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

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Inservice units

A set of inservice units has been written to support the implementation of the primary reform curriculum. These units should be used in conjunction with the Lower Primary Arts Syllabus and this Teacher Guide. For further information contact your head teacher or district inspector.

The inservice units are:
• self-instructional, so you can access them according to your needs
• self-paced, so you can study at your own pace
• outcomes-based, so you can experience outcomes-based approaches to education
• based on adult principles of learning; doing, sharing and reflecting
• practical and related to your daily work as a teacher or supervisor
• collegial, so you can learn together in small groups, whole school or cluster settings
• accredited with the Papua New Guinea Education Institute, so you can improve your qualifications
• designed to promote best practice, so you can effectively implement the curriculum
• applicable across both Lower and Upper Primary syllabuses.

These units integrate principles contained in the National Curriculum Statement (2002) and the National Assessment and Reporting Policy (2003).
The Arts Syllabus and this Teacher Guide build upon the skills and knowledge that children bring from their own cultural and family experiences and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach is used at Lower Primary. It incorporates bridging to English processes in Grades 3, 4 and 5. This approach helps students to know who they are by building on their knowledge about their culture and first language.

The students’ first language, used in Elementary, will continue to be the language of instruction while bridging to English takes place in Grades 3, 4 and 5. Students will continue to develop their thinking and decision-making skills as well as skills in speaking and listening, reading and writing in the language they speak, while also learning in English.

Lower Primary teachers are generalist teachers and this Teacher Guide is for all teachers in Lower Primary schools. It is one of a set of seven guides written for teachers of Grades 3, 4 and 5.

This Arts Teacher Guide gives more information about what to teach and the ways of implementing the outcomes in the syllabuses. The Teacher Guide is supported by the inservice units that have been written to assist the implementation of the Lower Primary syllabuses, and it provides valuable information about teaching.

Important reforms in our education system will only be successful with the support and understanding of teachers and their involvement with the community. This Teacher Guide contains detailed information about appropriate subject content and provides a broad range of ideas and strategies that can be used in an integrated, bilingual approach to teaching and learning.

Teachers are encouraged to read this guide carefully and then become familiar with the content of each of the other Lower Primary teacher guides. In this way, teachers can feel confident to try out the ideas and strategies that they believe will be effective with their students. Teachers may choose to modify and amend these ideas to suit local circumstances.

Teachers should work closely with members of their school communities to ensure that local community needs are met within the framework of the learning outcomes published in the Lower Primary syllabuses.

PETER M. BAKI, CBE
Secretary for Education
Introduction

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

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

- use the elaborations to identify relevant content (knowledge, skills and attitudes) and contexts
- develop units of work based on clusters of learning outcomes relevant to your students’ needs and interests
- select appropriate teaching and learning strategies
- plan a program suitable to your school
- plan and conduct assessment to monitor students’ learning and achievement of learning outcomes.

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

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

Bilingual education
Bilingual education is the regular use of two languages for instruction. With over 800 different languages spoken across Papua New Guinea, most students do not speak English as their first language. In Lower Primary Arts teachers will use a bilingual approach to teaching and learning, using both vernacular and English to develop students' understanding of the learning outcomes.
Lower Primary uses a bilingual approach as there are academic benefits for students being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English both inside and outside of the classroom. It is important to continue to develop, expand and enhance vernacular language to that used by adults.

**Bridging to English**

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

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

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

**Integration**

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

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

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

**Nature of Arts**

Arts covers all forms of creative expressions. Feelings, emotions and ideas are expressed through Arts activities involving concepts such as movement, shape, time, sound, words, colour and texture. Students develop skills and techniques and create ideas, based on culture and experiences.
Arts is valuable in the development of the students' physical, social and intellectual abilities and forms a solid basis for further educational, recreational and vocational pursuits.

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

**Links with other levels**

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

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

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

**Links between Elementary and Primary Levels**

<table>
<thead>
<tr>
<th>School Level</th>
<th>Elementary</th>
<th>Lower Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Culture and Community</td>
<td>Culture and Community</td>
<td>Culture and Community</td>
</tr>
<tr>
<td>Subject</td>
<td>Culture and Community</td>
<td>Arts</td>
<td>Arts</td>
</tr>
</tbody>
</table>

**Links to other subjects**

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

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

There are many outcomes in other subjects related to Arts outcomes. Integration across subjects is used where it occurs naturally and should not be forced. Learning outcomes from the different subjects are clustered around a key concept or idea. A theme is selected to name each cluster of outcomes.
Themes that are identified from the clusters of outcomes can be used as the basis for programming across subject areas. Below is an example of outcomes in a cluster.

A sample cluster of outcomes for the theme: Regions

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

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

Aspects of Arts

Lower Primary Arts aims for students to:

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

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

Arts skills, processes and techniques

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

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

Focus in each grade

Grade 3 Arts is culturally and community-based. The focus is on the school and community cultures. The teacher provides the opportunity for students to discover and value the significance of their traditional culture. He or she then provides the opportunities for students to extend their creative skills to Arts of other communities in Grade 4.
Grade 4 focuses on Arts of other communities rather than the students’ own school community. Teachers and students from other communities should be encouraged to share their cultures in the school.

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

**Working with the community**

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Discovery learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>We remember:</td>
</tr>
<tr>
<td>20% of what we hear</td>
</tr>
<tr>
<td>40% of what we see</td>
</tr>
<tr>
<td>80% of what we discover for ourselves.</td>
</tr>
</tbody>
</table>

Bridging to English approaches

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

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

1. Integrated programming and thematic approach

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

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

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

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

3. Program separately for vernacular and English

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

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

4. Use big books for both languages

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

5. Variety of genres

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

• narrative
• recount
• procedure
• report
• explanation
• exposition.
You will be planning for the students to learn these different genres when you plan your units of work.

**Learning and thinking strategies**

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

**Student-centred learning**

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

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

### Teacher and student roles within student-centred learning

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• do more talking than the teacher</td>
<td>• plays the role of a facilitator</td>
</tr>
<tr>
<td>• do many different activities that relate to real life experiences</td>
<td>• provides a rich learning environment for students’ learning</td>
</tr>
<tr>
<td>to develop critical thinking and understanding</td>
<td>• develops a supportive atmosphere in the classroom</td>
</tr>
<tr>
<td>• discover new ways of doing things (creativity) with</td>
<td>• treats students with respect</td>
</tr>
<tr>
<td>guidance from the teacher or community member</td>
<td>• talks with students rather than at them</td>
</tr>
<tr>
<td>• use inquiry learning approach to investigate a topic, design</td>
<td>• shows that he or she has faith in the students’ ability to learn</td>
</tr>
<tr>
<td>procedures or experiments to come up with a product (picture, craft,</td>
<td>• lets the students proceed at their own pace</td>
</tr>
<tr>
<td>song, dance)</td>
<td>• praises effort rather than the student’s character such as</td>
</tr>
<tr>
<td>• frequently work in small groups cooperating with peers to use skills</td>
<td>• encourages students to produce their best work</td>
</tr>
<tr>
<td>and techniques</td>
<td>• is aware of what the student does, shows respect for the student’s feelings and responds with understanding</td>
</tr>
<tr>
<td>• are given choices to select activities for their projects</td>
<td>• has the learning task prepared and organised</td>
</tr>
<tr>
<td>• have a chance to correct their efforts</td>
<td>• is patient and gentle in his or her approach</td>
</tr>
<tr>
<td>• have a chance to evaluate their efforts</td>
<td></td>
</tr>
<tr>
<td>• choose who they will share the learning situation with</td>
<td></td>
</tr>
</tbody>
</table>
Types of strategies and learning situations

