

Theatre Arts

Upper Secondary

Syllabus



Papua New Guinea
Department of Education

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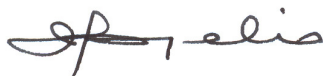
Secretary's message

This Theatre Arts syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary in Arts and provides a sound foundation for further learning.

The Upper Secondary Theatre Arts Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. Dance and drama are an important aspect of life in Papua New Guinea. The syllabus links to the National Education Plan's vision, which is that secondary education will enable students to achieve their individual potential to lead productive lives as members of the local, national and international communities.

Society is coming to an increasing awareness that involvement with the arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Education that includes the arts helps to develop people who are resilient, creative, versatile and self-assured.

I commend and approve this syllabus as the official curriculum for Theatre Arts to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



DR JOSEPH PAGELIO

Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades. The Theatre Arts syllabus prepares students for tertiary education or further pathways.

Lower Secondary Arts Strands	Lower Secondary Arts Units	Upper Secondary Theatre Arts Units
Arts appreciation Skills development Expressive communication	Visual Arts 1 Performing Arts 1 Visual Arts 2 Performing Arts 2 Visual Arts 3 Performing Arts 3 Integrated Arts	Creative Drama Creative Dance Creative Writing for Dance and Drama Producing Theatre Theatre Styles and Practices Development of Theatre Awareness Theatre

General Mathematics requires students to be competent in English. Students need to be able to read, write and speak English for research, report writing and written presentations.

Assessment is an important component of teaching for learning and is integrated into the learning and teaching activities of Theatre Arts. Continuous assessment in Theatre Arts provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In Theatre Arts, teachers will gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching and students' learning.

The syllabus builds on the Grade 9 and 10 Arts syllabus. It caters for students who have diverse dance and drama backgrounds or interests. It therefore attracts students with a formal dance or drama background as well as those with only informal experience.

This syllabus is designed to provide students with practical and creative opportunities to acquire skills, knowledge, understanding and experience at the highest level of complexity in the field of dance and drama. Through a practical and theoretical study of dance and drama, students are exposed to a wide range of theatrical experiences and stagecraft.

This syllabus outlines the strands and units for all students in Grades 11 and 12. The learning in Theatre Arts is more meaningful and interesting when students are engaged in practical and creative activities.

Theatre Arts is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

Rationale

Theatre is integral to child development at all levels and is found in oratory, rituals, ceremonies, and celebrations of traditional and contemporary world cultures. Theatre both expresses and is defined by the culture from which it emerges.

Theatrical works may be regarded as social and historical texts that make a vital contribution to individual, social, and cultural identity. Theatre has always been a part of Papua New Guinea's cultural life, as evident in the many performances enjoyed today.

Theatre has the capacity to motivate people to learn, have fun, enjoy and share each others' experiences through creativity, performances, analysis and criticism. It develops the talents and capacities—physical, emotional, intellectual, social, spiritual, creative and expressive—of all students, as well as developing self-confidence and self-esteem.

The skills and knowledge acquired through learning and participating in Theatre Arts may be further developed and employed in various professions, including theatre, media, communications and community cultural development. The syllabus provides continuity with many tertiary and industry courses and self-employment.

Aims

Theatre Arts aims to enable students to:

- develop skills and understandings that are transferable to a variety of community activities, careers, professions and creative industries
- value the range of cultural contexts in which theatre is created and practised in Papua New Guinea and internationally
- work individually and collectively, drawing on a variety of sources of stimulus to create dance and drama
- communicate and interpret meaning and relevance in Theatre Arts in relation to social and cultural settings
- facilitate the development of their physical, intellectual, social and emotional expressions
- recognise the importance of safety requirements in Theatre Arts.

Strands

The study of Theatre Arts includes the following strands:

- 'Appreciation'
- 'Organised production'
- 'History of theatre'
- 'Stagecraft'
- 'Creative industries'

Appreciation

This strand deals with the development of aesthetic understanding and appreciation through reflection on, and evaluation of, traditional, contemporary and modern song, dance and drama. It also deals with the students' communication of their responses to traditional, contemporary and modern song, dance and drama, through applying problem-solving and research skills. It is also about the acceptance of relevant ideas and norms by people other than students.

Organised production

This strand deals with the development of understanding of dance and drama in the cultural, social, political and economic life of local and global communities, past and present.

