



Haig Girls' School

P3 Curriculum Briefing

Art Department



Our People



Lead Teacher Art
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Art Coordinator
Mdm Salinah Misri



Art Teacher
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Our philosophy and beliefs



Haig Girls' School

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 Art Department in HGS

1 Art Learning Space



2 Art Galleries



3 Art Rooms



2018 Revised Primary Art Syllabus



Ministry of Education
SINGAPORE



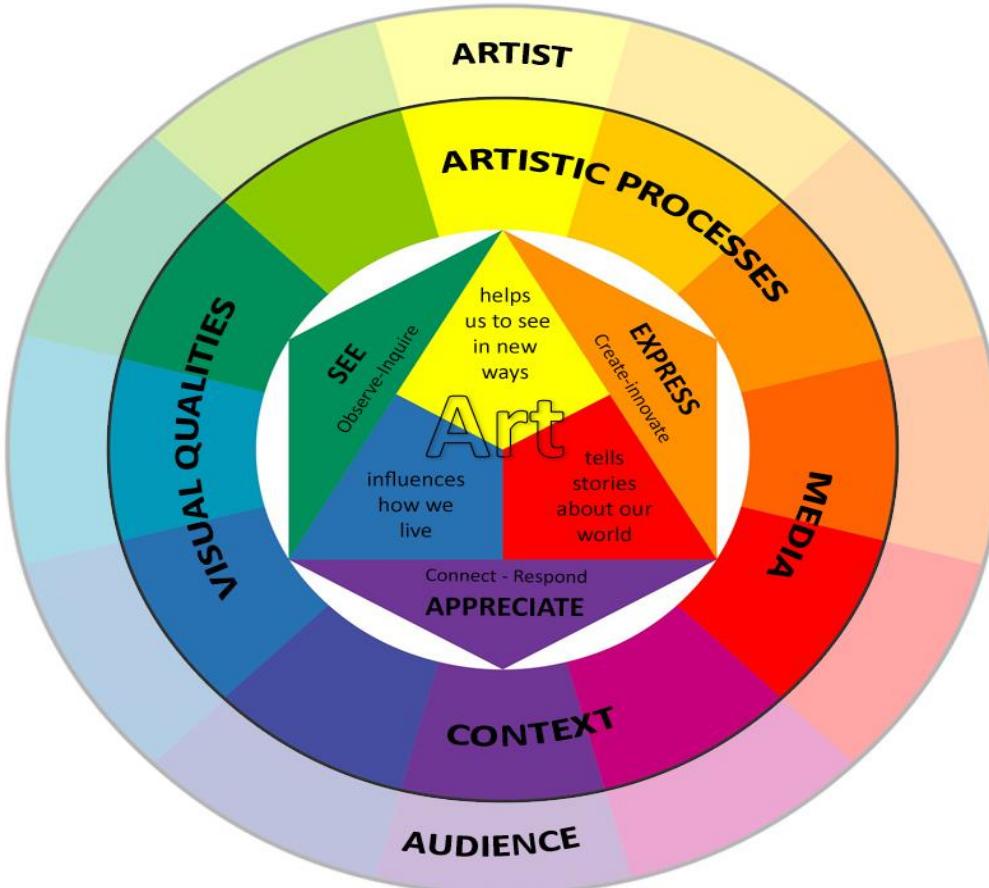
Integrity, the Foundation • People, our Focus • Learning , our Passion • Excellence, our Pursuit



THE 2018 PRIMARY ART SYLLABUS FRAMEWORK

By the end of their 6 years of art education in primary school,
all students will become **Active Artists & Informed**

Audience who are able to **See, Express & Appreciate** art.



