

# PE CURRICULUM BRIEFING (P3)

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Ms Serene Chan  
HOD/Aesthetics

# AGENDA

- Purpose and Philosophy
- Syllabus & Approach
- Events & Programmes

# Purpose

The aim of the physical education (PE) programme is to develop :

- Movement competencies: **the physical skills & cognitive competencies**
- Safety practices
- Health-promoting lifestyle behaviours
- social and emotional skills
- 21<sup>st</sup> century competencies
- enjoyment
- Core values through physical activities and school events/ programmes
- to enjoy a lifetime of active, healthy living



# Guiding Philosophy of PE Dept

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- **To inculcate love for Sports/ Physical Activities at a young age.**
- **Physically fit with skills, aptitude and attitude to maintain a healthy lifestyle**





# Syllabus & Approach

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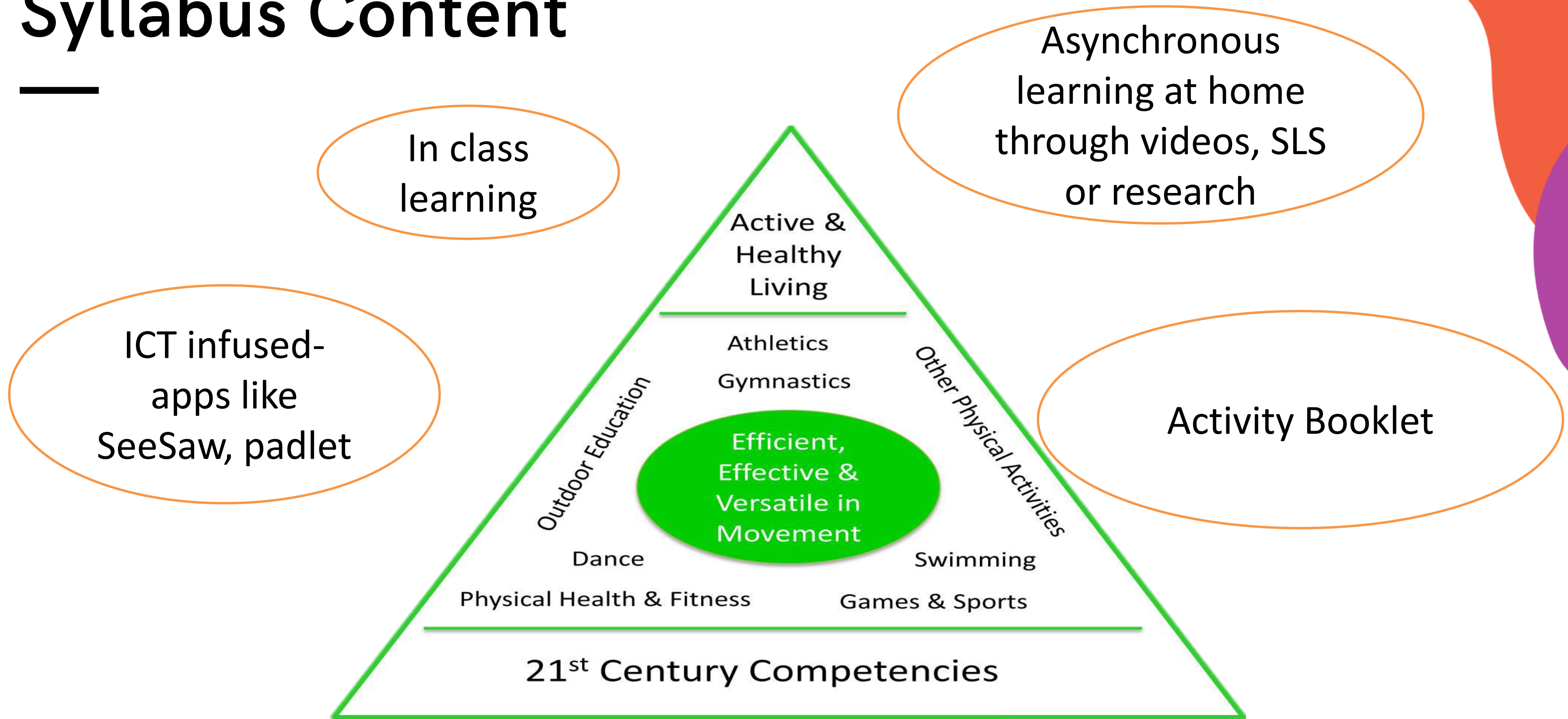
# Movement Concept Approach



