

# 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**

**EMPOWER**

**EXTEND**



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



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



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.

**Use of visual qualities**



**Personal Response**



**Use of tools and materials**



**Level of Engagement**



*Example of Art Rubric*

<b>Art Project: Surrealism</b>	
<b>Name:</b>	
<b>Criteria</b>	<b>Performance</b>
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

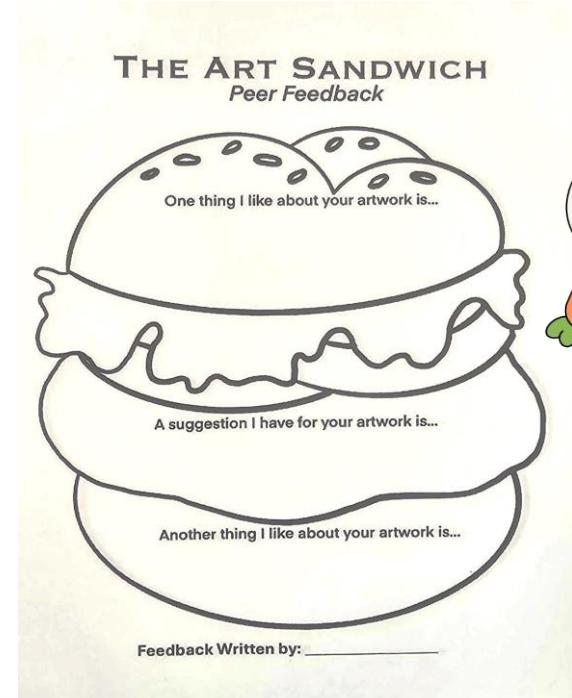


# ASSESSMENT

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



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.



# 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

