



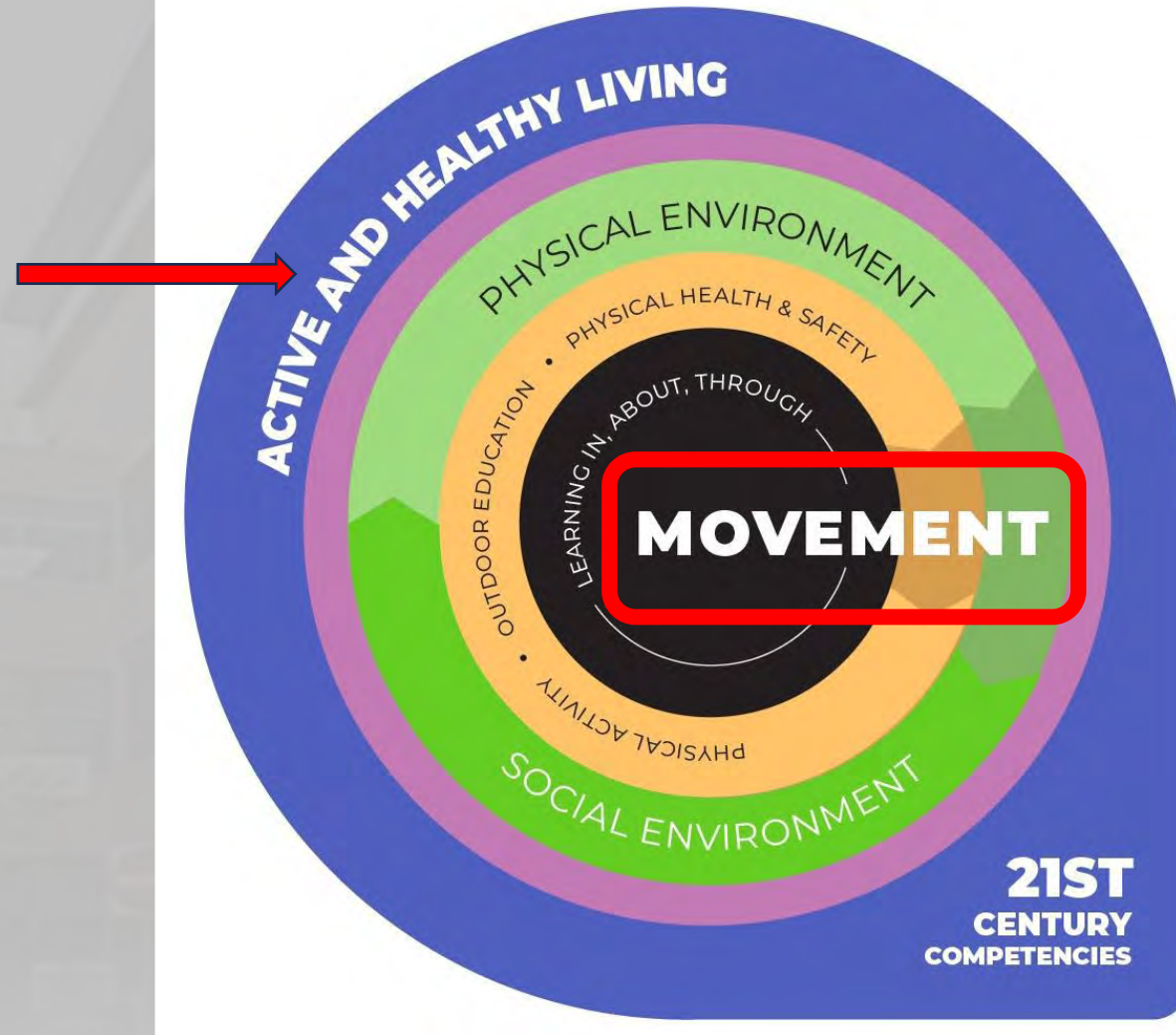
# PE, Art, Music, PAL and CCA Curriculum Briefing

