

The Arts Overview

The nature of art varies from culture to culture and develops and changes over time. Some art disciplines have been conceived as ‘high arts’ and some as ‘popular culture’. It has also been common in education to distinguish between arts and sciences. Often this has limited the range and standing of the Arts in the curriculum.

In addition, technology has increased access to the Arts and has led to new art practices. Developments in communications have increased the interaction between different cultures, many of which do not make the same distinctions between art forms as have been made traditionally in Western art.

The Arts involve the creation of objects or events that represent ideas or perceptions. They emerge from the fundamental human capacity for making sense of an experience by representing it in symbolic form. This includes processes which are descriptive, creative, expressive and aesthetic. All of these processes are fundamental to the arts in schools.

The Arts is a vital element of a balanced school curriculum, both of itself and as a vehicle for human growth and development. The study of the Arts in IEA schools involves experiences in Dramatic Arts, Dance, Music and Visual Arts. Each of these disciplines is unique in its own way, and learning about one does not substitute for learning in any other. However, the advantages accruing to learning in any of the arts are similar.

Each of the arts provides opportunities for students to be creative and expressive and to respond to the expression of others. These are valuable experiences which can be applied across cultures and time, and may be reflected in language or in further Arts experiences.

The Arts disciplines all have their own range of skills and knowledge which make valuable contributions to holistic learning. Students learning in the Arts find, interpret and solve problems, develop and practice fine and gross motor skills, think critically and make considered judgments. In this way, the Arts is a vital and integral part of the school curriculum.

Arts activities are also shared explorations and experiences which the teacher can enjoy with students.

The Arts and IEA Key Outcomes

IEA schools will assist all children to:

... Be Self-Directing

The creation of art works requires the setting of goals and the exercise of initiative. Through the art making process, students practice and demonstrate perseverance, responsibility and enterprise. While some art making is a collaborative effort, students also have the opportunity to develop their own art works, without the assistance of others, to meet their personal goals and needs.

... Communicate Effectively

The Arts are used in all societies as an important means of communication and social commentary. Such communication can be both verbal and nonverbal. Each of the Arts can provide a richer means of communication beyond the fundamentals of reading and writing,

talking and listening. Coupled with the power of modern media, the Arts have become fully integrated into modern mass communications.

... Behave Ethically

Experiences in the Arts help students to explore all aspects of their being including the spiritual, and allow for the representation of morals, values, beliefs and manners. These experiences are fundamental to the positive self concept development which underpins the desire and ability to behave ethically. At the same time, the expression of others through Art can be enlightening and allow the audience to know, value and respect diverse cultural heritages, value sets and belief patterns.

... Work Collaboratively

The arts provide a positive creative environment for collaborative work and success relies on all members of the group developing appropriate group skills. Through the development of skills and critical appreciation in the Arts, students learn to value the art works of others and can work as part of groups to provide critical feedback.

... Analyse and Solve Problems

The creation of Arts works is a constant process of problem finding, problem solving and decision making. Students must determine how an Art work can illicit the required response from an audience, and how to refine practical techniques to achieve the required results. The Arts require students to use information sources and materials to research, explore, generate and develop ideas with imagination, initiative, reflection and flexibility

The Arts in the PNG Context

Papua New Guinea is internationally famous for its rich traditional and emerging contemporary arts. Its striking forms, bold simple designs and expressive features have been appreciated by countries all around the world. In traditional PNG society the arts are usually integrated and are an important part of the social and spiritual life of the community.

Teaching of the Arts in PNG is extremely complex due to the large number of cultures in the country. Therefore it is not possible simply to focus on specific cultural skills and knowledge.

The diversity of the nature of indigenous arts offers both a challenge and a rich source of resources to enhance the Arts program.

The different cultural environments within IEA schools provide excellent opportunities for:

- exploring regular events such as Independence Day, planting, harvesting, cultural shows
- exploring important events such as marriages, births, building a house
- periodic events such as initiations and special ceremonies
- preparing a local village calendar and utilising this as a source of themes such as fishing, hunting, environmental and seasonal activities
- using natural materials from the local environment to create art works
- examining styles and designs from different areas and comparing these to the arts from other Pacific countries.

Changes within the Arts have occurred as a result of changes in society, technology and communication. These changes are welcomed but it is vital that traditional PNG arts are valued and provide a base for student programs. This will ensure an appreciation of the diversity of the Arts in Papua New Guinea and develop an appreciation and understanding of the contemporary PNG arts.

