

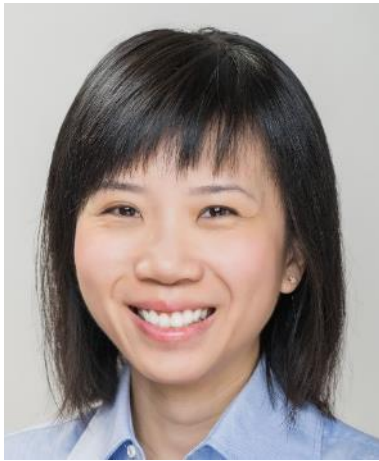
Haig Girls' School

P1 Curriculum Briefing

Aesthetics Department



Our People (Music & Art Teams)



HOD/Aesthetics
Ms Lynne Huang



Music Teacher
Ms Long Peizhen



Music Coordinator
Ms Esther Cheah



Lead Teacher/Art
Mdm Anwara Khatun



Art Coordinator
Mdm Salinah Misri



Art Teacher
Mdm Syazwani Samure

Our philosophy and beliefs



Value of Arts Education

- The arts as a unique vehicle for:
 - Developing creativity and personal voice
 - Exploring multiple perspectives
 - Cultivating multi-literacies: distinctive ways of seeing, feeling and knowing the world
- Enhancing engaged learning, developing pupil confidence



HGS Learning Outcomes

Communication skills:

Students will be able to articulate thoughts and ideas clearly and confidently through art/music presentations.

- Stimulate creative and critical thinking through developing pupils' visual/aural skills
- Informed appreciation of art and music
- Give students a personal voice



HGS Learning Outcomes

Interpersonal and Collaborative skills:

Students will be able to demonstrate ability to work effectively in groups; to have the flexibility and willingness in making necessary compromises to accomplish a common goal.

- Character Education



HGS Learning Outcomes

Civic and Social Responsibility:

Students will have a strong sense of civic responsibility, and informed about Singapore and the world.

- Cultural rootedness
- Cross-cultural awareness
- Citizenship Education



HGS Learning for Life Programme

Character and Leadership through the Performing and Visual Arts

LLP outcomes:

1. Cultivate informed appreciation of the performing and visual arts of different cultures
2. Develop creative expression
3. Integrating the arts into curriculum



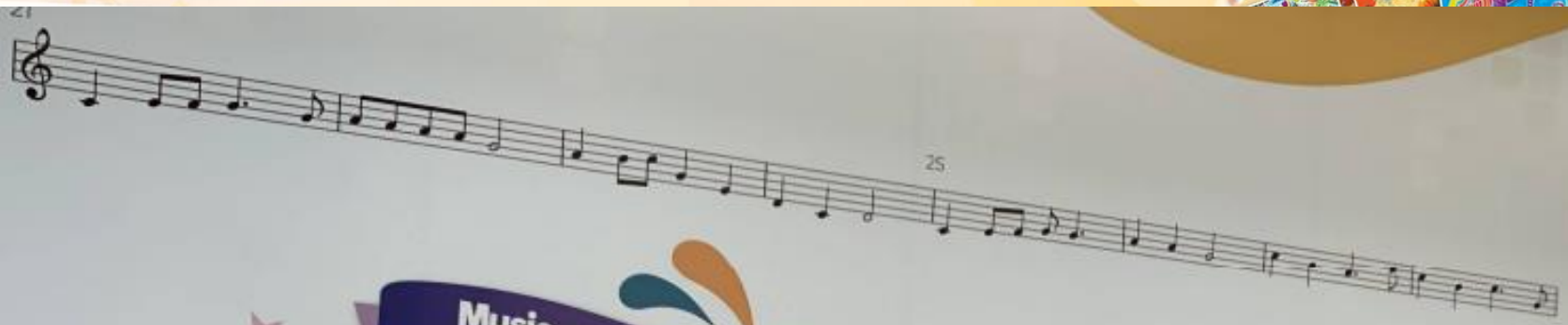
Infrastructure supporting Arts Education in HGS

- 3 Art Rooms
- 2 Art Galleries
- 1 Art Learning Space
- 2 Music Rooms
- 1 Performing Art Studio
- 1 Music Learning Space



Space





Music and Science

LET'S EXPLORE!

Energy is required to enable sound to be produced. There are different forms of energy and they can be converted from one form to another.

Kinetic energy of hand + mallet



Sound is a form of energy. It is produced by vibrations. These vibrations are passed on from one point to another, creating sound waves which travel through mediums before reaching our ears.

As these vibrations travel to our ears, they are converted into electrical signals or messages that our brain can understand.

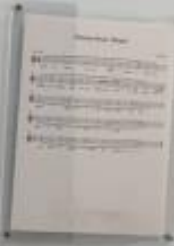
What happens when you strike the resonator bars with the mallet?

Potential energy of hand + mallet



Kinetic energy of resonator bars

The resonator bars vibrate, which in turn produces vibrations in the air. These vibrations are passed on, until the ear drum vibrates. This is heard as sound.



Try playing this music score on the resonator bars! What other songs can you play?



Do you know the energy and role of resonator bars can affect the quality of sound produced?

The resonator bar is normally designed as a solid bar and is made of a material that can vibrate. When the bar is struck, it will vibrate. The bar will vibrate at a certain frequency and will produce a sound of a certain pitch. The sound of the bar will depend on the length, thickness, and material of the bar.