- **lower primary level (foundation)**
  - ❖ **focuses on mastery of fundamental motor skills** such as locomotor, non-locomotor and manipulative skills
    - to develop efficiency, effectiveness and versatility in students' performance.
- **upper primary level extends on the mastery of discrete skills**
  - ❖ **to focus on more complex combinations and sequences of movements**, and skills application in activity and games

# Syllabus Content

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# Learning Outcomes P1 to P6

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- spiral effect
- progressive throughout
  - skills learned in lower level will increase in difficulty & complexity in application in games



Learning Areas	Skills	Values
Athletic	walking, running, jumping, and throwing	<b>To develop the RGPS Girl Qualities :</b> Fair Play Sportsmanship Teamwork Safe Practices Responsible over Self & Others Resilience Graciousness Leadership
Dance	express and communicate ideas through the exploration, <b>creation</b> , performance and appreciation of movement— <b>creation &amp; modification of dance steps</b>	
Games & Sports	Games Skills & Play	
Gymnastics	overall body management and control through creative interpretation of movement – perform a sequence – <b>students</b>	
Physical Health & Fitness	connections between health concepts and practical applications	
Outdoor Ed	adventure through the exploration of environments (natural & urban)	

# Things to Note

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- ensure your child comes in PE attire on PE days
- Good shoes (not worn-out soles, good support for running)
- Water bottle, wet wipes/ small towel
- Provide letter/ email if your child is unwell/ injured and cannot participate in PE
- Bring 'Active & Healthy Me' book- assist your child when work is given to be completed at home



# Events & Programmes

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# Sports Programme & events

GAMES CARNIVAL

P5 Outdoor  
Adventure Camp

Pioneering  
Championship

P4 Sports Camp

P2 Sports Ed

P6 Inter-class  
Captain's Ball

P3 to P6  
Resilience  
Package

Health Fair

Recess Play

Athlete Camp

Termly  
Newsletter

NAPFA

Games  
Creation  
Competition



THANK YOU

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# RAFFLES GIRLS' PRIMARY presents

AESTHETICS CURRICULUM BRIEFING (P3)  
by  
Ms Serene Chan  
HOD / Aesthetics

# Agenda

- ▶ Mission
- ▶ Content and Approach
- ▶ Skills (Learning Outcomes)
- ▶ Parents as partners in education

## Our Objective:

- ▶ To nurture confidence and creativity in our students through a holistic learning experience in the arts



## Guiding Philosophy:

- ▶ To inculcate a love for the arts from young through exposure and experience of different art forms

# Music Pedagogy and curriculum

Orff main approach, whereby units of learning are designed using a combination of music, movement, drama and speech to make learning fun

Music curriculum concept:

- ▶ **Listening**
- ▶ **Creating**
- ▶ **Performing**

Music around the world (modular)

# P3 Module

Term	Module	Skills explored
1	Music Around the World - Japan	<ul style="list-style-type: none"><li>• Layered rhythms (drumming and clapping)</li><li>• Note values of crotchets, quavers, semi quavers, minims, rests</li><li>• Call and respond, imitation of rhythmic patterns</li></ul>
2-3	Introduction to Orff Instruments New Spin on Simple Rhymes	<ul style="list-style-type: none"><li>• Mallet and playing techniques of Orff Instruments</li><li>• Composition and performance of 4 part instrumental ensemble playing consisting of the Bourdun, rhythmic and melodic ostinato, melody and colour parts</li><li>• Dynamics in ensemble playing</li><li>• Introduction to C pentatonic scale</li></ul>
4	Elemental Musical Theatre	<ul style="list-style-type: none"><li>• Timbre of percussion instruments</li><li>• Create and perform soundscape to a story stimulus</li></ul>

# Other offerings

- ▶ Arts Fest (Once every two years)
- ▶ RGPS Got Talent (look out for audition calls in PG)
- ▶ Instrumental Recital (Term 3)
- ▶ Talentime (Term 1 Feb)

## Things to Note:

- ▶ Do remind your child/ward to bring hand sanitizer or wet wipes during music lessons
- ▶ Do sight and sign on rubrics given back to students
- ▶ Do remind your child/ward to keep all her music worksheets and rubrics in a music pocket folder (compulsory item in booklist and purchased from school bookshop in P1)
- ▶ Same music pocket folder to be used for the whole 6 years

# Aims of Art Education

To enable every child to **enjoy art, communicate visually, and make meaning through connecting** with society and culture.

