



**Haig Girls' School**

**P4 Curriculum Briefing**

**Aesthetics Department**



# Our Art Teachers



Lead Teacher/Art  
**Mdm Anwara Khatun**

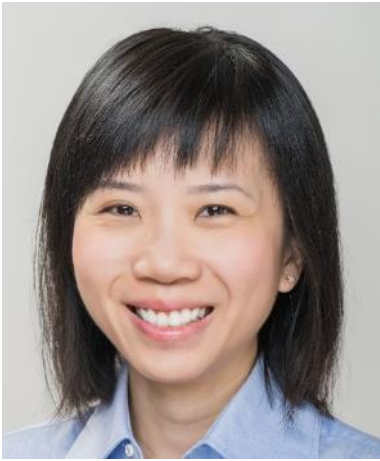


Art Coordinator  
**Mdm Salinah Misri**



Art Teacher  
**Mdm Syazwani Samure**

# Our Music Teachers



**HOD/Aesthetics**  
**Ms Lynne Huang**



**Music Teacher**  
**Ms Long Peizhen**



**Music Coordinator**  
**Ms Esther Cheah**

# 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

# Infrastructure supporting Arts Education in HGS

- 3 Art Rooms
- 2 Art Galleries
- 1 Art Learning Space



# Infrastructure supporting Arts Education in HGS

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





# Haig Girls' School

## Visual Art Curriculum



# Primary Art Syllabus framework

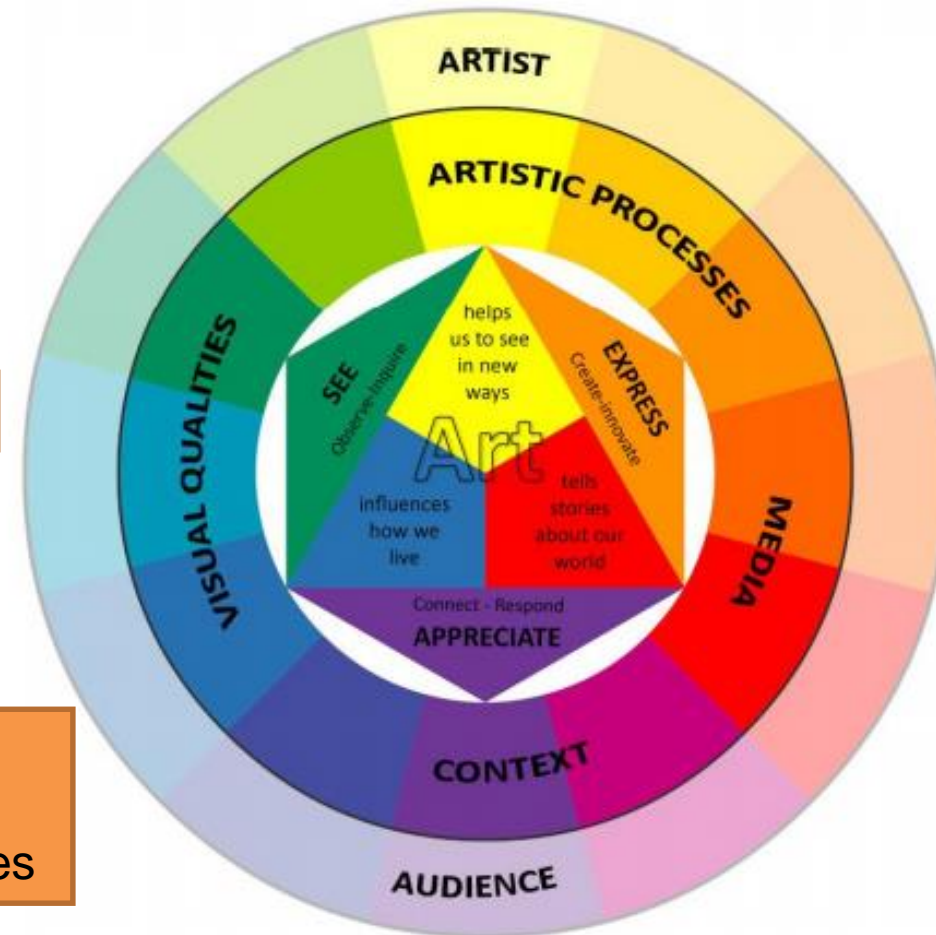
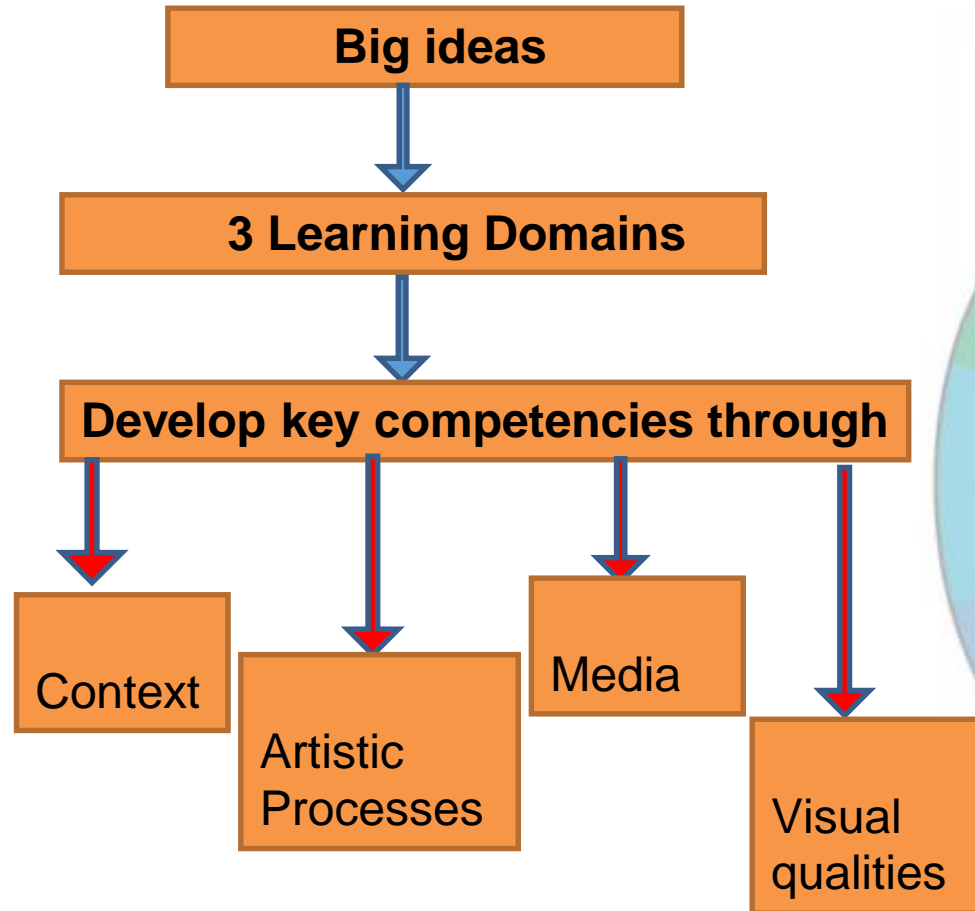


