuned instruments to accompany songs, playing them on the beat and changing them in relation to the guitar chords above the song

Moving to music
- Make up movement sequences for music or songs
- Make up a dance, some students singing, some playing instruments, some dancing
- Dramatise the events of songs
- Make sounds using parts of the body to the beat of the music
- Some students sing, others move or play instruments
- Move in uniformity
- Organising sound
- Create and read notation: symbols for high, low, short, long, soft, loud, melody, rhythm pattern
- Create a soundscape: a story told only in sounds
- Add a simple musical accompaniment or a song with rhythm pattern
- Use instruments for characters and events in a song
- Play or sing loudly and softly, fast and slow, high and low
- Add a voice pattern to a song
- Create music or song in vernacular languages and English

Resources

Resources recommended in this Teacher Guide are listed in three parts:

- documents issued by the National Department of Education (NDOE)
- community resources
- materials published by other organisations and commercial companies.

NDOE documents

Art

NDOE (1999) *Colour*, NDOE, Waigani

NDOE (1999) *Drawing Skills*, NDOE, Waigani

NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani

NDOE (1994) *Batik in Ten Easy Steps*, NDOE, Waigani

NDOE (1994) *Face and Figure*, NDOE, Waigani

NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Print Making in Ten Easy Steps*, NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani

NDOE (1994) *Visual Arts*, NDOE, Waigani

NDOE (1984) *Tie and Dye in Ten Easy Steps*, NDOE, Waigani

NDOE (1993) *Pattern*, NDOE, Waigani

NDOE (1993) *Print Making Using Nature*, NDOE, Waigani

NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

Craft

NDOE (1999) *Colour*, NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani

NDOE (1993) *Pattern*, NDOE, Waigani

NDOE (1988) *Paitim, Winim na Meknais*, NDOE, Waigani

NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

Drama

NDOE (2001–2004) *Papua New Guinea School Journals*, NDOE, Waigani

NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani

NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani

NDOE (1992) *Drama Games*, NDOE, Waigani

NDOE (1992) *Mime*, NDOE, Waigani

NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani

NDOE (1992) *Voice Games*, NDOE, Waigani

NDOE (1988) *Dance and Movement*, NDOE, Waigani

Dance

NDOE (2001–2004) *Papua New Guinea School Journals*, NDOE, Waigani

NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani

NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani

NDOE (1992) *Drama Games*, NDOE, Waigani

NDOE (1992) *Mime*, NDOE, Waigani

NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani

NDOE (1992) *Voice Games*, NDOE, Waigani

NDOE (1988) *Dance and Movement*, NDOE, Waigani

Music

NDOE (1998) *Grade 5 Arts and Crafts,* NDOE, Waigani

NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Ideas for Teaching Expressive Arts Book 1*, NDOE, Waigani

NDOE (1994) *Ideas for Teaching Expressive Arts Book 2*, NDOE, Waigani

NDOE (1992) *Voice Games*, NDOE, Waigani

NDOE (1990) *Musical Instruments*, NDOE, Waigani

NDOE (1990) *Singing*, NDOE, Waigani

NDOE (1988) *Ol Singsing Bilong Ples*, NDOE, Waigani

NDOE (1988) *Papua New Guinea Music Collection*, NDOE, Waigani

NDOE (1986) *Riwain*: *Papua New Guinea Pop Songs*, NDOE, Waigani

Community resources

Art

Community artists, elders

Bilas

Building decorations

Calendars

Drawings, paintings

Lap-laps, printed T-shirts, tie-dyed material

Murals, public art, illustrations in books

Newspaper articles, advertisements

Photographs

Postage stamps

School journals

Video and television programs

Objects from nature: leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, tree sap

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

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

Drawing: lead pencils, coloured pencils, chalk, charcoal, crayons, textas

Painting: oil paints, watercolour, crayons, brushes, string, straws, husks, sand

Designing: pencils, ruler, set squares, compass

Modern technology: camera, film, photos, video cassettes, television, computer, printing press

Printing: paint, dyes, fabric, vegetables, sponges, wax, candles, wood blocks

Craft

Craftspeople: members of community, artefacts, musical instruments

Household objects: weapons, clothing, bilums, mats

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

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

Newspaper articles: artists, exhibitions, singsings

Photographs: bilas, artefacts, artists

Postage stamps: houses, pots, headdresses, masks

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

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

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

Designing: pencils, ruler, set squares, compass

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

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

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

Objects from nature: leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, tree sap, hair, fur, feathers

