

# Haig Girls' School

## P3 Curriculum Briefing

### Art Department



# Our People



Lead Teacher Art  
**Mdm Anwara Khatun**



Art Coordinator  
**Mdm Salinah Misri**



Art Teacher  
**Mdm Syazwani Samure**



# Our philosophy and beliefs



# Value of Arts Education

- The arts as a unique vehicle for:
  - Developing creativity and personal voice
  - Exploring multiple perspectives
  - Cultivating multi-literacies: distinctive ways of seeing, feeling and knowing the world
- Enhancing engaged learning, developing pupil confidence



# HGS Learning Outcomes

## Communication skills:

Students will be able to articulate thoughts and ideas clearly and confidently through art/music presentations.

- Stimulate creative and critical thinking through developing pupils' visual/aural skills
- Informed appreciation of art and music
- Give students a personal voice



# HGS Learning Outcomes

## Interpersonal and Collaborative skills:

Students will be able to demonstrate ability to work effectively in groups; to have the flexibility and willingness in making necessary compromises to accomplish a common goal.

- Character Education



# HGS Learning Outcomes

## Civic and Social Responsibility:

Students will have a strong sense of civic responsibility, and informed about Singapore and the world.

- Cultural rootedness
- Cross-cultural awareness
- Citizenship Education



# HGS Learning for Life Programme

## Character and Leadership through the Performing and Visual Arts

LLP outcomes:

1. Cultivate informed appreciation of the performing and visual arts of different cultures
2. Develop creative expression
3. Integrating the arts into curriculum





