

Arts

Teacher Guide

Grade 8



Standards Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Arts Teacher Guide

Grade 8

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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First Edition

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Secretary's Message

This Arts Teacher Guide for Grade 8 is was developed to compliment the Arts Standard Base Syllabus for Grades 6, 7 and 8. It supports the implementation of the Standard Based Curriculum and therefore contains National Benchmarks and standard statements for the subject Arts in Grade 8.

It also provides the knowledge, skills, attitudes and values or KSAV's, background content, time allocation, sample guided lessons, assessment, and other guided strategies to enhance teaching and learning in and through the Arts.

Students learn better when learning is fun. An exciting Arts lesson opens the door for creativity, effective communication, critical thinking, problem solving skills, innovation and collaboration. This results in high academic achievements, self-expression, positive attitudes and productive citizens.

This Teacher Guide also provides teachers the opportunity to work in partnership with other teachers, parents and members of the community when teaching Arts. Teachers should also consider the use of available resources inclusive of recycled resources, the community calendar, excursions and new concepts to promote learning in and through the arts.

Teachers are encouraged to take an inclusive approach to cater for all students' needs at the same time apply various teaching and learning strategies.

I commend and approve this Grade 8 Arts Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



.....
DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

This Grade 8 Arts Teacher Guide must be used together with the Arts Syllabus for Grades 6, 7 & 8. This guide provides guidelines to help you plan and develop teaching and learning activities to achieve the Content Standards. It also provides information and processes to:

- use the Benchmarks to identify relevant content (knowledge, skills, values and attitudes) and contexts
- develop relevant scope of content of KSAVs based on clusters of benchmarks 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 the Content Standards.

This Teacher Guide comprise two strands; Visual Arts and Performing Arts. The units are developed from these two strands. The Visual Arts strand is made up of three units; Drawing, Painting and Arts & Crafts whereas the Performing Arts Strand is made up of three units which are Music, Dance and Drama respectively.

The eight topics are eventually derived from the five units.

All Arts lessons are linked according to their strands. This practice ensures that both students and you build upon previous knowledge and own experiences. It also provides opportunities for students to make meaningful connections between Arts and other subjects.

Purpose

This Grade 8 Arts Teacher Guide is intended to help you fully engage and utilize the Syllabus in order to specifically plan and prepare your programs.

There are sample guided lessons provided for each unit in this book. All lesson topics are drawn from the KSAVs. The KSAVs have been unpacked from the content standards for each unit. You have the flexibility of using the sample guided lessons provided to develop your own.

How to Use this Teacher Guide

Use the Primary Arts Syllabus for Grades 6, 7 & 8 and Teacher Guide to do the following:

Step 1: Read the Teacher Guide carefully. Become familiar with the Syllabus, its strands, units, content standards, benchmarks, topics, performance standards and assessment tasks.

Step 2: Read each section of this Teacher Guide thoroughly. Note important ideas, strategies and processes you think will be useful to you

Step 3: Select a strand, then read the Content Standards and Benchmarks. Identify the links from the KSAVs to the content background notes.

Step 4: Meet with other teachers, share your ideas collaboratively and identify possibilities and risks before you write your programs. Identify possible community guest speakers or helpers for certain lessons. Places to visit, perform, display or sell art as well as the types of resources needed for the lessons.

Step 5: Understand your assessment tasks, tools, application of assessment types, recording and reporting strategies.

Step 6: Be prepared to accommodate for changes before, during and after your lessons are planned.

Key Features

The key features outlined in this section are unique to Arts and important in the planning, development, and implementation of this subject. The Arts curriculum emphasises on the recommended knowledge, skills and processes and provides ideas on how to teach Arts. Health and safety is paramount in all Arts lessons.

The Arts curriculum is driven towards learning in and through the Arts. This ensures that all students must acquire the relevant 21st Century competencies to cope with our rapidly changing society. This curriculum will engage learners in high order thinking processes to develop skills and positive attitudes relevant for survival.

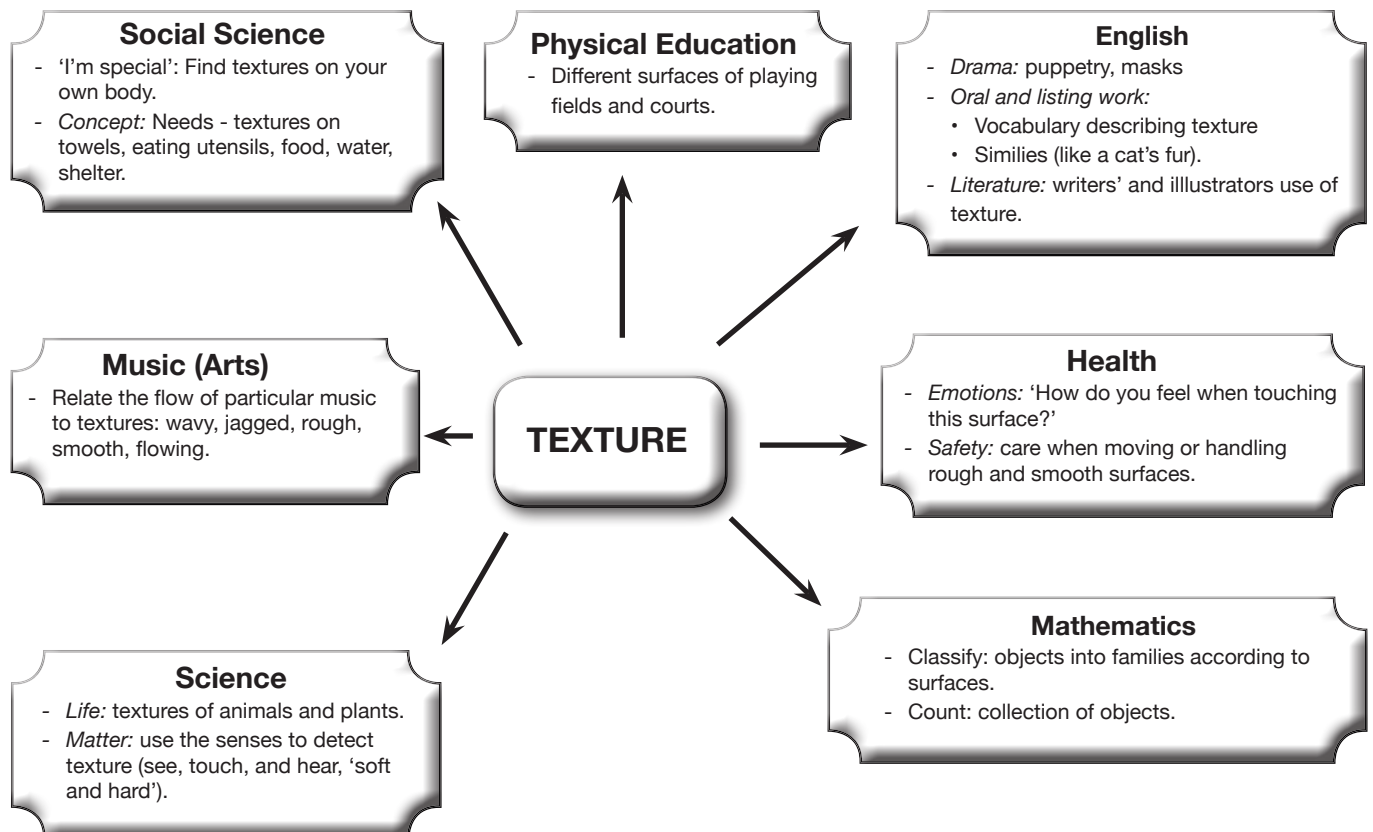
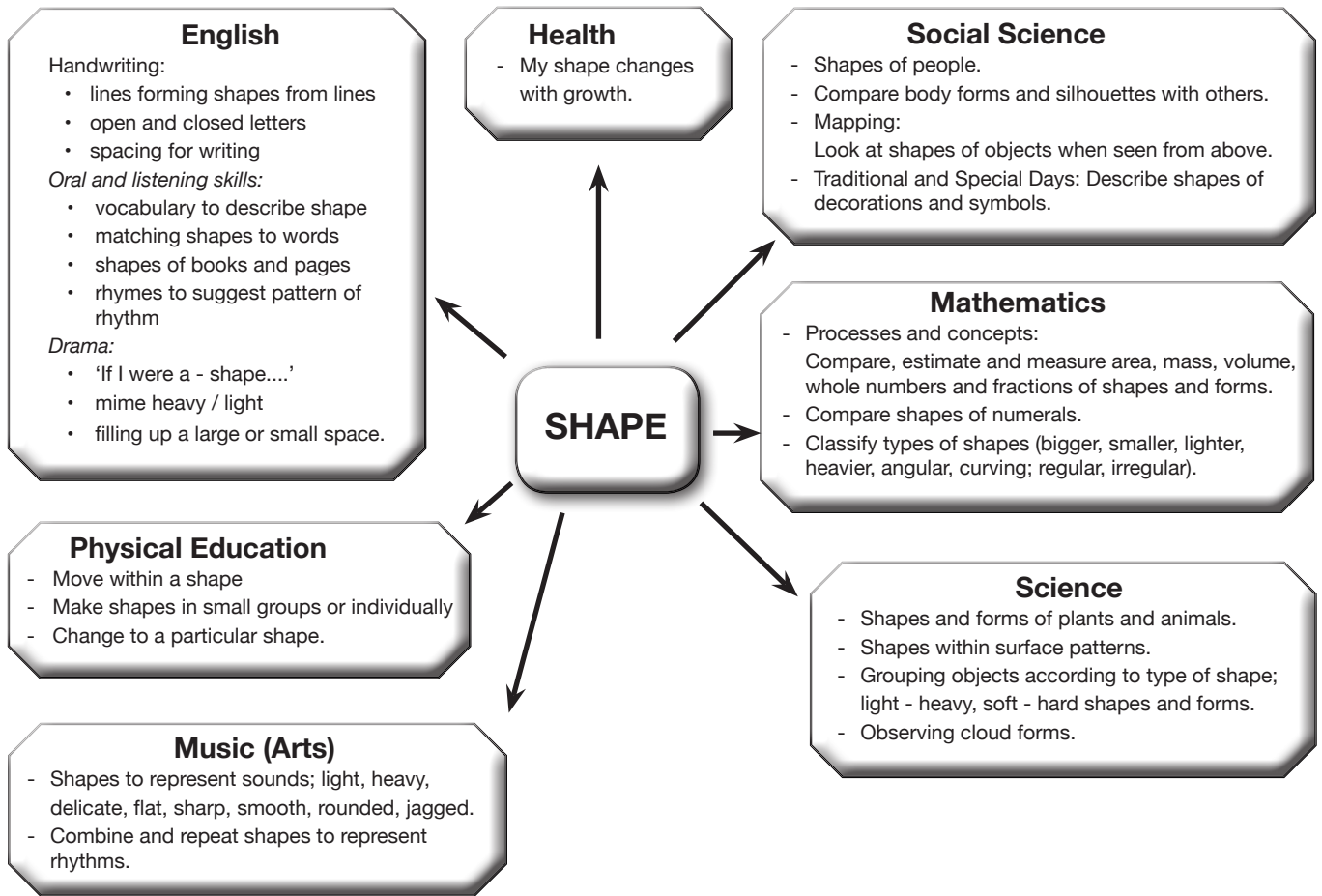
Students should study and engage in a variety of skills, techniques, processes and styles used by past and present artists. This curriculum embraces discovery learning and the use of traditional and modern technology or mixed media.

Arts Linkage to other Subjects

In Papua New Guinea society, Drama, Dance, Music, Art and Craft are integrated; either combined or overlapping, rather than being separate. The Arts are also an important part of the social and spiritual life of the community.

It is therefore important to guide the students towards the realisation that learning through Arts includes seeing it as a vehicle for learning the content of other subjects.

Below are the samples given to illustrate linkage to other subjects:



Teaching and Learning Strategies

An important part of the planning process is to sequence activities to create meaningful opportunities for learning. It is acknowledged that some teachers favour one learning-teaching approach and use it most of the time. Students soon become used to the pattern of that approach. Other teachers tend to use other strategies as learning situations change.

If several different approaches are used over a short period, teachers and students may find it helpful to discuss similarities and differences and to display these on a chart. This is also a way of helping students to take responsibility for their own learning and assessment.

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.

