Arts

Lower Primary

Syllabus

DEPARTMENT OF EDUCATION

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Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Arts Subject Advisory Committee have developed this syllabus through meetings, workshops and consultations.

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Secretary's Message

Education Reform has been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of bilingual education and bridging to English from vernacular languages, the introduction of Elementary schools, the expansion of Primary schooling to Grade 8 and increased access to Secondary schools in Grades 9 and 10.

This syllabus is to be used by teachers to teach Grades 3, 4 and 5 students throughout Papua New Guinea. The syllabus builds upon concepts, skills and attitudes from Elementary and links to concepts, skills and attitudes in Upper Primary.

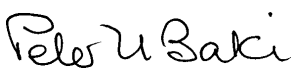
Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

A Philosophy of Education for Papua New Guinea (NDOE, 1986) stresses Integral Human Development and the importance of social and spiritual development. The Philosophy also stresses the importance of schools, parents and the community working together for the development of society as a whole. This is especially important for the Arts which embody cultural knowledge, skills, and values including respect for others. Teachers must work closely with the parents and the community to develop the students' artistic skills and impart cultural pride.

Arts is identified as an important factor in social and spiritual development. Arts subjects at Elementary, Primary and Secondary levels put this into practice. Students become aware of their place in the community by learning traditional skills, such as storytelling, acting, singing, playing instruments, dancing, painting, drawing, weaving, carving and constructing. Arts activities are the basis for exploration and creativity in areas of artistic expression, such as performance, dance, song writing, musical composition, painting, pattern-making and design. These develop the whole person.

Lower Primary Arts presents a national approach to Arts education. Teachers, schools and provinces need to develop suitable cultural materials for the students in their communities. Teachers must organise and plan Arts activities to help students develop socially and spiritually and to make them feel proud of their rich cultural traditions.

I commend and approve this syllabus as the official curriculum for Arts to be used in all Lower Primary schools throughout Papua New Guinea.



PETER M. BAKI, CBE
Secretary for Education

Introduction

This syllabus outlines the knowledge, skills, attitudes and values that students should achieve for Grades 3, 4 and 5 in Arts. These are expressed as outcomes and indicators.

The Arts are a vital component of Papua New Guinean cultures and society. In Lower Primary schools, our students reinforce their own cultural identity and pride while learning more about the cultures of other people in Papua New Guinea.

The learning outcomes help students learn about their own and other communities. Students will be involved with the community and become an important part of it. It is expected that some students will return to the community when they complete Primary education and will have successful lives.

The syllabus is organised in five Strands: Art, Craft, Dance, Drama and Music. Strands and other subjects can be integrated in Arts programming using a main idea or a theme.

Arts is to be timetabled for 150 minutes per week in all Lower Primary schools.

Key links between the Elementary, Lower Primary and Upper Primary learning areas, subjects and strands are shown in the table below.

Key links between Elementary, Lower Primary and Upper Primary

	Elementary	Elementary	Elementary
Learning Area	Culture and Community	Culture and Community	Culture and Community
Subject	Culture and Community	Arts	Arts
Strands	Me and My Community	Arts Craft Dance Drama Music	Arts Dance and Drama Music Arts Project

Rationale

A Philosophy of Education for Papua New Guinea (NDOE, 1986) states that the aims of education are based on Integral Human Development and that the Arts play a very important part in a student's social and spiritual development.

> The home and the community are the student's first agent of socialisation. It is here that students first learn about their culture and traditions and should learn about respect, cooperation and justice. Traditional values and skills have a place in modern Papua New Guinea, and the best agent for transmission of these is the community itself. The teaching of locally relevant practical subjects, such as agriculture and Expressive Arts can be a shared responsibility of the school and the community.
>
> (NDOE 1986, p.16)

Arts education in Lower Primary schools uses the Arts and artistic expression of the nation's cultures as a foundation, in the way that the culture of the community forms the foundation of the whole school curriculum.

Our students develop a sense of identity and pride in their own cultural expression, beliefs and values and the artistic expression of other Papua New Guineans.

Curriculum Principles

The following curriculum principles are important for teaching and learning in Arts.

Our Way of Life

Cultural relevance

The Arts are an integral component of traditional life and they contain the customs and beliefs of our people. Arts activities reinforce these customs and beliefs and enrich life.

Familiar topics and examples are used to make education relevant for the students' culture and experience. The involvement of the community in Arts activities strengthens cultural ties, especially if students are not used to traditional community living.

Bilingual education

There are over 800 different spoken languages across Papua New Guinea. Most Papua New Guinean students do not speak English as their first language.

Bilingual education: *the regular use of two languages for instruction.*

Bilingual education is the regular use of two languages for instruction. 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. This policy states:

> At the Lower Primary level (Grades 3–5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5…
>
> At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.
>
> Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.
>
> (Ministerial Policy Statement no. 38/99, NDOE,1999)

Lower Primary uses a bilingual education approach because current international educational research indicates that there are academic benefits for students from 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. It is important to continue to develop, expand and enhance vernacular language to the language used by adults in and out of the classroom.

Bridging to English

Bridging to English: *the gradual change from vernacular to English instruction during Grades 3 to 5.*

Students complete Elementary education in their vernacular. 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.

The table below shows the gradual progression from vernacular to English. It is anticipated that, as students become more confident in their English skills, the time allocation for vernacular instruction will be reduced. The percentages presented in this table are suggestions only to help teachers see the expected progression.

Suggested Percentage of Teaching, Learning and Assessment in Lower Primary in Vernacular and English

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

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

Bridging to English strategies will be explained with examples in the Teacher Guide.

You are encouraged to develop local vernacular teaching and learning materials to implement this syllabus.

