



PE, Art & Music (PAM)

Primary 1 and 2

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Physical Education (PE)

Primary 1 and 2

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Physical Education Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

By emphasising the importance of **movement**, and an individual's **interaction with the environment**, Physical Education seeks to develop the **whole child** to bring about a nation of *physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.*

(PE Syllabus, 2024)



Figure 2. Physical Education Curriculum Framework

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Goals of Physical Education

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Goal 1	Acquire a range of movement skills to participate in a variety of physical activities.
Goal 2	Understand and apply movement concepts, principles and strategies in a range of physical activities .
Goal 3	Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.
Goal 4	Display positive personal and social behaviour across different experiences.
Goal 5	Acquire and maintain health-enhancing fitness through regular participation in physical activities.
Goal 6	Enjoy and value the benefits of living a physically active and healthy life.

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P1 and P2 PE Learning Areas

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Games and Sports
- Gymnastics
- Dance
- Outdoor Education
- Physical Health and Safety

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P1 PE Learning Outcomes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Learning Area	Learning Outcomes
Games and Sports	Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.
Gymnastics	Perform a gymnastic sequence of two different movements with smooth transition
Dance	Perform a pre-designed movement experience 'Chan Mali Chan', and repeat with modification to timing (i.e. unison, take turns).
Outdoor Education	Move across a variety of ground surfaces in a familiar environment safely and confidently.
Physical Health and Safety	Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.
	Acquire a range of personal safety practices in school, at home and when using the road.

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P2 PE Learning Outcomes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Learning Area	Learning Outcomes
Games and Sports	Demonstrate a range of motor skills in catching, dribbling , and striking a variety of objects.
Gymnastics	Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions .
Dance	Perform a pre-designed movement experience ' Ode to Joy ', and repeat with modifications to timing (i.e. mirror, match, lead/follow).
Outdoor Education	Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself .
Physical Health and Safety	Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities.
	Acquire a range of safety practices while playing, using the road, and in public places .

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Assessments

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Observations and feedback: teacher → students, students → students, students → teacher
- Formative assessments (self- and peer-assessments)
- Summative assessments (teacher assessments)



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A glimpse at the P1 PE learning experiences

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

Gymnastics – balances and forming shapes

Games & Sports – single-hand underhand roll

Outdoor Education – students recording living things they observe when moving around the school ground

Dance – performing to 'Chan Mali Chan'

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A glimpse at the P2 PE learning experiences

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

Outdoor Education – orientating pictorial chart to match symbols to the legend

Games & Sports – dribbling with single-hand with control and running movement

Dance – performing to 'Ode to Joy'

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Art

Primary 1 and 2

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The 21st Century Art Learner

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Art Syllabus Teaching and Learning Guide for Primary Schools

Our Vision!

The 21CC Art Learner

21st Century Art Learners



are Active Artist & Informed Audience

who enjoy art, are able to communicate visually,

and

make meaning through connecting with society and culture.

He/she is

and

A CONFIDENT PERSON, A SELF-DIRECTED LEARNER, AN ACTIVE CONTRIBUTOR, A CONCERNED CITIZEN.

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Primary Art Syllabus Framework

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Figure 3: Primary Art Syllabus Framework

The three Big Ideas at the heart of the syllabus framework frame the three Learning Domains of **see**, **express** and **appreciate** that present learning opportunities for students to develop the Key Competencies of **observe-wonder-inquire**, **create-innovate-present**, and **reflect-connect-respond**.

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Primary Art Syllabus Framework

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Figure 3: Primary Art Syllabus Framework

Students learn to see, express and appreciate through the four key components of the Learning Content - **context, artistic processes, media and visual qualities**.

In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.

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P1 and P2 Learning Outcomes (2018 syllabus)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Domains	SEE	EXPRESS	APPRECIATE
Learning Outcomes	<ul style="list-style-type: none"> Identify simple visual qualities in what they see around them Ask questions about what they see Draw from their imagination and observation 	<ul style="list-style-type: none"> Play with a variety of materials and tools to make art Share their imagination, thoughts and feelings through art making 	<ul style="list-style-type: none"> Show interest in looking at a variety of artworks Talk about what they see, feel and experience using art vocabulary

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Core Drawing Module (P1 – P6)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- develop students' language, cognitive and executive functions
- develop self-confidence
- promote the joy of using art to convey ideas
- not intended to focus on perfecting students' drawing techniques

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Engaging Art Learners through Art Making and Art Discussion

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

As artists and audience, students' learning and understanding of art is facilitated and strengthened through their **engagement** in art making and art discussion.

