

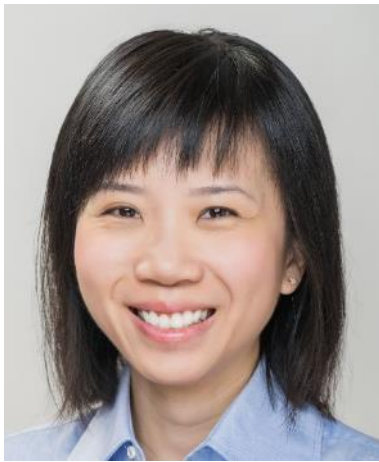
Haig Girls' School

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

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.

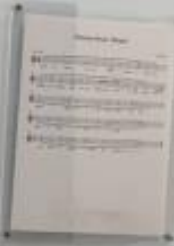
What happens when you strike the resonator bars with the mallet?

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.



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

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



How is sound produced by music instruments?

Vibrations are transmitted from the vibrating source through the material 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 beautiful music!



Virtual Arts Centre







Music Department



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, Kompang
P4	Music as a Language – Note Literacy and Harmony	Resonator Bells Digital Music: GarageBand
P5	Music and its Influence – Film Music, Adverts	Learning Journey: VCH (stopped during Covid period)
P6	My/Our Story through Music –	Ukelele



P6 Music Curriculum



BASICS OF UKULELE

Learn how to play!

SONGWRITING

Learn how to write your own song!



SONG COVERS

Performing a ukulele cover of a song



SONGWRITING

Creating your song on the ukulele



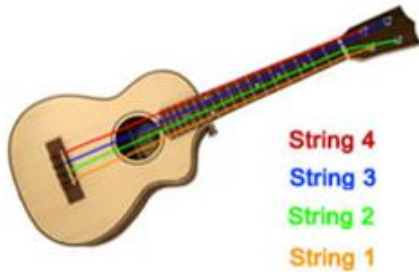
Parts of the Ukulele



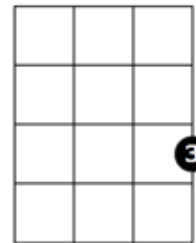
Finger Numbers



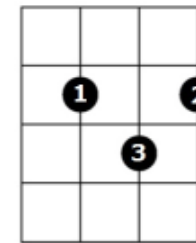
String Numbers



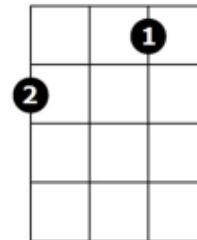
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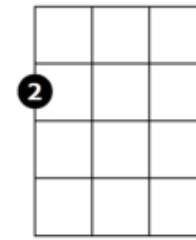
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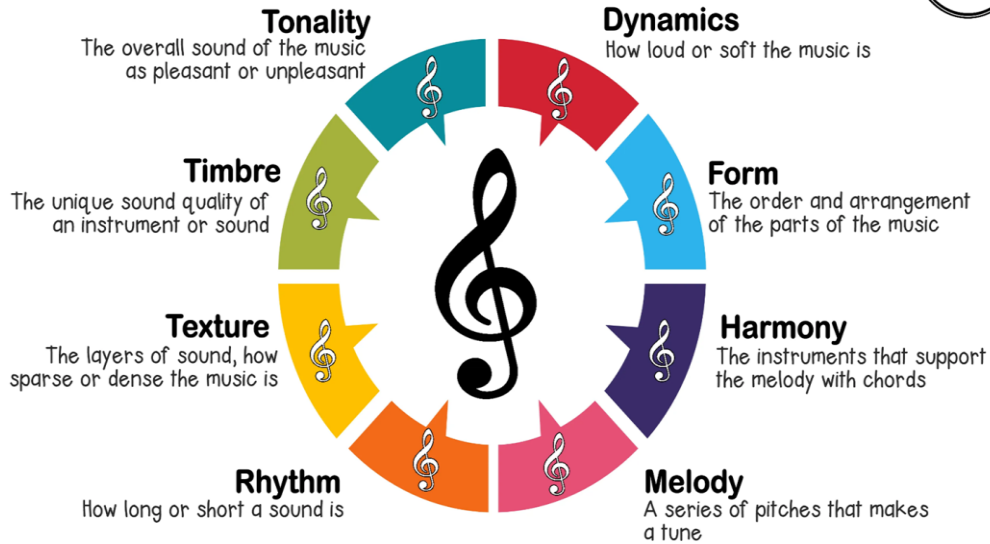