Multiculturalism

As a multicultural society, we must protect, promote and respect our many cultures and languages. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. These values will be promoted and language and literacy knowledge will enable students to share understanding of these with the rest of the world. In the same way, students will learn to exchange understanding from stories and knowledge from the past relating to their communities and environments. In this way, multiculturalism will be maintained and enjoyed whilst learning experiences will be enriched.

Understanding of the many cultures, customs and traditions of Papua New Guinea is reinforced in the Arts curriculum. Respect and appreciation of different traditional arts, values and beliefs of others is fostered by multicultural activities.

By the end of Grade 5, students will have practical knowledge and appreciation of Arts and cultures from the four regions of Papua New Guinea.

Ethics, morals and values

Social values and ways of behaving are expressed through Arts activities. Students understand how cultural expression is tied to beliefs and attitudes. Students develop respect and understanding of other communities and cultures.

Integral Human Development

The right to healthy living

Students develop self-confidence and find personal satisfaction in developing skills and creativity in the Arts. This is essential for a person's quality of life and effective social interaction.

Nation building and national unity

Students develop a sense of identity and pride in Papua New Guinean cultures through Arts activities. Teachers need to work closely with the parents and the community to give students artistic skills and to impart cultural pride, which is essential for the nation's development and wellbeing.

Students explore social issues and the interaction between people in art, craft, dance, drama and music. Arts provides ideal opportunities for the discussion of issues and the communication of opinions. This helps develop healthy relationships and understanding between people.

Citizenship

Arts events provide excellent opportunities for community interaction and for demonstrating skills in communication, organisation and leadership. Leadership skills are encouraged in classroom activities, games, projects and organising presentations.

Sustainability

Social and cultural issues, such as respect for the environment, health and the maintenance of customs and traditions can be explored through all Arts forms: art, craft, dance, drama and music. Students are encouraged to find examples of the Arts in everyday life. This knowledge reinforces learning and prepares for future community involvement, further study and employment.

Catering for diversity

Gender

All Lower Primary syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education's *Gender Equity in Education Policy* (NDOE, 2003) recommends that no student in the education system of Papua New Guinea will be disadvantaged on the basis of gender.

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

- a curriculum that caters for the educational needs of girls and boys
- a safe, challenging learning environment which is socially and culturally supportive
- programs that recognise the contributions to society of both women and men.

In Papua New Guinea, there is a need for sensitivity to local cultural practices and values with respect to traditional roles for males and females. In Arts, students will be given equal opportunities to participate in all class and assessment activities regardless of their gender. Arts will enable students to develop positive attitudes towards sensitive cultural issues about gender.

In gender-sensitive classrooms, students:

- take turns in being the leader, reporter, and taking other roles in group work
- share and participate in activities involving different students
- show respect for other students and their contributions.

Students with special needs

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

All students regardless of their ethnic background or abilities are encouraged to participate in all forms of the Arts to the best of their ability.

Teachers should encourage each student to achieve the outcomes to the best of their ability. Teachers should encourage fair participation of all students to best meet the interests and needs of each student.

Teaching and Learning

Inclusive curriculum

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

Teachers must ensure that the teaching, learning and assessment activities include all students fairly when interpreting and implementing syllabus learning outcomes. The following statements identify important requirements of an inclusive curriculum:

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

Teachers have a responsibility to ensure that the curriculum they teach and the classroom practices they use give all students the opportunity to reach their full potential.

Flexibility in programming and the organisation of activities should cater for the needs of all students.

Students with special needs are integrated into lessons with considerations for their needs. Proper planning and organisation by the teachers allows supervision and assistance during lessons.

Students are encouraged to investigate and develop their own ideas individually or in groups. Teachers allow students to form their own groups in

which they interact comfortably.

Individuals and groups can work on different Arts activities in the same room. Students with special needs can be encouraged to contribute to the best of their ability in all Arts activities.

Relevance

All students come to school with an understanding of their own culture; their customs, beliefs and values. Students speak or understand the languages from the community.

Learning from the culture and traditions that they know and using materials they are familiar with, gives students an ideal opportunity to acquire detailed knowledge and specialised skills from their communities. Learning from the known to the unknown provides a comfortable, familiar environment for students.

Arts encourages students to apply what is learnt in the classroom to their cultural knowledge, skills, attitudes and values. This includes the Arts of the community and other communities.

Learning about culture and traditions enhances the status of traditional Arts. This reinforces social awareness, community responsibility and better school and community relationships.

Students will see their culture valued in the school system and be encouraged to participate in schooling, contributing to the learning of themselves and others.

Traditional and community learning styles are preferred: practical demonstrations, trial and error, real life performance, observation and imitation, and repetition.

Close contact with the community and clan representatives will avoid misuse of culture and prevent misunderstandings.

Student-centred learning

A student-centred approach with discovery learning is emphasised. The student's natural creativity and desire to question, explore and discover is the basis for learning activities.

Learning must be enjoyable. Using student-centred group activities helps the students express their own ideas and preferences. This approach builds on previous knowledge and skills and allows students to develop skills and express themselves creatively.

Language development across the curriculum

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Specific subjects have different language requirements such as vocabulary and language features. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Arts activities provide opportunities to develop communication skills in vernacular and in English. Speaking and listening activities take place in drama and singing as well as in the classroom in general.

Planning activities and describing the Arts and artists provide natural contexts for language development in vernacular and in English.

Teachers decide when vernacular is appropriate for their class. With students from various language backgrounds a lingua franca such as Tok Pisin, Hiri Motu or a common dialect may be used.

