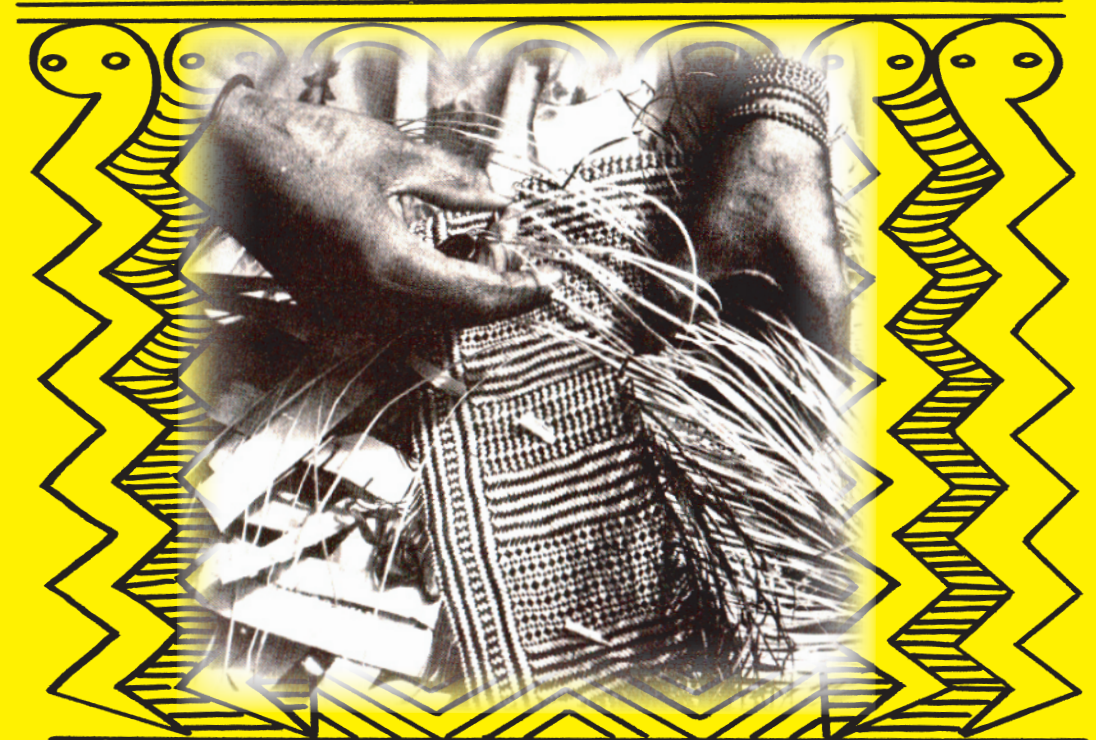




Solomon Islands Government

SECONDARY ARTS AND CULTURE SYLLABUS



Years 7 - 9

Ministry of Education and
Human Resources Development



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MEHRD

CONTENTS

| | |
|---|------------|
| Foreword | vi |
| Acknowledgement | vii |
| Section 1. INTRODUCTION | 1 |
| Section 2. RATIONALE | 2 |
| Section 3. AIMS | 3 |
| Section 4. SYLLABUS STRUCTURE | 4 |
| Section 5. STRAND STATEMENTS | 5 |
| Section 6. PROCESSES AND SKILLS | 6 |
| Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES | 12 |
| Section 8. LEARNING, TEACHING AND ASSESSMENT | 13 |
| 8.1 Learning and Teaching Approaches | 13 |
| 8.2 Links with other Subjects | 15 |
| 8.3 Sensitive Issues | 17 |
| 8.4 Assessment, Recording, Monitoring and Reporting | 18 |
| Section 9. CURRICULUM PROFILE | 22 |
| Section 10. SCOPE AND SEQUENCE | 23 |
| Section 11. LEARNING PROGRAMME PLANNER | 26 |

| | |
|--|----|
| Section 12. DETAIL SYLLABUS | 28 |
| 12.1 Arts and Culture Year 7 Syllabus | 28 |
| 12.2 Arts and Culture Year 8 Syllabus | 36 |
| 12.3 Arts and Culture Year 9 Syllabus | 46 |
| Section 13. LEARNING AND TEACHING RESOURCES | 55 |
| Section 14. TOOLS AND EQUIPMENT | 56 |
| Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT | 60 |
| Section 16. GLOSSARY | 62 |
| Section 17. REFERENCES | 65 |

Foreword

The Solomon Island system is currently undergoing significant restructuring and reform in response to the needs identified through the development of the education sector investment and reform program (ESIRP) and Evaluation Strategic Plans (ESP). Curriculum review and reform program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the vision and national goals of the education system advocated in the National Education Action Plans (NEAP) 2007 – 2009 & 2010 – 2012) and Education Strategic Framework (2007 – 2015).

The new Secondary Arts and Culture Syllabus is to be used by secondary teachers to teach the year 7 to 9 in secondary schools in Solomon Islands. It is developed as a guiding framework to meet the teaching and learning needs in all secondary schools. The program of study presented in this syllabus contributes significantly towards the holistic development of the learner as an individual and the achievement of human integral development.

This is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. This is an outcome based curriculum education model and curriculum approach based on the achievement of learning outcomes through a learner centered, problem posing and the use of multiple intelligence education philosophy.

This syllabus builds on concepts, skills, attitudes and values from the Primary Arts and Culture learning as well as from the learner's home environment and links them to the concepts, skills, attitudes and values in this syllabus. It also forms a background for further learning beyond year 9 as well as preparing individual learners for future life in Solomon Islands.

The development and implementation of this syllabus is a big step towards relevant and meaningful learning experiences for our children. It is important that all policy makers, teachers, education authorities and other important education stake holders support the implementation of this syllabus.



Hon Reuben Inoana Dick Ha'amori
Honourable Minister of Education, 2013
Ministry of Education and Human Resources Development

Acknowledgement

The Ministry of Education and Human Resources Development is grateful to the following individuals and groups of people whose work has contributed to the development of this Syllabus:

Subject Advisory Committee and Workshop participants

- Secondary Arts and Culture Advisory Committee members (2004 – 2013)
- Secondary Arts and Culture Workshop Participants (annual June workshops, 2004 – 2013)
- Secondary Arts and Culture Working Group members (2007-2013)

Curriculum Development Division team

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- Julian Treadaway, Secondary Curriculum Advisor
- Mike McRory, Primary Curriculum Advisor

Quality Assurance Group

- University of Waikato Quality Assurance Group
- Curriculum Coordination and Implementation Committee (CCIC)
- National Curriculum Advisory Board (NCAB)

Funding Agencies

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- The European Union
- The Solomon Islands Government

Section 1. INTRODUCTION

The Curriculum Policy and the National Curriculum Statement states that Education is a lifelong learning process. In Solomon Islands, an outcome based education approach was adapted to develop the Secondary Arts and Culture Syllabus and learning and teaching materials. The Secondary Arts and Culture Syllabus has been designed using Learning Outcomes which identify the knowledge, skills, attitudes and values that all Learners should achieve and demonstrate by the end of Year Nine (Yr. 9). The syllabus integrates modern and local knowledge to ensure the syllabus provides relevant skills and knowledge for all learners. Secondary Arts and Culture is one of the national curriculum learning areas and builds on the teaching and learning of fundamental knowledge and skills from Year 1 to 6 in the Primary level.

Learning in arts is fundamental to understanding the world in which we live and work. It helps people to be appreciative, creative, expressive, and develop lifelong skills for living. Secondary Arts and Culture linked to almost everything that we see and feel around us. Years of research also show that it improves academic achievement, social and emotional developments, civic engagement and equitable opportunity.

It also provide an opportunity for learners to investigate other constantly evolving body of knowledge and making important contributions to the decisions which are shaping our world and the world for future generations. The syllabus also provides learners with time and space to reflect on learning about the diverse indigenous culture and knowledge development and skills transfer practiced for many years in the past. Learners can be able to explore inter-relationships between contemporary models of arts and traditional ways of constructing knowledge in order to value both systems that sustains resources and life.

The syllabus emphasizes learners working individually and in groups while planning and conducting practical activities. They use their imagination to create, compose, improvise, and present their creative work. Through these creative activities, they develop their critical thinking skills and creativity. Learners are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding, ideas and perceptions.

The Secondary Arts and Culture Curriculum is designed to encourage all learners to fully participate in as a compulsory subject. As they develop the skills, interest and ability to enjoy the arts, some will continue to study arts as an integrated subject, some will study specialist strand in the arts and others may do both.

Assessment is an important component of teaching and learning and is integrated into the teaching and learning activities of Arts and Culture. The emphasis is on continuous assessment and as such will provide feedback to learners and the teacher on learner's progress towards achievements of the learning outcomes. It helps learners improve their standards of achievements by knowing what they need to do well and where they need to improve. In Arts, teachers will gather evidence from learner's work during the course of the term and uses those continuous assessments to improve their teaching and learner's learning. Teachers must also use summative data and information formatively to improve both the teaching and learning in the classroom.

To promote a contemporary and comprehensive arts education, this curriculum has been organized into learning strands. The three strands in arts are: visual arts, music and dance & drama while culture is inbuilt within the strands. These strands provide the broad learning contexts and are further subdivided into sub strands as units and topics in the Secondary Arts and Culture curriculum.

Section 2. RATIONALE

Arts and Culture are an integral part of the human functions; they cannot operate without one another. Through Arts, people communicate their feelings, emotions and ideas. They paint, draw, sing a subject, chant, jingles, lullabies, games, dance, gestures, carve, weave, and oral information. These practices are central to their lifestyle, where their values and beliefs are centered. Incorporating these practices into the national curriculum will enable learners to have a better understanding and appreciation towards the various cultures we have.

Arts and Culture as a subject has a significant role to play within the Solomon Islands national curriculum. This subject places greater emphasis on the learner's ability to conduct simple, but rewarding art related investigations, make sound judgments and application of creativity, reasoning, coordination and skills development. These developments will enhance the learners' ability to excel not only in creative arts and culture but also in other subject areas. This subject offers practical and theoretical insights into some of the post-schooling opportunities available to learners, in tertiary, vocational and world of work settings. It is anticipated that the successful completion of this course will equip learners with fundamental concepts and skills are essential for worthwhile living.

Such understanding will create a framework for the creation of better understanding between the existing communities within the Solomon Islands and abroad. Such understanding is crucial as aspired unity, freedom of expression and movement and peaceful coexistence will not come about without acknowledging and appreciating our cultural diversity.

There is a need to safeguard our own identity as Solomon Islanders and our nation in the face of the powerful foreign ideologies that continue to bomb our shores through the advancement in technologies, media and development. The changes that have already taken place through this modernization are straining the social fabrics, beliefs and values that have held societies together over the years. This syllabus hopes to provide an anchorage for our identity and culture in the face of the social challenges our learners and societies continue to face daily.

Section 3. AIMS

Arts and Culture aims to provide opportunities for the development of understanding, knowledge, skill and attitudes for learners who take up this course. These developments should lead to the appreciation of their cultural values more so learn to accept the diversity of culture that Solomon Islands have. These cultural knowledge and values will form the basis for the generation of ideas, skills and creativity for purposes of creative designing, musical composition and dance and drama performances. It is anticipated that by successful translating these ideas into realities through drawing, singing and acting, one should be able not only to earn a living, but that the learner can relate to that piece of work. This should be seen as the ultimate goal this syllabus endeavors to achieve.

In fulfilling these aims, this course has specific contributions to make to the education of Solomon Islands secondary schools learners by;

- incorporating Solomon Islands cultural knowledge of their natural environment, practices, values and beliefs into the learning materials.
- developing a positive understanding of the relationships between the different cultural groupings within the Solomon Islands and neighboring countries.
- encouraging learners to carry out investigations into traditional designs, music styles and traditional dances and report findings.
- applying creativity in the process of communicating these ideas artistically, culturally and through creative writing.
- acknowledging their identity and the sense of ownership through a finished piece of artwork.

