

**Arts**

**Lower Secondary  
Syllabus**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

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## **Acknowledgements**

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## Contents

Secretary's message	iv
Introduction	1
Rationale	2
Curriculum principles	3
Aims for Arts	9
Content overview	10
Grade 9 units	15
Grade 10 units	30
Assessment, examinations and certification	45

## Secretary's message

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

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

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

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

**DR. JOSEPH PAGELIO**  
Secretary for Education

## Introduction

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

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

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

The Arts syllabus is flexible as enrichment options are provided to allow students to study areas of interest. School developed units can be written to suit local community needs and can be taught as part of the syllabus in Grade 10.

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

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

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

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

## Rationale

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

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

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

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

Potential career opportunities in both urban and community or village contexts are increased for students who have been exposed to a positive education in the arts. There are many Papua New Guineans successfully earning a living through the arts including village craftsmen and craftswomen, potters, sculptors, textile designers, graphic artists, painters, weavers, musicians, actors and arts teachers. In the modern business environment the ability to communicate, adapt, diagnose problems and find creative solutions is more important than ever before.

## Curriculum principles

The principles from the *National Curriculum Statement* should influence what students learn and how teachers teach. These principles are related to our way of life, integral human development and teaching and learning.

### Our way of life

#### Cultural relevance

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

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

#### Maintenance of vernacular language

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

#### Multiculturalism

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

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

### **Ethics, morals and values**

Papua New Guinea is striving to create a society in line with democratic, liberal traditions. The citizens of Papua New Guinea should recognize appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families, villages, wantoks and people from other provinces and nations.

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

### **Integral human development**

The Arts syllabus contributes to integral human development which is described in the *National Curriculum Statement* as follows:

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

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

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

### **Nation building and national unity**

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



## Sustainability

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

## Catering for diversity

### Gender

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

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

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

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

There is a need for sensitivity to local cultural practices and values with respect for traditional roles of males and females. In Arts, students will be given equal opportunities to participate in all practical learning and assessment activities regardless of gender.

In gender sensitive classrooms:

- there is a safe, challenging learning environment which is socially and culturally supportive
- boys and girls have the right to equal power
- students take turns in being the leader and reporter
- students share and participate in activities

- students show respect for other students and their contributions
- teachers encourage students to challenge stereotyped gender roles.

### **Students with special needs**

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

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

## **Teaching and learning**

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

### **Student-centred learning**

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

A student-centred approach means that teaching and learning strategies need to be flexible to cater for individual differences and learning should be relevant and meaningful to the experiences and needs of students. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve Arts learning outcomes. Students learn best by being actively involved in their learning through creation, observation, reflection and performance.

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

## Inclusive curriculum

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

When interpreting and implementing syllabus learning outcomes teachers must ensure that the learning and assessment activities are inclusive of all students.

The following statements identify important requirements of an inclusive curriculum.

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

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

## Relevance

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

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of Grade 10 may need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and

knowledge. All students will need to know how to balance new technologies and knowledge appropriately to their environment. They therefore need to be self-reliant and adaptable, qualities encouraged by the study of Arts.

### **Language development across the curriculum**

All subject areas provide meaningful contexts for language learning. Arts has specific language requirements such as vocabulary and language features which must be explicitly taught in relevant contexts.

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

### **Lifelong learning**

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

### **Integration**

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

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

### **Safety**

The Department of Education requires all teachers to have a duty of care. All students have a duty to act responsibly and safely at all times. Teachers and students must follow safety instructions and procedures and observe all safety requirements as instructed by the Secretary for Education.

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

## Aims for Arts

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

The aims of Arts are that students will:

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

They will develop attitudes and values such as:

- responding to, appreciating and taking pride in the cultural and artistic expression of a range of communities including their own
- accepting responsibility for their decisions
- becoming confident, self-reliant and independent thinkers.

## Content overview

### Broad learning outcomes

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

Students can:

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

### Strands

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

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

Arts appreciation involves an understanding of a range of art forms in Papua New Guinea and other cultures.