Lifelong learning

The student's community plays a vital role in education and learning. The student learns many things from the family and from the community. The student will learn the traditions and Arts of their people and their values and beliefs.

Participation in community Arts activities helps the students gain the knowledge, skills and values of their people. Students also prepare for future learning and possible activities in small business and Arts employment.

Multigrade teaching

Many teachers teach one grade. Some may have multigrade classes. Multigrade classes are made up of students of different ages, abilities, interests and needs who are grouped together for learning. This could mean that two or three different grade levels make up one class.

It is important for multigrade classes to remain together as a group for at least two years, preferably for three years. The class teacher should also remain with the class for that period of time.

An integrated approach using themes is recommended for a multigrade class. The activities that you program to achieve outcomes must be appropriate for students with a range of ages and abilities. Group work will help students learn and achieve for their grade.

Thematic teaching and integration

Teachers are encouraged to use an integrated thematic approach for teaching and learning. Lower Primary learning continues from Elementary, which is integrated and activity-based. Students are taught to see the world through the eyes of the community while focusing on their needs.

Students integrate the skills they learn by using relevant themes in school. Lower Primary education benefits from a curriculum integrated across all subject areas.

Teachers plan themes using a community calendar relating to the community culture, traditions and seasons. Teachers select themes and activities appropriate for the culture, traditions and environment of the community. A community curriculum is developed with advice from the relevant communities.

Teachers link themes to the outcomes for each syllabus. The use of outcomes provides opportunities to integrate learning in Arts programming or programming across the curriculum.

While establishing a daily routine for the students, teachers need also to be flexible to allow for spontaneous learning experiences.

Unexpected events can also provide themes for integrated, holistic learning. These events from real life add relevance and interest to learning. Such events include visits by well-known personalities, natural occurrences and community happenings.

Special projects, such as singsing day, signboard painting, poster-making and field trips can be programmed with appropriate themes.

Aims

The aims of the Lower Primary Arts curriculum are 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 Arts works
- be prepared for future learning and involvement in the Arts, including small business activities and employment.

Content Overview

Arts covers all forms of artistic expression. Arts is culturally and community-based. Grade 3 focuses on the school and community arts, Grade 4 focuses on arts of other communities and Grade 5 focuses on arts from all four regions.

Strands and Substrands

Arts has five Strands: Art, Craft, Dance, Drama and Music. A Strand focuses on a specific form of artistic expression. Students develop skills and explore techniques, materials and styles in every Strand. Students develop artistic expression, creating original works. Students learn the language of the Arts to describe and give opinions about their art work and that of others.

Each Strand has three Substrands: Skills, Creativity and Responding.

Each Substrand focuses on a specific area of the Strand.

The course is balanced, meaning teachers teach all five Strands. The course is written for generalist teachers. Every teacher can teach art, craft, dance, drama and music.

The course is sequenced: activities are ordered by degree of difficulty. Grade 3 focuses on traditional arts of the school community. Grade 4 extends content to other communities. Grade 5 extends arts to all four regions.

The course is cumulative: knowledge and skills build on previous learning.

Students have opportunities to express themselves in their vernacular languages and in English. Activities, materials and techniques are chosen from those available for each school and community.

Art

Art images are two-dimensional and flat. Artworks are made to be looked at.

Art techniques include drawing, painting and printing. Other methods include dyeing fabric and making rubbings. Art activities include exploring nature and the community for examples of art and experimenting with art forms.

Skills in Art involve applying paint, pencil, charcoal, crayon or dyes to paper, fabric, bark, cardboard or other surfaces.

Creativity in Art involves exploring line, shape, patterns, colour and texture to express the student's own ideas and experiences using a variety of materials, styles and techniques.

Responding to Art involves describing and giving opinions about Art and artists from the student's own and other communities.

Craft

Craft objects are three-dimensional and solid. Craftworks are seen by the eye and felt by the hand.

Craft techniques include weaving, constructing, potting, carving and model-making. Craft activities include identifying craft works in the community and experimenting with craft techniques.

Skills in Craft involve shaping, joining, cutting, carving or weaving using materials such as bamboo, clay, wood, paper, fabric and bark.

Creativity in Craft involves exploring patterns, forms and textures to express the student's own ideas and experiences using a variety of materials, styles and techniques.

Responding to Craft involves describing and giving opinions about craft and craftworkers from the student's own and other communities.

Dance

Dance involves the body moving in space with patterns, rhythms, actions, and speeds. Dance is performed for community participation or to be watched.

Dance activities include stretching and exercising for body flexibility, playing movement games, experimenting with movement patterns and performing traditional and creative dance.

Skills in Dance involve warm-ups and exercises for body control and flexibility and moving in time to sounds and rhythms.

Creativity in Dance involves exploring the body, space, rhythms, patterns and timing and interacting with others to express ideas and experiences.

Responding to Dance involves describing and giving opinions about dance and dancers from the student's own and other communities.

Drama

Drama involves using the body and voice to create characters and situations. Drama is performed to be watched.

Drama activities involve breathing, relaxing and exercising, developing control and flexibility of body and voice, games involving imagination and characters, mime, storytelling and acting out funny and serious situations.

Skills in Drama include body control and flexibility, voice control and flexibility, developing characters, storytelling, comedy, mime, and interacting with others.

Creativity in Drama involves developing characters and situations and communicating the student's own ideas and experiences.

Responding to Drama involves describing and giving opinions about drama and performers from the student's own and other communities.

Music

Music involves sounds and silence, which form rhythms, patterns, melodies and stories. Music is made to be listened to.

Music activities include exploring nature and the community for sounds and rhythms, playing games with sounds and rhythms, telling stories through sounds, experimenting with sounds and silence, chanting, singing and playing instruments.