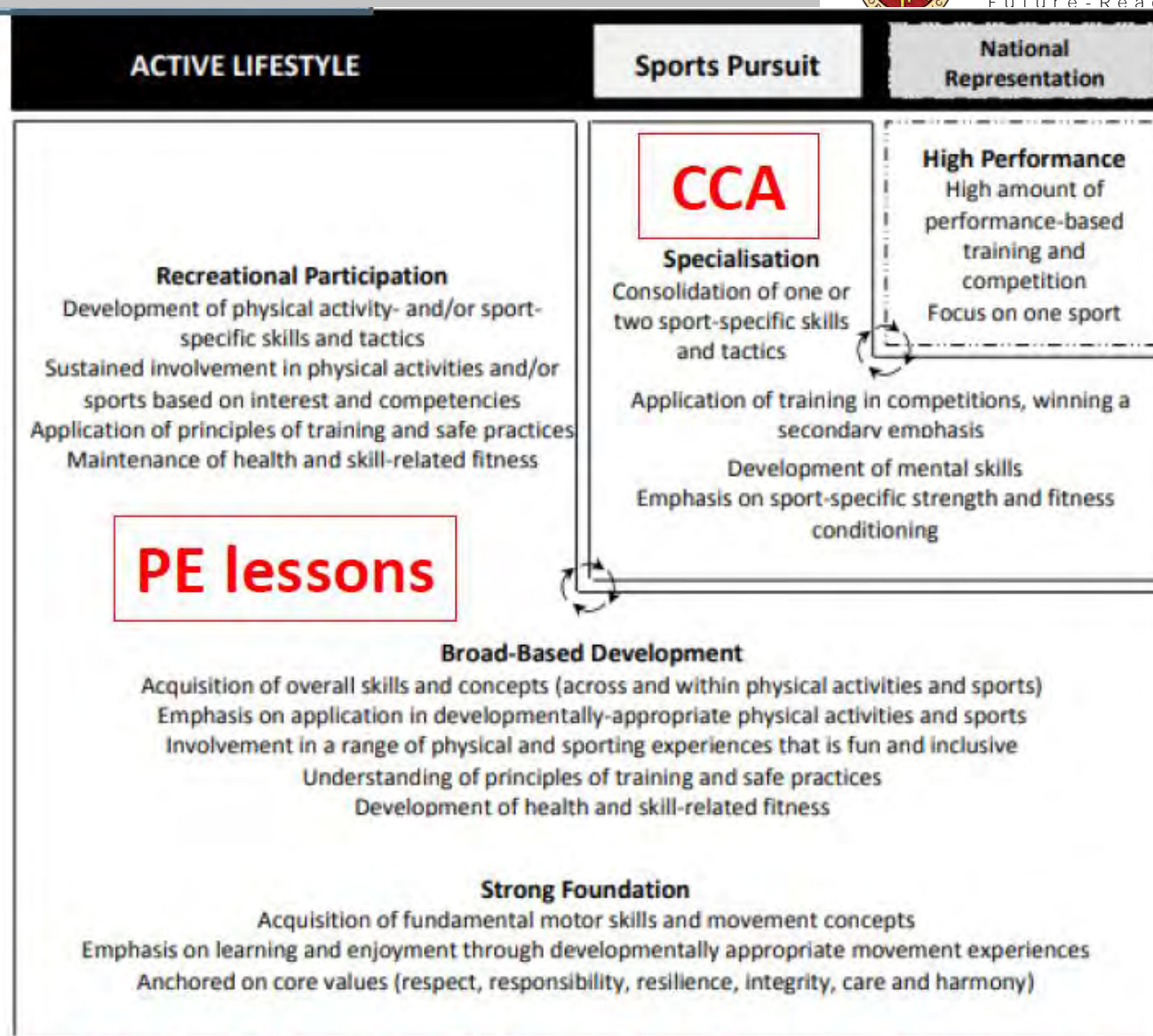
## *Mission*

Nurturing Every Child in a Vibrant and Caring Environment  
where Talents Blossom



# Physical Education Curriculum Framework





### Physical Education & Sports Development Framework





### **Recreational Participation**

- Development of physical activity- and/or sport-specific skills and tactics
- Sustained involvement in physical activities and/or sports based on interest and competencies
- Application of principles of training and safe practice
- Maintenance of health and skill-related fitness

### **Broad-Based Development**

- Acquisition of overall skills and concepts (across and within physical activities and sports)
- Emphasis on application in developmentally-appropriate physical activities and sports
- Involvement in a range of physical and sporting experiences that is fun and inclusive
- Understanding of principles of training and safe practices
- Development of health and skill-related fitness

### **Strong Foundation**

- Acquisition of fundamental motor skills and movement concepts
- Emphasis on learning and enjoyment through developmentally appropriate movement experiences
- Anchored on core values (respect, responsibility, resilience, integrity, care and harmony)



# Learning Areas of PE

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none"><li>• Athletics</li><li>• Dance</li><li>• Games and Sports</li><li>• Gymnastic</li><li>• Swimming</li></ul>	<ul style="list-style-type: none"><li>• Movement Skills and Concepts</li><li>• Safety Practices</li></ul>
Outdoor Education		<ul style="list-style-type: none"><li>• Outdoor Living</li><li>• Sense of Place</li><li>• Risk Assessment and Management</li></ul>
Physical Health and Safety		<ul style="list-style-type: none"><li>• Physical Fitness</li><li>• Safety and Risk Management</li><li>• Nutrition</li><li>• Personal Hygiene and Self-Care</li></ul>

Table 1. Learning Area, Content Area and Strand at the Primary Level



# Physical Education in Junyuan

**At Primary 4**

**Athletics**



**Dance**



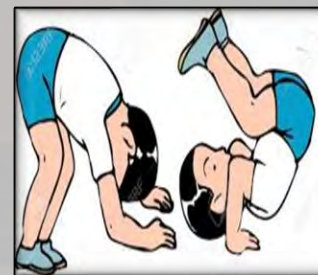
**Games & Sports**



**Health education**



**Gymnastics**



**Outdoor Education**



**Swimming**

**At Primary 4**







# PE Learning Outcomes

## Dance

Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)



## Outdoor Education

Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.





## Games and Sports

Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.

### Gymnastics

Directional motor skills:

Move forward, backward, sideways,  
maintaining safe distance.







# Outdoor Education Framework



### EXPLORE AND LEARN ABOUT YOUR FAVOURITE PLACE IN SCHOOL

What should Riley and friends look out for when exploring a new place?

- Plants and animals that live here



- Landmarks that are important or interesting

- People who work or study here

Share with Riley about your favourite place in school. Fill in the blanks.

I enjoy going to the \_\_\_\_\_ because

\_\_\_\_\_

I take care of my favourite place by

\_\_\_\_\_

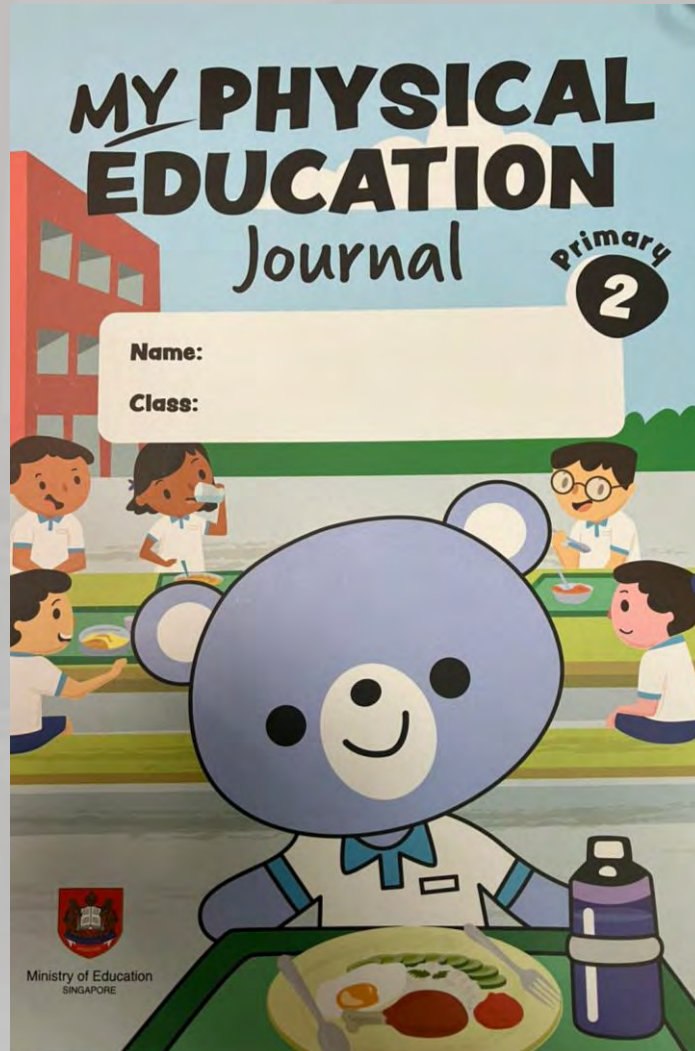


# Outdoor Education





# My Physical Education Journal







# CONTENTS

## Active and Healthy Living

- 2-7 Taking Care of Your Well-being ① ② ③
- 8-16 Making Healthier Food Choices ① ② ③

## Safety for Self and Others

- 18 Applying Safe Thinking and Action
- 19-26 Staying Safe in Different Environments ① ② ③ ④ ⑤

## Caring for Self, Others and the Environment

- 28-29 Caring for Your Visual Health
- 30-36 Learning About Germs and Diseases ① ② ③ ④ ⑤

## Joy of Physical Activity

- 38-40 Physical Activity
- 41-43 Outdoor Education



# Family Time



Do you know how much water you drink in a day? Partner with a family member to record the amount of water both of you drink over three days.

