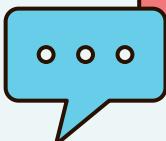




# Aesthetics



Cedar Girls' Secondary School





# Our Vision



Cedar Girls' Aesthetics Department aims to cultivate a vibrant arts and design environment that inspires creativity, nurtures expression and shapes innovation through aesthetics, technology and life.





# Our Philosophy



We believe in the transformative power of creativity and experiential learning. Our philosophy centers on building a strong foundation for life by nurturing curiosity, fostering an appreciation for aesthetics, and encouraging innovative thinking. Through the arts, we cultivate the skills and mindset needed to approach life's challenges with confidence and insight.





# Our Mission

Aesthetics education is essential in developing well-rounded individuals. Through creative engagement, students cultivate:

- Creative Confidence** – Innovating and problem-solving through artistic exploration.
- Cultural Awareness** – Gaining deeper insights into diverse traditions and perspectives.
- Craftsmanship** – Bridging creativity with real-world practical skills.
- Well-being & Expression** – Fostering self-expression, resilience, and emotional well-being.



This approach equips students with the skills and mindset to thrive in an ever-evolving world.





# Key Programmes

## Aesthetics Subjects at Cedar Girls'



Through an engaging and student-centric curriculum, we aim to instill a lifelong passion in Art, Music, Design & Technology and Food and Consumer Education, preparing students to thrive in an ever-evolving world.

 **Art** – Encouraging self-expression, technical proficiency, and creative storytelling.

 **Music** – Inspiring creative expression and an appreciation of music from both local and global cultures.

 **Design & Technology** – Merging design thinking with technical skills for innovative solutions.

 **Food & Consumer Education** – Enabling students with essential life skills in nutrition, consumer awareness, and sustainable living.



# Teaching & Learning Approaches

The **Visual Arts** learning approach combines **Inquiry-Based Learning**, encouraging students to explore and question artistic concepts; **Differentiated Instruction**, addressing diverse learning needs and interests; **E-Pedagogy**, utilising digital tools to enhance creativity and engagement; and **Collaborative Art Learning**, promoting teamwork and shared artistic experiences. These approaches collectively nurture critical thinking, creativity, and a deeper appreciation for the visual arts. 



The **Lower Secondary Music Curriculum** empowers students to develop musical skills through **Listening, Creating and Performing**. The songwriting, keyboard, and guitar modules foster creativity, critical thinking, communication, and collaboration, while promoting self-directed learning with a blended, differentiated approach. These modules encourage intrinsic motivation and nurture confidence through experiential learning, peer collaboration, and self-reflection.

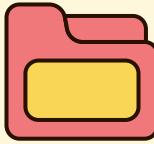


# Teaching & Learning Approaches

For Lower Secondary **Design & Technology**, it emphasises contribution towards **educating pupils as persons** through the development of cognitive skills and abilities unique in the field of design. Learning in D&T is about pupils developing a way of thinking and doing to **visualise and concretise design solutions for real-world contexts**.



In Lower Secondary **Food and Consumer Education (FCE)**, a variety of teaching and learning approaches are used to create an engaging and meaningful learning experience. Our **Inquiry-Based Learning** approach encourages students to engage, explore, explain and apply their solutions in authentic contexts. **Activity-Based Learning** provides hands-on experiences that foster collaboration and social interaction, deepening their understanding through real-world applications. Additionally, **Differentiated Instruction** is incorporated to cater to diverse learning needs, ensuring that all students can actively participate and benefit from the curriculum.



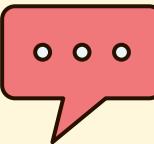
# Aesthetics Subjects at Cedar Girls'



(Art, Music, Design & Technology, Food and Consumer Education)



Explicit teaching of knowledge, skills and values in the curriculum.





# Art Experiences



## 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.

### CONNECT & WONDER

What is worth investigating?  
What am I curious about?  
What do I want to say with my artwork?

### MAKE

How should I develop and conceptualise my work?  
How shall I make this?  
What materials do I have and what art techniques do I know?

### INVESTIGATE

How do I begin to explore this topic/material?  
What information can I collect?  
How do I search for, sift through, and categorise information collected?

### EXPRESS

What might a viewer want to know about my work?  
What can I say about my work?  
How should my work be displayed?