# Infrastructure supporting Art Department in HGS

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❑ 1 Art Learning Space



❑ 2 Art Galleries



❑ 3 Art Rooms



# 2018 Revised Primary Art Syllabus



Ministry of Education  
SINGAPORE

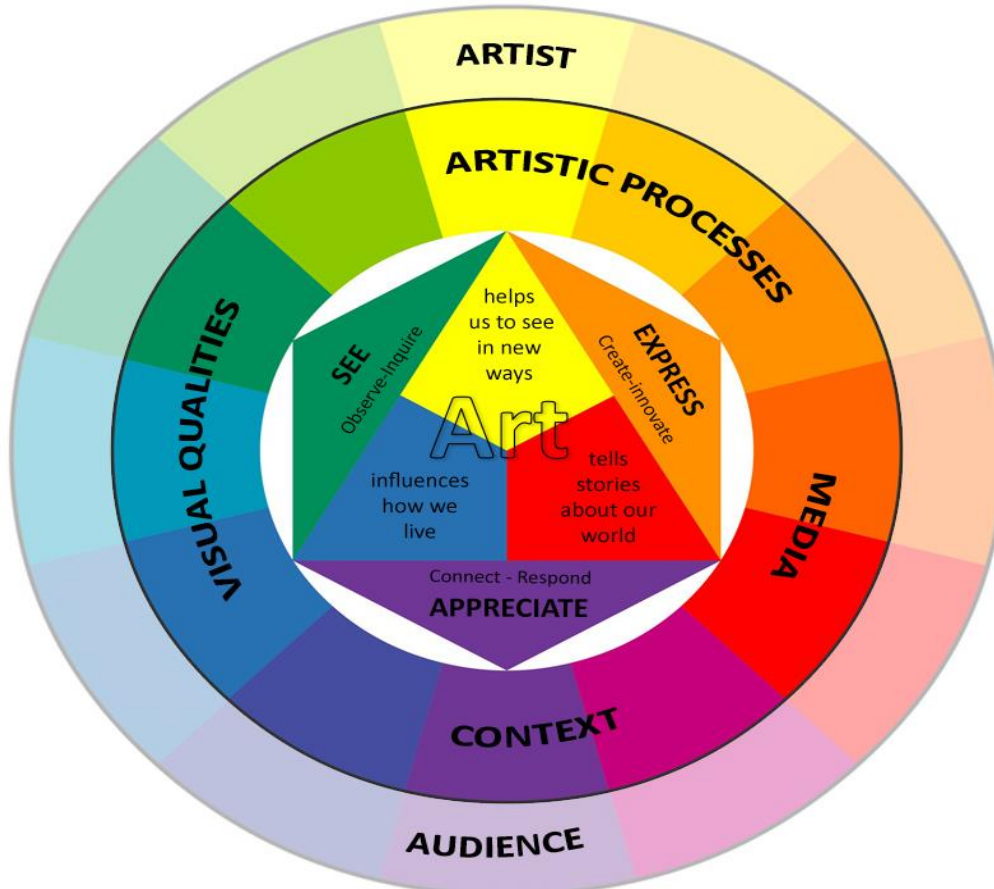


Integrity, the Foundation • People, our Focus • Learning, our Passion • Excellence, our Pursuit



# THE 2018 PRIMARY ART SYLLABUS FRAMEWORK

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.