Skills in Music involve voice control and flexibility, keeping time, moving to sounds and music, singing, playing instruments and interacting with others.

Creativity in Music involves exploring sounds and voices, making rhythm patterns, organising sound, making symbols for elements of music, song writing, telling stories with sound and playing instruments to express the student's own ideas and experiences.

Responding to Music involves describing and giving opinions about music and musicians from the student's own and other communities.

Strands and Substrands for Arts

Strands	Substrands		
	Grade 3	Grade 4	Grade 5
Art	Skills in Art Creativity in Art Responding to Art	Skills in Art Creativity in Art Responding to Art	Skills in Art Creativity in Art Responding to Art
Craft	Skills in Craft Creativity in Craft Responding to Craft	Skills in Craft Creativity in Craft Responding to Craft	Skills in Craft Creativity in Craft Responding to Craft
Dance	Skills in Dance Creativity in Dance Responding to Dance	Skills in Dance Creativity in Dance Responding to Dance	Skills in Dance Creativity in Dance Responding to Dance
Drama	Skills in Drama Creativity in Drama Responding to Drama	Skills in Drama Creativity in Drama Responding to Drama	Skills in Drama Creativity in Drama Responding to Drama
Music	Skills in Music Creativity in Music Responding to Music	Skills in Music Creativity in Music Responding to Music	Skills in Music Creativity in Music Responding to Music

Learning Outcomes and Indicators

The Strands and Substrands are expressed as learning outcomes and indicators.

Learning outcome: *a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.*

A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.

These statements are student-centred and written in terms that enable them to be demonstrated, assessed or measured. For example, outcome 5.1.3 Explain the purpose and meaning of art from different regions.

Indicators:
examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Indicators are examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Each learning outcome is accompanied by a set of indicators. Indicators are what students do, know and understand if they have achieved the learning outcomes. Learning outcomes help teachers to determine the standard expected of students at particular grades in particular subjects. Indicators are examples only and should not be used as checklists.

The learning outcomes and indicators will:

- give teachers, individually or collaboratively, the flexibility to write programs and units of work. These can be developed to suit local conditions and individual student needs
- help teachers assess and report students' achievements in relation to the learning outcomes
- allow students' achievement of the outcomes to be described in consistent ways
- help teachers to monitor student learning
- help teachers plan their future teaching programs.

Learning Outcomes

Numbering Learning Outcomes

Each learning outcome is numbered with three-digits, such as **3.1.2.**

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the outcome in the Strand. Thus, **3.1.2** refers to an outcome at Grade **3**, Strand number **1** and outcome number **2**.

Strand	Grade 3	Grade 4	Grade 5
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
	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
	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
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
	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
	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
Dance	**3.3.1** Use dance skills from the community	**4.3.1** Demonstrate dance skills from different communities	**5.3.1** Perform dance from different regions
	3.3.2 Create dance using traditional styles	**4.3.2** Create dance using styles from different communities	**5.3.2** Make up dance using a variety of styles and movements
	3.3.3 Identify and describe traditional dance	**4.3.3** Compare dances from different communities	**5.3.3** Explain the purpose of dance from different regions
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
	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
	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
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
	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
	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

Learning Outcomes and Indicators

Strand: ART

Substrand	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

All indicators are listed as bullet points after each outcome. The list of indicators always begins with the statement: Students will be achieving the above learning outcomes in vernacular and/or English, when they for example;

Indicators

Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:

Grade 3

- draw, sketch, print or paint symbols, patterns or totems from their own clan
- produce artworks using traditional skills and knowledge, such as tattooing, painting shields, patterning bilas, burning designs
- make patterns using traditional shapes, colours, or symbols
- produce traditional designs and patterns from natural materials
- collect designs by rubbing shields, pots, instruments
- draw, sketch, paint or print from nature such as with leaves, clay, tree bark, tree sap, sticks, taro, kaukau, lime, flowers.

Grade 4

- draw, sketch, paint, print or scratch surfaces using a variety of styles
- make art using materials from different communities
- paint scenes of life in different communities
- make art by scratching, pulling, tearing, blowing, burning, spattering
- print using hands, feet, leaf, bark, vegetables, comb, string, bottle top, oil on water
- make a collage of images from different communities
- organise and display artwork from different communities.

Grade 5

- print patterns in a variety of styles
- draw outlines of animals and fill them with patterns based on the animal's skin, fur or feathers
- draw or sketch images from different regions
- prepare symbols and patterns from different regions and display with labels and notes
- paint with several techniques, such as finger painting, string painting, marbling, spray painting, glass painting, blowing, spattering
- display tattoos and body decoration from various regions
- exhibit class art with notes on each artist's cultural background.

Strand: ART

Substrand	Grade 3	Grade 4	Grade 5
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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • draw or sketch images including own traditional symbols and patterns • paint or print using traditional colours • make up own patterns by scratching, pulling, tearing or blowing • create patterns from community images, such as leaf patterns, tree bark, animal skins, fish, feathers, insects, shapes of houses • present an exhibition of students' own artworks.	• draw, paint or print using a variety of lines, shapes, patterns, designs and colours • make art using natural or recycled materials in the styles of different communities • experiment with lines, shapes, symbols, colours using repetition and contrast • create patterns using lines, shapes, symbols, repetition, contrast and colour • make original patterns for body decoration • print t-shirts, laplaps, tablecloths using own designs • make patterns by arranging found objects, such as *b*ottle tops, string, metal.	• make posters, postcards, signs or advertisements using various styles • create artwork using techniques from different regions, such as painting, rubbing, scratching, burning, spraying • create modern artworks such as painted walls, posters, prints, paintings • create own designs and patterns on artefacts such as instruments, masks, carvings, bilums, baskets, clay pots • design face paintings using original symbols or designs • create patterns and designs using tie-and-dye • present a class display of students' works.