### REFLECT

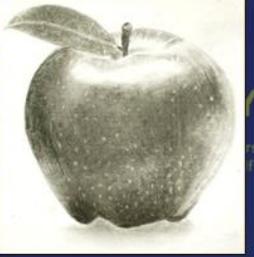
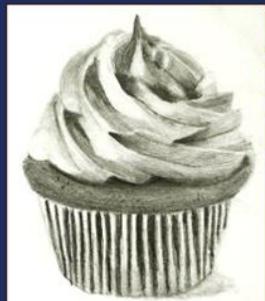
How did I do?  
Does my artwork say what I want to say?  
How well am I learning?  
How can I apply what I have learnt to my next artwork?



# Art Experiences



Year 1



ers in profound  
f and others.



## CONNECT & WONDER

What is worth investigating?  
What am I curious about?  
What do I want to say with my artwork?

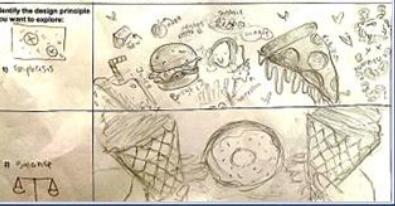


## REFLECT

How did I do?  
Does my artwork say?  
How well am I learning?  
How can I apply what I learnt to my next project?



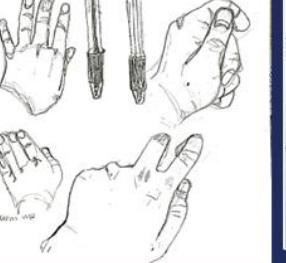
An effective composition will draw the viewer's attention towards the focal points of the artwork. Another way of arranging subject matter in an artwork is to use leading lines, shapes and proportions to guide the viewer's eyes around.  
3) Draw 2 composition ideas that you might explore on the theme 'Food & I'. This could be food you enjoy eating or vice versa. You must include yourself in the idea sketched. (4m)



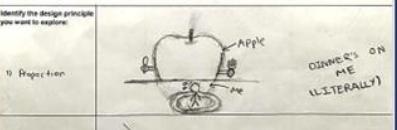
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# Art Experiences

Year 1

## THROUGH INQUIRY

Process: Drawing



I decided to find a picture I had of myself, so I decided to use a picture where I am in my Cedar uniform, as it would have greater meaning, seeing that I had also used the picture that was related to Cedar.

My process in the digital drawing part is shown above. In pic 1, I traced the basic colours and the highlights and shadings. In pic 3/4, I added back highlights but decided to do without them. In the end, my final one is the uniform a bit more dull as it was to bright as it was the VCA tee, and it did

**MAKE**

I edited this using pixlr and I wanted it to have a vintage vibe. I think it is quite clear that my shoe is the focal point as everything is blur. However, I wish the guitar and piano in my background showed up more to represent the music culture. also the pillow. I think I learnt how to edit and take photos clearly, it was also very fun!!



## INVESTIGATE

begin to explore this topic/ material?  
What information can I collect?  
Search for, sift through, and categorise  
the information collected?

## EXPRESS

What might a visitor say about my work?  
What can I say about my artwork?  
How should my artwork be displayed?

I tried to add colour to the picture in the background but then decided against it because there is no focus to the painting, so I tried to do it black and white instead.

For the dreamy effect, I decided to use the colour scheme in the earlier photos found online, mainly bright colours.

Photos used to edit (close up- plants), (silhouette):



Rules of third.



## REFLECT

How did I do?

Does my artwork say what I want it to say?

How well am I learning?

How can I apply what I have learnt to my next artwork?

## Idea or References for Productivity

Hairstyles



Hairstyle I decided



Experimental body types

## Drawing Process— Different Poses

Productivity ideas (link as proof I drew this)



## Drawing Process



## Final Piece



Slide 2



Different attempts at

backgrounds

This artwork represents my imagination because it is me. Imagination brings life to reality, because of its endless possibilities and infinite ways to express. It shows that balance is the balance between imagination and reality. It also shows how without one side, the other cannot exist like light and shadow.