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

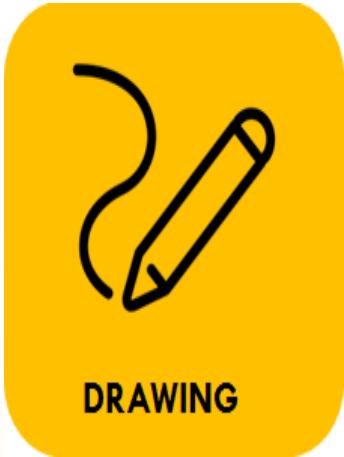
Primary
4

Primary
1 - 6

KEY LEARNING CONTENT AND EXPERIENCES IN ART



CORE LEARNING EXPERIENCES



**Primary
1 - 6**



KEY LEARNING CONTENT AND EXPERIENCES IN ART



CORE LEARNING EXPERIENCES



Primary

4



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KEY LEARNING CONTENT AND EXPERIENCES IN ART



CORE LEARNING EXPERIENCES



**Primary
1 - 6**



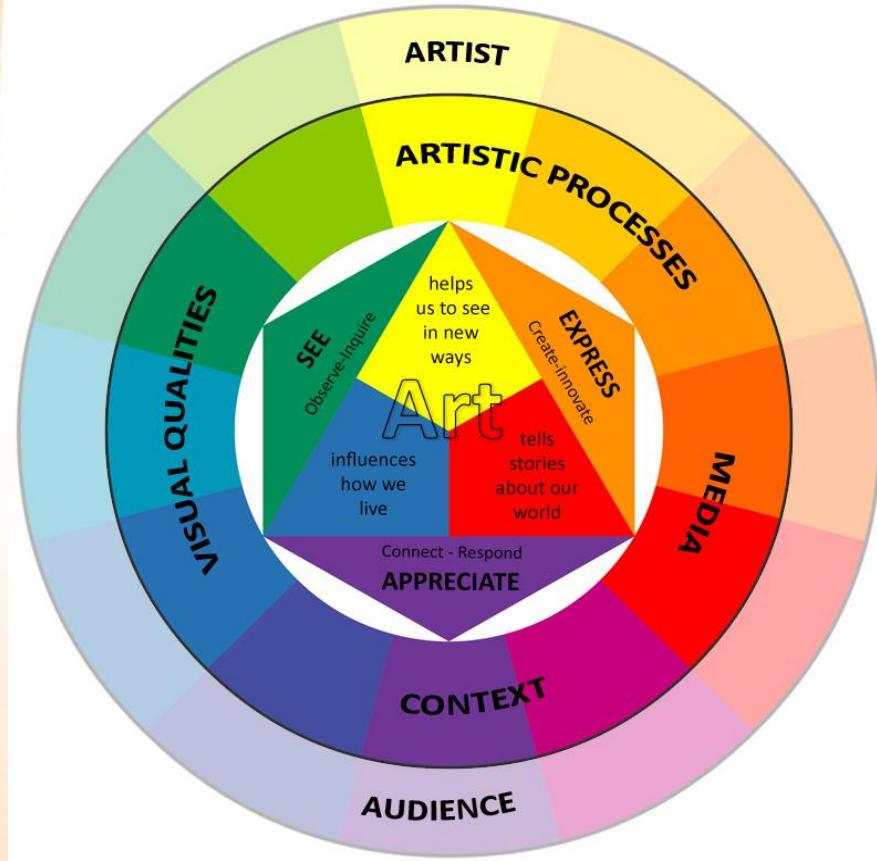
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KEY LEARNING CONTENT AND EXPERIENCES IN ART



4 KEY LEARNING CONTENT COMPONENTS



1. Context

2. Artistic Processes

3. Visual Qualities

4. Media



KEY LEARNING CONTENT AND EXPERIENCES IN ART



LEARNING CONTENT COMPONENT 1

Context

Learning from **a range of artworks** by Singapore and international masters/contemporary artists as well as from student artists from primary schools organised under three focus areas:

- **Self and Immediate Environment**
- **Singapore Past, Present and Future**
- **The World and Region We Live in**





LEARNING CONTENT COMPONENT 2

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.





LEARNING CONTENT COMPONENT 3



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



LEARNING CONTENT COMPONENT 4

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 for Primary 3

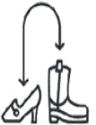


- Drawing
- Painting
- Digital Artwork
- Mixed Media



THE ART CLASSROOM OF TODAY...

Students will either work individually and/or in group activities during art lessons to ...

