

PE CURRICULUM BRIEFING (P1)

Ms Serene Chan
HOD/Aesthetics

AGENDA

- Purpose and Philosophy
- Syllabus and Approach
- Events & Programmes

Purpose

The aim of the physical education (PE) programme is to develop :

- Movement competencies: the physical skills & cognitive competencies
- Safety practices
- Health-promoting lifestyle behaviours
- social and emotional skills
- 21st century competencies
- enjoyment
- Core values through physical activities and school events/ programmes
- to enjoy a lifetime of active, healthy living

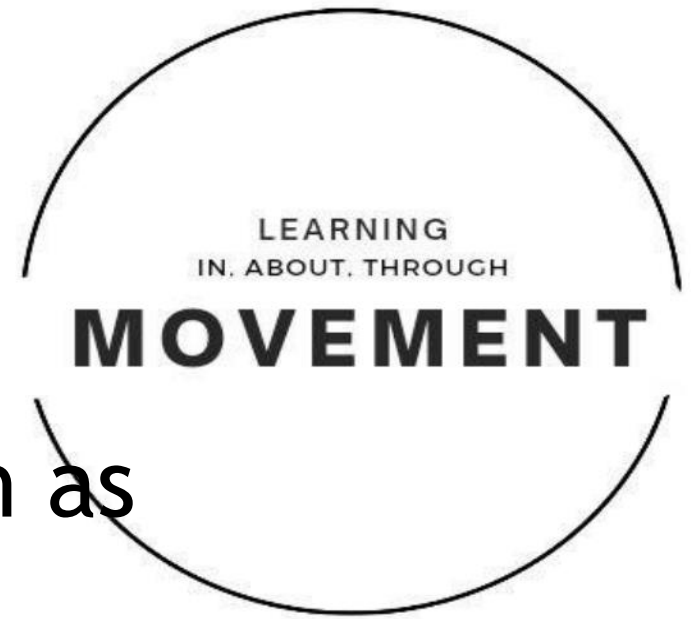
Guiding Philosophy of PE Dept

- **To inculcate love for Sports/ Physical Activities at a young age.**
- **Physically fit with skills, aptitude and attitude to maintain a healthy lifestyle**