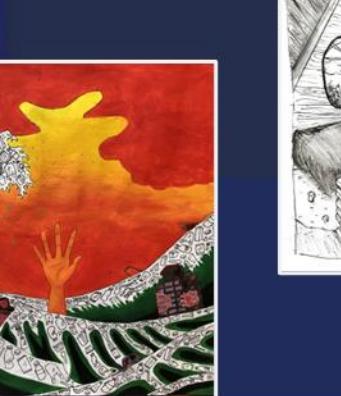
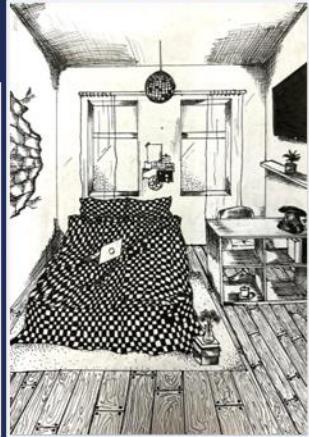
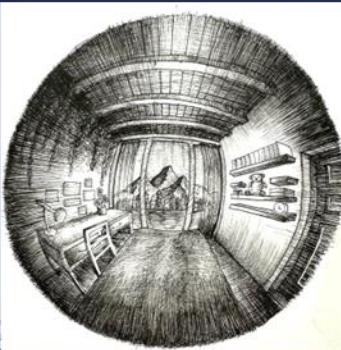
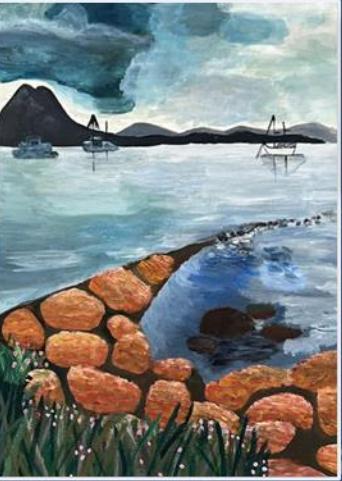
Background might be a photo collage of fractured glass effect.



# Art Experiences



Year 2





# Art Experiences

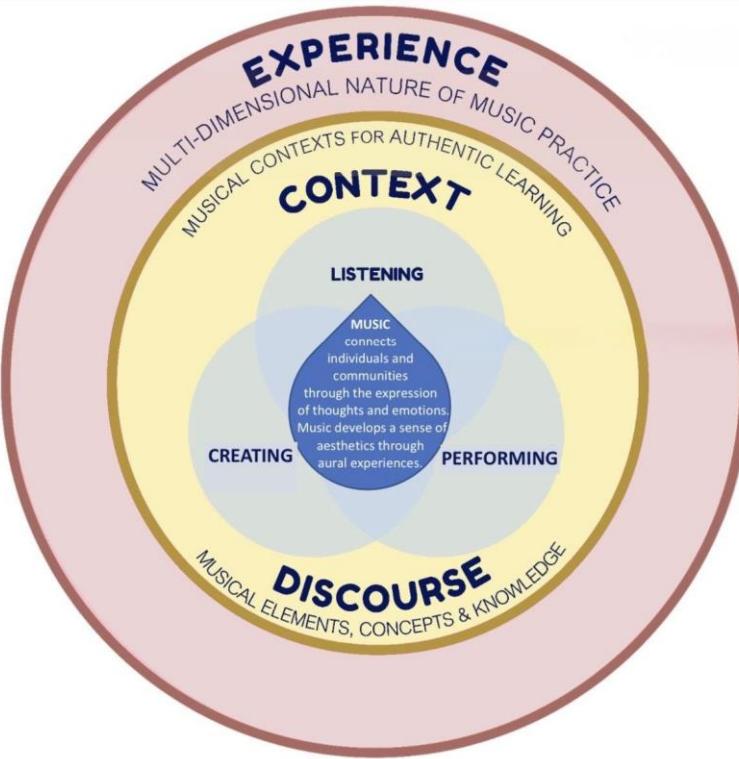


Experiential Learning





# Music Experiences





# Music Experiences

## Differentiated Instruction

Year 1

Naomi Cedar + 33 + 1m  
Y1 Keyboard playing 2023 Task: To accompany a song ('Bunga Sayang' Lower Sec Music Syllabus SG Music) on the keyboard and explore different accompaniment patterns in different genres.  
Using Padlet To support Personalised Learning & DI

