

Primary Art and Music Education

BRIEFING FOR PARENTS OF PRIMARY 1 STUDENTS | 21 Nov 2023 |



Ministry of Education
SINGAPORE



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



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- Key Learning Content & Experiences in Art

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Visions of Art and Music Education

- Desired Outcomes of Education
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DESIRED OUTCOMES OF EDUCATION IN SINGAPORE SCHOOLS

Bring out the BEST in every CHILD

Arts will contribute to the development of



Creator,
Connector,
Contributor

A CONFIDENT PERSON

who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively

A SELF-DIRECTED LEARNER

who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;

AN ACTIVE CONTRIBUTOR

who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;

A CONCERNED CITIZEN

who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

"Our nation would not be complete without an appreciation of arts and culture, and without Singaporeans who create artistic and cultural works,"

Prime Minister Lee Hsien Loong

Speech made on 30th Anniversary of LASALLE College of the Arts, 2014

AIMS OF ART & MUSIC EDUCATION IN SINGAPORE SCHOOLS

Enable every child to:

- Enjoy Art and Music
- Acquire artistic and musical skills and knowledge
- Communicate their creative expression in Art and Music
- Make meaning through connecting with society and culture (Art and Music Appreciation)



Acquiring strong foundation,
discovering interests and
strengths at primary level

JC 1 - 2

Secondary 1 - 4

Primary 1 - 6

ART & MUSIC EDUCATION FOR DEVELOPING 21ST CENTURY COMPETENCIES

Critical and Inventive Thinking (CIT)

- Consider multiple perspectives, and articulate reasonings for their artistic/musical decisions during creating/performing

Communication, Collaboration and Information Skills (CCI)

- Acquire and practise communication and collaboration skills on several platforms as they work with others

Civic Literacy, Global Awareness and Cross-Cultural Skills (CGC)

- Develop open-mindedness and a spirit of inclusiveness
- Develop an awareness and appreciation of the art and music and people from local and global cultures.



ART & MUSIC FOR CHARACTER AND CITIZENSHIP EDUCATION

- Opportunities for exploration into their values, national identity, contemporary issues and to develop the social-emotional competencies

SE Competencies	Developed through:
Self-Awareness	Self-expression in their own music/art
Self-Management	Art/Music-making tasks which requires continuous hard work and practice
Social Awareness	Appreciation for the value of various arts occupations and how they contribute to the society
Relationship Management	Collaborative tasks which promotes maintenance of positive relationships amongst peers
Responsible Decision-Making	Promoting the creation of original artwork/music

Note: The above list is non-exhaustive.