Me			My _____ (a family member)		
Day 1	Day 2	Day 3	Day 1	Day 2	Day 3
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽
▽	▽	▽	▽	▽	▽

Legend: 1 ▽ = 250 ml of water

Parent's / Guardian's Signature: \_\_\_\_\_



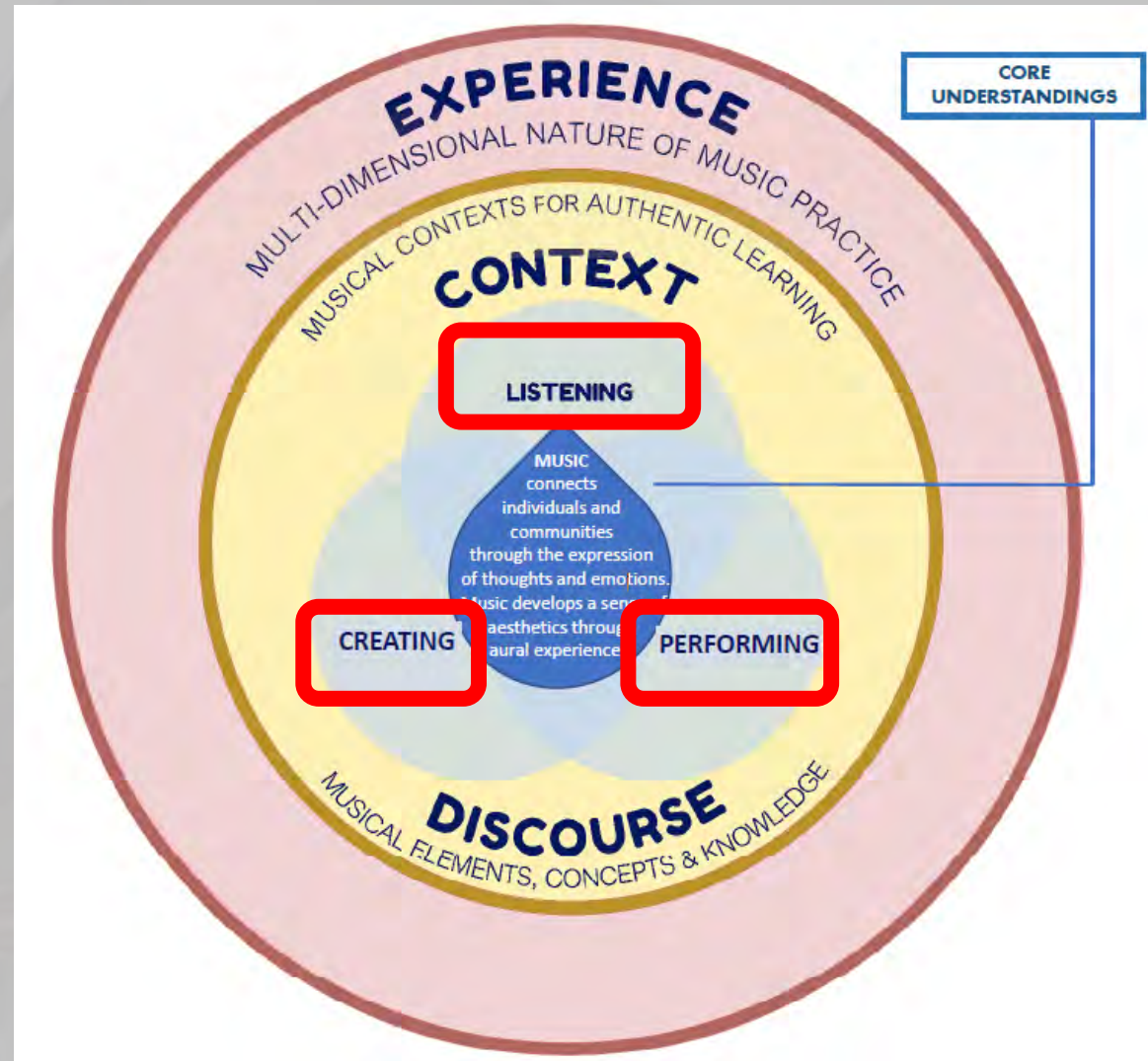
What physical activities would you like to do with your family in the coming week? Write a few examples below.







# Music Curriculum







## Music

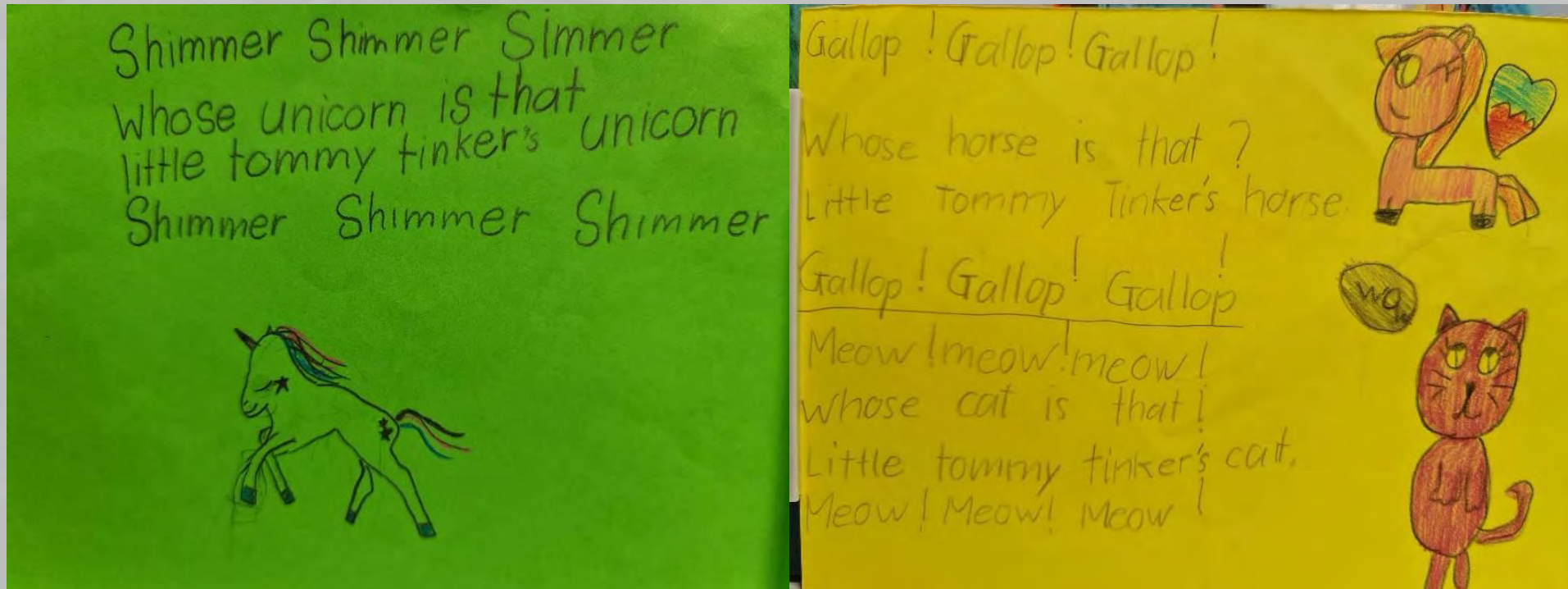
### Learning Outcomes of Listening, Creating and Performing