# KEY LEARNING CONTENT AND EXPERIENCES IN ART

## 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**

# KEY LEARNING CONTENT AND EXPERIENCES IN ART

## CORE LEARNING EXPERIENCES



Primary  
1 - 6



# KEY LEARNING CONTENT AND EXPERIENCES IN ART



## CORE LEARNING EXPERIENCES



**Primary  
4**



# KEY LEARNING CONTENT AND EXPERIENCES IN ART

## CORE LEARNING EXPERIENCES



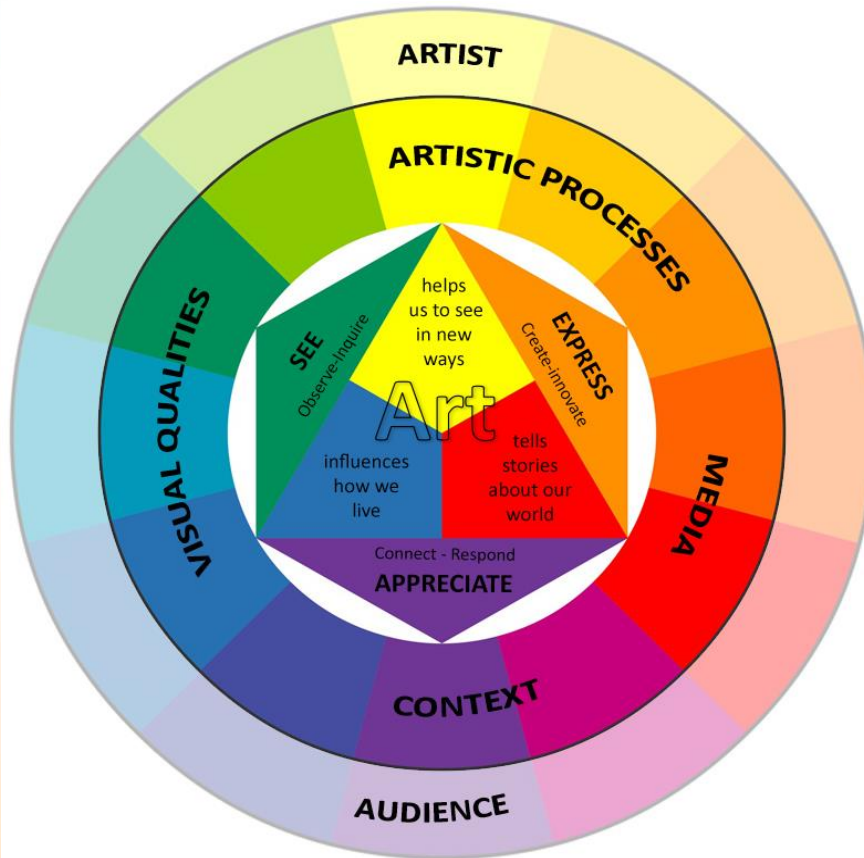
**Primary  
1 - 6**



*Haig Girls' School*



## 4 KEY LEARNING CONTENT COMPONENTS



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



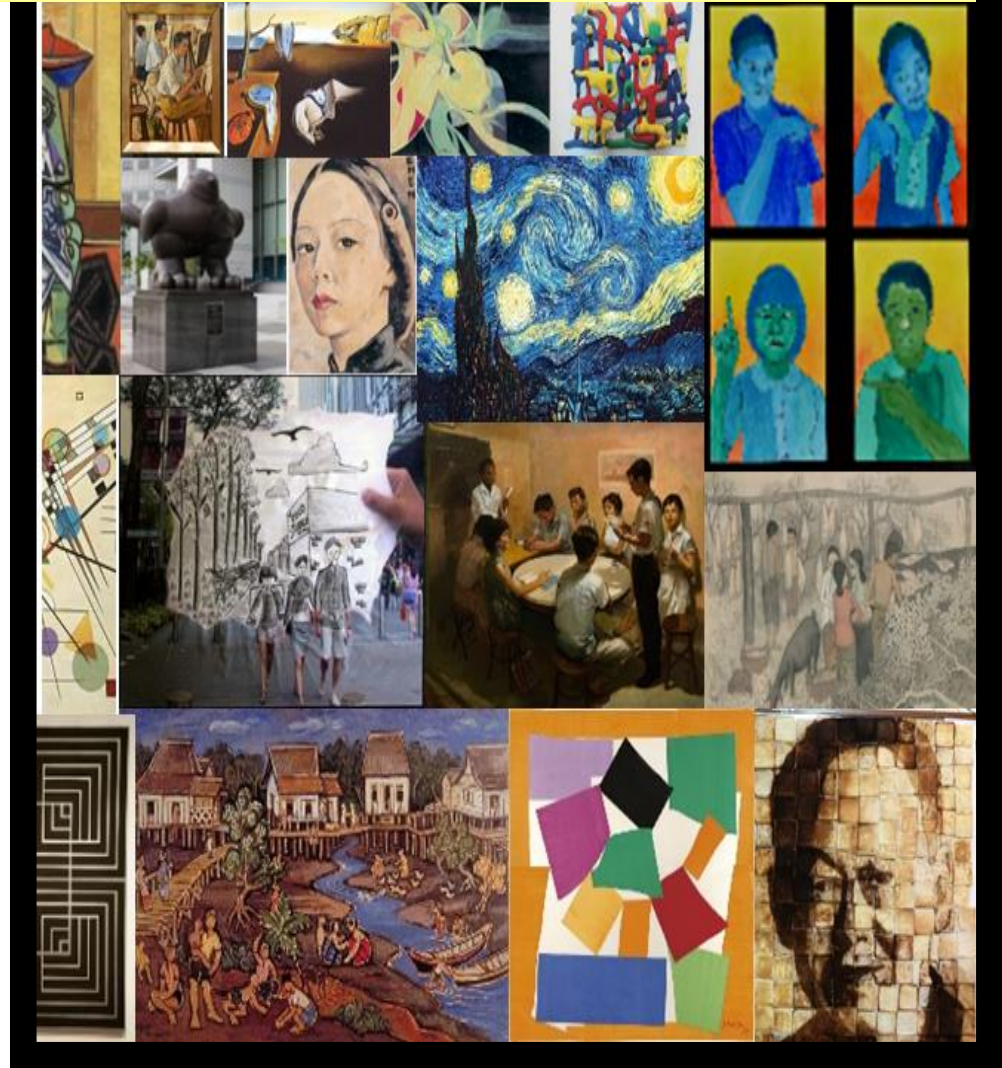


## LEARNING CONTENT COMPONENT 1

### Context

Learning from **a range of artworks** by Singapore and international masters/contemporary artists as well as from student artists from primary schools organised under three focus areas:

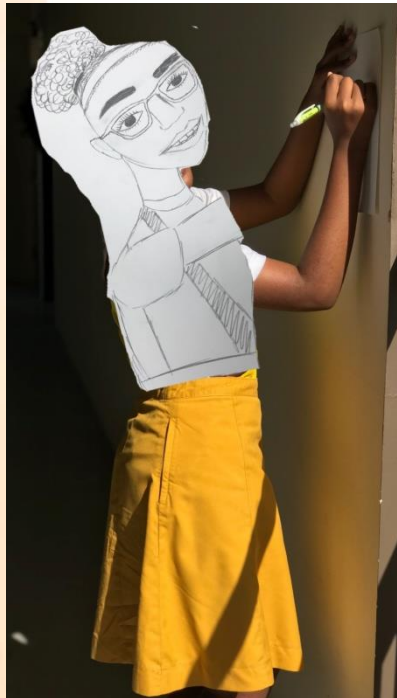
- **Self and Immediate Environment**
- **Singapore Past, Present and Future**
- **The World and Region We Live in**



## LEARNING CONTENT COMPONENT 2

### Artistic Processes

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.



## LEARNING CONTENT COMPONENT 3



### Visual Qualities

Students will learn to use elements of art and principles of design in their artwork to communicate their ideas and intentions:

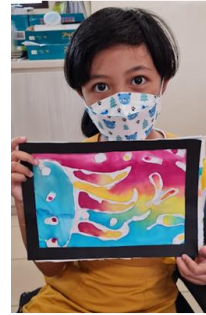
Elements of Art	Principles of Design
Dot, Line, Shape, Form, Colour, Texture, Space, Tone	Scale, Variety, Balance, Contrast, Rhythm, Harmony, Dominance, Proportion, Pattern/Repetition



## LEARNING CONTENT COMPONENT 4

### 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.



# KEY LEARNING CONTENT AND EXPERIENCES IN ART for Primary 3








- Drawing
- Painting
- Digital Artwork
- Mixed Media



# 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




















Source: The Art of education

Inspiration . Imagination . Experimentation . Materiality . Emotion . Presentation

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 Be Patient		 Collaborate
 Problem Solve		 Be Resilient
 Motivate		 Show Craftsmanship
 Reflect	 Organize	 Advocate
		

In an inquiry-based art classroom, **curiosity, exploration and experimentation are valued. Students' voices are encouraged** as they learn to own the creative process to bring their ideas to reality, and in so doing, **develop motivation and a sense of identity and self-efficacy.**