Strand: ART

Substrand	Grade 3	Grade 4	Grade 5
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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • talk about the work of local artists • identify and describe artwork from the local community • discuss the meaning of their artwork • explain ideas and beliefs expressed in artworks • describe lines, shapes, colours, and patterns in vernacular • describe lines, shapes, colours, and patterns in English • compare vernacular and English names of colours • compare vernacular and English names for lines and shapes.	• compare the styles, meanings and purposes of art from different communities, such as paintings, drawings, body decoration • compare similarities and differences in artwork, such as lines, shapes, patterns, colours, repetition • prepare a talk about art of neighbouring communities • compare the styles and purpose of art of different communities used in bilas, singsings, decorations • identify artwork from other communities.	• describe ideas in art, such as beliefs, events, legends, heroes, emotions, feelings • collect information and write about art of different regions • explain the differences and similarities of traditional symbols used in different regions • talk or write about a well-known artist, such as Matthias Kauage, Gazellah Bruder, Martin Morobubuna, Ratoo's Gary • make a scrapbook of newspaper cuttings about art and artists • compare the meanings of colours in different regions.

Strand: CRAFT

Substrand	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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:		
	• make carvings, pottery or woven baskets or mats using skills from the community • knot, knit, tie, sew or weave designs from own clan • construct models, weapons or toys, such as sailing canoe, bow and arrow, spear • make craft using natural materials, such as shell necklaces, wooden toys, grass skirts, seed rattles. feather headdresses • make models or instruments with natural materials such as clay, bark, bamboos, shells, seeds, pawpaw stems, pandanus, leaves, feathers, grass, shells • weave animals from pandanus • make bilas for a singsing • exhibit craft made by class.	• make craft objects from different communities, such as clay pot, model canoe, basket, armband • demonstrate skills in constructing, shaping, carving, sewing or weaving • make weapons or instruments from several communities • make a model town with ditches, hills, walls, roads, houses from sand, dirt or clay • use a range of materials for modelling, such as sand, clay, plasticine, papier-mache. • make toys or playthings from several communities • collect and display traditional craft of other communities.	• make craft, such as bilums, clay pots, baskets, using skills and following instructions • make instruments, toys, weapons or woven animals from different regions • demonstrate construction skills, such as cutting, tying, weaving • develop craft skills, such as weaving, knitting, carving, shaping, joining, folding, constructing • collect and display craft from each of the four regions • weave using natural materials, such as bamboo, palm fronds, cane, sago, banana leaves, grass, feathers, bones, fur, teeth, shells • produce and display craftwork with other students.

Strand: CRAFT

Substrand	Grade 3	Grade 4	Grade 5
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

Indicators

Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:

Grade 3

- make craft from found materials such as string, egg cartons, flywire, cardboard, laplap, bottle tops, stones
- create objects to be worn, such as necklaces, head-bands, watch bands, armbands, using available materials
- make musical instruments from recycled materials such as sticks, bottles, plastic pipe, soft drink cans, plastic bottles, rubber, metal, bottle tops
- fold paper to make animal shapes
- weave objects using local materials
- assist in a community cultural project.

Grade 4

- construct simple toys and models from found materials, such as lids, plastic containers
- use recycled materials to make objects such as human figures, animals
- make carvings using soft wood
- make a mobile based on characters of a legend or story from another area
- make a model of a house from another area
- collect and display artefacts, bilas or instruments from several communities
- weave mat, hat or basket using several materials such as paper, pandanus, coconut leaves, sago, pitpit.

Grade 5

- design craft objects using traditional and modern craft skills, such as baskets, bilums, mats
- make objects using found objects or recycled materials, such as plastic bags, paper, empty containers, cardboard, bottle tops, ropes
- make puppets to tell a legend from another area
- make a mobile using shapes from each region such as houses, animals, artefacts
- make toys such as canoe, spinning top, aeroplane, house, figures
- make objects for sale, such as mats, coconut shell cups, carvings.

Strand: CRAFT

Substrand	Grade 3	Grade 4	Grade 5
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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • identify craftspeople in the community and discuss their work • identify local craftworks and discuss their purpose • explain purposes and meanings of their own bilas • display crafts from the community with written descriptions • explain the uses of craft from the community • display community craft objects, such as bilas, pots, weapons with labels • describe shapes and purposes of traditional buildings of the community.	• describe craft and craftworkers of different communities, such as carvers, weavers, potters • compare pots, houses or bilas from various areas • display and talk about craft from different communities • display bilas with labels • compare community craft with craft from other communities • compare the purposes and variations in design of craft from different communities.	• write out steps for producing craft in different regions • compare craft and craftworkers from different regions • talk about how craftworkers from different regions express ideas in their own styles • compare the meanings of traditional and modern symbols in craft from different regions • talk or write about a well-known potter, such as Mary Gole, Tinoi Morea or a sculptor, such as Ruki Fame • display bilas or craft from the four regions of Papua New Guinea with labels.