Learning Strategies and Situations

Learning Strategies	Learning Situations
Quick look (skim) the material to decide if it is suitable	Students view materials such as pictures, charts, posters, books to work out if they are suitable and useful.
Plan what to do	Students decide how to accomplish the learning task. For example, does it require them to work in groups to make a large class mural to represent ideas, write ideas on charts, make posters or do a role-play?
Select specific information	Students look for specific information such as locating key words, phrases and ideas on posters, charts, diagrams and written texts.
Plan when, where and how to carry out the learning	Students work out the details of how they will approach the task and make their own choices about when to carry out the activities, such as when and where to go for an excursion.
Think while listening Think while reading Think while speaking Think while writing Self-assess	Students ask themselves questions as they are listening or reading to check their own understanding. Students ask themselves questions about their own oral and written language while these activities take place. Students check back and reflect on what new knowledge they have learned.
Grouping	Students sort objects or ideas into groups according to their characteristics or features.
Use background knowledge	Students relate new concepts to known knowledge to assist understanding.

Learning Strategies	Learning Situations
Sequencing	Students sequence ideas and events in order.
Make a picture (visualize)	Students use pictures to learn new information or solve a problem.
Predict	Students guess what might happen next or predict upcoming information.
Ask questions	Students ask peers or teacher questions to gain additional information or clarification.
Use context clues	Students use given information to understand new information.
Work with peers	Students work with peers helping each other to complete a task, solve a problem or receive feedback on their work.
Think positively	Students have confidence in themselves and take risks trying out new methods and ideas.

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

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

Process Skills Used in Arts

1. Discovering

Questioning, seeing afresh, observing, comparing, imagining, discovering options, being open-minded, making associations, seeing possibilities, finding a purpose, and taking initiative.

To help children discover:

- establish standards of behaviour and routines
- stand back and observe what students are capable of doing for themselves. Allow them to experiment and become aware that making mistakes can help them to learn
- allow students to learn from each other by talking about their discoveries, difficulties and successes
- ask open-ended questions for which students can suggest several possible answers
- be flexible enough to modify your plan as students make discoveries and choices that you may not have expected.

2. Planning

Selecting, identifying relationships, organizing, visualising, predicting, and deliberating.

To help students plan:

- involve them in the organisation of resources, working groups, distribution of materials and cleaning up
- assist students to select materials which will help them to carry out their plans
- when choosing which materials to have available, remember that a variety of materials can suggest a range of possibilities, but too many materials can be overwhelming.

3. Doing

Taking action, applying knowledge, describing, testing ideas, inventing, devising, combining, varying, adapting, being flexible, refining, using materials, choosing materials, and experimenting.

To help students do:

- ask questions which will clarify any problems they have
- teach small groups or individuals
- encourage students to help each other
- suggest several alternative ways to use a material
- offer other materials that are easy to handle.

4. Evaluating

Responding, criticising, reflecting, analysing, assessing, appraising, describing, discussing, and interpreting.

To help students evaluate:

While they work, help students to see the progress they are making. Afterwards comment on specific qualities in students work to make the class aware of different interpretations and uses of materials;

- have students talk about what they discovered, the choices they made, how they used the materials and whether it worked out the way they expected
- ask students to describe their responses to their own and others' work.

Help students to become responsible and independent workers by asking them to take part in distributing, collecting and storing materials and equipment; cleaning up; and reflecting on the effectiveness of classroom procedures for storing and organising materials. Always consider the safety and health of the students as well as materials used and the environment.

Teaching and Learning Strategies

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

KWL Chart

K (what I already know)	W (what I want to know)	L (what I have learned)
What I know about traditions, customs and festivals	What I want to know about traditions, customs and festivals	What I have learned about traditions, customs and festivals

Apply the following steps when using the KWL strategy:

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

Bloom's Taxonomy

The following sample questions and learning activities using Bloom's Taxonomy will be of help to you as a teacher to enhance your students in their learning.

These sample questions and learning activities are able to be integrated into existing thinking skills program, thus, continuing to further nurture children's thinking from low level to high level.

**Bloom's Taxonomy:
Sample questions and learning activities**

Thinking level	Knowing	Understanding
Useful verbs	Copy, Listen, Relate, Trace, Find, Locate, Remember, Write, Know, Look, State, Tell, List, Name	Comprehend, Explain, Outline, Translate, Convert, Express, Restate, Understand, Draw, Interpret, Retell, Describe, Match, Share
Sample questions	<ul style="list-style-type: none"> • Can you name the...? • Look at this then..... • Find the meaning of.... • How many times...? • What happened after...? • What is the name of...? • Who was the boy that....? • Which is the right answer? • Where do you live? 	<ul style="list-style-type: none"> • What do you think could have happened next in the story? • What was the main idea....? • Who do you think stole the ..? • Who was the main character? • Can you write the formula for.....in your own words? • How do you say this word in Tok pisin? • Can you give an exaple of...? • Can you write a brief outline of the drama? • Can you match these two lists?
Learning activities	<ul style="list-style-type: none"> • List all the people in the story • Locate all the information you can about..... • Listen to your teacher • Look at the painting and name the colours • Find the meaning of this word in the dictionary • Write the name of one colour of the rainbow • Copy the homework from the board • Trace this picture from the textbook • Tell your group what we need for this activity • State clearly what the character said in the story 	<ul style="list-style-type: none"> • Retell the story in your own words • Describe what the author meant • Retell this from the point of view of the villain • Share your drawing with your group • Translate this sentence from English to Tok pisin • Draw pictures to show how plants and animals interact • Outline your plans for your next project • Explain the meaning of this symbol • Express how you feel in your own words • Draw a diagram/map/plan • Match these two lists

**Bloom's Taxonomy:
Sample questions and learning activities**

Thinking level	Applying
Useful verbs	Apply, Complete, Make, Do, Record, Use, Plan, Show, Calculate, Report, Classify, Play, Examine, Solve, Illustrate Carry out, Prepare
Sample questions	<ul style="list-style-type: none"> • Can you construct a model of...? • Can you plan and conduct a drama? • From the information provided, can you develop a set of instructions on how to operate...? • Can you construct a rectangle with the following dimensions...? • Can you classify the following.....into their proper...? • Can you calculate the number ofneeded to?
Learning activities	<ul style="list-style-type: none"> • Illustrate the main idea of the book • Make a clay model of a volcano • Show in a chart where all the are found in your area • Complete the following sentence • Construct ausing these..... • Classify the following.....into their proper.....
Thinking level	Analysing
Useful verbs	Analyse, Contrast, Investigate, Arrange, Distinguish, Select, Examine, Separate, Categorise Compare, Identify, Survey
Sample questions	<ul style="list-style-type: none"> • Which events could not have happened? Why? • How is this similar/different? • How would the story have ended if...? • Can you distinguish between...? • Are there other motives behind...?
Learning activities	<ul style="list-style-type: none"> • Analyse a work of art in terms of form, colour and texture • Identify the strengths of this commercial • Select the best music for this play • Compare and contrast fresh water and salt water crocodiles • Categorise these items intoand • Survey your friends in terms of • Arrange thesefrom the largest to the smallest • Separatefrom..... • Investigate how we can.....

**Bloom's Taxonomy:
Sample questions and learning activities**

Thinking level	Creating
Useful verbs	Create, Design, Imagine, Predict, Conduct, Devise, Improve, Propose, Construct, Invent, Estimate, Suggest, Compose, Formulate, Perform, Research
Sample questions	<ul style="list-style-type: none"> • Can you create new uses for...? • If you had access to all the necessary resources, how would you deal with...? • Can you develop a proposal which would...? • Can you invent a possible solution to...? • How many ways can you devise to...? • Can you predict what will happen if...?
Learning activities	<ul style="list-style-type: none"> • Create a new product and plan a marketing campaign for it • Propose how you will improve this... • Invent a machine to accomplish a special task • Design a cover for a magazine • Compose a rhythm or add new words to a well known tune • Construct a model of... • Predict what will happen in the story when... • Suggest ways to improve the following... • Conduct a survey to gather information about local artists that... • Research how we can reduce... • Estimate the cost of this marketing campaign
Thinking level	Evaluating
Useful verbs	Evaluate, Decide, Judge, Recommend, Argue, Determine, Justify, Review, Assess, Discuss, Prioritise, Verify, Debate, Advise, Rate
Sample questions	<ul style="list-style-type: none"> • How would you defend your position in relation to...? • What do you think about...? • Can you assess and choose a better solution to...? • How would you have handled...? • What changes would you recommend? Why? • Do you believe that...? • How ineffective are...? • What is the most valuable...?
Learning activities	<ul style="list-style-type: none"> • Justify why you have chosen this particular piece of music for your play? • Discuss factors that should be considered when choosing plants to get organic colours in the environment. • Verify that these are in fact the right materials to use for making a model • Evaluate the research on the local artists or painters • Judge which is the best short story • Decide on a criteria to judge a speech • Review this book and rate it from 1 to 10 • Recommend new strategies to be adopted based on the SOWC analysis

Planning and Programing

Planning and Programming is important for the teacher to organise the content from the Syllabus and Teacher Guide to deliver lessons in the classrooms. The program should be planned in consideration with the environment and cultural context of the school.

Teachers have to plan their teaching content and the assessment plans to make sure that relevant strategies are used to measure and achieve the set Content Standards in the Arts subject. Here are some main areas to consider when you are doing your planning and programming:

- Content Overview.
- Yearly Overview.
- Termly Overview.
- Weekly Overview.

Content Overview

This section presents an overview in Arts. The Strands, Units and Topics are translated into Content Standards and Benchmarks.

Here is the content scope of learning for the Primary Grade Levels from Grades 6 - 8.

Content Overview for Grades 6 - 8

Strand	Unit	Grade 6	Grade 7	Grade 8
Visual Arts		Topic	Topic	Topic
	Arts	1. Drawing 2. Painting	1. Drawing 2. Painting	1. Drawing 2. Painting
	Craft	3. Arts and Craft	3. Arts and Craft	3. Arts and Craft
Performance Arts	Music	4. Rhythm and Singing	4. Standard Music Notation	4. Playing a Simple Melody
	Dance	5. History of Traditional and Modern Dances 6. Explore and Analyze Various Pacific Dances	5. Types of Western Dances and Patterns 6. Types of Oriental/ Eastern Dances, Movement and Patterns	5. Choreography Methods 6. Solo and Group Dance Performance
	Drama	7. Types of Stages and Stage Areas 8. Body Positions, Stage Movements and Audience	7. Tragedy and Comedy Plays 8. PNG Plays and Playwrights	7. Script Writing 8. Solo Role Play and Group Drama Performance

Characteristics of a Good Program

Here are some characteristics to consider for a good program:

- maintains a focus on the benchmarks, showing what students must know and do to achieve the content standards
- 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, as facilitators to cater for different learning styles and individual needs of students
- emphasises the development of knowledge, skills, attitudes and values to promote lifelong learning
- provides opportunities for students to become effective, self-directed learners and 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 Content Standards, benchmarks and teaching and learning activities
- apply thematic approach when necessary.

Developing a Yearly Overview

The yearly overview is a long term plan that provides the clear sequencing of learning content so all content standards is spread fairly throughout the school year. Below is the table which provides the overview of the strands, units, topics and assessment tasks to help with you with planning and programming.

Unit/Topic Overview

Strand	Unit	Topic	Content Standards
1. Visual Arts	1. Arts	Drawing	8.1.1 Recognize the importance of proportion in drawing.
		Painting	8.1.2 Identify and compare different types of paintings in the local and global community context.
	2. Craft	Arts and Craft	8.1.3 Use all the learnt techniques and methods to develop a major 3D artwork.

2. Performing Arts	3. Music	Playing a Simple Melody	8.2.1 Demonstrate fluency in part singing, reading simple music melody and rhythm on the standard notation.
	4. Dance	Choreography Methods	8.3.1 Create dance patterns to demonstrate dance elements accompanied with music.
		Solo and Group Dance Performance	8.3.2 Perform a solo dance and a group dance piece of their choice.
	5. Drama	Script Writing	8.4.1 Write a script using a three act narrative/story structure.
Solo Performance		8.4.2 Perform a solo piece of their choice.	

Sample of Yearly and Termly Plan

Here is a sample of a yearly and termly plan outlining the eight (8) Arts topics to be taught throughout the school year. You can use this sample to plan and align the Arts topics for Grade 8 by terms and weeks. Below is the sample outlining the topics.

Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1	<i>Enrolment and Revision of Grade 7 ARTS</i>	1	Topic 3 ARTS AND CRAFT 8.1.3	1	Topic 7 SCRIPT WRITING 8.4.1	1	EDUCATION WEEK
2	Topic 1 DRAWING 8.1.1	2	Topic 4 PLAYING A SIMPLE MELODY 8.2.1	2	NATIONAL BOOK WEEK	2	Topic 10 8.5.2 (yet to be created)
3		3		3		3	
4		4		4		4	
5	Topic 2 PAINTING 8.1.2	5	Topic 5 CHOREOGRAPHY METHODS 8.3.1	5	Topic 8 SOLO PERFORMANCE 8.4.2	5	Topic 11 8.6.1 (yet to be created)
6		6		6		6	
7		7		7		7	
8	Topic 3 ARTS AND CRAFT 8.1.3	8	Topic 6 SOLO AND GROUP DANCE PERFORMANCE	8	Topic 9 8.5.1 (yet to be created)	8	Topic 12 8.6.2 (yet to be created)
9		9		9		9	
10	EASTER School Arts Performance & Concerts Week	10		10	INDEPENDENCE School Arts Performance Week; Concerts & Exhibitions	10	School year ends CHRISTMAS CELEBRATIONS School Arts Performance Week; Concerts & Exhibitions

Arts Proposed Yearly Overview for Grade 8 (Terms 2, 3 & 4 yet to be completed)

Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title	Assessment Task	Assessment Type	
1	Registration and Orientation								
2	Visual Arts	1. Arts	Drawing	8.1.1a	Lesson 1	Importance of proportions in drawing.			
					Lesson 2	Drawing images with focus on proportions			
					Lesson 3	Types of drawings themes.			
3	Visual Arts	1. Arts	Drawing	8.1.1b	Lesson 4	Figurative drawing.			
					8.1.1c	Lesson 5	Process of drawing an ellipse.		
					8.1.1d	Lesson 6	Drawing life with cylindrical shape objects		
4	Visual Arts	1. Arts	Drawing	8.1.2a	Lesson 7	One point perspective drawing.			
					Lesson 8	Do drawings with variety of mediums			
	Visual Arts	2. Craft	Craft	8.1.2b	Lesson 9	Techniques and methods to develop a major 3D art work			
					Lesson 10	Miniature sculpture 3D art work			
					8.1.2e	Lesson 11	Major sculpture 3D art work		
Lesson 12	3D fiber products								
5	Visual Arts	2. Craft	Craft		Lesson 13	Dye and color all fibers ready for weaving			
					Lesson 14	Produce a fiber product			
					Lesson 15	Select free 3D product and techniques to use.			
	Visual Arts	2. Craft	Craft		Lesson 16	Prepare materials			
					Lesson 17	Make free choice 3D product			
6	Performing Arts	3. Music			Lesson 27				
7	Performing Arts	3. Music		8.2.1a	Lesson 28	Song and Expression			
					Lesson 29	Song and Dynamics (Loud and soft)			
					Lesson 30	Ways of singing			

8	Performing Arts	3. Music	8.2.1b	Lesson 31	Perform familiar tunes confidently			
				Lesson 32	Perform a tune from notation			
				Lesson 33	Wind instruments			
	Performing Arts	4. Dance			Lesson 34	What is choreography?	List sequence of movement in a traditional dance.	
					Lesson 35	Dance patterns and variations		
					Lesson 36	Dance patterns and variations - demonstration	Demonstrate the variations included in the dance patterns	
					Lesson 37	Explore dance patterns	Plan dance patterns.	
					Lesson 38	Explore different dance patterns	Create and collaborate to perform a dance	
9				Lesson 39	Perform dance with sequence to a target audience.	Analyze the value of team work in the dance.		
10				Lesson 39	Select a dance - Discussion			
				Lesson 39	Dance Formation - demonstration & practice			
				Lesson 39	Performance of the dance			
				Lesson 39	Dance Practice 1			
				Lesson 39	Dance Practice 2			
					Rehearsals			
				Lesson 40	A plot structure			
				Lesson 41	Dramatizing a play using the plot structure			
				Lesson 42	Using a plot structure in a simple story.			
				Lesson 43	The writing process			
				Lesson 44	A three act story structure.			
				Lesson 45	Dramatize ACT III of plays or stories			
				Lesson 46	Dramatize your script			
				Lesson 47	Costume			
				Lesson 48	Create a contemporary costumes			
				Lesson 49	Make-up			
				Lesson 50	A solo performance			
9	School Arts Performance Week: Exhibitions & Concerts							

Termly and Weekly Overview **(yet to be completed)**

It is important to prepare a termly overview for your class. Here is a sample below.

Termly and Weekly Overview

Termly and Weekly Overview								
Week	Strand	Unit	Topic	Content/ Performance Standards	N ^o . of Lessons per Perfor- mance Standards	Lesson Title	Total N ^o of Lessons	
1	Review and Planning of Arts Programs							
2	1. Visual Arts	Arts	Drawing	5.1.1a	Lesson 1	Produce tonal scale		
					Lesson 2	Gradual build up from light tone		
					Lesson 3	Gradual from light tone to dark tone		
3	1. Visual Arts	Arts	Drawing	5.1.1b	Lesson 4	Pencil techniques of shading.		
					5.1.1c	Lesson 5		Draw using grid
					5.1.1d	Lesson 6		One point drawing.
4	1. Visual Arts	Arts	Painting	5.1.2a	Lesson 7	Safety in handling painting		
					5.1.2b	Lesson 8		Different
					5.1.2c	Lesson 9		Practice use other painting techniques
5	1. Visual Arts	Crafts	Painting & Modeling	5.1.2d	Lesson 10	Expand colour wheel chart		
					5.1.2e	Lesson 11		Grade tone scale
					5.1.3a	Lesson 12		Construct a model
6	1. Visual Arts	Crafts	Modeling	5.1.3b	Lesson 13	Making a Pottery		
					Lesson 14	Create simple models and artifacts		
					5.1.3c	Lesson 15		Weave with papers
7	2. Perform- ing Arts	Music	Apprecia- tion	5.2.1a	Lesson 16	Sources of sounds		
					Lesson 17	Describe widening sounds		
					Lesson 18	Make varieties of sounds		
8	2. Perform- ing Arts		Apprecia- tion	5.2.1b	Lesson 19	Different kinds of sounds		
					Lesson 20	Sounds made by singing voice		
					Lesson 21	Sounds made by speaking voice		
9	School Arts Performance & Exhibition week							
10								

Content Background

This section will assist you with additional information about the content of each Unit

What is Arts?

Our world has become a very visual one - we have art all around us. Understanding art understands our world! A good first step is to try to understand what we mean by art.

While there is no single answer, and not everyone will agree on a definition, involving your students in a discussion of this question can be exciting, engaging, and enlightening. Both you and your students will see art in new ways after exploring the many kinds of art we have all around us.

This kind of discussion is not only an important one to have at the beginning of the school year, but one that can be brought up again more than once. It is a good introduction to an art program in general, as well as a good way to lead in to a new medium. If you are not confident with your own art knowledge, regard this kind of discussion as a learning experience for yourself as well as your students, something that you are exploring with them. You don't have to be the "expert" at everything! By learning side-by-side with your students you are modeling the curiosity and thoughtfulness you want to inspire in your classroom.

Your role as teacher will be to lead your students to discover the enormous variety of art. You will probably hold this discussion in several parts, as it will get quite lively and will take some time! Use some of the following points and questions to nudge the discussion along. See if your students can come up with some of these points themselves, and better yet, even go beyond them! And as they form their opinions, remind them that some of these questions are being debated everyday among artists! The following are points and questions you can use to keep the discussion going, adapting it, of course, to your students age group:

What are the various forms of art?

When you think of art, what do you think of? Paintings & statues are common answers. (If your students use the word statues, bring up the difference between the words "statue" and "sculpture". "Statue" suggests sculpture that is realistic, usually representing the human form. "Sculpture" is a broader term, because many are abstract.) Try to draw out more forms of art, such as ceramics, printing, photography and collage.

Is there a size limit to art?

Remind your students that art can come in all sizes, from massive public art to dainty table top pieces. *What are some large public pieces that the students know about?*

Is art defined by its materials?

We're all used to thinking of paintings as art. Or bronze or marble sculptures. But art can be made from all kinds of materials. Try to think of some. Various kinds of paint and drawing mediums usually come to mind, but also ceramics, metal, wood, fabrics, plastics... it can even be an "assemblage" of junk.

A work can even combine art forms! Photography, ceramics, metalwork, collage - these can all be incorporated into a painting, or vice versa. Some art moves! A piece may turn in the breeze, like the dream catcher. Or have a motor. They can have sound - an artist in San Francisco even created a musical instrument that makes sounds when the ocean waves move over it.

Does art have to be representational?

Is it necessary for it to actually look like something, such as a woman, or a vase of flowers? Does art have to be realistic? Is it better if it is realistic? What makes it realistic? Can it be something that suggests something real, even if it doesn't look exactly like our eye sees it in real life?

What about abstract art?

Do the students know what that means? What is abstract art about? It can suggest many things, create many moods, or simply celebrate something as basic as form or color. You'll notice that when your students look at abstract art they tend to describe it in terms of feelings. They'll say it makes me feel happy. It makes me feel tense. Or they'll say this painting looks angry. Or quiet and peaceful. This is a wonderful way to interpret art! Is it art if it illustrates words? Are the illustrations in a book art? And what if an art piece is really a play on words?

Can art be functional?

If a piece is something we use for everyday living, like a fork or a blanket, can it be art?

Are crafts art?

Jewelry making, quilting, and woodworking are all referred to as crafts. Some people also call them art, while others only use the word art for certain pieces that they feel cross the line from crafts to art. Is the thing that makes the difference between craft and art the fact that it is functional? Or is the difference more about whether it is good or mediocre art, and relegating the mediocre to the craft category?

Is all art good art? Is there such a thing as mediocre art? Who decides, and how is it decided? Here's where education comes in - the more you learn about art, including doing it, the more you understand it, and the more discerning you become.

If art is used to sell something is it still art? We call this commercial art. What are some of the forms of commercial art around us? Trademarks and logos are powerful visual communicators. Other kinds of commercial art are billboards, TV ads, animation in computer games, and package design. Some of these are beautiful. Some are not. But all were created

by someone for a specific commercial purpose. Is that art?

Does art have to be beautiful? What about a piece that looks truly ugly to you? Is it still art? Perhaps the artist is communicating something with that “ugliness”. Sometimes the artist is trying to shock the viewer, or to make you feel uncomfortable. Why would an artist want to do that? Perhaps to make people see things in a new way?

Does it have to be painstaking to be art? Does it have to be something that takes a long time to do, and is very difficult to do? Or can a quick sketch on a napkin be a work of art?

Is it art if it is intended for another purpose? If it is originally created with the intention to instruct, or record, or illustrate, for example, is it still art? Art has always had many roles. It is thought that the beautiful hunting scenes painted in caves by prehistoric man were made as part of a ritual to assure a successful hunt. Paintings (and now photography) have long been used to record how things or people look - portraits of people, landscapes and cityscapes of places. In some parts of Papua New Guinea, story boards are carved out to depict scenes from everyday life or legends. Art has also long been used to tell stories or history. Religious art sets out to explain beliefs, tell a spiritual story, or simply for inspiration (think of the impact of walking into a cathedral, with its combination of soaring architecture and light filtering down through stained glass windows.) Art can be used to memorialize an event or person.

Is “found art” really art? Some artists take something they simply find, and mount it and call it art. If you found an interesting piece of wood, and polished it and mounted it, would that be art? If you didn’t polish it, but just mounted it, would it be art? If you just brought a piece of wood in and didn’t do anything to it, didn’t mount it, would this be art? Some artists will say yes, some will say no. One thing to think about is that the word art is a root in words like artifice, artifact, artisan, so linguistically it implies something made by human hands. So in that light, perhaps that piece of wood needs to have something done to it by the artist to make it art? Or is it enough that the artist selected it?

If art is something done by human hands, what is art generated on a computer? Does our definition of art include that?