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

Bought materials: glue, brushes, paint, scissors, tools, board, paper, varnish, nails, twine, cottonwool, pins, sandpaper

Music

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

Instruments: kundu, garamut, flute, pawpaw flutes, rattles, shells, panpipes, Jew's harp, bamboo flutes, piano, drums, clapping sticks, percussion, guitar, keyboard, electronic instruments

Equipment if available

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

Other

Art and Craft

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

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

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

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

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

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

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

Drama

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

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

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

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

Dance

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

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

Music

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

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

PASTEP (2000) *Music* PASTEP, Waigani

Glossary

Explanations of terms used in this Teacher Guide are provided in two parts: subject specific and general.

Subject specific terms

art	flat images: painting, drawing, printing
arts	all forms of creative expression: art, craft, dance, drama, music
accent	strong beat
acrylic	manufactured water-based paint
balance	matching shapes, weights, sounds
beat	regular pulse in music
bilas	costume used for singsing, decoration
body percussion	sounds made by striking body: clap, stamp, click, slap
choreograph	work out dance movements
collage	art made by pasting images together
comedy	story or play to make people laugh
commercial	making money, for sale
compose	organise sounds, write scripts for music ideas
copyright	legal ownership of art works and ideas
craft	handmade objects
creative	original, new
dance	moving body in a sequence of movements
designer	creator of everything visual: sets, costumes, props
director	person who coordinates all aspects of a production
draft	rough plan
drama	performed story or events: acting, mime, storytelling
duration	length of sounds: long, short, longer, shorter
dynamics	volume: loudness and softness in music
earth colours blacks,	colours of the earth: yellows, ochre, reds, browns, grey
engraving	cutting into a wooden or metal surface

focus	looking at one point
found objects	collected objects
harmony	sounds which are pleasant together
hue	name of a colour
improvisation	making up character, plot, actions, creating
improvise	make up
interact	communicate with others
isolation	moving one body part on its own
marbling	printing by putting paper onto oil and water
media	newspapers, books, film, radio, television
melody	tune, sequence of sounds
mime	make actions without speech
mobile	a hanging sculpture of moving parts
montage	art made by placing images together
moving to sound	changing position to sound: sway, step, nodding head, bend
mural	painting on a wall
music	sounds and silences
notation	written symbols for sounds
papier-mache	paper torn into pieces and glued to make shapes
pattern	repeated shapes
percussion	musical instruments which are hit to produce sounds
perspective	distance of objects: near, far
pigment	colouring material in paint
pitch	highness or lowness of a note
pitched instrument	instrument which plays set notes: panpipes, keyboard
present	display, perform, hand in written work
primary colour	colours that make all others: red, yellow, blue
prop, property	anything handled by a performer during a performance

realistic	looking like the real object
recycled	discarded materials put to a new use
responding	giving information about Arts
rest	silence, no sound
rhythm	regular or irregular beat pattern
round, canon	song with singers starting at different times
sap	the fluid that circulates in a plant; some people use it as paste or glue
scale	pattern of pitches
script	written speech or actions of a play
sculpture	solid object made by carving or shaping
secondary colours	mix of two primary colours: orange, green, purple
sequenced	in order
set	built scenery
shape	edge of person or object
silkscreen printing	print making by squeezing ink through a stretched mesh
sketch	rough drawing
sound sculpture	sculpture which makes sounds
soundscape	story told using sounds
space	area around a person
spattering	flicking paint from brush, or using air brush or spray gun
spectrum	colours of white light, rainbow
storytelling	form of traditional performance
style	way of expressing ideas: symbolic, realistic, imaginary
symbol	sign representing a sound, object or action
technique	method of performance
tempo	speed of music: fast, slow, faster, slower
texture	surface of an object
three-dimensional	solid
tone	in art: lightness or darkness of colour

tone	in music: way of making sounds
tone colour	how sound is produced, also called 'timbre'
totem	spiritual link between a person, clan or tribe and other forms of creation: fish, animal, stone, tree
traditional	handed down through generations
tune	melody, sequence of notes
two-dimensional	flat
visual	seen
vocational	working for a living, professional
volume	amount of sound: loud, soft, louder, softer