1	<b>LO1 Listen and Respond to Music</b> LO1 seeks to enable students to actively listen to experience and explore how music from a range of cultures and genres can convey ideas, experiences and emotions. At the primary level, students build their foundation in listening skills through active listening.
2	<b>LO2 Create Music</b> LO2 seeks to harness and develop students' innate creativity within the context of music. Through improvising, composing and other ways of creating, students learn to communicate their ideas in and through music, build their expressive skills and develop their unique personal voice.
3	<b>LO3 Perform Music</b> LO3 provides experiential means through singing and instrumental playing for students to interact with a wide variety of repertoire to deepen their understanding of the characteristics of music. It would also be important to have opportunities for students to perform individually as well as in collaboration with others in an ensemble in class or as part of a community.



## LO 2

Create Music in both vocal and instrumental settings,  
individually and collaboratively





### LO 3

Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively:

A. Sing

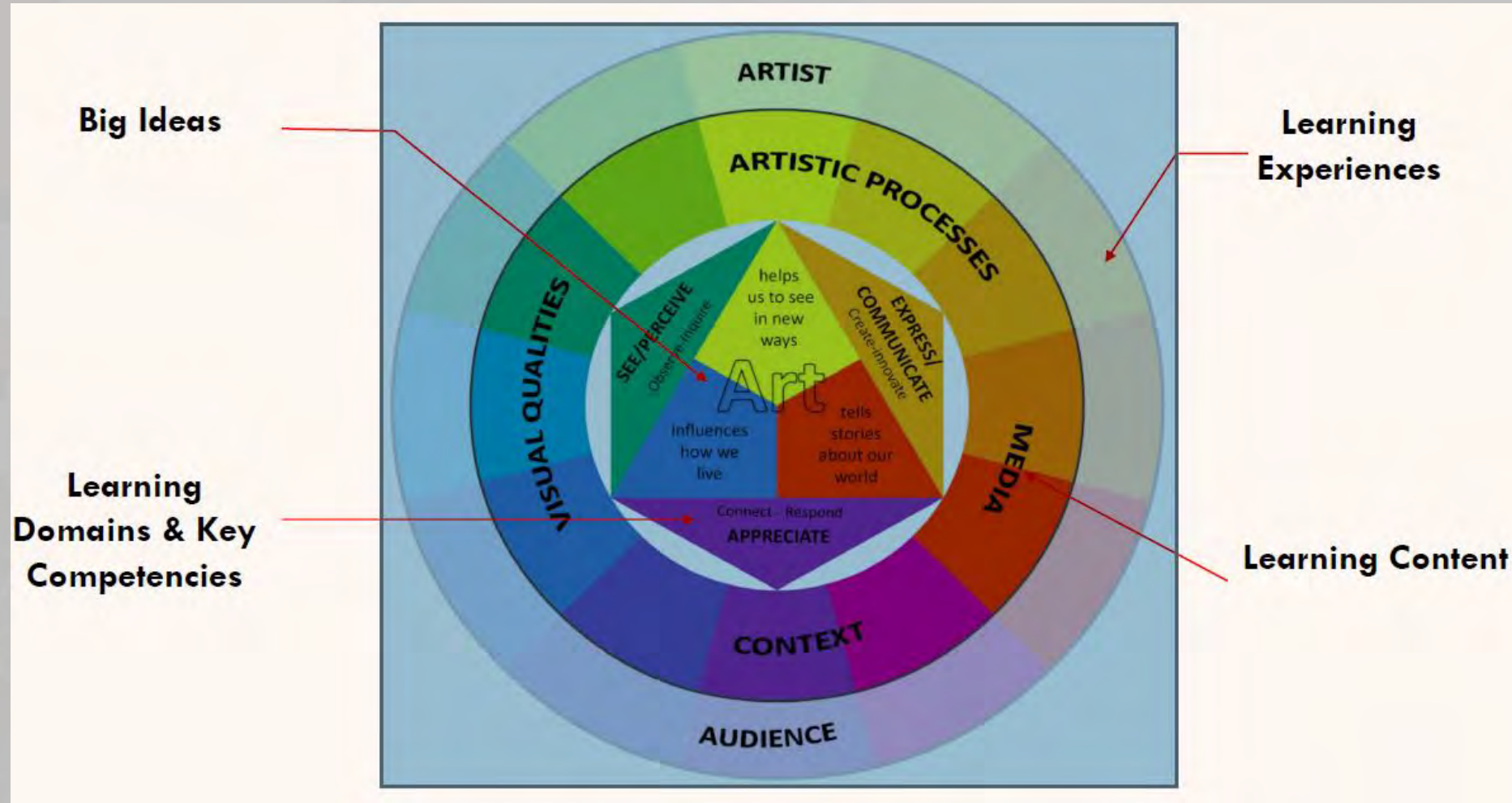
B. Play Instruments







# Art Framework





# Art Learning Outcomes

**Domain: See**

**Competencies: Observe – Inquire**

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation

**Domain: Express**

**Competencies: Create –  
Innovate**

LO4: Play with a variety of materials and tools to make art

LO5: Share their imagination, thoughts and feelings through art making

**Domain: Appreciate**

**Competencies: Connect –  
Respond**

LO6: Show interest in looking at a variety of artworks

LO7: Talk about what they see, feel and experience using art vocabulary

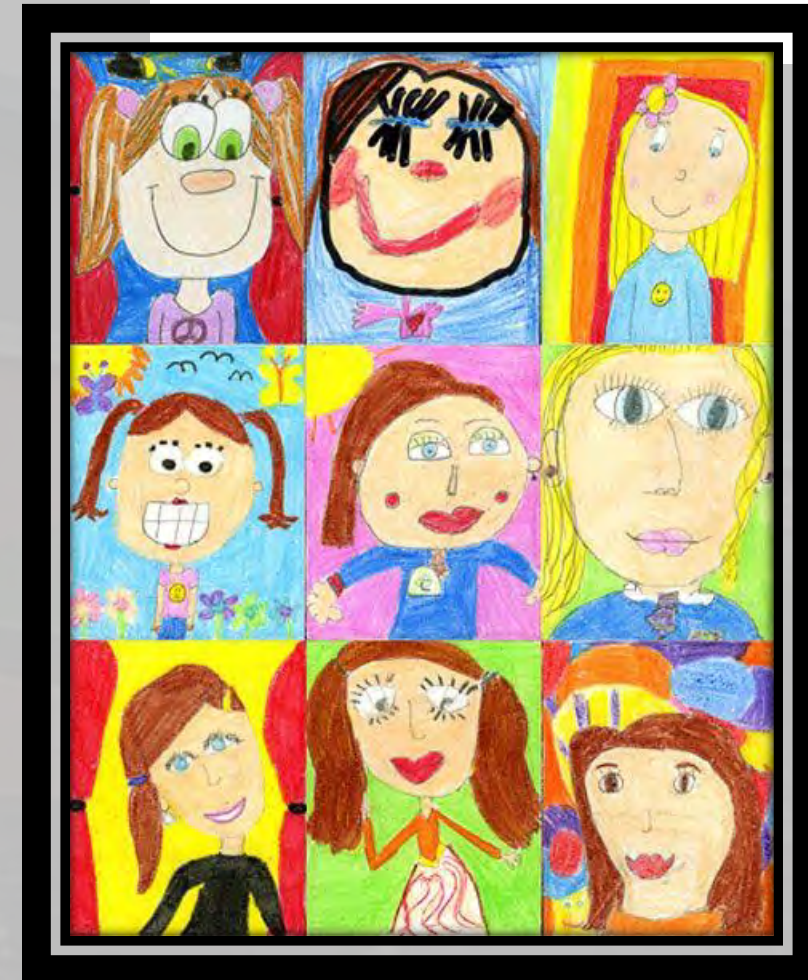
# Domain: See

## Competencies: Observe – Inquire

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation



P1 Self Portrait



# Domain: Express

**Competencies: Create – Innovate**

LO4: Play with a variety of materials and tools to make art

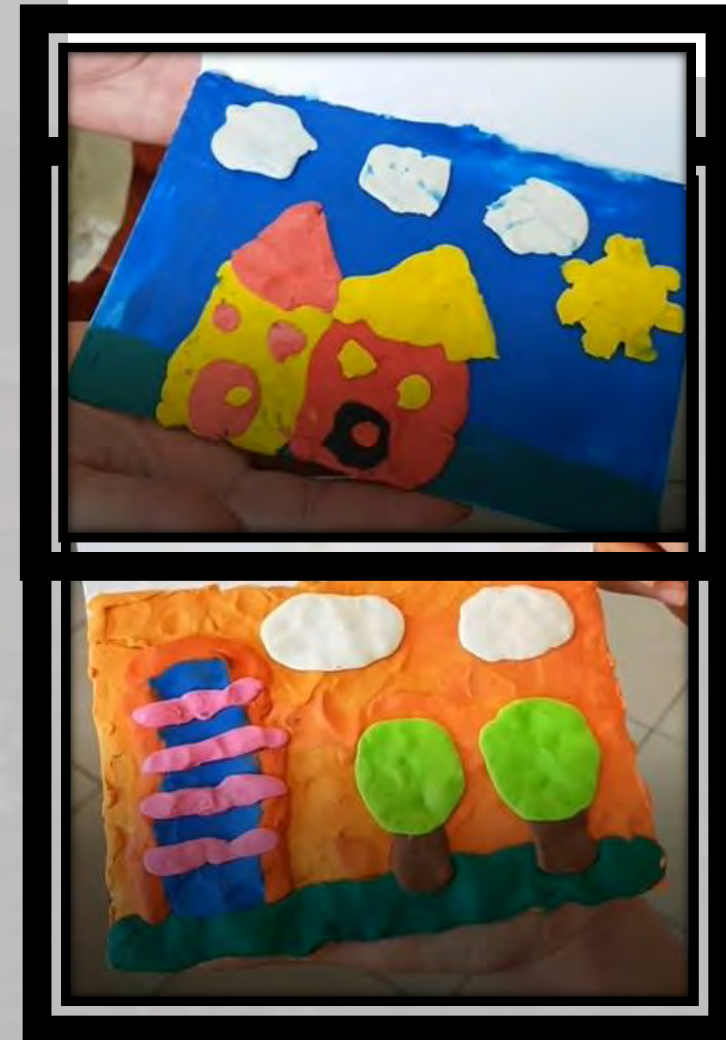
LO5: Share their imagination, thoughts and feelings through art making