The PNG perspective of the Arts will be apparent when teachers:

- are sensitive to the cultural diversity and values of PNG society and value the images, experience and knowledge of the PNG students in their class
- ensure planning, assessment and teaching strategies take into account the varying cultural backgrounds of the PNG students
- recognise the importance of using locally available resources including both traditional and contemporary media and resource people from the community
- ensure that contributions to the Arts by people from varying cultural backgrounds in PNG are explored, examined and appreciated
- organise field trips and excursions to local areas involved in the Arts for children to experience and collect information.
- use ideas and issues from the many cultural backgrounds in PNG to enrich the teaching of the Arts
- are sensitive to cultural issues that may need to be considered in Arts lessons. For example in some areas there are gender specific dances. Teachers should consult with someone from the culture before they carry out traditional practices in the Arts.

The PNG perspective of the Arts will be apparent when students:

- are exposed to traditional and contemporary PNG artists and performers
- recognise and value the differing roles of the Arts and how they are valued in PNG society
- consider and reflect on the diversity and changing nature of the Arts in PNG society
- take part in Arts related community activities
- reflect upon the environment as an influence on PNG art
- take part in national, provincial and community celebrations.

The Arts Curriculum Strands

The Arts curriculum is organised around four strands: visual arts, dramatic arts, dance and music, each of which is a discrete art form. It should be noted, however, that there are many opportunities for integration between the strands. This integration is vital if students are to have an holistic view of the Arts.

Some common themes can be found in all four strands and these are identified below. While these themes are similar within each strand, they take on different forms during teaching according to the art form under consideration.

In each of the four strands, students learn about the way in which the art form has shaped societies both present and past. In turn, they explore and participate in ways in which art reflects society.

Students also develop skills in art appreciation, learning to evaluate critically their own works, those of their classmates, and those produced in their own and other cultures. They explore the interaction between art and emotions, and learn to communicate their reactions in a variety of ways.

Dance

Movement is fundamental to human learning, and dance is a language of movement which helps to develop this way of learning. Through the study of dance, students explore the movement concepts of space, time and energy as they discover the body's movement potential. They use creativity, problem solving, critical thinking and group processes to create movement sequences. Students develop skills in choreography and dance technique.

Music

Creating and performing music also provides opportunities for the exploration and communication of thoughts and feelings. Music education enables students to interact with sound, creating order from apparent chaos through integration of the cognitive, psychomotor and affective domains. Study within the Music strand develops the skills and techniques required to manipulate sounds in a variety of ways. Students explore the sounds they make themselves with and without instruments and the sounds which are produced within the environment. They investigate and develop systems of notation and work together in holistic ways to produce satisfying performances. Music also has important social purposes for investigation. Students develop skills in rhythm, composition, harmony and musical performance.

Dramatic Arts

Drama plays a major role in the lives of all human beings. Young children explore their world through make-believe and practice social skills through pretending. Drama, whether live, televised or at the cinema, is a major form of entertainment and social commentary in all societies. Study within the drama strand allows students to explore these ideas as both participants and audience. Students develop skills in writing, performing, staging, designing and directing drama in a variety of contexts.

Visual Arts

The visual arts provide a fundamental form of communication which transcends the need for spoken language and allows a depth of emotion often unavailable in other communication forms. Through their study students explore techniques and develop skills in the creation of two and three dimensional art works in a variety of contexts. Using these skills, students move towards a more complete expression of self. The visual arts include, among others, painting, drawing, weaving, carving, printing, sculpting and photography.

Dance

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
Level Outcomes				
1.01	2.01	3.01	4.01	5.01
Begin to enjoy and explore a range of movement skills as related to time and sound	Develop individual dance movement skills and sequencing to reflect emotions and experiences	Manipulate a range of dance elements, techniques and tools to refine work	Use a range of traditional and non-traditional dance skills, tools and forms in a complex way to plan and present a performance	Use a range of complex skills, tools to plan and present a performance controlling the style of the art form
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Use an awareness of body, space and time in movement sequences ▪ Incorporate objects and different forms of dance into their dance ▪ Participate in a small group dance activity ▪ Use words and pictures to describe their dance related experience ▪ Use PNG sounds and images to stimulate dance responses ▪ Observe dance from an overseas culture to stimulate own dance responses 	<ul style="list-style-type: none"> ▪ Use an awareness of body, space, time and energy in memorised movement sequences ▪ Use objects in an imaginative way in different forms of dance sequences ▪ Contributes to the process of constructing a small group performance and participates in particular dance forms ▪ Explain dance related experience before, during and after participating in a performance ▪ Use dance from the local community to influence own work ▪ Use dance from an overseas community to influence own work 	<ul style="list-style-type: none"> ▪ Combine and contrast the dance elements of body awareness, space, time, energy, and relationships in movement sequences ▪ Choose and make realistic and non-realistic props to enhance an aspect of a performance ▪ Explore and experiment with and memorise choreographic techniques and adapt the ideas to suit their performance needs ▪ Reflect on and respond to their dance related experience using imagination, observation and their emerging knowledge of dance principles ▪ Select and perform a PNG dance ▪ Select and perform a dance from an overseas community ▪ Compare and contrast the content and performance styles of the two dances 	<ul style="list-style-type: none"> ▪ Employing self directed problem solving, create and perform combinations of dance styles using some choreographic elements ▪ Make appropriate use of props, sets and costumes to enhance the dance style. ▪ Explore traditional social and performance dance forms ▪ Communicate responses to own dance and that of others identifying some technical elements of dance ▪ Create a dance performance portraying past and present PNG life ▪ Create a dance performance portraying past and present life in an overseas community ▪ Identify and communicate the similarities and differences between these performances 	<ul style="list-style-type: none"> ▪ Solve problems in creating and performing complex combinations using a variety of choreographic elements and movement qualities ▪ Use props, set elements and costumes in a way that is consistent with the style and themes of a dance sequence ▪ Identify and use technical elements of particular forms of dance to express specific ideas and enhance a performance ▪ Reflect on and compare own works and that of others making personal interpretations of a work's technical elements, purpose, meaning and significance ▪ Perform or view a modern PNG dance piece ▪ Perform or view a modern dance piece from an overseas culture ▪ Explain the effect of globalisation with respect to the pieces of dance performed or viewed