Source: The Art of education

# Inquiry-based Lessons



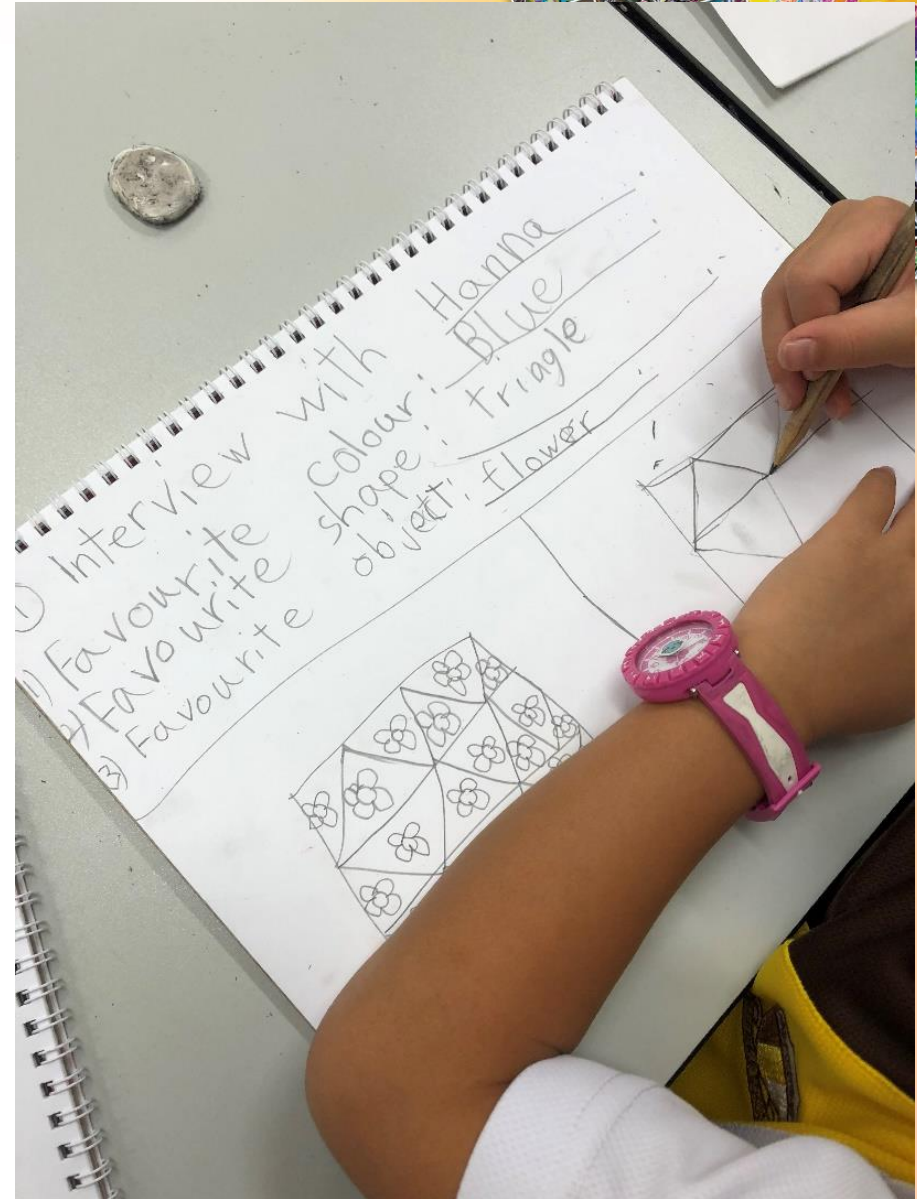
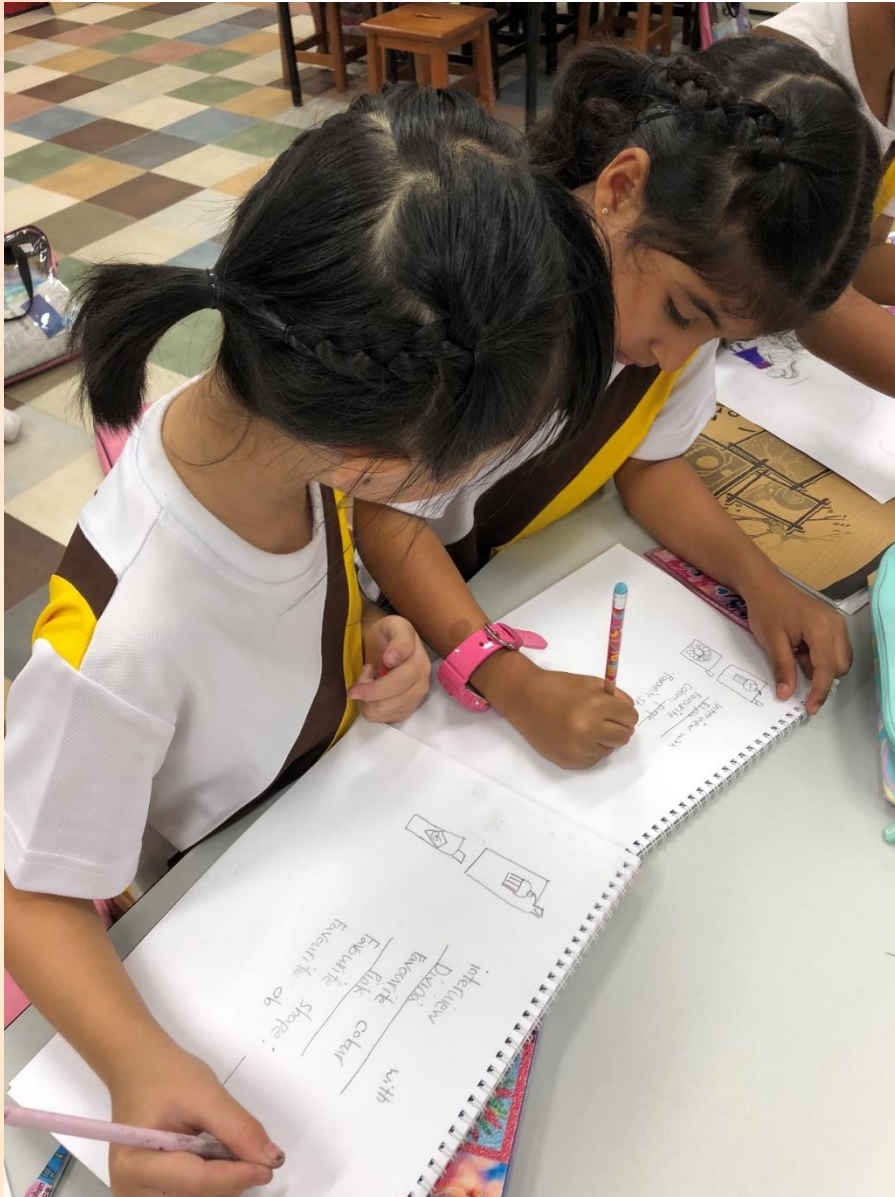
## LEARNING ART THROUGH INQUIRY