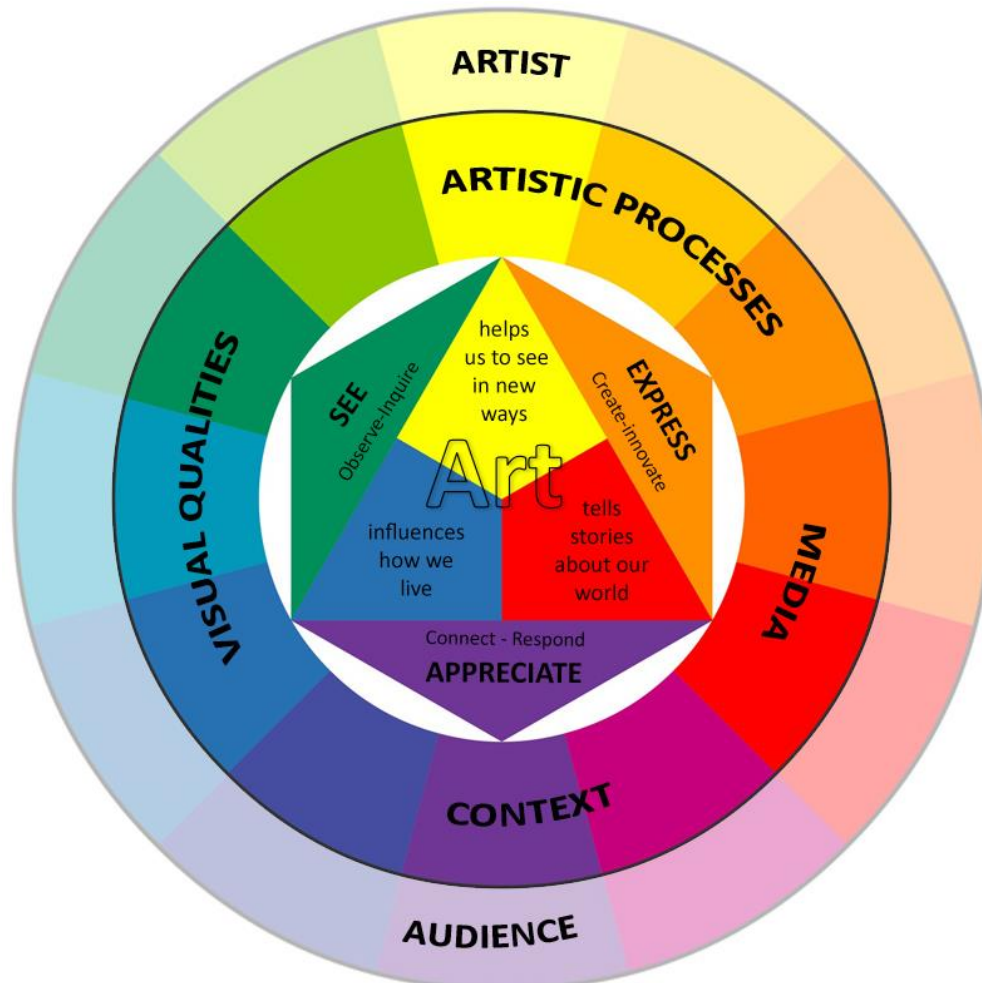


What Will Your Child Learn in Art?

- The Primary Art Syllabus Framework
- Key Learning Content and Experiences in Art @ **Henry Park Primary School**

KEY LEARNING CONTENT AND EXPERIENCES IN ART

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.



4 KEY LEARNING CONTENT COMPONENTS:

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

KEY LEARNING CONTENT AND EXPERIENCES IN ART

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.



KEY LEARNING CONTENT AND EXPERIENCES IN ART

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

KEY LEARNING CONTENT AND EXPERIENCES IN ART

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:

Art Forms	Media
Drawing	coloured pen, ink, markers, crayon, oil pastels, chalk
Painting	Watercolour, acrylic, tempera
Technology	Digital, Photoshop, graphic design
Mixed media	Collage, assemblage or various media mixed together
Sculpture	assemblage, mosaic, paper, clay, found objects
Textile	Batik, stamping

KEY LEARNING CONTENT AND EXPERIENCES IN ART

CORE LEARNING EXPERIENCES

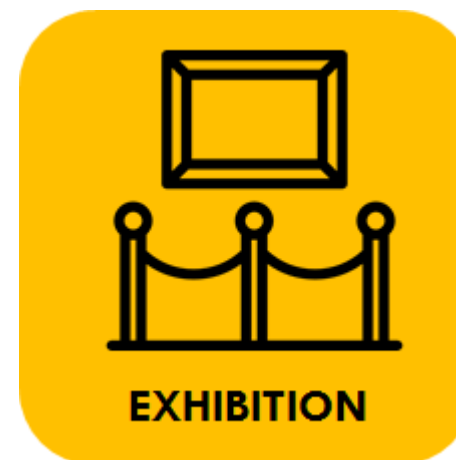
In this revised Primary Art Syllabus, there are **3 core learning experiences** that are designed to enable a more inclusive and authentic art learning experience for students across all primary schools in Singapore and to bring about shared memories of their art learning experiences.



Primary 1 - 6



Primary 4



Primary 1 - 6

3

How Will You Know Your Child Has learnt?