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

Expressive communication underpins all the arts as it involves demonstrating and presenting ideas through the performing and visual arts.

### Units

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

There are four core units in Grade 9 and four optional enrichment units.

All students must complete the four core units in Grade 9. It is recommended that students study the optional enrichment units in Grade 9 to provide a wider, richer experience of the arts.

All students must complete the three core units in Grade 10 and two options.

<b>Grade 9</b>	Performing Arts 1	Visual Arts 1	Performing Arts 2	Visual Arts 2
	Core and optional enrichment	Core and optional enrichment	Core and optional enrichment	Core and optional enrichment
<b>Grade 10</b>	Performing Arts 3	Visual Arts 3	Integrated unit	Option Units
	Core and Option	Core and Option	Core	

### Framework units

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

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

### School developed units

If particular topics or contexts are not available within the syllabus or framework unit, then schools can develop units or short courses to meet local requirements. Units are developed within the nationally accredited curriculum framework and use the broad learning outcomes of the subject. Once accredited by the Secondary Board of Studies, school developed units can be studied in place of one or more of the enrichment or option units. Information about development and accreditation of school developed units can be found in the *Lower Secondary Implementation Handbook*.

## Unit sequence and structure

Grade 9	Grade 10
<p><b>Performing Arts 1</b> <span style="float: right;"><b>10 weeks</b></span></p> <p><b>Core</b> – Exploring the Performing Arts</p> <ul style="list-style-type: none"> <li>• Expressive movement</li> <li>• Expressive communication</li> <li>• Music</li> </ul> <p><b>Enrichment</b> – Using Dance, Drama or Music to Become Aware of Social Issues.</p>	<p><b>Performing Arts 3</b> <span style="float: right;"><b>5 weeks</b></span></p> <p><b>Core</b> – Let's Create Contemporary Dance, Drama and Music</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> <li>• Appreciation and reflection</li> </ul> <hr/> <p><b>Option A, B, C or D</b> <span style="float: right;"><b>5 weeks</b></span></p>
<p><b>Visual Arts 1</b> <span style="float: right;"><b>10 weeks</b></span></p> <p><b>Core</b> – Exploring the Visual Arts</p> <ul style="list-style-type: none"> <li>• Making and appreciating art works</li> <li>• Figurative painting</li> <li>• Mono-printing</li> <li>• Collage or mosaic</li> <li>• The design process</li> <li>• Graphic design</li> </ul> <p><b>Enrichment</b> – Extending the Visual Arts</p>	<p><b>Visual Arts 3</b> <span style="float: right;"><b>5 weeks</b></span></p> <p><b>Core</b> – Graphic Design</p> <ul style="list-style-type: none"> <li>• Graphic design</li> <li>• The design brief</li> <li>• The design process</li> <li>• Ethical issues</li> </ul> <hr/> <p><b>Option A, B, C or D</b> <span style="float: right;"><b>5 weeks</b></span></p>
<p><b>Performing Arts 2</b> <span style="float: right;"><b>10 weeks</b></span></p> <p><b>Core</b> – Let's Create Dance, Drama and Music</p> <ul style="list-style-type: none"> <li>• Traditional dance</li> <li>• Traditional drama</li> <li>• Papua New Guinea music</li> </ul> <p><b>Enrichment</b> – Papua New Guinea Traditional Dance, Drama and Music</p>	<p><b>Integrated Arts</b> <span style="float: right;"><b>10 weeks</b></span></p> <p><b>Core</b> – Cultural and Special Events</p> <ul style="list-style-type: none"> <li>• Cultural or special event</li> <li>• Presentation of cultural or special events</li> <li>• Exhibition and display of visual arts</li> </ul>
<p><b>Visual Arts 2</b> <span style="float: right;"><b>10 weeks</b></span></p> <p><b>Core</b> – Exploring Three Dimensional Art</p> <ul style="list-style-type: none"> <li>• Making and appreciating three dimensional art works</li> <li>• Carving</li> <li>• Construction</li> <li>• Fibre and fabric</li> </ul> <p><b>Enrichment</b> – Exploring Traditional Craft Practices</p>	<p><b>Option A, B, C or D</b> <span style="float: right;"><b>5 weeks</b></span></p>
<p><b>Grade 10 Options</b> <span style="float: right;"><b>5 weeks</b></span></p> <p><b>Option A</b> – Working with Clay</p> <ul style="list-style-type: none"> <li>• Clay in Papua New Guinea</li> <li>• Pottery</li> <li>• Design</li> <li>• Building, stocking and firing a kiln to produce a ceramic item</li> </ul> <p><b>Option B</b> – Papua New Guinea Arts Sales and Marketing</p> <ul style="list-style-type: none"> <li>• Marketing Papua New Guinea arts</li> <li>• The Arts industry in Papua New Guinea</li> <li>• Ethical considerations and copyright</li> <li>• Marketing</li> <li>• Small project</li> </ul>	<p><b>Option C</b> – Artists of Papua New Guinea</p> <ul style="list-style-type: none"> <li>• History of local Papua New Guinea artists</li> <li>• Case study</li> </ul> <p><b>Option D</b> Options developed from the framework with school determined content</p>