History of theatre

This strand deals with the development of traditional, contemporary and modern Papua New Guinean theatre, as well as theatre in the global community.

Stagecraft

This strand deals with students' exploration, generation, interpretation, and development of ideas, skills, and techniques in an on-stage and off-stage role. By experimenting, rehearsing, collaborating, evaluating, refining and applying, each student develops the ability to create and present ideas for new or established works.

Creative industries

This strand deals with being able to understand and use the learnt and acquired skills—in creative industries in the community, private and business sectors, TV and film scriptwriting, radio programs and so on.

Learning outcomes

The Theatre Arts learning outcomes listed below identify the knowledge, skills, values and attitudes that all students achieve or demonstrate at the end of Grade 12.

Students can:

1. demonstrate an understanding of performance styles, traditions and practices in Papua New Guinea and other countries
2. communicate creative ideas through dance
3. communicate creative ideas through drama
4. explore the imagination and demonstrate an ability to use it in various writing and performance activities
5. explore and use the body and the voice in the creation of dance and drama
6. demonstrate an understanding of the variety of theatre genres in the world
7. demonstrate an ability to work independently and collaboratively in dance and drama.

Learning outcomes mapped against units							
Learning outcomes	Units						
	11.1	11.2	11.3	11.4	12.1	12.2	12.3
1. Demonstrate an understanding of performance styles, traditions and practices in Papua New Guinea and other countries					✓	✓	
2. Communicate creative ideas through dance		✓	✓	✓			✓
3. Communicate creative ideas through drama	✓		✓	✓			✓
4. Explore the imagination and demonstrate an ability to use it in various writing and performance activities			✓				✓
5. Explore and use the body and the voice in the creation of dance and drama		✓		✓			✓
6. Demonstrate an understanding of the variety of theatre genres in the world						✓	
7. Demonstrate an ability to work independently and collaboratively in dance and drama	✓	✓	✓	✓	✓	✓	✓

Unit sequence and content

The content for the Theatre Arts syllabus is organised into units and topics.

Grade 11 units	Grade 12 units
<p>11.1 Creative Drama <i>10 weeks</i></p> <ul style="list-style-type: none"> • Creative drama • Exploring drama • Creating a drama <p>11.2 Creative Dance <i>10 weeks</i></p> <ul style="list-style-type: none"> • Creative movement • Exploring dance • Creating a dance <p>11.3 Creative Writing for Dance and Drama <i>10 weeks</i></p> <ul style="list-style-type: none"> • Writing the imagination • Writing freely • Writing stories • Telling stories • Dramatising stories <p>11.4 Producing Theatre <i>10 weeks</i></p> <ul style="list-style-type: none"> • Producing theatre • Production development • Performance • Compiling a portfolio 	<p>12.1 Theatre Styles and Practices <i>10 weeks</i></p> <ul style="list-style-type: none"> • Theatre genres • Theatre genres in other countries • Select and perform at least two theatre genres <p>12.2 Development of Theatre <i>10 weeks</i></p> <ul style="list-style-type: none"> • Greek and Shakespearean theatre • Papua New Guinea playwrights <p>12.3 Awareness Theatre <i>10 weeks</i></p> <ul style="list-style-type: none"> • Exploring issues for awareness theatre • Selecting and writing scripts • Performing awareness plays

Grade 11 units

11.1 Creative Drama

10 weeks

In this unit, students use the elements, techniques, and conventions of drama to discover how meaning is shaped and communicated. They work with the elements of role, time and space, action, tension and focus, and become increasingly skilled in using techniques of voice, facial expression, gesture and movement to explore a range of roles and situations. They use such conventions as narration, freeze-frame images and mimed activity to extend and deepen their experience of drama.

Learning outcomes

Students can:

1. investigate performance styles, traditions and practices in Papua New Guinea and other countries
3. communicate creative ideas through drama
5. explore and use the body and the voice in the creation of dance and drama
7. demonstrate an ability to work independently and collaboratively in dance and drama.

Content

Students acquire knowledge and skills to achieve the learning outcomes through the learning and teaching of this content.

Creative drama

- developing and identifying skills in role-playing

Exploring drama

- using improvisation skills in drama

Creating a drama

- selecting, researching, preparing and performing a class drama using student writing
 - traditional drama
 - contemporary drama
- applying basic stagecraft to develop drama.

