

# Primary Art and Music Education

BRIEFING FOR PARENTS OF PRIMARY 1 STUDENTS | 2025|



Ministry of Education  
SINGAPORE



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

ARTS EDUCATION BRANCH  
Student Development Curriculum Division

# OVERVIEW

## 1. Visions of Art and Music Education

- Desired Outcomes of Education
- Aims of Art & Music Education in Singapore Schools
- Art & Music Education For Developing 21<sup>st</sup> CC
- Art & Music For Character & Citizenship Education

## 2. What Will Your Child Learn in Art?

- The Primary Art Syllabus Framework
- Key Learning Content & Experiences in Art

## 3. How Will You Know Your Child Has learnt?

- Purpose of Assessment in Art & Music
- Mode of Assessment in Art

## 4. What Will Your Child Learn in Music?

- The Primary Music Syllabus Framework
- Key Learning Content & Experiences in Music

## 5. How Will You Know Your Child Has learnt (in Music)?

- Mode of Assessment in Music

## 6. Understanding The Learner

- Children. Their World. Their Art. Their Music.

## 7. How Can You Support Your Child?

# 1

## **Visions of Art and Music Education**

- Desired Outcomes of Education
- Aims of Art & Music Education in Singapore Schools
- Art & Music Education For Developing 21<sup>st</sup> CC
- Art & Music For Character & Citizenship Education

## DESIRED OUTCOMES OF EDUCATION IN SINGAPORE SCHOOLS

**Bring out the BEST in every CHILD**

Arts will contribute to the development of

Creator, Connector, Contributor



### 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 & MUSIC EDUCATION IN SINGAPORE SCHOOLS

Enable every child to:

- Enjoy Art and Music
- Acquire artistic and musical skills and knowledge
- Communicate their creative expression in Art and Music
- Make meaning through connecting with society and culture (Art and Music Appreciation)



Acquiring strong foundation,  
discovering interests and  
strengths at primary level

JC 1 - 2

Secondary 1 - 4

Primary 1 - 6

# **ART & MUSIC EDUCATION FOR DEVELOPING 21<sup>ST</sup> CENTURY COMPETENCIES**

## **Critical, Adaptive and Inventive Thinking (Creators)**

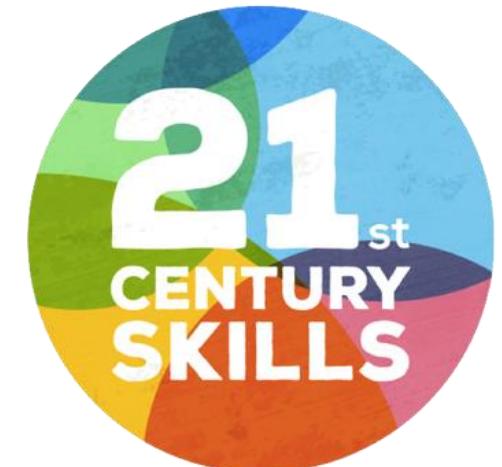
- Consider multiple perspectives, and articulate reasonings for their artistic/musical decisions during creating/performing

## **Communication, Collaboration and Information Skills (Connectors)**

- Acquire and practise communication and collaboration skills on several platforms as they work with others

## **Civic, Global and Cross-Cultural Literacy (Contributors)**

- Develop open-mindedness and a spirit of inclusiveness
- Develop an awareness and appreciation of the art and music and people from local and global cultures.



# ART & MUSIC FOR CHARACTER AND CITIZENSHIP EDUCATION

- Opportunities for exploration into their values, national identity, contemporary issues and to develop the social-emotional competencies

<b>SE Competencies</b>	<b>Developed through:</b>
<b>Self-Awareness</b>	Self-expression in their own music/art
<b>Self-Management</b>	Art/Music-making tasks which requires continuous hard work and practice
<b>Social Awareness</b>	Appreciation for the value of various arts occupations and how they contribute to the society
<b>Relationship Management</b>	Collaborative tasks which promotes maintenance of positive relationships amongst peers
<b>Responsible Decision-Making</b>	Promoting the creation of original artwork/music

Note: The above list is non-exhaustive.