How is sound produced by music instruments?

Vibrations are transmitted from the vibrating source through the medium to the receiver (the person who hears the sound). In musical instruments, sound is produced by the vibrating parts.



When we hit the drum, the membrane at the top of the drum vibrates and produces sound.

So when we strike the resonator bars, they vibrate and produce sound.

How is sound produced in these instruments? Can you match the picture correctly?



Arts and Science Museum

Music and Art

Music and art have always been closely intertwined. Musicians have composed music that has inspired by great works of art, and artists have likewise created art that was inspired by the beautiful music that they have heard. Through the centuries, the relationship between music and visual arts have evolved together. Let's find out more!

Music that inspired Artworks

Look at these four abstract artworks are connected. They were all inspired by the same piece of music. The one artist began...



Artworks that inspired Music

Check out these works of great artists who were inspired by music.



Virtual Arts Centre



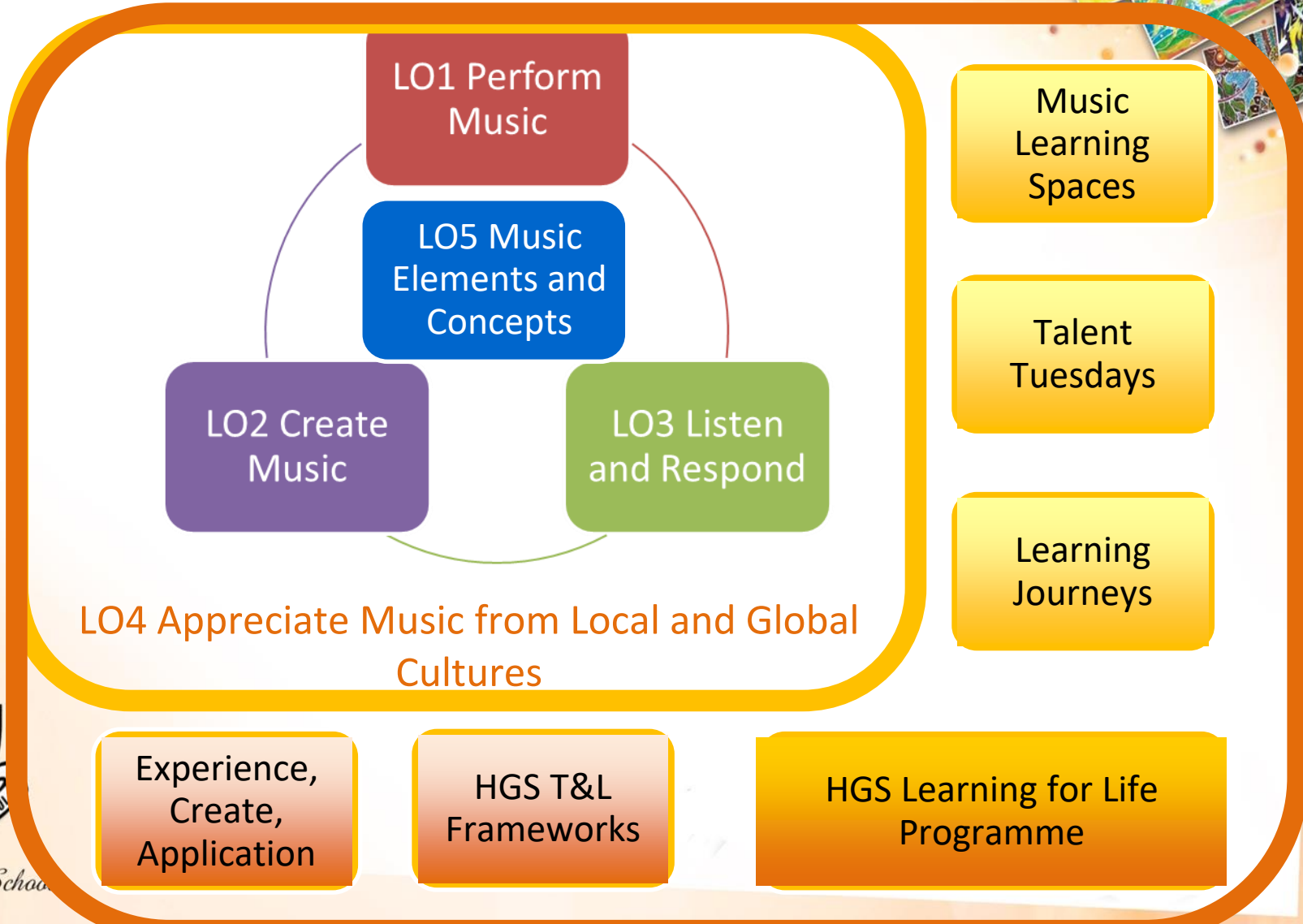




Music Department



HGS' Music Curriculum







Overview of 6 years

Level	Theme	Instruments / Other Remarks
P1	Music and Movement – Sound before Sight	Classroom instruments
P2	Music around the World – Why do we make music?	Handbells
P3	Music in Singapore – What is Singapore Music?	Gamelan
P4	Music as a Language – TIMEOUT Soundscapes	Recorder Digital Music: GarageBand
P5	Music and its Influence – Orchestra, Adverts, Film Music	Learning Journey: VCH (stopped during Covid period)
P6	My/Our Story through Music –	Ukelele



How Will You Know Your Child Has Learnt?