Figure 4: Primary Art Syllabus Framework

Active Artists and Informed audiences

[https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/arts-education/files/2018\\_primary\\_art\\_syllabus.pdf](https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/arts-education/files/2018_primary_art_syllabus.pdf)



## KEY LEARNING CONTENT AND EXPERIENCES IN ART

**CORE LEARNING EXPERIENCES**

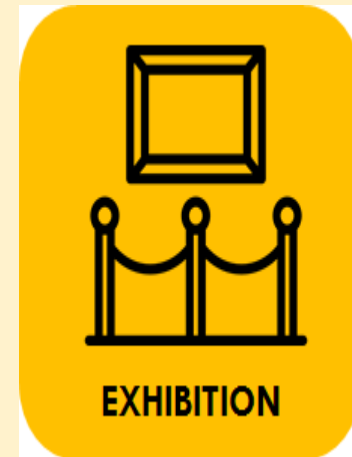
In the Revised Primary Art Syllabus, there are **3 core learning experiences** that are designed to enable a more inclusive and authentic art learning experience for students across all primary schools in Singapore and to bring about shared memories of their art learning experiences.



**Primary**  
**1 - 6**



**Primary**  
**4**



**Primary**  
**1 - 6**

## What Will Your Child Learn In Primary 4 Art in Haig Girls' School?

|                                | Term 1  | Term 2   | Term 3  | Term 4  |
|--------------------------------|---|--|---|---|
| <b>Art Form</b>                | <b>TIMEOUT</b><br><b>Theme 1:</b><br><b>Home/Community</b><br><b>Theme 2: Identity</b>  | <b>TIMEOUT</b><br><b>Theme 3: Heritage</b><br><b>Theme 4:</b><br><b>Nationhood</b> | <b>Post-Museum Art</b><br><b>Making</b><br><b>2D/3D/Sculptures/</b><br><b>Installations</b><br><b>Book Illustration</b>   | <b>TIMEOUT</b><br><b>Exhibition and</b><br><b>Annual HGS</b><br><b>Exhibition</b> |
| <b>Learning Outcomes (LOs)</b> | <p><b>LO1:</b> Gather information and make informed links between the use of visual qualities and intentions.</p> <p><b>LO2:</b> Draw from observing visuals and the world them to record ideas for their artmaking.</p> <p><b>LO5:</b> Take pride in their own art making</p> <p><b>LO7:</b> Discuss and relate Singapore and international artworks and artists to their own experiences.</p> |  | <p><b>LO3:</b> Experiment with alternative ways to use materials and tools to make art individually and with others.</p> <p><b>LO4:</b> Discuss the intentions of their own artworks, intentions and perspectives.</p> <p><b>LO6:</b> Respect others' artworks, intentions and perspectives</p> |   |