The development of such understanding and skills will enable learners to;

- appreciate their physical environment through drawing, painting and the creative applications of local materials into their artwork.
- appreciate the diversity of cultures and traditional practices and be able to use this wealth of knowledge for current and future works of art.
- apply their creativity and their understanding of cultures to solve conflict related problems.
- develop a better understanding of their culture and environment and valuable methods for the preservation of cultural identity and the sense of ownership through a finished piece of artwork.

Section 4. SYLLABUS STRUCTURE

The Arts and Culture syllabus for years 7 – 9 for secondary school is presented in section 12. It is a series of strands and sub-strands sheet; each sheet has the same structure. This is a copy of the strand and sub-strand structure with an explanation of each part.

| Subject: Arts and Culture | | Year: Level |
|--|---|--|
| <p>Strand: Title</p> <p>A strand is the term for the main areas of study into which a subject is divided. The Arts and Culture has three main strands; Visual Arts, Music, Drama & Dance and Integrated Project. This section contains the title of the strand.</p> <p>Strand Theme</p> <p>A strand theme is the term for main areas of studies under that particular strand for that year. It also provides a statement for that year.</p> | | |
| <p>Sub-strand: Title (No. of periods)</p> <p>A strand is divided up into sub-strands. For example, within the Arts & Cultures 'visual arts' strand, there are three (3) sub-strands in year 7, they are the elements of Art, Realism and Solomon Islands Designs. This section contains the title of the sub-strand.</p> | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <p>Learners should</p> <p>General learning outcomes are the general expectations of what learners should know, or be able to do as a result of a learning activity. Outcomes are generally expressed as knowledge, understanding, skills and attitudes or values. The brackets after each outcome indicate the specific kind of outcome.</p> <p>Knowledge (k) Understanding (u) Be able to (s) Appreciate (a/v)</p> <p>The general learning outcomes are coded in the syllabus. For example;</p> <p>7.1.1 know the Basic Elements of Art</p> | <p>Learners should be able to</p> <p>Specific learning outcomes are the specific expectations of what learners should understand, demonstrate or be able to do during a specific learning activity if they have achieved an outcome. The specific learning outcomes are usually observable and measurable.</p> <p>The specific learning outcomes are coded in the syllabus. These outcomes can be linked with Learner's Book, Teacher's Guide and other documents. For example;</p> <p>7.1.1.1 list Basic Elements of Art</p> | <p>Learners can be assessed on</p> <p>For these specific learning outcomes, there is a suggested assessment event. There is a way of assessing one or more specific learning outcomes for purposes of identifying student academic performance. Assessment forms are supplied both in the syllabus and the Teachers Guide.</p> <p>Assessment events must cover the four domains:</p> <p>Knowledge (k) Understanding (u) Skills (s) Value and Attitude (v/a)</p> |

Section 5. STRAND STATEMENTS

Arts and Culture are integral part of the human functions. The humankind and art cannot function without one another. It is through art that humans express or communicate their feelings and emotions. The methods that are used through this communication process often give rise to a set of values that eventually becomes accepted practices within a society. The geographical location and the natural condition of the environment within which a society is located often sets the boundary to how humans express themselves. Such expression could be regarded as the highest level of achievement of the human mind and the output of the human imagination, creativity and way of life.

Strand 1: Visual Arts

This strand focuses' on enhancing the learners ability to communicate what they see through observation, emotional feelings or mood, imaginations and ideas developed through their sense of awareness within their environment through creative works of art. It involves drawing, painting, printing, dying, weaving, carving and jewelry making. This strand will try to engage the learners' thoughts and imaginations to their roots through studying of artifacts, traditional designs and cultural practices and listening to or reading custom stories. It is anticipated that through these exercises learners' would generate new ideas and rich understanding of themselves and the society they live in.

Strand 2: Music

This strand focuses on the interactive and creative process of listening and making music in ways that promote individual aesthetic growth and fulfillment. This course requires learners to apply their creative ability to combine vocal or instrumental sound or both to produce beautiful forms, harmony and expression of feelings and emotions. It involves arranging tones and varies pitch levels in an orderly sequence so as to produce a unified and continuous composition. Learners would have to foster positive attitudes and values towards their traditional culture by encouraging them.

Strand 3: Dance and Drama

This strand is a combination of Dance and Drama. Dance focuses on the physical expressions, feelings or opinions through a series of body movements, and manipulations that matches the speed and rhythm of a piece of music or sound. Learners will be required to find out how dances were conducted in their societies. They will need to learn them to be able to teach them to other learners in their group. Drama is a unique tool to explore and express human feeling. It is a composition involving conflict, action crisis and atmosphere designed to be acted by players on a stage before an audience. This strand will provide opportunities for learners to role play another character. In fulfilling that responsibility learners will have to develop their voice, physical ability and their realm of imagination.

Section 6. PROCESSES AND SKILLS

This table presents the range of skills, attitude, values and behaviours addressed across the Secondary Arts and Culture curriculum: **Percceiving; Responding; Organization; Application; Evaluation**. It shows the progression of these skills through Years 7 - 9 of the Junior Secondary Arts and Culture learning program.

| Skills | Processes | | |
|------------|---|---|---|
| | Year 7 | Year 8 | Year 9 |
| Perceiving | Visual Art <ul style="list-style-type: none"> ■ Listening of materials and equipments for use in art making processes. ■ Drawing an object by observation. ■ Researching into traditional Solomon Islands designs. ■ Defining the elements and principles of art. ■ Describing the relationship between the people and their unique designs or symbols. | Visual Art <ul style="list-style-type: none"> ■ Completion of a colour wheel ■ Completion of a colour scheme and colour fact. ■ Investigating the art histories of Solomon Islands. ■ Understanding Solomon Islands traditional designs and patterns. ■ Designing, cutting of stencils, engraving of blocks and printing of designs. ■ Print making through dying, marbling and batik. | Visual Art <ul style="list-style-type: none"> ■ Acquisition of traditional knowledge on artifacts and understanding the role these artifacts play within their communities. ■ Deciding on what form and design to use and the type of local material that would take on the design (for example, wood, stone or shells). ■ Describing the functions of jewelry in their community. ■ Choice local materials for jewelry. |
| | Music <ul style="list-style-type: none"> ■ Define and describe the elements of music. ■ Identifying the element(s) of Music from a composition (traditional and contemporary) | Music <ul style="list-style-type: none"> ■ Defining the following terms: <ul style="list-style-type: none"> - Membranophone ■ Investigating the traditional instruments under each musical categories above. ■ Using the instruments produced to accompany their singing. | Music <ul style="list-style-type: none"> ■ Introducing creativity in music. ■ Creative and expressive use of voice. ■ Singing in harmony. ■ Creative sound piece. ■ Composing and arranging own musical composition. ■ Creative sound piece performance. |

| Skills | Processes | | |
|------------|---|--|---|
| | Year 7 | Year 8 | Year 9 |
| Perceiving | Dance and Drama <ul style="list-style-type: none"> ■ List dances from the Solomon Islands and indicate where they originate from. ■ Describe the pattern of movements and their significance to the society. ■ Analyze a traditional Solomon Islands dance to determine the elements of dance. ■ Analyze a traditional custom story from the Solomon Islands to determine the elements of drama. ■ Use games to identify dramatic situations. ■ Describe their feelings and moods. | Dance and Drama <ul style="list-style-type: none"> ■ Understand how the human body communicates through formation or posture. ■ Describe the impact of sound effects on body movements. ■ Values flexibility and creativity in body movements. | Dance and Drama <ul style="list-style-type: none"> ■ Understand how the human body communicates through physical movements. |
| | | | |

| Skills | Processes | | |
|------------|---|---|--|
| | Year 7 | Year 8 | Year 9 |
| Responding | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Describe their feelings and moods towards how the elements and principles of art used in art work. ■ Demonstration of enthusiasm and enjoyment during the processes of artwork. ■ Express their thoughts and feelings on the findings gathered from investigations carried out by learners in their communities. ■ Classroom or individual group presentations. <p>Music</p> <ul style="list-style-type: none"> ■ Listening and move with the beat and rhythm of the music. ■ Actively involved in singing and taping/ clapping of the beat and rhythm of the music. ■ Exploring the elements of music <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Teaching traditional custom dances, chants, lullabies to other learners from their cultures. ■ Play fun games or listen to stories ■ Discuss experiences or situations that are dramatic and try acting it out in a group. | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Confidently combine two primary colours together to form a secondary colour, or two secondary colours to form a tertiary colour. ■ Apply their understanding on colour scheme on a traditional design. ■ Correct usage of the paint brushes. ■ Utilize their creativity imaginations either to draw or improvise traditional designs. ■ Discuss finished artwork. <p>Music</p> <ul style="list-style-type: none"> ■ Listen to prerecorded songs and describe the instruments used. ■ Construction of musical instrument. ■ Express their feelings and moods. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Think of gestures and common postures that are often used in their society. ■ Recollect common activities that usually takes place in their communities. Think of sounds and movements that are familiar to them (animals, birds or the environment) | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Select bush materials or already used materials and styles for weaving. ■ Identify what they want to weave. ■ Select appropriate wooded, stone or shell for use. ■ Identify the form, shape, pattern or design they wish to carve. ■ Decide on what type of jewelry they want to make. <p>Music</p> <ul style="list-style-type: none"> ■ Sing in harmony parts ■ Creative musical sound piece. ■ Originality ■ Identifying their singing styles. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Think of common movements and actions that can be found within their society of environment. ■ Think of sounds and the likely mood and feeling they are likely to cause. |

| Skills | Processes | | |
|--------------|---|---|--|
| Organisation | Year 7 | Year 8 | Year 9 |
| | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Artwork folders ■ Arrangements of elements in a compositional drawing. ■ Thoughts and ideas before actual designing ■ Integration of different designs ■ Workplace <p>Music</p> <ul style="list-style-type: none"> ■ Arranging various sound qualities from various musical instruments. ■ Arranging rhythmic patterns using music instrument. ■ Singing with harmony (3-4 parts) <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Organizing their teams for fun games. ■ Stage performances. | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Artwork folders ■ Presentation of work. ■ Meeting date lines. ■ Follow process and accurate use equipments. <p>Music</p> <ul style="list-style-type: none"> ■ When constructing their instruments, ensure that the workstation is cleaned and tools checked and put back into their right places. ■ Keep the music room clean and tidy after use. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Planning and preparing a drama performance. ■ On stage arrangements to ensure smooth follow of performance. | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Work station must be clean and ordered for efficiency work and safety of learners. ■ Meeting date lines with their projects. <p>Music</p> <ul style="list-style-type: none"> ■ Keeping their music room neat and tidy. ■ Making musical arrangements. <p>Organizing musical group performance.</p> <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Making arrangements for dance patterns and movements. ■ Arranging off and on stage performers with their specific tasks. |
| | | | |
| | | | |

