



# **PE, Art, Music and CCA Curriculum Briefing**



## Physical Education in Junyuan

**Athletics**



**Dance**



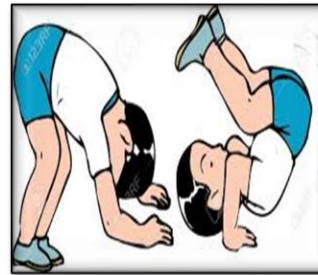
**Games & Sports**



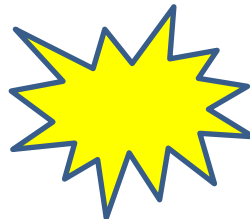
**Health education**



**Gymnastics**



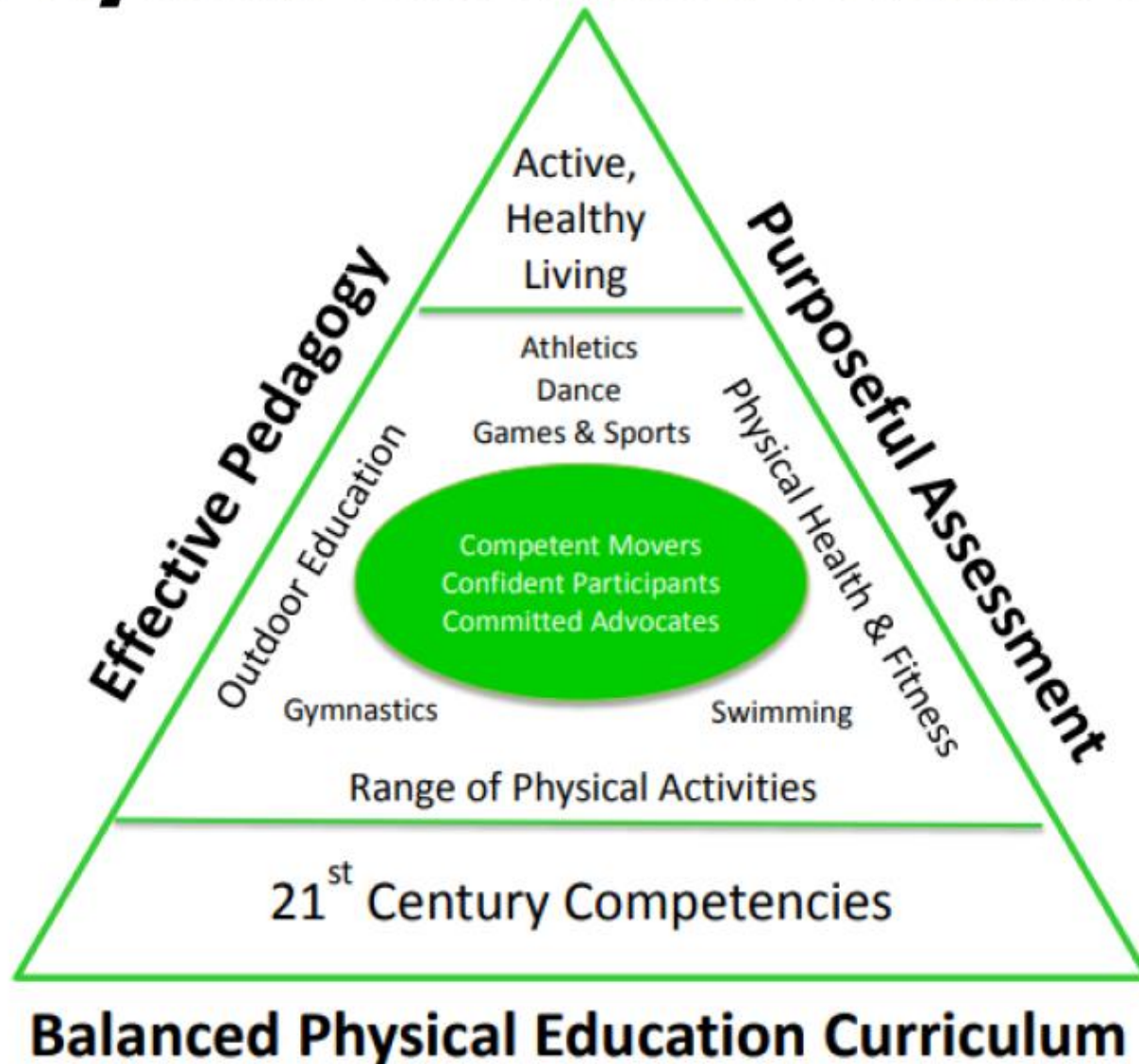
**Outdoor Education**

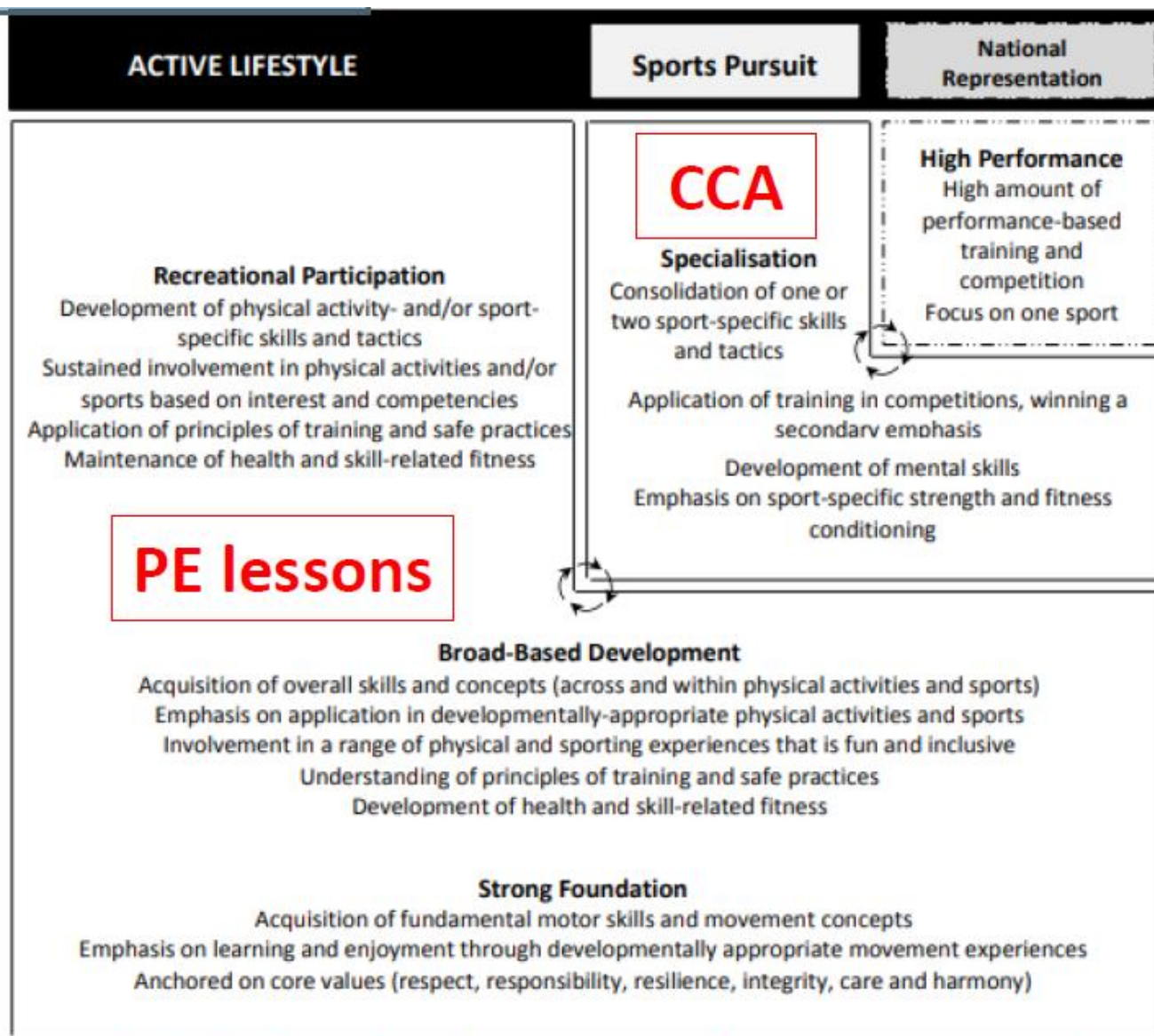


**Swimming**



# Physical Education Framework





## Physical Education & Sports Development Framework





## **Recreational Participation**

Development of physical activity- and/or sport-specific skills and tactics

Sustained involvement in physical activities and/or sports based on interest and competencies