Strand: DANCE

Substrand	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 dance from different regions
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • perform traditional dances of own clan or community • perform community action songs and games • play games moving left–right, high–low, up–down, to and fro, fast–slow • play games using body movements such as moving one part at a time, moving and stopping • imitate natural movements, such as clouds, waves, tree in wind • use correct steps, patterns, actions and formations in traditional dances • perform different styles of traditional dance, such as for hunting, fishing, paddling, telling a story.	• perform traditional dances from different communities • demonstrate body control for movements such as twist, bend, shake, slide, crawl • play games with a variety of human or animal movements • dance using correct timing, rhythms, movements • demonstrate movement skills and techniques, such as moving to beat, use of space, body flexibility, character • perform a variety of movements and rhythms in dances from other communities • perform modern dances from various communities.	• perform traditional dances from different regions • demonstrate dance skills from different regions, such as patterns, rhythms, steps, actions, formations • demonstrate technical ability in dance, such as body control, line, preparation, movements • make up gentle exercises to stretch and relax the head, back, arms, hands, hips, legs, toes • demonstrate movement skills and dance sequences using rhythm, body control, timing and expression • present a performance of dances from each region.

Strand: DANCE

Substrand	Grade 3	Grade 4	Grade 5
Creativity in Dance	**3.3.2** Create dance using traditional styles	**4.3.2** Create dance using styles from different communities	**5.3.2** Make up dance using a variety of styles and movements
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:		
	• make up games with movements of birds, animals, people • play games with movements of machines or vehicles, such as water pump, electric saw, car, truck, PMV • make up a creative dance to music or own rhythm patterns • make up an original dance for a celebration or concert • create a dance based on a popular or community song • use dance and movement to show examples of life in the community • make up a dance based on a legend or story from the community.	• explore space around the body: high–low; left–right, forward–back, up–down with different movements and speeds • copy movements made by other students in pairs or groups • play movement games with animals, such as magani, fish, dog, chicken, muruk • present a dance based on a legend or a community event • create dances for songs from other communities • compose an expressive dance sequence for a celebration or ceremony • make up a dance using rhythms from different communities.	• play games with a partner, changing speeds, positions and movements • perform dances based on legends or stories from different regions • make up dances to go with songs from different regions • make up dances to go with community celebrations • make up dance sequences using beat, flexibility, timing, changes in rhythms • make up a dance expressing feelings or emotions, such as happiness over a new baby, sadness over someone leaving • perform a concert demonstrating dance from each region.

Strand: DANCE

Substrand	Grade 3	Grade 4	Grade 5
Responding to Dance	**3.3.3** Identify and describe traditional dance	**4.3.3** Compare dances from different communities	**5.3.3** Explain the purpose of dance from different regions
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • name traditional dances and talk about their purposes and meanings • find out information about individual dancers from the community and describe their work • explain the purpose of dances from the community and the beliefs expressed in them • describe dance movements, such as direction, level, shape, path, speed, strength, smoothness • describe the purpose of a community dance and the movements of the dancers.	• discuss dances used by communities for different occasions, such as for celebrations, funerals, hunting • compare the styles and purposes of various dances • describe a dance performance: style, characters, actions, purpose • compare dances from different communities in terms of steps, movement and formations • list and discuss types of dances from different communities • draw a performing dancer and label the bilas.	• explain how dance groups from different regions express meaning such as through movements, steps, gestures, bilas, formations • discuss bilas worn in the four regions • discuss differences in dancing from different regions, such as bilas, instruments, rhythms, movements, formations • describe dance groups and well-known dancers, such as Dobi Kidu • compare a modern and a traditional dance • discuss similarities of dances from different regions.

Strand: DRAMA

Substrand	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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • play games using mime, such as passing imaginary objects, moving just one body part • play games with animal sounds and movements, such as chicken walk, crab crawl, lizard running, frog jumping • mime the movements of people, animals, birds, insects, water, plants • talk to others using animal sounds • act out everyday situations, such as chopping trees, feeding animals, making fires • tell a story using actions to express feelings such as sadness, love, happiness, anger, fear • demonstrate traditional skills, such as comedy, storytelling, acting a character.	• play games using animal characters • play games using movements and sounds of different people, such as young, old, sick, hungry • demonstrate tensing and relaxing for body control and flexibility • exercise the voice for breathing, control and flexibility • exercise the head, back, arms, hands, hips, legs, toes • show emotions using face and body, such as sadness, love, jealousy, anger, fear • act out situations from other communities, such as making fire, life in the forest, fishing, washing clothes.	• make up acting warm-ups using relaxing, breathing, voice and body exercises • play games using animals, birds, insects, fish from different regions • play games using mime • play games using characters • describe drama, mime, games, storytelling or performance from different regions • perform Papua New Guinean stories or legends • act the character of a story • act out characters of well-known performers, such as Alphonse Dirau: 'Kanage', William Takaku: 'Man Friday'.

Strand: DRAMA

Substrand	Grade 3	Grade 4	Grade 5
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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • play games using imagination to create situations and characters • mime situations from everyday life, such as eating, sleeping, fishing, hunting, cooking • play games as machines and vehicles • act out everyday situations, such as building a house, clearing bush for gardening, preparing for singsing • perform situations from legends and community events in mime or with speech • prepare a short play using steps and patterns from stories and games • create characters from nature, such as water, clouds, sun, wind, trees, animals.	• act out situations from other environments, such as life in the forest, fishing, washing clothes • play games using mime, gestures, feelings and funny characters • make stories in a circle, each person adding a word or phrase • prepare a short play in groups • make up a scene based on a poem or picture • act out stories, legends or real life events from other places • present a group performance with characters from different communities • perform a puppet play based on a legend or story from another community.	• create a variety of situations, such as cooking food, going to church, doing gardening • perform drama from legends or stories of different regions • make up plays from original stories • make up drama from stories or legends of different regions • act out a story or legend using mime and sounds • make up a radio or television drama • perform drama with dance, music, art • act out a story or legend using chants, games and songs.