What is the one thing that all these art forms have in common? All art has one defining thing that it shares with all other art- COMMUNICATION! All forms of art communicate something... a feeling, an idea, a record of fact, another way of looking at something, a statement about something wrong in our society, an appreciation of something beautiful, a spiritual understanding. Just try to think of an example of art that does not communicate anything... can you?

You will find that this discussion can get quite lively. It is even more productive if you can bring in examples of different kinds of art. Your library will have books with examples of paintings (portraits, landscapes,

and abstracts), sculpture (traditional and junk sculpture), ceramics, photography, and more.

Teaching Drawing Skills

Drawing can be a wonderful tool for creativity. But many of us lack confidence in our ability to draw. Here you'll find drawing skills lessons that can be explored in the classroom which allows individual development so that each child can measure success by what he or she has accomplished, not by comparing their work to an adult's.

Anything wrong with that? Well, yes and no. Unfortunately, in our culture we tend to equate being a "good drawer" with being "an artist". Sadly, once labeled "non-artists", most people become self-fulfilling prophecies, and miss out on some of life's wonderful creative pleasures.

Meanwhile, there are many art forms that don't rely upon realistic rendering. From sculpture to collage, ceramics to weaving - and I'll bet you can think of many more. Drawing skills are a tool. A useful tool. But one among many in a toolbox that includes an understanding of color, skills in various media, and more. The more skills an artist has to work with, the more he or she can communicate. And that is what art is about. It's communication.

All that being said, however, there is still a place for improving drawing skills. With some attention anyone can become a better drawer. So we offer a drawing lesson here, to hone those skills, but we do it with a big disclaimer: Drawing does not define the artist. Remember that what you say to a child is everything at this point. Don't just hand out compliments for realistic rendering.

In fact, keep in mind that good drawing alone can be sterile. In the two tree drawings shown here, the one on the left was drawn from the child's imagination before the drawing lesson. The tree on the right was drawn after the lesson, and from an actual tree. While the one on the right is more realistic, the one on the left is actually very interesting and imaginative. It projects the very essence of massive strength that we associate with a large tree. And it shelters a charming squirrel who has taken residence in its solid trunk. The challenge now is to keep this child's imagination engaged so that she uses her new drawing skills to express just as much as she did before!

So don't let Good Drawing become too important. Remember to praise a child for her use of color, for his vivid imagination, for the thoughtful presentation, for the wild expression, for the patience with detail, for any of those wonderful things that the child has done well in doing a work of art.

Finally, try these lessons on yourself first, and maybe with a friend or two. Adults that try this are surprised at how much they can improve their drawing. And it will leave you with a better idea of where the lesson is going.

Exploring Patterns

We have patterns all around us. We see them in math, we use them verbally in poetry, we find them in nature, we use them in art... It is interesting to discuss what drives patterns - repetition, numbers, and symmetry.

Repetition Driven Pattern

Repetition is another important element in patterns. In fact, a pattern could simply be the repetition of only one shape, repeated over and over. Something as simple as a repeated slash line makes a strong border pattern... like this:

////////////////////////////////////

And if we look around we see simple repeated shapes making patterns all around us - such as roof tiles, or the bricks in a walkway. Have the students make their own simple pattern using repetition.

Number Driven Patterns

What do we mean by numbers driving a pattern? An example is when you are stamping with shape A and changing to shape B based upon a number, such as every three times. Have the students come up with their own number driven pattern.

Symmetry Driven Patterns

Symmetry is a part of many patterns. You may have noticed that some kids - in fact, many of the younger kids - will start their pattern experimentation in the same way. Instead of lining up the shapes in rows, they start by first placing a shape in each corner of the paper. Then they go on to add their alternating patterns in between, keeping it all symmetrical, give your students a fresh sheet of paper and have them make a pattern based upon symmetry, using the four corners.

But some designs, while they use a repetition of shapes and colors, are not driven by numbers or symmetry. One way is driven by the artist's eye. In other words, the artist has determined a sequence based upon the relations of color and shape and how his or her eye wants them balanced. Another way is Random Pattern. To give kids an understanding of a pattern driven randomly, try this game, where the toss of a coin determines their pattern! (Kids love this game, and it works well in a classroom.)

Here's how it works:

1. Each child is to choose two shapes and two colors, one shape for each color.
2. Now they each determine which shape is Heads and which is Tails. They should each have a clean piece of paper in front of them.

3. Explain that they are to work from left to right, just as if they were writing. (When they get to the right edge of the paper they will start back on the left, in the next row.)
4. When everyone is ready, get out a coin and toss it. Call out the result. If it is Heads, everyone is to make one print using their Heads shape. If it is Tails, everyone is to print with their tails shape. And so on.

If the coin comes up tails twelve times in a row (and it has!) everyone has to keep printing with that tails shape. You only print what the coin “tells” you to. When you are finished, you have a page that is a random pattern. And here’s the interesting part - these random patterns end up looking good. While most of us would never think to create a pattern like that, especially when either heads or tails has an especially long run, the result is surprisingly satisfying!

Scope of Content Knowledge, Skills, Attitudes and Values

This expansion indicates the scope of content outlined with the knowledge, skills, attitudes and values derived from the performance standards. The lesson activities should be developed in line with the knowledge, skills, attitudes and values specified from this table.

Scope of Content Knowledge, Skills, Attitudes and Values

This table provides the scope of lesson content based on the topics to plan your teaching and learning programs. The lesson activities should have the components of relevant knowledge, skills, attitudes and values that can be assessed in the beginning of the lesson (Input), during the lesson (process) and at the end of the lesson (output). This will lead up to achieving the performance standards and content standards in arts subject. Use the table below to guide in planning your teaching programs.

Example:

Strand 1: Visual Arts

Unit 1: Arts Topic 1: Drawing

Content Standard: 8.1.1 Recognize the importance of proportion in drawing.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.1.1a Explore proportion and realistic settings.	<ol style="list-style-type: none"> 1. Importance of proportions in drawing. 2. Drawing and proportions of objects around us. 	<ul style="list-style-type: none"> • Proportions • Relationship of objects and their relative sizes in comparison 	<p>Analysing proportions of objects.</p> <p>Develop correct proportions in drawings.</p>	<p>Appreciate the importance of proportions in all settings, especially in art/ drawing.</p>	

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.1.1b Discover figurative drawing	3. What is figurative drawing and proportions? 4. Drawing figures using traditional styles and approaches.	<ul style="list-style-type: none"> Describing a drawing and its style. Figurative drawing. 	Use linear drawing style in a figurative drawing.	Appreciate the importance of figurative theme in art.	1. Create a figurative drawing utilizing all learnt techniques in drawing.
8.1.1c Draw ellipse and angles in view	5. How circles are drawn as ellipse. 6. Drawing cylindrical shape objects like a tin fish can etc.. 7. How angles affect the ellipse. 8. Drawing objects with cylindrical form and references, such as a plane, car, round container etc.	<p>How circles are drawn as ellipse.</p> <ul style="list-style-type: none"> Angles of view have an impact on an ellipse. Drawing simple cylindrical objects. Angles of view and ellipse. 	<p>Identify and describe how angles of views can influence an ellipse.</p> <p>Drawing ellipses in the following angles of view:</p> <ol style="list-style-type: none"> 90 degrees 15 degrees 60 degrees. 	<p>Follow the guided principles and apply the rule at all times.</p> <p>Appreciate the importance of the conventions.</p>	
8.1.1d Create One point perspective drawing	9. One point perspective principle lines and references. 10. Uses of one point perspective drawing as a pictorial drawing.	<p>One point perspective principle lines and guide:</p> <ol style="list-style-type: none"> Eye level. Vanishing point Receding lines. <p>Common uses;</p> <ul style="list-style-type: none"> Landscape Geometrical Solids such as cubes 	Use the basic guide to develop a perspective drawing.	Using the drawing tool confidently and appropriately to solve problems and for enjoyment.	2. Produce a one-point perspective drawing with complete application of skills utilizing shading and rendering methods.
8.1.1e Drawing mediums such as chalk pastel	11. Do drawings with variety of mediums	Different mediums and their characteristics	How to use different types of mediums according to their nature.	Using the different mediums appropriately. Appreciate their characteristics.	

Strand 1: Visual Arts

Unit 1: Arts

Topic 2: Painting

Content Standard: 8.1.2 Identify and compare different types of paintings in the local and global community context.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.1.2a Compare Traditional and contemporary painting.	1. Traditional PNG paintings. 2. What is a contemporary painting?	Traditional paintings in PNG societies. Types of contemporary paintings.	Describing the different types of traditional PNG paintings and their styles. Analysing and interpreting the colour mode and composition in the art form.	Appreciating other cultural art styles and form, particularly the paintings.	1. Identify and collect photograph samples of contemporary paintings in PNG and the world. 2. Write and distinguish a traditional painting from a contemporary painting.
8.1.2b Draw and paint images of interest	3. Draw and paint about a subject of interest. 4. Creating a narrative painting.	Types of subjects: Examples: a. Landscape. b. Figure. c. Portrait. d. Narrative painting e. Depicting a story.	Drawing images. Painting images. Able to describe the features of each theme.	Appreciate the different types of painting.	
8.1.2c Show a mounting of an artwork	5. How to mount an artwork.	How to mount an artwork: - Framing of the picture.	Mounting a picture correctly for an exhibition.	Mounting artworks neatly for exhibition.	

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.1.2d Explore designing and painting for a banner	6. Designing a banner. 7. Composition and balance. 8. Lettering and designing. 9. Graphics and creative design. 10. Banner designing.	Large scale artwork project to involve painting and designing. PROCESSES: 1. Composition and balance. 2. Letterings and designing. 3. Drawing and painting. 4. Graphics and creative designs. 5. Designing a banner.	Large scale artwork project to involved painting and designing. PROCESSES: 1. Composition and balance. 2. Letterings and designing. 3. Drawing and painting. 4. Graphics and creative designs. 5. Designing a banner.	Designing banners with creativity and originality in designs.	
8.1.2e Show case varieties of tie dye from local and global communities	Tie dye making	Processes involved in tie dye making.			3. Demonstrate varieties of tie dye samples from the local and global communities

Strand 1: Visual Arts

Unit 2: Crafts

Topic 3: Crafts

Content Standard: 8.1.3 Use all the learnt techniques and methods to develop a major 3D artwork

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.1.3a Identify the techniques and methods to develop a miniature and major sculpture 3D mix media art work	Lesson One	Learn all techniques and methods to develop a major 3D art work	Identify all techniques and methods to develop a major 3D artwork	Appreciate, value and be responsible Take care and follow safety rules	Identify and list all the techniques and methods to develop a major 3D art work
	Lesson Two	Use relevant mix media techniques and methods to create a miniature sculpture	Apply relevant mix media techniques and methods	Appreciate, value and be responsible Take care and follow safety rules	Make a miniature sculpture

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
	Lesson Three	Use relevant mix media techniques and methods to create a major sculpture	Apply relevant mix media techniques and methods	Appreciate, value and be responsible Take care and follow safety rules	Make a major sculpture
8.1.3b Produce a fiber product such as weaving bags, bilums, belts and so on	Lesson One	Usage of relevant mix media to create a craft and find suitable fiber products to weave the crafts	Identify a craft and gather suitable fiber products ready for weaving	Take care and follow safety rules Appreciate views and suggestions from others	Display all collections of the suitable fiber to be used to create the craft
	Lesson Two	Use selected dyes, colors and apply the dyes on the fibers	Apply dyes and colors on all fibers ready for weaving	Take care and follow safety rules Appreciate views and their work	Sun dry all dyed and colored fibers
	Lesson Three	Use a fiber product to apply relevant mix media to create crafts such as weaving bags, bilums, baskets, belts and so on	Apply relevant mix media techniques and methods	Accept other students ideas; Enjoy working on their own	Make a basket/ bilum/mat etc.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.1.3c Make free choice of a 3D product	Lesson One	Usage of learnt techniques and methods to choose freely any 3D product and prepare their materials and the processes to create this product	Select a 3D product and plan out techniques, methods and processes to develop this product	Enjoy working with their friends in groups; Share with others and apply safety rules Appreciate views and opinions from others	Make a plan with relevant techniques, methods and processes to use in making their selected free choice of a 3D product
	Lesson Two	Use their set plans and apply the mix media techniques to create their own 3D products using either; major 3D artwork, fiber product or recycled paper pulp activities using their prepared materials	Apply mix media techniques from the plan to create the product	Enjoy working with their friends in groups; – Share with others and apply safety rules – Appreciate views and opinions from others	Check all materials are dyed or ready for the development of the selected free choice of a 3D product
	Lesson Three	Make free choice of a 3D product using the mix media techniques based on their plans and materials	Make free choice of a 3D product	Enjoy working with their friends in groups; Share with others and apply safety rules Appreciate views and opinions from others	Make free choice of a 3D product

