



PE, Art, Music and CCA Curriculum Briefing



Physical Education in Junyuan

Athletics



Dance



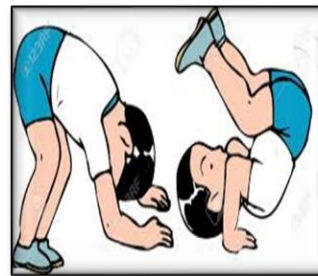
Games & Sports



Health education



Gymnastics



Outdoor Education



Swimming



PE Learning Outcomes

Dance

Explore movement phrases in variations of position (i.e. above/below, in front of/behind, beside, between) and formation¹², with and without contacting group members, in response to music.

Outdoor Education

Navigation Skills

Locate the position of self in relation to the landmarks in the school and its neighbourhood using pictorial charts.

Outdoor Living Skills

Apply key principles and considerations of packing for a day trip, e.g., a trip to the neighbourhood park.



Games and Sports

Dribbling

Sending to a partner



Catching



Dribbling

Sports and Games

Dribble using the hands, keeping away from a defender, either through moving or shielding the ball.

Striking with a racket

Strike using the underhand, forehand and backhand stroke a racket and ball continuously with a partner over a low net.

Sending to a partner

Games and Sports

Throw using the backhand pattern, a disc to a stationary and moving partner, who will catch at different levels.

Games and Sports

Catching

Throw (Pass) and catch using one and two hands away from the body, a variety of objects with a partner while both partners are moving, at least a distance of 4 to 12 meters away.



Active and Healthy Me Book

Growth and Fitness

Healthy Eating

1. Identify the different food groups in My Healthy Plate and understand their functions for growth and health.
2. Understand that being healthy is not just about healthy eating but also involves being active every day.
3. Demonstrate healthy eating habits using My Healthy Plate.