| Skills | Processes | | |
|-------------|---|---|---|
| Application | Year 7 | Year 8 | Year 9 |
| | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Using the pencils, brushes, crayons and paints. ■ Observational drawing of an object. ■ Application of the elements and principles of art onto an outline drawing of an object. ■ Successful completion of a self-portrait. ■ Improvising traditional designs using the elements of art. <p>Music</p> <ul style="list-style-type: none"> ■ Playing with proper beat and timing using musical instruments (guitar, idiophones or anything that can generate sound). ■ Stage performances. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Use of body movements to communicate (miming). ■ Performing traditional Solomon Islands dances. ■ Applying the elements of dance in a dance performance. | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Use pencils, brushes, crayon and charcoals effectively in drawing. ■ Carve and cut designs into block, stencils and silk screens. ■ Applying squeeze to evenly spread ink on a design in a printing process using either stencil or silk screen. ■ Accurately fold or tie (or both) a piece of cloth so as to achieve a predetermine outcome during dying. Follow printing processes in making batik and marble print on to textile. <p>Music</p> <ul style="list-style-type: none"> ■ Perform simple rhythmic patterns using the traditional instruments constructed. ■ Singing and accompany themselves with traditional instruments constructed. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Express feeling and mood through body movements (puppetry). ■ Coordinate sounds that corresponds certain type of action or movements. ■ Effect use of voice. ■ Improvise stories and dramatic situations into drama performances. | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Weave item of own choice (basket, armband, mat, hat, fan). ■ Apply their knowledge of weaving in other areas of interest (for example; decorations) ■ Apply creativity to recycle unwanted materials through weaving. ■ Using carving tools to carve simple three dimensional forms (for example; turtle, dolphin, fish, or bowl). Creativity use local resources to make jewelries (traditional form or improvised). <p>Music</p> <ul style="list-style-type: none"> ■ Sing different harmony parts in a song. ■ Sing and play different chords sequence with major and minor. ■ Compose songs with three to four chords. Effectively play an aerophone, idiophone membranophones etc. ■ Perform their creative musical sound piece. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Perform physical exercise formations to warm body muscles up. ■ Incorporate sound effects to provide stimulation for a sequence of movements. ■ Dramatize a short section of a traditional Solomon Islands custom story or an important practice from any cultural background. ■ Write out a drama script and identify people to dramatize the story in the script drama. |
| | | | |
| | | | |

| Skills | Processes | | |
|------------|--|---|--|
| Evaluation | Year 7 | Year 8 | Year 9 |
| | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Discussion and sharing views and opinions on how a piece of artwork can be improved. ■ Demonstration of investigative skill through simple research on traditional designs of the Solomon Islands. ■ Effectively demonstrate their understanding of the elements and principles of art by completing a compositional drawing. <p>Music</p> <ul style="list-style-type: none"> ■ Accurate application of the elements of music in singing and playing of instruments. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Dramatization through miming | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Explain colour wheel, colour scheme and colour fact. ■ Presentation of finished work. <p>Music</p> <ul style="list-style-type: none"> ■ Sing and play constructed instruments as an accompaniment. ■ Play the constructed instruments expressively. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Dramatization through puppetry | <p>Visual Art</p> <ul style="list-style-type: none"> ■ Completion stage of project. ■ Quality of presentation. ■ Project documentation. ■ Attitude to work. <p>Music</p> <ul style="list-style-type: none"> ■ Use their voice effectively. ■ Creatively using varieties of musical instruments to accompany their singing expressing the various elements of music. <p>Dance and Drama</p> <ul style="list-style-type: none"> ■ Demonstration of flexibility and accuracy in body movements. ■ Appropriateness of sounds selected and the accuracy of timing. ■ The accuracy of role-playing the characters. This may require re-looking at the elements of dance and drama. |

Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES

This section contains a brief statement highlighting how each of the key learning outcomes will be achieved through learning and teaching of the Secondary Arts and Culture syllabus.

| Key Learning Outcomes | Secondary Arts and Culture contribution |
|--|--|
| 1. Culture promotion Awareness of Solomon Islands cultures; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness. | Arts and Culture encompasses Solomon Island traditional culture and identity and translate traditional knowledge which the elderly would not have a chance to teach in modern classroom situation. |
| 2. Lifelong learning Realization that learning is a lifelong experience; encouragement of innovation, creativity, and a positive view of learning after school. | Arts and culture equips learners with creativity and systematic problem solving processes. |
| 3. Ethics and good citizenship Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility; focused on: values, education; civics and citizenship and peace and national unity. | Arts and Culture develops a sense of pride in Solomon Islands cultures, helps establish a strong sense of identity and helps in understanding other cultures. |
| 4. Peace and Reconciliation Develop positive attitudes and actions to ensure peace and reconciliation for progressive development of societies. | Development of interactive skills, social sensitivity, environmental and health awareness and good practices and create collaborative working. |
| 5. Technology Use of appropriate traditional and modern technology to improve livelihoods and community standards of living. | Arts and Culture enables learners to enjoy and treasure both the modern and traditional technologies to enhance their own lives. |
| 6. Entrepreneurship Development of entrepreneurial skills for job creative through initiative and creativity. | Equips learners with skills, techniques and practicalities, which can enable learners to create self employment for live improvement. |
| 7. Environment, Conservation and Climate Change The development of positive attitudes and values towards the preservation and conservation of the environment and adaptation and management of the effects of climate change. | Development skills for the improvisation of wastage and pollutants for useful purposes, more so can be a effective tool for Environment Awareness. |
| 8. Development of the whole Person Develop appreciative understanding about the significance of personal social and health development issues. | Helps learners accommodate for character development, team work, culture sensitivity, a deep appreciation for the environment and a better understanding their rightful place in society. |

Section 8. LEARNING, TEACHING AND ASSESSMENT

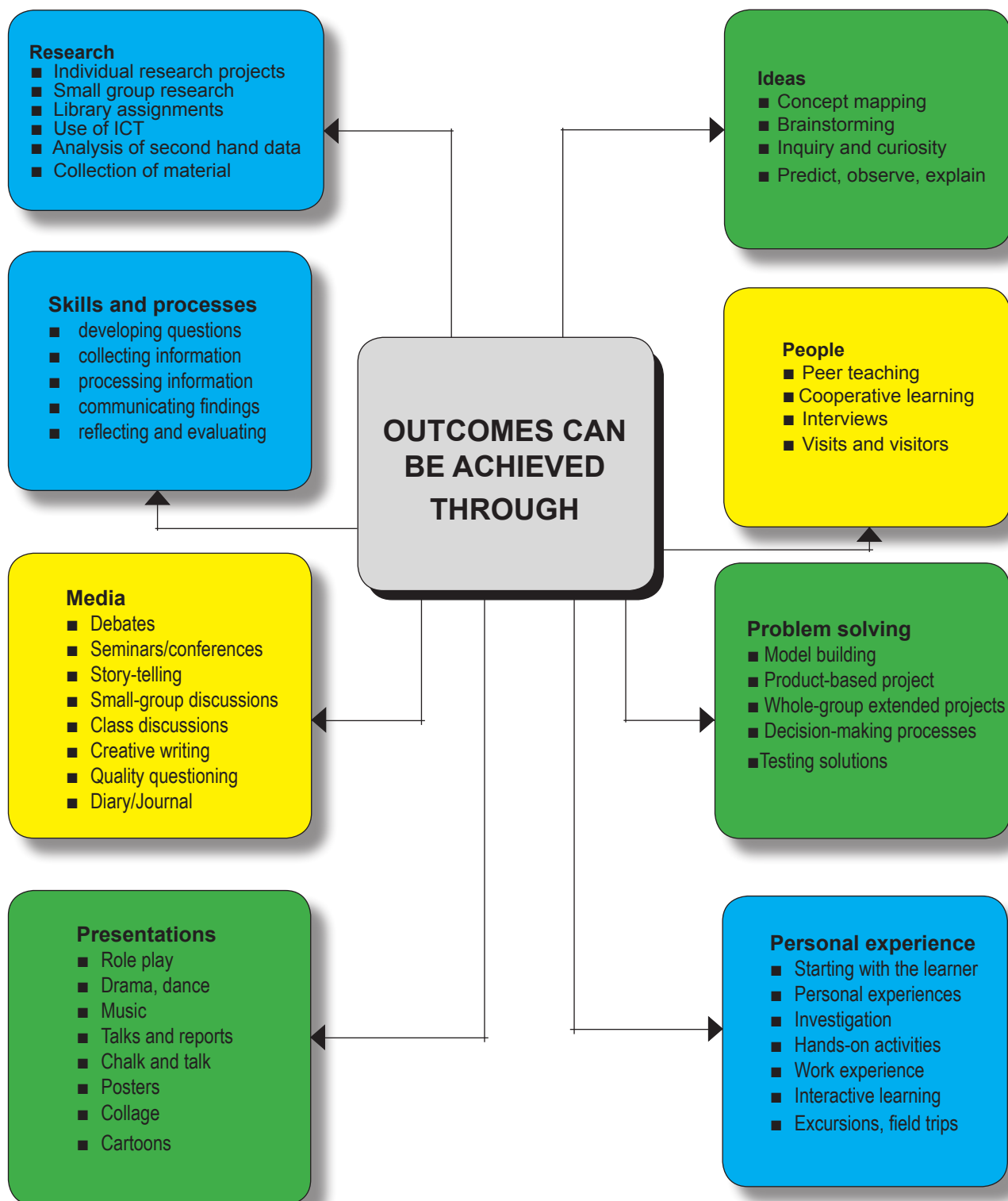
The learning, teaching and assessment in the Secondary Arts and Culture curriculum recognize the need for the learner, teacher and parent to know and play their respective roles with regards to the education of their children.

8.1 Learning and Teaching Approaches

- Encouraging learner performance and learning through group work, discussions and debates.
- Encouraging learner and teacher interaction and learner community interaction.
- Providing all necessary materials and equipments for the learning of the content of the course.
- Encouraging learners to make decisions (creative thinking), criticizes decisions (critical analysis) and form opinions.
- Encourage learners to approach practical activities in an orderly manner to reach solutions to given beliefs.
- Encourage and support learners to take responsibility for own for own learning.
- Encourage learners to familiarize themselves with the numerous available information resources.

Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



8.2 Links with other Subjects

| Subject | Link description |
|---------------------|---|
| Agriculture | <ul style="list-style-type: none"> ▪ Traditional knowledge, practices, beliefs and values that are associated with food production through farming and gardening that ensures peaceful coexistence and the survival of the society. ▪ The impact of modernization on traditional knowledge, practices, beliefs and values on food production and farming. |
| Business Studies | <ul style="list-style-type: none"> ▪ Entrepreneurship and marketing ▪ Specialization of labour ▪ Understanding of value |
| English | <ul style="list-style-type: none"> ▪ Development of writing and literacy skills ▪ Development of effective communication and listening skills ▪ Providing relevant dramatic situation whereby their English skills in communication can be enhanced |
| Health | <ul style="list-style-type: none"> ▪ Simple physical exercises to warm up the musical before engaging in more active drama activities. ▪ Dancing requires tremendous body movements ▪ Use of drama, painting and musical presentation to promote urgent health issues. |
| Home Economics | <ul style="list-style-type: none"> ▪ Application of creativity and skills in designing patterns for clothes and cooking food. ▪ Entrepreneurship |
| Mathematics | <ul style="list-style-type: none"> ▪ It is rhythmically based on the subdivisions of time into fractions which must be done, not worked out on paper. ▪ Ratio and proportion, enlargement in visual art ▪ Patterns and sequences ▪ Negative and positive spacing ▪ Process |
| Christian Education | <ul style="list-style-type: none"> ▪ Self-awareness and discipline ▪ Role-play ▪ Develop a sense of wellbeing through the study of culture ▪ Values ▪ Interpersonal skills |
| Physical Education | <ul style="list-style-type: none"> ▪ Relationship and partnership ▪ Physical fitness to stretching and body movements ▪ Appreciation of skills |

| Subject | Link Description |
|----------------|---|
| Science | <ul style="list-style-type: none"> ▪ Observing, investigating and explaining the physical and biological world. ▪ Understanding the properties of sound and vibration. ▪ Creativity and innovation ▪ Lighting for screen printing and stage performance |
| Social Studies | <ul style="list-style-type: none"> ▪ Better understanding of traditional life and culture ▪ How art influences culture ▪ Diversity of art reinforces social diversity ▪ Impact of foreign influences on our art and culture ▪ Environmental impact as a result of art. ▪ Sustainable usage of our resources |
| Technology | <ul style="list-style-type: none"> ▪ Designing, making and evaluating ▪ Process of designing and process of making ▪ Tools for carving and painting ▪ Creativity |

8.3 Sensitive Issues

Various issues which are controversial may arise while teaching Arts and Culture. Teachers are expected to treat these issues in a sensitive manner and to present related materials in a balanced way. It is probably that within one class there will be learners who came from families with different beliefs and customs and it is the teachers' responsibility to be aware of this and take such differences into account in the teaching and learning activities.