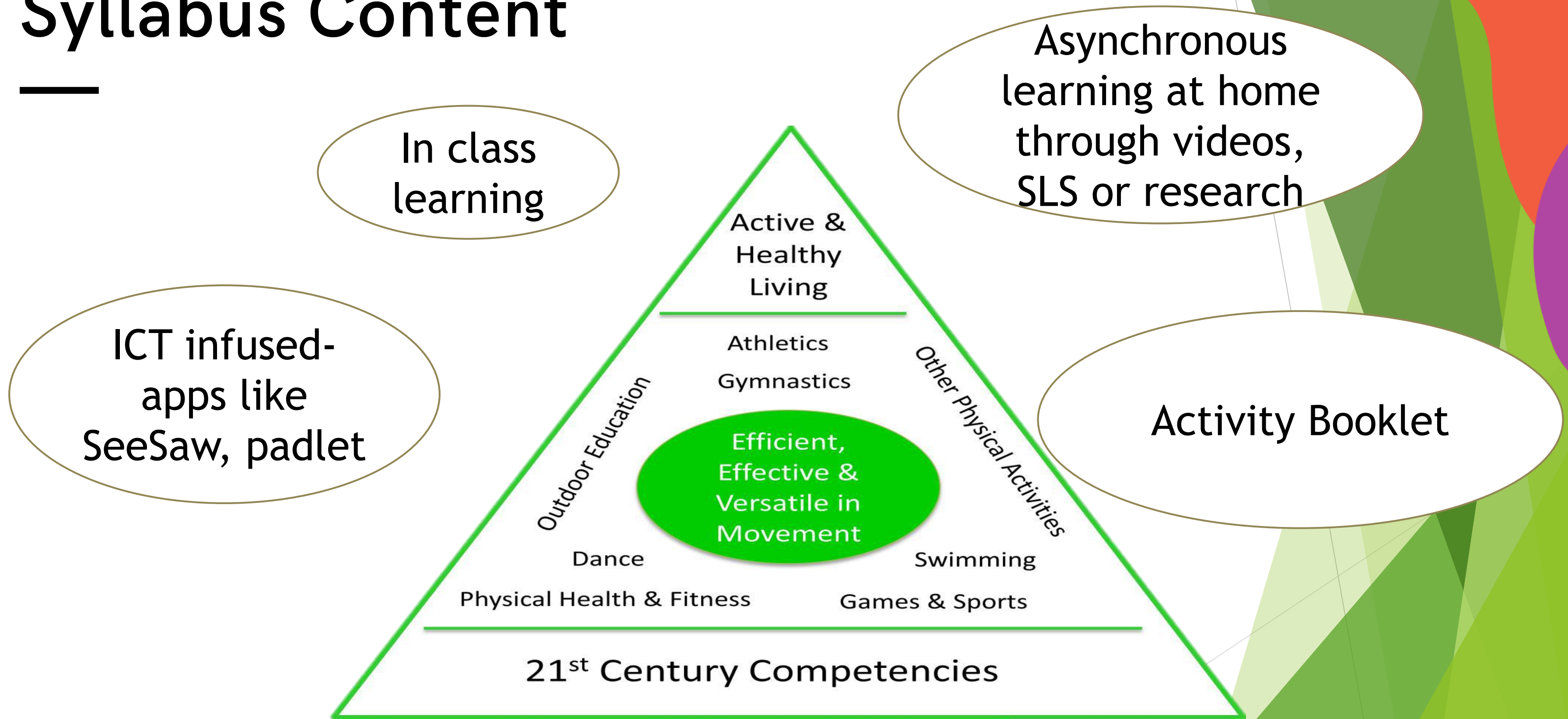
Syllabus & Approach

Movement Concept Approach



- lower primary level (foundation)
 - ❖ focuses on mastery of fundamental motor skills such as locomotor, non-locomotor and manipulative skills
 - to develop efficiency, effectiveness and versatility in students' performance.
- upper primary level extends on the mastery of discrete skills
 - ❖ to focus on more complex combinations and sequences of movements, and skills application in activity and games

Syllabus Content



Learning Outcomes P1 to P6

- spiral effect
- progressive throughout
 - skills learned in lower level will increase in difficulty & complexity in application in games

Learning Areas	Skills	Values
Dance	express and communicate ideas through the exploration, creation, performance and appreciation of movement - creation & modification of dance steps	To develop the RGPS Girl Qualities : Fair Play Sportsmanship Teamwork Safe Practices Responsible over Self & Others Resilience Graciousness Leadership
Games & Sports	Games Skills & Play	
Gymnastics	overall body management and control through creative interpretation of movement ---- perform a sequence - students' creation	
Physical Health & Fitness	connections between health concepts and practical applications	
Outdoor Ed	adventure through the exploration of environments (natural & urban)	

Things to Note

- ensure your child comes in PE attire on PE days
- Good shoes (not worn-out soles, good support for running)
- Water bottle, wet wipes/ small towel
- Provide letter/ email if your child is unwell/ injured and cannot participate in PE
- Bring 'Active & Healthy Me' book- assist your child when work is given to be completed at home



Events & Programmes

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Sports Programme & events

GAMES CARNIVAL

P5 Outdoor
Adventure Camp

Pioneering
Championship

P4 Sports Camp

P2 Sports Ed

P6 Inter-class
Captain's Ball

P3 to P6
Resilience
Package

Health Fair

Recess Play

Athlete Camp

Termly
Newsletter

NAPFA

Games
Creation
Competition

THANK YOU

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RAFFLES GIRLS' PRIMARY presents

AESTHETICS CURRICULUM BRIEFING (P6)
by
Ms Serene Chan
HOD / Aesthetics

Agenda

- ▶ Mission
- ▶ Content and Approach
- ▶ Skills (Learning Outcomes)
- ▶ Parents as partners in education