Good Health Habits and Practices

Cleanliness of the Hands & Feet

1. Cultivate and demonstrate good hygiene habits to keep the hands and feet clean.

Taking Care of The Eyes

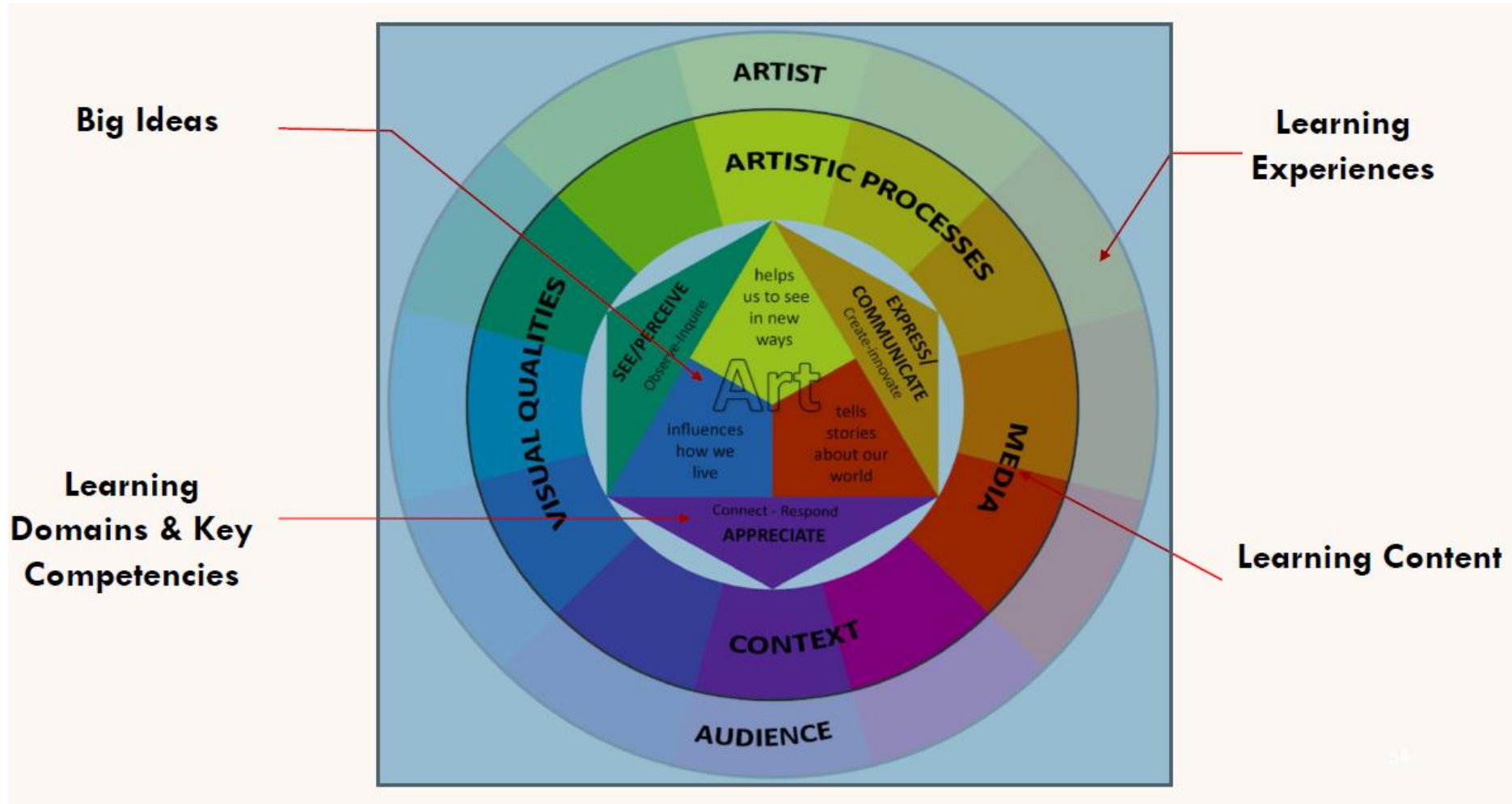
1. Understand how eye injuries can occur and take precautionary measures to prevent them from happening.
2. Be aware of and demonstrate proper handling of the spectacles to prevent eye discomfort.

Mosquito-borne Diseases

1. Understand the process of mosquito breeding and the associated diseases.
2. Identify the signs and symptoms of mosquito-borne diseases and seek appropriate help.
3. Take precautionary measures to prevent the spread of mosquito-borne diseases.
4. Take precautionary measures to prevent and protect oneself from mosquito bites.