- Purpose and Mode of Assessment in Music



PURPOSE OF ASSESSMENT IN MUSIC

Although music is a non-examinable subject at the primary level, assessment in music is important to provide feedback to the various stakeholders:

1. To **celebrate** what students can do and have achieved in music

2. To **support** and **improve** the teaching and **learning** of knowledge, skills and values delineated in this syllabus

3. To promote **continuous students' growth** and learning in music



How will you know your child has learnt?

HDP 3-scale descriptors: Beginning, Developing and Competent



LO1 Perform Music

LO5 Music Elements and Concepts

LO2 Create Music

LO3 Listen and Respond

LO4 Appreciate Music from Local and Global Cultures





Art Department



2018 Revised Primary Art Syllabus

BRIEFING FOR PARENTS OF PRIMARY 1 STUDENTS



Ministry of Education
SINGAPORE



Integrity, the Foundation • People, our Focus • Learning, our Passion • Excellence, our Pursuit



OVERVIEW

1. Visions of Art and Art Education

- Desired Outcomes of Education
- Aims of Art Education in Singapore Schools
- The Primary Art Syllabus Framework

2. What Will Your Child Learn in Art?

- Key Learning Content & Experiences in Art

3. How Will Your Child Learn Art?

- The Art Classroom of Today

4. How Will You Know Your Child Has learnt?

- Purpose and Mode of Assessment in Art

5. How Can You Support Your Child?



Primary art syllabus framework

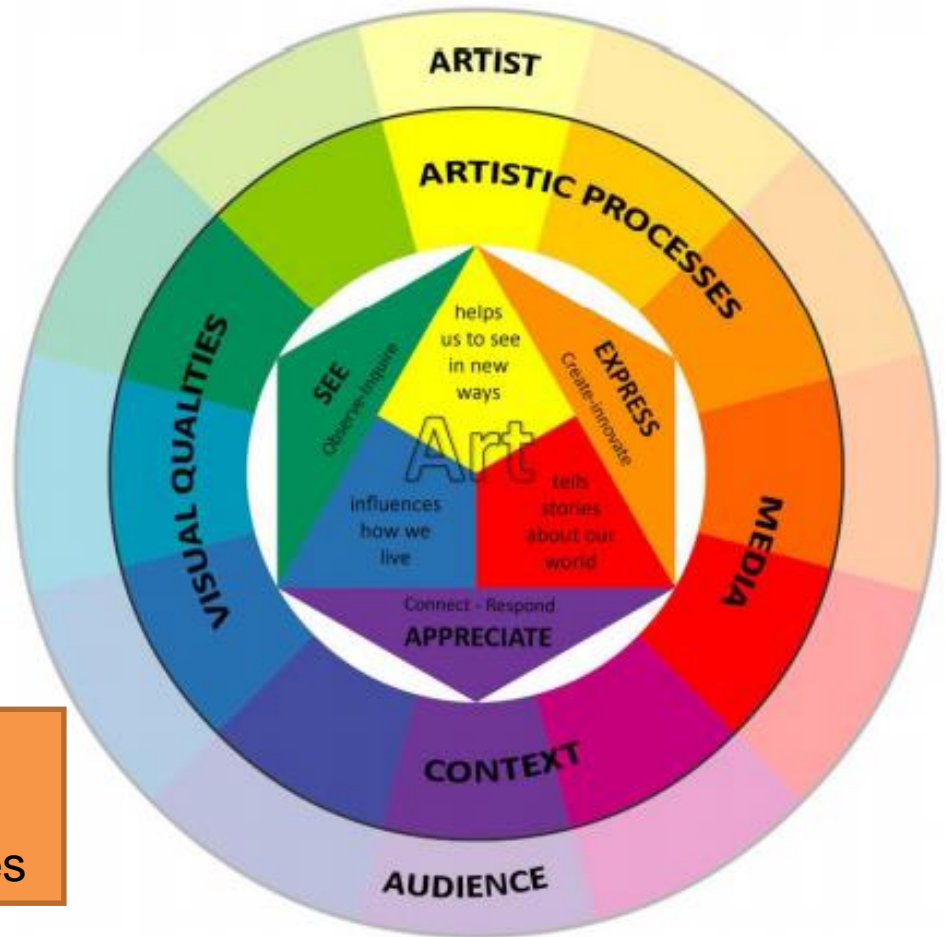
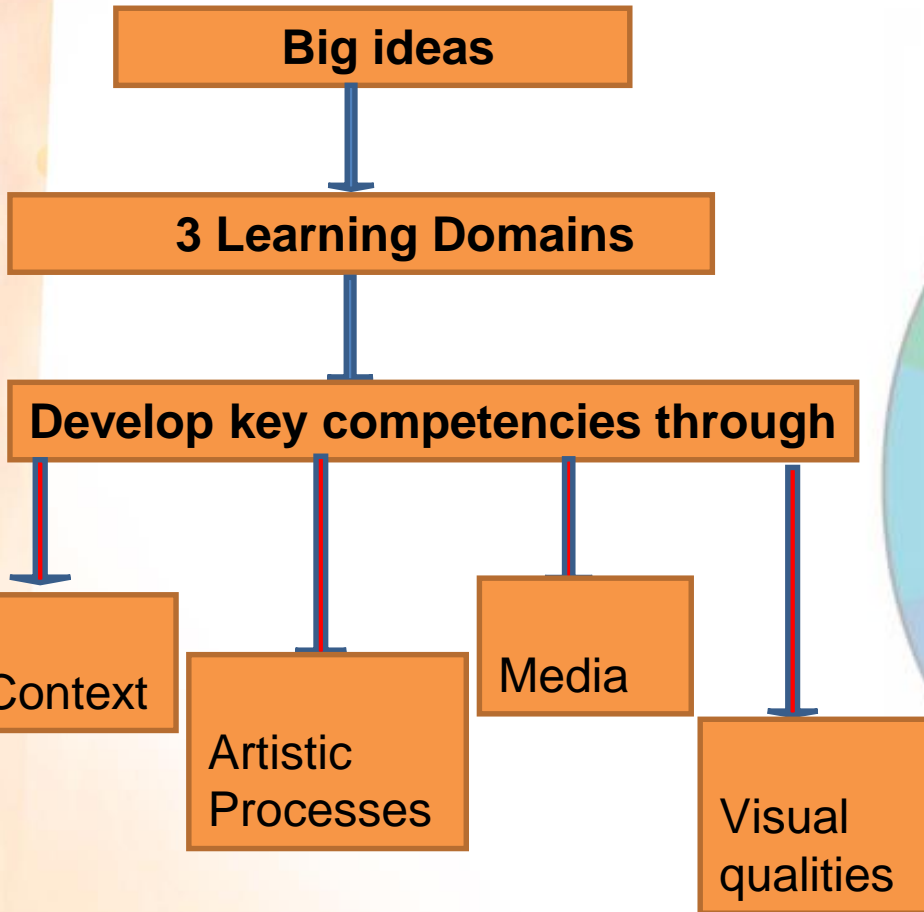