Music

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Level Outcomes				
1.02 Begin to enjoy and develop a small range of skills to create works that reflect experiences and feelings	2.02 Select from a small range of skills, tools and forms to control their work and present to familiar audiences	3.02 Manipulate a range of skills, tools and forms to refine music and its contribution to the portrayal of feelings and ideas /experiences	4.02 Use a range of traditional and non-traditional skills, tools and forms in a complex way to present to a known audience	5.02 Plan and present a performance controlling the style of the art form to portray particular feelings and ideas/experiences
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Demonstrate variation in pitch, tempo, duration and dynamics using the voice ▪ Use common or available objects to create a musical phrase ▪ Imitate short musical patterns with percussion and voice ▪ Create short musical pieces using pitch, tempo, duration and dynamics with others. ▪ Describe own related experience through talking, drawing and moving ▪ Use sounds and objects from PNG and overseas to stimulate musical responses ▪ Create and present sounds to match well known stories, characters and feelings 	<ul style="list-style-type: none"> ▪ Combine variations in beat, rhythm, dynamics, pitch and duration to produce a piece of music ▪ Produce a piece of music using a variety of simple musical instruments ▪ Combine invented symbols to represent the pitch, tempo, duration and dynamics of a short piece of music ▪ Create and present music to accompany a performance of well known stories, poetry or characters ▪ Explain the relationship between their music and well known stories, poetry or characters ▪ Investigate and identify how the local community uses sounds/objects from a variety of sources for expression and entertainment ▪ Present music that reflects feelings using some technical language 	<ul style="list-style-type: none"> ▪ Demonstrate control by producing a variety of phrases on different instruments ▪ Play a short tune on a chosen instrument ▪ Use and interpret signs and symbols from established notation system ▪ Create and present music to accompany a performance of their stories, poetry or characters ▪ Reflect on developing their own music and Respond personally to a piece of music from a composer referring to the specific features of the work ▪ Compare and contrast the art works of PNG with various cultures and times which reflect the people and patterns of life ▪ Create an original musical tune that reflects specific emotions ▪ Increase use of technical terms 	<ul style="list-style-type: none"> ▪ Present musical works to variety of audiences drawing on a range of skills ▪ Play a variety of tunes in different styles on a chosen instrument ▪ Read and use notation systems to record a simple composition of their own ▪ Create and present music of varying styles for a known audience ▪ Communicate responses to own works and that of others exploring the relationship between the social and historical context and music styles and lyrics ▪ Analyse art works from various cultures identifying technical elements and, encompassing a broad range of places and times ▪ Create an original musical work using the features of a specific style that reflects particular ideas, themes or emotions ▪ Identify terminology related to particular styles 	<ul style="list-style-type: none"> ▪ Perform works both individually and with others ▪ Play a variety of complex tunes on a chosen instrument ▪ Use complex notation systems for a composition of their own to recorded or performed by others ▪ Participate in a significant musical performance in a variety of ways ▪ Communicate responses to their works and the art of others in a variety of ways to make personal interpretations of a work's appeal, purpose, meaning and significance ▪ Evaluate the impact of globalisation on Music in PNG and other places ▪ Contribute to a collection of music within a range of styles to be performed or recorded ▪ Confidently discuss a range of styles using technical terms