### Broad learning outcomes mapped against unit learning outcomes

Broad Learning Outcomes	1. Produce art works that communicate ideas in the performing and visual arts	2. Demonstrate knowledge and understanding of, respond to and appreciate, performing and visual artistic expression of a variety of cultures	3. Use a range of arts skills, techniques, processes, conventions, technologies and materials safely to develop and refine original ideas	4. Explore, research, identify and develop ideas to produce new ideas, documents and designs in a variety of contexts	5. Demonstrate an understanding of, and practice ethical entrepreneurial skills
Unit 9.1	9.1.1 use movements, gestures and sound to communicate ideas	9.1.2 demonstrate an understanding of musical terminology and arrangements			
Unit 9.2	9.2.1 produce art works that communicate ideas in the visual arts	9.2.3 respond to and appreciate art works	9.2.2 select and use materials and techniques to create art works		
Unit 9.3	9.3.3 create and perform traditional dance, drama and musical items	9.3.1 demonstrate an understanding of traditional aspects of dance, drama and music	9.3.2 develop skills in performing dance, drama and music		
Unit 9.4			9.4.2 be innovative in the use of materials to create three dimensional art works  9.4.3 safely use tools and techniques	9.4.1 plan and construct three dimensional art works	
Unit 10.1	10.1.1 create and perform either contemporary dance, drama or musical items	10.1.2 respond to and appreciate artistic expressions			
Unit 10.2			10.2.2 be innovative in the use of appropriate skills and techniques	10.2.3 explore and develop ideas to produce designs	10.2.1 develop and practice ethical skills
Unit 10.3	10.3.1 create and develop arts products in dance, drama, music or visual form			10.3.2 perform or exhibit art in various forms	10.3.3 develop and practice ethical entrepreneurial skills

### Broad learning outcomes mapped against unit learning outcomes

Broad Learning Outcomes	1. Produce art works that communicate ideas in the performing and visual arts	2. Demonstrate knowledge and understanding of, respond to and appreciate, performing and visual artistic expression of a variety of cultures	3. Use a range of arts skills, techniques, processes, conventions, technologies and materials safely to develop and refine original ideas	4. Explore, research, identify and develop ideas to produce new ideas, documents and designs in a variety of contexts	5. Demonstrate an understanding of, and practice ethical entrepreneurial skills
Grade 10 Option Working with Clay		1. demonstrate a knowledge of Papua New Guinea clay and ceramic heritage	2. demonstrate appropriate skills to design and produce clay or ceramic items		
Grade 10 Option PNG Arts sales and marketing		1. identify and respond to issues related to marketing Papua New Guinea arts		2. demonstrate an understanding of the use of marketing strategies	3. plan, organise and undertake the marketing of an arts product  4. develop and practice ethical entrepreneurial skills
Grade 10 Option Artists of Papua New Guinea		1. describe the impact of Papua New Guinea artists on the arts today  2. demonstrate knowledge of and communicate information on a Papua New Guinea artist			
Grade 10 Frame-work	4. produce art works that communicate ideas	2. apply knowledge and understanding through identifying, selecting and using appropriate materials	3. demonstrate a range of arts skills and techniques  1. apply safe and appropriate codes and practices		

