

Curriculum Briefing 2025 Art



Learners driven by Passion . Leaders guided by Values

Respect . Responsibility . Resilience . Integrity . Care . Harmony



AIMS OF ART EDUCATION IN SCHOOLS

Recognising students as **key agents of learning**, the aims of art education in schools are

- to develop all students as **active artists** and **informed audience** with



visual inquiry skills to discover and explore their surroundings



curiosity, imagination and enjoyment in art making and art discussion



confidence in working individually and in groups to focus ideas and create artworks



awareness of and respect for histories and cultures of key artworks and artists in Singapore and the world

The 3Es Teaching and Learning Approach — **Experience, Empower, and Extend** — guides students in understanding Art as a way to learn about themselves and the world around them.

EXPERIENCE



Students make connections with their live experiences through exposure to various artworks.

EMPOWER



Students engage in artistic processes to communicate ideas and facilitate innovation.

EXTEND



Students having the ability to engage in thoughtful analysis and critique of artworks, considering both personal interpretations and broader societal perspectives.

Mission

To guide every West Springer to enjoy Arts, discover and ignite passion and aspire to excel in the Art domain.

ART IN WEST SPRING PRIMARY SCHOOL

To develop a fuller range of our students' passion and talent, our school's art curriculum across all levels presents ample opportunities for creative self-expression in varied modes.

P1 & P2

development of fine motor skills
(e.g. mark-making, colouring, 3D modelling, collaging)

P3 & P4

exposure to art concepts, techniques and approaches in art making
(e.g. Pop Art, Surrealism, Museum-Based Learning)

P5 & P6

experiment with new ways to use materials and tools to make art
(e.g. new media - digital art, 3D sculptures)



ASSESSMENT

Although art is a non-examinable subject at the primary level, assessment in art is used to support the holistic development of our students to promote continuous growth and learning.

Example of Art Rubric

Use of visual qualities

Personal Response

Use of tools and materials

Level of Engagement

Art Project: Surrealism	
Name:	
Criteria	Performance
Identify and distinguish visual qualities of Surrealism.	<i>e.g. Competent</i>
Use characteristics of Surrealism to create a Surrealist scene.	<i>Developing</i>
Display confidence and skill to draw and paint the artwork.	<i>Competent</i>
Show sustained participation in learning about Surrealism and in creation of his/her own Surrealist artwork.	<i>Accomplished</i>

ASSESSMENT

Your child will also have self and peer assessment activities to promote the skills of reflective practice and self-monitoring.



CHEW ZHANG TING
TITLE: EVERYDAY LIFE
HOW DID I CREATE IT?
I first copied my portrait onto a cardboard which I coloured and traced with a black marker. Next, I cut the cardboard into pieces and pasted it onto another piece of cardboard. Lastly, I designed and coloured the background.

THE STORY
Just a normal everyday life. Sunny or rainy, day or night. Listening to music, eating my favourite food or just going to school

E.g.: Creation of artist statements

THE ART SANDWICH

Peer Feedback

One thing I like about your artwork is...

A suggestion I have for your artwork is...

Another thing I like about your artwork is...

Feedback Written by: _____

E.g.:
Peer
Feedback
activity



PORTFOLIO

A3 Art Portfolio is used to document students' process work and artworks.

It serves as a comprehensive view of our students' developments and accomplishments over a period of time and showcases their choice and voice.

Students will use the file until Primary 6.



SELF-PORTRAIT

Name: _____ Date: _____
 Class: _____

The chosen expression for my self-portrait is _____ Partner's Name: _____ 's facial features and hairstyle

This checklist is to be completed by your partner. Please tick in the correct box that is most similar to _____

Type of Features	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Face Shape	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Hairstyle	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Name: _____ Class: _____

Artist Statement

ART PROJECT:

CIRCLE WHAT YOU USED TO MAKE IT:

CIRCLE HOW YOU FEEL ABOUT YOUR PROJECT:

WRITE ABOUT YOUR ARTWORK:

Peer Feedback

Is your friend's artwork

CREATIVE?
Unique Detailed Interesting

Does it have good

CRAFTSMANSHIP?
Neat Careful Clean Consistent

Is it nice and

COLORFUL?
Balanced Meaningful Solid Appropriate

Is the artwork

COMPLETED?
Name Spaced Filled Followed directions

Other comments: _____
 Commented by: _____



HOW CAN PARENTS SUPPORT?

- Family time activities at home - create an artwork together with your child.
- Frame your child's artwork at home which builds his or her confidence.
- Explore the park with your child to stimulate his or her senses and feelings.
- Family visits to the National Art Gallery, art museum and other art exhibitions.
- Support your child in drawing connections between their school art experiences and the world around them.
- Encourage them to analyze visual information in their surroundings, delve into the artistic choices made by creators, and form opinions about the meaning and impact of artworks.



4-way test (2003)
Victor Tan



Seeds (1995)
Han Sai Por