Dramatic Arts

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
Level Outcomes									
1.03	Begin to develop confidence with a small range of dramatic skills to reflect and describe experiences and feelings	2.03	Select from a small range of skills, to explore how they and others reflect emotions and experiences	3.03	Manipulate a range of dramatic elements and tools to refine and communicate own and others work	4.03	Use a range of traditional and non-traditional dramatic elements, tools and forms in a complex way to portray emotions and experience	5.03	Develop, adapt and combine a range of complex elements, tools and forms to plan and present a performance
Contributing Outcomes									
<ul style="list-style-type: none"> ▪ Use dialogue, body and facial expressions in a simple role play ▪ Incorporate props, imaginary objects in their work ▪ Act out familiar experiences ▪ Participate in small group activity ▪ Use words and pictures to recall own dramatic experiences ▪ Use PNG sounds, objects and images to stimulate dramatic responses ▪ Use sounds, objects and images from an overseas culture to stimulate dramatic responses 	<ul style="list-style-type: none"> ▪ Use the voice, face and body to express specific characters or feelings ▪ Use props and costume in an imaginative way ▪ Mime and act out short stories, familiar experiences or roles ▪ Participate in a small group dramatic activity ▪ Explain own arts related experience, describing feelings before, during and after participating in and viewing a performance ▪ Use the sounds, objects and images from the local community in an authentic way ▪ Use the sounds, objects and images from an overseas community in an authentic way 	<ul style="list-style-type: none"> ▪ Use the voice, the body, gesture and facial expressions to enhance character portrayals ▪ Choose and make realistic and non-realistic props to enhance an aspect of a performance ▪ Adapt the ideas of mime, movement or dance to suit their performance needs ▪ Contribute to the process of constructing a small group performance and understand how their part contributes to the whole ▪ Communicate personal responses to own works and constructively criticise the quality of a dramatic piece ▪ Select and perform legends from PNG and from an overseas community ▪ Compare and contrast the content and performance styles of the two legends 	<ul style="list-style-type: none"> ▪ Use self directed problem solving to employ a range of vocal techniques, exaggerated stylised and realistic physical expression as part of their performance work ▪ Make appropriate use of props, sets and costumes ▪ Explore traditional performance, soap opera and melodrama as forms of performance ▪ Work in a group to construct, rehearse and produce a quality performance piece ▪ Comment on own related experience using imagination, observation and an emerging knowledge of art principles ▪ Create a performance portraying past and present PNG life ▪ Create a performance portraying past and present life in an overseas community 	<ul style="list-style-type: none"> ▪ Create characters for various given and self created roles using voice posture and movement ▪ Use props, set elements and costumes in a way that is consistent with the character and form ▪ Identify and use particular forms of drama to express specific ideas and use several technical elements to enhance a performance ▪ Create an original or adapted performance piece that explores emotions or portrays a personal message ▪ Explain their intended message how the technical elements of a performance relate to intended message ▪ Perform or view modern PNG dramatic piece and one from an overseas culture ▪ Explain the effect of globalisation with respect to the pieces of drama performed or viewed 					

Visual Arts

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
Level Outcomes									
1.04	Begin to use a small range of visual arts skills, techniques and tools to reflect experiences and feelings	2.04	Develop confidence with a range of skills, tools and forms to create different effects	3.04	Develop and manipulate a range of skills and elements to refine own work	4.04	Use a range of traditional and non-traditional skills and elements in a complex way to control the style of an art work	5.04	Develop, adapt and combine a range of complex skills, tools and forms to plan and present a work controlling the style of the art form
Contributing Outcomes									
<ul style="list-style-type: none"> ▪ Begin to use line, shape, ▪ Begin to use simple ICT tools for drawing and colour ▪ Use a variety of tools in their art making ▪ Create 2D art works and 3D art works exploring methods of constructing and modelling ▪ Represent observations or experiences ▪ Represent feelings in various types of art works ▪ Discuss and share art works with small groups or other familiar audiences ▪ Observe and discuss PNG art works ▪ Observe and discuss art works from an overseas culture 	<ul style="list-style-type: none"> ▪ Experiment with colour mixing recognising groups of primary and ▪ Expand use of ICT tools ▪ Select from a range of tools to create different effects in an imaginative way ▪ Create a variety of 2D art works ▪ Create 3D art works exploring methods of joining, forming and surface decoration ▪ Represent observations or experiences in various types of art works ▪ Talk about art works with the class or other familiar audiences with confidence ▪ Identify and manipulate objects and images from the local community ▪ Identify and use in own work, objects and images from an overseas community 	<ul style="list-style-type: none"> ▪ Use particular elements of art as a focus in the aesthetic arrangement of art works ▪ Create an artwork using ICT tools ▪ Experiment with the manipulation of various tools and techniques for particular effects ▪ Design and create 2D and 3D art works ▪ Experiment with the combination/manipulation of elements, tools and techniques to produce specific effects ▪ Interpret and represent in an imaginative way and in various types of art, observations and experiences ▪ Express the ideas explored in the making of their own art work using appropriate terminology ▪ Create an art work using PNG forms ▪ Create an art work using forms from an overseas community ▪ Compare and contrast the two art forms 	<ul style="list-style-type: none"> ▪ Create works that display skills from a range of media ▪ Explore the use of new technologies in the creation of art works ▪ Create a collection of 2D, 3D and mixed media art works to suit an idea ▪ Create original works using the features of a specific style that reflects particular ideas, themes or emotions ▪ Represent feelings and ideas using stylistic conventions ▪ Document the sequence involved in the art making process and evaluate the effectiveness of the final work in relation to the intent ▪ Reflect on the influence of other styles on development of own ▪ Create a visual response portraying past and present PNG life ▪ Create a visual response portraying past and present life in an overseas community ▪ Reflect on the similarities and differences between these 	<ul style="list-style-type: none"> ▪ Create art works that use skills with various media to reflect the theme of an exhibition ▪ Experiment with innovative technologies to create art works ▪ Create a collection of 2D, 3D and mixed media art works to suit artist's own intent and style ▪ Create original works that demonstrate the development of a personal style ▪ Create work that responds to the social, physical and/or emotional environment ▪ Show how an artist or art movement is reflective or reactive to a particular social context or event ▪ Comment on own personal style and how this reflects social context and/or environment ▪ Examine a modern PNG art work ▪ Examine a modern art work from an overseas culture ▪ Explain the effect of globalisation with respect to the pieces of art created or viewed 					