Our Signature  
Programme.  
First implemented  
in 2011

# P4 TIMEOUT PROGRAMME

The Inspired Museum Explorers-  
Our Unique Travels

- An inter-disciplinary **museum-based** programme
- Integrates English, Art, Social Studies, character and citizenship education and the development of 21st century competencies (21CC)



Designed with  
Singapore Art Museum &  
National Gallery, Singapore



# Purpose

- Pupils to **engage in collaborative, inquiry-based learning**
- to create meaningful associations between artwork and life and **participate in open-ended discussions and creative work.**
- Pupils will be working in groups **to create their own art works and write-ups** in response to their exploration of the artistic, social and historical contexts of the various art works.

# SAM's Learning Gallery

**2022:**

Resources from SAM and NGS will be brought to HGS virtually for our Haig girls' learning.

**The themes:**

Revolve around notions of **home/community, identity, heritage and nationhood.**



# Outcomes

## Students' creative products (creative writing and art making)

Outcomes

Students' creative products (creative writing and art making)



like eating at my favourite chicken rice stall!

# Virtual Joint Think Contemporary Exhibition in Oct with SAM and 4 other schools

THE STORIES



ngaporeArtMuseum #MuseumInAction #ThinkContemporary

etween the World and Us' | A Think! Contemporary Primary School Virtual Exhibition



think! contemporary  
© virtual gallery

Virtual Exhibition from 18 Nov to  
31 March 2022



think!  
contemporary

BETWEEN  
THE  
WORLD AND US

from 18 November 2021 all the way to 31 March 2022!

▶ ⏪ 🔊 2:46 / 3:03







# Haig Girls' School

## Music Curriculum

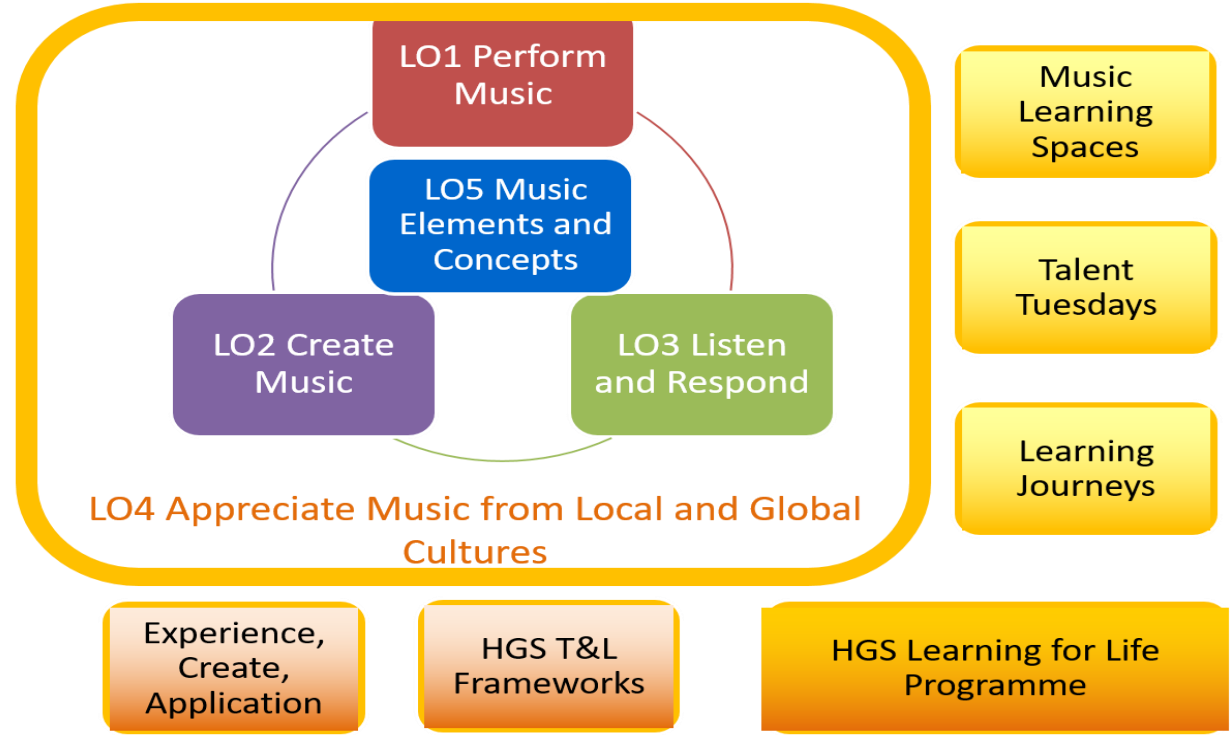
# HGS Music Curriculum



To support our music curriculum in Haig Girls, we have adopted various frameworks and approaches