## Grade 9 units

### 9.1 Performing Arts 1

10 weeks

In this unit students will study aspects of dance, drama and music. In dance they will learn about creative movements. In drama they will learn about expressive communication. In music they will learn about terminology and arrangements. The content of the unit is drawn from the skills development and expressive communication strands. This unit will be assessed using two small performances and a written task.

On completion of the core unit, students can continue with the enrichment option Using Dance, Drama or Music to Become Aware of Social Issues which is extension work based on the core unit.

#### Unit learning outcome

Students can:

- 9.1.1 use movements, gestures and sound to communicate ideas
- 9.1.2 demonstrate an understanding of musical terminology and arrangements

Core: Exploring the Performing Arts

#### Content

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

##### **Expressive movement**

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

Create a range of movements

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

### *Respond to sound*

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

### **Expressive communication**

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

Use appropriate body gestures and voice to communicate an idea

- identify and practise safe movement practices such as:
  - warm-up, stretching and warm down of voice and body
  - safe use of equipment
  - use of suitable surfaces
  - appropriate movement
- understand and explore how to integrate the body and voice with:
  - space
  - time
  - energy
- respond to sounds and rhythm
- respond to traditional and/or contemporary instruments, rhythms and sounds
- explore how to imitate animals and nature using body and voice.

### **Music**

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

### *Elements of music*

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

*Musical notation*

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

*Compose a rhythm*

- create, arrange and write simple rhythmic compositions using both rhythm grids and western notation in either:
  - traditional form
  - contemporary form.

*Singing*

- sing songs emphasising:
  - expression
  - diction
  - voice parts
  - rhythm
  - simple accompaniments.

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

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

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

### Content

#### **Social issues in Papua New Guinea**

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

#### **Music**

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

#### **Create dance**

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

#### **Create drama**

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

#### **Performance**

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

## Assessment

### **Assessment task one**

Perform dance steps and gestures in time to rhythms

#### *Assessment criteria*

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

- demonstrate expressive movements in response to rhythm
- use expressive movements to convey an idea
- develop rhythms to accompany expressive movement

30 marks

### **Assessment task two**

Perform a drama item that uses voice and body gestures to communicate ideas in response to sounds or rhythms

#### *Assessment criteria*

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

- demonstrate expressive communication forms in response to sounds or rhythms
- use expressive communication forms to convey an idea

30 marks

### **Assessment task three**

Write rhythms using rhythm grids and western notation

#### *Assessment criteria*

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

- demonstrate the ability to use grid and western notation to record rhythms.

40 marks

Total: 100 marks

## 9.2 Visual Arts 1

10 weeks

This Visual Arts unit will enable students to learn about making and appreciating two dimensional art works. In painting the students will develop figurative paintings depicting traditional activities such as singsings. In printing the students will produce mono-prints depicting subjects true to life. In designing a collage or mosaic students will base their work on village or social activities and in graphic design students will design a poster. This unit will be assessed through the production of four art works.

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

### Unit learning outcomes

Students can:

- 9.2.1 produce art works that communicate ideas in the visual arts
- 9.2.2 select and use materials and techniques to create art works
- 9.2.3 respond to and appreciate art works.

Core: Exploring the Visual Arts

### Content

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

#### **Making and appreciating art works**

- interpreting and responding to experiences and images through art works
- identifying and practicing the safe use of materials and tools when producing two dimensional art-works.
- keeping a portfolio - evidence of the development of art works and designs
- responding to and analysing art works (arts appreciation)
  - describe the art work or design
  - analyse the techniques used
  - analyse the design elements and principles
  - discuss the meaning and/or intention of the art work or design
  - evaluate the art work.



