



# **RAFFLES GIRLS' PRIMARY SCHOOL**

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Our Ref: RGPS/N21/P5/010

Date: 12 March 2021

Dear Parents/Guardians,

## **P5 Term 1 PE, Art & Music updates**

We have come to the end of Term 1 and here are some updates on the Physical Health Education (PHE) components that we had covered for P5 pupils.

### **Sports & Games (Net-Barrier concept)**

Objectives: Pupils learnt the underhand serve (volleyball alike) and played in 1v1 Net-barrier games.

#### Approaches:

- Pupils to perform the underhand volleyball-alike serve using soft volleyball.
- Pupils played the modified volleyball-alike games using soft volleyball.
- During attacking, pupil will focus on sending the ball to unguarded space
- During defending, pupil will focus on returning to centre position to get ready to receive the ball

#### Observation:

Generally, the girls are able to articulate the tactical part of net-barrier concept without difficulty. In underhand serve, most girls performed better after going through some drills and practices. During the 1v1 games, the girls generally performed better in attack than in defence. They were able to place the ball in unguarded space but would need reminder to return to centre position to get ready to receive the ball.

### **Athletics**

#### Objective:

Pupils will learn the running, jumping and throwing activities that promote both personal striving and comparison.

#### Approaches:

- In running, pupils learnt to;
  - run in varying pace to cover a basketball / netball court,
  - run in standard relay to pass a baton using the visual pass and
  - run over hurdles using left/right leg as leading leg in rhythmic manner.
- In jumping, pupils learnt to jump for distance and jump for height (over 40cm to 50cm hurdle) with single-foot take off using a short approach run.
- In throwing, pupils learnt to;
  - throw projectile-like objects,
  - weight-appropriate shot-like implement and
  - discus-like implement for both height and distance.

#### Observation:

The girls were more competent in performing running and jumping components than the throwing component. In throwing, they were able to perform better in throwing projectile-like objects such as javelin than weight-appropriate shot-like implement and discus-like implement such as shot-put and quoit / discus respectively.

We hope that the pupils will continue to do their best and always strive to better themselves as they venture out in the other modules planned for them in the next term.

Best regards,

Mr Ho Kai Huat  
ST(PE)  
Raffles Girls' Primary School  
Learning • Creativity • Graciousness • Responsibility • Integrity

### **Art**

For Term 1, the pupils were introduced to the product design process. The module challenged them to respond to the question, "How Interesting Can a Vessel Be?" They started with drawing and shading a cylindrical object and in pairs and trios, worked on a mind map. They brainstormed possible problems and designs for their water bottles. They then went on to do online research to find creative designs for water bottles, mugs and teacups. Using SCAMPER, a creativity tool, and their online research drawings, the pupils came up with various product design ideas before working on their final design. Notes were written alongside their drawings to substantiate their designs.

Pupils documented each stage of the design process and submitted their individual final designs. This process challenged the pupils to see art and design as a continual process, taking away the focus only on the final design. They reflected on their design process and learnt to think creatively to change the form of a cylindrical object to enhance its functions.

Best regards,  
Miss Elena Ker  
Primary 5 Art Level Representative

### **Music**

The focus for P5 students is on recorder mastery. Through structured learning in phases, students learned how to play notes (B, A, G) on the upper register in Term 1 via blended learning. As with the current situation, where recorder playing in class is still prohibited, students were encouraged to practise their repertoire at home. To monitor their progress, we got them to record their playing either through Flipgrid or to email their respective music teachers their recording. Should students face difficulties in sending their videos via Flipgrid (embedded in SLS), we seek the help of parents to assist your child in recording their playing via a smartphone and emailing it to their music teacher instead.

Drill practices do help them to enhance their finger dexterity. Students are encouraged to practise their fingering and repertoires taught at home diligently.

To ensure students' learning and participation in class, they are expected to bring along their recorder for their music lessons. Kindly remind your child to bring her recorder every lesson and wash it at home after use. Should she have any worksheets printed out for her, please ensure that she keeps it in a file.

Best regards,  
Mrs Amy Ng  
Primary 5 Music Level Representative