Resource	I Need Help !!!!	Beginner 1:RH Sustained Block Chords- LH Single Note	Beginner 2: RH: Block chords in steady beat LH: Single Note	Intermediate 3: Rest Ta Rest TiTi	Intermediate 4: Rest TiTi Rest Ti Rest Ti	Advanced 5: LH Bass dotted Rhythm Pop Style	Advanced 6: Latin Rumba Dance
Checklist & Rubrics	<a href="#">Checklist &amp; Rubrics</a>	<a href="#">Beg 1: RH Block Chords- LH Single Note</a>	<a href="#">Beg 2: RH: Rest Ta Ta Ta Ta (Block chords with steady beat) / LH: Single Note</a>	<a href="#">I3: Rest Ta Rest TiTi</a>	<a href="#">I4: Rest TiTi Rest T1 Rest Ti</a>	<a href="#">A5: LH Dotted Rhythm Pop Style</a>	<a href="#">A6 Latin Rumba Style</a>
DOCX	<a href="#">KB Acc Checklist Rubric</a>	<a href="#">YouTube - RH: C E G (1 3 5)</a>	<a href="#">YouTube - Beg 2: RH: Rest Ta Ta Ta Ta (Block chords with steady beat) / LH: Single Note</a>	<a href="#">YouTube - I3: Rest Ta Rest TiTi</a>	<a href="#">YouTube - I4: Rest TiTi Rest T1 Rest Ti</a>	<a href="#">YouTube - A5: LH Dotted Rhythm Pop Style</a>	<a href="#">YouTube - A6 Latin Rumba Style</a>
1N Keyboard padlet	<a href="#">1N Keyboard padlet</a>	<a href="#">Indicate your Name &amp; Areas you need help</a>	<a href="#">(4) : Chord Transitions, cannot coordinate both hands</a>	<a href="#">(16) : Chord Transitions from Dm to G chords</a>	<a href="#">(22) Curved Fingers &amp; wrong fingerings</a>	<a href="#">(29) : My fingers keep collapsing, no strength</a>	<a href="#">(32): Ending of Latin Style is rather confusing, I keep getting rhythm wrong</a>
QR code		<a href="#">(4) : Chord Transitions, cannot coordinate both hands</a>	<a href="#">(16) : Chord Transitions from Dm to G chords</a>	<a href="#">(22) Curved Fingers &amp; wrong fingerings</a>	<a href="#">(29) : My fingers keep collapsing, no strength</a>	<a href="#">(32): Ending of Latin Style is rather confusing, I keep getting rhythm wrong</a>	
PQS Peer Critique (Praise, Question, Suggestion)	<a href="#">PQS Peer Critique (Praise, Question, Suggestion)</a>	<a href="#">AmandaSelf Reflection: I feel like I need more practice with coordinating my hands and I also need more practice when transitioning between chords. I can also improve on my beat and tempo, and how I put my fingers on the keyboard.</a>	<a href="#">Just the way you are: G- Em-C-G</a>	<a href="#">Self Reflection: Armeet With more practice, I'd be able to switch comfortably from one chord to next. I tried to play the other supplementary songs and find I have to do some re-thinking on the spot.</a>	<a href="#">Edith Chua 12</a>	<a href="#">Stronger : Chorus: Am- F- C-G</a>	<a href="#">Shermaine Tan (30)</a>
Praise		<ul style="list-style-type: none"><li>I like the part where...</li><li>I like the way you use...</li><li>I like the order you used in</li></ul>					
Peer review - Janetle: your timing and notes are good but you can improve on your fingering & hand shape							