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

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

Learning strategies and situations

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Learning situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick look (skim) the material to decide if it is suitable</td>
<td>Students view materials such as pictures, charts, posters, books to work out if they are suitable and useful.</td>
</tr>
<tr>
<td>Plan what to do</td>
<td>Students decide how to accomplish the learning task. For example, does it require them to work in groups to make a large class mural to represent ideas, write ideas on charts, make posters or do a role-play?</td>
</tr>
<tr>
<td>Select specific information</td>
<td>Students look for specific information such as locating key words, phrases and ideas on posters, charts, diagrams and written texts.</td>
</tr>
<tr>
<td>Plan when, where and how to carry out the learning</td>
<td>Students work out the details of how they will approach the task and make their own choices about when to carry out the activities, such as when and where to go for an excursion.</td>
</tr>
<tr>
<td>Think while listening</td>
<td>Students ask themselves questions as they are listening or reading to check their own understanding.</td>
</tr>
<tr>
<td>Think while reading</td>
<td>Students ask themselves questions about their own oral and written language while these activities take place.</td>
</tr>
<tr>
<td>Think while speaking</td>
<td>Students check back and reflect on what new knowledge they have learned.</td>
</tr>
<tr>
<td>Think while writing</td>
<td>Students sort objects or ideas into groups according to their characteristics or features.</td>
</tr>
<tr>
<td>Self assess</td>
<td>Students relate new concepts to known knowledge to assist understanding.</td>
</tr>
<tr>
<td>Grouping</td>
<td>Students sequence ideas and events in order.</td>
</tr>
<tr>
<td>Use background knowledge</td>
<td>Students use pictures to learn new information or solve a problem.</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Students guess what might happen next or predict upcoming information.</td>
</tr>
<tr>
<td>Make a picture (visualise)</td>
<td>Students use given information to understand new information.</td>
</tr>
<tr>
<td>Predict</td>
<td>Students ask peers or teacher questions to gain additional information or clarification.</td>
</tr>
<tr>
<td>Use context clues</td>
<td>Students work with peers helping each other to complete a task, solve a problem or receive feedback on their work.</td>
</tr>
<tr>
<td>Ask questions</td>
<td>Students have confidence in themselves and take risks trying out new methods and ideas.</td>
</tr>
<tr>
<td>Work with peers</td>
<td></td>
</tr>
<tr>
<td>Think positively</td>
<td></td>
</tr>
</tbody>
</table>
Before teaching students to use learning strategies, keep in mind the following points:

• the type of activities or tasks that you plan for the students will determine the type of strategy to be used
• teach the students one or two strategies and let them feel confident using these before introducing more
• be sure to use simple activities or tasks at the initial stage when introducing the strategies to the students
• be sure that the strategy introduced has some connection to the students’ past experiences and knowledge
• the strategy introduced could be applied in other learning situations.

To help students to build on what they already know, ask them to use a KWL strategy when they work on a topic or theme. An example is given below for the theme *Traditions, Customs and Festivals*

<table>
<thead>
<tr>
<th>K (what I already know)</th>
<th>W (what I want to know)</th>
<th>L (what I have learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know about traditions, customs and festivals</td>
<td>What I want to know about traditions, customs and festivals</td>
<td>What I learned about traditions, customs and festivals</td>
</tr>
</tbody>
</table>

Apply the following steps when using the KWL strategy:

• organise the students into small groups
• tell the students the lesson topic
• in small groups ask the students to list what they already know about the topic
• get the groups to share their ideas with the class as a whole
• ask the students to list what they want to know about the topic
• students complete the first two columns before they start the topic
• the third column is completed at the closure of the unit of work.

**Multigrade teaching**

Usually teachers in a school would have a class to teach for the whole year. In many communities the enrolments are low so schools may have multi-grade classes. The classes are made up of students of different ages, abilities, interests and needs, grouped together for learning. This means that two or three different grade levels are grouped together and supervised by one teacher.
A successful multigrade classroom provides opportunities for students to work in small groups, pairs, individually and as a whole class. The group work must have a purpose.

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

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

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

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

Teachers need to:

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

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

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

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

Assessment

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

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

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

Criterion-referenced assessment

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

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

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

Teachers will need to be able to:
- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe exactly what a student must do to be successful in the assessment task
- make sure the students are aware of and understand the assessment criteria
- give students feedback on their performance in each assessment task against the assessment criteria.
In this way students are very clear about what they must know, do and understand. They are given constructive feedback from the teacher on what they are doing well and what they need to do to improve. Teachers are very clear about what they are assessing and are able to apply fair, consistent assessment to all students’ work.

**Assessment and recording methods**

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

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

**Observation**

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

*Examples of when to use observation to assess students’ learning*

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

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

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

Students can also observe and give constructive feedback on each other’s performances using the same assessment criteria. This is called peer assessment.
Ways of recording observations

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

• checklists with comments
• class grids that allow the teacher to date their observations and focus on a few students at a time each lesson, until they have recorded information about all students. These grids can be used to repeat the observations a number of times to build a fuller picture of each student’s learning
• having a page for each student in an exercise book to keep dated, anecdotal records of significant learning
• having students complete peer assessments that show the performance of other students, either as individuals or in groups, against the assessment criteria.

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

Conferencing or talking to students

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

Examples of when to use conferencing to assess students’ learning

This is most useful:

• in practical lessons where students are applying skills
• in language activities like shared or individual reading or when assessing students’ writing
• in small group work
• in learning activities that are happening out in the community.

Teachers can ask relevant questions such as:

• What do you think is happening here?
• Why did you do it that way?
• Is there another way you could do this?

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

Ways of recording conference notes

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

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

Examples of when to analyse products to assess students’ learning

Examples of students’ products might include:

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

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

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

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Student fully demonstrated the criteria</td>
<td>Student met the criteria most of the time</td>
<td>Student met the criteria independently</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Student partly demonstrated the criteria</td>
<td>Student met the criteria some of the time</td>
<td>Student met the criteria with some assistance</td>
</tr>
<tr>
<td>NMP</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student needs more practice</td>
<td>Student did not meet the criteria</td>
<td>Student needs more practice</td>
</tr>
</tbody>
</table>

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

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

Ways of recording information gained from analysing students’ products

Teachers may keep written products or records of students’ achievements on particular assessment tasks in student portfolios.
Tests
Examples of when to use tests to assess students’ learning

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

Ways of recording test results

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

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

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

Assessment in Arts

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

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

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

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

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

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

Achievement of the learning outcomes

<table>
<thead>
<tr>
<th>School:</th>
<th>Year:</th>
<th>Term:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A fully shaded box indicates the student has achieved that outcome for that subject.
- A lightly or partly shaded box indicates the student is working towards that outcome.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>3.1.1 3.1.2 3.1.3 3.2.1 3.2.2 3.2.3 3.3.1 3.3.2 3.3.3 3.4.1 3.4.2 3.4.3 3.5.1 3.5.2 3.5.3</td>
</tr>
<tr>
<td>Community Living</td>
<td>3.1.1 3.1.2 3.1.3 3.1.4 3.2.1 3.3.1</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>3.1.1 3.1.2 3.1.3 3.2.1 3.2.2</td>
</tr>
<tr>
<td>Health</td>
<td>3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.2.1 3.2.2</td>
</tr>
<tr>
<td>Language</td>
<td>3.1.1 3.1.2 3.1.3 3.1.4 3.2.1 3.2.2 3.2.3 3.2.4 3.3.1 3.3.2 3.3.3 3.3.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.1.1 3.1.2 3.1.3 3.1.4 3.2.1 3.2.2 3.2.3 3.2.4 3.2.5 3.3.1 3.3.2 3.4.1 3.4.2 3.5.1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3.1.1</td>
</tr>
</tbody>
</table>
**Assessment in vernacular and English**