**Figurative painting**

- display and discuss figurative paintings and revise/demonstrate techniques
- students produce a composition depicting traditional activities
  - select and use appropriate colours
  - depict movement and occasion.

**Mono-printing**

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

**Collage or mosaic**

- display and discuss collages and mosaics and revise/demonstrate techniques
- students develop and produce figurative or non-figurative collage work to reflect a particular village activity

**The design process**

- Introduce design process using small graphic design activity
  - plan and produce a design, rough drawings or reference
  - collect materials
  - produce the art work
  - evaluate the art work
- students produce graphic designs using the design process

**Graphic design**

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

## Enrichment option: Extending the Visual Arts

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

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

## Assessment

### **Assessment task one**

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

#### *Assessment criteria*

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

- develop works with evidence of original thinking
- select and use appropriate techniques and materials
- create visual impact in a completed art work through the use of composition and colour.

75 marks

### **Assessment task two**

Produce a poster using graphic design processes.

#### *Assessment criteria*

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

- develop works with evidence of original thinking
- select and use appropriate graphic design techniques
- communicate message visually
- apply the design process to produce a poster.

25 marks

Total: 100 marks

## 9.3 Performing Arts 2

10 weeks

This is a Performing Arts unit and will cover aspects of dance, drama and music. In this unit students will learn about traditional dance, drama and music and learn to create dance, drama and music based on cultural experiences. The content of this unit is drawn from all the strands. This unit will be assessed using a performance and test.

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

### Unit learning outcomes

Students can:

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

Core: Let's Create Dance, Drama and Music

### Content

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

#### **Traditional dance**

- compare and contrast dances from two different cultures in respect::
  - to story told
  - types of movement
  - music associated with the dance
  - costumes and bilas.

#### *Create traditional dance*

- elements of choreography
- create dances based on traditional dance forms using
  - choreography to create simple movements and patterns
  - repeat movements using different dance elements.

### **Traditional drama**

- compare and contrast dramas from two different cultures in respect to dramatic skills such as:
  - improvisation
  - mime and pantomime
  - story-telling
  - short plays.

#### *Create traditional drama*

- improvise to create short plays
- how to write a drama script
- write and perform a short play, or tell a story, based on traditional drama forms.

### **Papua New Guinea music**

- listen to a range of traditional music
- compare and contrast musical items from two different cultures in respect to use of musical styles and instruments
- generate sounds using a variety of traditional instruments and voice
- perform a short musical item based on traditional music forms such as:
  - a song
  - a drum or rhythm performance.

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

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

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

### Content

Case-studies – select one

#### Types of dance

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

#### Types of drama

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

#### Papua New Guinea and other cultures' traditional music

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

#### Performance

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

## Assessment

### **Assessment task one**

Create and perform traditional dance and drama accompanied by traditional music

#### *Assessment criteria*

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

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

60 marks

### **Assessment task two**

Test on aspects of traditional dance, drama and music.

#### *Assessment criteria*

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

- demonstrate an understanding of aspects of traditional dances, drama and music.

40 marks

Total: 100 marks

## 9.4 Visual Arts 2

10 weeks

This unit introduces students to three dimensional art. It has three components: carving, construction and fibre and fabric. Students use local materials to produce a variety of three dimensional forms. The emphasis of this unit is on the skills development strand. This unit will be assessed using the production of three dimensional art works.

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

### Unit learning outcomes

Students can:

- 9.4.1 plan and construct three dimensional art works
- 9.4.2 be innovative in the use of materials to create three dimensional art works
- 9.4.3 safely use tools and techniques.

### Core: Exploring Three Dimensional Art

#### Content

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

- Make and appreciate three dimensional art works.
- Interpret and respond to experiences and images through three dimensional art works.
- Identify and practice the safe use of materials and tools when producing three dimensional art works.
- Construct three dimensional art works using the following process:
  - plan and produce a design using rough drawings
  - collect materials
  - construct the art works
  - evaluate the art works.