# Domain: Appreciate

**Competencies: Connect – Respond**

LO6: Show interest in looking at a variety of artworks





LO7: Talk about what they see, feel and experience using art vocabulary



**Creating Art pieces using Clay**



# Art Learning Outcomes

Primary 2 Semester 1 Learning Outcomes	 Exceeding	 Competent	 Developing	 Beginning
	Descriptors	Descriptors	Descriptors	Descriptors
<b>SEE</b>				
Identify simple visual qualities (texture, form, etc) in what they see around them	Able to <b>effectively explain and make inferences</b> from the visual qualities that they see	Able to <b>describe and make inferences</b> from the visual qualities that they see	Able to <b>describe some</b> simple visual qualities that they see	Able to describe <b>limited</b> simple visual qualities that they see
Ask questions about what they see	Able to ask relevant questions about what they see <b>all the time</b>	Able to ask relevant questions about what they see <b>most of the time</b>	Able to ask relevant questions about what they see <b>occasionally</b>	Able to ask relevant questions about what they see <b>rarely</b>



# Art Learning Outcomes

EXPRESS				
Draw from their imagination and observation	Able to draw from their imagination and observation <b>all the time</b>	Able to draw from their imagination and observation <b>most of the time</b>	Able to draw from their imagination and observation <b>some of the time</b>	<b>Rarely</b> able to draw from their imagination and observation
Play with a variety of materials and tools to make art	Students play and <b>independently explore</b> the use of a variety of tools and materials presented to them to make art	Students play and explore the use of the range of tools and materials presented to them to make art <b>with some help</b> from the teacher	Students play and explore the use of the tools and materials presented to them to make art <b>with lots of help</b> from the teacher	Students play and explore the use of the tools and materials presented to them to make art <b>with help</b> from the teacher <b>all the time</b>





## P2 - AMIS Art Programme (Plush Art)

- Students will create plush toy inspired by the artwork, We are Family (2014) by Vicente Delgado.