Strand: DRAMA

Substrand	Grade 3	Grade 4	Grade 5
Responding to Dramarade	**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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • discuss the story, characters and ideas expressed in a performance • describe acting and mime techniques, such as actions, use of space, keeping shape, size and weight of imaginary objects • describe a storyteller telling a story • talk about the purpose and effectiveness of a community drama • describe funny characters in the community • describe the work of radio or newspaper workers • give opinions on a performance.	• describe characters and styles of performers from different communities • discuss how performers use their voice to communicate and show character • describe how a performer creates a character with movements, gestures, body, voice • compare characters, situations and comedy in drama about different communities • describe drama and performers from different communities.	• describe basic elements of performance such as situation, story, mime, character, emotions, actions • describe how people behave in different situations, such as school, farewells, ceremonies, house, funerals, parties • write about well-known performers or writers such as Nora Vagi Brash, William Takaku, Justin Kili • keep newspaper cuttings about performance with own notes • explain the purpose of a performance.

Strand: MUSIC

Substrand	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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example: • play games using natural sounds, such as animals, birds, water, waves, wind in trees, rain • play games with sounds and rhythms from the community, such as animals, birds, tools, machines, transport • perform music of the community in correct manner, using beat, pitch, rhythm, melody, singing style • play traditional instruments demonstrating beat, rhythm • sing traditional songs and chants, such as for babies, games, love, hunting, work, religion, fishing, harvesting.	• play games with human and animal sounds • play games with changing rhythms and characters • give a concert with music from various communities, such as for counting, games, chants • move in reaction to sounds, music • perform music from legends or stories from different communities • develop singing skills, such as singing in chorus, singing with instruments, singing in tune, making harmonies, keeping time • develop instrumental skills such as accuracy, keeping rhythm, playing with others.	• develop a voice warm-up with relaxing, breathing and gentle voice exercises • play games using songs or chants • sing songs in languages from four regions, such as Kuanua, Motu, Kuman, Evage • sing songs from different purposes, such as for farewell, nature, chants, games, gardening, hunting • play a rhythm while several others are being played • perform music about legends or stories from different regions • demonstrate musical skills, such as singing in parts, playing instruments with others, reading notation, following conductor, conducting others.

Strand: MUSIC

Substrand	Grade 3	Grade 4	Grade 5
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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:		
	• make own music using traditional instruments, such as bamboo garamuts, kundus, rattles, shakers • make up games using parts of songs and moving to music • draw symbols to show elements of music, such as high and low, loud and soft, long and short, sounds and silence, beats • make sounds with mouth, lips and tongue, such as hiss, click, blow • use body parts to create sounds, such as clapping, humming, clicking, stamping • beat or hum rhythm patterns for community songs • make up songs with traditional and improvised instruments • write songs about the community.	• make up and sing own songs, such as songs for games, dancing, telling a story, describing a person • play instruments, such as jews harps, pawpaw flutes, coconut shells, sticks, kundus, garamuts • make up songs about happenings such as gardening, fishing, harvesting and cooking • choose and play instruments to accompany songs, dance or drama • use sounds and rhythms to tell a story without words • play instruments or sing to accompany a play, dance or mime • create sounds and music to express feelings, such as happiness, love, sadness, pride, jealousy.	• make up symbols to show rhythms, melody • create games using rhythms, sounds and songs from various regions • write music based on legends or stories from other regions • make up songs or chants, such as for games, farewell, dancing, special occasions, sports using any language • play pitched instruments, such as flute, water bottles, bamboo flutes, panpipes • play instruments made from recycled materials • make sounds and rhythms with traditional and other instruments • make up music about a health or social issue.

Strand: MUSIC

Substrand	Grade 3	Grade 4	Grade 5
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
	Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:		
	• list traditional songs from the community • describe musical instruments from the community • compare music in the community, such as when performed, rhythms, melodies, ideas expressed • describe musicians from the community • talk about favourite songs • express opinions about songs and instruments.	• discuss music from other communities, such as singing styles, rhythms, instruments • display instruments with descriptions • discuss how sounds are made from instruments, such as jews harp, leaf whistles, pawpaw flutes, kundu drum • compare music and singers from different communities • comment on choice of instruments and how they are played by different people.	• discuss instruments used by musicians from different regions • comment on the effectiveness of songs, such as good for dancing, words clear, strong melody, rhythm, easy to remember, easy to sing • group instruments according to how sound is produced, such as by stamping, hitting, scraping, blowing, rubbing, plucking, shaking • group songs from different regions according to why and when they are performed • name well-known bands and say what languages they sing.

Assessment and Reporting

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy* (NDOE, 2003) and in other support materials produced by the Department of Education.

Assessment

Assessment: *the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.*

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes described in the subject syllabuses.