Our Objective:

- ▶ To nurture confidence and creativity in our students through a holistic learning experience in the arts

Guiding Philosophy:

- ▶ To inculcate a love for the arts from young through exposure and experience of different art forms

Music Pedagogy and curriculum

Orff main approach, whereby units of learning are designed using a combination of music, movement, drama and speech to make learning fun

Music curriculum concept:

- ▶ **Listening**
- ▶ **Creating**
- ▶ **Performing**

Music around the world (modular)

P1 Music Module for 2023

Term	Module	Skills explored
1	Fun with rhythm & beats	<ul style="list-style-type: none">• Singing• Movements and dance• Performing with classroom percussion instruments• Learning simple rhythm
2	Hand sings and Solfege	<ul style="list-style-type: none">• Singing in pitch and accurate rhythm• Recognising solfege• Performing handsigns
3	Songs of Singapore	<ul style="list-style-type: none">• Singing• Movement and dance• Creating rhythm• Performing with classroom percussion instruments
4	Music Around the World - Australia	<ul style="list-style-type: none">• Singing• Movement and Dance• Performing in a handbell ensemble

Other offerings

- ▶ Arts Fest (Once every two years)
- ▶ RGPS Got Talent (look out for audition calls in PG)
- ▶ Aesthetics showcase (Term 4)
- ▶ Instrumental Recital (Term 3)

Things to Note:

- ▶ Do remind your child/ward to bring hand sanitizer or wet wipes during music lessons
- ▶ Do sight and sign on rubrics given back to students
- ▶ Do remind your child/ward to keep all her music worksheets and rubrics in a music pocket folder (compulsory item in booklist and purchased from school bookshop in P1)
- ▶ Same music pocket folder to be used for the whole 6 years

Aims of Art Education

To enable every child to **enjoy art, communicate visually, and make meaning through connecting** with society and culture.

3 Big Ideas of Art

- ▶ Art helps us to see in new ways
- ▶ Art tells stories about our world
- ▶ Art influences how we live

Learning outcomes

See	Observe - Inquire
Express	Create - Innovate
Appreciate	Connect - Respond

PEDAGOGY in Art Making & Art Discussion

Present opportunities for students to be engaged in different levels of inquiry

- ▶ Curiosity, exploration and experimentation are valued
- ▶ Students' voices are encouraged - own the creative process to bring their ideas to reality
- ▶ Develop motivation & a sense of identity & self-efficacy

Modular lessons

- ▶ 1 module per term
- ▶ 4 modules per year
- ▶ Themes : My Friends & I
 - Beautiful Outdoor Places
 - Boats at Sea
 - Our National Flower

Every module includes

- ▶ Discussing art
- ▶ Drawing inspiration from a famous artist
- ▶ Acquiring art knowledge, skills & values
- ▶ Learning through artistic processes such as
 - Materiality
 - Inspiration
 - Experimentation
 - Emotion
 - Imagination
 - Presentation

Art Materials

► Materials required in the art bag (Art bag will be kept in school)

1. Drawing block
2. Oil pastels
3. A drawing pencil
4. Water colour cake
5. Paintbrush
6. Coloured markers
7. A black marker for outlining
8. Scissors
9. Few pieces of paper towel
10. A small water container

The Portfolio

- ▶ An A3 Art file with 20 pockets
- ▶ To file all artworks and documents returned
- ▶ To be kept at home
- ▶ To be used throughout from P1 - P6
- ▶ Keep a digital copy of your child's/ward's artwork