Level 1

Dance	Music	Dramatic Arts	Visual Arts
Level Outcomes			
1.01 Begin to enjoy and explore a range of movement skills as related to time and sound	1.02 Begin to enjoy and develop a small range of skills to create works that reflect experiences and feelings	1.03 Begin to develop confidence with a small range of dramatic skills to reflect and describe experiences and feelings	1.04 Begin to use a small range of visual arts skills, techniques and tools to reflect experiences and feelings
Contributing Outcomes			
<ul style="list-style-type: none"> ▪ Use an awareness of body, space and time in movement sequences ▪ Incorporate objects and different forms of dance into their dance ▪ Participate in a small group dance activity ▪ Use words and pictures to describe their dance related experience ▪ Use PNG sounds and images to stimulate dance responses ▪ Observe dance from an overseas culture to stimulate own dance responses 	<ul style="list-style-type: none"> ▪ Demonstrate variation in pitch, tempo, duration and dynamics using the voice ▪ Use common or available objects to create a musical phrase ▪ Imitate short musical patterns with percussion and voice ▪ Create short musical pieces using pitch, tempo, duration and dynamics with others. ▪ Describe own related experience through talking, drawing and moving ▪ Use sounds and objects from PNG and overseas to stimulate musical responses ▪ Create and present sounds to match well known stories, characters and feelings 	<ul style="list-style-type: none"> ▪ Use dialogue, body and facial expressions in a simple role play ▪ Incorporate props, imaginary objects in their work ▪ Act out familiar experiences ▪ Participate in small group activity ▪ Use words and pictures to recall own dramatic experiences ▪ Use PNG sounds, objects and images to stimulate dramatic responses ▪ Use sounds, objects and images from an overseas culture to stimulate dramatic responses 	<ul style="list-style-type: none"> ▪ Begin to use line, shape, colour and form in their work ▪ Begin to use simple ICT tools for drawing and colour ▪ Use a variety of tools in their art making ▪ Create 2D art works and 3D art works exploring methods of constructing and modelling ▪ Represent observations or experiences in various types of art works ▪ Represent feelings in various types of art works ▪ Discuss and share art works with small groups or other familiar audiences ▪ Observe and discuss PNG art works ▪ Observe and discuss art works from an overseas culture