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

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

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

**Suggested percentage of assessment in vernacular and/or English**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vernacular</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Reporting**

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

**Evaluation**

Assessment information can also be used by teachers to evaluate the effectiveness of their teaching. By analysing class results as a whole, teachers can identify subjects, strands, substrands and outcomes where the students have done well and those that require further or improved teaching. Similarly a whole school can analyse results by subjects, strands and substrands or by grades and identify areas of strength and areas which need further attention. For example, if a whole school is not performing well in Mathematics, then Mathematics could become the focus for inservice and resource development for the next year. In this way assessment information serves two purposes:

- to improve students’ learning
- to improve the quality of teaching.
Programming

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

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

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

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

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

Developing a program

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

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

Planning of the programs is done with the view to encourage teachers to link community activities to student’s learning and experiences.
Characteristics of a good program

An effective outcomes-based program:

• maintains a focus on learning outcomes, showing what students must know and do to achieve the outcomes
• uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time
• uses a variety of teaching and learning strategies so that teachers act as facilitators of learning and cater for different learning styles and individual needs of students
• emphasises the development of knowledge, skills and attitudes that promote lifelong learning
• provides opportunities for students to become effective, self-directed learners
• enables students to learn in a range of contexts
• supports learning through the use of a variety of texts, media and real life materials and resources
• shows the links between the outcomes, teaching and learning activities and assessment tasks.

When programming, teachers should also take into consideration the following:

• providing a balance of activities including projects, practical work and assignments
• students’ needs and interests
• the community calendar
• unplanned events
• holidays
• major school activities.

Developing a year plan

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

Process for developing yearly plan

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

2. Teachers from the same grade or level can work together to cluster all of the outcomes from the seven subjects into small clusters of about 4 learning outcomes. These clusters can be integrated across 2—3 subjects or from within the strands of Arts. The outcomes must link naturally together through a common concept or theme. (Step 2 in Unit of Work Process)
3. Record these clusters of outcomes on paper.
4. Crosscheck which outcomes you have used. You may need to repeat some learning outcomes more than once so that students develop these skills to a sufficient level. This is particularly true for subjects like Language, Arts and Mathematics.
5. Identify a theme for each cluster and record it next to the cluster. (Step 3 in Unit of Work Process)
6. Some outcomes will not group into clusters easily and these can be taught on their own.
7. Decide on an appropriate month and week in the year to teach each theme or separate outcomes. You may decide to teach the separate outcomes in the same week as a unit of work by setting blocks of time aside in that subject.
8. Now fill in the year plan.

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

---

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme: Regions</strong></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>5.1.1 Produce art from different regions</td>
</tr>
<tr>
<td></td>
<td>5.5.1 Perform music from different regions</td>
</tr>
<tr>
<td>Community Living</td>
<td>5.1.4 Describe the geographical features of the province</td>
</tr>
<tr>
<td>Language</td>
<td>5.3.1E Plan and produce a range of text types in all genres to present ideas and information</td>
</tr>
<tr>
<td><strong>Theme: Safety</strong></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>5.1.2 Investigate consequences of major changes and make informed decisions to conserve the environment</td>
</tr>
<tr>
<td>Health</td>
<td>5.2.2 Assess unsafe situations in the community and take action to reduce harm and promote health</td>
</tr>
<tr>
<td>Language</td>
<td>5.3.4E Identify persuasive language and evaluate the quality of information in texts</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.1.1 Develop and apply simple action plans to promote safety and to deal with emergency situations in games and sports</td>
</tr>
<tr>
<td><strong>Theme: Meeting needs and wants</strong></td>
<td></td>
</tr>
<tr>
<td>Community Living</td>
<td>5.2.1 Analyse the distribution of goods and services</td>
</tr>
<tr>
<td>Health</td>
<td>5.2.1 Identify health services and products in the community and plan ways to assist and care for the services</td>
</tr>
<tr>
<td>Language</td>
<td>5.1.1V/E Use a broad range of spoken text types for different purposes to present creative and information texts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5.4.2 Represent and interpret information using graphs, tables and charts</td>
</tr>
<tr>
<td>Subject</td>
<td>Outcomes</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Theme: Healthy lifestyles</strong></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5.1.2 Identify causes of common illnesses and take action to promote behaviour that reduces health risks</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.3.2 Participate daily in physical activities to improve movement, skills and fitness</td>
</tr>
<tr>
<td>Community Living</td>
<td>5.1.2 Investigate standards of behaviour in different relationships</td>
</tr>
<tr>
<td>Language</td>
<td>5.2.1 V/E Read, reflect on and respond to ideas and information from a wide range of text types in all genre categories</td>
</tr>
<tr>
<td><strong>Theme: Patterns and shapes</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5.3.1 Describe properties of two and three dimensional shapes</td>
</tr>
<tr>
<td>Arts</td>
<td>5.2.2 Design and create craft using a variety of skills</td>
</tr>
<tr>
<td>Language</td>
<td>5.1.3 V/E Identify how speakers adapt language to suit different purposes, audiences and contexts</td>
</tr>
<tr>
<td><strong>Theme: Healthy foods</strong></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5.1.3 Assess the nutritional value of different foods and take action to promote healthy food choices</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>5.1.1 Investigate and apply ways of using, protecting and conserving certain plants and animals</td>
</tr>
<tr>
<td>Language</td>
<td>5.1.2 V/E Apply a range of oral skills and strategies in informal and formal situations</td>
</tr>
<tr>
<td></td>
<td>5.3.2 V/E Apply skills of drafting, revising and editing when constructing texts</td>
</tr>
<tr>
<td><strong>Making rules and choices</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.3.1 Apply skills, rules and game plans to a range of games and modified sports</td>
</tr>
<tr>
<td>Community Living</td>
<td>5.1.3 Describe democratic and traditional decision-making processes</td>
</tr>
<tr>
<td>Health</td>
<td>5.1.4 Evaluate the impact of harmful substances on young people and take action to encourage healthy choices</td>
</tr>
<tr>
<td>Language</td>
<td>5.2.4 V/E Describe how belonging to different groups influences how texts are interpreted</td>
</tr>
<tr>
<td><strong>Theme: Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>Community Living</td>
<td>5.3.1 Investigate relationships within society</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.3.3 Describe and be involved in range of leisure and recreation activities</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>5.1.3 Investigate the relationships between living and non-living things</td>
</tr>
<tr>
<td>Language</td>
<td>5.1.4 V/E Evaluate own language and that of others to identify particular views and opinions of speakers</td>
</tr>
</tbody>
</table>
### Theme: Caring for the environment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Studies</strong></td>
<td>5.2.1 Design and apply good practices to sustain the environment</td>
</tr>
<tr>
<td></td>
<td>5.2.2 Develop and implement action plans to manage waste production and disposal</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>5.4.2 Make up drama using a variety of skills</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>5.1.5 Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community</td>
</tr>
</tbody>
</table>

### Theme: Movement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td>5.2.1 Apply movement skills with competence</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>5.3.1 Perform dance from different regions</td>
</tr>
<tr>
<td></td>
<td>5.3.2 Make up dance using a variety of styles and movements</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>5.3.3V/E Evaluate own texts and those of others to identify how subject matter, audience and purpose have shaped the texts</td>
</tr>
</tbody>
</table>

### Theme: Work people do

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Living</strong></td>
<td>5.1.1 Analyse people’s contributions to the community</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>5.2.2 Assess unsafe situations in the community and take action to reduce harm and promote health</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>5.1.2 Design and create art using a variety of skills</td>
</tr>
<tr>
<td></td>
<td>5.1.3 Explain the purpose and meaning of arts from different regions</td>
</tr>
</tbody>
</table>