National Constitution

The Solomon Islands Constitution (1978) recognizes the importance of treat all its citizens in a fair and just manner, as described in the following quotes:

"..proud of wisdom and worthy of customs of our ancestors, mindful of our common and diverse heritage and conscious of our common destiny, and has basis of our united nation, agree and pledge that the fundamental rights and freedoms are guaranteed to citizens of Solomon Islands regardless of gender".

It is therefore important that this course be disseminated equally to all learners regardless of gender, ethnicity and race.

Culture

Teachers of Arts and Culture must recognize the cultural diversity that exists within the Solomon Islands to achieve maximum participation of learners and earn the community support. Teachers must understand that values and cultural practices changes even within one island as one moves from one school to another. It is important that the dissemination of information in classes and practical lessons are conducted within the cultural context of the learner and communities.

Religion

Teachers of Arts and Culture should ensure that the teaching of this syllabus does not interfere, undermine or discriminate against any doctrine, beliefs and practices of any religion that exists within the country. It is important that we respect other religions and their congregation in the Solomon Islands.

Safety

The safety of learners in all Arts and Culture learning activities is important and teachers must ensure that all safety measures are taken, especially for all practical and field activities.

8.4 Assessment, Recording, Monitoring and Reporting

The Secondary Arts and Culture syllabus recommends the use of variety of modes of assessment on the regular basis. The focus is on the understanding of the Arts and Culture concepts. Assessment should be based on evidence of behavioural and attitude changes. Learners must be able to constantly and actively apply and practice the knowledge learnt in their everyday lives. Assessment approach should be more formative and less summative. The assessment of Arts and Culture should focus on pupils understanding of Arts and Culture concepts, skills and attitudes towards the subject.

Assessment is a continuous planned process of gathering, analysing and interpreting information about learner's knowledge, understanding, skills and attitudes in the various subjects. Assessment judges whether the outcomes have been achieved, and enables learner progress to be reported. It will also assist teachers making informed decisions on how to improve the learning of the learner as well as improving the teaching process at the classroom level. Assessment will be the responsibility of individual teachers, the school, CDD, NESU and MEHRD.

Principles of Assessments

To ensure that assessment is effective, assessment practices:

- should be based on an understanding of how students learn;
- should be a component of course design;
- should be based on clear standards and criteria;
- should embrace a variety of measures;
- should be valid, reliable and authentic;
- should be an integral part of the teaching and learning process;
- should give feedback which can be used by teachers to assess the achievement of the learning outcomes and;
- should provide clear and accurate reports to parents and others.

Purpose of Assessment

Information gathered from assessment can be used for a variety of purposes:

- monitoring learner's achievements in subject areas;
- informing learners, parents, careers masters, employers and school about learners achievements;
- planning learning and teaching which would improve learners achievements and teacher effectiveness; and
- reviewing of school programmes of learning.

Types of Assessment

Assessment helps to:

- diagnose a learner's strengths and weaknesses;
- determine a learner's level of performance on a specific task or at the conclusion of a unit of teaching and learning; and
- make judgments about each learner's achievements.

Assessment focuses on the Specific Learning Outcomes in the syllabus. Learners are aware of what is being assessed, the assessment techniques being used, and the indicators of achievement as an ongoing process. A suggested assessment event is included for each subject of a subject syllabus.

Assessment System

A good system for learner assessment incorporates:

- Planning for assessment;
- Using a variety of assessment techniques;
- Providing opportunities for learners to demonstrate performance using the Indicators given in the syllabus;
- Diagnosing, analyzing and feedback;
- Gathering and recording evidence of learners' performance and keeping records of the evidence
- Observing learners demonstrating a certain skill and assessing their competence. This is competence-based assessment or performance assessment;
- Providing feedback to learners;
- Making judgments on learner's achievement;
- Using a meaningful system of Grading achievement;
- Reporting on learners' achievements by referring to the learning outcomes.

What should be assessed?

We must assess all aspects of the outcomes, including the Key Learning Outcomes, General Learning Outcomes and Specific Learning Outcomes of individual syllabi. We must assess *knowledge, understanding, skills and values or attitudes* we aim to develop. This means devising many types of assessment, often based on criteria-based or competency-based assessment, as well as the more traditional written assessment of knowledge and understanding. Teachers must acquire knowledge and skills in many different types of assessment techniques.

The function of assessment is to judge and describe the learning outcomes that learners have achieved, and to select further strategies. The table presents a range of strategies for doing this.

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Assessment of Learning Outcomes

Learners' level of attainment of learning outcomes in the three areas should be assessed.

1. Content knowledge

Knowledge and understanding in the three strands.

2. Skills, practices and attitudes

Development of practical skills, good practices and positive attitudes towards Arts and Culture. These include responsibility of individuals, families and communities, including perseverance in maintaining a good cultural life style and enhancing abilities in fine arts.

3. Decision-making skills

Ability to make good decisions about lifelong learning and good behaviour in the context of who we are and whatever culture we come from.

Variety of assessments

Some of the assessment techniques that can be used include the following;

Verbal Assessment

- Answering Questions
- Making a verbal report
- Interview

Written Assessment

- Do an activity (from text books or self prepared)
- Do an assignment
- Write a report
- Sit for a test or an examination

Practical Assessment

- Participate in a field trip/excursion and collect information
- Demonstrate a particular task
- Draw, interpret and use a map
- Analyze a photograph
- Basic library research and collect information

Group Work Assessment

- Observation of what individual learners do
- Consultation with individual learners by asking them questions
- Focused analyses of learners work such as portfolio, or a collection of work they have done, to determine how each individual learner is performing in their learning process.
- Product analysis of products made and completed by learners to determine how well they have achieved different knowledge and skills in different processes involved in making project.

Recording

Teachers are encouraged to use an effective recording system. Results of assessments must be properly recorded for effective monitoring and reporting. Effective reporting needs good record keeping of learners progress and achievement. Teachers are encouraged to monitor the progress of learner's performances and to give a descriptive report at the end of the term, semester or even at the end of each academic year. Such records can build in to learner's profile and is accessible by teachers, learners and parents.

Monitoring

Teachers are encouraged to effectively monitor learners progress and achievement. It is an important process for monitoring learners performance and keeping accurate record and positive feedback. Results of assessment must be recorded, monitored and reported to the learner, guardians and parents. Teachers must also give remedial work for learners that are unable to acquire intended learning outcomes. Such learners are referred to as "under achievers" and needs to be supported both in the classroom and at home. In order for teachers to carry out effective monitoring, they need to keep accurate and proper record of learner's assessment, achievement and progress in a term, semester or a year.

Reporting

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also provides feedback to teachers and parents. For every sub-strand, the learning and teaching situation will have many assessment activities. Each sub-strand of this syllabus presents at least one example assessment event. This is an example of an assessment item for the sub-strand. The assessment event will be used to build a report on a learner's achievement over time. The learner's book has many more assessment activities that can be used for assessment as well as the teaching and learning processes in the classroom.

A simple way of reporting progress on learning outcomes is to complete a table for the learning year. See the example for year 7.

| | Semester 1 | | | | | Semester 2 | | | | |
|------------------|-----------------------|------------------------|---|------------------------|-----------------------|------------------------|---------|--------------------------|--------------------|-----------------------|
| Strand | Visual Arts | Music | Dance and Drama | | | Visual Arts | Music | | | |
| Assessment Event | Basic element of arts | Basic element of music | Introducing elements of dance and drama | Introduction to miming | End Semester Test /30 | Solomon Islands design | Realism | The basic music notation | Integrated project | End Semester Test /30 |
| Joe | A | PA3 | A | A | 21 | PA3 | A | A | PA2 | 20 |
| Paul | PA1 | NA | A | PA1 | 20 | A | PA1 | A | A | 21 |
| Mary | NA | PA4 | A | A | 22 | PA2 | A | A | A | 24 |

Key: A = LO Achieved
 PA (1 - 4) = LO Partially Achieved
 NA = LO Not Achieved

Section 9. CURRICULUM PROFILE

It is strongly recommended that a class have a total of 2 periods of 40 minutes per period of instruction per day, in order to cover the contents allocated for a year. Teachers must ensure students have the full range of the subjects listed below.

| Subject | Periods per week | Total time in minutes per week | % of total timetable (1600 mins) | Status |
|---|--|--------------------------------|----------------------------------|----------------------------|
| Academic subjects | | | | |
| English | 5 | 200 | 12.5 | Compulsory assessed |
| Mathematics | 5 | 200 | 12.5 | Compulsory assessed |
| Science | 4 | 160 | 10.0 | Compulsory assessed |
| Social Studies | 4 | 160 | 10.0 | Compulsory assessed |
| Total Academic | 18 | 720 | 45.0 | Compulsory assessed |
| Practical/vocational subjects | | | | |
| Agriculture | 4 | 160 | 10.0 | Compulsory assessed |
| Business Studies | 4 | 160 | 10.0 | Compulsory assessed |
| Home Economics/ Technology | 2 core each =4 Plus 2 extension, either H.E. or Technology. | 160 80 | 10.0 5.0 | Compulsory assessed |
| Total Practical/ vocational | 14 | 560 | 35.0 | Compulsory assessed |
| Personal development subjects: Christian Education Arts and Culture Physical Education Health | 8 | 320 | 20.0 | Compulsory assessed |
| Total | 40 | 1600 | 100 | |

Section 10. SCOPE AND SEQUENCE

This section shows the overview of the curriculum and progression of each sub - strand for each strand in years 7 - 9 of the Secondary Arts and Culture syllabus.

STRAND: VISUAL ART

| Scope | Year 7 | Year 8 | Year 9 |
|--|---|---|--|
| <ul style="list-style-type: none"> ▪ Understanding their traditional designs and symbols. ▪ Application of elements and principles of art to traditional designs. ▪ Improvisation of a custom story into a design. ▪ Integration of designs into one design with a new story. ▪ Application of design on to wood, stones and in the form jewelry. | <ul style="list-style-type: none"> ▪ Knowing materials, tools, equipments and how they are used in art making. ▪ Introducing the Elements of Art; line, shape, tone, texture, form and composition. ▪ Understanding how human responds to artwork. ▪ Demonstration of their knowledge on the elements of art through drawing ▪ Apply elements of art on to Solomon Island designs ▪ Understanding the Principles of Art ▪ Drawing realistically ▪ Solomon Island traditional design, its importance and cultural significance. ▪ Integration of more designs into one complete design. | <ul style="list-style-type: none"> ▪ Know the difference between primary secondary and tertiary colours. • Complete a colour wheel using paint and brush. ▪ Understanding colour facts and colour schemes. • Application of colours on to a Solomon Islands traditional design. ▪ An investigative study into the impact and influence designs has on the lives of Solomon Islanders. ▪ Integration of Solomon Islands designs to form a single story. ▪ A process of cutting designs into blocks, stencils and screens for printing. ▪ Exhibition of finished artwork. | <ul style="list-style-type: none"> ▪ Traditional form and function of woven crafts. ▪ Understanding traditional weaving techniques. ▪ Know the processes of preparing materials for weaving. ▪ Application of weaving skills ▪ Know and collect local materials that are normally used for making carvings. ▪ Understanding the different functions of the tools and how to handle them. ▪ Carve a simple known form either from wood or stone. ▪ Know, collect and prepare local materials that are used in jewelry making. ▪ Awareness of the safety requirements. ▪ Make simple jewelry (for example; rings for ears and fingers, necklace or armband). |