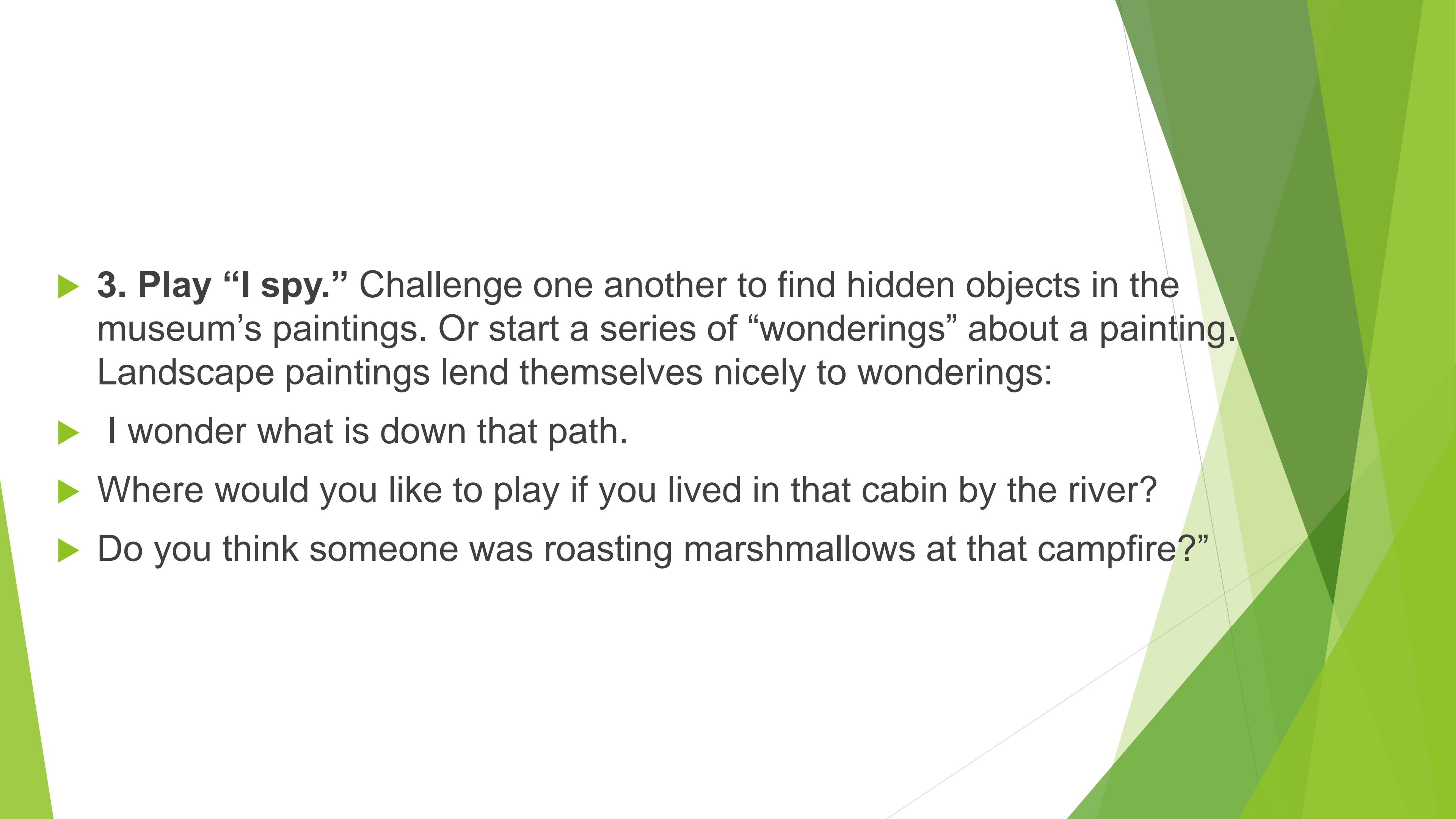
How can you help your child/ward develop creative thinking skills through art:

Take your child/ward to the Art Museums to help her develop observational skills!

- ▶ Children enjoy art museums! Focus on the whimsical and magical, nature and animals, and other topics of interest to your child/ward. Don't try to do the whole museum in one visit. Many museums have free admission one day per week, and family memberships are often more affordable than a day rate.
- 1. **Read about art before heading to the museum.** E.g., Gladys Blizzard's wonderful Come Look with Me series introduces children to magnificent works of art found in museums throughout the world. Thoughtful text provides examples of conversations to have with your child/ward to enhance her curiosity and enjoyment of artwork.