Strand 2: Performing Arts

Unit 3: Music Topic 4: Playing a Simple Melody

Content Standard: 8.2.1 Demonstrate fluency in part singing, reading simple music melody and rhythm on the standard notation.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.2.1a Perform familiar songs with increased control of dynamics, phrasing and expression	L-1 Reading musical notation	Identify the music symbols and standard notation	Read in time and sing accordingly	Students discipline to practice sight reading in own time	Read by sight and sing a melody line in standard notation
	L-2 Reading Musical notation				
	L-3 Song and Expression	Analyse the words and music of familiar PNG National songs	Apply voice technique to the song for expression and feelings.	Appreciate voice can be manipulated in various ways when singing.	Perform the PNG National Anthem in two part harmony and accompany it with a simple tuned and untuned instrument, e.g. guitar and a Kundu drum or a Bamboo drum.
	L-4 Sight read using Solfage (Do,Re Me)	Understanding of Range of pitch	Application of voice technique	Encouraged to use their voice skilfully	Practice and sight read the exercise on the 'Do Re Me'
	L-5 Sight reading using solfage				
	L-6 Song and Dynamics (Loud and soft)	Experience the performance of National Anthem in an interesting way through singing.	Demonstrate loud and and soft to express dynamics on different sections of a song	Appreciate voice can be manipulated in various ways when singing	Sing the national anthem with expression, considering to arrange song from soft to loud and loud to soft.
8.2.1b Recognize and sing familiar tunes in an increasing variety of way	L-1 Ways of singing L-2 Voice parts: Soprano, Alto, Tenor and Bass	Learn and analyse the words and music of the popular hymn "Amazing Grace"	Apply different technique in singing.	The activity influence students to work as team.	Sing in small group the song "Amazing grace" in three part harmony according to the melody of the music on the treble staff.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.2.1c Identify and perform familiar tunes from memory or from notation independently.	L-1 Perform familiar tunes confidently	Learn and be familiar with the music and words of the song "Amazing grace".	Perform by singing from memory the song "amazing grace" in four part harmony.	Good music influence peers to work as team	1. Perform in small group, singing a known song in four part harmony, e.g. "Amazing grace"
	L-2 Perform a tune from notation	Recognise the symbols and different pitch levels	Apply voice technique appropriate for different pitch levels.	Describe the level of pitch and movement of melody and rhythm	Sing by sight a simple melody.
	L-3 Wind instruments	Identify local and western wind instrument	Distinguish a range of wind instruments	Explain why instrument make such sound.	Name the wind instruments as illustrated.

Strand 2: Performing Arts

Unit 4: Dance Topic 5: Choreography Methods

Content Standard 8.3.1: Create dance patterns to demonstrate dance elements accompanied with music.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.3.1.a Create various dance patterns	Lesson One	Know about dance patterns	Identify and create dance patterns.	Appreciate creating dance patterns	
	Lesson Two	Know about dance patterns	Perform dance patterns		
8.3.1.b Explore different form of dance patterns to create a sequence of dance patterns	Lesson One	Create a sequence of dance patterns	Perform dance with sequence of patterns		Create and collaborate to perform a dance
	Lesson Two	Explore different dance patterns with sequence	Perform dance with sequence of patterns		
	Lesson Three	Use music to create and perform dance in sequence.	Create dance in sequence		
8.3.1.c Work Collaboratively and harmoniously as a team to create dance	Lesson One	What is the name of the dance	Identify dance steps.	Appreciate that working collaboratively with each other in creating dance patterns and movements creates harmony.	Analyze the value of team work in the dance.
	Lesson Two	What are the types of dance steps and variations?	Practice dance steps and formations Prepare costumes for the dance		

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.3.1.d. Rehearse dance patterns	Lesson One	Know when different steps and variations come in the dance	Rehearse dance movement	Appreciate that working collaboratively with each other in creating dance patterns and movements creates harmony	
	Lesson Two				
8.3.1.e Construct costume, make-up and a stage for the performance of the dance	Lesson one	Name the types of costumes needed for the dance	Prepare costumes	Appreciate that working collaboratively with each other in creating dance patterns and movements creates harmony	
	Lesson Two	Name the types of costumes needed for the dance	Prepare costumes		
8.3.1.f. Perform a dance using costume, make-up and other accessories		Know where to present the dance – type of stage etc.	Perform the dance with confidence to an audience	Appreciate that working collaboratively with each other in creating dance patterns and movements creates harmony	

Strand 2: Performing Arts

Unit 5: Drama Topic 6: Script Writing

Content Standard: 8.4.1 Write a script using a three act narrative/story structure.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/VALUES	ASSESSMENT TASK
8.4.1a Apply the plot structure by writing short plays	1. A plot structure 2. Dramatizing a play using the plot structure 3. Using a plot structure in a simple story.	<p>Plot structure:</p> <p>1. Exposition The start of the of the story. The way things are before the action starts.</p> <p>2. Rising Action The series and crisis in the story that lead to the climax.</p> <p>3. Climax The turning point. The most intense moment (either mentally or in action).</p> <p>4. Falling Action All of the action which follows the climax.</p> <p>5. Resolution The conclusion, the tying together of all the threads.</p>	<p>Learning the plot structure through stories, particularly to identify the;</p> <ol style="list-style-type: none"> 1. Exposition 2. Rising action 3. Climax 4. Falling action 5. Resolution <p>How to use the plot structure in script writing?</p>	<p>Appreciate how stories are written using a plot structure.</p> <p>Creating a passion to write simple stories using the plot structure.</p>	Identify the five main parts of a plot structure using a script or story.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/ VALUES	ASSESSMENT TASK
8.4.1b Create a script using a three act story structure.	4. The writing process 5. A three act story structure. 6. Dramatize ACT III of plays or stories	Use the writing process. 1. Prewriting: Character background, setting, conflict, resolution. 2. Outline for structure Form the three act structure and devise plot points. 3. Actual writing Treatment, scene breakdown, then script. 4. Revision Three act story structure <i>ACT I:</i> setup the story; introduce setting, characters, status quo, and then the catalyst. <i>ACT II:</i> The conflict rises, and the crisis or turning point occurs <i>ACT III:</i> Climax and resolution	Applying the writing process to develop a script of the students' choice. Demonstrate teamwork and effective communication. Demonstrate the ability to identify a three act story structure by exploring written scripts. Write a three act story structure play	Collaborative team work. Demonstrate understanding and awareness of the prewriting process Appreciate legends and myths. Appreciate various short plays by their playwrights and other details about the plays. Display teamwork and the ability to orally express themselves confidently.	Write a short script using the writing process together with a three act story structure.
8.4.1c Dramatize a script	7. Dramatize your script	Basic golden rules of acting	Apply appropriate acting skills	Work collaboratively to perform a script. Effective communication prior to and during performance. The ability to confidently deliver dialogues and interact with other actors.	Dramatize a selected script.

Strand 2: Performing Arts

Unit 5: Drama Topic 6: Solo Performance

Content Standard: 8.4.2 Perform a solo piece of their choice.

PERFORMANCE STANDARD	LESSON NUMBER	KNOWLEDGE	SKILLS	ATTITUDES/VALUES	ASSESSMENT TASK
8.4.2a Create a prepared solo performance.	8. Costume 9. Create a contemporary costumes	Design and create a costume for a character Famous costume designers	Basic Sketching/ designing Basic Sewing	Recycle used materials Team work Use of manners Appreciating works of known costume designers for inspiration	Create a creative Costume with its accessories for your solo performance.
8.4.2b Create make-up for your solo piece.	10. Make-up	Different make-up materials Different make-up techniques and effects Famous make-up artists.	Sketching Applying simple make-up techniques using available materials for your solo performance.	Team work Appreciating works of known make-up artists for inspiration	Create a creative make-up design your solo performance.
8.4.2c Create a solo performance for an audience	11. A solo performance	Rehearsals performance. Use of the performance area or stage for the actual performance.	Applying basic acting skills Demonstrate understanding of the nine stage areas and body positions. Create and use costumes and make-ups.	Displaying effective communication manners team work use of the performance area	Perform a solo performance of one's choice

Guided Lessons

Use this blank lesson plan template to prepare your lessons

Lesson title:		
Lesson No:		
Strand:		
Unit:		
Time:		
Content Standard:		
Performance Standard:		
Learning objective:		
Knowledge	Skills	Attitudes and Values
Assessment tasks:		
Reference/Resource materials:		
Teaching and learning activity:		
Part of a lesson	Student's activities: <i>Students will</i>	Teacher's activities: <i>Teacher will</i>
Introduction: (5 mins)		
Body: (25 mins)		
Conclusion (10 mins)		

Sample Guided Lessons

(Noted drawing & painting guided lessons yet to be inserted here)

Teacher's Notes:

These are set notes to guide you teachers to read and prepare your lesson plan accordingly. Be mindful to plan relevant activities that will achieve the set content standards and performance standards. These are set notes to guide you teachers to read and prepare your lesson plan accordingly. Be mindful to plan relevant activities that will achieve the set content standards and performance standards. The teacher's notes capture all samples of lessons and assessment types to apply during each lesson. It also provides the description section that captures the key concepts that you as the teacher should understand and do some research before the actual delivery of the lessons. The Teacher's Notes section should be drawn for all performance standards with all lessons and assessment types captured before planning your lesson plans. Use this standard template below.

TOPIC: Arts and Craft			
Content Standard:	8.1.3 Develop artworks using local materials to produce three dimensional (3D) crafts such as models to express their creativities and imaginations		
Performance Standard:	8.1.3a Identify the techniques and methods to develop a miniature and major sculpture 3D craft with mix media techniques		
Description:			
Lesson	Knowledge	Skills	Attitude and Values
8.1.3a-L1	Learn all techniques and methods to develop a major 3D art work	Identify all techniques and methods to develop a major 3D artwork	<ul style="list-style-type: none"> • Appreciate, value and be responsible • Take care and follow safety rules
8.1.3a-L 2	Use relevant mix media techniques and methods to create a miniature sculpture	Apply relevant mix media techniques and methods	<ul style="list-style-type: none"> • Appreciate, value and be responsible • Take care and follow safety rules
8.1.3a-L3	Use relevant mix media techniques and methods to create a major sculpture	Apply relevant mix media techniques and methods	<ul style="list-style-type: none"> • Appreciate, value and be responsible • Take care and follow safety rules
Assessment Task: Make an interesting and creative handcraft that can be placed in homes			
Assessment Types	Assessment Method	Recording Method	Reporting Method
Assessment 'as/in' Learning	Observation	Checklist with expected set criteria	Conferencing with individual student
References	SBC Arts syllabus, SBC Grade Six Teacher Guide,		
Resources Materials			

Lesson Title: Major sculpture 3D art work

Lesson: One

Strand: Visual Arts

Unit: Crafts

Time: 40 minutes

Teaching and Learning Activity

Parts of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
Objective	By the end of the lesson each student will be able to; <ul style="list-style-type: none"> • Observe samples of models of the major sculpture 3D art work • Listen to the explanations of what to do in the activities • Observe the demonstrations of the actual activity • Follow the steps and do the activities to create their major sculpture 3D crafts • Present their completed models of their major sculpture 3D crafts • Teachers apply the assessment (as/in) learning with set criteria to assess the major sculpture 3D craft. 	
Teaching Aids/Materials	Teachers provides sample models of major sculpture 3D crafts	Students select a major sculpture 3D craft and bring relevant materials to create their model.
Teaching Method	Child centered and discovery approach	Students participate in discovery process learning.
Assessment Type/ • Assessment Method • Recording Method • Reporting Method	Teacher use assessment “as/in” learning; <ul style="list-style-type: none"> • Observation • Checklist; • Conferencing with Individual student 	<ol style="list-style-type: none"> 1. Student follow set criteria to make their major sculpture 3D craft. 2. Student provides response to questions asked by the teacher.
Introduction/ Motivation (2-mins)	<ol style="list-style-type: none"> 1. Introduce the lesson by displaying some models of major sculpture 3D crafts. 2. Observe and ask general questions to capture students understanding in readiness for the actual activity. 	<ol style="list-style-type: none"> 1. Students observe and study the types of natural and local materials used in the sample of the major sculpture 3D crafts. 2. Indentify the different applications of shapes, patterns, sizes, color being used in these major sculpture 3D Crafts.
Explanation/ Demonstration (3-mins)	<ol style="list-style-type: none"> 1. Provide clear explanation of how to do the actual activity. 2. Teacher provide clear demonstration of the actual activity to be done during the lesson. 	<ol style="list-style-type: none"> 1. Student per attention to the explanation of what to do in the actual activity. 2. Student observe the demonstration and explanation done by the teacher.