A^{minor}



In Semester 1, students learn the basics of the ukulele

The 8 Elements of Music



A song written by a 2021 Primary 6 student about her memories in Haig Girls School



Title: 6H Memories

VERSE 1

LEARNING IS JUST SO COOL
ESPECIALLY WHEN IT'S DONE IN HAIG GIRLS SCHOOL
EVERY DAY IS ALWAYS FUN
ESPECIALLY WHEN I AM PLAYING UNDER THE SUN

CHORUS

MY PRIMARY SCHOOL OH HOW I'LL MISS
AND THAT IS SOMETHING I MUST CONFESS
ALTHOUGH IT IS HARD TO SAY GOODBYE
I WILL LEAVE WITH MY HEAD HELD HIGH

VERSE 2

WHEN I AM PUT THROUGH LIFE'S TEST
THE TEACHERS WOULD HELP ME DO MY BEST
THE MEMORIES I HAVE WILL NEVER VANISH
AS IT IS SOMETHING I WOULD ALWAYS CHERISH

Chord Progression :

Am C G F

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?



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



ART

KEY LEARNING CONTENT AND EXPERIENCES IN ART

CORE LEARNING EXPERIENCES

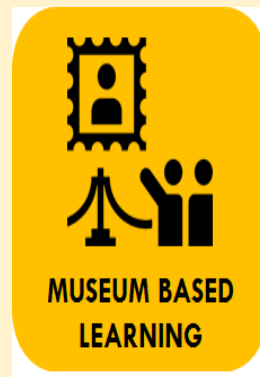


In the Revised Primary Art Syllabus, there are **3 core learning experiences** that are designed to enable a more inclusive and authentic art learning experience for students across all primary schools in Singapore and to bring about shared memories of their art learning experiences.