2. When looking at paintings, sculpture, statues, photographs and other art forms, talk to your child/ward about what she sees and thinks. E.g., Looking at Homer Winslow's Boy Fishing, you might comment, "I wonder if that fish got away or if he kept it. Why do you think Homer Winslow painted so many pictures of people fishing? How else could the boy catch that fish? Do you think girls like to fish too? What are all the ways you can think of to catch a fish?"



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- The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern, layered effect on the right side of the frame.
- ▶ **3. Play “I spy.”** Challenge one another to find hidden objects in the museum’s paintings. Or start a series of “wonderings” about a painting. Landscape paintings lend themselves nicely to wonderings:
 - ▶ I wonder what is down that path.
 - ▶ Where would you like to play if you lived in that cabin by the river?
 - ▶ Do you think someone was roasting marshmallows at that campfire?”

How can you help your child/ward develop creative thinking skills through art:

Exploring Art Around You

- ▶ Exposure to the arts enables children to express representative and abstract thinking. They learn to see things through a lens that is uniquely theirs. They learn that there is no right or wrong way to create. By examining and making a variety of artwork, including abstract art, children learn that people are individuals with unique expressions of ideas and emotions.
- ▶ To nurture these qualities in their children, parents can:
 1. **Draw together.**
 2. **Explore different paintings together.** Pose questions about the paintings that require critical thinking.

3. Display posters and your child's own artwork. Make sure to post them to the parts of the wall so your child/ward can see! Talk about the art the way you might at the museum.

4. Provide a variety of materials to explore. Talk about your own process as you create, and make sure to also point out features of your child's/ward's process without making judgment: "I notice that you like to draw spirals in your clouds. That's interesting."

5. Take photos on your walks. Zoom in on plants, flowers, and objects so that only a portion shows in one photo. In a second photo, zoom out so that it becomes clear what the object is. Mount the photos back-to-back in a booklet so that your child/ward can see how viewpoints change.

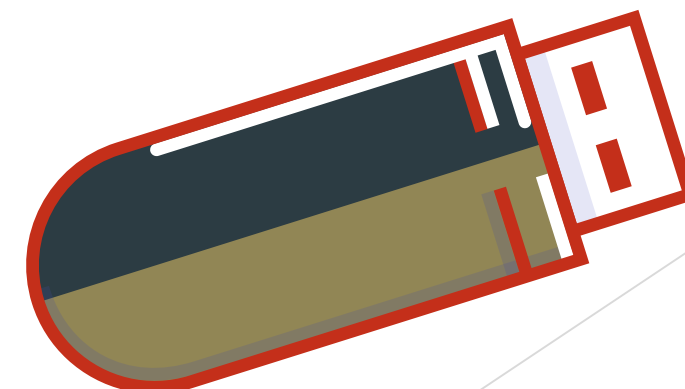
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THANK YOU!!