- Purpose of Assessment in Art & Music
- Mode of Assessment in Art

PURPOSE OF ASSESSMENT IN ART & MUSIC

Although art and music are non-examinable subjects at the primary level, assessments in art and music are important to provide feedback to the various stakeholders:

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

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

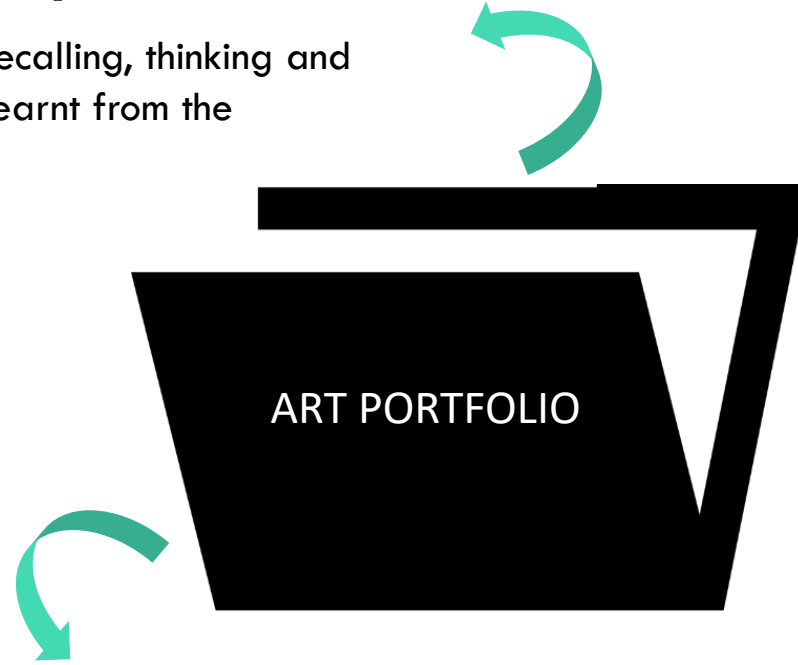
5. To **inform placement** beyond primary school

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.

ASSESSMENT IN ART

What we look for when assessing students' development in art:

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

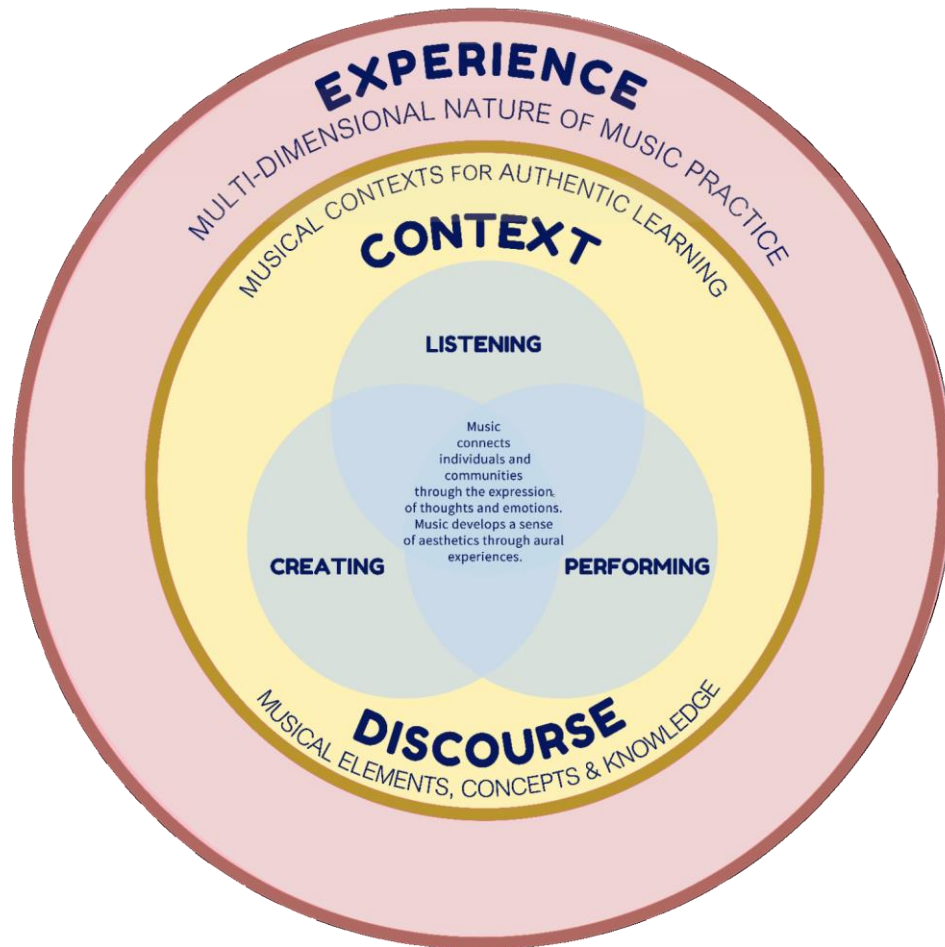
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What Will Your Child Learn in Music?