### Theme: Easter

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td>5.4.1 Perform drama from different regions</td>
</tr>
<tr>
<td></td>
<td>5.4.3 Explain the purpose of drama</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>5.2.2V/E Apply a wide range of skills and strategies appropriate to the type of text being read</td>
</tr>
</tbody>
</table>

### Theme: Culture

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Living</strong></td>
<td>5.3.1 Investigate relationships within societies</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>5.2.3 Explain the purpose of craft from different regions</td>
</tr>
<tr>
<td></td>
<td>5.3.3 Explain the purpose of dance from different regions</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>5.2.3V Identify how ideas and information are presented in information and fiction texts</td>
</tr>
</tbody>
</table>
Programming individual outcomes

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Arts    | 5.2.1 Produce craft from different regions  
5.5.2 Compose music using a variety of techniques  
5.5.3 Explain the purpose of music from different regions |
| Mathematics | 5.1.1 Order, read and write four and five-digit numbers  
5.1.2 Apply and use the four operations to do calculations with four and five-digit numbers  
5.1.3 Use the four operations to solve problems related to simple fractions  
5.1.4 Use the four operations to solve problems related to decimals  
5.2.1 Estimate, measure and solve problems using standard units of length  
5.2.4 Estimate, measure and solve problems using standard units of weight  
5.2.2 Use appropriate metric units to measure and calculate area  
5.2.3 Estimate, measure and solve problems using standard units of volume and capacity  
5.2.5 Compare and discuss the relationship between units of time and tell time correctly  
5.4.1 Perform and record results of trials  
5.5.1 Use patterns and arithmetical rules to solve problems |
| Health  | 5.1.1 Identify changes that occur during puberty and propose actions to promote health and growth. |
The table below shows how to sequence all of the learning outcomes from all seven subjects into a sample yearly program, broken down into terms. Both the clusters of outcomes and individual outcomes have been timetabled into weeks of the year when it is most appropriate to teach them.

### Sample Yearly Program

<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Year:</th>
</tr>
</thead>
</table>

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

### Note

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

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

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

Process for developing units of work

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

1. Study the learning outcomes
   Look at the learning outcomes for the seven Lower Primary subjects if planning an integrated unit of work.
   Look at the learning outcomes from one subject only if planning a unit of work for one subject.

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

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

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

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

6. Develop teaching and learning activities and assessment tasks
   Develop relevant teaching and learning activities and assessment tasks that help students to learn and demonstrate the knowledge, skills and attitudes.
   Develop teaching and learning activities for the Language learning outcomes in the unit of work that incorporate bridging approaches.
7. **State the language of instruction for teaching and learning activities and assessment tasks**

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

8. **Estimate the time**

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

9. **Develop a weekly teaching program**

Use your own programming format to develop a weekly program.

10. **Identify relevant resources and materials**

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

**Sample unit of work**

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

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

**Theme: Regions**

**Grade: 5**

**Term: 1**

**Weeks: 5 & 6**

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

Each student should:
• be aware of which provinces make up each region
• read and share ideas on the features of the region using maps or atlases
• perform music and value differences between cultural groups, their customs and arts.

Knowledge, skills and attitudes

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

Sample teaching and learning activities

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

**Process for developing assessment tasks in units of work**

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

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

### Sample assessment plan

<table>
<thead>
<tr>
<th>Theme: Regions</th>
<th>Term: 1</th>
<th>Weeks: 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcomes</strong></td>
<td><strong>Assessment tasks</strong></td>
<td><strong>Assessment criteria</strong></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Sing and perform movements to the music about legends (V)</td>
<td>Sing words correctly</td>
</tr>
<tr>
<td>Art 5.1.1</td>
<td>Show correct movement and steps</td>
<td>Be in time with the instruments</td>
</tr>
<tr>
<td>Music 5.1.1</td>
<td>Body bilas should show the designs of the cultural group from the region</td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Plan and make big or small books about different features of a region in groups (V/E)</td>
<td>Write clearly and neatly the features of a region</td>
</tr>
<tr>
<td>Writing 5.3.1</td>
<td>Use correct words to express the features</td>
<td></td>
</tr>
<tr>
<td><strong>Community Living</strong></td>
<td>Draw pictures to go with the writing</td>
<td></td>
</tr>
<tr>
<td>Places 5.1.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample weekly teaching and learning program

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8—8.15</td>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.15</td>
<td><strong>Language</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living / Language</strong></td>
</tr>
<tr>
<td>to</td>
<td><strong>KWL—Regions</strong></td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>10.00</td>
<td>(15 mins)</td>
<td><strong>Shared reading</strong></td>
<td><strong>Shared reading / Language</strong></td>
<td><strong>Brainstorm local physical features such as mountains and rivers</strong></td>
<td><strong>Individual reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discuss parts of text — big book or chart</strong></td>
<td><strong>Vocabulary study</strong></td>
<td><strong>Read primary atlases on physical features of PNG (E)</strong></td>
<td><strong>Vocabulary study</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phonics: f, p</strong></td>
<td><strong>Read parts of text (E)</strong></td>
<td><strong>Vocabulary study</strong></td>
<td>**Writing, editing and publishing of descriptive texts about local</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(105 mins)</td>
<td><strong>Read primary atlases on physical features of PNG (E)</strong></td>
<td>physical features (E)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(105 mins)</td>
<td>(105 mins)</td>
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</tr>
<tr>
<td></td>
<td><strong>Community Living / Language</strong></td>
<td><strong>Language</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living / Language</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Shared reading of school journals</strong></td>
<td><strong>Name regions and provinces of PNG (E)</strong></td>
<td><strong>Use maps and atlases</strong></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Conference writing — descriptive texts</strong></td>
<td><strong>(40 mins)</strong></td>
<td><strong>Shared reading of school journals</strong></td>
<td><strong>Individual reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Editing (E)</strong></td>
<td></td>
<td><strong>Conference writing — descriptive texts</strong></td>
<td><strong>Vocabulary study</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Editing (E)</strong></td>
<td>**Writing, editing and publishing of descriptive texts about local</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(65 mins)</td>
<td>physical features (E)</td>
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<td></td>
<td></td>
<td></td>
<td>(105 mins)</td>
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<tr>
<td></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
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<td>(45 mins)</td>
<td>(45 mins)</td>
<td>(45 mins)</td>
<td>(45 mins)</td>
<td>(45 mins)</td>
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</tr>
<tr>
<td>10.30</td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Community Living</strong></td>
<td><strong>Health</strong></td>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td>to</td>
<td><strong>Observation and reporting of local physical features (E)</strong></td>
<td><strong>List regions of PNG with the help of atlases or maps (E)</strong></td>
<td><strong>Study physical features of their province (V/E)</strong></td>
<td><strong>Find out from books about the nutritional value of different types of</strong></td>
<td><strong>In groups talk about the importance of leisure and recreational</strong></td>
</tr>
<tr>
<td>12.00</td>
<td>(45 mins)</td>
<td>(45 mins)</td>
<td>(45 mins)</td>
<td><strong>staple foods from plants (V/E)</strong></td>
<td><strong>activities (45 mins)</strong></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>(45 mins)</td>
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</tbody>
</table>

Morning break
### Summary for Week 5

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assembly:</strong> 75 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Language:</strong> 260 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Language/Community Living:</strong> 210 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 225 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Health:</strong> 45 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Community Living:</strong> 190 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Arts:</strong> 240 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Environmental Studies:</strong> 180 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education:</strong> 105 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Religious Education:</strong> 60 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Access – Community Based Learning:</strong> 60 mins</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 1650 mins</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

Recommended knowledge

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

Recommended processes and skills

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

Attitudes

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

Suggested activities

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

Arts elaborations

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

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

Recommended knowledge

- Topics and words to describe: objects, artwork, materials, techniques, symbols, styles, ownership, copyright