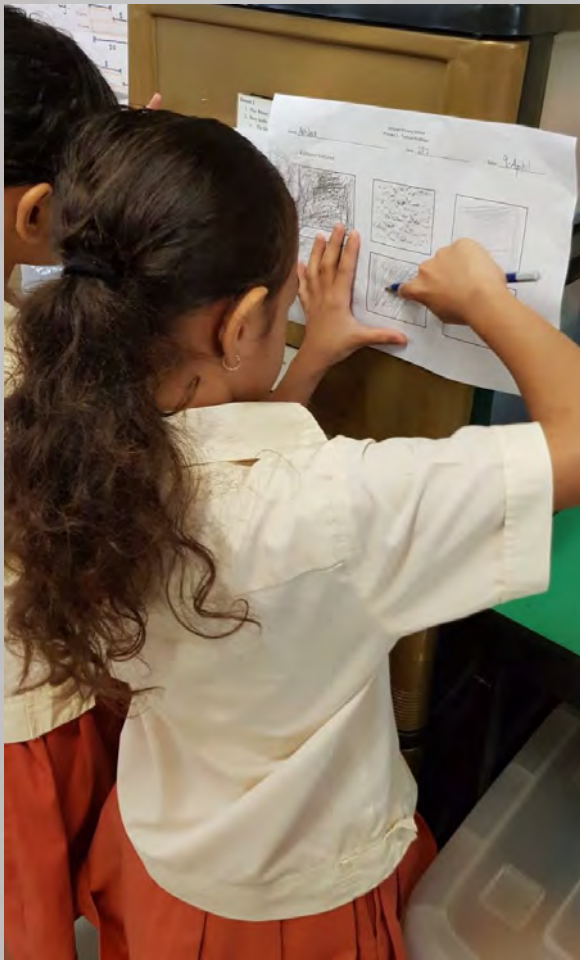
Create a hanging mobile of your friend's face.