*Students must keep evidence of the development of their art work in a portfolio.*

### **Carving**

- display and discuss three dimensional carvings
- plan, collect and carve out an art work using appropriate tools to create a three dimensional form
- a variety of materials could be used such as:
  - timber
  - stone
  - soap
  - packing foam
  - wax.

### **Construction**

- display and discuss three dimensional constructions using found objects
- plan and construct an art work by assembling objects found in the local environment to create a three dimensional form
- explore ways of fixing objects in an interesting way considering form and scale.

### **Fibre and fabric**

- display and discuss three dimensional constructions using fibre and fabric
- plan and collect suitable fibres and fabric to create a three dimensional art work.



## Enrichment option: Exploring Traditional Craft Practices

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

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

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

## Assessment

### **Assessment task**

Create three, three dimensional art works: a carving, a construction from found objects, and a construction using fibres and fabrics.

- research, plan, construct and carve three dimensional forms using appropriate techniques and local materials
- produce a portfolio showing the steps undertaken in producing each of the three dimensional art works.

The portfolio should include for example:

- notes and thumbnail sketches exploring various ideas
- development of best ideas for each work
- evaluation.

The portfolio should accompany the presentation of final work.

### *Assessment criteria*

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

- select and safely use appropriate tools, techniques and materials
- plan and produce three dimensional art works
- demonstrate a sense of composition and creative originality to communicate ideas.

Total: 100 marks

## Grade 10 units

### **10.1 Performing Arts 3**

5 weeks

This unit enables students to experience the power of the performing arts in conveying meaning and messages. Skills development, creativity, expressive communication and reflection are emphasised. Emphasis is placed on contemporary dance, drama and music and students are given the opportunity to specialise in one of these. Students are able to derive meaning of performances from their own experiences. This unit will be assessed using a performance and an evaluation of a performance.

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

#### Unit learning outcomes

Students can:

- 10.1.1 create and perform either contemporary dance, drama or musical items
- 10.1.2 respond to and appreciate artistic expressions.

Core: Let's Create Contemporary Dance, Drama and Music

#### **Content**

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

Create dance or drama or music individually or in groups.

##### **Dance**

- explore the use of body movements
- explore and create various dance patterns
- use choreography techniques to present solo, duet or group performance.

##### **(or) Drama**

- explore the use of body movements and voice
- create and perform short contemporary drama items
- use production techniques to support a short performance.

**(or) Music**

- explore the use of elements of music and voice to create meaning
- create and perform short musical items
- use production techniques to support a short performance such as a concert item, choir performance or music recital.

**Appreciation and reflection**

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

**Assessment****Assessment task one**

Create and perform a contemporary dance or drama or music item either individually or in a group.

*Assessment criteria*

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

- create contemporary dance or drama or music
- demonstrate performance skills in dance or drama or music
- communicate ideas through a performance.

40 marks

**Assessment task two**

Evaluate a dance or drama or music performance.

*Assessment criteria*

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

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

20 marks

Total: 60 marks

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

## 10.2 Visual Arts 3

5 weeks

This unit enables students to research and explore graphic design. Upon completion of their research work, students plan a design using the design process. This unit places emphasis on the skill development strand. Students are expected to apply appropriate ethical codes and practices. This unit will be assessed using a practical task and the student's portfolio.

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

### Unit learning outcomes

Students can:

- 10.2.1 develop and practice ethical skills
- 10.2.2 be innovative in the use of appropriate skills and techniques
- 10.2.3 explore and develop ideas to produce designs.

Core: Graphic Design

### Content

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

#### Graphic design

- revision of elements of graphic design
  - colour
  - tone
  - line
  - shape and form
  - pattern and texture
  - perspective
  - balance
  - what is a good design?

#### The design brief

Design a corporate identity using graphic design.

**The design process**

- students develop ideas to meet the requirements of the brief by producing designs such as:
  - logos
  - business cards
  - calendars
  - brochures
  - tattoos
  - menus
  - uniforms
  - wrappers.
  