**Elements and components of art**

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

**Strand: Art**

<table>
<thead>
<tr>
<th>Recommended processes and skills</th>
<th>Techniques, materials and styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value art: culture, clan, community, personal expression, group cooperation, family</td>
<td><strong>• Drawing:</strong> tracing, shading, sketching</td>
</tr>
<tr>
<td>Respect art: different styles, ideas, expression, techniques, material</td>
<td><strong>• Painting:</strong> brush, mixing, marbling, string pulling, spraying, blowing, splashing</td>
</tr>
<tr>
<td>Value the art industry: art for sale, national identity, culture, tourism, gifts</td>
<td><strong>• Printing:</strong> vegetable print, rubbing, stencil, dyeing</td>
</tr>
<tr>
<td>Express opinions: likes, preferences</td>
<td><strong>• Designing:</strong> measuring, sketching, lettering, layout, arranging, pasting or gluing</td>
</tr>
<tr>
<td>Appreciate work of: artists, designers, printers</td>
<td><strong>• Modern technology:</strong> photography, video, computer graphics</td>
</tr>
<tr>
<td>Appreciate how art expresses: emotions, ideas, experiences, culture</td>
<td><strong>• Accuracy:</strong> control, coordination</td>
</tr>
<tr>
<td>Care for equipment, materials and resources</td>
<td><strong>• Choice of materials:</strong> influenced by purpose, availability</td>
</tr>
<tr>
<td>Safe use of equipment</td>
<td><strong>• Collect samples:</strong> style, colour, theme</td>
</tr>
<tr>
<td>Work and share with others</td>
<td><strong>• Following directions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Interpreting</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Knowledge of elements</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Plan work:</strong> research, draft, sketch, list</td>
</tr>
<tr>
<td></td>
<td><strong>• Present final work effectively</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Use of materials and equipment:</strong> correctly, safely, gently, cautiously, carefully</td>
</tr>
</tbody>
</table>

### Creativity

**• Originality:** new combinations, new ideas

**• Adaptation:** add personal ideas, express culture, make changes

**• Experiment with elements:** line, shape, colour, texture, pattern, shading

**• Experiment with styles:** use symbols, imagination, realistic, exaggerated, sketch, practise

**• Express ideas clearly:** communicate to others, symbols

**• Express own ideas:** experiences, beliefs, emotions, create symbols

**• Create visual effects:** distance, floating, warmth, movement, happiness

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Suggested activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value art:</strong> culture, clan, community, personal expression, group cooperation, family</td>
<td><strong>• Drawing:</strong> pencil, chalk, sand, crayon, sketching, scratching, pattern-making, clay, charcoal, seeds</td>
</tr>
<tr>
<td><strong>Respect art:</strong> different styles, ideas, expression, techniques, material</td>
<td><strong>• Painting:</strong> sand, pattern, mask, bark, body painting, pictures, illustrations, patterns, marbling, stringpulling, tattoo, finger painting, colourmixing, points and dots, mural, oil, acrylic, watercolour, face painting, waterwash</td>
</tr>
<tr>
<td><strong>Value the art industry:</strong> art for sale, national identity, culture, tourism, gifts</td>
<td><strong>• Printing:</strong> rubbings, tie-dye, tapa, patterns, woodcut, maps, building, shadow print</td>
</tr>
<tr>
<td><strong>Express opinions:</strong> likes, preferences</td>
<td><strong>• Designing:</strong> posters, displays, plans, models, patterns</td>
</tr>
<tr>
<td><strong>Appreciate work of:</strong> artists, designers, printers</td>
<td><strong>• Community art:</strong> murals, collage, montage, provincial art, face painting, signs, posters, mosaic, environmental art, tattoos, tapa cloth</td>
</tr>
<tr>
<td><strong>Appreciate how art expresses:</strong> emotions, ideas, experiences, culture</td>
<td><strong>• Introduced technology:</strong> photos, videos, film, computer graphics</td>
</tr>
<tr>
<td><strong>Care for equipment, materials and resources</strong></td>
<td><strong>• Papua New Guinean art:</strong> art for sale, art for exhibition, plans, drafts, marketing, graphics, advertising, posters</td>
</tr>
<tr>
<td><strong>Safe use of equipment</strong></td>
<td><strong>• Create art based on social issues, objects from nature and community art</strong></td>
</tr>
<tr>
<td><strong>Work and share with others</strong></td>
<td><strong>• Create art using a variety of skills, methods and styles</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Observe nature and record by painting, drawing, sketching</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Describe examples of art, including own and others’ work</strong></td>
</tr>
</tbody>
</table>
## Strand: Craft

<table>
<thead>
<tr>
<th>Substrands</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills in craft</strong></td>
<td><strong>3.2.1 Use traditional craft skills from the community</strong></td>
<td><strong>4.2.1 Demonstrate craft skills from different communities</strong></td>
<td><strong>5.2.1 Produce craft from different regions</strong></td>
</tr>
<tr>
<td><strong>Creativity in craft</strong></td>
<td><strong>3.2.2 Create craft using traditional skills and techniques</strong></td>
<td><strong>4.2.2 Create craft using skills and techniques from different communities</strong></td>
<td><strong>5.2.2 Design and create craft using a variety of skills</strong></td>
</tr>
<tr>
<td><strong>Responding to craft</strong></td>
<td><strong>3.2.3 Identify and describe traditional craft</strong></td>
<td><strong>4.2.3 Compare craft from different communities</strong></td>
<td><strong>5.2.3 Explain the purpose of craft from different regions</strong></td>
</tr>
</tbody>
</table>

### Recommended knowledge

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

---

**Arts**
Strand: Craft

- Meaning: symbol, tradition, totem, legendary figure, widow, origin, nature, animal, plant, unmarried, warn, frighten, mourn, killed someone, sell
- Ownership: clan, community, individual, copyright
- Preparation and clean-up: list, gather, collect, clean, return
- Presentation: display, display areas, label, lists, posters
- Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach, sale
- Safety and health: chemicals, fresh air, first aid, electricity
- Styles of craft: traditional, symbolic, imaginative
- Symbols: traditional, meaning, signs, variation, original
- Use of craft: house, food, bilas, identity, protection, beliefs, ideas, self-expression

<table>
<thead>
<tr>
<th>Recommended processes and skills</th>
<th>Demonstrate techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Carving: cutting, sanding, burning, scraping, sharpening</td>
<td>- Carving: cutting, sanding, burning, scraping, sharpening</td>
</tr>
<tr>
<td>- Modelling: shaping, moulding, smoothing, rolling, splitting, twisting, tying, coiling, squeezing</td>
<td>- Modelling: shaping, moulding, smoothing, rolling, splitting, twisting, tying, coiling, squeezing</td>
</tr>
<tr>
<td>- Weaving: knotting, braiding, folding, knitting, crocheting</td>
<td>- Weaving: knotting, braiding, folding, knitting, crocheting</td>
</tr>
<tr>
<td>- Constructing: tearing, pinning, joining, measuring, cutting, adapting, knotting</td>
<td>- Constructing: tearing, pinning, joining, measuring, cutting, adapting, knotting</td>
</tr>
<tr>
<td>- Sewing: measuring, cutting, pinning, joining, stitching, threading</td>
<td>- Sewing: measuring, cutting, pinning, joining, stitching, threading</td>
</tr>
<tr>
<td>- Accuracy: control, care, detail, complete, timing</td>
<td>- Accuracy: control, care, detail, complete, timing</td>
</tr>
<tr>
<td>- Collect samples: style, colour, theme</td>
<td>- Collect samples: style, colour, theme</td>
</tr>
<tr>
<td>- Plan work: research, draft, sketch, list, follow directions</td>
<td>- Plan work: research, draft, sketch, list, follow directions</td>
</tr>
<tr>
<td>- Presentation: display tables, benches, posters, labels, lists</td>
<td>- Presentation: display tables, benches, posters, labels, lists</td>
</tr>
<tr>
<td>- Work with materials: bush, found, recycled, bought, improvised</td>
<td>- Work with materials: bush, found, recycled, bought, improvised</td>
</tr>
<tr>
<td>- Use of materials and equipment: correctly, safely, gently, carefully, cautiously</td>
<td>- Use of materials and equipment: correctly, safely, gently, carefully, cautiously</td>
</tr>
</tbody>
</table>