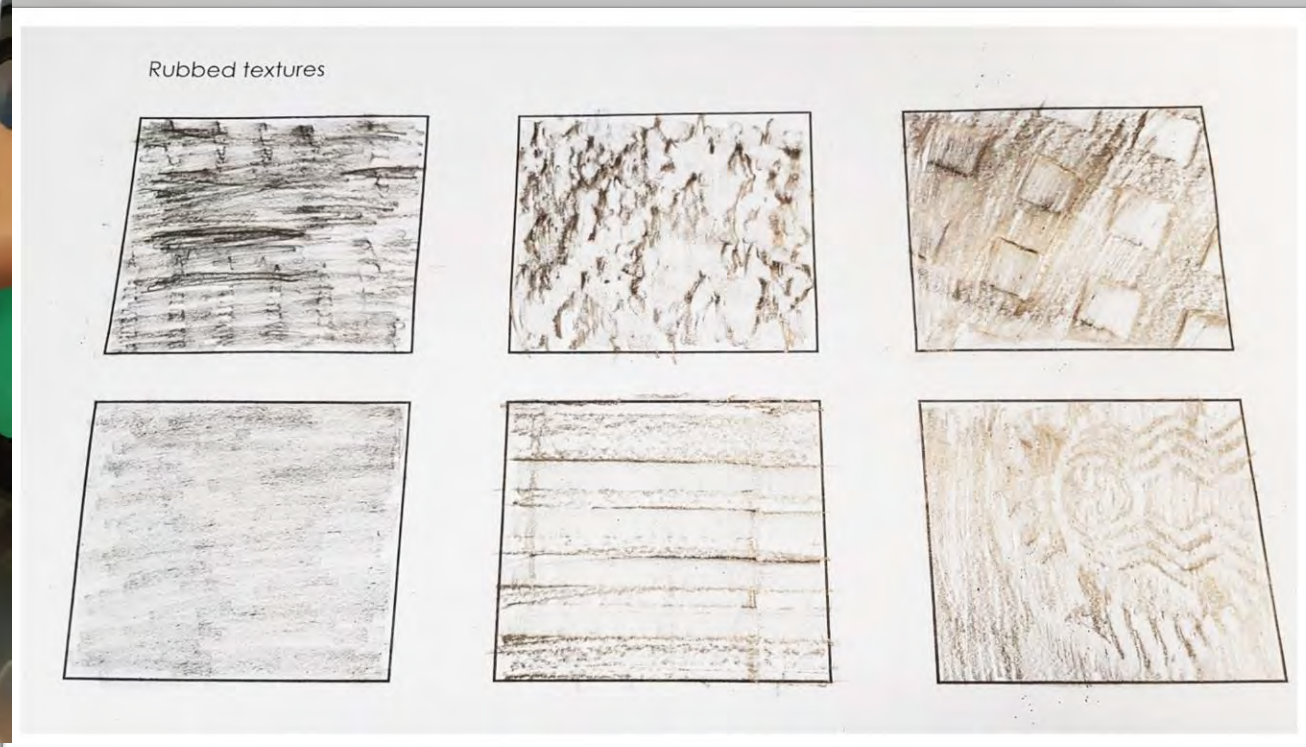
## Exploring side profiles







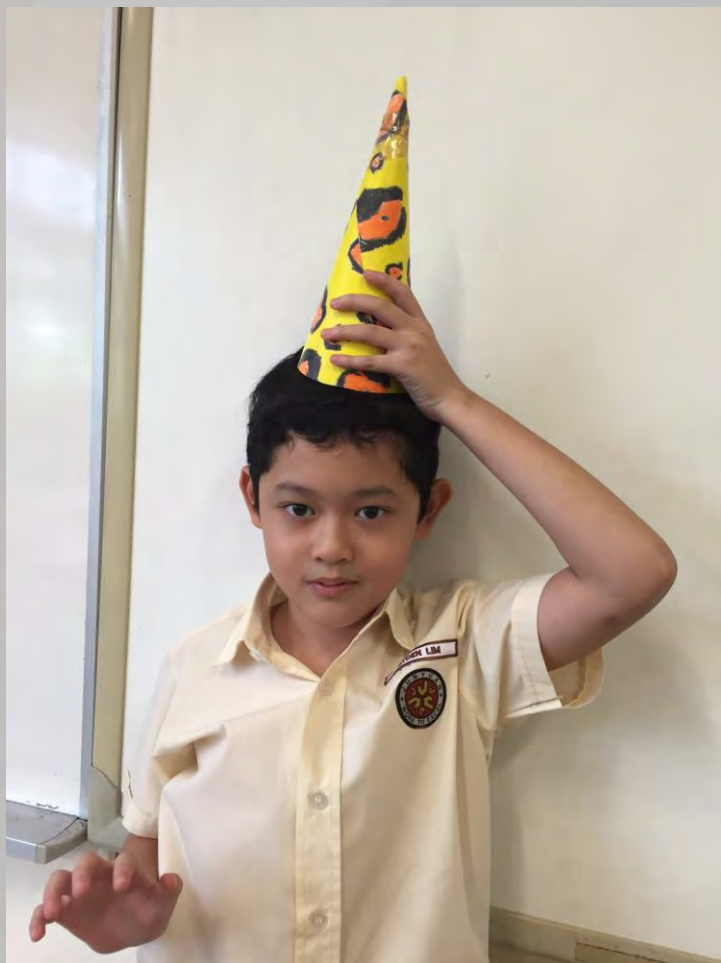
## Textured Rubbing







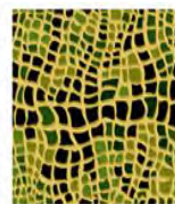
## Animal patterns



Leopard



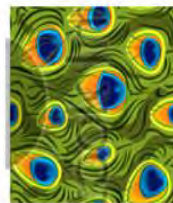
Zebra



Snake



Turtle



Peacock



Elephant



Giraffe



Tiger





# Programme for Active Learning (PAL)

Confidence

Cooperation skills

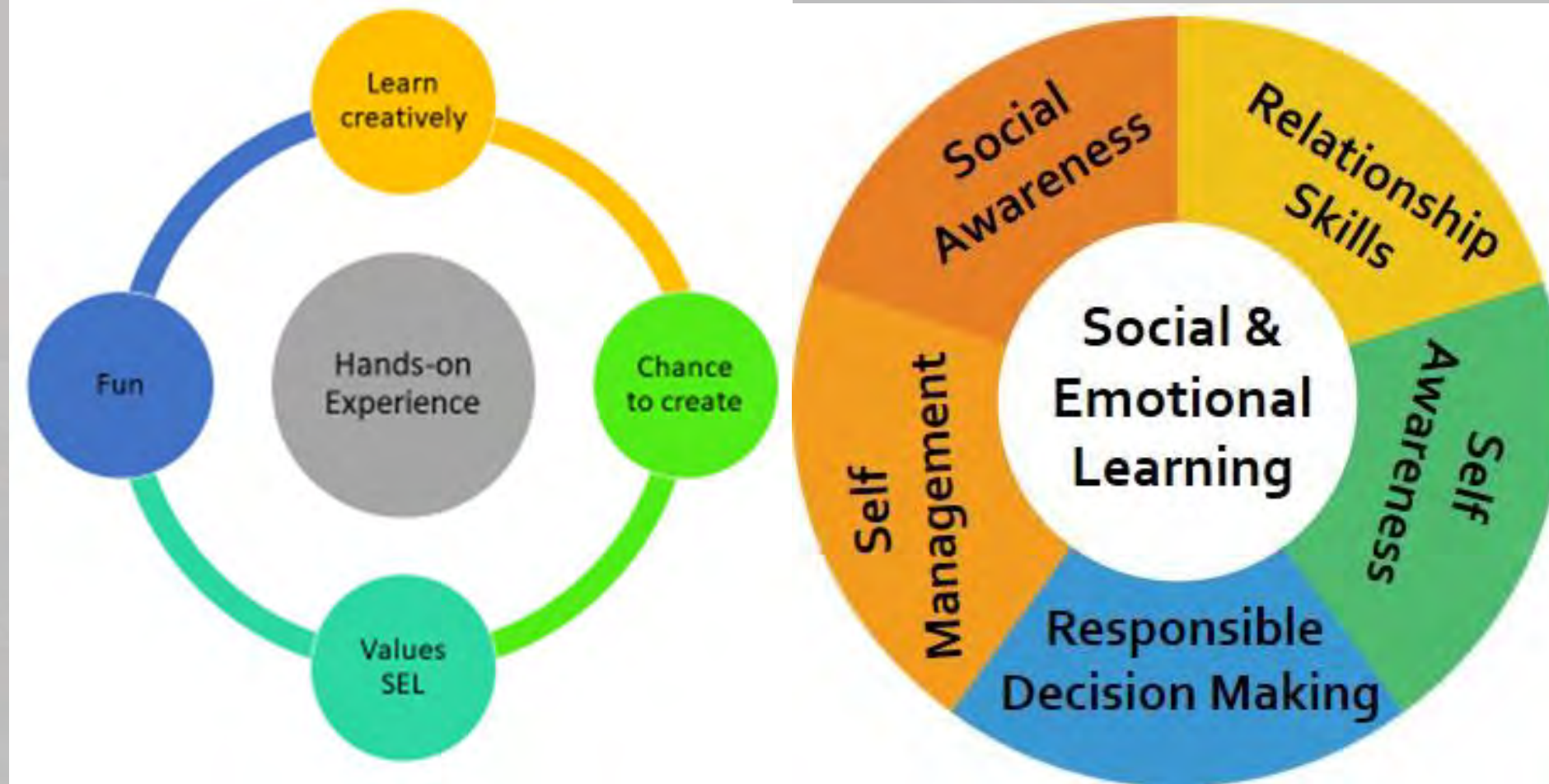
Curiosity







# Programme for Active Learning (PAL)







# Programme for Active Learning (PAL)

Performing  
Arts

Outdoor  
Education

Visual Arts

Sports &  
Games

Coding















# Coding for P2 PAL

**Lesson 4: Maze: Sequence** 1

**Instructions**

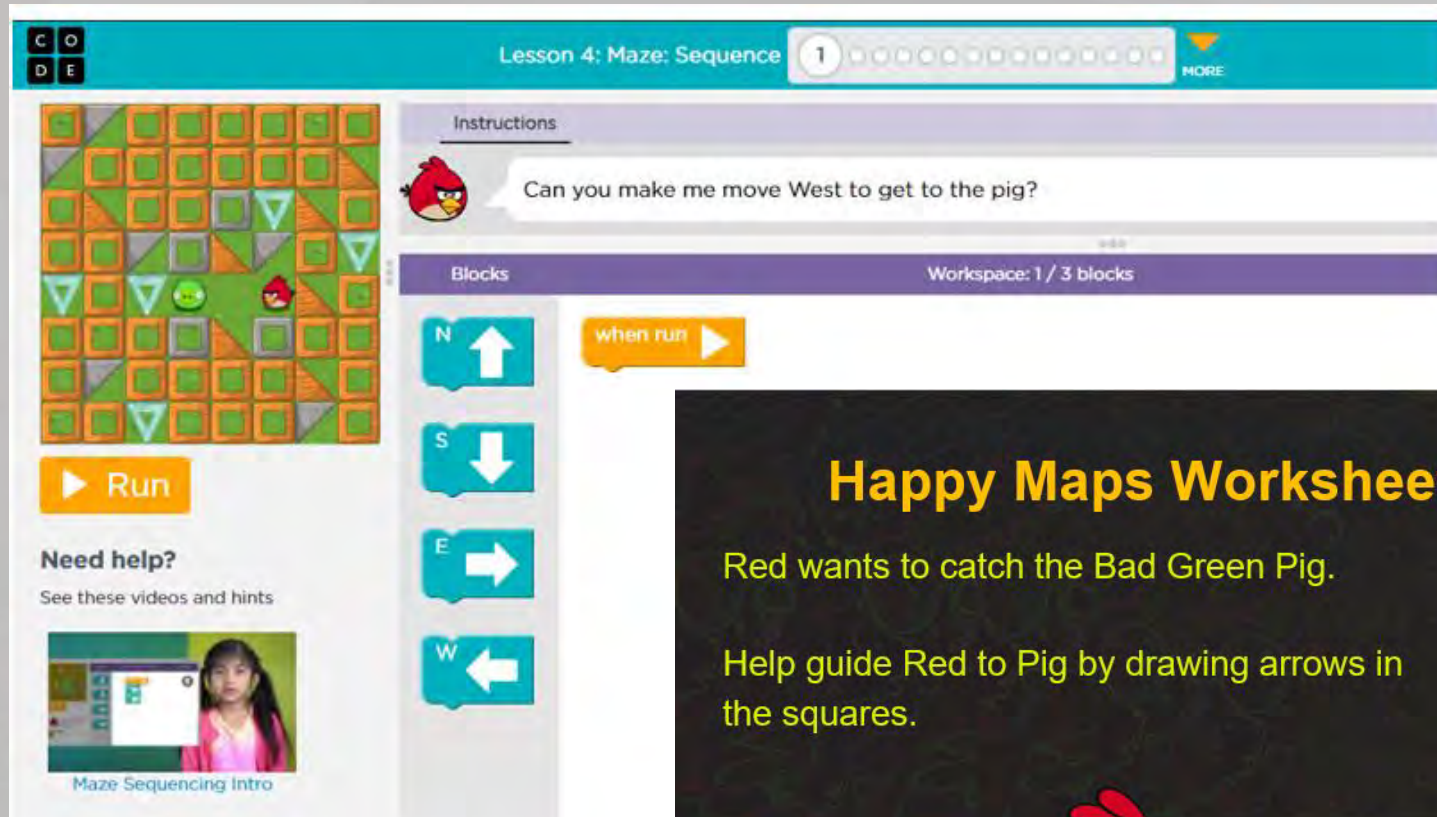
Can you make me move West to get to the pig?

**Blocks** Workspace: 1 / 3 blocks

**Run**

**Need help?**  
See these videos and hints

**Maze Sequencing Intro**

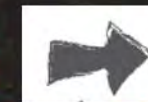


The screenshot shows the Happy Maps coding interface. On the left is a maze with a red bird (Red) and a green pig (Bad Green Pig). On the right is a workspace with a 'when run' block and a 'N' block (North arrow). Below the workspace are four directional blocks: N (North), S (South), E (East), and W (West). A 'Run' button is located below the maze. A 'Need help?' section with a video thumbnail and a 'Maze Sequencing Intro' link is also visible.

## Happy Maps Worksheet

Red wants to catch the Bad Green Pig.

Help guide Red to Pig by drawing arrows in the squares.







# Co-curricular Activities (CCA)

- *Co-curricular Activities*
- *Part of the primary school curriculum*







## CCAs

Physical Sports Group ▼

Visual & Performing Arts  
Group ▼

Visual & Performing Arts  
Group ▼

Visual & Performing Arts  
Group ▼

Visual & Performing Arts  
Group ▼

Uniformed Groups ▼

Clubs and Societies ▼