Level 2

Dance	Music	Dramatic Arts	Visual Arts
Level Outcomes			
2.01 Develop individual dance movement skills and sequencing to reflect emotions and experiences	2.02 Select from a small range of skills, tools and forms to control their work and present to familiar audiences	2.03 Select from a small range of skills, to explore how they and others reflect emotions and experiences	2.04 Develop confidence with a range of skills, tools and forms to create different effects
Contributing Outcomes			
<ul style="list-style-type: none"> ▪ Use an awareness of body, space, time and energy in memorised movement sequences ▪ Use objects in an imaginative way in different forms of dance sequences ▪ Contributes to the process of constructing a small group performance and participates in particular dance forms ▪ Explain dance related experience before, during and after participating in a performance ▪ Use dance from the local community to influence own work ▪ Use dance from an overseas community to influence own work 	<ul style="list-style-type: none"> ▪ Combine variations in beat, rhythm, dynamics, pitch and duration to produce a piece of music ▪ Produce a piece of music using a variety of simple musical instruments ▪ Combine invented symbols to represent the pitch, tempo, duration and dynamics of a short piece of music ▪ Create and present music to accompany a performance of well known stories, poetry or characters ▪ Explain the relationship between their music and well known stories, poetry or characters ▪ Investigate and identify how the local community uses sounds/objects from a variety of sources for expression and entertainment ▪ Present music that reflects feelings using some technical language 	<ul style="list-style-type: none"> ▪ Use the voice, face and body to express specific characters or feelings ▪ Use props and costume in an imaginative way ▪ Mime and act out short stories, familiar experiences or roles ▪ Participate in a small group dramatic activity ▪ Explain own arts related experience, describing feelings before, during and after participating in and viewing a performance ▪ Use the sounds, objects and images from the local community in an authentic way ▪ Use the sounds, objects and images from an overseas community in an authentic way 	<ul style="list-style-type: none"> ▪ Experiment with colour mixing recognising groups of primary and secondary colours ▪ Expand use of ICT tools ▪ Select from a range of tools to create different effects in an imaginative way ▪ Create a variety of 2D art works ▪ Create 3D art works exploring methods of joining, forming and surface decoration ▪ Represent observations or experiences in various types of art works ▪ Talk about art works with the class or other familiar audiences with confidence ▪ Identify and manipulate objects and images from the local community ▪ Identify and use in own work, objects and images from an overseas community

Level 3

Dance	Music	Dramatic Arts	Visual Arts
Level Outcomes			
3.01 Manipulate a range of dance elements, techniques and tools to refine work	3.02 Manipulate a range of skills, tools and forms to refine music and its contribution to the portrayal of feelings and ideas /experiences	3.03 Manipulate a range of dramatic elements and tools to refine and communicate own and others work	3.04 Develop and manipulate a range of skills and elements to refine own work
Contributing Outcomes			
<ul style="list-style-type: none"> ▪ Combine and contrast the dance elements of body awareness, space, time, energy, and relationships in movement sequences ▪ Choose and make realistic and non-realistic props to enhance an aspect of a performance ▪ Explore and experiment with and memorise choreographic techniques and adapt the ideas to suit their performance needs ▪ Reflect on and respond to their dance related experience using imagination, observation and their emerging knowledge of dance principles ▪ Select and perform a PNG dance ▪ Select and perform a dance from an overseas community ▪ Compare and contrast the content and performance styles of the two dances 	<ul style="list-style-type: none"> ▪ Demonstrate control by producing a variety of phrases on different instruments ▪ Play a short tune on a chosen instrument ▪ Use and interpret signs and symbols from established notation system ▪ Create and present music to accompany a performance of their stories, poetry or characters ▪ Reflect on developing their own music and Respond personally to a piece of music from a composer referring to the specific features of the work ▪ Compare and contrast the art works of PNG with various cultures and times which reflect the people and patterns of life ▪ Create an original musical tune that reflects specific emotions ▪ Increase use of technical terms 	<ul style="list-style-type: none"> ▪ Use the voice, the body, gesture and facial expressions to enhance character portrayals ▪ Choose and make realistic and non-realistic props to enhance an aspect of a performance ▪ Adapt the ideas of mime, movement or dance to suit their performance needs ▪ Contribute to the process of constructing a small group performance and understand how their part contributes to the whole ▪ Communicate personal responses to own works and constructively criticise the quality of a dramatic piece ▪ Select and perform legends from PNG and from an overseas community ▪ Compare and contrast the content and performance styles of the two legends 	<ul style="list-style-type: none"> ▪ Use particular elements of art as a focus in the aesthetic arrangement of art works ▪ Create an artwork using ICT tools ▪ Experiment with the manipulation of various tools and techniques for particular effects ▪ Design and create 2D and 3D art works ▪ Experiment with the combination/manipulation of elements, tools and techniques to produce specific effects ▪ Interpret and represent in an imaginative way and in various types of art, observations and experiences ▪ Express the ideas explored in the making of their own art work using appropriate terminology ▪ Create an art work using PNG forms ▪ Create an art work using forms from an overseas community ▪ Compare and contrast the two art forms