Creativity
- Originality: personal ideas, experiment, new
- Adaptation: add personal ideas, express culture, make changes
- Experiment with elements: line, tone, colour, form, structure, pattern, texture
- Experiment with styles: use symbols, imagination, realistic, exaggerated
- Express ideas clearly: symbols, designs, communicate to others
- Express own ideas: experiences, beliefs, emotions, create symbols, patterns
- Choice of materials: bush, found objects, bought, available, appropriate
- Choice of styles: traditional, realistic, unexpected, experimental, modern

Attitudes
- Value craft
- Respect craft
- Care for equipment, materials, resources
- Safe use of equipment
- Respect for different styles
- Express opinions
- Appreciate work of community and well-known craftspeople, designers
- Appreciate how craft expresses culture
- Work and share with others
## Strand: Craft

### Suggested activities

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

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

Recommended knowledge

- Topics and words to describe: body, energy, time, space, styles, ownership, purpose, meaning

Elements and components of movement and dance

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

- Marketing: planning, budgeting, advertising, pricing, selling
- Meaning of movements: fishing, hunting, animals, birds, paddling
- Ownership: clan, community, individual, copyright, organised groups
- Performance: dance, story, storytelling, mime, gestures, steps, formations, movements, village theatre, styles, bilas, ownership
- Production: audience, performing space
- Promotion and publicity: poster, assembly, newsletter, radio, newspaper, television
- Purpose: ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach
- Safety: warm up, exercise, stretch, breathing, relaxation
- Styles of dance: traditional, hunting, legend, fishing, ritual, sacred, modern, rap, reggae, disco, hip-hop
- Use of dance: beliefs, community, expression, ideas, story

### Recommended processes and skills

- Acting: voice, body, actions, concentration, imagination, communication, emotions, character
- Body: accuracy, control, coordination, communication, energy, rhythm, expression, flexibility, following directions, interpreting, movement, perform with others, use of space, breathing, variation, repeating, technique, actions, movement, posture, centring, relaxation, conviction, position, mime, flexibility, moving individual body parts, gesture, pause
- Character: age, family, culture, height, weight, gender, race, education, intelligence, class
- Mime: keeping shape, weight, size, timing, movement, communication, move body parts
- Movements: press, twist, punch, flick, glide, float, nod, tap, clap, stamp, sway
- Production: director, dance director, choreographer, writer, performer, dancer, designer, stage manager, lighting, sound, properties, set, costumes, venue, audience, box office, actor
- Publicity: poster, advertising, handout, ticket, information sheet, press release, radio, television, Toksave, interview, awareness campaign
- Planning: brainstorm, adapt, design, list, rehearse, prepare, present, describe, organise, arrange, budget
- Storytelling: funny story, highlights, actions, incidents, repetition, expression, mime, culture, previews, review, narrative, legends, poems, tales
- Stagecraft: staging, moving, masking, positioning, interaction, organising, confidence

### Creativity

- Improvisation
- Character
- Situations
- Experiment with styles
- Express own Ideas in performance
- Originality
- Adaptation
- Use in new combinations
**Strand: Dance**

<table>
<thead>
<tr>
<th><strong>Attitudes</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical preparation: warm up, stretch, exercise</td>
<td></td>
</tr>
<tr>
<td>• Respect for different styles</td>
<td></td>
</tr>
<tr>
<td>• Value traditional dance</td>
<td></td>
</tr>
<tr>
<td>• Express opinions: likes, preferences</td>
<td></td>
</tr>
<tr>
<td>• Appreciate work of performers, dancers, writers, technicians</td>
<td></td>
</tr>
<tr>
<td>• Appreciate how dance expresses moods and emotions</td>
<td></td>
</tr>
<tr>
<td>• Work and share with others</td>
<td></td>
</tr>
</tbody>
</table>

| **Suggested activities** | **Preparation** |  |
|--------------------------|-----------------|
| • Physical warm up: breathing, stretching, relaxing, moving body parts, moving body |  |
| • Character warm up: relax, massage neck, shoulders, move neck, eyes, body parts |  |
| • Movement games: rhythms, movement and stillness, group cooperation, actions |  |
| • Rhythm games: create, pass on, move together, character, animal, nature, sounds |  |
| • Acting games: concentration, focus, character, group cooperation, imagination, mime |  |

<table>
<thead>
<tr>
<th><strong>Creativity</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dance making: inspiration, music, steps, patterns, ideas, style</td>
<td></td>
</tr>
<tr>
<td>• Originality: situation, characters, story, style, rhythms, movements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dance: ideas, practice, rehearsals, spaces, schedules, lists, changing rooms, audience, seating, technicians, evaluation</td>
<td></td>
</tr>
</tbody>
</table>
## Strand: Drama

<table>
<thead>
<tr>
<th>Substrands</th>
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<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills in drama</strong></td>
<td>3.4.1 Use drama skills from the community</td>
<td>4.4.1 Demonstrate drama skills from different communities</td>
<td>5.4.1 Perform drama from different regions</td>
</tr>
<tr>
<td><strong>Creativity in drama</strong></td>
<td>3.4.2 Create drama using traditional skills and techniques</td>
<td>4.4.2 Create drama using skills from different communities</td>
<td>5.4.2 Make up drama using a variety of skills</td>
</tr>
<tr>
<td><strong>Responding to drama</strong></td>
<td>3.4.3 Identify and describe community drama</td>
<td>4.4.3 Compare drama from different communities</td>
<td>5.4.3 Explain the purpose of drama from different regions</td>
</tr>
</tbody>
</table>

### Recommended knowledge

- Topics and words describing: body, voice, imagination, senses, emotions, use of space, character, situations

### Elements and components of drama

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

- **Organisation:** planning, casting, rehearsing, budgeting, ownership, techniques, styles, marketing
- **Ownership:** writer, performer, copyright, partnership
- **Performers and writers:** village, school, community, radio, television, video, *William Takaku, Dobi Kidu, Albert Toro, Francesca Semosa, Justin Kill, Alphonse Dirau*
- **Purpose:** ideas, feelings, culture, advertise, emotions, identity, storytelling, situations, ownership, beliefs, report, comment, legends, teach
- **Careers:** performer, actor, writer, playwright, newsreader, announcer, director, sound technician, designer
- **Promotion and publicity:** posters, school newsletter, assembly, radio, press, television, display, notices, float, public rehearsal
- **Safety:** warm up, electricity, lighting
- **Styles of drama:** mime, comedy, tragedy, realistic, exaggerated, puppet play
- **Venues:** performing space, background, front, audience, setting, stage
- **Voice production:** breathing, relaxation, clear, strong, flexible

### Recommended processes and skills

- **Acting:** voice, body, actions, concentration, imagination, communication, emotions, character development, following directions, perform with others, use of space, timing, styles
- **Body:** actions, movement, posture, breathing, centring, relaxation, control, position, mime, flexibility, coordination, moving parts of body, extension, energy, rhythm, expression
- **Mime:** keeping shape, weight, size, timing, movement, communication, moving individual body parts
- **Stagecraft:** staging, moving, masking, positioning, upstaging, projection
- **Storytelling:** character, situation, comedy, highlights, actions, incidents, repetition, expression, languages
- **Voice:** breathing, production, projection, character, control, clear, understandable, expression, variation