STRAND: MUSIC

| Scope | Year 7 | Year 8 | Year 9 |
|---|---|---|---|
| <ul style="list-style-type: none"> ▪ Build on the traditional of music ▪ Knowing the elements of music ▪ Knowing the basic western music notation ▪ Construction of musical instruments ▪ Creating own musical composition ▪ Conducting Stage performance | <ul style="list-style-type: none"> ▪ Knowing their musical instruments. ▪ Understanding the elements of Music ▪ Understanding the western concept of music notation. ▪ Understanding how music affects human feelings and emotions ▪ Applying the Elements of Music ▪ Identification of specific musical instruments within a musical composition. ▪ Composing percussions with instruments. | <ul style="list-style-type: none"> ▪ Categorizing musical instrument into their musical groups. ▪ Identify how sounds are produced from each instruments. ▪ Construction of musical instruments (embranophone, idiophone, aerophone, chordophone). ▪ Understand how the use of instrument(s) in the traditional setting can inspire their quality of life. ▪ Make a musical composition. | <ul style="list-style-type: none"> ▪ The use of voice in singing creatively. ▪ Knowing how to read and write simple graphical notation. ▪ Singing in harmony in a group. ▪ Singing and playing with a guitar individually. ▪ Sound Piece - Creatively arrange a musical composition for performance. |

STRAND: DANCE AND DRAMA

| Scope | Year 7 | Year 8 | Year 9 |
|--|---|---|---|
| <ul style="list-style-type: none"> ▪ Understanding the role of dance in the traditional Solomon Islands societies. ▪ Dramatizing custom stories of dramatic situations. ▪ Improving drama skills (body movements and voice development) | <ul style="list-style-type: none"> ▪ Understanding dance and drama in the Solomon Islands context. ▪ Analyzing stories to identify the theme, plots, character and the other elements of drama. ▪ Dramatizing short sections of custom stories from the Solomon Islands using custom stories | <ul style="list-style-type: none"> ▪ Use body formation or posture to communicate feelings or express certain ideas. ▪ Create sound effects to add feelings or mood to the created forms. ▪ Use of voice in drama for narration and characterization ▪ Improvising a custom story or a dramatic situation into a drama performance. | <ul style="list-style-type: none"> ▪ Communicate through the use of body movements. ▪ Use of sound effects to create a sense of space, time, action and energy. ▪ Use of theme, poems and sounds to provide stimulation for a sequence of movements to communicate ideas and feelings ▪ Dance Solomon Islands custom dances. ▪ Improving a custom story or a dramatic situation into drama performance. ▪ Script writing for short drama role-plays. ▪ Directing a short drama role-play |

Section 11. LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Secondary Arts and Culture course and the suggested teaching times should be based on 17 Teaching Weeks per Semester and 34 Teaching weeks per Year in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 teaching weeks only, due to year 9 National Examinations. The programme planner also highlights the year levels and time allocation for teaching the strands and substrands for each semester.

SEMESTER ONE

| Wks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
|------|--|---|---|---|---|---|---|---|---|------------|---|----|----|----|----|---|----|----|---|----|------------|--|
| year | Basic Elements and Principles of Art | | | | | | | | | | Basic Elements of Music | | | | | | | | | | | |
| 7 | ■ Introduction to drawing - Elements of Art ■ Introducing Line ■ Introducing Shape | | | ■ Introducing Form ■ Introducing Tone ■ Introducing Texture | | | ■ Introducing realism ■ Introducing Creative Designing (SI Design) | | | Assessment | Introducing the basic elements of music: - Pulse - Tempo - Meter - Vocal tone colour - Pitch - Volume - Phrases Singing and playing of percussion instruments. | | | | | Introducing the basic (western) musical notation: - The staff, cleffs, The grand staff, measures, notes, notes written on the staff, ledger lines, durations, dotted notes, rests, accidentals, ties and slurs, articulations, dynamics, repeat, time signature. | | | | | Assessment | |
| 8 | ■ Introduction to Colours ■ Creative Designing (contemporary) | | | ■ Printing - Block - Stencil - Silk Screen | | | ■ Dying - Tie dying - Marbling - Batik | | | | - Introducing traditional musical instruments in Solomon Islands, pacific region and in other countries - Categorizing the traditional instruments. - Singing, traditional songs, playing traditional instrument. | | | | | - Construction of selected traditional musical instruments (membranophone (skins), Idiophones (struck), chordophones (strings),aerophones (air) etc.) | | | | | | |
| 9 | ■ Introduction to Woven Crafts from Solomon Islands and the Pacific | | | ■ Introduction to carving - Stone - Wood | | | ■ Introduction to jewelry (Solomon Islands and Pacific) | | | | - Expressive use of voice - Use of Instruments - Creating own musical composition. | | | | | - Singing in Parts and chords - Harmony | | | ■ Creative sound piece ■ Group practice ■ Group performance | | | |

SEMESTER TWO

| Wks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
|--------|--|---|---|---|--|---|---|---|---|---------------------------|--|----|----|----|----|----|----|----|----|----|--|
| Year 7 | <ul style="list-style-type: none">▪ Introduction to Drama and Dance<ul style="list-style-type: none">- Drama games- Mime- Creative Writing | | | | | | | | | | Integrated Projects <ul style="list-style-type: none">▪ Music performance▪ Drama performance (Miming)▪ Sculpture▪ Carving▪ Print making▪ Jewelry | | | | | | | | | | |
| Year 8 | <ul style="list-style-type: none">▪ Form of theatre,▪ Voice in drama | | | | | | | | | | Integrated projects examples <ul style="list-style-type: none">▪ Music performance▪ Drama performance▪ Sculpture, carving, painting▪ Print making, jewelry | | | | | | | | | | |
| Year 9 | <ul style="list-style-type: none">▪ Communication and movement skills▪ Creative improvisation▪ Scripted drama | | | | <ul style="list-style-type: none">▪ Integrated Project | | | | | FORM 3 EXAMINATION | | | | | | | | | | | |

Section 12. DETAIL SYLLABUS

12.1 Arts and Culture Year 7 Syllabus

| Subject: Arts and Culture Year: 7 | | |
|---|---|--|
| Strand: Visual Art | | |
| Sub-strand: 7.1 Basic Elements of Art (6 periods) The elements of arts are the basic components of art-making. It is impossible to create a work of art without using at least one of the seven elements of arts. | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <i>Learners should</i> 7.1.1 know the materials, equipments and tools with their specific functions and in the different techniques on how they are used in the creation of artworks (k) 7.1.2 know the elements of Art and their relative importance in both traditional and contemporary artwork (k) 7.1.3 understand how the elements of art can influence have on mood, feelings and other aspects of the human behaviour (u) 7.1.4 apply their knowledge of the elements of art in an observation or imaginative drawing (s) 7.1.5 appreciate effective use of the elements and principles of art in Solomon Islands traditional designs (a) | <i>Learners should be able to</i> 7.1.1.1 identify and list materials and tools that are used artworks. For example, charcoal, sharp and strong object, pencils, ink and paint 7.1.1.2 explain how to use the materials and tools effectively 7.1.2.1 identify the different elements and principles of art from various works of art 7.1.2.2 explain how the elements and principles of arts are applied in traditional artwork. 7.1.3.1 express their moods or feelings towards the usages of the elements of art in some well known artworks from Solomon Islands and abroad 7.1.4.1 complete one artwork for each element covered 7.1.4.2 identify one traditional custom story form any culture within the Solomon Islands, apply acquired knowledge with creativity to capture either a scene or the whole story in a drawing 7.5.1.1 give a short presentation on finished work | <i>Learners can be assessed on</i> 1. the definitions of the elements art 2. the effective demonstration of their understanding on the elements of art through drawing and be able to exhibit the finished work |

Strand: Visual Art

Sub-strand: 7.2 Realism (6 periods)

Realism is a form of art that tries to represent the object as real as possible and that students will creatively apply the elements and principles of art to create realistic artwork.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|---|--|
| <p><i>Learners should</i></p> <p>7.2.1 understand creative ways of applying the elements and principles of art to achieve realism in artwork (u)</p> <p>7.2.2 know the principle and elements of art to make a realistic drawing (s)</p> <p>7.2.3 appreciate the use of art elements and principles in a realistic drawing (v)</p> | <p><i>Learners should be able to</i></p> <p>7.2.1.1 define the art principles (unity, contrast, balance.)</p> <p>7.2.1.2 apply the principles of art to make a realistic drawing of an object in own environment</p> <p>7.2.2.1 use grid to draw a portrait or sceneries and apply elements and principles of art in a creative way to achieve realism in artwork</p> <p>7.2.3.1 discuss their drawing and share their views for purposes of making improvements</p> | <p><i>Learners can be assessed on</i></p> <p>1. define the principles of art</p> <p>2. apply the elements and principles of art to make a realistic drawing</p> |

Strand: Visual Art

Sub-strand: 7.3 Solomon Island Designs (8 periods)

This sub-strand emphasis on various Solomon Islands designs as a form of art. This chapter will discuss various Solomon Islands designs, their roles and values in Solomon Islands Societies.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|--|---|
| <p>Learners should</p> <p>7.3.1 know what a design is and its role within a cultural setting (k)</p> <p>7.3.2 understand the cultural values of designs of Solomon islands societies (u)</p> <p>7.3.3 apply prior knowledge to incorporate traditional patterns and designs from different cultural grouping to create a composition (s)</p> | <p>Learners should be able to</p> <p>7.3.1.1 define the term traditional design within the context of creative art and culture</p> <p>7.3.2.1 identify and describe varies traditional designs from the different societies in the Solomon Islands Specific cultural groupings under each heading can identify (see T/G for suggested table)</p> <p>7.3.2.2 identify similarities and differences amongst their traditional designs and reasons which for their cause</p> <p>7.3.3.1 draw a composition using varies traditional patterns and designs within Solomon Islands</p> <p>7.3.3.2 record information on each design in terms of historical significance, usage, secrecy, and relevance</p> | <p>Learners can be assessed on</p> <p>1. their ability to research a traditional design from a culture of their own choice. In particular they would need to know the historical background, the cultural importance, secrecy and their application</p> <p>2. use the elements and principles of art to incorporate traditional patterns and designs from different culturalgroup on a composition and exhibit</p> |

Strand: Music**Sub-strand: 7.4 Basic Elements of Music (6 periods)**

The basic elements of music are the fundamentals of music making. This strand will introduce students to the understanding and importance of the elements of music in musical composition, its influences to music, listeners and appreciate how they are used in Solomon Islands musical contexts.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|---|--|
| <p>Learners should</p> <p>7.4.1 know the elements of music and their relative importance in a musical composition (k)</p> <p>7.4.2 understand how the elements of music affect mood, feelings and other aspects of the human behavior (u)</p> <p>7.4.3 appreciate how the elements of music are being used in various Solomon Islands cultural and traditional music (a)</p> | <p>Learners should be able to</p> <p>7.4.1.1 identify and define the basic elements of music (rhythm, tempo, meter, harmony, melody, timbre, dynamics, and instrument)</p> <p>7.4.1.2 apply the elements of music in a simple musical composition</p> <p>7.4.2.1 explain their feelings, moods when listening to the different styles of music</p> <p>7.4.3.1 enjoy singing and dancing different styles of songs from the Solomon Islands and the Pacific</p> | <p>Learners can be assessed on</p> <p>1. define the basic Elements of music</p> <p>2. the ability to effectively apply the elements of music in singing and playing</p> |

Strand: Music

Sub-strand: 7.5 The basic Music Notation (Western Notation) (6 periods)