# 3 Big Ideas of Art

- ▶ Art helps us to see in new ways
- ▶ Art tells stories about our world
- ▶ Art influences how we live

# Learning outcomes

See	Observe - Inquire
Express	Create - Innovate
Appreciate	Connect - Respond



# PEDAGOGY in Art Making & Art Discussion

Present opportunities for students to be engaged in different levels of inquiry

- ▶ Curiosity, exploration and experimentation are valued
- ▶ Students' voices are encouraged - own the creative process to bring their ideas to reality
- ▶ Develop motivation & a sense of identity & self-efficacy

# Modular lessons

## Primary 3

- ▶ 3 modules per year
- Exploration of lines and colours with emotions
- Fun with portrait
- Claymation

# Every module includes

- ▶ Discussing art
- ▶ Drawing inspiration from a famous artist
- ▶ Acquiring art knowledge, skills & values
- ▶ Learning through artistic processes such as
  - Materiality
  - Inspiration
  - Experimentation
  - Emotion
  - Imagination
  - Presentation

## For P3 - P6

- ▶ Art teachers will inform your child/ward on the art materials required for each module
- ▶ At the start of the year, to purchase a drawing block to be kept in class for use throughout the year

# How can you help your child/ward develop creative thinking skills through art:

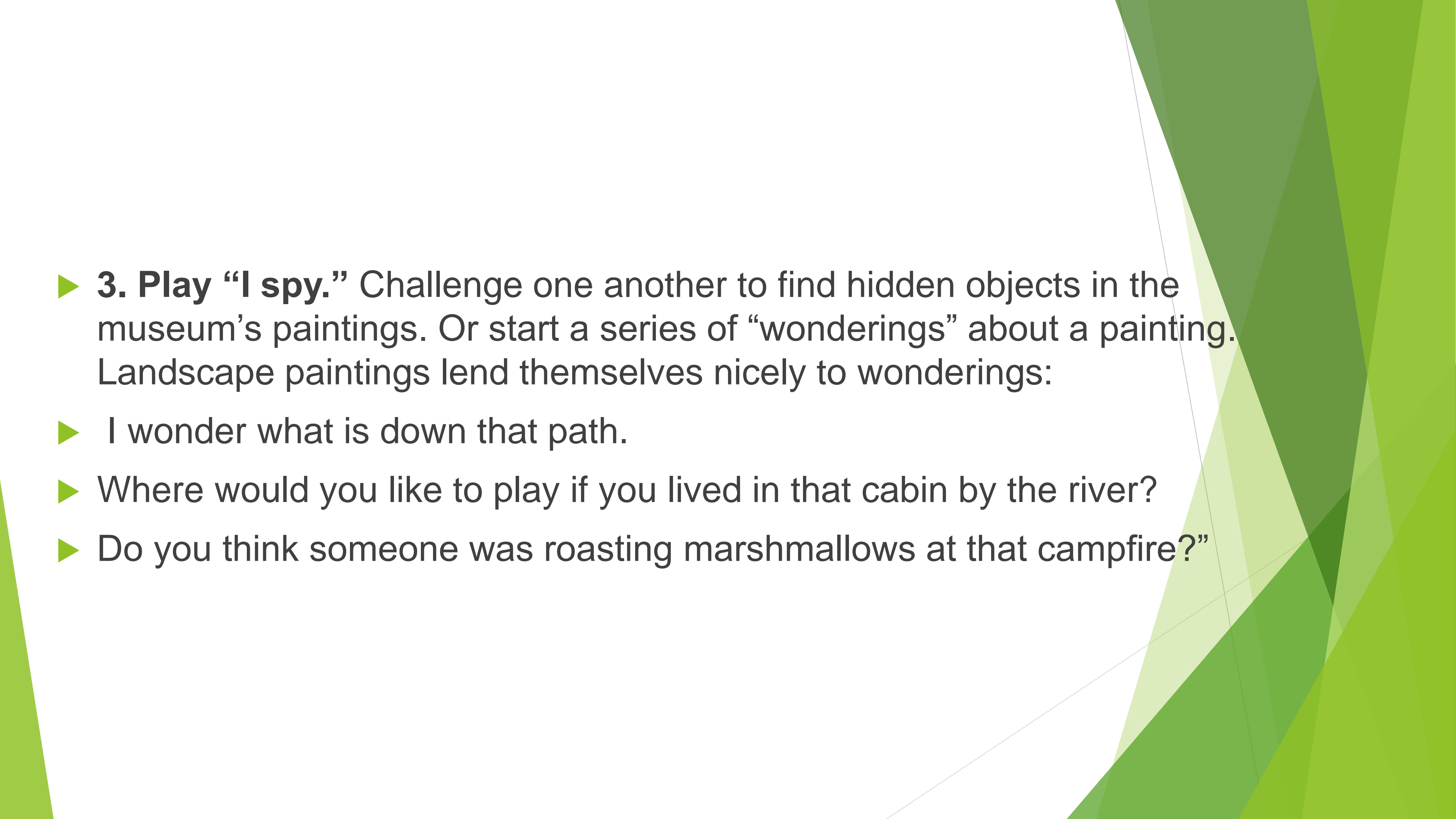
**Take your child/ward to the Art Museums to help her develop observational skills!**

