

# Curriculum Briefing 2026 Art



Learners driven by Passion . Leaders guided by Values

*Respect . Responsibility . Resilience . Integrity . Care . Harmony*



# AIMS OF ART EDUCATION IN SCHOOLS

Recognizing 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.	e.g. Competent
Use characteristics of Surrealism to create a Surrealist scene.	Developing
Display confidence and skill to draw and paint the artwork.	Competent
Show sustained participation in learning about Surrealism and in creation of his/her own Surrealist artwork.	Accomplished



# ASSESSMENT

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



*E.g. : Creation of an artist statement*

**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: \_\_\_\_\_

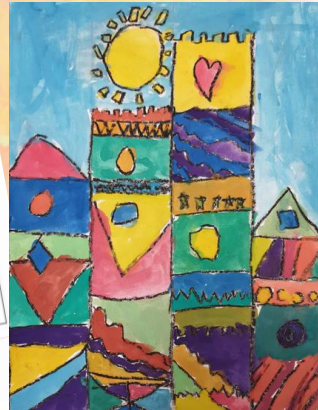
Class: \_\_\_\_\_

The chosen expression for my self-portrait is \_\_\_\_\_ Partner's Name: \_\_\_\_\_

This checked is to be completed by your partner: \_\_\_\_\_ % facial features and hairstyle

Please tick in the correct box ☒ that is most similar to \_\_\_\_\_

Type of Features	Face shape	Hairstyle
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"/>	<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"/>	<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:

☐ paint ☐ glue ☐ paper ☐ scissors ☐ pencil ☐ markers ☐ clay ☐ fabric ☐ wood

CIRCLE HOW YOU FEEL ABOUT YOUR PROJECT:

☐ I love it ☐ I like it ☐ I don't like it ☐ I hate it ☐ I don't know

WRITE ABOUT YOUR ARTWORK: \_\_\_\_\_

## Peer Feedback

Is your friend's artwork

☐ **CREATIVE?**

Image 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 \_\_\_\_\_ Score \_\_\_\_\_ Followed directions

Other comments: \_\_\_\_\_

Commented by \_\_\_\_\_





# HOW CAN PARENTS SUPPORT AND HELP?

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*



Thank  
You