# 2

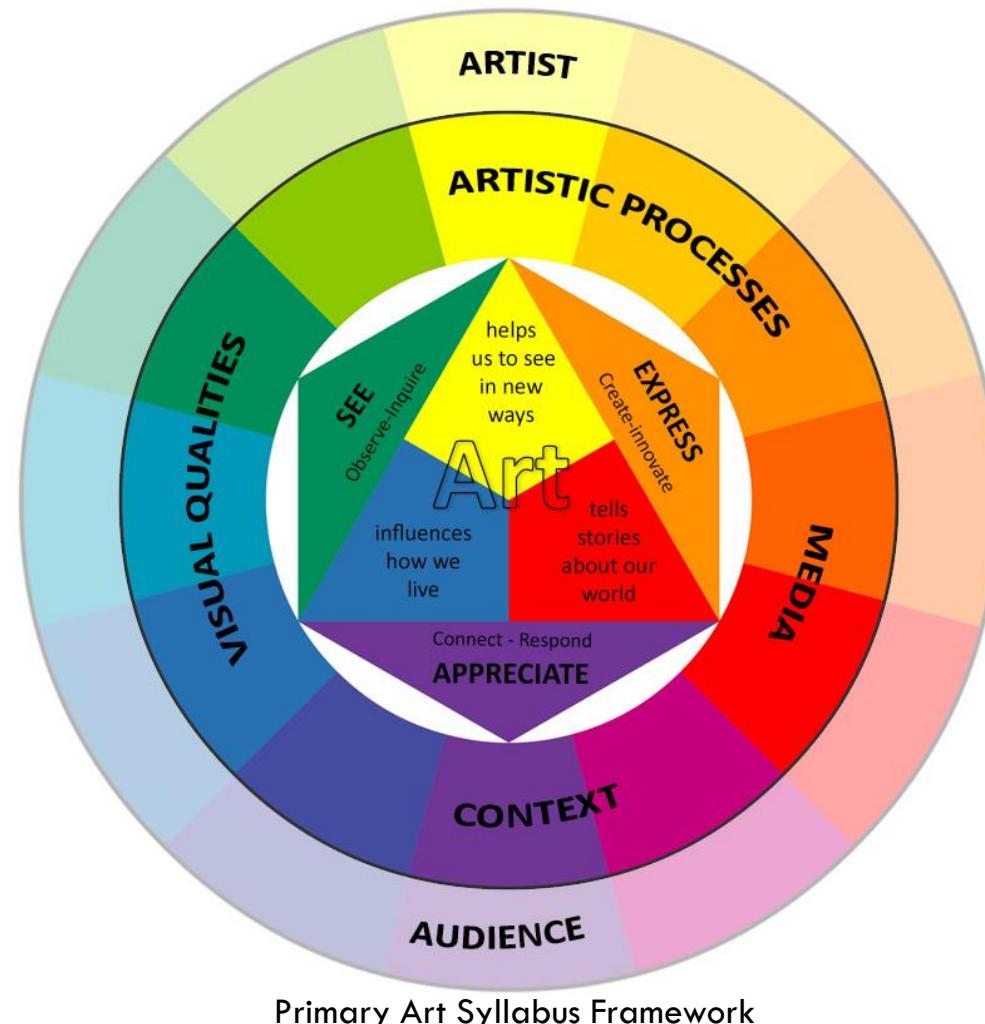
## **What Will Your Child Learn in Art?**

- The Primary Art Syllabus Framework
- Key Learning Content and Experiences in Art @ Henry Park Primary School

# KEY LEARNING CONTENT AND EXPERIENCES IN ART

By the end of their 6 years of art education in primary school, all students will become