<p>Body: (Step by step activities) (30-mins)</p>	<p>Step 1: Ask students to get into their art groups with their natural or local materials brought from their homes.</p> <p>Step 2: Ask group leaders to make sure all their members are sited in their groups</p> <p>Step 3: Provide set criteria and safety rules to guide their production of the major sculpture 3D crafts.</p> <p>Step 4: Allow the students now to create their major sculpture 3D crafts.</p> <p>Step 5: Supervise and ask questions.</p> <p>Step 6: Apply assessment type(as/in) in learning by observing the students, having conferencing with students and assess using a checklist.</p> <p>Step 7: Ask students to present their completed major sculpture 3D crafts.</p>	<p>Step1: Go into their groups with their natural and local materials from home to make their major sculpture 3D crafts.</p> <p>Step 2: Group leaders make sure all their members are sited in their groups.</p> <p>Step 3: Group leaders reinforce the set criteria and safety rules to his/her group members while they listen.</p> <p>Step 4: Students start work on their major sculpture 3D crafts using their natural or local materials in their groups.</p> <p>Step 5: Students apply the attitudes of Appreciation, value and be responsible to take care and follow safety rules during the activities.</p> <p>Step 6: Students response to assessment questions from the teacher.</p> <p>Step 7: Students present their major sculpture 3D crafts.</p>
<p>Conclusion (5- mins)</p>	<p>1. Teacher select students to present their completed major sculpture 3D products made from locally found materials and the use of this product.</p>	<p>1. Students show case their completed major sculpture 3D crafts and the use of these products.</p>
<p>Evaluation: (Teacher and student)</p>	<p>1. Teacher collect and give marks to all their Major sculpture 3D crafts</p> <p>2. Teacher evaluate his/her lessons plans and the materials used in the lesson;</p> <p>3. Teacher also check is the objectives were achieved; if not then why?</p> <p>4. If not achieved then what is next?</p>	<p>1. Students also check if they have made a major sculpture 3D craft in line with the set criteria.</p> <p>2. If student have not achieved, it then what is it to do to complete the major sculpture 3D craft as required?</p> <p>3. Students who have completed then display their major sculpture 3D crafts for decoration or for sale.</p>

Lesson title:	Concepts in music : duration and pitch	
Lesson No:	L-1 Concepts of music: duration, pitch, dynamics, expressive techniques, tone color, texture, structure	
Strand:	Performing Arts	
Unit:	Music	
Time:	40 minutes	
Content Standard:	6.2.1 Demonstrate skills in singing in parts and in rhythm with the tuned and un-tuned instruments in groups	
Performance Standard:	6.2.1a Show greater control of pulse (steady beat) and keeping the correct tempo while singing known tunes by clapping or tapping the beat	
Learning objective:	<ul style="list-style-type: none"> • Mark with highlighter the exact words of the song where the sounds were being held longer than other parts of the tune and • Mark with an arrow pointing up showing where on the words where high notes were made. 	
	Knowledge	Skills
	Be trained in recognizing useful concepts in all kinds of music	Be skilled in analyzing and Performing song or music,
		Attitudes and Values
		Approval of its usefulness in music.
Assessment Tasks:	Match the concepts with their meaning	
Reference/Resource materials:		
Teaching and learning activity:		

Teaching and Learning Activity

Parts of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
Introduction Time: (5 minutes)	1. Write down the two music concept and note its meaning.	1. Introduce two useful concepts in all music: duration and pitch 2. Play a recorded music of National Anthem by police band. 3. The teacher ask the class to sing the song once

<p>Body Time: (25 minutes)</p>	<ol style="list-style-type: none"> 1. The student attempts to locate where in the sections of the song the notes (sound) were being held longer than other sections. 2. The student attempts to identify where on the parts of the song the notes (sound) were held higher than other sounds in other sections of the song. 3. The students divide in small groups of ten each and sing the same song to each other while the other group take turn to record their findings 4. The student groups practice in their own creative style, attempting to present the song the way they like experimenting with the use of music concepts. 	<ol style="list-style-type: none"> 1. The teacher sings the song (PNG National Anthem) for the class to listen once and mark where the notes on of the where held longer than other parts. 2. The teacher sings the song the second time for students to consider and mark where the notes (pitch) 3. Teacher guide the students to get into small groups of ten members and practice the song PNG National Anthem in an interesting way using the two concepts. 4. The teacher allocates each student group to different sections of the classroom and outside the classroom area to rehearse their items. 5. Teacher encourages students to be creative and rearrange the National Anthem in a new way, if they have to.
<p>Conclusion Time: (10 minutes)</p>	<ol style="list-style-type: none"> 1. Each group perform their musical arrangement to the class. 2. Students should reflect and state at least one thing new they learn in this lesson. 	<ol style="list-style-type: none"> 1. The teacher records the performance of each group on a phone. 2. The teacher points out that understanding the use of music concepts helps us to understand its usefulness in performance and composition of all music. 3. He thanks and acknowledges the students' participation and their song performance.

TOPIC: Choreography methods		
Content Standard	8.3.1. Create dance patterns to demonstrate dance elements accompanied with music.	
Performance Standard	8.3.1.a Create various dance patterns.	
Description	By the end of the lesson each student will be able to create dance movements, patterns and variations for a selected dance.	
Knowledge	Skills	Attitude and Values
Select a dance Name of dance Dance patterns	Create dance movements, patterns and variations.	Appreciate working together as a dance movements and patterns.
Assessment Task: Written description of the dance movements including any variations,		
Assessment Types	Assessment Method	Assessment Tool
Assessment “as/in” Learning	Observation	Rubrics
Resource materials	Dance Resource Books,	
References	SBC Arts Syllabus, SBC Grade Six Teacher Guide,	

Lesson Title: Select a dance **Lesson:** One

Strand: Performing Arts **Unit:** Dance **Time:** 40 minutes

Teaching and Learning Activity

Parts of a lesson	Teacher’s Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
Objective	By the end of the lesson each student will be able to; <ul style="list-style-type: none"> • Observe and be motivated about this lesson; • Listen to the explanations of what to do in the activities; • Observe the demonstrations of the actual activity; • Follow the steps and do the activities to create the selected dance • Practice the dance steps to make it perfect. • Perform the dance to an audience. • Teacher apply the assessment (as/in) learning with set criteria to assess the 3D craft. 	
Teaching Aids/Materials	Teachers provides sample of dance types	Students select a dance type to learn the movements, patterns and variations before actual performance.
Teaching Method	Child centered and discovery approach	Students involve in the selection of the dance.
Assessment Type/ Assessment Method Recording Method Reporting Method	Teacher use assessment “as/in” learning <ul style="list-style-type: none"> • Observation • Checklist • Individual students 	
Introduction/ Motivation (2-mins)	1. Introduce the lesson by naming some of the dance types. 2. Brainstorm the types of dances.	1. Students discuss the types of dances, movements and patterns.

Explanation/ Demonstration (3-mins)	<ol style="list-style-type: none"> 1. Provide clear explanation of the types of dances. 2. Teacher provide clear instructions on what is going to be done in this lessons. 	1. Student pay attention to the explanation of what to do in the actual activity.
Body: (Step by step activities) (30-mins)	<p>Step 1: Ask students to get into their art groups.</p> <p>Step 2: Ask group leaders to make sure all their members are sited in their groups</p> <p>Step 3: Provide a criteria to follow.</p> <p>Step 4: Allow the students now to create work on the dance movements</p> <p>Step 5: Supervise and ask questions.</p> <p>Step 6: Apply assessment type(as/in) in learning by observing the students, while dancing.</p> <p>Step 7: Ask students to present their Dance.</p>	<p>Step1: Go into their groups.</p> <p>Step 2: Group discuss and select the dance. leaders</p> <p>Step 3: Group leaders reinforce the set criteria.</p> <p>Step 4: Students start work on their 3D crafts using Their dance movements.</p> <p>Step 5: Students apply the attitudes of being Responsible and creative while creating their dance.</p> <p>Step 6: Students response to assessment questions from the teacher.</p> <p>Step 7: Students perform their dance</p>
Conclusion (5- mins) Evaluation: (Teacher and student)	<ol style="list-style-type: none"> 1. There are many dance types. 2. Dance types differ from each other in the types of dance movements, patterns and variations. 3. The dances can be performed to an audience 	

Teacher's Notes:

These are set notes to guide the teachers to read and prepare the lesson plan accordingly. Be mindful to plan relevant activities that will achieve the set content standards and performance standards.

TOPIC: Solo and Group Dance Performance		
Content Standard:	8.3.2. Perform a solo dance piece of their choice and perform a group dance piece of their choice.	
Performance Standard:	8.3.2.a. Select ,rehearse and perform a solo dance of their choice.	
Description:	By the end of the lesson each student will be able to identify and prepare a solo dance.	
Knowledge	Skills	Attitude and Values
Know and name a dance	Create dance movement and patterns	Appreciate and value dance patterns and movements created by oneself
Assessment Task: Preparations, planning and performance of a solo dance of their choice.		
Assessment Types	Assessment Method	Assessment Tool

Assessment “as/in” Learning	Observation	Rubrics
Resource materials	Lyrics	
References	SBC Arts syllabus, SBC Grade Six Teacher Guide,	

Title: Select a solo dance piece

Lesson: One

Strand: Performing Arts

Unit: Dance

Time: 40 minutes

Teaching and Learning Activity

Parts of a lesson	Teacher’s Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
Objective	By the end of the lesson each student will be able to; <ul style="list-style-type: none"> • Observe and be motivated about this lesson; • Listen to the explanations of what to do in the activities; • Select a dance; • Follow the steps and do the activities to create dance; • Perform the dance to an audience. • Teacher apply the assessment (as/in) learning with set criteria to assess the 3D craft. 	
Teaching Aids/Materials	Teachers discuss samples of different dances.	Students select a dance
Teaching Method	Child centered and discovery approach	Students plan and prepare their dance movements, costumes, practice area.
Assessment Type/ Assessment Method Recording Method Reporting Method	Teacher use assessment “as/in” learning; <ul style="list-style-type: none"> • Observation • Checklist • Individual students 	Students show confidence in the performance
Introduction/ Motivation (2-mins)	<ol style="list-style-type: none"> 1. Introduce the lesson by discussing some of the common dances. 2. Observe and ask general questions to capture students understanding in readiness for the actual activity. 	<ol style="list-style-type: none"> 1. Students discussion and select a dance of their interest. 2. Identify the different areas to follow when performing a dance.
Explanation/ Demonstration (3-mins)	<ol style="list-style-type: none"> 1. Provide clear explanation of how to do the actual activity. 2. Teacher provide clear demonstration of the actual activity to be done during the lesson. 	<ol style="list-style-type: none"> 1. Student pay attention to the explanation of what to do in the actual activity. 2. Student discuss steps, movements of the dance
Body: (Step by step activities) (30-mins)	<p>Step 1: Ask students to get into their groups.</p> <p>Step 2: Ask group leaders to make sure all their members are sited in them groups.</p> <p>Step 3: Provide set criteria and safety rules to guide their production of the 3D for creating a dance.</p> <p>Step 4: Allow the students work on their dances.</p> <p>Step 5: Supervise and ask questions.</p> <p>Step 6: Assess the dance performed.</p>	<p>Step1: Go into their groups with their natural and local resources from home to make their 3D crafts.</p> <p>Step 2: Group leaders make sure all their members are sited in their groups.</p> <p>Step 3: Group leaders reinforce the set criteria to be followed.</p> <p>Step 4: Students start work on their dances.</p> <p>Step 5: Students present their individual dance.</p>