This sub-strand introduces the understanding and practicality of modern approach to western music notation and the music terminologies that are used.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|--|
| <p>Learners should</p> <p>7.5.1 know the modern approach to music notation, the duration of music: sounds - pitch, rhythm, tempo etc. (k)</p> <p>7.5.2 know the following musical terminologies: Staff lines, clefs, grand staff, measures, notes, notes written on the staff, ledger lines, durations, dotted notes, rests, accidentals, ties and slurs, articulations, dynamics, repeat, time signature (k)</p> <p>7.5.3 understand how the following musical terms mentioned above are used in modern music notation (u)</p> <p>7.5.4 appreciate the use of modern music notation into Solomon Islands approach to musical composition (a)</p> | <p>Learners should be able to</p> <p>7.5.1.1 using previous knowledge on the basic elements of music to define the term duration (Pitch, Rhythm and Tempo)</p> <p>7.5.2.1 define the following musical terms listed under GLO 7.5.2</p> <p>7.5.3.1 state and demonstrate how the following terms listed above are used in modern music notation</p> <p>7.5.3.2 composed simple melodies or tune using the modern music notation approach</p> <p>7.5.4.1 using the modern music notation approach, in small groups compose a simple rhythmic pattern and play the rhythm using percussion instruments</p> | <p>Learners can be assessed on</p> <p>1. defining musical terminologies such as: Staff lines, Grand Staff, Clefs, Notes, Time Signature</p> <p>2. group composition on simple/ traditional melodies using modern music notation</p> |

Strand: Dance and Drama**Sub-strand: 7.6 Introducing the elements of Dance and Drama (6 periods)**

This sub-strand introduces the elements of dance and drama as the art form in which human movement becomes the medium for sensing, understanding, and communicating ideas, feelings and emotions. The understanding of the elements of drama and dance will enable students to improvise, create, dramatize and convey meaningful aspects of a play, situations and stories.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|---|
| <p>Learners should</p> <p>7.6.1 know the traditional and the modern definition of dance and drama (k)</p> <p>7.6.2 understand the process of dramatizing situation through improvisation and story telling (u/s)</p> <p>7.6.3 know the elements of dance and drama and their importance in stage a performance (k)</p> <p>7.6.4 use own creativity to do imaginative or creative writing (s)</p> <p>7.6.5 appreciate the role of dance and drama in our society (a)</p> | <p>Learners should be able to</p> <p>7.6.1.1 explain the traditional view point of what dance and drama really is and compare it with the definition of modern dance and drama</p> <p>7.6.1.2 do warm-up and stretching exercises</p> <p>7.6.2.1 explain and describe dramatic situations from either drama games or storytelling</p> <p>7.6.2.2 identify the theme, character, plot from drama games or custom stories and form a drama scene</p> <p>7.6.3.1 define the elements of dance and drama (centering, gravity, balance, positive, gesture, rhythm for dance and theme, plot, character, dialogue, music and visual element for drama)</p> <p>7.6.3.2 apply the dance and drama elements in short performances utilizing the information in the story or the drama game</p> <p>7.6.4.1 develop their creativity and imagination through writing</p> <p>7.6.5.1 discuss their performances and writings</p> | <p>Learners can be assessed on</p> <p>1. their ability to define the elements of dance and drama</p> <p>2. ability to improvise, and create short performance/play</p> |

Subject: Arts and Culture Year: 7

Strand: Dance and Drama

Sub-strand: 7.7 Introduction to Miming (6 periods)

Mime is a unique form of art which entails silent acting of scenes. It involves imitations and mimic to act out or portray characters and situations by gestures and body movements without words.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|--|---|
| <i>Learners should</i> 7.7.1 know what miming is (k) 7.7.2 understand and recognize everyday gestures and activities using mime (u/s) 7.7.3 study and improvise the movements of animals and other living creatures using miming (s/u) 7.7.4 appreciate movements and gestures that can convey meaning without the use of voice (a) | <i>Learners should be able to</i> 7.7.1.1 define and explain what mime is 7.7.2.1 individually create dramatic scenes without words or real objects 7.7.2.2 identify what the dramatic scene is about 7.7.3.1 imitate the movements and behaviors of animals and other common living things 7.7.3.2 creatively and accurately imitate movements of animals, human beings and other creatures 7.7.4.1 discuss their weaknesses and strengths | <i>Learners can be assessed on</i> 1. how successful he utilizes the skills in miming by putting up a mime performance 2. their successful contribution as an individual in a group mime performance |

Strand: Integrated Project

Sub-strand: 7.8 Integration of Art, Music and Dance & Drama (20 periods)

This sub-strand emphasizes the importance of arts integration. It is the combination of various skills and elements of arts; music, visual arts, and dance and drama to create an integrated project to be performed at the end of each semesters. It provides the standard information on skills required for all three strands in arts; music, visual art, dance & drama that can be used as a guide for all Years: 7, 8, & 9 to develop an integrated project.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|--|--|
| <p>Learners should</p> <p>7.8.1 know the elements of art, music and drama (k)</p> <p>7.8.2 understand how to integrate all the elements of arts (visual art, music and dance & drama) into one major project (u)</p> <p>7.8.3 plan and design a major integrated project to be performed or displayed at the of the semester (u) (s)</p> <p>7.8.4 appreciate how the three discipline of arts can be integrated</p> | <p>Learners should be able to</p> <p>7.8.1.1 define the following elements of art: line, shape, tone, texture, colour and composition, beat, tempo, meter, pitch, timber, dynamics, self-portrait, centering, gravity, balance, posture, gesture, rhythm, space, theme, character, plot, dialogue, sound effects and genre, convention, audience and design</p> <p>7.8.2.1 explain how the three strands of arts can be integrated into one major project</p> <p>7.8.3.1 in groups, design or improvise a major integrated project that is consist of elements from the three discipline of arts; visual art, music and dance & drama</p> <p>7.8.4.1 actively involved in their project</p> | <p>Learners can be assessed on</p> <p>1. definition of the elements of arts</p> <p>2. display and performance of the major integrated project</p> |

12.2 Arts and Culture Year 8 Syllabus

| Subject: Arts and Culture Year: 8 | | |
|--|--|--|
| Strand: Visual Art | | |
| Sub-strand: 8.1 Introduction to Colours (6 periods) This sub-strand introduce the basics of colour making and how to produce various colours from the primary colours, secondary colours and the tertiary colours. | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <i>Learners should</i> 8.1.1 know the difference between primary, secondary and tertiary colours 8.1.2 be able to do productive experiments with colours using brushes 8.1.3 apply colours to enhance a traditional Solomon Island design 8.1.4 appreciate the use of colours | <i>Learners should be able to</i> 8.1.1.1 define what primary, secondary and tertiary colours are 8.1.2.1 complete a colour scale using only one colour with water 8.1.2.2 complete a colour wheel 8.1.2.3 tell the difference between colour facts and colour schemes 8.1.3.1 use brushes to apply colours to their Solomon Island design 8.1.4.1 discuss their experience with colour | <i>Learners can be assessed on</i> 1. understanding colours. and how to mix colours from primary, secondary and tertiary to make a complete colours wheel 2. the creative use of colours onto traditional designs |

Strand: Visual Art

Sub-strand: 8.2 Creative Design and Printing – Block, Stencil and Silk Screen Printing (4 periods)

Creative designs demonstrates creativities and how artists used or blend the basic elements of arts to create interesting designs. Different cultural groups in Solomon Islands have their own designs that are unique to them and in many cases it represents that particular cultural group. This strand will explore various designs in Solomon Islands and use the various skills in printing making to print the designs.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|--|---|
| <p><i>Learners should</i></p> <p>8.2.1 know the historical and cultural art of Solomon Islands (k)</p> <p>8.2.2 understand the reason(s) that are associated with some of the designs and artifacts (u)</p> <p>8.2.3 use the elements and principles of Art to illustrate designs and artifacts that are of cultural significance and value (s)</p> <p>8.2.4 creatively incorporate a number of traditional designs and improvise it into a single design (s)</p> <p>8.2.5 understand the printing process (u)</p> <p>8.2.6 appreciate knowledge and skills that were put into the designing and printing (a)</p> | <p><i>Learners should be able to</i></p> <p>8.2.1.1 list designs under the different cultural group heading. Describe also the uniqueness of the design</p> <p>8.2.2.1 investigate amongst the traditional communities to find out information about certain designs and artifacts</p> <p>8.2.3.1 use pencil to illustrate traditional designs using the elements and principles of art</p> <p>8.2.4.1 improvise a number of traditional designs into a single compositional drawing</p> <p>8.2.5.1 cut the design on to Block, Stencil or Silk Screen to get the designs printed</p> <p>8.2.6.1 discuss and exhibit their art work</p> | <p><i>Learners can be assessed on</i></p> <ol style="list-style-type: none"> 1. successful completion of project 2. evidence of creativity in design and layout 3. presentation |

Strand: Visual Art

Sub-strand: 8.3 Print Making – (Dying, Batik and Marbling) (10 periods)

Print making is a skill of making prints from the creative designs and it involves various skillful methods such as dying, batik and marbling. This strand will involve students to experience how print making is done.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|---|--|
| <p>Learners should</p> <p>8.3.1 know the historical and cultural art and craft of Solomon Islands (k)</p> <p>8.3.2 make a collection of designs under the different cultural groupings within the Solomon Islands (s)</p> <p>8.3.3 apply prior understanding of art in the preparation process of to the designs before printing (s)</p> <p>8.3.4 demonstrate prior knowledge of the colour wheel during the application of colours (s)</p> <p>8.3.5 understand the processes of Tie Dying, Batik and Marbling (u)</p> <p>8.3.6 demonstrate skills in the understanding of designs, colour wheel, imagination and creativity to create designs using Tie Dying, Batik and Marbling (s)</p> | <p>Learners should be able to</p> <p>8.3.1.1 investigate the history of cultural art and artifacts of Solomon Islands</p> <p>8.3.2.1 compile their findings into a table for future artwork</p> <p>8.3.3.1 utilize prior understanding on art elements (shape/space) to cut the designs leaving both positive and negative space on the design</p> <p>8.3.4.1 utilize prior understanding on the characteristics of colours. (For example, warm, cools, dark, light, bright, hue). They should notice that a third colour is formed when two colours are combined together</p> <p>8.3.5.1 follow the steps and processes carefully ensuring that the material and equipments are put in place</p> <p>8.3.6.1 apply creativity in the process of performing tie dying, batik and marbling using traditional Solomon Islands designs</p> | <p>Learners can be assessed on</p> <p>1. the ability to investigate into the history of cultural art and artifacts of Solomon Islands</p> <p>2. the processes</p> <p>3. the application of skills and the quality of work produced</p> |

| Subject: Arts and Culture Year: 8 | | |
|--|---|---|
| Strand: Visual Art | | |
| Sub-strand: 8.3 Print Making – (Dying, Batik and Marbling) (10 periods) | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <p>Learners should</p> <p>8.3.7 understand that designs and use colours of colours affect feelings and mood (u)</p> <p>8.3.8 appreciate the value and importance of contemporary tie dying, batik and marbling using Solomon islands traditional designs (a)</p> | <p>Learners should be able to</p> <p>8.3.7.1 express the way they felt towards the designs and the application of the colours</p> <p>8.3.8.1 discuss their artwork for purposes of improvement and conduct a public exhibition</p> | <p>Learners can be assessed on</p> |

Strand: Music

Sub-strand: 8.4 Traditional Musical Instruments Studies and Categorization (6 periods)

This sub-strand focuses on the four main groups of musical instrument and how the musical instruments are categorized. Every country in the world has their own traditional musical instruments however each instrument including the modern instruments can be categorized under four main groups on how they are played and produce sounds.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|---|
| <p><i>Learners should</i></p> <p>8.4.1 know what aerophones, idiophones, membranophones and cordophone instruments are (k)</p> <p>8.4.2 understand how traditional and modern instruments are categorized into the following instrument groupings stated above (u)</p> <p>8.4.3 understand how the various categories of musical instruments can be blended together in singing and dancing (u),(s)</p> <p>8.4.4 appreciate the blending of various traditional and modern instruments in singing and dancing (a)</p> | <p><i>Learners should be able to</i></p> <p>8.4.1.1 define and explain aerophones, idiophones, membranophones and chordophones instruments are</p> <p>8.4.2.1 describe using their listening skills the different quality of sounds that are being produced by the various groups of instruments mentioned above</p> <p>8.4.2.2 listen, describe and categorize each instruments on how they produced sounds(Guitar, Ukalele, Wooden drums, bamboo drums, Flute, panpipes, trumpet, PNG kundu drums, modern drums etc.) into four groups as stated above</p> <p>8.4.3.1 use various categories of modern and traditional musical instruments to accompany their singing and dancing</p> <p>8.4.4.1 compose/arrange songs and integrate modern and traditional instruments into their singing as accompaniments</p> <p>8.4.4.2 in groups, perform song composition to the whole class</p> | <p><i>Learners can be assessed on</i></p> <p>1. the ability to define and explain the various categories of musical instruments</p> <p>2. in groups, compose/arranged and perform songs of their choice with accompaniments of traditional instruments</p> |