11.2 Creative Dance

10 weeks

In this unit, students use dance as an expressive movement in which the body is used to express ideas, thoughts and feelings. It is an essential component of artistic, aesthetic and cultural education and develops creativity potential through physical, non-verbal expression.

Learning outcomes

Students can:

2. communicate creative ideas through dance
5. explore and use the body and the voice in the creation of dance and drama
7. demonstrate an ability to work independently and collaboratively in dance and drama.

Content

Students acquire knowledge and skills to achieve the learning outcomes through the learning and teaching of this content.

Creative movement

- demonstrate movement exercises: warm up, warm down

Exploring dance

- improvise and create dance movements

Creating a dance

- select, research and perform traditional or contemporary movement sequences using student writing
- apply and demonstrate understanding of basic choreography to develop dance
- compare and identify various forms of choreographic techniques.

11.3 Creative Writing for Dance and Drama

10 weeks

In this unit, students imagine, create and write pieces for dance and drama. They share thoughts, ideas and feelings using oral and written or reading skills in their performances. The students relate to traditional images and cultural heritage and use these as a stimulus for their creative writing.

Learning outcomes

Students can:

2. communicate creative ideas through dance
3. communicate creative ideas through drama
4. explore the imagination and demonstrate an ability to use it in various writing and performance activities
7. demonstrate an ability to work independently and collaboratively in dance and drama.

To achieve the learning outcomes, students:

- use their imagination to write original pieces
- research and use legends, poems and chants common throughout Papua New Guinea as a stimulus for creative writing
- create oral and written responses to traditional images.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Writing the imagination

- create oral and written responses to visual images; for example:
 - a dead tree
 - carving
 - photograph
 - a collage of images

Writing freely

- explore and identify images in chants, poems and songs
- apply imagination by responding in writing to given stimuli

Writing stories

- demonstrate understanding of imagination in stories, legends and myths
- apply imagination in writing stories

Telling stories

- demonstrate research skills in collecting traditional stories

- identify traditional stories in storytelling

Dramatising stories

- read stories to communicate ideas and imagination through dramatising stories in groups

11.4 Producing Theatre

10 weeks

In this unit, students rehearse and present dance and drama through informal sharing of work and through structured presentations that involve sophisticated dramatic processes. They view a live dance and drama; experience drama on radio, film and television; and develop skills of interpretation and critical analysis.

Learning outcomes

Students can:

2. communicate creative ideas through dance
3. communicate creative ideas through drama
5. explore and use the body and the voice in the creation of dance and drama
7. demonstrate an ability to work independently and collaboratively in dance and drama.

To achieve the learning outcomes, students:

- write a play for production, or create a dance for performance
- rehearse and perform a drama or dance
- compile a portfolio of their work.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Producing theatre

- select a dance or script a drama for production
- identify, in drama:
 - plot
 - climax
 - character
 - setting
 - theme

Production development

- identify and demonstrate understanding of the following in a production:
 - costuming
 - lighting
 - front of house

Performance

- rehearse and perform; for example:

- class drama
- school drama
- community touring drama
- a dance

Compiling a portfolio

- select and collect own writings including sketches, drafts and so on
- design, layout and compile own writings
- print, publish, sell or display works.

Grade 12 units

12.1 Theatre Styles and Practices

10 weeks

In this unit, students study aspects of theatre styles, focusing on contemporary and traditional theatre. Students learn the content of this unit through research, observing, listening, reading and writing.

Learning outcomes

Students can:

1. investigate performance styles, traditions and practices in Papua New Guinea and other countries
7. demonstrate an ability to work independently and collaboratively in dance and drama content.

To achieve the learning outcomes, students:

- research, discuss and demonstrate understanding of the history of Papua New Guinea's traditional and contemporary theatre
- identify examples of Papua New Guinean sacred theatre
- identify examples of Papua New Guinean secular theatre
- read and review a Papua New Guinean-based play
- demonstrate an understanding of different theatre genres
- participate in performances of different genres.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Theatre genres

- different types of theatre genres in Papua New Guinea
- Papua New Guinean theatre
 - origins and sources of theatre
 - sacred theatre
 - secular theatre
 - contemporary theatre

Theatre genres in other countries

- European genres such as
 - tragedy
 - comedy
 - opera
 - pantomime
 - morality plays

- Asian genres such as
 - Japanese kabuki theatre
 - Chinese opera
 - Indian Bollywood
 - puppetry

Select and perform at least two different theatre genres

- one from Papua New Guinea
- one from another country.