RAFFLES GIRLS PRIMARY SCHOOL

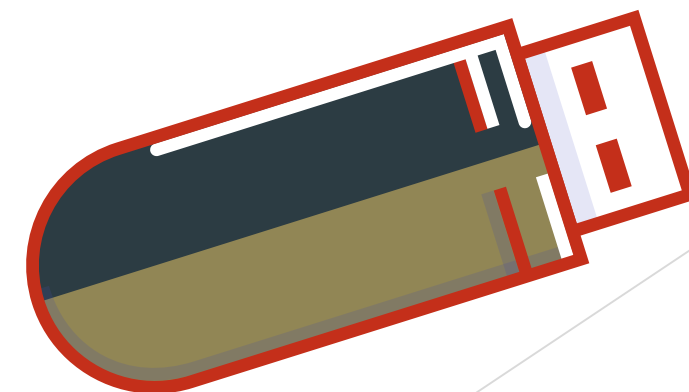
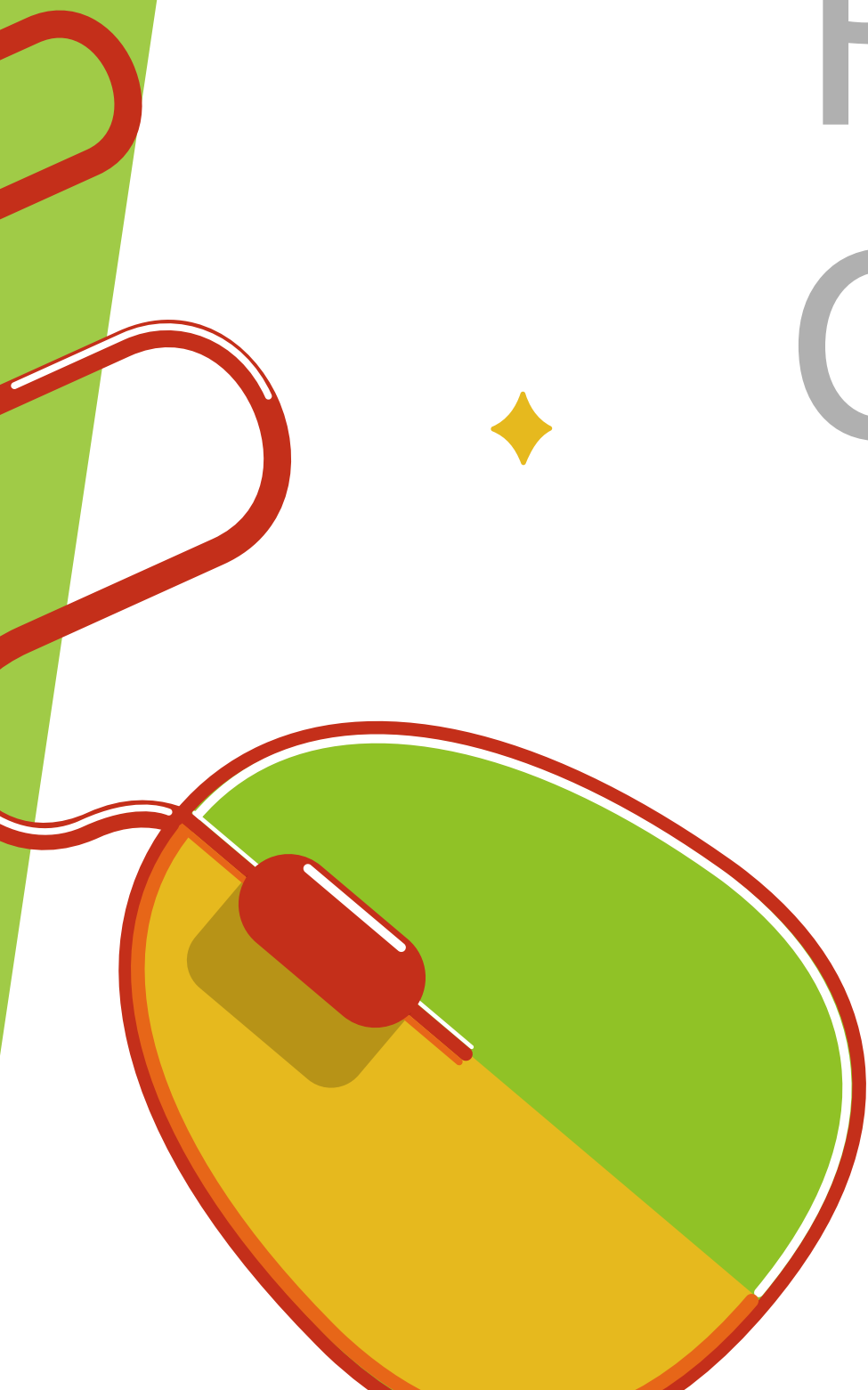
Programme for Active Learning (CCE)