Figure 4: Primary Art Syllabus Framework

Active Artists and Informed audiences





1

Visions of Art and Art Education

- Desired Outcomes of Education
- Aims of Art Education in Singapore Schools
- The Primary Art Syllabus Framework



DESIRED OUTCOMES OF EDUCATION IN SINGAPORE SCHOOLS

Bring out the BEST in every CHILD

Art will contribute to the development of



A CONFIDENT PERSON

who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively

A SELF-DIRECTED LEARNER

who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;

AN ACTIVE CONTRIBUTOR

who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;

A CONCERNED CITIZEN

who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

AIMS OF **ART** EDUCATION IN SINGAPORE SCHOOLS

Art education in our schools aims to enable **every child to enjoy art, communicate visually and make meaning through connecting** with society and culture.



JC 1 - 2

Secondary 1 - 4

Primary 1 - 6

Acquiring strong foundation,
discovering interests and
strengths at primary level

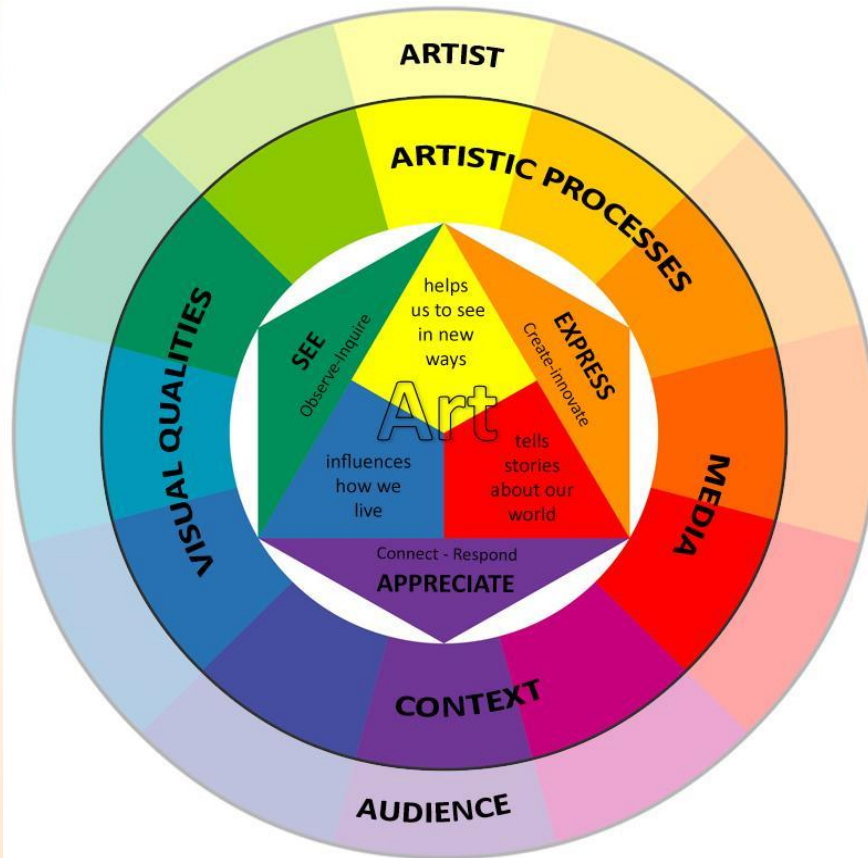
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What Will Your Child Learn In Art?