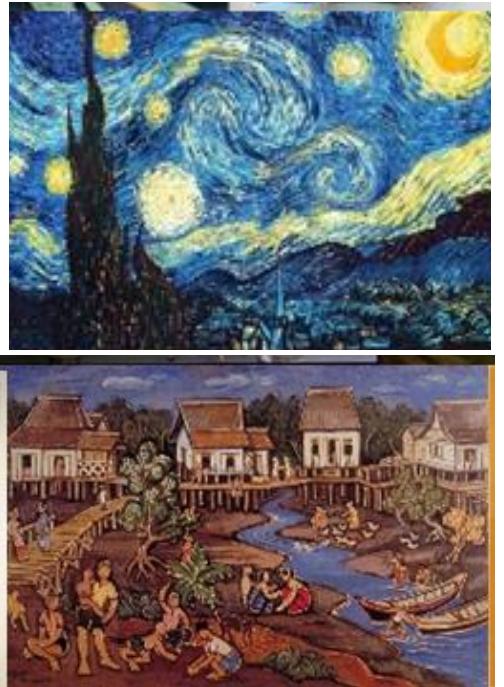
**Active Artists & Informed Audience** who are able to **See, Express & Appreciate** art.



## 4 KEY LEARNING CONTENT COMPONENTS:

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

# KEY LEARNING CONTENT AND EXPERIENCES IN ART



## Context

How students/artists express their ideas in relation to wider world

Learning from **a range of Artists and Art groups** 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**

# KEY LEARNING CONTENT AND EXPERIENCES IN ART

## Artistic Processes

Drawing inspiration and making artistic decisions

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

## 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:

Art Forms	Media
Drawing	coloured pen, ink, markers, crayon, oil pastels, chalk
Painting	Watercolour, acrylic, tempera
Technology	Digital, Photoshop, graphic design
Mixed media	Collage, assemblage or various media mixed together
Sculpture	assemblage, mosaic, paper, clay, found objects
Textile	Batik, stamping

# KEY LEARNING CONTENT AND EXPERIENCES IN ART

## CORE LEARNING EXPERIENCES

In this revised Primary Art Syllabus, there are **4 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.