Art Framework





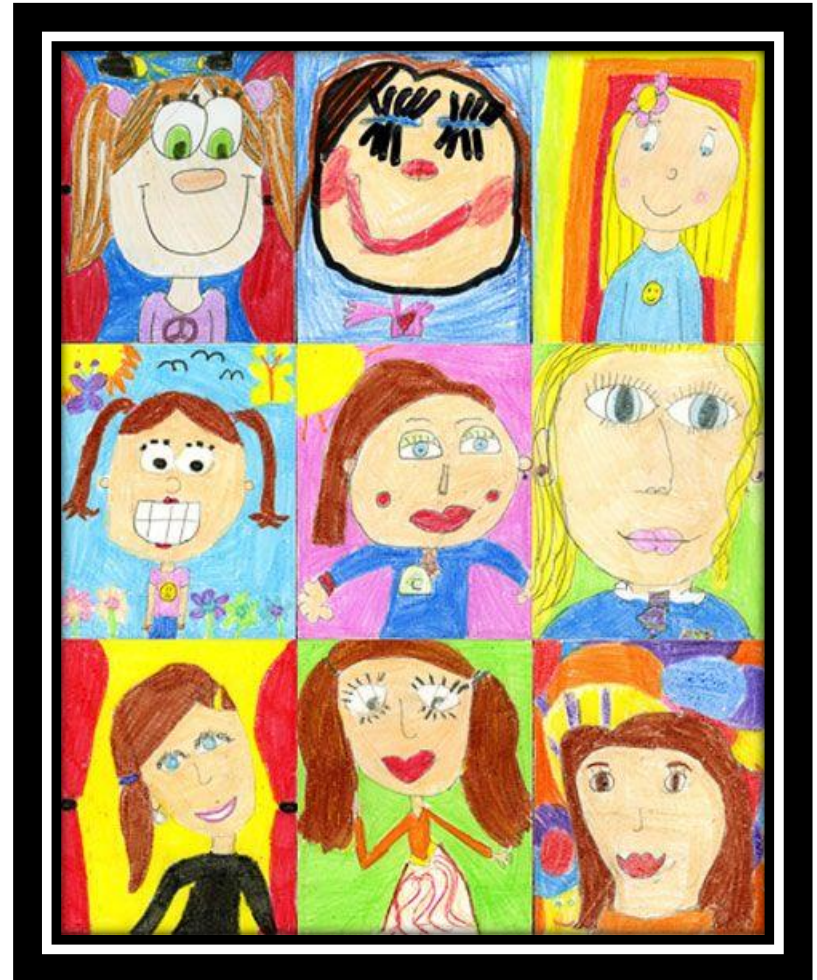
Domain: See

Competencies: Observe – Inquire

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation



P1 Self Portrait



Domain: Express

Competencies: Create – Innovate

LO4: Play with a variety of materials and tools to make art

LO5: Share their imagination, thoughts and feelings through art making

Domain: Appreciate

Competencies: Connect – Respond

LO6: Show interest in looking at a variety of artworks

LO7: Talk about what they see, feel and experience using art vocabulary



Creating Art pieces using Clay



VTR: What makes you say that?



Starry Night, 1888

- What did he draw?
- How do you feel when you look at the painting?
- Do you like the painting?

See – think – wonder



Water Lilies (1919)
101 x 200 cm

What do you see in this painting?

How do you think he made this art work?

Have you wondered what he was thinking or feeling when he did this?



'A view outside my window'

Checklist

- ✓ Check if your artwork has an iconic Tampines building (eg. Tampines hub, Tampines mall etc)
- ✓ Check if your artwork shows unity



