



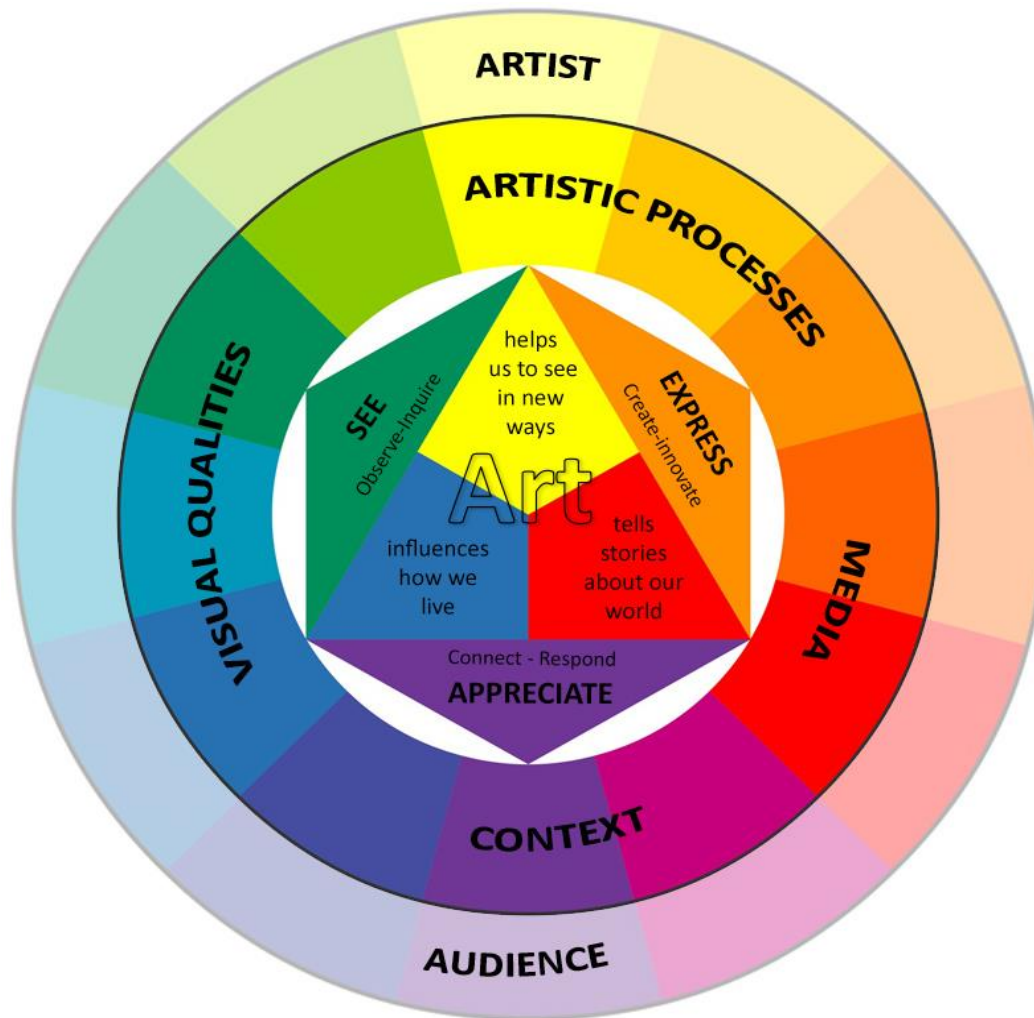
# **Primary 5 & 6 Art & Music Curriculum Information**

2022

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## What Will Your Child/Ward Learn In Art?

- Key Learning Content and Experiences in Art  
@ **Tao Nan** School



## 4 KEY LEARNING CONTENT COMPONENTS:

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

## **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**

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-Pastel
Painting	Watercolour, Chinese, Acrylic
Mixed Media	Collage or various media-mixed together
Sculpture	Clay
Technology	Photography