Strand: Music

Sub-strand: 8.5 Construction of Traditional Musical Instruments (12 periods)

This sub-strand focuses on construction of traditional instrument identified from the previous sub-strand (8.4). The learners will construct an instrument of their own choices and be able to understand how the instrument produces sound and know how to play the instrument.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|--|--|
| <p><i>Learners should</i></p> <p>8.5.1 know the four categories of musical instruments found in Solomon Islands (membranophones, idiophones, cordarphones and aerophones) (k)</p> <p>8.5.2 study and understand how to construct a particular instruments of their choice under one the four categories of musical instruments (u)</p> <p>8.5.3 construction of an instrument of their choice form one of the four categories of musical instruments (s)</p> <p>8.5.4 appreciate the use of traditional instruments in a musical composition (a)</p> | <p><i>Learners should be able to</i></p> <p>8.5.1.1 define and describe the four categorization of traditional musical instruments found in Solomon Islands. (Revised Sub – Strand 8.4)</p> <p>8.5.2.1 conduct a simple research <i>(if instrument is foreign)</i>, for example; how a membranophone is constructed, produced sound and its used</p> <p>8.5.3.1 construct a particular instrument of their own choice under one of the musical instrument categories</p> <p>8.5.4.1 use the instruments constructed to accompany their group singing and express through playing how that particular instrument can attract feelings and moods of the listener or audiences</p> | <p><i>Learners can be assessed on</i></p> <p>1. quality of the instrument constructed and the quality of sounds it produced</p> <p>2. the ability to creatively use the instruments produced as accompaniment to a song</p> |

Strand: Dance and Drama

Sub-strand: 8.6 Forms of Movement (4 periods)

This sub-strand focuses on the human body as a medium of communication and expressing feelings and moods through body postures, gestures, facial expressions and body movements.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|--|---|
| <p><i>Learners should</i></p> <p>8.6.1 review the elements of dance and drama (k)</p> <p>8.6.2 understand how body postures or shapes can communicate feelings and expression of ideas (u)</p> <p>8.6.3 develop imaginative movements, shapes and forms (s)</p> <p>8.6.4 understand the relationship between sound and movement (u, s)</p> <p>8.6.5 appreciate how their body can move expressively</p> | <p><i>Learners should be able to</i></p> <p>8.6.1.1 study their year 7 notes (<i>dance and drama</i>) on the elements of dance and drama</p> <p>8.6.2.1 express their feeling and mood through the use of body postures, gestures and body movements</p> <p>8.6.3.1 using their own imagination, perform a short play using their body movements with flexibility and creativity</p> <p>8.6.4.1 produce sound effects to their short body movements performance</p> <p>8.6.5.1 participate effectively with interest in the body movements performance</p> | <p><i>Learners can be assessed on</i></p> <p>1. evidence of creativity</p> <p>2. application of the elements of dance and drama</p> <p>3. accurate use of sound effects</p> |

Strand: Dance and Drama

Sub-strand: 8.7 Voice in Drama (4 periods)

Voice in drama is a common medium of communication that makes the character of the actors very effective. Voice enhances the effectiveness of body movements and creative movements through proper enunciation, creative narration and characterization.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|---|
| <p>Learners should</p> <p>8.7.1 know the importance of voice in drama (k)</p> <p>8.7.2 understand how voice is used for narration and characterization (u)</p> <p>8.7.3 understand the importance of voice enunciation and projection (u)</p> <p>8.7.4 create a dramatic situation using the elements of sound, voice and creative movements (s)</p> <p>8.7.5 appreciate the quality of their own voices in drama (a)</p> | <p>Learners should be able to</p> <p>8.7.1.1 explain how voice can be effectively used in drama</p> <p>8.7.2.1 use their voice for narration and characterization in a variety of ways</p> <p>8.7.3.1 enunciate and project their voices</p> <p>8.7.4.1 improvise and develop a short drama using the elements of sound, voice, and creative movements</p> <p>8.7.5.1 creatively and effective use of their own voices in a drama performance</p> | <p>Learners can be assessed on</p> <p>1. the ability to use their voices effectively with clarity</p> <p>2. effective use of their voices in drama performance</p> |

Strand: Dance and Drama

Sub-strand: 8.8 Improvised Drama (8 periods)

This sub-strand focuses on the learners' abilities to creatively improvise situations, problems, happenings and develop a meaningful piece of drama or play to perform.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|--|
| <p><i>Learners should</i></p> <p>8.8.1 know what role playing in drama is (k)</p> <p>8.8.2 understand how role play is used in drama (u)</p> <p>8.8.3 analyze a story to identify the dramatic situations, scenes for a role-play performance (s)</p> <p>8.8.4 improvise a dramatic situation on conflict resolution in traditional Solomon Island societies (s)</p> <p>8.8.5 appreciate the value of role-play (a)</p> | <p><i>Learners should be able to</i></p> <p>8.8.1.1 define the term "role play"</p> <p>8.8.2.1 act out or role-play the role of another person</p> <p>8.8.2.2 select a custom story from the custom story book, identify a dramatic scene from the story and then role-play the scene</p> <p>8.8.3.1 develop scenes, dialogue and sound effects to the performance</p> <p>8.8.4.1 develop through improvisation skills a drama based on the Solomon Islands way of solving conflicts</p> <p>8.8.5.1 discuss the importance of role-playing custom stories from the different cultures within Solomon Islands</p> | <p><i>Learners can be assessed on</i></p> <p>1. the improvisation skills</p> <p>2. development of dramatic scenes from a story or through sharing of ideas</p> <p>3. Overall performance</p> |

Strand: Dance and Drama

Sub-strand: 8.9 Performance - Major Project (6 periods)

This sub-strand provides an opportunity for learners to creatively explore various elements of dance and drama through improvisation and known custom stories to put on a performance for the whole school to watch and enjoy.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|--|
| <p><i>Learners should</i></p> <p>8.9.1 know all the skills covered under the three strands during year 8 creative arts and culture</p> <p>8.9.2 understand how to integrate all knowledge and skills learnt in previous topics and improvise a custom story into a drama performance</p> <p>8.9.3 appreciate the knowledge and skills learnt through a drama performance</p> | <p><i>Learners should be able to</i></p> <p>8.9.1.1 review all the skills under year 8 to find out which skills they are good at</p> <p>8.9.2.1 improvise a custom story, utilizing their skills and knowledge acquired in the previous topics</p> <p>8.9.3.1 put on a drama performance for the whole school and parents</p> | <p><i>Learners can be assessed on</i></p> <p>1. their individual contribution towards a drama performance</p> <p>2. overall drama performance</p> |

12.3 Arts and Culture Year 9 Syllabus

| Subject: Arts and Culture Year: 9 | | |
|--|---|---|
| Strand: Visual Art | | |
| Sub-strand: 9.1 Woven Crafts of Solomon Islands and the Pacific (4 periods) <p>Woven crafts are common in Solomon Islands and the Pacific however the styles, skills and techniques involved will be the focus of this strand. Learners will be given an opportunity to study the methods used in basketry or weaving, wrappings and coiling from various cultures within Solomon Islands and the Pacific.</p> | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <i>Learners should</i> 9.1.1 know the traditional forms and functions of woven crafts (k) 9.1.2 understand traditional techniques of weaving used in woven crafts (u) 9.1.3 prepare and apply natural materials to woven crafts (s) 9.1.4 appreciate the importance to Solomon Island societies (v) | <i>Learners should be able to</i> 9.1.1.1 identify methods used in basketry or weaving, wrappings and coiling from the different cultures within the Solomon Islands 9.1.2.1 list local materials that are used for woven crafts 9.1.3.1 explain the role of woven crafts from their own cultures 9.1.4.1 discuss the importance of weaving in Solomon Islands a. traditional weaving vs manufactured b. what else can we use for weaving where else can the skill of weaving be utilized? | <i>Learners can be assessed on</i> 1. the ability to do weaving 2. their understanding on the preparation processes 3. application of the weaving techniques |

Strand: Visual Art

Sub-strand: 9.2 Wood and Stone Carvings of Solomon Islands and the Pacific (12 periods)

This sub-strand will provide an opportunity for learners to implement various art skills they have learnt to practically carve a traditional designs or patterns on to the selected materials, stone or wood.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|--|--|
| <p><i>Learners should</i></p> <p>9.2.1 know the type of materials and resources needed to make carvings (k)</p> <p>9.2.2 understand the form, pattern of design, and identify techniques that are used for carving (u/s)</p> <p>9.2.3 understand the types of carvings and their purposes (u)</p> <p>9.2.4 appreciate the role of carvers (v)</p> | <p><i>Learners should be able to</i></p> <p>9.2.1.1 name the materials and tools used in carving</p> <p>9.2.2.1 choose a form that is suitable for the type of material and tools available</p> <p>9.2.2.2 follow systematically the processes of carving beginning from the actual to the finishing touches</p> <p>9.2.3.1 explain the reason(s) why particular material, form or patterns of design are selected</p> <p>9.2.3.2 express their feelings and emotions through the work of art</p> <p>9.2.4.1 explain the security of finished products</p> <p>9.2.4.2 discuss issues such as the impact cash economy is having on the carving industry</p> | <p><i>Learners can be assessed on</i></p> <p>1. successful completion of a particular carving project at a given time</p> <p>2. creativity and the skills involved</p> <p>3. documentation (historical background, cultural value the craft)</p> |

Strand: Visual Art

Sub-strand: 9.3 Traditional Jewelry of Solomon Islands and the Pacific (4 periods)

Making of traditional jewelry is common through Solomon Islands and the Pacific however the materials used for making jewelry indicates where they can be found and represents the country's cultural designs. Learners will be given opportunities to explore various jewelry in Solomon Islands and creatively produce jewelry of their own choice.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|--|---|
| <p>Learners should</p> <p>9.3.1 know the materials and resources needed to make jewelry (k)</p> <p>9.3.2 understand the form, pattern of design and weaving techniques that are used in making jewelry (u/s)</p> <p>9.3.3 understand the types of jewelry and their purposes (v)</p> <p>9.3.4 appreciate the work of jewelers (v)</p> | <p>Learners should be able to</p> <p>9.3.1.1 list the type of materials that are used for making jewelry and indicate where they can be found</p> <p>9.3.2.1 use prior knowledge of the elements and principles of art together with traditional designs to create and design pattern</p> <p>9.3.2.2 apply creativity, skill and patience in the designing process</p> <p>9.3.3.1 describe from their cultural point of view, what, how and when ornaments and jewelries are to be worn</p> | <p>Learners can be assessed on</p> <p>1. the present state of the artifact</p> <p>2. the depth of creativity and skills used</p> <p>3. documentation (historical background, cultural value, its impact on resources)</p> |

Strand: Music

Sub-strand: 9.4 Expressive use of Voice (6 periods)