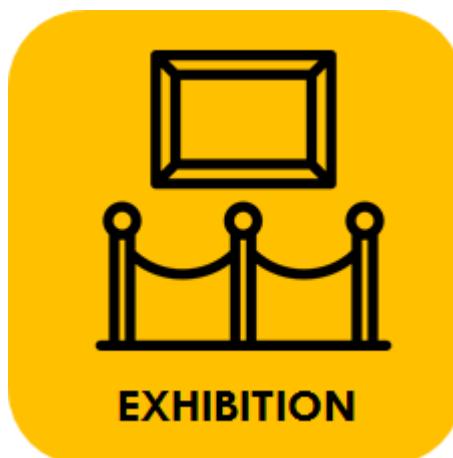
**Primary 1 - 6**



**ART PORTFOLIO**



**MUSEUM BASED  
LEARNING**



**EXHIBITION**

**Primary 1 - 6**

**Primary 1 - 6**

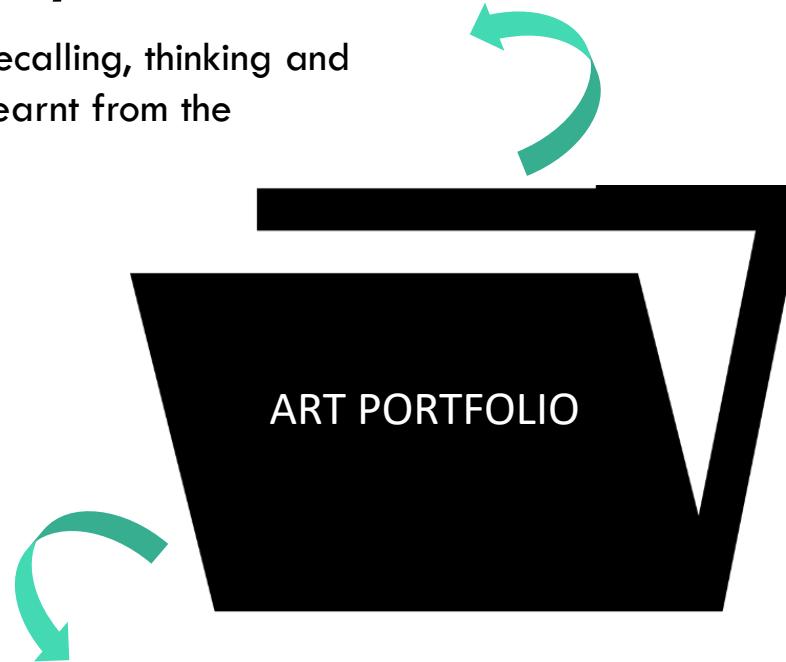
**Primary 4**

**Primary 1 - 6**

# PORTFOLIO AS A CORE LEARNING EXPERIENCE IN ART

## ■ 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.

# 3

## **How Will You Know Your Child Has learnt?**

- Purpose of Assessment in Art & Music
- Mode of Assessment in Art

# ASSESSMENT IN ART

## Task Specific Rubrics as assessment in all primary school.

Class: Primary 1 _____			Parent's Signature: _____		
Graded Assignment: <u>People and Places; All about Me</u>					
Learning Outcomes	Assessment Criteria	Suggested Evidence of Learning	Levels of Achievements		
			Developing	Competent	Accomplished
<b>LO1:</b> Identify simple visual qualities in what they see around them	<b>Personal Response</b>	Talk about what they see using art vocabulary	Minimally describes simple visual qualities in what he/she sees	Describes and make inferences of the simple visual qualities in he/she sees	Observes closely and effectively explains the visual qualities he/she sees
<b>LO5:</b> Share their imagination, thoughts and feelings through art making	<b>Personal Response</b>	Create visuals to show learning (in terms of ideas that informed their imaginations, thoughts and feelings) from artworks	Shows little consideration and limited use of ideas gathered from artworks by artists to inform his/her own art making	Able to use ideas gathered from artworks by artists for his/her own art making with some guidance	Uses ideas gathered from artworks by artists intentionally to inform his/her own art making
<b>LO6:</b> Show interest in looking at a variety of artworks	<b>Personal Response</b>	Show sustained participation in artwork discussion and related learning activities	Participates passively in all art discussion and related learning activities	Participates actively in all art discussion and related learning activities	Shows concentration when looking at artwork and consistently puts in his/her best efforts when engaging in all art discussion and related learning activities

- Key Learning Outcomes identified for each topic
- Teachers assesses students' responses in their Art-Making Process (not just the Product)
- 3 Levels of Achievement
  - Developing
  - Competent
  - Accomplished
- Descriptors are task specific

## PURPOSE OF ASSESSMENT IN ART & MUSIC

Although art and music are non-examinable subjects at the primary level, assessments in art and music are important to provide feedback to the various stakeholders:

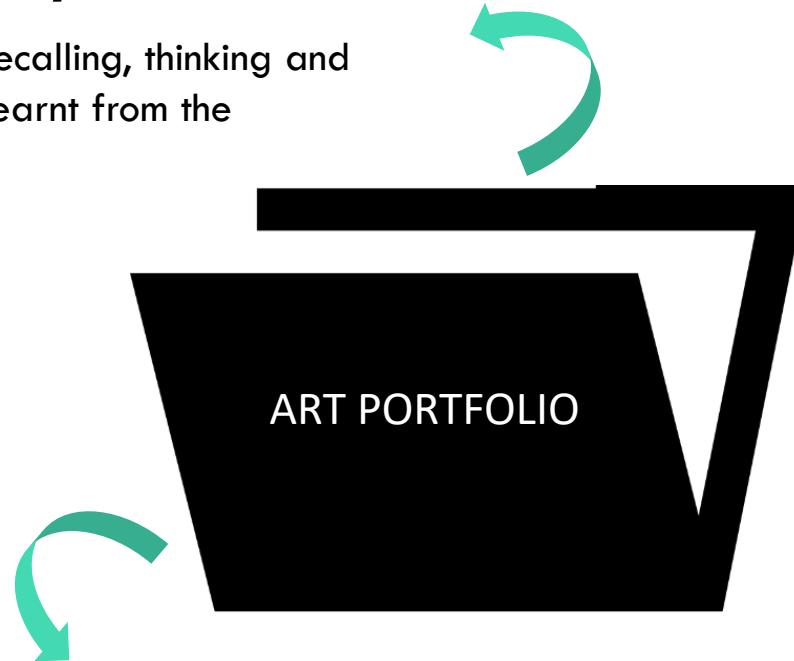
1. To **celebrate** what students can do and have achieved in art and music
2. To **identify** students' strengths and areas for improvements so that they know what to do to improve
3. To **support** and **improve** the teaching and **learning** of knowledge, skills and values delineated in the syllabus
4. To promote **continuous students' growth** and learning in art and music
5. To **inform placement** beyond primary school

# ASSESSMENT IN ART

## Task Specific Rubrics as assessment in all primary school.

- **A portfolio always includes reflection**

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- Reflections

- **A portfolio is as much a process as a product**

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## ASSESSMENT IN ART

# What we look for when assessing students' development in art:

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

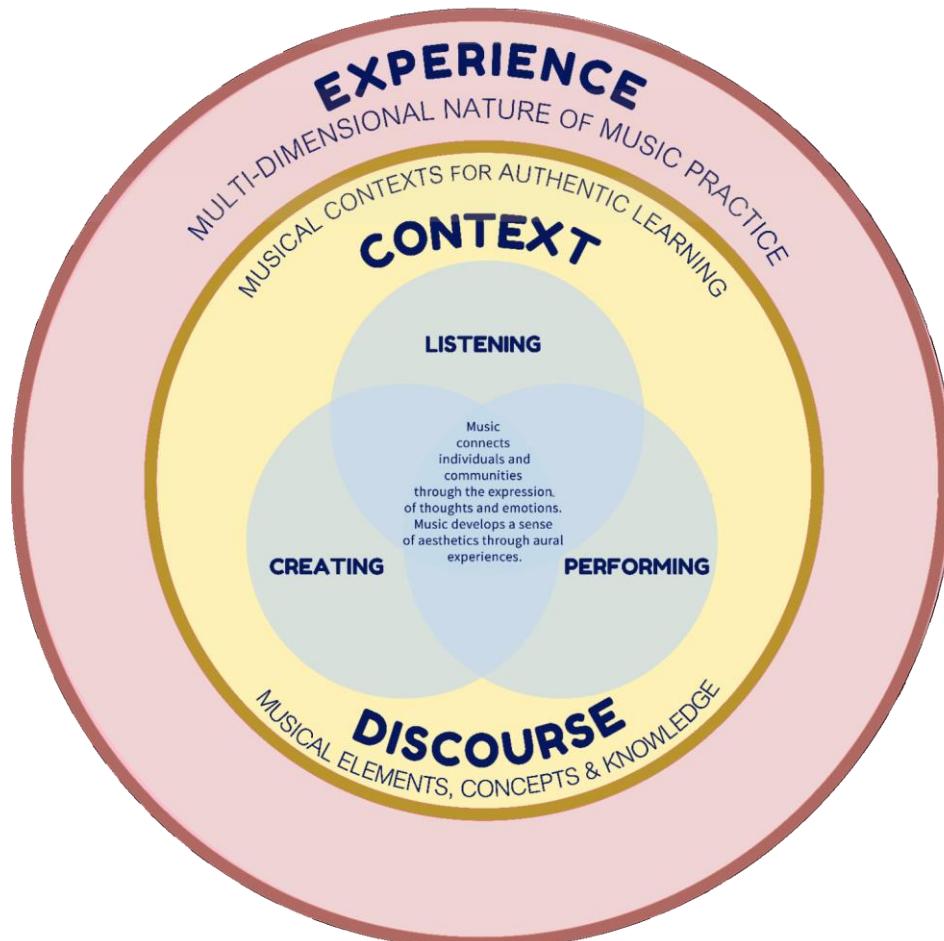
# 4

## **What Will Your Child Learn in Music?**

- The Primary Music Syllabus Framework
- Key Learning Content and Experiences in Music @ Henry Park Primary School

# KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

By the end of their 6 years of music education in primary school, all students will develop musical understanding through ***Listening, Creating & Performing*** music.