Conclusion (5- mins)	Dance can be performed by an individual	
Evaluation (Teacher and student)		

Lesson Title:	A plot structure
Lesson No:	5
Strand:	Performing Arts
Unit:	Drama
Unit Topic:	Script writing
Duration:	40 minutes
Content Standards:	8.4.1 Write a script using a three act narrative/ story structure,
Performance Standards:	8.4.1a Apply the plot structure by writing a short play
Lesson Objective:	By the end of the lesson the students will be able to writing a short play using a plot structure

Knowledge	Skills	Attitudes and Values
Plot structure: <ul style="list-style-type: none"> • Exposition- The start of the of the story. The way things are before the action starts. • Rising Action- The series and crisis in the story that lead to the climax. • Climax- The turning point. The most intense moment (either mentally or in action. • Falling Action- All of the action which follows the climax. • Resolution- The conclusion, the tying together of all the threads. 	<ul style="list-style-type: none"> • Learning the plot structure through stories, particularly to identify the: <ol style="list-style-type: none"> 1. Exposition 2. Rising action 3. Climax 4. Falling action 5. Resolution • How to use the plot structure in script writing? 	<ul style="list-style-type: none"> • Appreciate how stories are written using a plot structure. • Creating a passion to write simple stories using the plot structure
Assessment task:	Identify the five main parts of a plot structure using a script or story	
Resource materials:	A selected short play	
Reference:		

Teaching and Learning Activity

Parts of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
<p>Introduction: Motivation (5 mins)</p>	<p>Step 1: Creatively begin the story and take turns to provide additional sentences using the round robin strategy to complete the three act story structure.</p> <p>Step 2: Will imagine and create a story.</p>	<p>Step 1: Ask students to create a chain story telling by providing the beginning sentence/s of a story. For example: "Last Saturday Renae and Lynette went to the beach...."and students complete the story. Use about 12-15 student volunteers to participate in this activity.</p> <p>Step 2: Allow the students to Imagine and create a story, keeping the same characters throughout the story.</p>
<p>Body: (25mins)</p>	<p>Step 1: Read and use a selected play or story to identify the five main parts of a plot structure.</p> <ol style="list-style-type: none"> 1. Exposition. 2. Rising Action 3. Climax 4. Falling Action. 5. Resolution <p>Step 4: Answer questions individually or in groups about the play or story to identify the five main parts of a plot structure.</p> <p>Step 5: Write a short script using the plot structure.</p>	<p>Step 1: Explain the plot structure using a selected play or story.</p> <ul style="list-style-type: none"> • Exposition- The start of the of the story. The way things are before the action starts. • Rising Action- The series and crisis in the story that lead to the climax. • Climax- The turning point. The most intense moment (either mentally or in action). • Falling Action- All of the action which follows the climax. • Resolution- The conclusion, the tying together of all the threads. <p>Step 2: Use the board and write questions regarding the play to identify the five main parts of a plot structure.</p> <p>Step 3: Ask students to select a theme of their choice and develop a script using the plot structure. Encourage students to be imaginative and creative with their plays, with the inclusion of rich characters and dialogues. Ensure students understand their characters well whilst writing.</p>
<p>Conclusion (10mins)</p>	<p>Step 1: Present their completed scripts in class or to a different audience. Engage their class mates to become characters.</p>	<p>Step 1: Ask students to present their plays in groups.</p>

Lesson title:	A solo performance	
Lesson No:	5	
Strand:	Performing Art	
Unit:	Dram	
Unit Topic:	Solo Performanc	
Duration:	40 minute	
Content Standard:	8.4.2 Perform a solo piece of their choice.	
Performance Standard:	8.4.2c Create a solo performance for an audienc	
Lesson Objective:	By the end of the lesson the students will be able to: <ul style="list-style-type: none"> • create a solo performance for an audience 	
Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Rehearsals performance • Use of the performance area or stage for the actual performance. 	<ul style="list-style-type: none"> • Applying basic acting skills • Demonstrate understanding of the nine stage areas and body positions. • Create and use costumes and make-ups. 	Displaying effective: <ul style="list-style-type: none"> • communication • manners • team work • use of the performance area
Assessment task	Perform a solo performance of one's choice	
Resource material		
Referenc		

Assessment and Reporting

What is Assessment?

Student assessment, whether by standardised tests or classroom-based measures, is a cornerstone of effective teaching and learning. The term “assessment” is generally used to refer to all activities teachers use to help students learn and to monitor and measure student progress. It is an ongoing process.

Taken as a whole, good assessments can not only provide a reliable and valid measure of a student’s learning and understanding, but also help guide both teachers and students on a day-to-day basis.

Purpose of Assessment

The purpose of assessment is to fulfil the following:

- Inform and improve students’ progress and achievements in learning,
- Provide valuable information that enable teachers, schools and NDoE to make decisions about how to improve the quality of teaching and learning in the education system,
- Inform teachers of the progress of students learning in order to adjust teaching planning to improve student learning,
- inform parents and guardians, about their children’s progress and achievements and
- schools and systems, about teaching strategies, resource allocations and curriculum; and other educational institutions, employers and the community, about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the learning and teaching program rather than a separate process.

Types of Assessments

There are three types of assessments in the Standards Based Curriculum. These are:

Assessment *as*,
Assessment *for*, and
Assessment *of*

Assessment *as* and assessment *for* are also known as formative assessments and assessment *of* is also known as summative assessment.

Assessment *as* Learning

Assessment *as* learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

(sample as learning rubrics)

Assessment *for* Learning

Assessment *for* learning, also known as classroom assessment, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see:

- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there

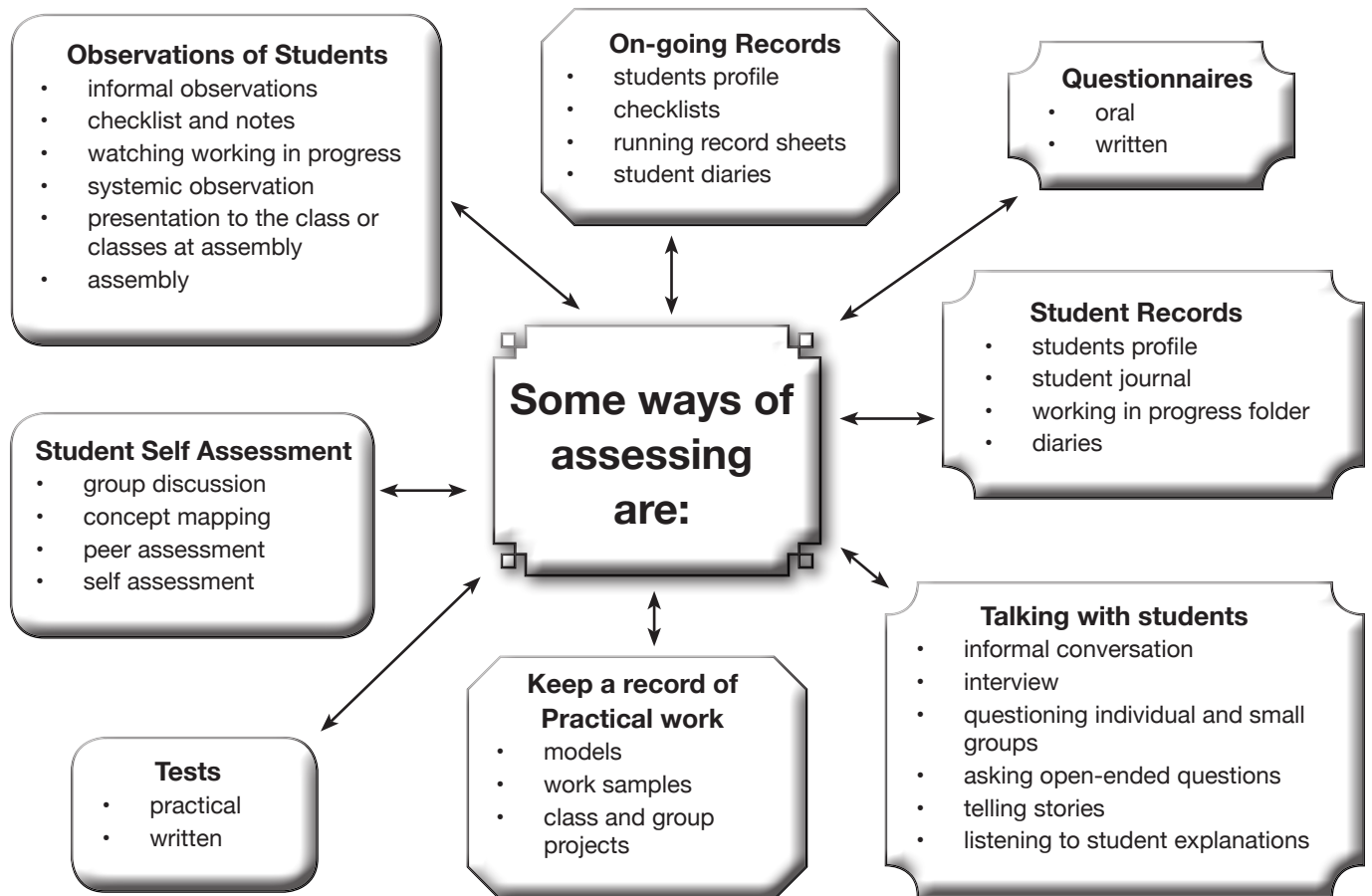
(sample for learning rubrics)

Assessment *of* Learning

Assessment *of* learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams.

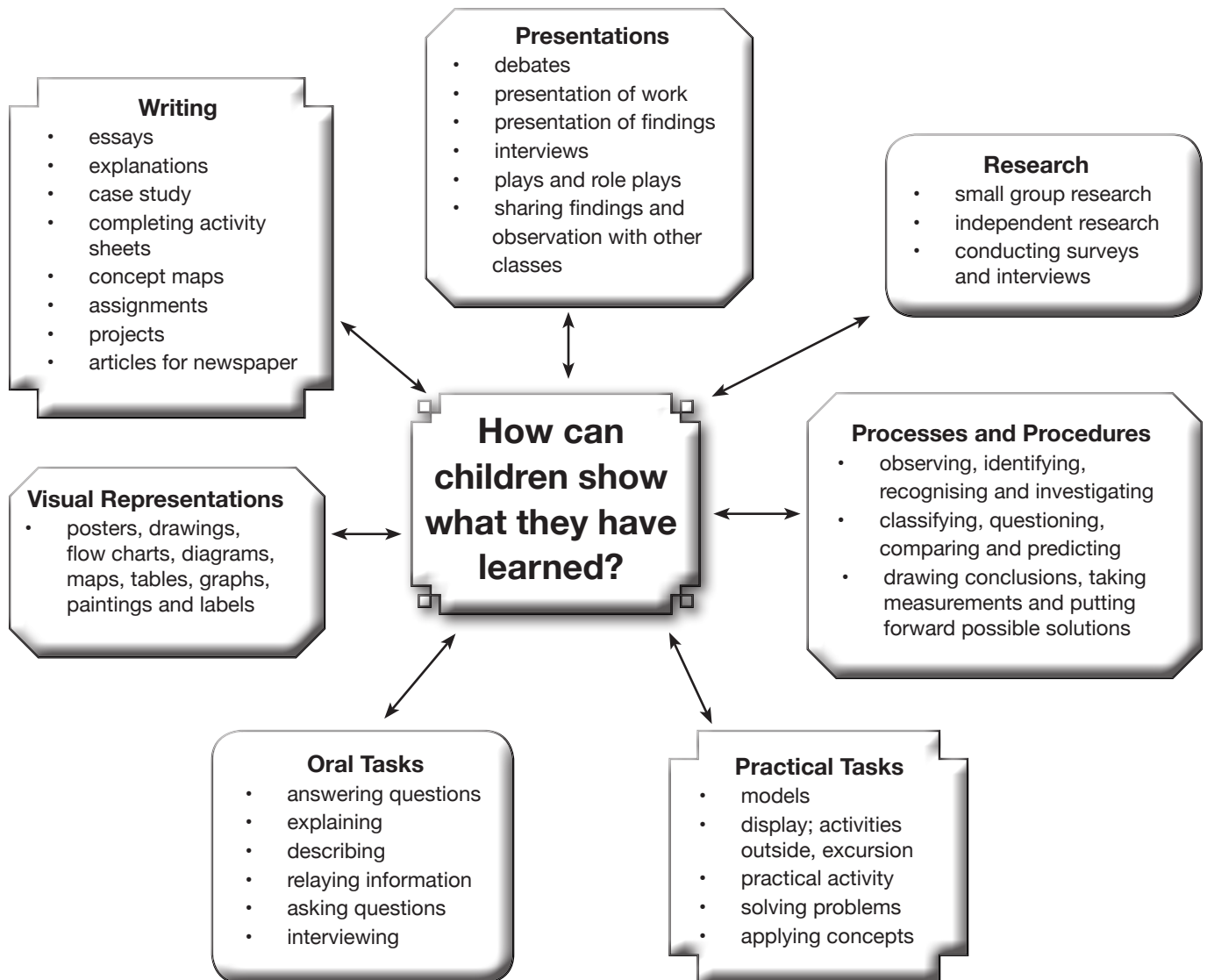
Methods of Assessment

Assessment is an integral part of students learning and can be done using different methods. Below are some of these methods:



Recording, Reporting and Evaluating

Assessment is an integral part of students learning and can be demonstrated in many ways. Below are some of these ways.