## CCA Policy

### 1. Objectives of Co-Curricular Activities (CCA) in JYPS

**To promote the discovery of interests through exposure and talents in specialization.**

Our **Physical Sports CCA** groups develop resilience, fair play and team spirit in students through developing their sports-specific skills so that they can appreciate and enjoy playing the game. They will also have the opportunity to train and condition themselves towards competitive play in the annual National School Games.

Our **Visual and Performing Arts** groups instill in our students a sense of graciousness and an appreciation for the rich culture and heritage of our multi-racial & multi-cultural society.

<https://www.junyuanpri.moe.edu.sg/cca/CCAs/>



# Why join a CCA?

- *To promote the discovery of interests through exposure and talents in specialization.*





# Physical Sports



Floorball



Tchoukball



Volleyball



Taekwondo





# Visual & Performing Arts



Chinese Dance

Modern Dance



Drama





# Visual & Performing Arts



Visual Art Club



Music Interest Club



Malay Dance





## Uniform Group



Scouts

## Clubs & Societies



Infocomm Club



Environment Club





# When does CCA start?

P1	P2	P2	P3	P3	P4	P5	P6	P6
No CCA as PAL will allow them to be exposed to all domains of CCA			In May (Term 2), P3 will select their CCA	After June holidays (Term 3), P3 pupils will start to join their allocated CCA	CCA		Stand down from CCA	

CCA days are on **Mondays and/or Fridays** from **2.00 - 3.30 p.m.**



# When can my child choose and join a CCA?

## Primary Three

Term 1 Week 6 - 8	Term 2 Week 1 - 2	Term 2 Week 7	Term 3 Week 1
<b>CCA Experience</b>	<b>CCA Selection</b>	<b>CCA starts</b>	
Choose a CCA to experience/try out	Choose a CCA to join (4 options)  Assigning to a CCA based on 1st 2 options	CCA sessions may start (depending on CCA)	<u><b>All CCAs</b></u> will start



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

*Thank You*