Expressive use of voice in singing is vitally important in music and this strand will give learners an opportunity to explore their own voices creatively. It is important to effectively and accurately sing various pitch levels from a very low note, mid range note and to a very high note.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|---|
| <p><i>Learners should</i></p> <p>9.4.1 know the different vocal effects and devices (k)</p> <p>9.4.2 understand the cultural influence on vocal effects (u)</p> <p>9.4.3 appreciate the use of voice in a musical composition (v)</p> | <p><i>Learners should be able to</i></p> <p>9.4.1.1 perform a repertoire of vocal effects</p> <p>9.4.1.2 sing songs in different parts</p> <p>9.4.1.3 listen to traditional songs (lullabies, chants) and express their feelings and moods</p> <p>9.4.1.4 create a graphical notation on vocal music heard on recordings, giving visual ideas of pitch contours, level of loudness and character of the accompaniment (flowing, spiky, heavy, thick or thin lines)</p> <p>9.4.2.1 imitate different vocal effects by listening to recordings</p> <p>9.4.3.1 record their voices on audio</p> | <p><i>Learners can be assessed on</i></p> <p>1. the ability to use their voice</p> <p>2. their ability to read graphical notations</p> |

Strand: Music

Sub-strand: 9.5 Singing in Parts and Chords (6 periods)

Apart from using musical instruments and chords, singing in parts alone can create harmonious sound and pleasing to our ears. Learners will explore choir singing, quartet, trio and duet singing.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|---|--|
| <p><i>Learners should</i></p> <p>9.5.1 know what harmony is and how it influences on human feelings through the quality of sounds produced in a musical composition (k)</p> <p>9.5.2 know how to play a number of chords on a guitar (k)</p> <p>9.5.3 understand how to compose songs with two, three and four chords (u)</p> <p>9.5.4 appreciate their singing and playing skills (v)</p> | <p><i>Learners should be able to</i></p> <p>9.5.1.1 identify various use of harmony on recorded songs from the Solomon Islands and the Pacific</p> <p>9.5.1.2 describe their physical and emotional reactions in terms of feelings and mood as they listen to those recorded songs</p> <p>9.5.2.1 play a number of chords confidently with a guitar</p> <p>9.5.3.1 compose a song</p> <p>9.5.4.1 discuss their songs for purposes of improvements</p> | <p><i>Learners can be assessed on</i></p> <ol style="list-style-type: none"> 1. definitions 2. learners ability to sing 3. how they play the guitar as accompaniment to a song |

Strand: Music

Sub-strand: 9.6 Creative Sound Piece – Group Performance (6 periods)

This sub-strand will provide an opportunity for learners to explore, compose, arrange and creatively produce musical sounds from local materials and instruments to be performed to the whole school.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|---|---|
| <i>Learners should</i> | <i>Learners should be able to</i> | <i>Learners can be assessed on</i> |
| 9.6.1 know what creativity is (k) | 9.6.1.1 define the term creativity | 1. definition of creativity and the characteristics of a creative person |
| 9.6.2 understand the characteristics of a creative person: making contribution, finding answers, intellectual, overcoming fear, rethink, refine, replace, redo, recreate (u) | 9.6.2.1 explain and describe the characteristics of a creative person | 2. creative sound piece group performance |
| 9.6.3 creatively produce a sound piece in groups using songs and traditional instruments any other objects that can produce sounds (s) | 9.6.3.1 compose and arrange a creative sound piece in groups using any available objects that can produce sounds when hit, struck, shaken, plucked and blown | |
| 9.6.4 appreciate the use of traditional instruments creatively to accompany songs (a) | 9.6.4.1 rehearse their creative sound piece and perform their sound piece to the whole class or whole school | |

Strand: Dance and Drama

Sub-strand: 9.7 Communication and Movement Skills (4 periods)

This sub-strand will give students an opportunity to explore and creatively used all the skills learnt in the previous strand to produce a play that demonstrate effective communication and movement skills that involves the expression of feelings, emotions, space, time, action and energy.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|--|--|
| <p><i>Learners should</i></p> <p>9.7.1 understand different body warm-ups (u)</p> <p>9.7.2 acquire skills in communicating through creative body movements (s)</p> <p>9.7.3 understand how themes, poems and sounds provided can stimulate a series of movements (u)</p> <p>9.7.4 appreciate Solomon Islands dances and movements (a)</p> | <p><i>Learners should be able to</i></p> <p>9.7.1.1 do body warm-ups by stretching the muscles to avoid injuries</p> <p>9.7.2.1 apply body movement skills to communicate feelings, emotions considering space, time, action and energy</p> <p>9.7.3.1 use themes, poems and sounds to provide stimulation for a sequence of movements to communicate ideas or feelings</p> <p>9.7.4.1 select and perform local traditional Solomon Islands dance</p> | <p><i>Learners can be assessed on</i></p> <p>1. accuracy of movements (mime)</p> <p>2. the ability to work as a team.</p> <p>3. individual or group performances</p> |

Strand: Dance and Drama

Sub-strand: 9.8 Creative Improvisation (6 periods)

The previous skills and experiences acquired will enable learners to be more creative and be able to improvise stories, traditional practices, custom stories and traditional dances and develop them into a play for performances.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|--|--|--|
| <p><i>Learners should</i></p> <p>9.8.1 know what improvisation is (k)</p> <p>9.8.2 understand the skills needed to improvise traditional practices, custom stories and traditional dances for drama performances (u/s)</p> <p>9.8.3 appreciate the value of improvisation (a)</p> | <p><i>Learners should be able to</i></p> <p>9.8.1.1 explain improvisation</p> <p>9.8.2.1 explain the reasons for improvisation</p> <p>9.8.2.2 identify a traditional practice, a story or a dance and explain how it can be improvised</p> <p>9.8.3.1 discuss the importance of presentations</p> | <p><i>Learners can be assessed on</i></p> <p>1. write an activity on improvisation</p> |

Strand: Dance and Drama

Sub-strand: 9.9 Scripted Drama (6 periods)

Script writing and development of various scenes including stage setting are the contributing factors to any successful drama performances. This sub-strand focuses on how to write drama script.

| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
|---|---|--|
| <p><i>Learners should</i></p> <p>9.9.1 know the format for writing and reading drama script (k)</p> <p>9.9.2 understand how to write a simple drama script based on a custom story from the Solomon Islands (u)</p> <p>9.9.3 act out a drama based on a written script (s)</p> <p>9.9.4 prepare scenery utilizing the properties in acting (s)</p> | <p><i>Learners should be able to</i></p> <p>9.9.1.1 use a simple format on how to write a sample</p> <p>9.9.2.1 write a simple drama script based on a custom story</p> <p>9.9.3.1 demonstrate how to direct and act out a script</p> <p>9.9.4.1 prepare an attractive scenery for the drama performance</p> | <p><i>Learners can be assessed on</i></p> <p>1. the script writing</p> <p>2. drama performance</p> <p>3. stage and scenery</p> |

Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Arts and Culture syllabus for years 7 to 9.

| No | Title | Publication Date | Publisher |
|----|---|-------------------|------------|
| 1 | Solomon Islands Arts and Culture Year 7 Learner's Book | Yet to be confirm | CDD, MEHRD |
| 2 | Solomon Islands Arts and Culture Year 8 Learner's Book | Yet to be confirm | CDD, MEHRD |
| 3 | Solomon Islands Arts and Culture Year 9 Learner's Book | Yet to be confirm | CDD, MEHRD |
| 4 | Solomon Islands Arts and Culture Year 7 Teacher's Guide | Yet to be confirm | CDD, MEHRD |
| 5 | Solomon Islands Arts and Culture Year 8 Teacher's Guide | Yet to be confirm | CDD, MEHRD |
| 6 | Solomon Islands Arts and Culture Year 9 Teacher's Guide | Yet to be confirm | CDD, MEHRD |

Other Teachers Resource Books

- Songs and Guitar Tutor Book (Accompanied with CD)
- Basic Guitar Chord Book
- Basic Keyboard/Piano Chord Book
- Traditional Custom Stories from the Solomon (Year 7 – 9)
- Legends from the Islands (Year 7 – 9)
- Practices from the Islands (Year 7 – 9)

Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Arts and Culture syllabus for years 7 to 9.

VISUAL ARTS

| No | Item | Brand/Description |
|----|---------------------------|---------------------|
| 1 | Chisel | Stanley (25mm) |
| 2 | | 18mm |
| 3 | | 12mm |
| 4 | | 6mm |
| 5 | Surform file | Stanley |
| 6 | Carver's Mallet | |
| 7 | Beach wood mallet | |
| 8 | Smooth cut file | |
| 9 | Rough cut file | |
| 10 | Surform plane | Stanley |
| 11 | Surform plane plate | Stanley |
| 12 | Hand saw | |
| 13 | Tenon saw | |
| 14 | Fret saw frame | |
| 15 | Mini hacksaw | |
| 16 | Hacksaw | |
| 17 | Hacksaw blades | Dozens |
| 18 | Block plane | Stanley |
| 19 | Jack plane | Stanley |
| 20 | F. Clamp | |
| 21 | Bar Clamp | |
| 22 | Table vice | |
| 23 | Hand drill | Stanley |
| 24 | Twist drill pit A-G sizes | A, B, C, D, E, F, G |

| No | Item | Brand/Description |
|----|--------------------------------|-------------------------------|
| 25 | Claw harmer | |
| 26 | Carving tool set | |
| 27 | Inking roller | 63mm |
| 28 | | 101mm |
| 29 | | 6mm |
| 30 | Linoleum block cutting toolset | |
| 31 | Squeezes | Large |
| 32 | | Medium |
| 33 | | Small |
| 34 | Profilm cutting tools | |
| 35 | Paper cutting knives | |
| 36 | Poster pens | A sizes (13, 14, 15 & 16) |
| 37 | | B sizes (17, 18, 19 & 20) |
| 38 | | C associated pack of ten nips |
| 39 | Brush Pens | Dozen |
| 40 | Lettering Brushes | A 3.00mm |
| 41 | | B 4.50mm |
| 42 | | C 6.25mm |

MUSIC EQUIPMENT AND MATERIALS

| No | Item | Brand/Description |
|----|-------------------------|-------------------|
| 1 | Recorders | |
| 2 | Accoustic | |
| 3 | Xylephone | |
| 4 | Melodica | |
| 5 | Tuning Folk | |
| 6 | Keyboard | Yamaha |
| 7 | CD/DVD player | |
| 8 | Electric Guitar | |
| 9 | Electric Bass Guitar | |
| 10 | Electric Guitar strings | |
| 11 | Bass Guitar Strings | |
| 12 | Drum Kitset | |
| 13 | Bass Amplifier | |
| 14 | Lead Amplifier | |
| 15 | Guitar effects | |
| 16 | P.A System | |
| 17 | Wireless Mics | |
| 18 | Microphone | |
| 19 | Microphone stand | |
| 20 | Tambourine | |
| 21 | Ukulele | |
| 22 | Panpipe | |
| 23 | Wooden Drum | Large size |
| 24 | | Medium size |
| 25 | | Small size |

DANCE and DRAMA

| No | Item | Brand/Description |
|----|-------------------------|------------------------------------|
| 1 | Sewing machine | |
| 2 | Flood lights and Chords | Set |
| 3 | P.A System (mixer) | Yamaha |
| 4 | Speakers | Yamaha |
| 5 | Grass skirts | |
| 6 | Rattles | |
| 7 | Stencil Brushes | Dozen |
| 8 | Scissors | |
| 9 | Black Curtain | To be designed (stage performance) |

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Secondary Arts and Culture Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about students learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in the summative and national examinations at the end of the term, semester or a year. Furthermore, such an

assessment approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Arts and Culture can be obtained from the subject prescription handbook.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment event

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Competency Levels

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving a financial risk.

Improvisation

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

Specific Learning Outcomes

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

Key Learning Areas

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

Learner

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

Learning material

The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

General Learning Outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

Lesson

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

Outcomes-based

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

Period

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

Process skill

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

Programme of study

Detailed plan for teaching a course over a period of time.

Programme Planner

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scheme of work

Similar to a programme of study – usually linked to the syllabus.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

Sequence

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Strand year statement

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Strand theme statement

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Subject

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of a strand dealing with a particular topic within that strand.

Syllabus

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

Teaching material

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

Section 17. REFERENCES

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