12.2 Development of Theatre

10 weeks

In this unit, students can gain a basic understanding of growth and development of theatre through the ages. The unit emphasises the development of research and interpretation skills, as well as analysing and evaluation of plays.

Learning outcomes

Students can:

1. investigate performance styles, traditions and practices in Papua New Guinea and other countries
6. demonstrate an understanding of the variety of theatre genres in the world
7. demonstrate an ability to work independently and collaboratively in dance and drama.

To achieve the learning outcomes, students:

- demonstrate knowledge of the importance of theatre history, both local and international
- analyse and evaluate selected plays
- compare and contrast Papua New Guinean plays with other recognised plays
- demonstrate knowledge of the development of theatre in Papua New Guinea
- read excerpts from Papua New Guinean plays and other notable plays.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Greek and Shakespearean theatre

- demonstrate an understanding of the history of western theatre including Greek and Shakespearean theatre

Shakespeare

- playwright history
- importance to contemporary theatre
- examples of Shakespeare's plays; for example, from the
 - comedies
 - tragedies
 - problem plays
- perform selected acts from Shakespearean plays

Papua New Guinean playwrights

- playwrights' histories

- importance to Papua New Guinea's contemporary theatre
- examples of Papua New Guinean plays; such as
 - tragedies
 - satires
- perform selected acts from Papua New Guinean plays.

12.3 Awareness Theatre

10 weeks

Students study aspects of theatre styles in Awareness Theatre. The planning and interpretation in Awareness Theatre is based on issues affecting the students themselves. The students then incorporate these issues into scripts. This unit is assessed using a written script and a performance of 'awareness theatre'.

Learning outcomes

Students can:

2. communicate creative ideas through dance
3. communicate creative ideas through drama
4. explore the imagination and demonstrate an ability to use it in various writing and performance activities
5. explore and use the body and the voice in the creation of dance and drama
7. demonstrate an ability to work independently and collaboratively in dance and drama.

Content

Students acquire knowledge and skills to achieve the learning outcomes through the learning and teaching of this content.

Exploring issues for awareness theatre

- identify and discuss examples of awareness theatre in Papua New Guinea
- research, analyse and demonstrate an understanding of (for example):
 - environmental issues
 - health issues
 - social issues
 - political issues
 - economic issues

Selecting and writing scripts

- write or select a script on awareness issues

Performing awareness plays

- rehearse and perform awareness plays
- evaluate performance.

Assessment components, weightings and tasks

The internal assessment mark for Theatre Arts is to be based on the Grade 11–12 syllabus only. Final assessment must be based on a range and balance of the assessment components detailed below.

Components, weightings and tasks for Grades 11 and 12 units

Component	Weighting	Tasks
Written paper	25%	These may include multiple-choice items, short answers and extended responses; that is, essays, tests, assignments, reports, research papers and examinations
Writing	25%	These can include portfolios, publications, scripts, reports, electronic media presentations; and products such as videos, costumes, stage sets These tasks are designed to test for creativity, teamwork, confidence, research skills and presentation skills. Close monitoring of student progress is important. Should include group-based tasks, although it may incorporate individual elements in the reporting phase
Solo performances	25%	Practical performances to assess originality, confidence, creativity and presentation techniques; for example, stage directions, body positions, dance techniques, voice, mood, characterisation, gestures, blocking, interaction with the audience
Group performances	25%	
Marks	300	

Assessment and certification

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Teaching and learning using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes, using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in Theatre Arts

A student's achievement in Theatre Arts at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately after the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in Theatre Arts will be internally assessed. Successful completion of the subject will be recorded on the national certificate.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Theatre Arts the internal assessment marks will provide a summation of each student's achievements in Grades 11 and 12. The assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 18. A variety of

tasks gives students the opportunity to demonstrate all the learning outcomes in different ways.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Certification

Candidates will be awarded the national certificate only if they meet all requirements for internal assessment. Eligibility rules for the award of certificates are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.