- Students are to produce their graphic design. The process will involve:
  - research
  - idea generation and exploration of ideas
  - identification of suitable materials, tools and techniques for each design including computer applications
  - production of drafts, working drawings, reference material
  - practice and refining skills needed to produce the design
  - production of designs reflecting quality standards appropriate to the design brief
  - presentation of work
  - evaluation of work.

**Ethical issues**

- develop an understanding of moral and ethical issues related to design
  - copyright
  - traditional ownership of design
  - identify issues
  - understand the importance of ownership of ideas
  - respect the value of designs owned traditionally by a range of communities

**Portfolio**

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

## Assessment

### **Assessment task**

Use the graphic design process to develop and produce a corporate identity portfolio. Show all the steps undertaken.

The portfolio should include for example:

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

### *Assessment criteria*

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

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

Total: 60 marks

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

## 10.3 Integrated Arts

10 weeks

This unit integrates both the performing and visual arts. The students will refine various performing and visual arts skills while preparing for and rehearsing items that will be performed or exhibited during an event. This unit emphasises all three strands. The unit will be assessed through practical performances or presentations.

### Unit learning outcomes

Students can:

- 10.3.1 create and develop arts products in music, dance, drama or visual form
- 10.3.2 perform or exhibit art in various forms
- 10.3.3 develop and practice ethical entrepreneurial skills.

### Core: Cultural and Special Events

#### Content

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

#### **Cultural or special event**

- identify cultural or special events appropriate to the time of year and location in Papua New Guinea
- identify and research cultural or special events in other parts of the world
- planning cultural or special events.

#### **Presentation of cultural or special events**

- preparation activities such as:
  - learn particular dances, drama or movements and music
  - write drama, music or choreograph dance items
  - rehearse performance pieces
  - prepare stage or performance areas
  - design and develop costumes
  - collect items for performance
  - design and develop decorations
  - collect traditional bilas
  - identify audience
  - design invitations
  - pricing
  - marketing.

- performance
  - perform the items in a group or individually
- evaluation
  - appraise the preparation, performance, displays and audience.

### **Exhibition and display of visual arts**

- identify the audience and context for an exhibition and display of art works
- prepare art works for display:
  - mounting
  - framing
  - finishing touches
  - cataloguing
  - pricing
  - marketing.

## Assessment

### **Assessment task**

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

#### *Assessment criteria*

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

- demonstrate skills, techniques and processes in creating and presenting performing or visual arts items
- demonstrate knowledge and understanding of performing or visual arts events
- apply entrepreneurial skills ethically.

Total: 100 marks



## Grade 10 Option Units

### **Option A: Working with clay**

5 weeks

This unit enables students to explore clay and ceramics. Students will develop skills and understandings in working with clay. They will research the art of pottery making, kiln building and kiln firing. Students will use the design process to create clay or ceramic items.

#### Unit learning outcomes

Students can:

1. demonstrate a knowledge of Papua New Guinea clay and ceramic heritage
2. demonstrate appropriate skills to design and produce clay or ceramic items.

#### Content

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

##### **Clay in Papua New Guinea**

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

##### **Pottery**

- using clay – practise hand building techniques
  - pinch
  - thumb
  - coil
  - slab
- using pottery wheels if available
- decorating clay items
  - glazing
- drying clay items.

### **Design**

- use principles of good design to make a clay or ceramic item
- principles of good design include:
  - aesthetics
  - function
  - shape and form
  - proportion
  - colour.

### **Building, stocking and firing a kiln to produce a ceramic item**

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

## Assessment

### **Assessment task**

Use the creative process to design and produce clay or ceramic items

#### *Assessment criteria*

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

- demonstrate knowledge of the use of clay in different areas and for different purposes in Papua New Guinea
- demonstrate a range of skills to produce clay or ceramic items
- apply design principles to produce a well designed item from clay.

Total: 40 marks

## **Option B: Papua New Guinea Arts Sales and Marketing**

5 weeks

This unit will enable students to gain basic skills in sales and marketing in the arts industry. It provides learning experiences on how to produce and sell arts items and manage small scale arts business establishments at the grassroots and village levels. It develops an awareness of the scope of the arts industry in Papua New Guinea.