 Create	 Empathize	 Persevere	 Communicate	 Envision
 Be Patient	 Observe	 Explore	 Adapt	 Collaborate
 Problem Solve	 Manage Time	 Critically Think	 Lead	 Be Resilient
 Motivate	 Take Risks	 Show Initiative	 Be Productive	 Show Craftsmanship
 Reflect	 Organize	 Be Inquisitive	 Listen Well	 Advocate



Source: The Art of education

Inspiration . Imagination . Experimentation . Materiality . Emotion . Presentation



THE ART CLASSROOM OF TODAY...

Students will either work individually and/or in group activities during art lessons to ...



Source: The Art of education

Inspiration . Imagination . Experimentation

Materiality . Emotion . Presentation

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.

CONNECT & WONDER

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

ART INQUIRY

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

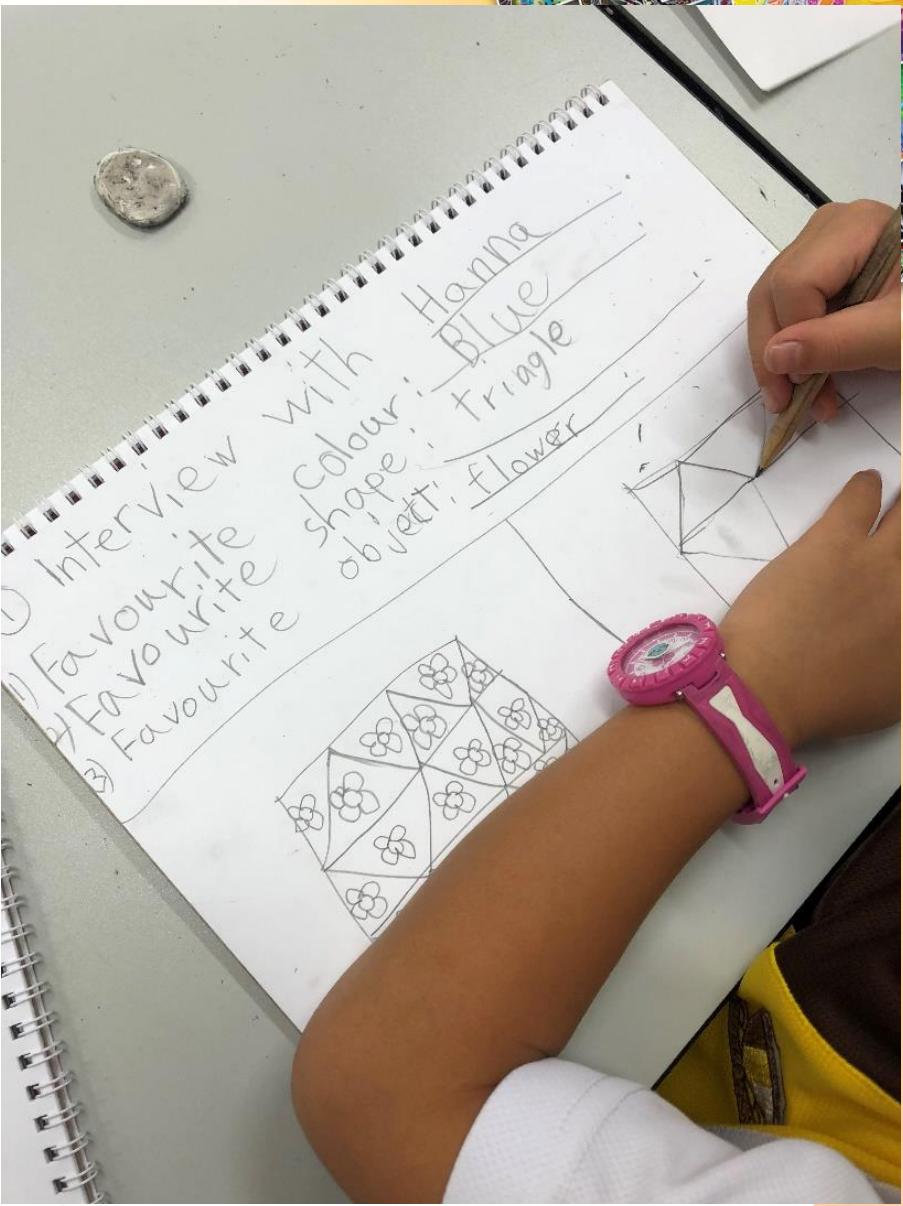
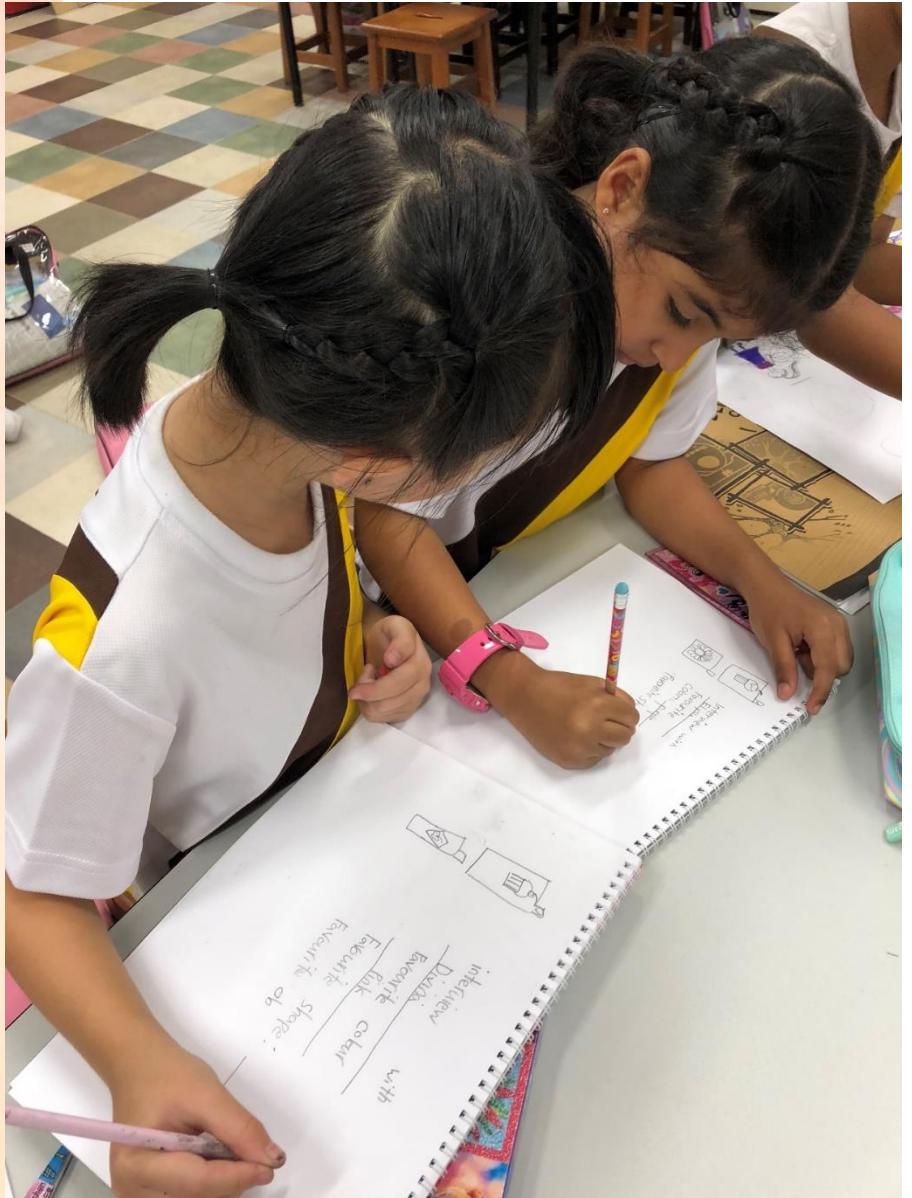
How did I do?
Does my artwork say what I want to say?
How well am I learning?
How can I apply what I have learnt to my next artwork?