Unit Assessment Plan Sample

What to assess			How to asses			When to asses
Performance Standard	Lesson N ^o	Tasks	Criteria	Method	Recording Method	Academic Week

Assessment Task Samples

Assessment Task sample: 1 Strand: Visual Arts Reference: Grade 6, 7 & 8 Primary Arts

Unit: Arts Topic: Drawin	Content Standar	Performance Standard	Assessment Tas	Assessment Criteri	Assessment Metho	Recording & Reporting Method

Student Self-Assessment: Group Evaluation (Attitude Domain)

- How well did your group work together? Very well / Well / Not very well
- Overall, how would you rate your group’s product? Very well / Well / Not very well
- What suggestions do you have for helping groups work together?
.....
.....
- What do you think was the best part of your group’s product?
.....
.....
- How do you think your group could have improved their product?
.....
.....

Individual Student Assessment: Group Evaluation (Attitude Domain)

Student Name: _____

For questions 1 through 3, circle the words that describe how you think (be HONEST)

- How much did you contribute to the group product?
More than others / Same as others / Less than others
- Did you offer ideas?
More than others / Same as others / Less than others
- Did you accept ideas from the group?
More than others / Same as others / Less than others
- What would you like others to know about the work that you did on this product?.....

Enger,S., 7 Yager,R.Armstrong. *Assessing students understanding in Science.*©2001 by Corwin Press.Inc

Assessment Rubrics Samples

Assessment Rubric							
Student Name:					Class Period:		
Assignment:					Date Completed:		
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating	
Criteria 1 -	10	9 - 8	7	6 or less			
Criteria 2 -	10	9 - 8	7	6 or less			
Criteria 3 -	10	9 - 8	7	6 or less			
Criteria 4 - Effort: took time to develop idea & complete project? (Didn't rush) Good use of class time?	10	9 - 8	7	6 or less			
Criteria 5 - Craftsmanship - Neat, clean & complete? Skillful use of the art tools & media?	10	9 - 8	7	6 or less			
Total: 50 x 2 = 100 (possible points)	Grade:				Your Total	Teacher Total	

Student Comments:

Teacher Comments:

Assessment Rubric							
Student Name:					Class Period:		
Assignment:					Date Completed:		
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Superior Justify below	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Composition and design - does it read well?	5	4	3	2	1		
Growth and progress - How does the work compare to previous work? Is there growth in thought?	5	4	3	2	1		
Impact - Is it daring? Does it extend from past work? Is it a theme of personal expression or if 'borrowed' how did you change it?	5	4	3	2	1		
The problem - Is the student addressing the problem posed? Are variations made for a reason?	5	4	3	2	1		
Care / effort - Is the work appropriate to the style? attention to details - craftsmanship	5	4	3	2	1		
Work habits - efficient use of time, asking questions, recording thoughts, experimenting	5	4	3	2	1		
Grade:					Your Total	Teacher Total	

Student Reflection:

Teacher Comments:

Resources

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

NDOE documents

Art

- NDOE (1999) *Colour*, NDOE, Waigani
 NDOE (1999) *Drawing Skills*, NDOE, Waigani
 NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani
 NDOE (1994) *Batik in Ten Easy Steps*, NDOE, Waigani
 NDOE (1994) *Face and Figure*, NDOE, Waigani
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
 NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani
 NDOE (1994) *Print Making in Ten Easy Steps*, NDOE, Waigani
 NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani
 NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani
 NDOE (1994) *Visual Arts*, NDOE, Waigani
 NDOE (1984) *Tie and Dye in Ten Easy Steps*, NDOE, Waigani
 NDOE (1993) *Pattern*, NDOE, Waigani
 NDOE (1993) *Print Making Using Nature*, NDOE, Waigani
 NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

Craft

- NDOE (1999) *Colour*, NDOE, Waigani
 NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani
 NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani
 NDOE (1993) *Pattern*, NDOE, Waigani
 NDOE (1988) *Paitim, Winim na Meknais*, NDOE, Waigani
 NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

Drama

- NDOE (2001–2004) *Papua New Guinea School Journals*, NDOE, Waigani
 NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani
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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

Lower Primary Teacher Guide

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 Resources

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Glossary

accent	the emphasis of certain beats or pulses in music by playing them louder than other beats.
abstract	not realistic, not like a photograph, stylised.
acrylic	synthetic resin commonly used in an emulsion for preparing acrylic colours or in a solvent-based system for varnishes and in restoration.
bar	one unit which has 2,3,4 or more beats. It has a vertical line to show that the unit has finished; A double bar line (two vertical lines) shows that the music has finished. If there are two dots before the double line sign this means that the music is to be repeated.
blending	the physical fusion of adjacent colours on a painting to give a smooth, often tonally graded transition between areas of colour.
calligraphy	the fine art of lettering with a pen or brush.
charcoal	drawing material made by charring twigs of willow or vine.
collage	artwork created by assembling, juxtaposing or overlaying diverse materials which are usually glued to the support.
complementary colour	the colour which gives black or grey when mixed with another colour. The complementary of a primary colour, for instance, is the combination of the two remaining primary colours. Thus, in subtractive colour mixing, the complementary of blue (cyan) is orange-red - a mixture of red (magenta) and yellow. Every colour has its complementary or opposite colour, i.e. the colour of greatest contrast. It can also be said to complete or balance its partner.
contemporary artist	artists of this generation.
contour drawing	outline drawing of an object.
cross-hatching	(i) short repeated strokes that cross each other. (ii) a drawing and painting technique in which tonal effects are built up by the superimposition at various angles of rows of thin parallel lines.
decorate	to make something look attractive by the use of patterns.
dynamics	is changing from soft to loud, loud to soft, fast to slow, or slow to fast
enamel	(i) term to describe a high gloss coating. (ii) colours that are painted or printed on to steel plates, ceramics or glass and subsequently fired.
engraving	a technique in printmaking in which the lines or tones of an image are cut directly into the surface of a wooden (end-grain) block or metal plate.
etching	a method of printmaking in which the lines or tones of an image are drawn into a prepared ground on the surface of a metal plate and then bitten in acid before being printed.
ferrule	the metal tube from which the hairs of a brush protrude.
film	layer of surface coating or paint.
firing	baking of clay, glass etc. in a kiln.

form	three-dimensional appearance.
glaze	film of transparent colour laid over a dried under painting. Glossy, impermeable surface coating for fired clay.
grain	the texture of canvas (e.g. fine grain), or of wood.
grid	network of lines especially crossing at right angles.
harmony	different pitches which sound good when they are sung together. e.g. a high pitch and a low pitch. Different cultures like different harmonies. In PNG, many fascinating and beautiful harmonies such as different flute and singing harmonies were developed by musicians. In Papua New Guinea, traditional music seconds are common. (i.e. singing doh and re together) in early western music, fourths were common (i.e. singing doh and fah together). Today most western harmonies use many thirds and sixths (i.e. singing doh and me together; or doh and la together.) Church music has developed 4-part harmony singing around the world. i.e. Soprano, alto, tenor and bass.
highlight	the lightest tone in a painting (usually white).
hue	(i) the name of a colour e.g. blue, red, yellow. (ii) often used by artists' materials manufacturers to indicate the use of a substitute pigment (e.g. Cadmium Yellow Hue).
letterpress printing	see relief printing
masking (or "masking out")	the protection of areas of the support from the applied paint. A common method with watercolour and acrylic paints is to use a rubber masking solution. Other methods involve using paper stencils and masking tape.
medium	what materials you use to draw with or draw on.
melody	the sounds we sing. A melody is made up of a number of phrases. If a melody has words, it is called a song.
montage	sticking additional material on to a painting or photograph to create juxtaposition effects.
mounting	placing a drawing or painting on a piece of cardboard or behind a cutout piece of cardboard in preparation for display.
oil paint	paint prepared by grinding pigment powder with a drying oil.
palette	(i) portable surface for mixing colours. (ii) the range of colours an artist chooses to work with.
perspective	prescribed method of representing the three-dimensional world on the two-dimensional surface of the support.
pitch	the height or depth of sounds. i.e. how high or how low a sound is, in relation to other sounds. If a sound is hummable or singable, it is said to be of definite pitch. If it is not possible to hum or sing a sound, it is said to be of indefinite pitch.
pitch contour	is the way a melody goes up and down. It can be drawn as a picture
portrait	photograph, drawing or painting of a person (usually just their head, but not always).

primary colour	light: red-orange, blue-violet and green. Pigments: red (magenta), blue (cyan) and yellow.
proportion	the representation of one thing or part in correct relation to another thing in terms of size.
pulse	the on-going movement of music. Pulse can be either regular or irregular, though it is most commonly regular.
realistic	accurate representation of objects and forms as seen by the eye.
relief printing	the bottom most layer of the Earth's crust.

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Appendices

Appendix 1: Sample Timetable (yet to be completed)

Here is a sample of the timetable that will guide you to develop your own class timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	TIME ANALYSIS					
						Subject	Lesson	Allocation	+ minutes	- minutes	suggested minutes p/w
8:00 - 8:30	Assembly	English	English	English	Assembly						
8:30 - 9:00	English	English	English	English	English	1. English	18x30	540			540
9:00 - 10:00	English	Maths	Maths	Maths	English	2. Maths	8x30	240			240
10:00 - 10:30	Recess					3. Science	6x30	180			180
10:30 - 11:00	Maths	Maths	Health	Maths	Maths	4. Social Science	5x30	150	30		180
11:00 - 11:30	Health	Social Science	Science	Health	Social Science	5. Arts	3x40 1x30	150			150
11:30 - 12:00	Science	PE	Science	PE	Science	6. Health	3x30	90			90
12:00 - 1:00	Lunch					7. PE	3x40	120			120
1:00 - 1:30	Maths	Social Science	Social Science	Social Science	Science	8. CRE	1x60	60			60
1:30 - 2:00	Science	English	Arts	English	English	9. Block Time	1x60	60		60	-
2:00 - 2:30	English	English	CRE	English	PE	10. Assembly	2x30	60	30		60
2:30 - 3:00	Arts	Arts	CRE	Arts	PE	Total Time			60	60	

Samples of Weekly Time Allocation

This is the suggested weekly time allocation that the teacher can select to use in teaching Arts lessons for their students. There are three sets of time given below that the teacher can plan in their class timetables.

Time allocation options

Option 1

Grade 6	Grade 7	Grade 8
140 minutes per week	140 minutes per week	140 minutes per week
4 x 35 minutes lessons	4 x 35 minutes lessons	4 x 35 minutes lessons

Option 2

Grade 6	Grade 7	Grade 8
140 minutes per week	140 minutes per week	140 minutes per week
3 x 40 minutes lessons	3 x 40 minutes lessons	3 x 40 minutes lessons
1 x 20 minutes lessons	1 x 20 minutes lessons	1 x 20 minutes lessons

Option 3

Grade 6	Grade 7	Grade 8
140 minutes per week	140 minutes per week	140 minutes per week
3 x 30 minutes lessons	3 x 30 minutes lessons	3 x 30 minutes lessons
1 x 50 minutes lessons	1 x 50 minutes lessons	1 x 50 minutes lessons

'FREE ISSUE - NOT FOR SALE'