Curriculum Briefing



RAFFLES GIRLS PRIMARY SCHOOL

Rootedness and Growth through Play & Share



Introduction

PAL in RGPS

Our Curriculum and unique activities to bring out
Social Emotional Competencies and CCE Values



PAL Characteristics

Experiential in nature

- Hands-on and meaningful
- Reaction time to express thoughts and feelings

Encompasses learning in a creative way

- Space to explore and apply skills and concepts
- Deepen learning
- Make

PAL CHARACTERISTICS

Provides opportunities for children to create

- Allows for active participation
- Time and space provided

Incorporates values education and social-emotional learning

- Inculcate values
- Develop SEC

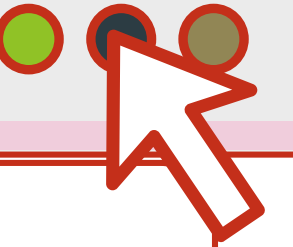
Fun and enjoyable

- Age-appropriate
- Captivate interest
- Process of learning, thinking and

Ignite the joy of learning in students

- enrich students' experiences
- meaningful play and learning
- 3C- confidence, cooperation, creativity
- deepen sense of rootedness through the deliberate planning of activities tied in to the NE theme

PAL Modules



Visual Arts

P1: You, Me and
Our Little Red Dot

◆ Learn about the unique places in SG and use them as inspiration for their work

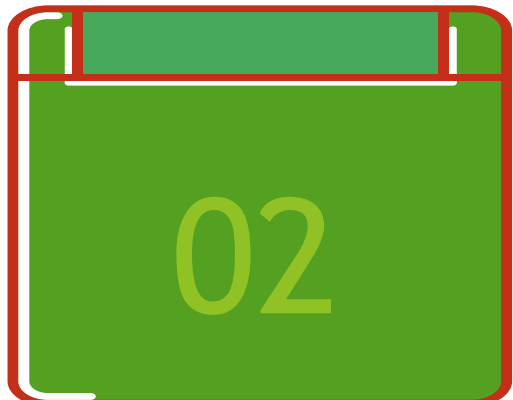


Sports & Games

P1: Lost in Time -
Past to Future
P2: Back from

Future

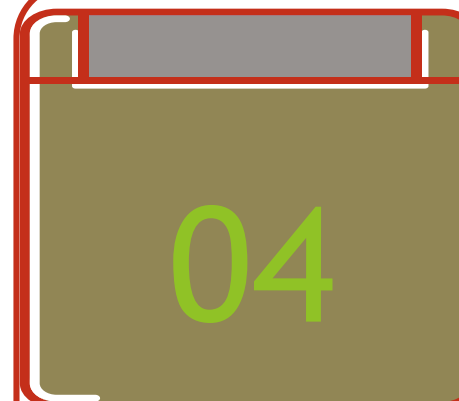
◆ Learn about the journey of SG and use games to practice the values



Performing Arts ◆

P1: Our Music Journey
P2: Music Across
Cultures

◆ Learn about the music and dance from different cultures in SG



Outdoor Ed. ◆

P2: Loving Our
Outdoors

◆ Learn about the environment and community in school




All modules take on a **Discovery Journey** as a context of play and having fun,


- Platform to explore and engage their 5 senses
- Opportunities to strengthen SE competencies & RGPS Girl dispositions through
 - a) Active Learning;
 - b) Inquiry-based Learning;
 - c) Experiential Learning; and
 - d) Experiential-Inquiry Learning



Every lesson encompasses -

1. Problem-based situational activities. 
- ✦ 2. Facilitation Questions after each activity
3. Reflections & discussions

*It is **NOT** about teaching a skill nor completing a product,
but exposing students to different social experiences/
settings*



The Flow of each Module

1

- Knowing Myself - Self Awareness & Management theme

2

- Knowing Others - Social Awareness Themes

3

- How we Live together - Relationship Management & Decision Making Themes

PAL in Action

Our Journey PAL in RGPS
Activities in our different modules.