Level 4

Dance	Music	Dramatic Arts	Visual Arts
Level Outcomes			
<p>4.01 Use a range of traditional and non-traditional dance skills, tools and forms in a complex way to plan and present a performance</p>	<p>4.02 Use a range of traditional and non-traditional skills, tools and forms in a complex way to present to a known audience</p>	<p>4.03 Use a range of traditional and non-traditional dramatic elements, tools and forms in a complex way to portray emotions and experience</p>	<p>4.04 Use a range of traditional and non-traditional skills and elements in a complex way to control the style of an art work</p>
Contributing Outcomes			
<ul style="list-style-type: none"> ▪ Employing self directed problem solving, create and perform combinations of dance styles using some choreographic elements ▪ Make appropriate use of props, sets and costumes to enhance the dance style. ▪ Explore traditional social and performance dance forms ▪ Communicate responses to own dance and that of others identifying some technical elements of dance ▪ Create a dance performance portraying past and present PNG life ▪ Create a dance performance portraying past and present life in an overseas community ▪ Identify and communicate the similarities and differences between these performances 	<ul style="list-style-type: none"> ▪ Present musical works to variety of audiences drawing on a range of skills ▪ Play a variety of tunes in different styles on a chosen instrument ▪ Read and use notation systems to record a simple composition of their own ▪ Create and present music of varying styles for a known audience ▪ Communicate responses to own works and that of others exploring the relationship between the social and historical context and music styles and lyrics ▪ Analyse art works from various cultures identifying technical elements and, encompassing a broad range of places and times ▪ Create an original musical work using the features of a specific style that reflects particular ideas, themes or emotions ▪ Identify terminology related to particular styles 	<ul style="list-style-type: none"> ▪ Use self directed problem solving to employ a range of vocal techniques, exaggerated stylised and realistic physical expression as part of their performance work ▪ Make appropriate use of props, sets and costumes ▪ Explore traditional performance, soap opera and melodrama as forms of performance ▪ Work in a group to construct, rehearse and produce a quality performance piece ▪ Comment on own related experience using imagination, observation and an emerging knowledge of art principles ▪ Create a performance portraying past and present PNG life ▪ Create a performance portraying past and present life in an overseas community 	<ul style="list-style-type: none"> ▪ Create works that display skills from a range of media ▪ Explore the use of new technologies in the creation of art works ▪ Create a collection of 2D, 3D and mixed media art works to suit an idea ▪ Create original works using the features of a specific style that reflects particular ideas, themes or emotions ▪ Represent feelings and ideas using stylistic conventions ▪ Document the sequence involved in the art making process and evaluate the effectiveness of the final work in relation to the intent ▪ Reflect on the influence of other styles on development of own ▪ Create a visual response portraying past and present PNG life ▪ Create a visual response portraying past and present life in an overseas community ▪ Reflect on the similarities and differences between these

Level 5

Dance	Music	Dramatic Arts	Visual Arts
Level Outcomes			
5.01 Use a range of complex skills, tools to plan and present a performance controlling the style of the art form	5.02 Plan and present a performance controlling the style of the art form to portray particular feelings and ideas/experiences	5.03 Develop, adapt and combine a range of complex elements, tools and forms to plan and present a performance	5.04 Develop, adapt and combine a range of complex skills, tools and forms to plan and present a work controlling the style of the art form
Contributing Outcomes			
<ul style="list-style-type: none"> ▪ Solve problems in creating and performing complex combinations using a variety of choreographic elements and movement qualities ▪ Use props, set elements and costumes in a way that is consistent with the style and themes of a dance sequence ▪ Identify and use technical elements of particular forms of dance to express specific ideas and enhance a performance ▪ Reflect on and compare own works and that of others making personal interpretations of a work's technical elements, purpose, meaning and significance ▪ Perform or view a modern PNG dance piece ▪ Perform or view a modern dance piece from an overseas culture ▪ Explain the effect of globalisation with respect to the pieces of dance performed or viewed 	<ul style="list-style-type: none"> ▪ Perform works both individually and with others ▪ Play a variety of complex tunes on a chosen instrument ▪ Use complex notation systems for a composition of their own to recorded or performed by others ▪ Participate in a significant musical performance in a variety of ways ▪ Communicate responses to their works and the art of others in a variety of ways to make personal interpretations of a work's appeal, purpose, meaning and significance ▪ Evaluate the impact of globalisation on Music in PNG and other places ▪ Contribute to a collection of music within a range of styles to be performed or recorded ▪ Confidently discuss a range of styles using technical terms 	<ul style="list-style-type: none"> ▪ Create characters for various given and self created roles using voice posture and movement ▪ Use props, set elements and costumes in a way that is consistent with the character and form ▪ Identify and use particular forms of drama to express specific ideas and use several technical elements to enhance a performance ▪ Create an original or adapted performance piece that explores emotions or portrays a personal message ▪ Explain their intended message how the technical elements of a performance relate to intended message ▪ Perform or view modern PNG dramatic piece and one from an overseas culture ▪ Explain the effect of globalisation with respect to the pieces of drama performed or viewed 	<ul style="list-style-type: none"> ▪ Create art works that use skills with various media to reflect the theme of an exhibition ▪ Experiment with innovative technologies to create art works ▪ Create a collection of 2D, 3D and mixed media art works to suit artist's own intent and style ▪ Create original works that demonstrate the development of a personal style ▪ Create work that responds to the social, physical and/or emotional environment ▪ Show how an artist or art movement is reflective or reactive to a particular social context or event ▪ Comment on own personal style and how this reflects social context and/or environment ▪ Examine a modern PNG art work ▪ Examine a modern art work from an overseas culture ▪ Explain the effect of globalisation with respect to the pieces of art created or viewed