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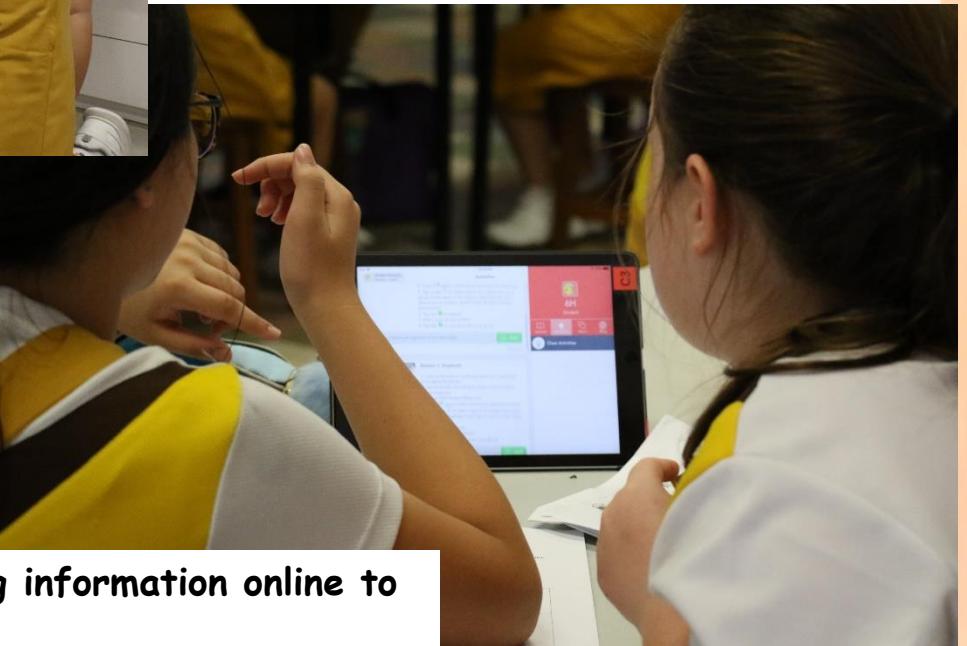
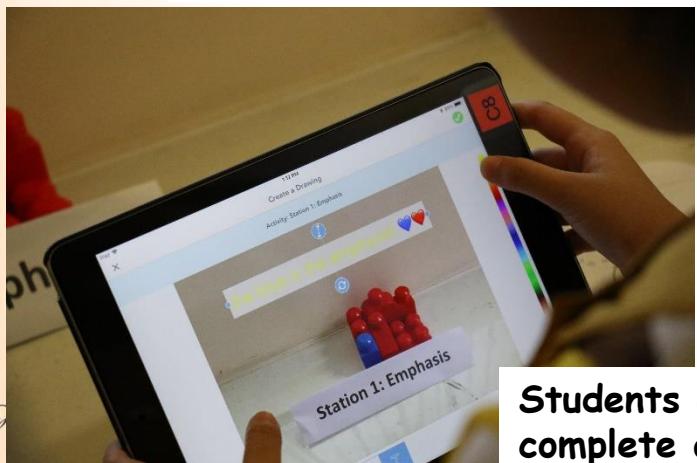


Inquiry-based Lessons



Students collecting information to complete a task by interviewing a peer

Inquiry-based Lessons



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



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 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

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.

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



Learning Progress in Art



HDP:

- MOE Syllabus Learning Outcomes

3-scale descriptors: Beginning, Developing and Competent



Primary 3 Art Learning Outcomes

Semester 1

LO1: Distinguish in the visual qualities of what they see

LO3: Draw from their observation and experience

LO4: Explore and discover different ways to use materials and tools to make art individually and with others