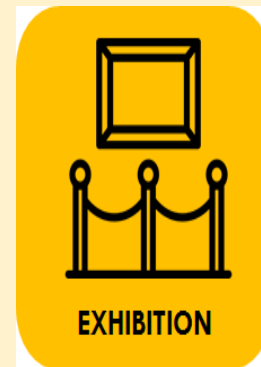
DRAWING

Primary 1 - 6



MUSEUM BASED
LEARNING

Primary 4



EXHIBITION

Primary 1 - 6



Primary Art Syllabus Framework

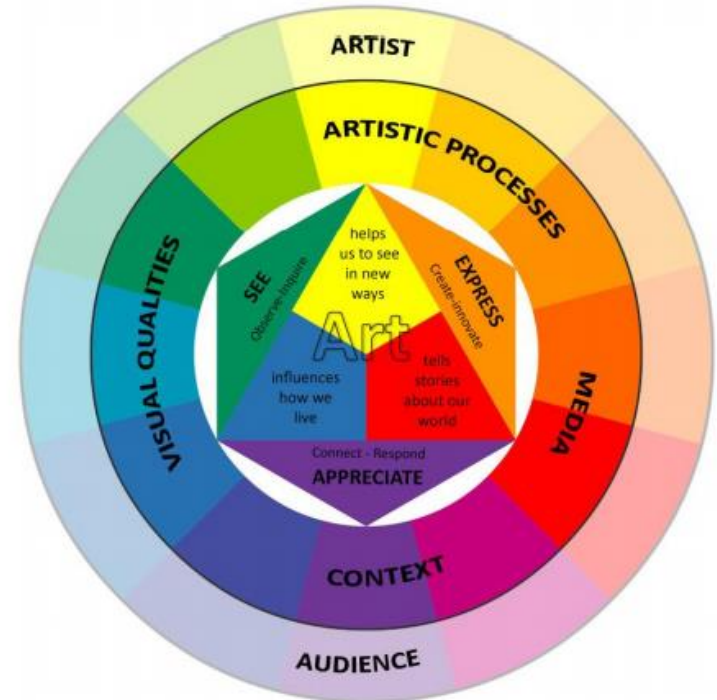
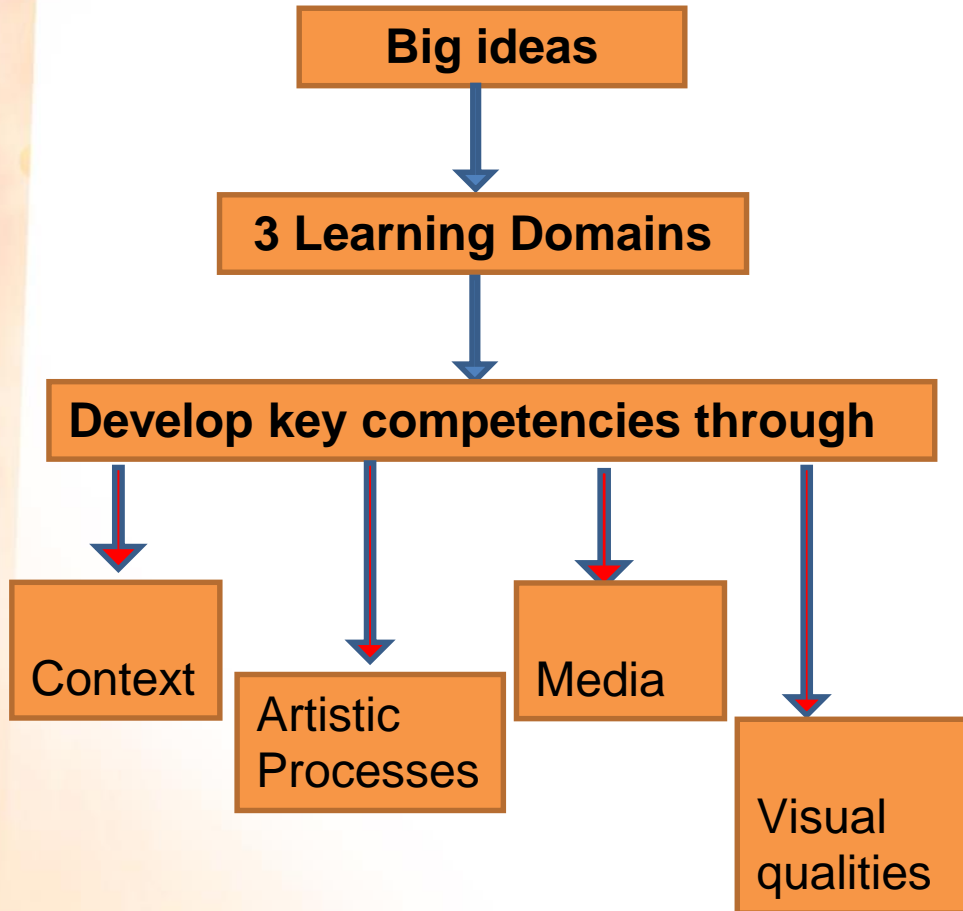


Figure 4: Primary Art Syllabus Framework

Active Artists and Informed audiences



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 - Mixed Media 	P5	<ul style="list-style-type: none"> - Drawing - Painting - Design - Relief - Digital Artwork - Design - Mixed Media
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 - Digital Artwork - Performance Art

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.