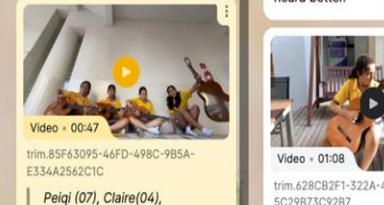
Blended Learning



# Music Experiences

## Experiential Learning

Year 2

Resource	Level 1	Level 2	Level 3	Solo Advanced	Supplementary
<p><b>Voices from the Heart</b></p> <p>Video from the Heart (1985) - YouTube</p> <p>Music: Voices from the Heart (1985)</p> <p>Lyrics: Voices from the Heart (1985)</p> <p>Performance: Voices from the Heart (1985)</p> <p>Comments: 1. Good choice! 2. Great choice! 3. Very nice! 4. Great choice!</p> <p>DOCX</p> <p>Voices from the Heart Strumming pattern</p> 	<p><b>DD DD</b></p> <p>Video - 01:11</p> <p>trim 35BD0931C 2563 4194 ABCB 96F5F5600881</p> 	<p><b>Elizabeth (8), Sarah (30), Jia Xin (34), Nusaibah (23) (from left to right)</b></p> <p>Video - 00:37</p> <p>trim 7A18B139-F7C0-4842-A592-2DF13544E05A</p> 	<p><b>heard better.</b></p> <p>Video - 00:47</p> <p>trim 85F63095-46FD-498C-9B5A-E334A2562C1C</p> <p>Peiqi (07), Claire(04), Beth(05), Isha (06)</p> 	<p><b>D DU -UDU (continuous)</b></p> <p>Video - 01:08</p> <p>trim.628CB2F1-322A-408F-B34F-5C29B73C92B7</p> <p>Paakhi (25)</p> <p>Piece: Nightfall</p> <p>Reflection:</p> <p>The was a part where I played the notes B,C,A in that order on the E string. The second time I played that part, I did not press down properly and thus did not produce a clear sound. I should have moved my wrist so I could use the tip of my finger to press properly. There</p> 	

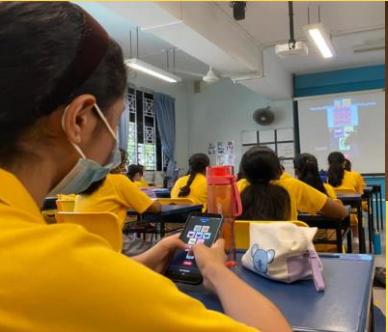
## Peer Collaboration





# Music Experiences

National Day Virtual Drumming



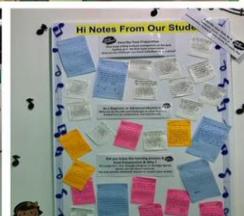
School Wide Rhythmic Percussion



MOE Excel Fest



LunchTime Concert





# Music Experiences

## Year 2

Students apply songwriting skills to real-world topics like friendships and social-emotional issues, fostering creativity, collaboration, and leadership. Using tools like GarageBand or BandLab, they create original lyrics, melody & arrangements, which enhance their musical expression and personal growth.



## 2024 SYF Youth Station Produced Select Open Category 'Elusive Dream'



SCAN ME



[https://youtu.be/jwJ\\_XkkntHk?si=lvnljxwXCkSIO4Li](https://youtu.be/jwJ_XkkntHk?si=lvnljxwXCkSIO4Li)

## 2022 SYF Youth Station Honourable Award 'In My Heart'



SCAN ME



<https://on.soundcloud.com/ptpi6U3VXEgruHpx9>

## 2023 SYF Youth Station Song Writing Top 10 Award 'Dive Back with Me'



SCAN ME



<https://on.soundcloud.com/kbai4n2uszw62Hkh6>

# Music Experiences

The Cedar Identity Songs are a collection of original, award-winning compositions composed by our students over the years. These songs reflect the unique spirit, values, and experiences of the Cedar community, showcasing the students' creativity, talent, and connection to their school identity. Through these compositions, students not only develop their musical skills but also contribute to a lasting legacy that represents their shared sense of belonging and pride.



<https://on.soundcloud.com/SC89DG69SkmmQyDfA>

# Design & Technology Experiences

**DESIGN EDUCATION**

where design is our calling

**the designer**

**Ongoing Dialogue**

**the object of designing**

anything related to  
user  
environment and  
functionality  
of the idea/design solution

what could the ongoing dialogue be?