Good art inspires and touches the lives of others in profound ways. Learn to make art that is meaningful to yourself and others.





# Inquiry-based Lessons



Students collecting information to complete a task by interviewing a peer

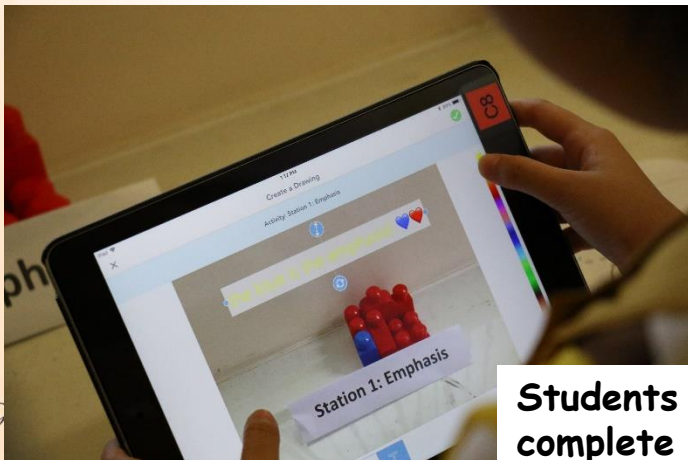
# Inquiry-based Lessons



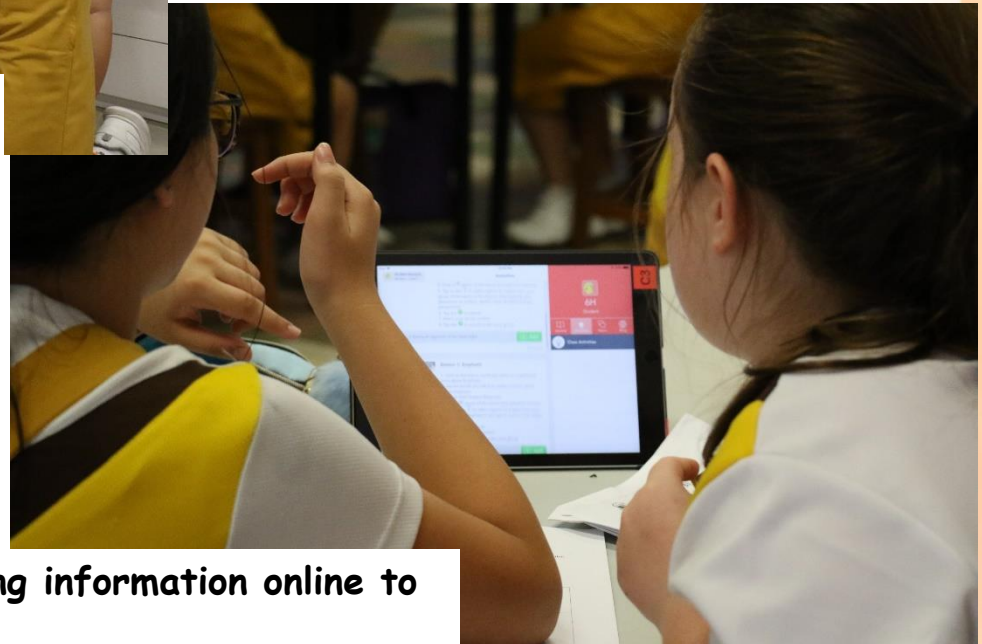
**Students sharing information that they have gathered**