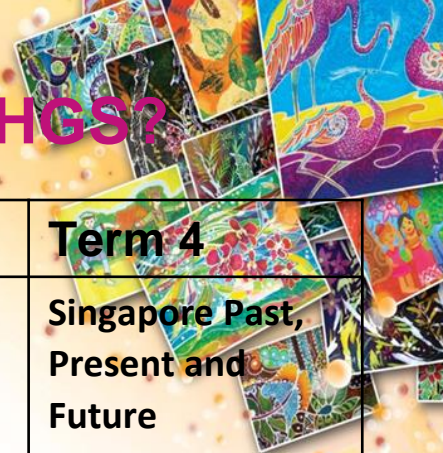



Key Competencies



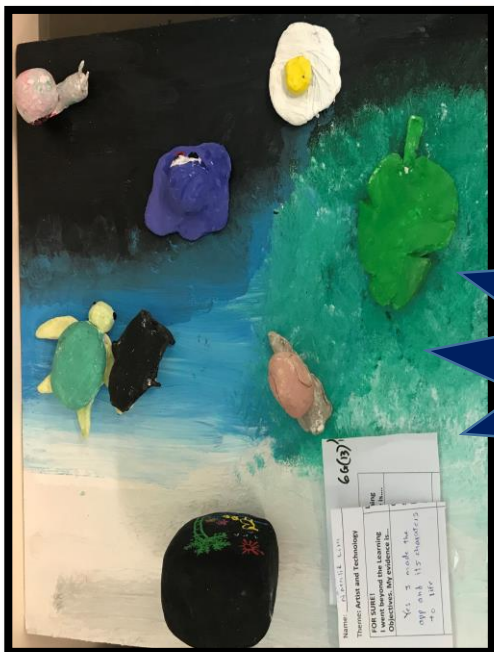
Key Stage 1	Key Stage 2	Key Stage 3
Learning Outcomes Primary 1-2	Learning Outcomes Primary 3-4	Learning Outcomes Primary 5-6
<p>LO1: Identify simple visual qualities in what they see around them</p> <p>LO2: Ask questions about what they see</p> <p>LO3: Draw from their imagination and observation</p>	<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>

What Will Your Child Learn In Primary 6 Art in HGS?

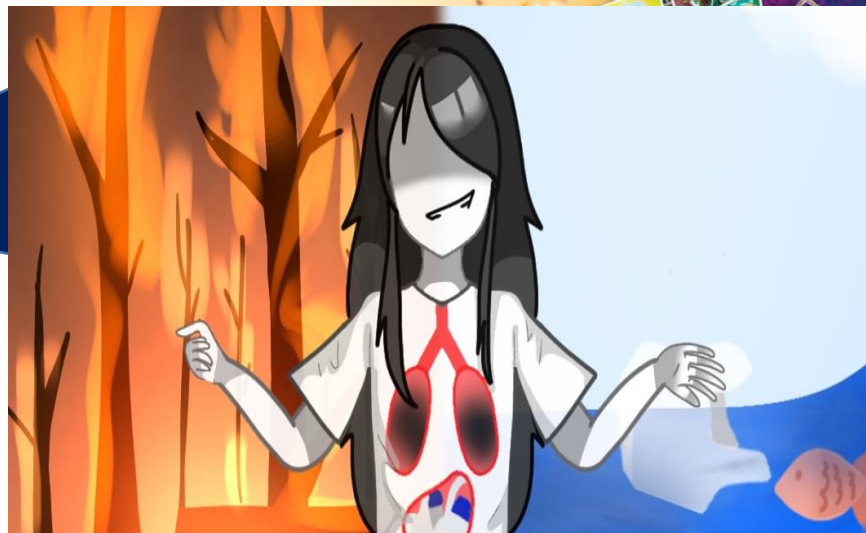


	Term 1	Term 2	Term 3	Term 4
Art Form Focus Area	The World and Region Around Us Core Drawing	Self and Immediate Environment (Values-based creativity programme - Ceramics)	Art – IPW Be Advocates for the Environment	Singapore Past, Present and Future On Strike (1995), Tan Tie Chie Walking Through Time (2015), Catholic High School (Primary)
Learning Outcomes (LOs)  <i>Haig Girls' School</i>	<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 them to record ideas for their artmaking.</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, intentions and perspectives.</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>		

Samples of students' works 2021



Art- IPW



Ceramics Programme



Digital
Painting



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!



SOTA

- Application for P6 DSA
- SOTA Art Competition
- SOTA Talent Academy

Please visit the following website to find out the details

<https://www.sota.edu.sg/admissions/talent-academy/dsa-sec>



Thank you!