- Key Learning Content and Experiences in Art @ Haig Girls' School



KEY LEARNING CONTENT AND EXPERIENCES IN ART



4 KEY LEARNING CONTENT COMPONENTS:

1. Context
2. Artistic Processes
3. Visual Qualities
4. Media



KEY LEARNING CONTENT AND EXPERIENCES IN ART

Artistic Processes

Six key elements namely *Inspiration, Imagination, Experimentation, Materiality, Emotion and Presentation*, collectively represent the artistic processes that take place seamlessly in art making and art discussion.



KEY LEARNING CONTENT AND EXPERIENCES IN ART

Visual Qualities

Students will learn to use elements of art and principles of design in their artwork to communicate their ideas and intentions:

Elements of Art	Principles of Design
Dot, Line, Shape, Form, Colour, Texture, Space, Tone	Scale, Variety, Balance, Contrast, Rhythm, Harmony, Dominance, Proportion, Pattern/Repetition





KEY LEARNING CONTENT AND EXPERIENCES IN ART

Level	Studio Practice	Level	Studio Practice	Level	Studio Practice
P1	<ul style="list-style-type: none">- Drawing- Digital Artwork- Design- Mixed Media- 3-D Art	P3	<ul style="list-style-type: none">- Drawing- Painting- Digital Artwork- Batik Painting- Design- Mixed Media	P5	<ul style="list-style-type: none">- Drawing- Painting- Design- Relief- Mixed Media- Digital Artwork
P2	<ul style="list-style-type: none">- Drawing- Painting- Digital Artwork- Design- Ceramics- 3-D Art	P4	<ul style="list-style-type: none">- Drawing- Painting- Print-making- Mixed Media- Installation- Abstract Art	P6	<ul style="list-style-type: none">- Drawing- Painting- Design- Ceramics

Media

Through the six years of art education in primary school, all students will be exposed but not limited to a range of basic art tools and materials associated with art forms to create artworks that communicate their ideas.

KEY LEARNING CONTENT AND EXPERIENCES IN ART

CORE LEARNING EXPERIENCES

In this revised Primary Art Syllabus, there are **3 core learning experiences** that are designed to enable a more inclusive and authentic art learning experience for students across all primary schools in Singapore and to bring about shared memories of their art learning experiences.



Primary
1 - 6



Primary
4



Primary
1 - 6

KEY LEARNING CONTENT AND EXPERIENCES IN ART



Primary
1 - 6



KEY LEARNING CONTENT AND EXPERIENCES IN ART



**Primary
1 - 6**



3

How Will Your Child Learn Art?