### Unit learning outcomes

Students can:

1. identify and respond to issues related to marketing Papua New Guinea arts
2. demonstrate an understanding of the use of marketing strategies
3. plan, organise and undertake the marketing of an arts product
4. develop and practice ethical entrepreneurial skills.

### Content

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

#### **Marketing Papua New Guinea arts**

- uniqueness of Papua New Guinea culture as seen through the arts
- craft products and art products – what is the difference?
- who buys Papua New Guinea art?
- products that are suitable for sale
  - restrictions on export of artefacts
  - preservation of cultural heritage
- purpose of marketing and selling Papua New Guinea arts products
- arts and crafts markets.

#### **The arts industry in Papua New Guinea**

- music industry
  - creation, production and sale of music tapes, CDs and DVDs
  - solo and group artists
- dance and drama industry
  - theatre and performance companies and venues
  - commercial dance groups, traditional and modern
  - major festivals such as the Goroka Show

- visual arts industry
  - fine art
  - graphic design
  - textile industry
  - craft industry.

### **Ethical considerations and copyright**

- identify the issues related to selling artefacts, arts and craft items and performing traditional dances or music for a fee such as:
  - ownership of designs such as patterns in bilums
  - ownership of dances or music
  - copyright
  - who gets paid for the performance – the owners or the performers?
  - who are the clients?

### **Marketing**

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

### **Small project**

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

## Assessment

### **Assessment task**

Prepare a catalogue for marketing or selling three to five local arts products.

The catalogue should include:

- a description of the item
- prices.

### *Assessment criteria*

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

- research and develop ideas for marketing strategies
- demonstrate planning and organisational skills in the marketing of a product
- demonstrate an understanding of ethical issues when marketing products.

Total: 40 marks

## **Option C: Artists of Papua New Guinea**

5 weeks

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

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

### Unit learning outcomes

Students can:

1. describe the impact of Papua New Guinea artists on the arts today
2. demonstrate knowledge of and communicate information on a Papua New Guinea artist.

### Content

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

#### **History of local Papua New Guinea artists**

- Compile a brief history of selected modern artists in dance, plays, music or art works of Papua New Guinea.
- Analyse the impact of past and current artists on the arts in Papua New Guinea today.
- Explain how art works may be differently interpreted by different audiences over time.

#### **Case study**

Select one artist in the visual arts area and one artist in the performing arts and prepare a presentation on their work and artistic achievements:

- describe their art work
- explain the artistic practices of the selected artists
- explain their impact on Papua New Guinea arts and/or the world.

## Assessment

### **Assessment task**

#### Assignment

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

#### *Assessment criteria*

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

- identify and undertake research on two artists of Papua New Guinea
- explain the artistic practices of the selected artists
- analyse the impact of their work on Papua New Guinea arts and/or the world.

Total: 40 marks

## Option D: Framework Unit

5 weeks

Option units developed from the framework with school determined content.

Option D Framework units are based on teacher expertise or student interest. Schools can develop a unit using the framework unit learning outcomes and assessment, and teach any aspects of the arts that are relevant to their community and students, for example:

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

### Unit learning outcomes

Students can:

1. apply safe and appropriate codes and practices
2. apply knowledge and understanding through identifying, selecting and using appropriate materials
3. demonstrate a range of arts skills and techniques
4. produce art works that communicate ideas.

### Content

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

### Assessment

#### Assessment task

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

#### *Assessment criteria*

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

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

Total: 40 marks



## Assessment, examinations and certification

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

### Assessment

The main purpose of assessment is to improve student learning.

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

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

Teaching and learning in an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes.

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

### Assessment in Arts

A student's achievement in Arts at the end of Grade 10 will be assessed against the broad learning outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout Grade 9 and 10 using specific outcomes for each unit. The matrix on pages 13 and 14 of the syllabus shows how the unit outcomes are linked to the broad learning outcomes.

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

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

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

## Assessment for the School Certificate

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

### Internal assessment

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

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

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

### External examination

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

### Recording

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

### Certification

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