Some approaches include:  
2E2R (explicit teaching and experience; reflection and role modeling)  
MOE ECA approach (experience first, followed by teaching of concept and then application)



LO1 Perform Music

LO5 Music Elements and Concepts

LO2 Create Music

LO3 Listen and Respond

LO4 Appreciate Music from Local and Global Cultures

Music Learning Spaces

Talent Tuesdays

Learning Journeys

Experience, Create, Application

HGS T&L Frameworks

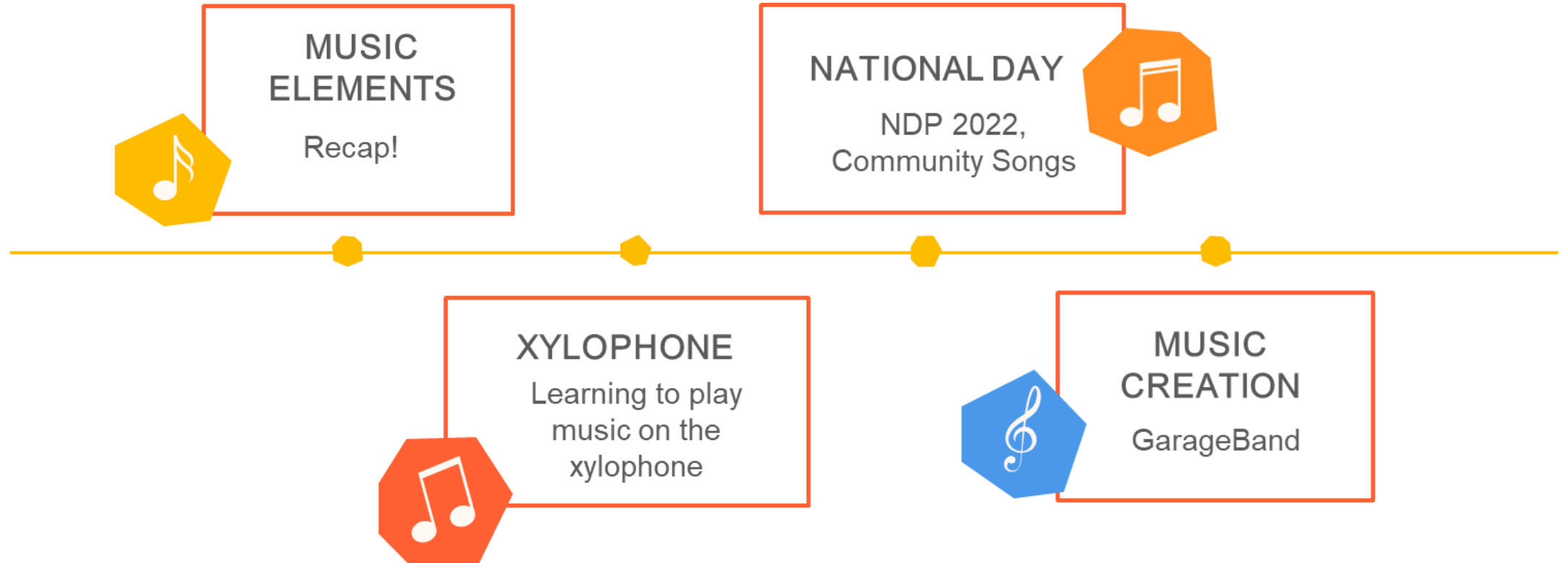
HGS Learning for Life Programme

# 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<br>Digital Music: GarageBand           |
| P5    | Music and its Influence – Film Music, Adverts   | Learning Journey: VCH<br>(stopped during Covid period) |
| P6    | My/Our Story through Music –                    | Ukulele  |



# P4 Music Curriculum



Students experience music through a  
Japanese Folk Song - Naka Naka Hoi



Students will learn to play selected songs on the  
xylophone.



Students working towards their final Music Arrangement Project on GarageBand

## 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





## PARENTS AS PARTNERS IN MUSIC EDUCATION

### What you can do?

- *Ask your child questions about what she hears and observes, and how that makes her feel. (Allow her to expand her sound and music vocabulary)*
- *Encourage your child to listen to different types of music or explore music together, even sounds of everyday objects*
- *Tell your child how happy you are to hear her sing / make music and how it makes you feel. Encourage her by clapping to the beat and to create music that she loves.*
- *Where possible, bring your child to a concert at a performing arts institution e.g., Victoria Concert Hall, the Esplanade etc*



**Thank you**