- The Art classroom of today



Inquiry-based Lessons

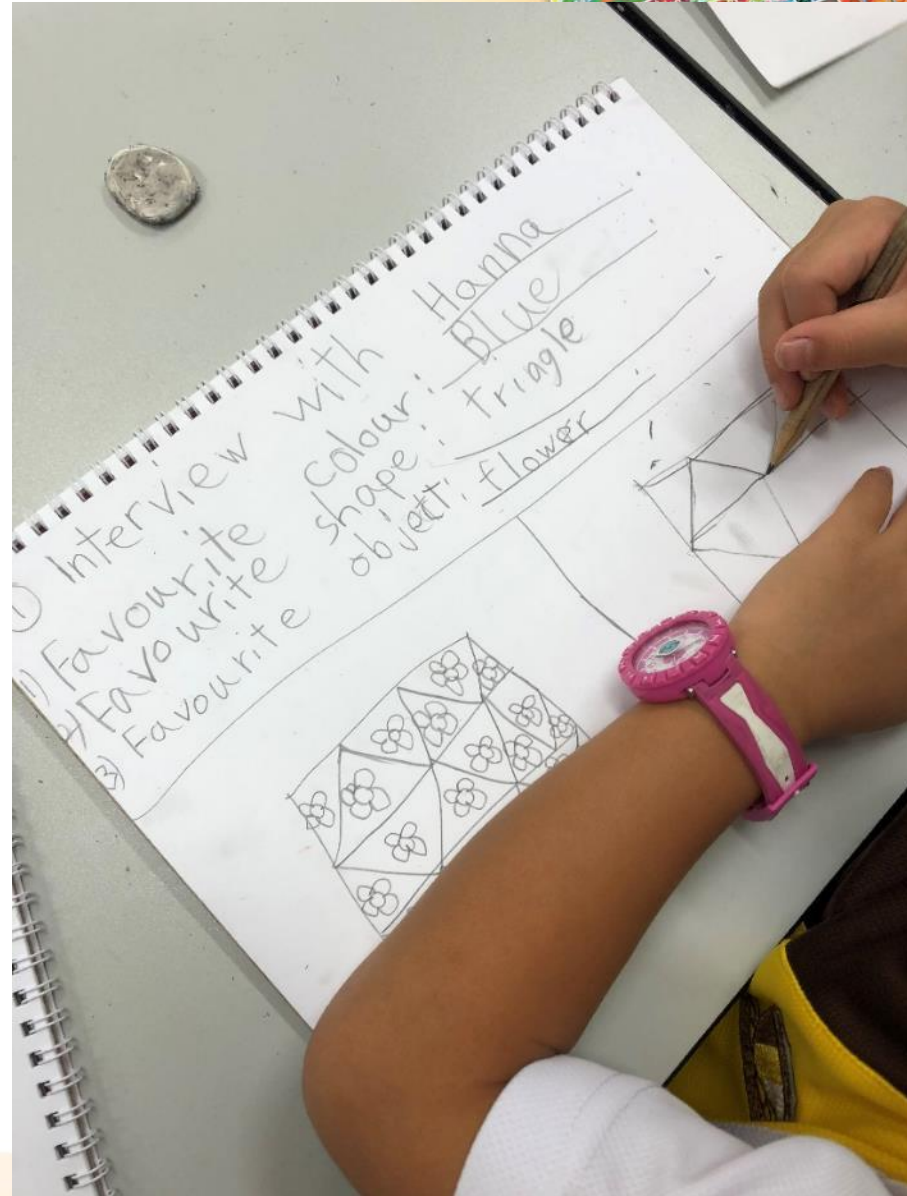
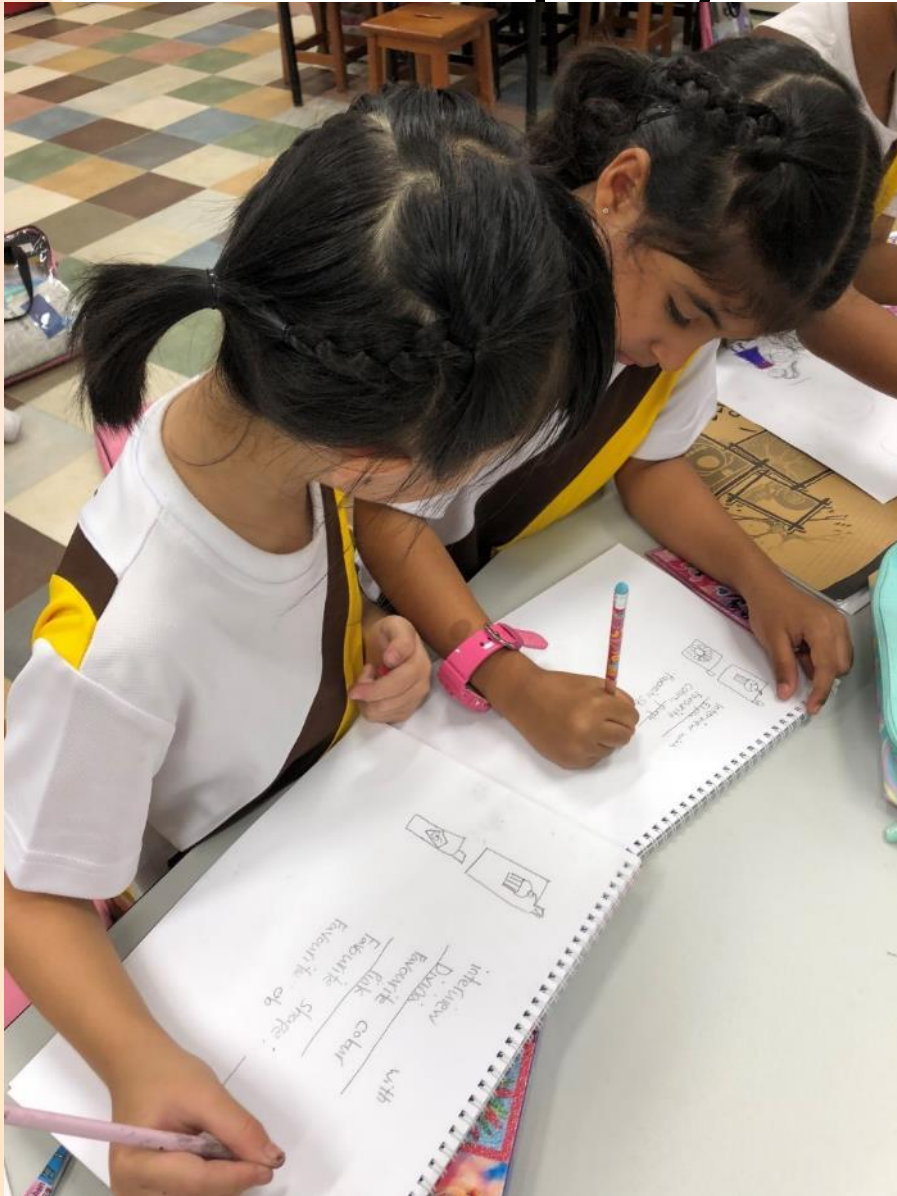


LEARNING ART THROUGH INQUIRY

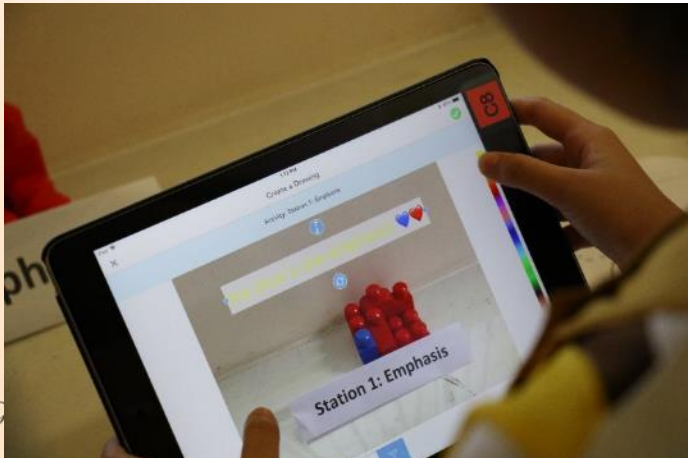
Good art inspires and touches the lives of others in profound ways.
Learn to make art that is meaningful to yourself and others.



