

Aesthetics Department P1 Parents' Briefing

Leaders of Character, Championing Service and Excellence





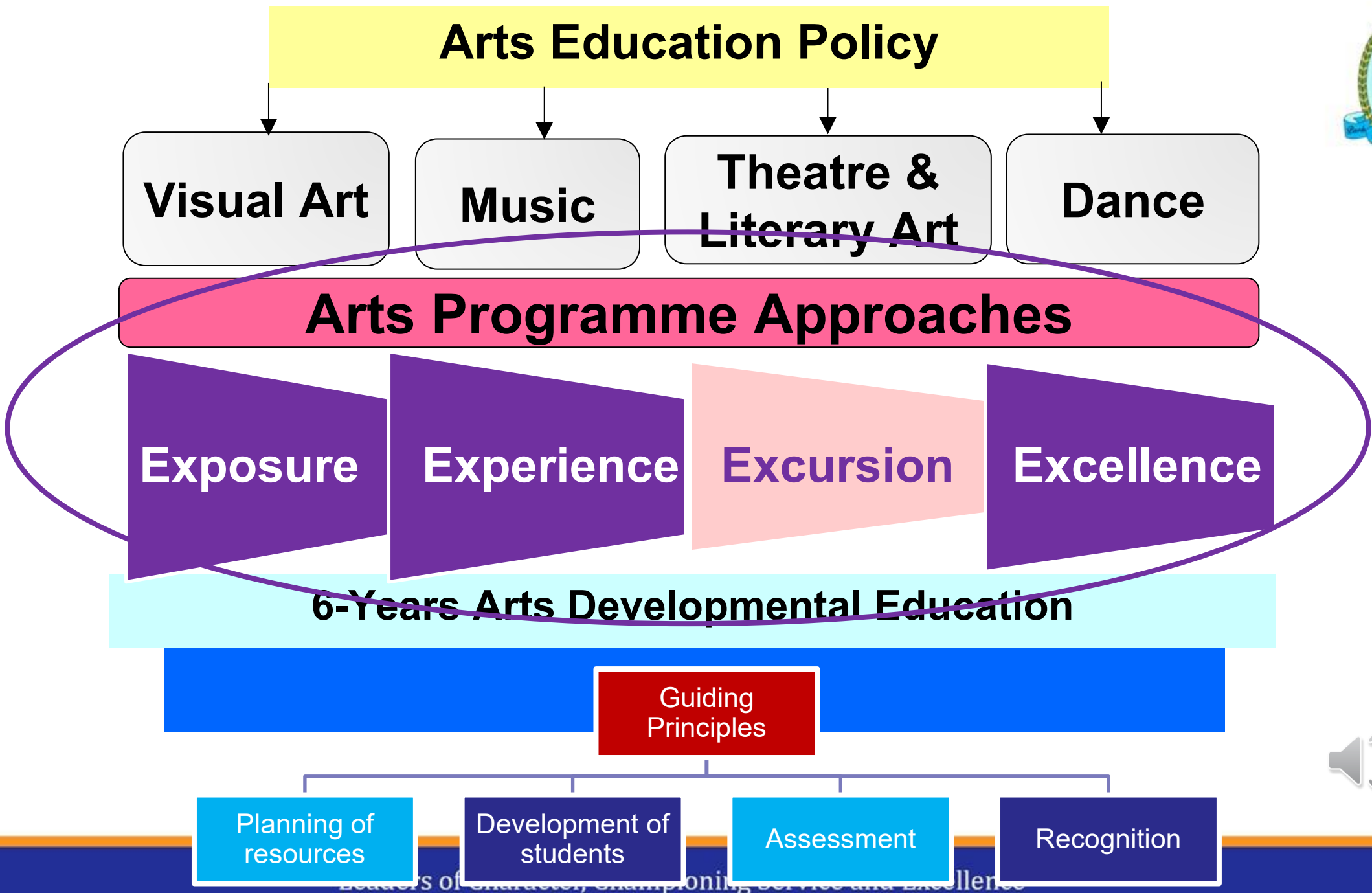
- Approach
- Curriculum
- Assessment



AESTHETICS

FRAMEWORK







Music

Theatre & Literary Art

Dance

Visual Art

**Arts
Exposure**



Arts Experience



Art & Music Curriculum

Core & Dynamic Skills

Digital

Modular

Arts Integration

Enrichment/
PAL



P3 Cartooning & Colouring Techniques





Singing and Rhythmic Movements



Playing Musical Instruments



Food Art in PAL



Digital Art

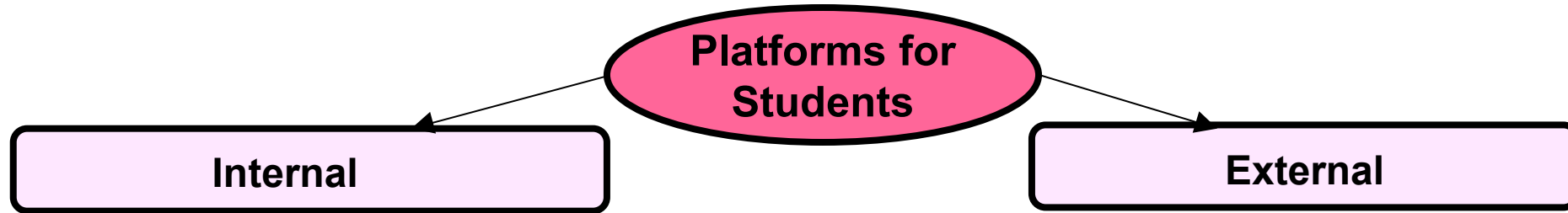


Interacting with Environment

Arts Excursion



Arts Excellence





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Our Student Centric, Values – Driven Curriculum



Broaden definition of Success (Shift from Achievements to Contributions)

- Authentic real-life situations/Contemporary issues
- Thinking dispositions (Thinking routines and Studio Habits of Mind)
- Joy of learning, Singapore Spirit and Entrepreneurial Dare
- Learn for life (pursuit of interest), Embrace all learners (learning styles and needs) and Student well-being (choice and voice)
- E21 CC, SEL, CCE and School Values





Our Assessment

- Holistic assessment of students based on subject specific learning outcomes (LOs)
 - ✓ Embrace both process & outcome of artistic learning & practice
 - ✓ Develop student's ability to evaluate own composition & adopt different perspectives

CLAY SAFARI

Name: _____
Group: _____
Class: Primary 1 _____

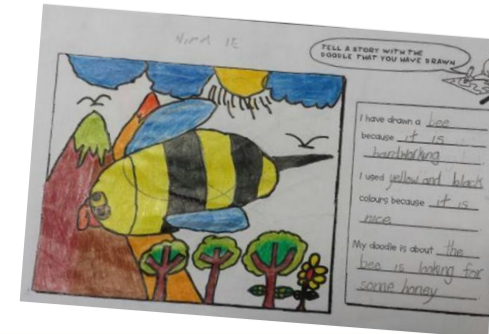
Assessment Criteria	Developing			Proficient			Exceeding		
	Self	Teacher	Self (Final)	Self	Teacher	Self (Final)	Self	Teacher	Self (Final)
Details on the sculpture									

Developing
-No details
-Only basic shapes of the animal

Proficient
-Basic features (eyes, nose, limbs, etc)

Exceeding
-Basic features (eyes, nose, limbs, etc)
-Add object(s) to make the sculpture interesting.

• Sculpture is neatly done, smooth and even.
All the parts are joined securely.



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Thank You!