## 3 CORE UNDERSTANDINGS:

1. Experience
2. Context
3. Discourse

# KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

## Experience

Music learning leverage on the **multi-dimensional** nature of music and its practices.



- Singing
- Rhythmic chanting
- Dance
- Movement
- Playing various instruments:
  - Percussion instruments
  - Mallet instruments
  - Recorder
  - Ukulele
- Technology-based music lessons

# KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

## Context

Through the engagement of music in meaningful contexts, students find relevance in their learning and **connect what they learn in school with real-world problems and situations.**

The intentional selection of **appropriate repertoire** would provide additional perspectives to develop a deeper understanding of the value of music in students' lives.

## Examples of Core Repertoire

### National and Community Songs in English

- Count On Me, Singapore
- Stand Up for Singapore
- Singapura
- Singapore Town
- Home

### Community Song in Chinese

Zao Qi Shang Xue Xiao (早起上学校)

### Community Song in Malay

Semoga Bahagia

### Community Song in Tamil

Munnaeru Vaaliba (Song of Youth)

# KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

## Discourse

Organised around the building blocks of music, students will be able to experience, learn and apply the **musical elements and concepts** through Listening, Creating and Performing:

- (i) Tempo, Rhythm and Beats
- (ii) Pitch
- (iii) Expression
- (iv) Form
- (v) Timbre/Tone Colours
- (vi) Tonality and Harmony
- (vii) Texture
- (viii) Notation



# KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

## Musical Processes

### Listening



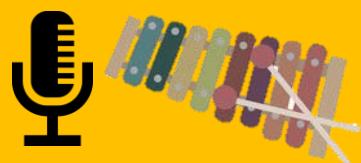
By actively listening, students would be able to experience and explore how music from a range of cultures and genres convey ideas, experiences and emotions.

### Creating



Creating individually or in a group involves exploring, experimenting with and discovering sounds. It requires students' imaginative use of their existing musical understanding and skills to communicate thoughts, feelings, ideas and emotions expressively through music.

### Performing



Performing music allows students to express themselves and develop their technical skills in singing and instrumental playing.

**5**

## **How Will You Know Your Child Has learnt (in Music)?**

- Assessment in Music

# ASSESSMENT IN MUSIC

## What we look for when assessing students' development in music:

Criteria	Description
<b>Listen &amp; Respond</b>	<ul style="list-style-type: none"><li>Evaluate and comment on the music that they have heard</li><li>Describe the qualities of the music using appropriate musical terms</li><li>Respond to elements of music as well as its mood in a variety of ways. (e. g. movement, performing, drawing).</li></ul>
<b>Create Music</b>	<ul style="list-style-type: none"><li>Improvise musical ideas and create music using voice, body percussion and/or classroom instrument(s).</li><li>Record music ideas using graphic and standard notation</li></ul>
<b>Perform Music</b>	<ul style="list-style-type: none"><li>Sing/play instruments with good tone, expression and appropriate singing/performance techniques</li></ul>
<b>Making Connections</b>	<ul style="list-style-type: none"><li>Describe and discuss the role of music in society</li><li>Experience and perform the National Anthem and a variety of folksongs and community songs that can be heard in Singapore and globally</li><li>Experience and recognise aurally, the music and instruments from:<ul style="list-style-type: none"><li>Singapore</li><li>At least 2 cultures in Southeast Asia</li><li>The Western Classical</li></ul></li></ul>

# 6

## **Understanding The Learner**

- Children. Their World. Their Art. Their Music.