Developing

Achieving

Competent



Primary 3 Art Learning Outcomes

Semester 2

LO2: Ask questions and gather information to make meaning of what they see

LO1: Distinguish in the visual qualities of what they see

LO6: Demonstrate eagerness to find out more about art

LO7: Share their artworks, intention and processes with others

LO8: Talk about Singapore and international artworks and artists

Beginning

Developing

Competent



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



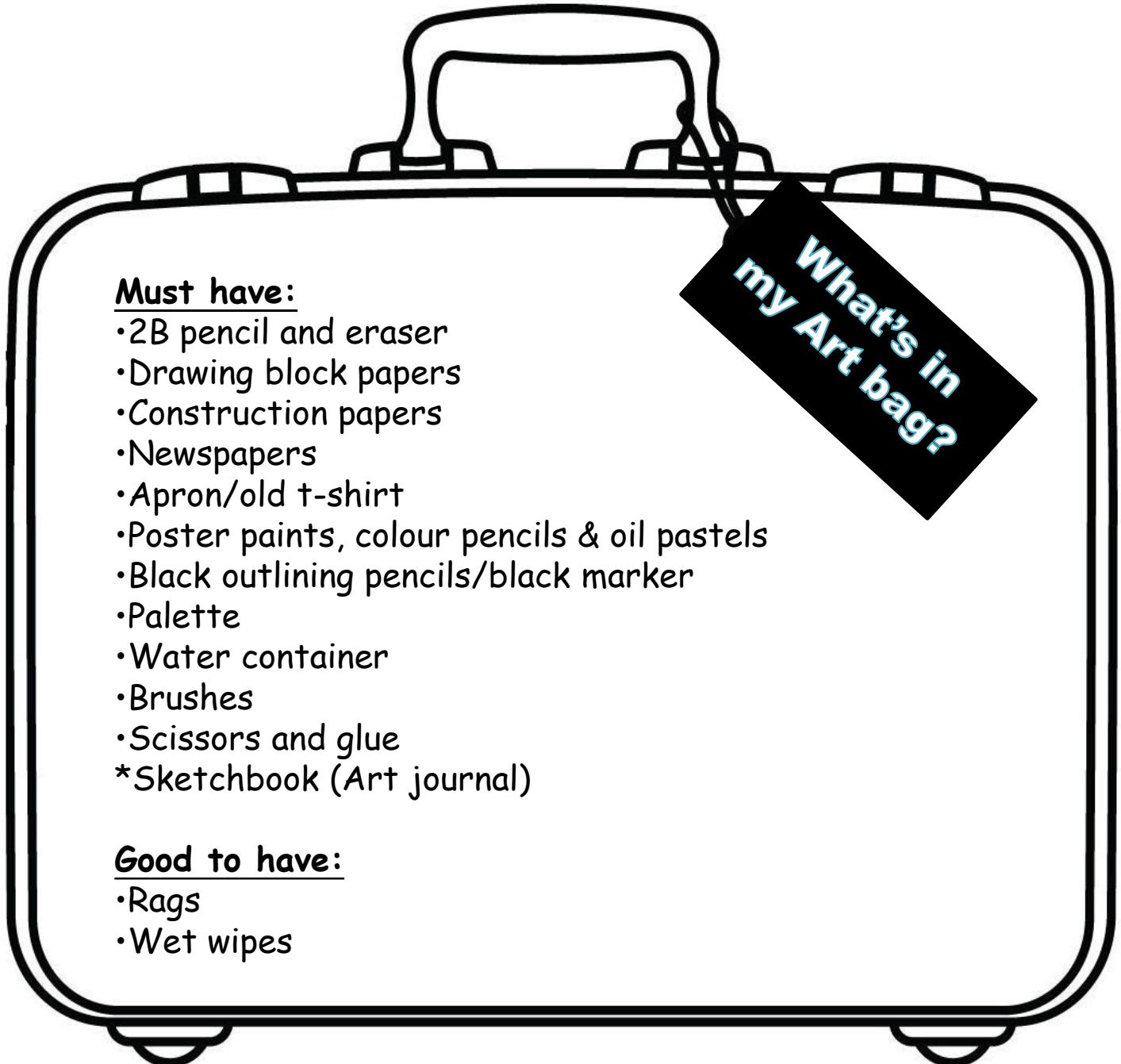
PARENTS AS PARTNERS IN ART EDUCATION



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!



Must have:

- 2B pencil and eraser
- Drawing block papers
- Construction papers
- Newspapers
- Apron/old t-shirt
- Poster paints, colour pencils & oil pastels
- Black outlining pencils/black marker
- Palette
- Water container
- Brushes
- Scissors and glue
- *Sketchbook (Art journal)

Good to have:

- Rags
- Wet wipes





Thank you!



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