## **How Will Your Child/Ward Learn Art?**

- The Art classroom of today

## How Will Your Child/Ward Learn Art?: 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

# 3

## How Will You Know Your Child/Ward Has Learnt?

- Purpose and Mode of Assessment in Art



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

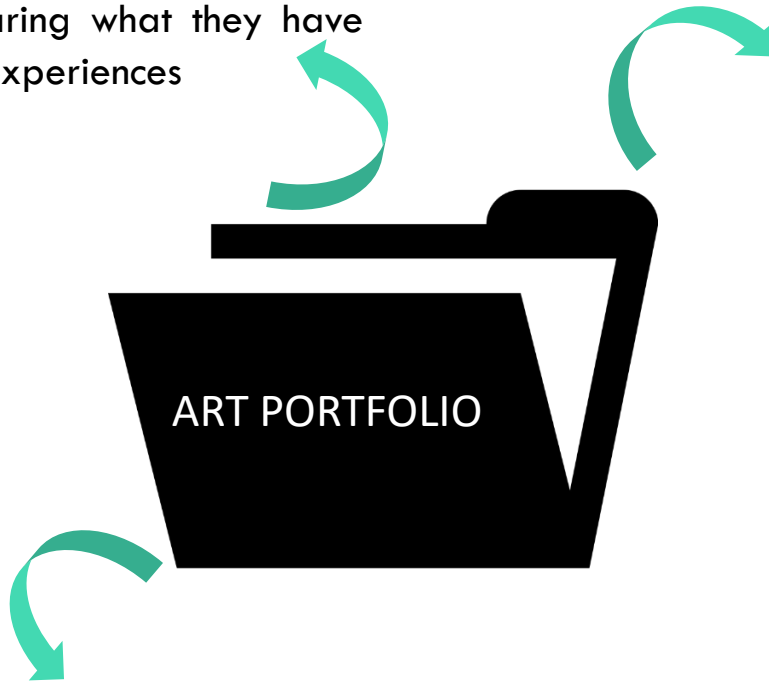
4. To promote **continuous students' growth** and learning in art

5. To **inform placement** beyond primary school

**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.

### What we look for when assessing students' development in art for Primary 5 & 6:

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 for Primary 5 & 6**

**1**

### **Summative Assessment (Grade) (Semester 2)**

*\*Assessment rubrics are progressive in their design, calibrated with different expectations for different levels*

**2**

### **Formative Assessment (Checklist) (Semester 1 and Semester 2)**

**3**

### **School-based Learning Outcomes (Semester 1 and Semester 2)**

Communication Skills and Collaborative Skills

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## What Will Your Child/Ward Learn In Music?

- Key Learning Content and Experiences in Music  
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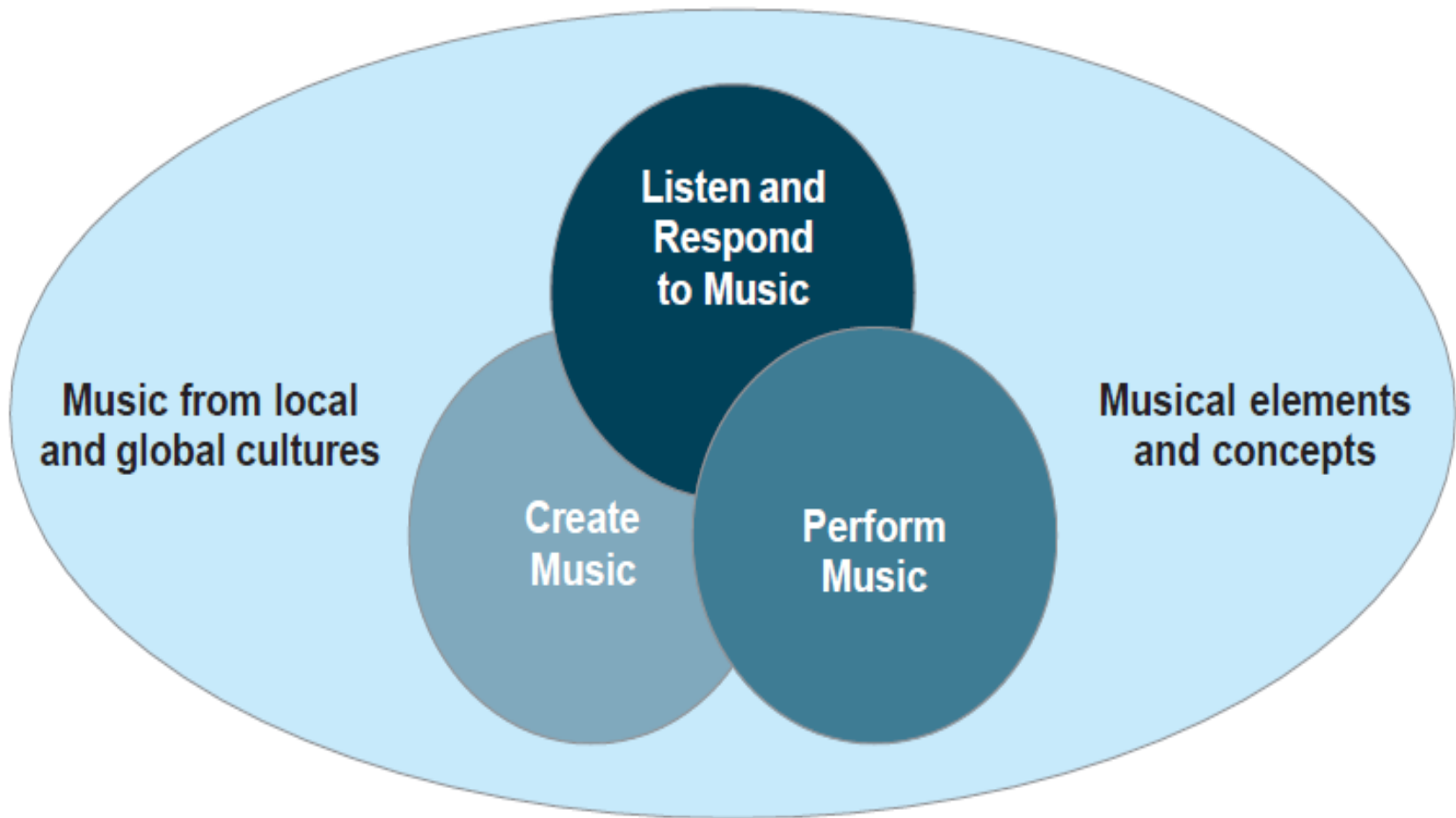