## CHILDREN. THEIR WORLD. THEIR ART



Let's take a look at some of our children's masterpieces ...

# CHILDREN. THEIR WORLD. THEIR ART

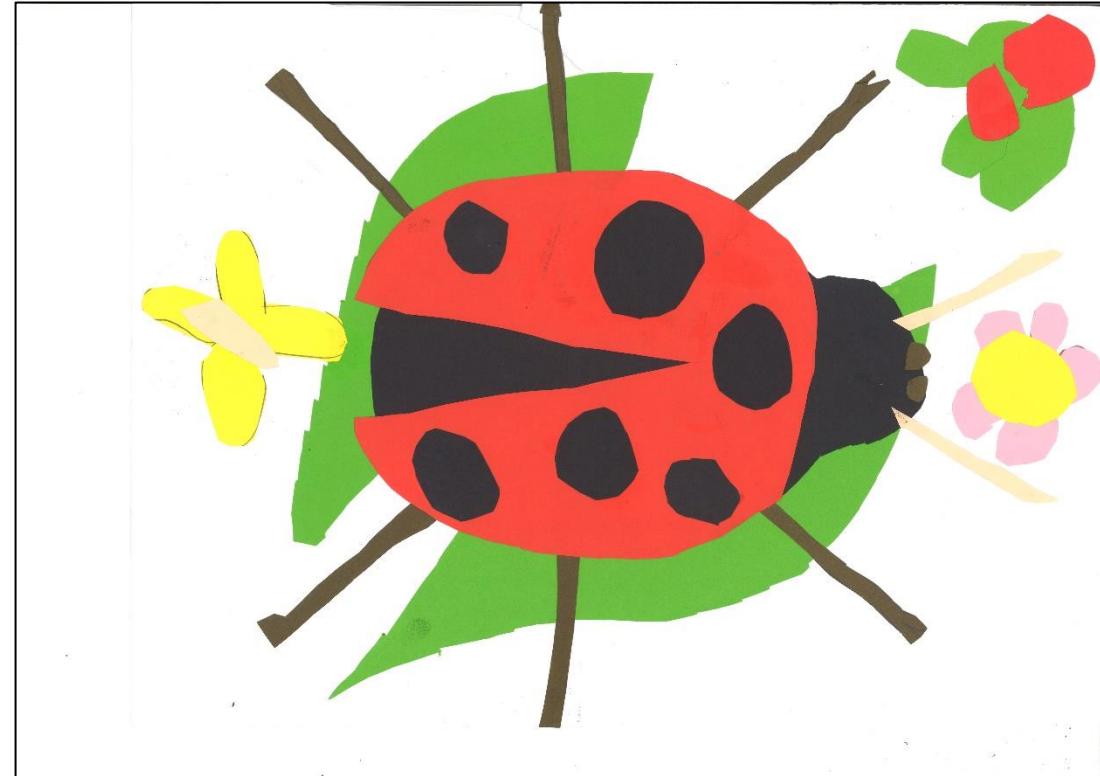


Avelyn Grace McGrath

1E 2025

Modelling Clay

An animal that represents me



2B Esperanza Santos Rivas

2B 2024

Collage

Insects

# CHILDREN. THEIR WORLD. THEIR ART



Faith Ching Zi Xuan  
3F 2024  
Batik Painting  
Nature



Teh Zhen Xin Algernon Sawyer  
4H 2024  
Digital Art  
Surrealism

# CHILDREN. THEIR WORLD. THEIR ART



Lee Yu Qi Sarah  
5A 2023  
Watercolour Painting  
Singapore Landscape



Brianna Ang, Clara Kee and Ng Yu Tong  
6F 2025  
Photography  
School

# CHILDREN. THEIR WORLD. THEIR MUSIC



Primary 1 students playing  
percussion instrument

Primary 1 students using  
body movements  
to create and perform  
music



Primary 2 students learning solfège handsigns

# CHILDREN. THEIR WORLD. THEIR MUSIC



Primary 3 students learning recorder

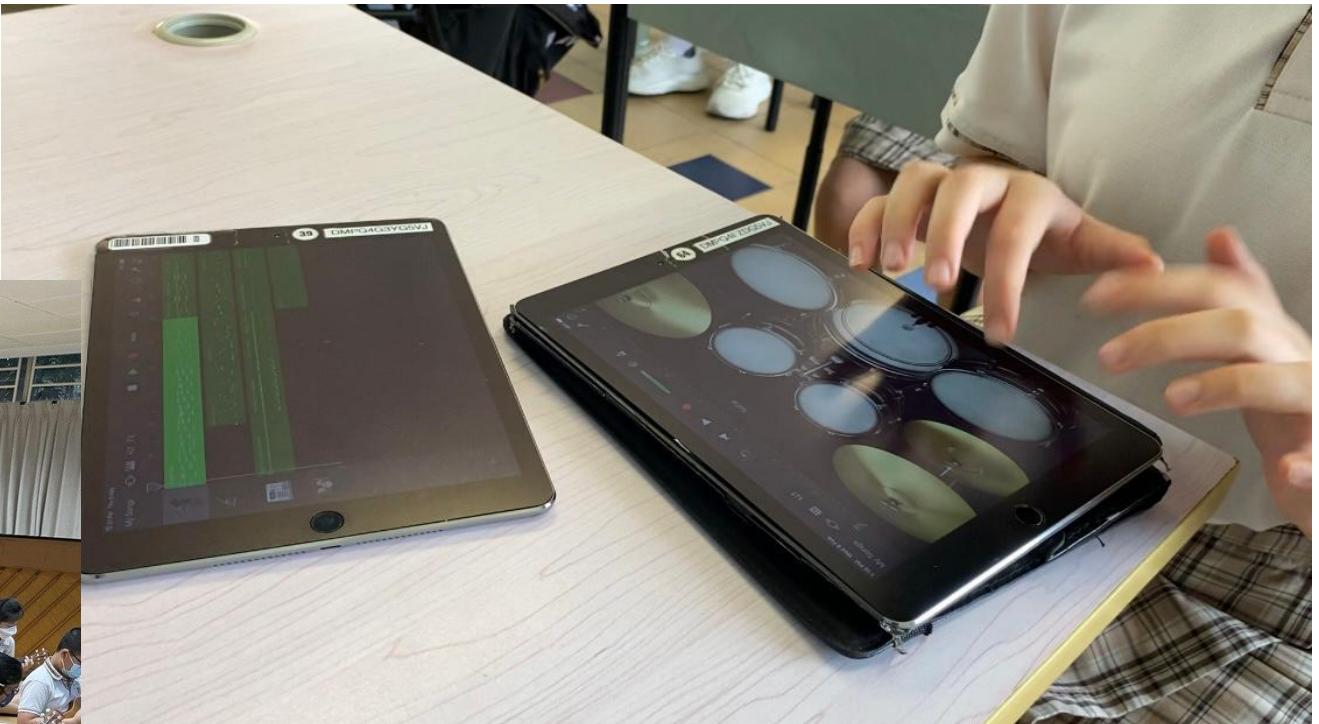


Primary 4 students playing recorder

# CHILDREN. THEIR WORLD. THEIR MUSIC.



Primary 5 students practising ukulele



Primary 6 student creating music digitally

7

## 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?

Parents and families can complement children's learning and development at home by helping children make **connections between what goes on in school and at home** to enrich their learning experience beyond the classroom. You could:

- 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 work or music performance 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 or music making together
- 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 or music.
- tell your child how happy you are to see his/her art or his/her performance and how it makes you feel. Encourage him/her to keep creating art and music that he/she loves.
- Where possible, bring your child to visit local art exhibitions, music showcase and arts shows to gather new ideas and be inspired!

**Thank You!**