Inquiry-based Lessons



Inquiry-based Lessons



4

How Will You Know Your Child Has Learnt?

- Purpose and Mode of Assessment in Art



PURPOSE OF ASSESSMENT IN ART

Although art is a non-examinable subject at the primary level, assessment in art is important to provide feedback to the various stakeholders:

1. To **celebrate** what students can do and have achieved in art

2. To **identify** students' strengths and areas for improvements so that they know what to do to improve

3. To **support** and **improve** the teaching and **learning** of knowledge, skills and values delineated in this syllabus

4. To promote **continuous students' growth** and learning in art

5. To **inform placement** beyond primary school



Key Competencies

(unpacked into Learning Outcomes)



Key Stage 1	Key Stage 2	Key Stage 3
Learning Outcomes Primary 1-2	Learning Outcomes Primary 3-4	Learning Outcomes Primary 5-6
<p>LO1: Identify simple visual qualities in what they see around them</p> <p>LO2: Ask questions about what they see</p> <p>LO3: Draw from their imagination and observation</p>	<p>LO1: Distinguish the visual qualities in what they see</p> <p>LO2: Ask questions and gather information to make meaning of what they see</p> <p>LO3: Draw from their observation and experience</p>	<p>LO1: Gather information and make informed links between the use of visual qualities and intentions</p> <p>LO2: Draw from observing visuals and the world around them to record ideas for their art making</p>
<p>LO4: Play with a variety of materials and tools to make art</p> <p>LO5: Share their imagination, thoughts and feelings through art making</p>	<p>LO4: Explore and discover different ways to use materials and tools to make art individually and with others</p> <p>LO5: Present their own ideas and consider others' ideas in artworks and through art making</p>	<p>LO3: Experiment with alternative ways to use materials and tools to make art individually and with others</p> <p>LO4: Discuss the intentions of their own artworks and interpret those of others</p>
<p>LO6: Show interest in looking at a variety of artworks</p> <p>LO7: Talk about what they see, feel and experience using art vocabulary</p>	<p>LO6: Demonstrate eagerness to find out more about art</p> <p>LO7: Share their artworks, intentions and art making processes with others</p> <p>LO8: Talk about Singapore and international artworks and artists</p>	<p>LO5: Take pride in their own art making</p> <p>LO6: Respect others' artworks, intentions and perspectives</p> <p>LO7: Discuss and relate Singapore and international artworks and artists to their own experiences</p>



Key Stage 1

Learning Outcomes

Primary 1-2

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation

LO4: Play with a variety of materials and tools to make art

LO5: Share their imagination, thoughts and feelings through art making

LO6: Show interest in looking at a variety of artworks

LO7: Talk about what they see, feel and experience using art vocabulary

Key Competencies

(unpacked into Learning Outcomes (LO))



LO1: Identify simple visual qualities in what they see around us

Domain: SEE

Competencies: Observe-Inquire

a Elements of Art

b Principles of Design

LO4: Play with a variety of materials and tools to make art

Domain: EXPRESS

Competencies: Create-Innovate

a Use of colouring materials

b Use of adhesives and scissors

c Use of other materials

d Use of ICT tools

LO7: Talk about what they see, feel and experience using art vocabulary

Domain: Appreciate

Competencies: Connect-Respond

a Use art vocab to describe own work (written/verbal)

b Use art vocab to describe peers' work (written/verbal)

3 bands for each Learning Objective (LO)



Bands

LO1: Identify simple visual qualities in what they see around us Domain: SEE Competencies: Observe-Inquire		Beginning	Developing	Competent
a	Elements of Art	Students minimally describes simple visual qualities in what she sees	Students describes and make inferences of the simple visual qualities she sees	Students observes closely and effectively explains the visual qualities she sees
b	Principles of Design			



MODE OF ASSESSMENT IN ART

Portfolio is the main mode of assessment in all primary school.

A portfolio always includes reflection

Students will engage in recalling, thinking and sharing what they have learnt from the experiences



A portfolio is as much a process as a product

Students will engage in collecting items in their portfolio and use the items in the portfolio to engage in discussion with their classmates and teacher to share their ideas or improve on their art.

A portfolio tells one student's story

Contains both work in progress and final artworks that students select to show and tell ideas that are meaningful to them.

For example:

Documentation of process e.g. Sketches, Photographs, Visual journals, Written ideas
Documentation of Presentation e.g. Artist talk; Show-and-tell; Exhibition, Reflections

MODE OF ASSESSMENT IN ART

What we look for when assessing students' learning progress / development in art:






Criteria	Description
Personal Response	Make art to share imagination, ideas and experiences, talk about what they see around them using art vocabulary
Use of tools and materials	Demonstrate understanding of the characteristics and ways tools and materials can be used for in art making
Use of visual qualities	Make use of elements of art and principles of design in art making
Response to cultural and historical heritage	Identify key local artworks and talk about the works in Singapore context

What goes into the portfolio?