Art Making

- students engage in **artistic processes** to create artworks that **communicate their ideas**

Art Discussion

- students are **actively involved** in looking at and talking about art that develop their **thinking skills** such as observing, recalling, analysing, applying, comparing, questioning and making choices



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Assessment in Art

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Table 4: Overview of Key Assessment Areas in Art

<p>Art Content comprising four key components namely <i>Context, Artistic Processes, Visual Qualities</i> and <i>Media</i></p>	<p>Art-related Behaviours articulated in the learning domains namely <i>observe, wonder, Inquire, create, innovate, present, reflect, connect and respond</i></p>
<p>Values and attitudes by taking cues from active <i>Artist</i> and informed <i>Audience</i> i.e. Show positive attitudes toward art and advocate the relevance of art in daily life</p>	

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Assessment in Art

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Portfolio as the main assessment mode

- to engage students in evaluating their own art and adopting different perspectives to reflect on their own learning



Table 5: Examples of evidence of students' learning, assessment tools and strategies in a portfolio

Evidence of student learning	Assessment Tools	Assessment Strategy
<ul style="list-style-type: none"> Work in progress Documentation of process e.g. Sketches Photographs Visual journals Written ideas Documentation of Presentation e.g. Artist talk; Show-and-tell; Exhibition Final artwork Reflection Participation in oral discussions 	<ul style="list-style-type: none"> Observation Rubrics Checklist Rating Scale 	<p><u>Four-step process</u></p> <ul style="list-style-type: none"> Collect items (artefacts, evidence) for the portfolio; Select items that demonstrate competencies and achievements, aligned to the learning objectives of the art curriculum; Reflect on the item selected to articulate their thinking, demonstrating learning derived from the experiences; and Connect art learning with personal, community and cultural experiences.

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Samples of Art Portfolio

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



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P1 Art Modules in CPS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term 1	Term 2	Term 3	Term 4
Self and Immediate Environment	Self and Immediate Environment	The World and Region We Live In	Core Drawing Module
My Self-Portrait	What animals represent me?	My Feelings	
Drawing and Colouring (Mixed media)	3D Sculpture (Clay Sculpture)	Abstract Art (Drawing and Painting)	

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P2 Art Modules in CPS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term 1	Term 2	Term 3	Term 4
Self and Immediate Environment	Singapore Past, Present and Future	The World and Region We Live In	Core Drawing Module
The View from My Window	In My Neighbourhood	Interesting Things about Animals	
Drawing and Painting	Drawing and Painting	Batik Painting	

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MUSIC

Primary 1 and 2

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Music Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Philosophy and purpose of the Primary Music Syllabus:

- All children are **musical**.
- Seek to **develop** their **aural** and **expressive abilities** and **sensibilities** to **empower** them to **appreciate** and **participate** in music.
- Every child will be introduced to a **wide range of genres** and **styles** to put them in touch with their **heritage** as well as deepen their understanding of the **cultural diversity** of music in **Singapore** and **the world**.
- Music lessons will contribute to the **holistic development** of our students by developing 21st Century Competencies (21CC), values, character and social-emotional well-being. It also contributes towards extra-musical skills including psychomotor skills.

(Music Syllabus, 2023)



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Music Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Aims

- 1.Acquire and apply musical skills, knowledge and understanding through Listening, Creating and Performing.
- 2.Develop abilities for creative expression and communication.
- 3.Develop an understanding and appreciation of music in local and global cultures.
- 4.Cultivate a life-long enjoyment and involvement in music.

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Music Programme in Cedar Primary School

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- In lower primary, a combination of *Orff Schulwerk* Music & Movement and *Dalcroze* Eurythmics focusses on child-centred learning and in developing the child's individual musical voice and creativity.
- We hope to develop the student into a musical individual who is also competent in 21st Century Competencies such as creativity, collaborative and critical thinking skills.

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A glimpse of the music learning experience

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

P1 students exploring the different timbres of various instruments to create a soundscape

P2 students collaborating to produce a tune with xylophone.

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P1 and P2 Learning Outcomes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Describe sound produced by instruments & how they are played Describe ways elements of music are used for different purposes in the music students listen to Sing with accuracy & expression Play rhythmic & melodic patterns on pitched & non-pitched classroom percussion instruments 		<ul style="list-style-type: none"> Create rhythmic ostinato of at least 2 bars to accompany melody Create melodic phrase of at least 2 bars (C pentatonic scale) Create & perform soundscapes to given stimulus Use graphic/ standard notation/ tech to record music ideas 	

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Encouraging your children to appreciate the Arts

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **Focus on Enjoyment**

Your children like to have fun, so they are more likely to learn more if they enjoy the activity they are doing.

- ✓ Turn on the music and have a dance party, do some art and crafts activities at home or explore music apps on iPad or even musical instruments to encourage them to create their own music.