### Creativity

- **Make up:** voice, movements, character, dialogue, situations, adaptation
- **Originality:** personal, new, imagination, invent, own ideas
- **Character:** age, family, culture, height, weight, sex, race, education, intelligence, living place, occupation
- **Experiment with styles**
- **Use in new combinations**

### Attitudes

- **Work in groups**
- **Care for equipment**
- **Voice preparation**
- **Safe use of equipment**
- **Respect for different styles**
- **Express opinions**
- **Appreciate work of performers, writers, technicians**
- **Appreciate how drama expresses moods and emotions**
## Strand: Drama

<table>
<thead>
<tr>
<th>Suggested activities</th>
<th>Preparation at start of class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Mime warm up: relax, massage neck, shoulders, move neck, eyes, body parts</td>
</tr>
<tr>
<td></td>
<td>• Physical warm up: breathing, stretching, relaxing, moving body parts, moving body</td>
</tr>
<tr>
<td></td>
<td>• Voice warm up: relaxing, breathing, yawning, making sounds, controlling sounds</td>
</tr>
</tbody>
</table>

### Skills development during and at end of class

- Movement games: rhythms, movement and stillness, interaction, actions, mime
- Acting games: imagination, concentration, observation, character, interaction, creativity

### Creativity during class

- Movement: inspiration, music, steps, patterns, ideas, style
- Improvisation: storytelling, situations, characters, style
- Production: ideas, rehearsal, schedules, lists, stage management, publicity, budgets, changing rooms, audience, seating, technicians, evaluation, costumes
### Strand: Music

<table>
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<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills in music</td>
<td>3.5.1 Use traditional music skills</td>
<td>4.5.1 Demonstrate music skills from different communities</td>
<td>5.5.1 Perform music from different regions</td>
</tr>
<tr>
<td>Creativity in music</td>
<td>3.5.2 Create music using traditional techniques</td>
<td>4.5.2 Create music using techniques from different communities</td>
<td>5.5.2 Compose music using a variety of techniques</td>
</tr>
<tr>
<td>Responding to music</td>
<td>3.5.3 Identify and describe traditional music</td>
<td>4.5.3 Compare music from different communities</td>
<td>5.5.3 Explain the purpose of music from different regions</td>
</tr>
</tbody>
</table>

#### Recommended knowledge
- Topics and terms: singing, instruments, song writing, organising sound, ownership, planning, techniques, styles, marketing.
- Elements of music: silence, beat, strong beat, rhythm, high, low, loud, soft, melody

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

### Recommended processes and skills

- Rhythm
- Phrasing
- Timing
- Accuracy
- Expression
- Technique
- Sing
- Play instruments
- Follow notation
- Perform with others

### Creativity

- Invent symbols: loud, soft, high, low, long, short, melody, rhythm pattern
- Organise sound: rhythm, melody, combine, experiment, soundscape, write, compose
- Originality: ideas, use of voice, choice of instruments
- Create sounds: voice, found objects, recycled materials, traditional instruments, modern instruments, rhythm pattern
- Use in new ways: new sounds, sounds together

### Attitudes

- Voice preparation
- Safe use of equipment
- Respect for different styles
- Work in group
- Value traditional music
- Care for instruments
- Express opinions
- Respect work of musicians
- Appreciate how music affects mood and emotions

### Responding to Music

- Identify instruments, songs, cultures, melodies, repeated patterns, elements of music
- Describe rhythms, elements of music
- Compare examples of music
- Compare own and others’ music
- Appreciate own and others’ work

### Suggested activities

#### Music games

- Play games with moving to music: stop and start, high and low, long and short, fast and slow
- React to music by moving in different ways: animal, stretching, dancing
- Communicate with sounds: human, machines, animals, nature, identify different instruments

#### Singing

- Warm up: breathing, stretching, relaxing face and neck, voice exercises
- Learn song line by line, phrase by phrase or as a whole song if it is short
- Use the voice in a variety of ways
- Sing: loudly, softly, faster, slower, clap the beat, tap the rhythm, humming, whistling
- Sing songs in vernacular languages and in English
- Sing songs in harmonies (choir)
Strand: Music

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

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

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

Resources recommended in this Teacher Guide are listed in three parts:
• documents issued by the National Department of Education (NDOE)
• community resources
• materials published by other organisations and commercial companies.

NDOE documents

Art
NDOE (1999) Colour, NDOE, Waigani
NDOE (1999) Drawing Skills, NDOE, Waigani
NDOE (1998) Grade 5 Arts and Crafts, NDOE, Waigani
NDOE (1994) Face and Figure, NDOE, Waigani
NDOE (1994) Grade 3 Expressive Arts, NDOE, Waigani
NDOE (1994) Grade 4 Expressive Arts, NDOE, Waigani
NDOE (1994) Teaching Expressive Arts Book 1, NDOE, Waigani
NDOE (1994) Teaching Expressive Arts Book 2, NDOE, Waigani
NDOE (1994) Visual Arts, NDOE, Waigani
NDOE (1993) Pattern, NDOE, Waigani
NDOE (1982) Art Techniques for Use in Community Schools, NDOE, Waigani

Craft
NDOE (1999) Colour, NDOE, Waigani
NDOE (1994) Teaching Expressive Arts Book 1, NDOE, Waigani
NDOE (1994) Teaching Expressive Arts Book 2, NDOE, Waigani
NDOE (1993) Pattern, NDOE, Waigani
NDOE (1988) Paitim, Winim na Meknais, NDOE, Waigani
NDOE (1982) Art Techniques for Use in Community Schools, NDOE, Waigani
**Drama**
NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani
NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani
NDOE (1992) *Drama Games*, NDOE, Waigani
NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani
NDOE (1988) *Dance and Movement*, NDOE, Waigani

**Dance**
NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani
NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani
NDOE (1992) *Drama Games*, NDOE, Waigani
NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani
NDOE (1988) *Dance and Movement*, NDOE, Waigani

**Music**
NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani
NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani
NDOE (1990) *Singing*, NDOE, Waigani
Community resources

Art
Community artists, elders
Bilas
Building decorations
Calendars
Drawings, paintings
Lap-laps, printed T-shirts, tie-dyed material
Murals, public art, illustrations in books
Newspaper articles, advertisements
Photographs
Postage stamps
School journals
Video and television programs
Objects from nature: leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, tree sap
Found objects: matchsticks, cartons, bottles, newspaper, plastic, bottle tops, rags, containers
Bought materials: glue, brushes, tools, paint, scissors, board, paper
Drawing: lead pencils, coloured pencils, chalk, charcoal, crayons, textas
Painting: oil paints, watercolour, crayons, brushes, string, straws, husks, sand
Designing: pencils, ruler, set squares, compass
Modern technology: camera, film, photos, video cassettes, television, computer, printing press
Printing: paint, dyes, fabric, vegetables, sponges, wax, candles, wood blocks
**Craft**