Drawing competition

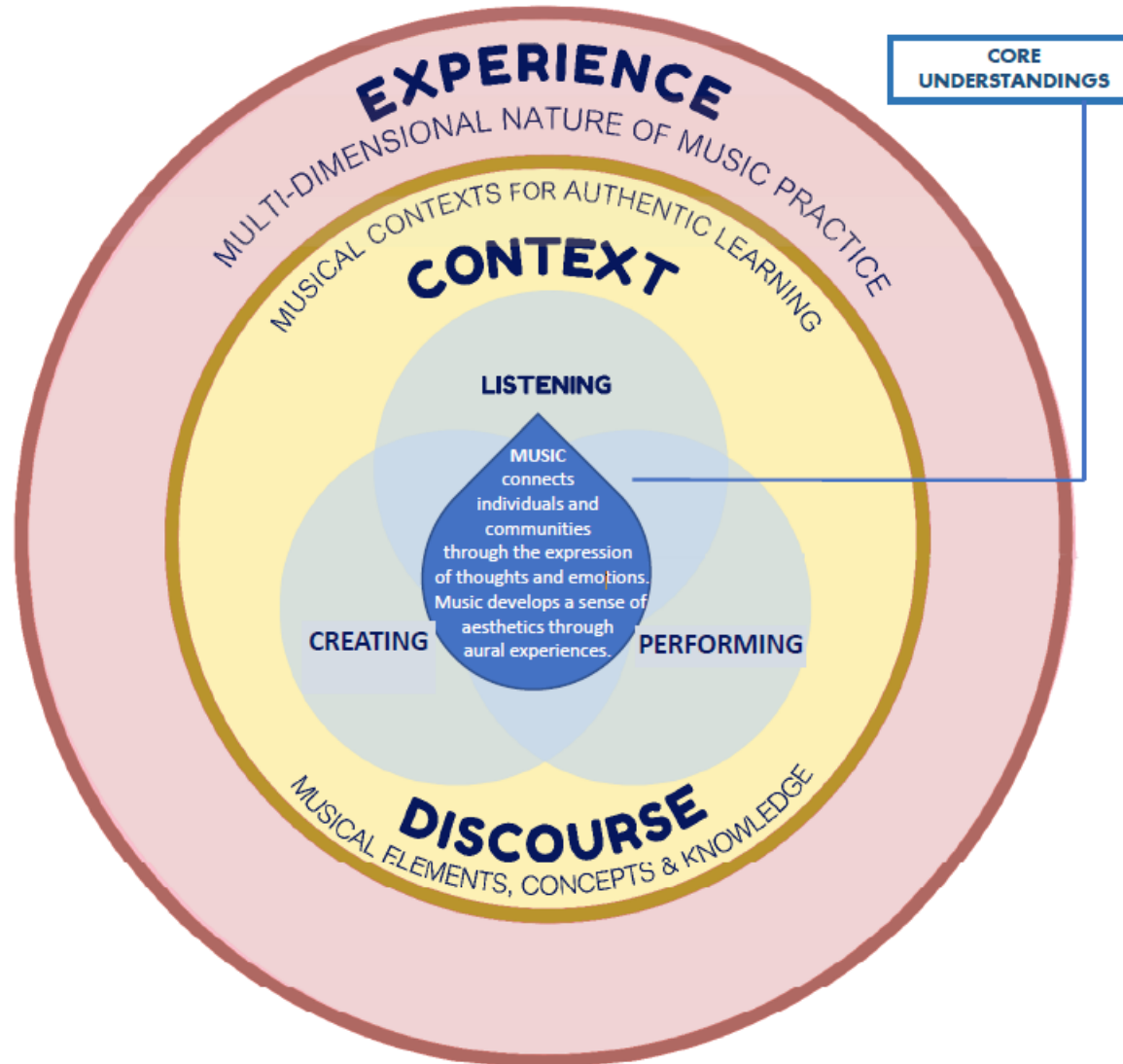
Ideas

- ▶ Show the kampong spirit is alive and stronger during this challenging times
- ▶ Stories in Tampines of neighbours helping each other during Covid 19
- ▶ Citizens or students united as one
- ▶ Neighbourhood helping each other





Music Curriculum





Music

Learning Outcomes of Listening, Creating and Performing

- | | |
|---|---|
| 1 | LO1 Listen and Respond to Music
LO1 seeks to enable students to actively listen to experience and explore how music from a range of cultures and genres can convey ideas, experiences and emotions. At the primary level, students build their foundation in listening skills through active listening. |
| 2 | LO2 Create Music
LO2 seeks to harness and develop students' innate creativity within the context of music. Through improvising, composing and other ways of creating, students learn to communicate their ideas in and through music, build their expressive skills and develop their unique personal voice. |
| 3 | LO3 Perform Music
LO3 provides experiential means through singing and instrumental playing for students to interact with a wide variety of repertoire to deepen their understanding of the characteristics of music. It would also be important to have opportunities for students to perform individually as well as in collaboration with others in an ensemble in class or as part of a community. |



STAGE 2 (PRIMARY 3 AND 4)