- **Exposure to the Arts**

- Visit the museums and galleries such as National Gallery Singapore or Children's Biennale or musical performances at community spaces or concert halls.



- **Join in the fun!**



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Programme for Active Learning (PAL)

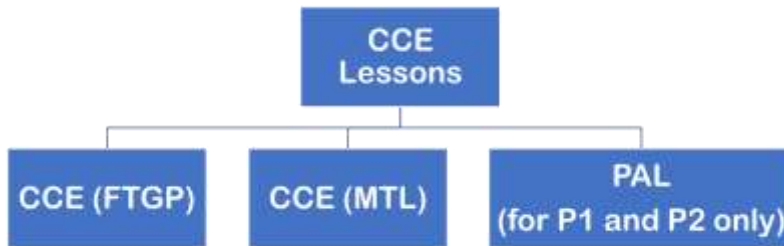
Primary 1 and 2

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Programme for Active Learning (PAL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



At Primary 1 and 2 levels, PAL offers hands-on and experiential learning through the 4 domains of Sports and Games, Outdoor Education and Visual / Performing Arts.

PAL provides opportunities for students to discover new interests, develop character and enables them to develop social-emotional competencies.

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P1 Learning Outcomes (LOs)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Knowledge LOs

Being Curious

- Recognise that being curious encourages us to learn new things from people, our environment and our daily activities and experiences, and experience joy

Working together

- Recognise that everyone has something to contribute
- Understand the importance of working together

Skills LOs

Self-motivation

- Demonstrate enthusiasm to learn new things

Positivity

- Express thanks to the people around oneself

Self-reflection

- Reflect on the experiences and people who help us learn and grow

Interpersonal Communication

- Work cooperatively with others on a common task or for a common goal

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P2 Learning Outcomes (LOs)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Knowledge LOs

Working together

- Understand the importance of working together
- Know that people have different ideas and there can be disagreements in working together

Skills LOs

Interpersonal Communication

- Manage disagreements through appropriate words and actions that demonstrate respect to others and their ideas
- Share our feelings, thoughts and views appropriately and respectfully with others
- Use respectful ways to put different ideas together effectively to complete group tasks

Self-reflection

- Reflect on how respectful speech and behaviours make receivers feel

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Characteristics of PAL

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Focus on Social and Emotional Learning (SEL)
- Engage through experiential, fun and enjoyable learning
- Encompass learning in creative ways
- Provide opportunities to collaborate and create

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Your child's experience in 2024



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Level	Term 1	Term 2	Term 3	Term 4
P1	Visual Arts	Outdoor Education	Performing Arts	Sports and Games
P2	Performing Arts	Sports and Games	Outdoor Education	Visual Arts

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P1 – Learning SEL skills through Visual Art

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

Students learn to give praise to and be respectful of others in the process of making a superhero mask.

Students learn to listen to and work with each other respectfully when creating a parachute for Superheros on a rescue mission.

Students create a superhero shield with coping strategies to help them manage emotions.

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P1 – Learning SEL skills through Outdoor Education and Sports & Games

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

Students learn to be observant of school surroundings, take turns to share their ideas and be responsible in decision-making knowing that their decisions will have consequences to the environment and think before they act.

Students learn to think before acting and be responsible for one's decisions and to manage their behaviours using Stop-Think-Do strategy during Driving Games.

Students learn to praise others and influence one another positively when creating the D.I.Y Scissors, Paper, Stone Game.

Students learn to identify their emotions and contributing factors and understand how they may have different feelings and thoughts on the same matter through parachute games.

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P2 – Learning SEL skills through Performing Arts

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

Students learn to disagree respectfully and ask for help when working on a group task such as rewriting the lyrics for a nursery rhyme.

Students worked together to create a performance. They learnt to work cooperatively together in an authentic situation.

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P2 – Learning SEL skills through Performing Arts

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Examples:

Students share their feelings, thoughts and views respectfully with others while learning to identify key landmarks in a school map.

Students cooperate and work together to find a solution in an authentic situation to build an outdoor shelter.

Students learn to express their gratitude when receiving help from their peers through their first aid experience.

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Co-Curricular Activities (CCAs) Try-Outs

Primary 2

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P2 CCA Try-outs (Term 4)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Co-Curricular Activities (CCAs) are an **integral** part of the school experience. At CPS, CCAs are offered from P3.
- The school organises P2 CCA Try-outs to provide the P2 students with an authentic preview of the various CCAs offered in the school through hands-on activities.
- It is hoped that parents/guardians will be able to make informed decisions together with their children/wards when selecting their CCA during the CCA Registration Exercise in Term 4.

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Thank You

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