Application of principles of training and safe practice

Maintenance of health and skill-related fitness



## **Broad-Based Development**

Acquisition of overall skills and concepts (across and within physical activities and sports)

Emphasis on application in developmentally-appropriate physical activities and sports

Involvement in a range of physical and sporting experiences that is fun and inclusive

Understanding of principles of training and safe practices

Development of health and skill-related fitness



## **Strong Foundation**

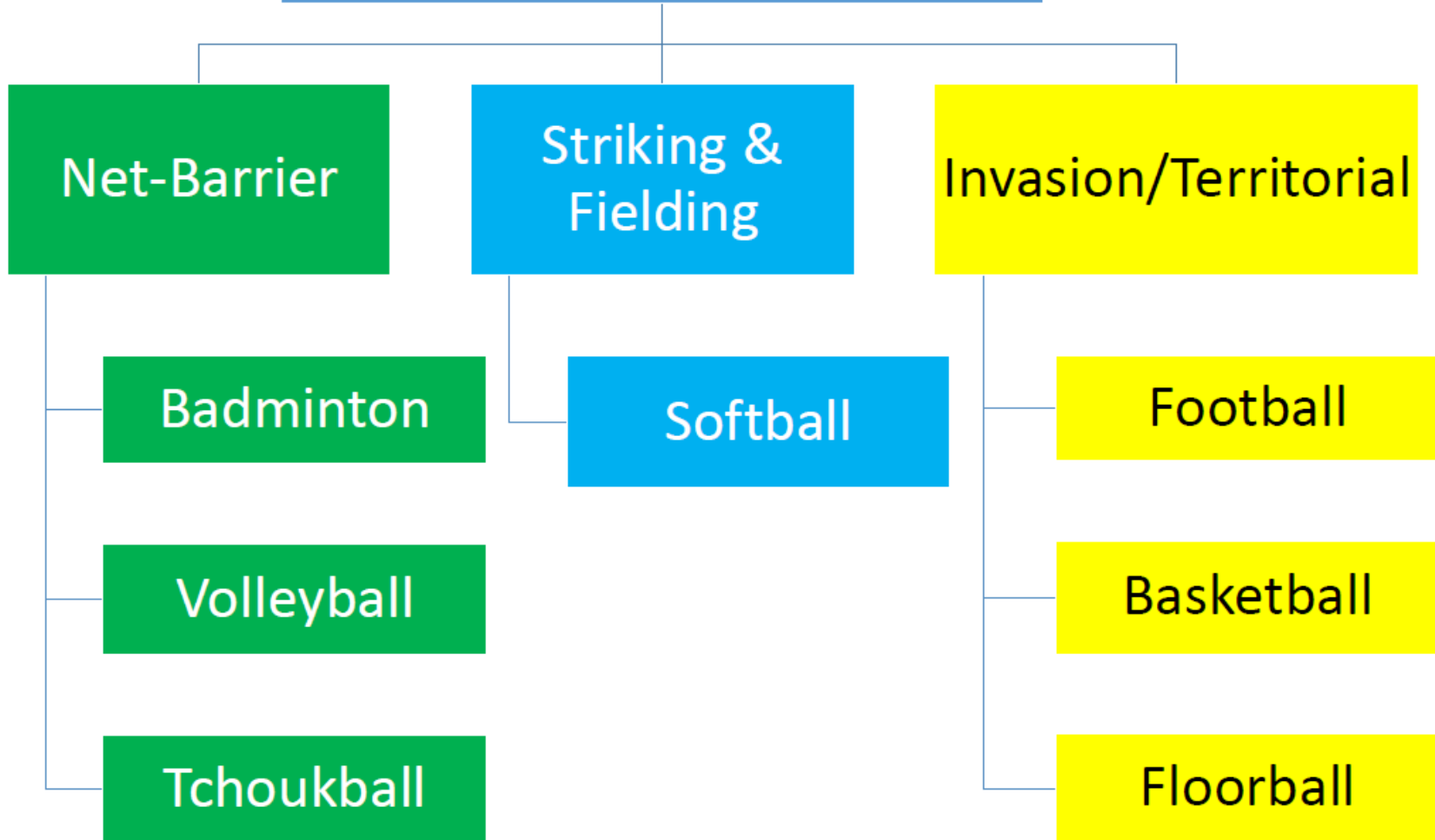
Acquisition of fundamental motor skills and movement concepts