- The Primary Music Syllabus Framework
- Key Learning Content and Experiences in Music @ **Henry Park** Primary School

KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

By the end of their 6 years of music education in primary school, all students will develop musical understanding through **Listening, Creating & Performing** music.



3 CORE UNDERSTANDINGS:

1. Experience
2. Context
3. Discourse

KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

Experience

Music learning leverage on the **multi-dimensional** nature of music and its practices.



- Singing
- Rhythmic chanting
- Dance
- Movement
- Playing various instruments:
 - Percussion instruments
 - Mallet instruments
 - Recorder
 - Ukulele
- Technology-based music lessons

KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

Context

Through the engagement of music in meaningful contexts, students find relevance in their learning and **connect what they learn in school with real-world problems and situations.**

The intentional selection of **appropriate repertoire** would provide additional perspectives to develop a deeper understanding of the value of music in students' lives.

Examples of Core Repertoire

National and Community Songs in English

- Count On Me, Singapore
- Stand Up for Singapore
- Singapura
- Singapore Town
- Home

Community Song in Chinese

Zao Qi Shang Xue Xiao (早起上学校)

Community Song in Malay

Semoga Bahagia

Community Song in Tamil

Munnaeru Vaaliba (Song of Youth)

KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

Discourse

Organised around the building blocks of music, students will be able to experience, learn and apply the **musical elements and concepts** through Listening, Creating and Performing:

- (i) Tempo, Rhythm and Beats
- (ii) Pitch
- (iii) Expression
- (iv) Form
- (v) Timbre/Tone Colours
- (vi) Tonality and Harmony
- (vii) Texture
- (viii) Notation



KEY LEARNING CONTENT AND EXPERIENCES IN MUSIC

Musical Processes

Listening



By actively listening, students would be able to experience and explore how music from a range of cultures and genres convey ideas, experiences and emotions.

Creating



Creating individually or in a group involves exploring, experimenting with and discovering sounds.

It requires students' imaginative use of their existing musical understanding and skills to communicate thoughts, feelings, ideas and emotions expressively through music.

Performing



Performing music allows students to express themselves and develop their technical skills in singing and instrumental playing.



How Will You Know Your Child Has learnt (in Music)?

- Assessment in Music

ASSESSMENT IN MUSIC

What we look for when assessing students' development in music:

Criteria	Description
Listen & Respond	<ul style="list-style-type: none">• Evaluate and comment on the music that they have heard• Describe the qualities of the music using appropriate musical terms• Respond to elements of music as well as its mood in a variety of ways. (e. g. movement, performing, drawing).
Create Music	<ul style="list-style-type: none">• Improvise musical ideas and create music using voice, body percussion and/or classroom instrument(s).• Record music ideas using graphic and standard notation
Perform Music	<ul style="list-style-type: none">• Sing/play instruments with good tone, expression and appropriate singing/performance techniques
Making Connections	<ul style="list-style-type: none">• Describe and discuss the role of music in society• Experience and perform the National Anthem and a variety of folksongs and community songs that can be heard in Singapore and globally• Experience and recognise aurally, the music and instruments from:<ul style="list-style-type: none">• Singapore• At least 2 cultures in Southeast Asia• The Western Classical



Understanding The Learner

- Children. Their World. Their Art. Their Music.

CHILDREN. THEIR WORLD. THEIR ART

Let's take a look at some of our children's masterpieces ...