Teaching And Learning In The Arts

The teaching of the Arts is an opportunity for school principals and teachers to ensure that students receive a balanced program. The Arts Strands can be easily integrated into, and will certainly enhance, all areas of the curriculum. The nature of the Arts and the high levels of student enjoyment in participating in them, provide the opportunity to improve and increase student engagement in other areas of the curriculum. Such integration is valid and desirable.

Though some of the Arts curriculum must be presented by the regular classroom teacher, where specialist teachers are available there should be cooperative planning.

Few teachers are comfortable teaching all of the art forms. Consequently there are a number of issues which arise regularly as considerations for individual teachers and for the whole school. Schools and teachers need to be clear about their beliefs regarding these issues so that classroom practice is consistent throughout the school.

In the context of PNG, the diversity of the nature of indigenous arts offers both a challenge and a rich source of resources to enhance the Arts program. The different cultural environments within IEA schools provide excellent opportunities for:

- exploring regular events such as Independence Day, planting, harvesting, cultural shows
- exploring important events such as marriages, births, building a house
- periodic events such as initiations and special ceremonies
- preparing a local village calendar and utilising this as a source of themes such as fishing, hunting, environmental and seasonal activities
- using natural materials from the local environment to create art works
- examining styles and designs from different areas and comparing these to the arts from other Pacific countries

Changes within the Arts have occurred as a result of changes in society, technology and communication. These changes are welcomed but it is vital that traditional PNG arts are valued and provide a base for student programs. This will ensure an appreciation of the diversity of the Arts in Papua New Guinea and develop an appreciation and understanding of the contemporary PNG arts.

Displays And Performances

The opportunity to share art works with others is fundamental to both human nature and this curriculum. In the visual arts it is possible to provide opportunities for static displays which can be enjoyed by a range of audiences over time. Art forms where time is an essential element (music, dance and drama), require live or recorded performances.

The curriculum describes a series of learning outcomes which relate to performing or presenting. It would not be possible for these outcomes to be achieved without genuine performances taking place. Students should be given ample opportunities to perform to a variety of different audiences, ranging from class members, students from other classes, through to parents and the broader community.

Most schools organise and present some form of major public performance at least once each year. Care should be taken to ensure that these events are integrated with the school Arts program. This will ensure that as many students as possible have opportunities to enrich their learning experiences relevant to the outcomes described in the curriculum. Cultural contexts are important considerations when planning displays and performances.

Safety

Each of the arts, with the possible exception of music, has its potential dangers. Teachers need to be aware of these potential dangers and ensure that their planning minimises risks.

Teachers must use nontoxic materials for all visual arts activities. Labels should be checked carefully and materials should not be used if there is any doubt about their safety. Older students may have opportunities to use a range of tools and even machinery in creating visual art works. Students must be given clear and comprehensive training in the use of potentially dangerous equipment, and should be reminded regularly of appropriate procedures.

Some important points:

- all inks, paints and sprays need to be handled with care and used only in well ventilated areas
- all hot liquids and sharp instruments must be handled with extreme care
- electrical equipment needs to be checked regularly and handled according to recommended instructions by trained personnel
- teachers need to be aware of any relevant medical conditions among students.

Integration

The Arts are often integrated with other areas of the curriculum. There is no doubt that the Arts provide wonderful opportunities for the expressive communication of learning which occurs across the curriculum. However, teachers need to move classes beyond the simple view of integration which seeks related activities in each of the art forms. The integration of various aspects of the curriculum should provide students with an understanding of the way in which all aspects of the world are linked with, and depend on, each other.

In searching for the ways in which integration occurs naturally in the real world, teachers can ensure that children have experiences which contribute to the development of learning outcomes drawn from several different curriculum areas.

At higher levels integration is not always appropriate. However, the integration of various aspects of the curriculum should provide students with an understanding of the way in which all aspects of the world are linked and depend upon one another.

The Arts provide wonderful opportunities for the expressive communication of learning which occurs across the curriculum.

Papua New Guinea is internationally famous for its rich traditional and emerging contemporary arts. Its striking forms, bold simple designs and expressive features have been appreciated by countries all around the world. In traditional PNG society the arts are usually integrated and are an important part of the social and spiritual life of the community.