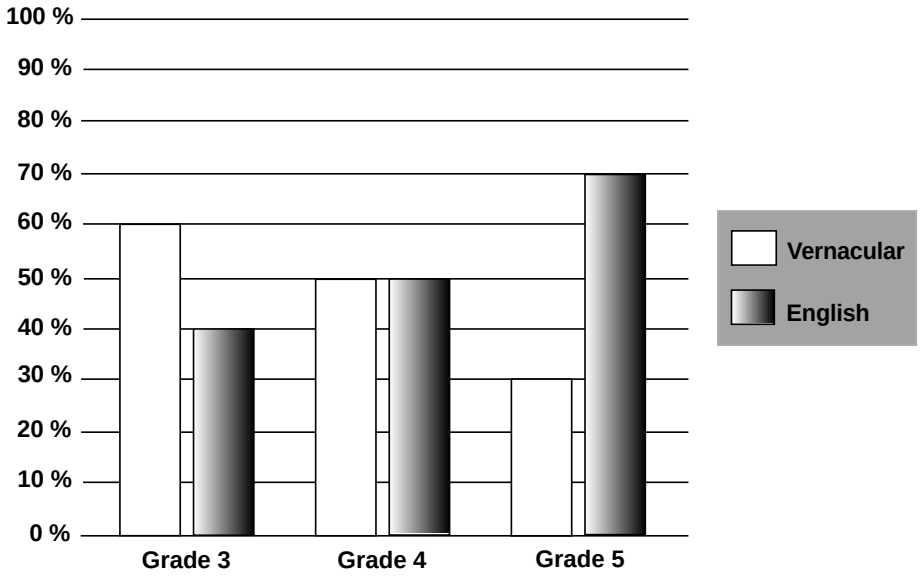
Teachers record evidence of students' learning and use this to make judgements about their achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing and recording details of students' performance on particular tasks
- conferencing or talking and questioning the students about their work and how they are thinking and feeling: their attitudes towards work
- analysing students' products
- setting written assignments, projects and practical work
- setting and marking written tests.

Teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set negotiated criteria. The overall purpose of assessment is to improve student learning.

Assessment in vernacular and English

The suggested percentage of assessment, teaching and learning in vernacular and English is shown below:



Teachers will need to apply the principles described in the *National Assessment and Reporting Policy* (NDOE, 2003) to ensure that students are treated fairly and given many opportunities to demonstrate their achievement of the learning outcomes in each subject. When assessing students' achievements, teachers should be clear about:

- which language best enables students to demonstrate their learning
- whether they are assessing subject content or language skills and knowledge, or both
- whether the percentages of assessment in vernacular and English are similar to those suggested in the graph on the opposite page.

Assessment in Lower Primary

Assessment in Lower Primary schooling is the continuous process of finding out if students have achieved the learning outcomes. Assessment at Lower Primary should:

- be predominantly integrated into teaching and learning activities as students bridge from vernacular to English
- use a range of assessment methods
- use local cultural approaches to assess and report students' achievements where appropriate
- be used for diagnostic purposes only.

Assessment in Arts

Assessment in Arts is school-based: schools and teachers program activities and assess achievements of the syllabus outcomes.

Assessment in Arts is continuous: students are assessed during lessons while learning skills, being creative and responding to the Arts.

Assessment in Arts is criterion-referenced: teachers choose criteria that describe student's achievements. Skills, creativity and responding are assessed in each Strand. Indicators give examples of types of achievements. For examples of criteria, see *the Arts Lower Primary Teacher Guide*.

Assessment methods

The following are useful methods of gathering information on achievements.

Observation

- informal observation during class
- watching work in progress
- systematic observation during class
- presentation to class or school
- discussion with other staff
- community discussions

Talking with students

- informal conversation
- interview
- questioning individuals or groups
- asking open-ended questions
- telling stories
- listening to students' explanations

Self-Assessment

- answering questions
- explaining
- describing
- reflecting
- passing on information
- using Arts terms
- asking questions

Peer Assessment

- discussion of works
- describing aspects of work
- comparing works
- expressing preferences
- interviewing
- storytelling

Recording

Teachers must keep accurate records of students' achievement of the learning outcomes. They must report these achievements in fair and accurate ways to parents, guardians, teachers and students. Examples of recording methods include:

- anecdotal notes in a journal or diary
- checklists
- portfolios of students' work
- progressive records
- work samples with comments written by the teacher.

Reporting

Reporting: *communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning.*

Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning.

Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of learning outcomes achieved by students since the previous report
- a written record of the learning outcomes the student is now working towards
- information about students' attitudes, values and other additional information that is specific to individual students.

(*National Assessment and Reporting Policy,* NDOE, 2003, p.6)

Teachers report students' achievements to parents and guardians, teachers, students and others. Reports are based on information collected from continuous assessment.

Criterion-referenced assessment describes individual student's achievement and does not rank students or compare them to others.

Teachers may hold an interview with parents and guardians or decide to have informal talks with parents and guardians at any time, providing them with a written report where appropriate.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve student learning.

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Appendix

MINISTERIAL POLICY STATEMENT

Language Policy In All Schools

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Instruction No. 1/91.

The future direction for language use in the formal school system as stated in Secretary's circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular or a language spoken by both the students and the teacher in the school system for teaching and learning. The use of vernacular languages establishes strong culture bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea. Research findings also support the use of vernacular languages in schools.

The findings indicate that:

- there are academic achievement benefits for the student from being bilingual
- to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development
- it usually takes an English language learner five or more years to develop the ability to use English for learning complex concepts
- beginning schooling in the children's first language and using this language for continued learning and development while the English language is being learned, is the best way for children to develop their full potential in schooling.

On the basis of this information, the reform curriculum calls for a program of bilingual education in Primary Schools. Children who graduate from Elementary Schools will enter this new bilingual program in Grade 3.

1. At the Elementary School level (Prep to Elementary 2), this means that the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave Elementary School literate in their first language.

The community through their Parents and Citizens Association (P&C) and the Board of Management (BOM) will decide the language to be used at the Elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at Elementary level. The language chosen should be the language that is shared in the community and used for most communication in that community.

2. At the Lower Primary level (Grades 3-5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5, using “Teaching English to Speakers of Other Languages” (TESOL) methodology.

   At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

   Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

   Every effort must be made to appoint vernacular speaking teachers to the Lower Primary grades, particularly those who have received inservice in bilingual education strategies.

3. At the Upper Primary level (Grades 6-8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.

4. At the Secondary level and Provincial High School level including Vocational School, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

   Whereas children must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

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