Emphasis on learning and enjoyment through developmentally appropriate movement experiences

Anchored on core values (respect, responsibility, resilience, integrity, care and harmony)



## Sports and Games (P5 & P6)





## Learning Outcomes - Territorial-Invasion Category

Games-Related Concepts	Keeping Possession & Regaining Possession		Using Space to Invade & Delaying the Invasion		Creating Space to Invade & Denying Space to Invade		Attacking the Goal & Denying Scoring Opportunities	
Situational Game+	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed
1 v 0	#	*	#	✓	#	*	✓	✓
2 v 0	*	*	✓	✓	*	*	✓	✓
1 v 1	#	✓	#	*	#	✓	✓	✓
2 v 1	✓	✓	*	✓	✓	✓	✓	✓
2 v 2	✓	✓	*	*	✓	✓	✓	✓

	On-the-ball attacker		On-the-ball defender		Direction of movement
	Off-the-ball attacker		Off-the-ball defender		Direction of goal



## Primary 5 and 6

### Learning Outcomes - Net-Barrier Category

#### 1. Winning the Point /Defending against an Attack

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities. Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.				
Offence Winning the Point		Situational Game <sup>19</sup>	Defence Defending against an Attack	
Skill execution (how to do it)	Learning Outcomes (what to do)		Learning Outcomes (what to do)	Skill execution (how to do it)
<ul style="list-style-type: none"><li>Strike/Serve/Volley the object in the intended direction and move to the desired position</li></ul>	<ul style="list-style-type: none"><li>Send the object into space that is located at either back (close to boundary) or front (close to the net or service line) away from the opponent to prevent the opponent from returning the object</li></ul>	<b>1v1</b> <b>Shot placement to opponent's side (depth)</b>	<ul style="list-style-type: none"><li>Find the central base position to maximise court coverage</li><li>Move from the central base position to return the shot</li><li>Recover to the central base position after returning the object to maximise court coverage</li></ul>	<ul style="list-style-type: none"><li>Move into position to strike/volley an object</li></ul>





## Holistic assessment PE

**Athletics**



**Dance**



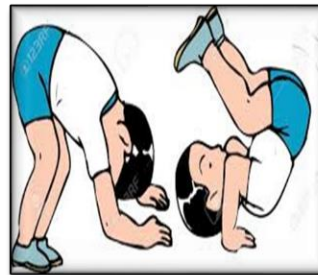
**Games & Sports**



**Health education**



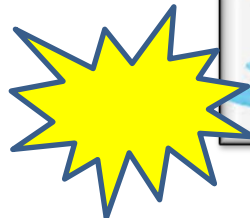
**Gymnastics**



**Outdoor Education**



**Swimming**





## Extension of learning of physical skills and healthy habits

GETACTIVE!  
SINGAPORE

### GetActive! Star Challenge 2022

Lower Primary

Collect **10 stars** to complete the challenge!



#### Instructions

- 1) Look through the activities and choose what you would like to complete
- 2) Earn stars with each completed activity
- 3) Collect 10 stars to complete the challenge
- 4) Earn yourself an achievement medal!





**JUNYUAN** PRIMARY SCHOOL

# Self-directed play during recess



FUTURE READY LEARNERS . LEADERS OF CHARACTER





## Junior Sports Academy (JSA)

- The nation-wide JSA programme by MOE is for P4 and P5 students with higher abilities in the physical domain.
- Identifying and developing their sporting strength and talents.
- Students selected in the JSA programme will participate in sport modules, conducted on Saturdays over 1 semester (external venues).
- Students also go through sports education modules where they will learn about sports science.





**Feb to Mar**

## Selection trial

Details of the selection trial will be sent to all primary schools in February for nomination. Nominated Primary 4 and Primary 5 students will take part in JSA selection trial that is conducted annually on a Saturday in February or March.

The test items for the selection trial are based on generic motor ability (for example, sprinting, jumping, balancing, hand-eye coordination) and do not require students to have specific sports skills.