General terms

assessment	the continuous process of identifying, gathering and interpreting information about students' achievements
balanced	teaching all strands equally
brainstorm	discussion where all suggestions are accepted
community	people from the school and surrounding area
context	surroundings
continuous	throughout the year
craft	objects: carvings, models, pots, weaving
criteria	plural of criterion
criterion	aspect of achievement used for assessment
criterion-referenced	using assessment criteria to measure achievements
cumulative	building on earlier work
curriculum	course of study
element	basic part of art, craft, dance, drama or music
flexible	able to change
generalist	teaching all subjects
holistic	looking at all parts rather than individual parts

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inclusive	including all students
indicator	an example of achievement
integral	including all aspects
integrate	join into one
integrated approach	teaching based on linking across subjects or strands
known to unknown	basing learning on familiar knowledge and skills
lingua franca	common language understood by a group of people
monotonous	lack of change or variety producing boredom
outcome	a specific statement that identifies the knowledge, skills, attitudes and values students should demonstrate at a certain grade
progression	development
reporting	communicating information gained from assessing students' learning to students, parents, guardians, teachers or others
self-confidence	believing in yourself
sequenced	in order of difficulty
socialisation	becoming part of society and relating to other people
strand	part of subject content with related knowledge and skills
substrand	part of a strand
syllabus	the knowledge, skills and attitudes to be taught and developed for each grade at a level of schooling
transmission	sending, communicating
vernacular	language used or understood by a student; see lingua franca

Appendices

Appendix 1

Suggested percentages of vernacular and English to be used at each grade

Papua New Guinea's Language Policy in All Schools (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. The graph below gives you an indication of approximately how much time you will be teaching in vernacular and English at Grades 3, 4 and 5.

Percentage of teaching, learning and assessment in vernacular and English
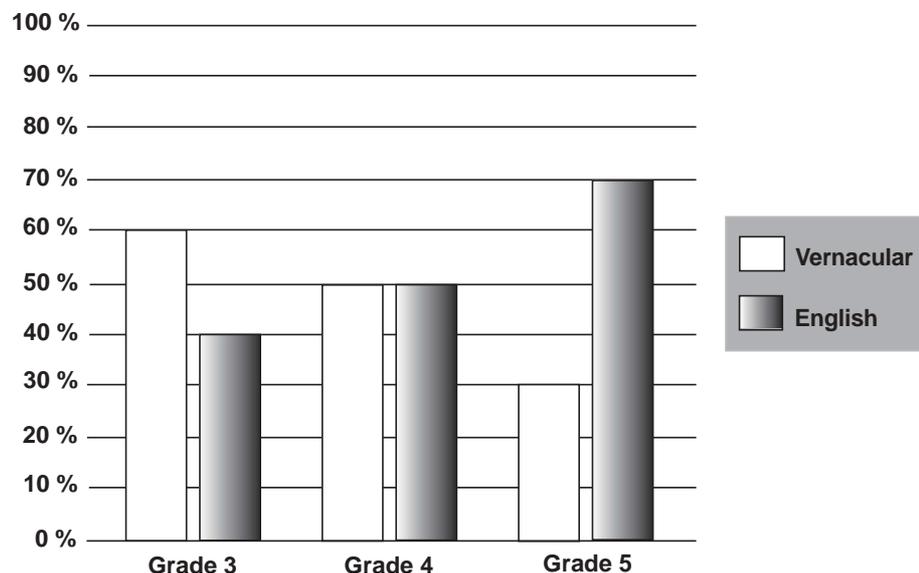
In the classroom this means that in Lower Primary Arts, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support the students' learning, and when it is appropriate to introduce the English terms and language features to the students.

Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

Appendix 2

Weekly time allocations for Lower Primary subjects

The curriculum reform allows increased flexibility to teachers. Lower Primary teachers developing units of work must make sure that the following weekly time allocations for each grade and subject are met by the end of each term.

Subjects	Grade 3	Grade 4	Grade 5
Arts	150 minutes	150 minutes	150 minutes
Community Living	150 minutes	180 minutes	210 minutes
Environmental Studies	180 minutes	210 minutes	210 minutes
Health	90 minutes	90 minutes	90 minutes
Language	570 minutes	450 minutes	405 minutes
Mathematics	210 minutes	210 minutes	210 minutes
Physical Education	105 minutes	135 minutes	150 minutes
Other			
Assembly	75 minutes	75 minutes	75 minutes
Religious Education	60 minutes	60 minutes	60 minutes
Block time	60 minutes	90 minutes	90 minutes
Total	**1650 minutes**	**1650 minutes**	**1650 minutes**