**Students experimenting ways to create their artwork**



**Students collecting information online to complete a task**



# PURPOSE OF ASSESSMENT IN ART

Although art is a non-examinable subject at the primary level, 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



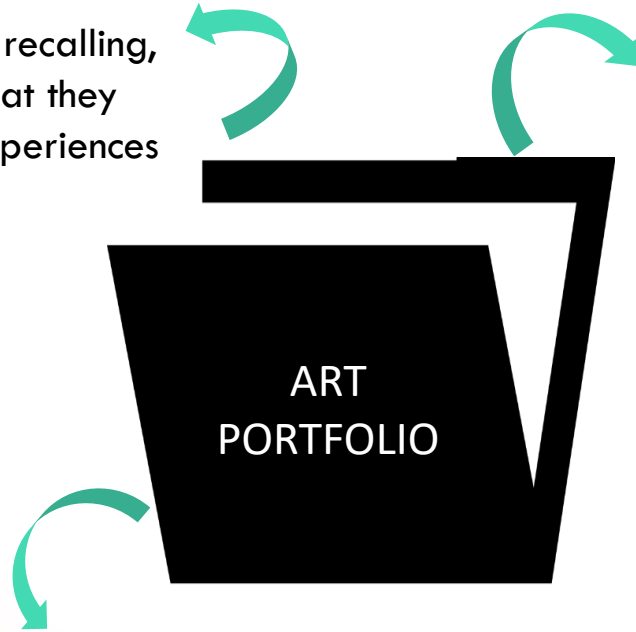
# MODE OF ASSESSMENT IN ART

**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.

# MODE OF ASSESSMENT IN ART

**What we look for when assessing students' learning progress / development in art:**



<b>Criteria</b>	<b>Description</b>
<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

# Learning Progress in Art

## HDP:

- MOE Syllabus Learning Outcomes

3-scale descriptors: Beginning, Developing and Competent



# Primary 3 Art Learning Outcomes



## Semester 1

LO1: Distinguish in the visual qualities of what they see

LO3: Draw from their observation and experience

LO4: Explore and discover different ways to use materials and tools to make art individually and with others

Developing

Achieving

Competent



# Primary 3 Art Learning Outcomes

## Semester 2

LO2: Ask questions and gather information to make meaning of what they see

LO1: Distinguish in the visual qualities of what they see

LO6: Demonstrate eagerness to find out more about art

LO7: Share their artworks, intention and processes with others

LO8: Talk about Singapore and international artworks and artists

Beginning

Developing

Competent





# 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?

- 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 portfolio 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 making together



# 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?

- 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.
- tell your child how happy you are to see his/her art and how it makes you feel. Encourage him/her to keep creating art that he/she loves.
- Where possible, bring your child to visit local art exhibitions/art shows or go on a sculpture walk to gather new ideas and be inspired!



**What's in  
my Art bag?**

**Must have:**

- 2B pencil and eraser
- Drawing block papers
- Construction papers
- Newspapers
- Apron/old t-shirt
- Poster paints, colour pencils & oil pastels
- Black outlining pencils/black marker
- Palette
- Water container
- Brushes
- Scissors and glue
- \* Sketchbook (Art journal)

**Good to have:**

- Rags
- Wet wipes

**Thank you!**