LO1 Perform Music in both instrumental and vocal settings, individually and in groups	LO2 Create Music in both instrumental and vocal settings, individually and in groups
<p>Students should be able to:</p> <p>Sing</p> <ul style="list-style-type: none">(i) sing with accuracy, clarity and reasonable technique, a variety of songs (e.g. folksongs and songs from musicals) in 2/4, 3/4, 4/4 and 6/8 time.(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing.(iii) sing as an ensemble, melodic ostinati and 2 - 3 part canons with increasing rhythmic and melodic complexity <p>Play Instruments</p> <ul style="list-style-type: none">(iv) perform, individually and as an ensemble, rhythmic, melodic and harmonic patterns in 2/4, 3/4, 4/4 and 6/8 time. Repertoire should be based on the following tonalities:<ul style="list-style-type: none">• C pentatonic mode• C, F, G major and A minor.(v) play a main melodic instrument to the basic proficiency appropriate for the instrument (e.g. recorder, keyboard, guitar).	<p>Students should be able to:</p> <ul style="list-style-type: none">(i) improvise with voice and classroom instruments, pentatonic melodic and rhythmic responses of at least 2 bars, demonstrating understanding of the elements of music as stated in LO5.(ii) compose and perform 2 - part rhythmic phrases of least 4 bars.(iii) compose melodic phrases of at least 4 bars, using voice and instruments, based on the C pentatonic and the C major scales.(iv) create and perform soundscapes to a given stimulus, and produce graphic notations of their soundscapes. Students should be able to explain the rationale behind musical decisions.(v) create a soundscape or melodic composition using the basic techniques of selection loops.



Keyboard

Try playing this on your keyboard template


Hot Cross Buns

E **D** **C -**
Hot Cross Buns,

E **D** **C -**
Hot Cross Buns,

C C C C D D D D
One a pen - ny, two a pen - ny,

E **D** **C - - -**
Hot Cross Buns.



Write the name of each piano key in the box.

The worksheet features a decorative border of piano keys. The main area contains seven diagrams of piano keys, each with a small box for labeling. The diagrams are arranged as follows:

- Top left: A single black key with a box below it.
- Top center: A pair of black keys with a box below the left one.
- Top right: A pair of black keys with a box below the right one.
- Middle left: A single black key with a box below it.
- Middle center: A pair of black keys with a box below the left one.
- Middle right: A pair of black keys with a box below the right one.
- Bottom left: A group of three black keys with a box below the middle one.
- Bottom center: A group of three black keys with a box below the middle one.
- Bottom right: A group of three black keys with a box below the middle one.



Co-curricular Activities (CCA)

- *Co-curricular Activities*
- *Part of the primary school curriculum*





CCA Website information

Home > CCA > CCA Group

CCA Group

Physical Sports Group

Visual and Performing Arts
Groups

Uniformed Groups

Clubs and Societies

CCA Group

Co-Curricular Activities Group

1. Objectives of Co-Curricular Activities (CCA) Group in JYPS

The JYPS CCA Programme provides students with a platform to discover their interests and talents and develop themselves holistically across all domains.

Our Physical Sports CCA groups develop resilience, fair play and team spirit in students through developing their sports-specific skills so that they can appreciate and enjoy playing the game. They will also have the opportunity to train and condition themselves towards competitive play in the annual National School Games.

<https://junyuanpri.moe.edu.sg/cca/cca-group>



Choices of CCAs offered in Junyuan

Physical Sports Groups	Visual and Performing Arts Groups	Uniformed Groups	Clubs and Societies
Floorball	Chinese Dance	Scouts	Drama Club
Volleyball	Malay Dance		Info Comm Club
Taekwondo	Modern Dance		Library Club
Tchoukball	Choir		Environment Club
	Music Interest Club		
	Visual Art Club		



Why join a CCA?

- *To promote the discovery of interests through exposure and talents in specialization.*





When can my child choose and join a CCA?

Term 1 Week 6 - 9	Term 2 Week 1 - 2	Term 2 Week 7	Term 3 Week 1
CCA Experience	CCA Selection	CCA starts	
Choose a CCA to experience/try out	Choose a CCA to join. Assigning to a CCA based on 1st 2 options	CCA sessions may start (depending on CCA)	All CCAs will start



Thank You