Figure 1: Framework for teaching and learning in the Primary and Lower Secondary Music Syllabus

## What Will Your Child/Ward Learn in Music?: Key Learning Content and Experiences in Music

Level	Instruments Taught	Skills		
Primary 1	Xylophone Orff Percussion Instruments	<b>Singing:</b> Students are exposed to a variety of songs from different cultures and genres.	<b>Theoretical Knowledge:</b> Students are taught fundamental theory so that they are able to read music.	<b>Listening:</b> Students are taught to listen, appreciate and respond to music from different cultures.
Primary 2	Angklung Orff Percussion Instruments			
Primary 3	Ukulele Recorder** Orff Percussion Instruments			
Primary 4	Ukulele Recorder** Orff Percussion Instruments			
Primary 5	Recorder** Orff Percussion Instruments			
Primary 6*	Recorder** Orff Percussion Instruments			

\* In Primary 6, students are encouraged to make use of all the instruments they have learnt in their music ensembles.

\*\* During Covid-9 pandemic, blowing of wind instruments has been removed and replaced.

# 2

## **How Will Your Child/Ward Learn Music?**

- The Music classroom of today



# How Will Your Child/Ward Learn Music?: The Music Classroom of Today

Students will either work individually and/or in group activities during music 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

Inspiration . Imagination . Experimentation . Materiality . Emotion . Presentation



# 3

## How Will You Know Your Child/Ward Has Learnt?

- Purpose and Mode of Assessment in Music

Assessment in music is important to provide feedback to the various stakeholders:

1. To **celebrate** what students can do and have achieved in 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 this syllabus

4. To promote **continuous students' growth** and learning in music

5. To **inform placement** beyond primary school

## What we look for when assessing students' development in music for Primary 5 & 6:

Music Domain	Skills/ Knowledge
Performing	Sing with accuracy, clarity and reasonable techniques, different kinds of, children's songs, folksongs and community songs
	Play an instrument
Creating	Improvise and perform with voice and classroom instruments, pentatonic melodic and rhythmic responses of at least 4 bars
Listening	Listen to music of various cultures and styles Respond through various modes of expression to music elements
Understanding	Identify simple and compound meters
	Identify, aurally, music in the following forms: Rondo, Theme and Variation
Appreciating	Recognise music from the genres of Art Music and Popular Music in the local scene

## **Learning Progress in Music for Primary 5 & 6**

**1**

### **Summative Assessment (Grade) (Semester 2)**

*\*Assessment rubrics are progressive in their design, calibrated with different expectations for different levels*

**2**

### **Formative Assessment (Checklist) (Semester 1)**

**3**

### **School-based Learning Outcomes (Semester 1 and Semester 2)**

Communication Skills and Collaborative Skills

**Thank You!**