CHILDREN. THEIR WORLD. THEIR ART



Jaylene Hu En Ning
1B 2023
Oil Pastel
Mystery Gift

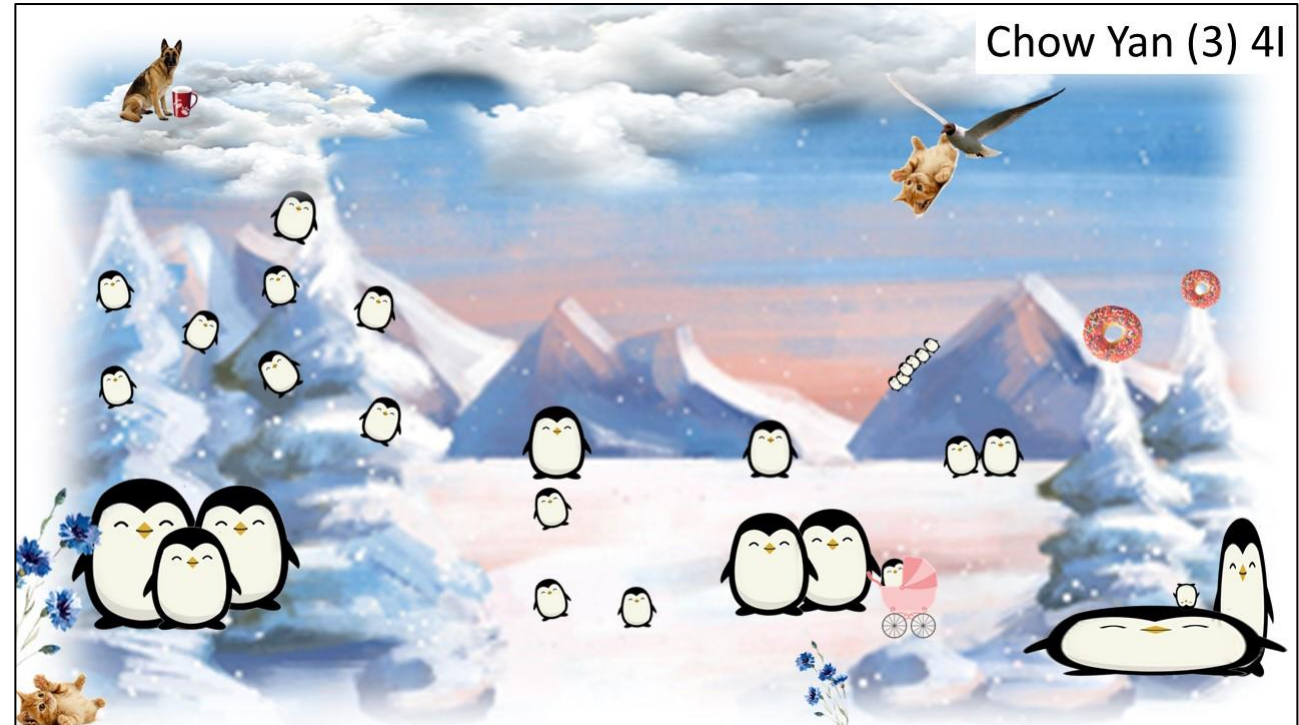


Lin Yu Xuan Claire and Evan Yong Wei Hao
2A 2023
Mixed Media
Diorama

CHILDREN. THEIR WORLD. THEIR ART

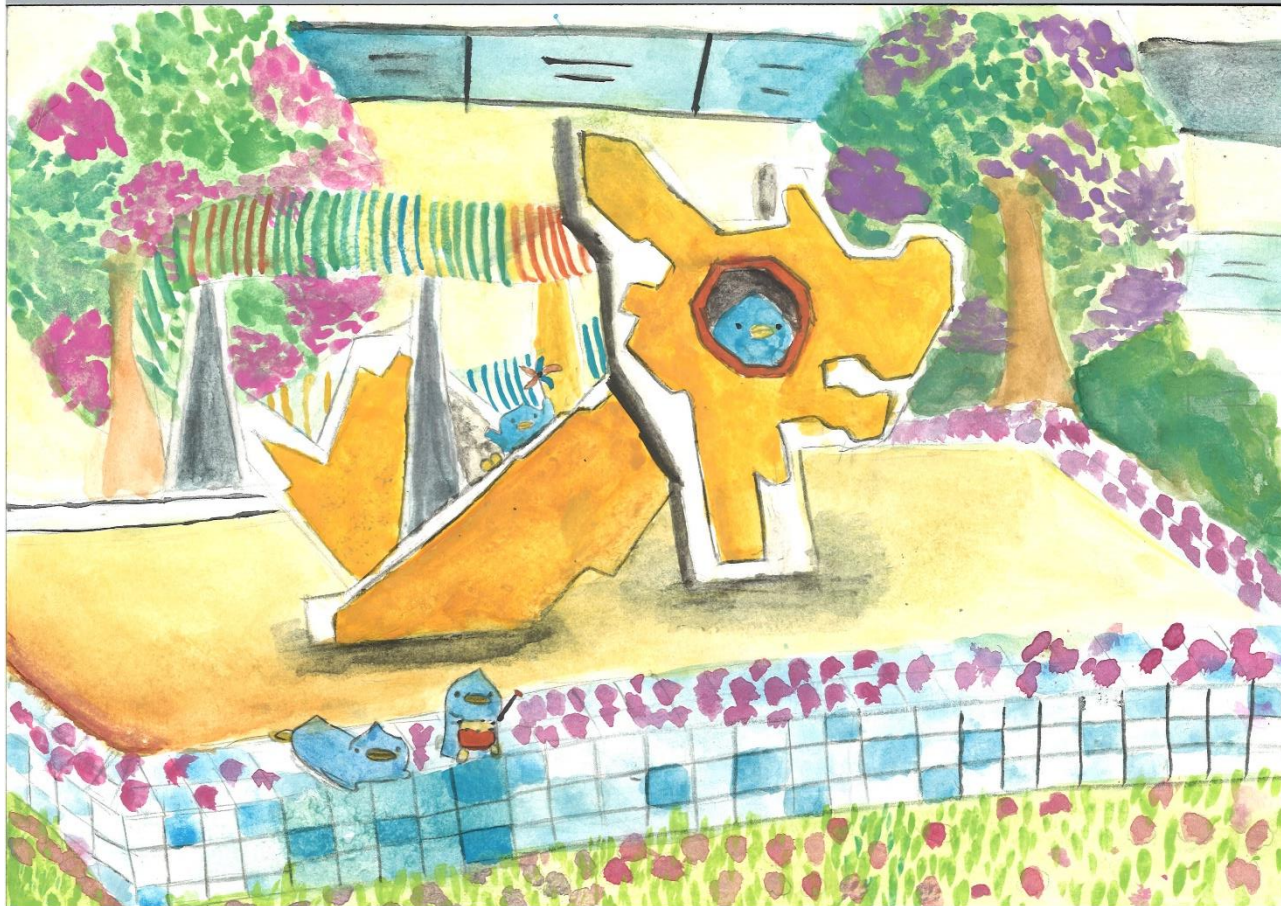


Tan Hong Wei
3G 2023
Batik Painting
Nature



Chow Yan
4I 2023
Digital Art
Surrealism: Chaotic Penguins

CHILDREN. THEIR WORLD. THEIR ART



Lee Yu Qi Sarah
5A 2023
Watercolour Painting
Singapore Landscape



Sophia Alisa Hashidy Tembrevilla
6G 2023
Digital Art
Gratitude

CHILDREN. THEIR WORLD. THEIR MUSIC



Primary 1 students playing percussion instrument

Primary 1 students using body movements to create and perform music



Primary 2 students learning solfege handsigns

CHILDREN. THEIR WORLD. THEIR MUSIC



Primary 3 students learning recorder



Primary 4 students playing recorder

CHILDREN. THEIR WORLD. THEIR MUSIC.



Primary 5 students practising ukulele



Primary 6 student creating music digitally



How Can You Support Your Child?

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?

Parents and families can complement children's learning and development at home by helping children make **connections between what goes on in school and at home** to enrich their learning experience beyond the classroom. You could:

- 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 work or music performance 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 or music making together
- 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 or music.
- tell your child how happy you are to see his/her art or his/her performance and how it makes you feel. Encourage him/her to keep creating art and music that he/she loves.
- Where possible, bring your child to visit local art exhibitions, music showcase and arts shows to gather new ideas and be inspired!

Thank You!