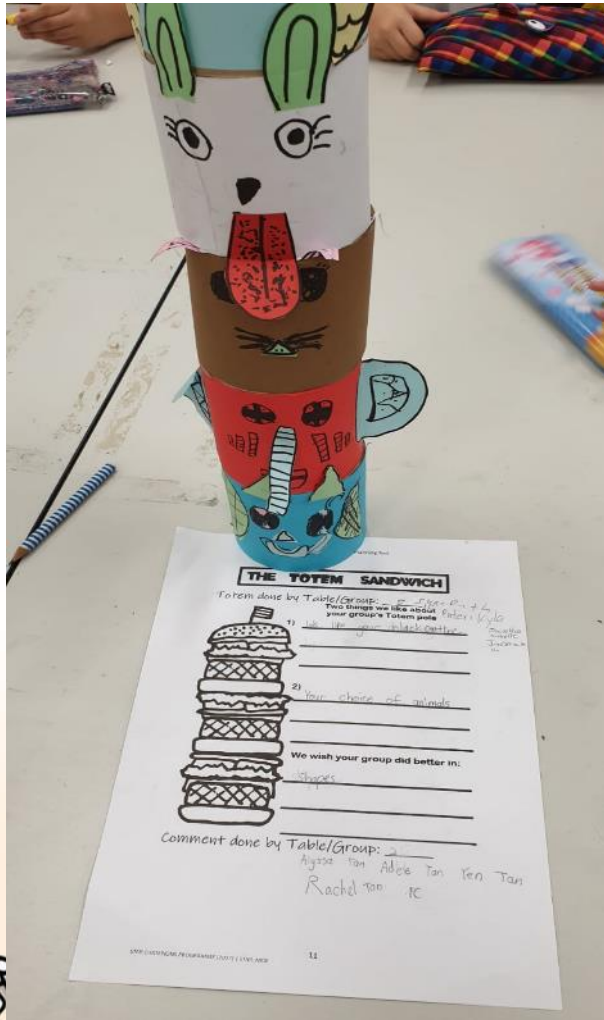
Primary 1 Art Rubric (Self-assessment)

Title: Drawing Module - Mark making (Still life)

Criteria	 Beginning	 Developing	 Competent
Elements of art and principles of design <ul style="list-style-type: none"> • Marks • Space 	<ul style="list-style-type: none"> • I have made 1-2 different types of marks. • I need to make better use of the space by drawing my object bigger and filling the background with more marks. 	<ul style="list-style-type: none"> • I have made 3-4 different types of marks. • I have made good use of the space by drawing my object big and filling most of the background with many details. 	<ul style="list-style-type: none"> • I have made more than 4 different types of marks. • I have made very good use of the space by drawing my object big and filling up all the background with a lot of interesting details.
Draw from imagination	<ul style="list-style-type: none"> * My background lacks details. 	<ul style="list-style-type: none"> *My background has some details. 	<ul style="list-style-type: none"> *My background has interesting details.
Use of mediums <ul style="list-style-type: none"> • Marker • Oil pastels • Chalk pastels 	<ul style="list-style-type: none"> • I need a lot of help on the proper use of the materials. <p>The medium that I need most help with is: _____</p>	<ul style="list-style-type: none"> • I used the materials appropriately with little help. <p>The medium that I need most help with is: _____</p>	<ul style="list-style-type: none"> • I used the materials appropriately. <p>The medium that I need most help with is: _____</p>



Samples of work



c) What make you happy when you do?
What is some difficult things?

b) think:

- 1) I think they used flowers because they need it for the hair.
- 2) I think they used cucumber for thier neck.

c) wonder:

- 1) How do you put flowers and fruits for the body parts.
- 2) Have you faced any challenges?





5

How Can You Support Your Child?



PARENTS AS PARTNERS IN ART EDUCATION

The parent-teacher partnership is an on-going, collaborative effort to ensure that your child receives a quality art education in which your child's potential and talents are fully maximised.

What you can do?

- encourage your child to talk about his/her experiences, express his/her thoughts and feelings and explain how he/she solves problems and overcomes challenges
- encourage your child to present their art portfolio to you and give them two stars (for things you like) and a wish (on an area you hope your child can explore).
- take time to engage your child in play/art making together



PARENTS AS PARTNERS IN ART EDUCATION



The parent-teacher partnership is an on-going, collaborative effort to ensure that your child receives a quality art education in which your child's potential and talents are fully maximised.

What you can do?

- understand that your child is naturally curious and encourage your child to explore and ask questions
- refrain from judging when your child shows you his/her art.
- tell your child how happy you are to see his/her art and how it makes you feel. Encourage him/her to keep creating art that he/she loves.
- Where possible, bring your child to visit local art exhibitions/art shows or go on a sculpture walk to gather new ideas and be inspired!

Name: _____ Class: ___ / ___

What's in my ART BAG: Lower Primary

Must have:

1. 2B pencil and eraser
2. Drawing block papers
3. Construction papers
4. Newspapers/Plastic to cover table
5. Apron/old t-shirt
6. Colour pencils & oil pastels
7. Black outlining pencils/black marker
8. Scissors and glue
9. Sketchbook (Art journal)

Good to have:

1. Rag
2. Wet wipes



Items 1, 7, 8 (to be packed in a Ziploc bag/pencil case)

Parent's signature: _____

What's in
my Art bag?





Thank you!



Haig Girls' School