- with others
  - conversations
  - discussions
  - exchange of ideas
  - learning from others
- on your own
  - thoughts
  - questions
  - sketches
  - manipulation of 3D objects around you

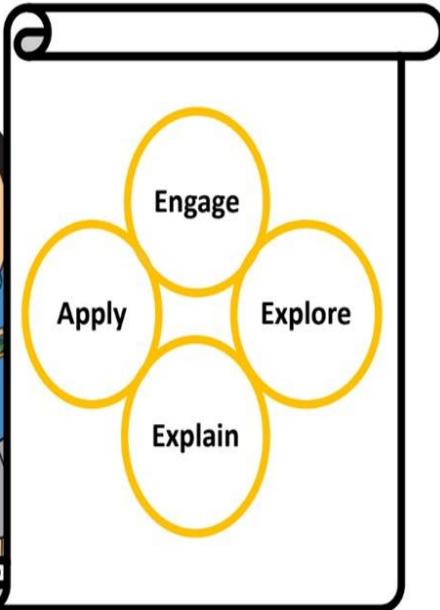
# Design & Technology Experiences

DESIGN FOR  
REALISATION





# Food & Consumer Education Experiences



## INQUIRY-BASED LEARNING IN FCE

Our hands-on approach in an authentic learning context allows Cedarians to relate and apply the food and consumer-related knowledge gained into real-life situations.

**FOOD AND CONSUMER EDUCATION FCE)**  
nurtures life.

### Food Studies

Nutrition education



Food science



Meal-planning

### Consumer Studies

Being an informed consumer



Smart shopping skills

Sustainable Consumption of Goods & Services



Resource management skills



# Food & Consumer Education Experiences



INNOVATION

Exploring various baking techniques

Exploring various food plating techniques

PROGRESS



Application of knowledge  
to final outcomes

Innovating recipes





# Food & Consumer Education Experiences



**Collaborative  
Learning**



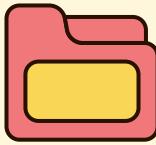


# Food & Consumer Education Experiences



**Innovative applications in FCE Applied Module**

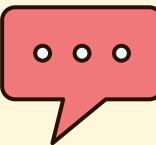




# Aesthetics Education at Cedar Girls'



Applying concepts learnt in the classroom to the real-world





# Cedar Arts Festival



The Festival aims to present an array of performances to celebrate our schools' diversity of culture and its spirit of creativity, excellence & unity. For Cedarians by Cedarians.

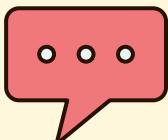


## **Objectives:**

A platform for our performing arts group to perform for their teachers and peers on a non-SYF year



Bring arts closer to our students and discover artworks beyond the conventional classroom and museum settings



Celebrate our school unity and our performing arts' groups commitment to pursue excellence





**THURSDAY, 28 MAR**  
*Cedar Girls' Secondary School*

# CEDAR ARTS FESTIVAL

Handbell  
Choir  
Guzheng  
Drama  
Symphonic Band  
Modern Dance



**FOR CEDARIANS  
BY CEDARIANS**





# Arts Assembly Programme



## APPRECIATE ARTS & CULTURE

Appreciate the diverse artists & arts groups, arts forms & art practices from Singapore, Southeast Asia & around the world



Understand that the arts have historical & cultural contexts that are ever evolving

Spark curiosity in the many ways that the arts connect with individuals, communities & the world

## ACQUIRE SKILLS & KNOWLEDGE

Acquire competency of techniques/skills by learning from skilled arts practitioners



Learn about artistic concepts, terminologies & vocabularies

Engage in experimentation &/or play through hands-on experiences

## ARTICULATE THOUGHTS & IDEAS

Articulate personal viewpoints & consider multiple perspectives about works through discussion & reflection



Develop an awareness of audiences & how works have varied interpretations

Conceptualise & translate ideas into works individually &/or collaboratively



The Cedar Arts programme includes aspects of Performance, Excursion, Talk or Workshop. While Art and Music are already in the formal school curriculum, the 4-year Arts Education programme serves to provide Cedarians the extended learning experiences across all art forms.





# Arts Assembly Programme



**Ethnic Percussion Instruments**

**Multicultural dance**

**Ding Yi Music Ensemble**



# BEYOND CLASSROOM LEARNING



**Rhythmic  
Drumming**



**Performing Arts  
Based Learning**



# BEYOND CLASSROOM LEARNING



## { ART LEARNING JOURNEY

### Visiting the Awakened Dragon

Secondary 2s visiting one of the last two kilns in Singapore, and appreciating one of the oldest art forms – Ceramics.