- ▶ Children enjoy art museums! Focus on the whimsical and magical, nature and animals, and other topics of interest to your child/ward. Don't try to do the whole museum in one visit. Many museums have free admission one day per week, and family memberships are often more affordable than a day rate.
- 1. **Read about art before heading to the museum.** E.g., Gladys Blizzard's wonderful Come Look with Me series introduces children to magnificent works of art found in museums throughout the world. Thoughtful text provides examples of conversations to have with your child/ward to enhance her curiosity and enjoyment of artwork.



**2. When looking at paintings, sculpture, statues, photographs and other art forms, talk to your child/ward about what she sees and thinks. E.g.,** Looking at Homer Winslow's Boy Fishing, you might comment, "I wonder if that fish got away or if he kept it. Why do you think Homer Winslow painted so many pictures of people fishing? How else could the boy catch that fish? Do you think girls like to fish too? What are all the ways you can think of to catch a fish?"



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- The background of the slide features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes create a dynamic, layered effect on the right side of the slide.
- ▶ **3. Play “I spy.”** Challenge one another to find hidden objects in the museum’s paintings. Or start a series of “wonderings” about a painting. Landscape paintings lend themselves nicely to wonderings:
    - ▶ I wonder what is down that path.
    - ▶ Where would you like to play if you lived in that cabin by the river?
    - ▶ Do you think someone was roasting marshmallows at that campfire?”

# How can you help your child/ward develop creative thinking skills through art:

## Exploring Art Around You

- ▶ Exposure to the arts enables children to express representative and abstract thinking. They learn to see things through a lens that is uniquely theirs. They learn that there is no right or wrong way to create. By examining and making a variety of artwork, including abstract art, children learn that people are individuals with unique expressions of ideas and emotions.
- ▶ To nurture these qualities in their children, parents can:
  1. **Draw together.**
  2. **Explore different paintings together.** Pose questions about the paintings that require critical thinking.



**3. Display posters and your child's/ward's own artwork.** Make sure to post them to the parts of the wall so your child/ward can see! Talk about the art the way you might at the museum.

**4. Provide a variety of materials to explore.** Talk about your own process as you create, and make sure to also point out features of your child's/ward's process without making judgment: "I notice that you like to draw spirals in your clouds. That's interesting."

**5. Take photos on your walks.** Zoom in on plants, flowers, and objects so that only a portion shows in one photo. In a second photo, zoom out so that it becomes clear what the object is. Mount the photos back-to-back in a booklet so that your child/ward can see how viewpoints change.

THANK YOU!!