Craftspeople: members of community, artefacts, musical instruments

Household objects: weapons, clothing, bilums, mats

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

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

Newspaper articles: artists, exhibitions, singsings

Photographs: bilas, artefacts, artists

Postage stamps: houses, pots, headdresses, masks

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

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

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

Designing: pencils, ruler, set squares, compass

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

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

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

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

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

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

**Music**

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

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

**Equipment if available**

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

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

Drama

Dance

Music
Glossary

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

**Subject specific terms**

art  flat images: painting, drawing, printing

arts  all forms of creative expression: art, craft, dance, drama, music

accent  strong beat

acrylic  manufactured water-based paint

balance  matching shapes, weights, sounds

beat  regular pulse in music

bilas  costume used for singsing, decoration

body percussion  sounds made by striking body: clap, stamp, click, slap

choreograph  work out dance movements

collage  art made by pasting images together

comedy  story or play to make people laugh

commercial  making money, for sale

compose  organise sounds, write scripts for music ideas

copyright  legal ownership of art works and ideas

craft  handmade objects

creative  original, new

dance  moving body in a sequence of movements

designer  creator of everything visual: sets, costumes, props

director  person who coordinates all aspects of a production

draft  rough plan

drama  performed story or events: acting, mime, storytelling

duration  length of sounds: long, short, longer, shorter

dynamics  volume: loudness and softness in music

earth colours  colours of the earth: yellows, ochre, reds, browns, grey

engraving  cutting into a wooden or metal surface
Arts

focus looking at one point
found objects collected objects
harmony sounds which are pleasant together
hue name of a colour
improvisation making up character, plot, actions, creating
improvise make up
interact communicate with others
isolation moving one body part on its own
marbling printing by putting paper onto oil and water
media newspapers, books, film, radio, television
melody tune, sequence of sounds
mime make actions without speech
mobile a hanging sculpture of moving parts
montage art made by placing images together
moving to sound changing position to sound: sway, step, nodding head, bend
mural painting on a wall
music sounds and silences
notation written symbols for sounds
papier-mache paper torn into pieces and glued to make shapes
pattern repeated shapes
percussion musical instruments which are hit to produce sounds
perspective distance of objects: near, far
pigment colouring material in paint
pitch highness or lowness of a note
pitched instrument instrument which plays set notes: panpipes, keyboard
present display, perform, hand in written work
primary colour colours that make all others: red, yellow, blue
prop, property anything handled by a performer during a performance
| **realistic** | looking like the real object |
| **recycled** | discarded materials put to a new use |
| **responding** | giving information about Arts |
| **rest** | silence, no sound |
| **rhythm** | regular or irregular beat pattern |
| **round, canon** | song with singers starting at different times |
| **sap** | the fluid that circulates in a plant; some people use it as paste or glue |
| **scale** | pattern of pitches |
| **script** | written speech or actions of a play |
| **sculpture** | solid object made by carving or shaping |
| **secondary colours** | mix of two primary colours: orange, green, purple |
| **sequenced** | in order |
| **set** | built scenery |
| **shape** | edge of person or object |
| **silkscreen printing** | print making by squeezing ink through a stretched mesh |
| **sketch** | rough drawing |
| **sound sculpture** | sculpture which makes sounds |
| **soundscape** | story told using sounds |
| **space** | area around a person |
| **spattering** | flicking paint from brush, or using air brush or spray gun |
| **spectrum** | colours of white light, rainbow |
| **storytelling** | form of traditional performance |
| **style** | way of expressing ideas: symbolic, realistic, imaginary |
| **symbol** | sign representing a sound, object or action |
| **technique** | method of performance |
| **tempo** | speed of music: fast, slow, faster, slower |
| **texture** | surface of an object |
| **three-dimensional** | solid |
| **tone** | in art: lightness or darkness of colour |
### Arts

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

**General terms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>assessment</strong></td>
<td>the continuous process of identifying, gathering and interpreting information about students’ achievements</td>
</tr>
<tr>
<td><strong>balanced</strong></td>
<td>teaching all strands equally</td>
</tr>
<tr>
<td><strong>brainstorm</strong></td>
<td>discussion where all suggestions are accepted</td>
</tr>
<tr>
<td><strong>community</strong></td>
<td>people from the school and surrounding area</td>
</tr>
<tr>
<td><strong>context</strong></td>
<td>surroundings</td>
</tr>
<tr>
<td><strong>continuous</strong></td>
<td>throughout the year</td>
</tr>
<tr>
<td><strong>craft</strong></td>
<td>objects: carvings, models, pots, weaving</td>
</tr>
<tr>
<td><strong>criteria</strong></td>
<td>plural of criterion</td>
</tr>
<tr>
<td><strong>criterion</strong></td>
<td>aspect of achievement used for assessment</td>
</tr>
<tr>
<td><strong>criterion-referenced</strong></td>
<td>using assessment criteria to measure achievements</td>
</tr>
<tr>
<td><strong>cumulative</strong></td>
<td>building on earlier work</td>
</tr>
<tr>
<td><strong>curriculum</strong></td>
<td>course of study</td>
</tr>
<tr>
<td><strong>element</strong></td>
<td>basic part of art, craft, dance, drama or music</td>
</tr>
<tr>
<td><strong>flexible</strong></td>
<td>able to change</td>
</tr>
<tr>
<td><strong>generalist</strong></td>
<td>teaching all subjects</td>
</tr>
<tr>
<td><strong>holistic</strong></td>
<td>looking at all parts rather than individual parts</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>inclusive</td>
<td>including all students</td>
</tr>
<tr>
<td>indicator</td>
<td>an example of achievement</td>
</tr>
<tr>
<td>integral</td>
<td>including all aspects</td>
</tr>
<tr>
<td>integrate</td>
<td>join into one</td>
</tr>
<tr>
<td>integrated approach</td>
<td>teaching based on linking across subjects or strands</td>
</tr>
<tr>
<td>known to unknown</td>
<td>basing learning on familiar knowledge and skills</td>
</tr>
<tr>
<td>lingua franca</td>
<td>common language understood by a group of people</td>
</tr>
<tr>
<td>monotonous</td>
<td>lack of change or variety producing boredom</td>
</tr>
<tr>
<td>outcome</td>
<td>a specific statement that identifies the knowledge, skills, attitudes and values students should demonstrate at a certain grade</td>
</tr>
<tr>
<td>progression</td>
<td>development</td>
</tr>
<tr>
<td>reporting</td>
<td>communicating information gained from assessing students' learning to students, parents, guardians, teachers or others</td>
</tr>
<tr>
<td>self-confidence</td>
<td>believing in yourself</td>
</tr>
<tr>
<td>sequenced</td>
<td>in order of difficulty</td>
</tr>
<tr>
<td>socialisation</td>
<td>becoming part of society and relating to other people</td>
</tr>
<tr>
<td>strand</td>
<td>part of subject content with related knowledge and skills</td>
</tr>
<tr>
<td>substrand</td>
<td>part of a strand</td>
</tr>
<tr>
<td>syllabus</td>
<td>the knowledge, skills and attitudes to be taught and developed for each grade at a level of schooling</td>
</tr>
<tr>
<td>transmission</td>
<td>sending, communicating</td>
</tr>
<tr>
<td>vernacular</td>
<td>language used or understood by a student; see lingua franca</td>
</tr>
</tbody>
</table>
Appendices

Appendix 1

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

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

Percentage of teaching, learning and assessment in vernacular and English

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

Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students’ understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.
Appendix 2

Weekly time allocations for Lower Primary subjects

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

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>150 minutes</td>
<td>150 minutes</td>
<td>150 minutes</td>
</tr>
<tr>
<td>Community Living</td>
<td>150 minutes</td>
<td>180 minutes</td>
<td>210 minutes</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>180 minutes</td>
<td>210 minutes</td>
<td>210 minutes</td>
</tr>
<tr>
<td>Health</td>
<td>90 minutes</td>
<td>90 minutes</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Language</td>
<td>570 minutes</td>
<td>450 minutes</td>
<td>405 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>210 minutes</td>
<td>210 minutes</td>
<td>210 minutes</td>
</tr>
<tr>
<td>Physical Education</td>
<td>105 minutes</td>
<td>135 minutes</td>
<td>150 minutes</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>75 minutes</td>
<td>75 minutes</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Religious Education</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Block time</td>
<td>60 minutes</td>
<td>90 minutes</td>
<td>90 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1650 minutes</strong></td>
<td><strong>1650 minutes</strong></td>
<td><strong>1650 minutes</strong></td>
</tr>
</tbody>
</table>