
Arts

Lower Primary Syllabus



DEPARTMENT OF EDUCATION

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Acknowledgements

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

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Secretary's Message

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

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

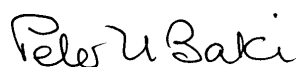
Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding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

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

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

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

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



PETER M. BAKI, CBE
Secretary for Education