**Apr**

## Release of selection trial results

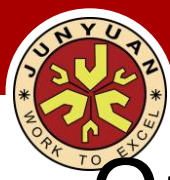
Results of the selection trial will be released through your child's school at the end of April.

**May**

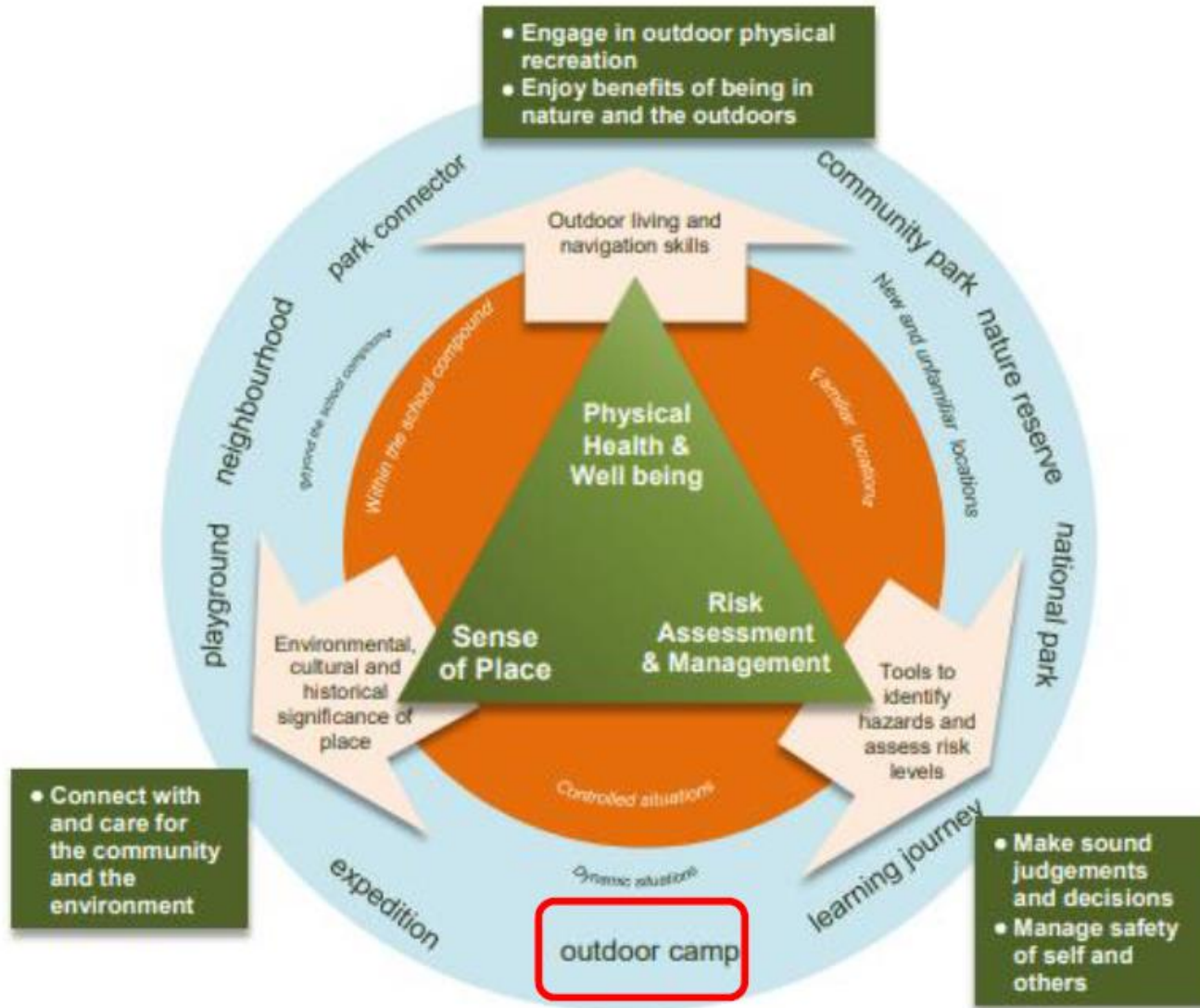
## Attend parent engagement session

Selected students and their parents will be invited to a briefing. Details of the programme such as sport module selection, scheduling, commitment level expected from students and parents will be shared.



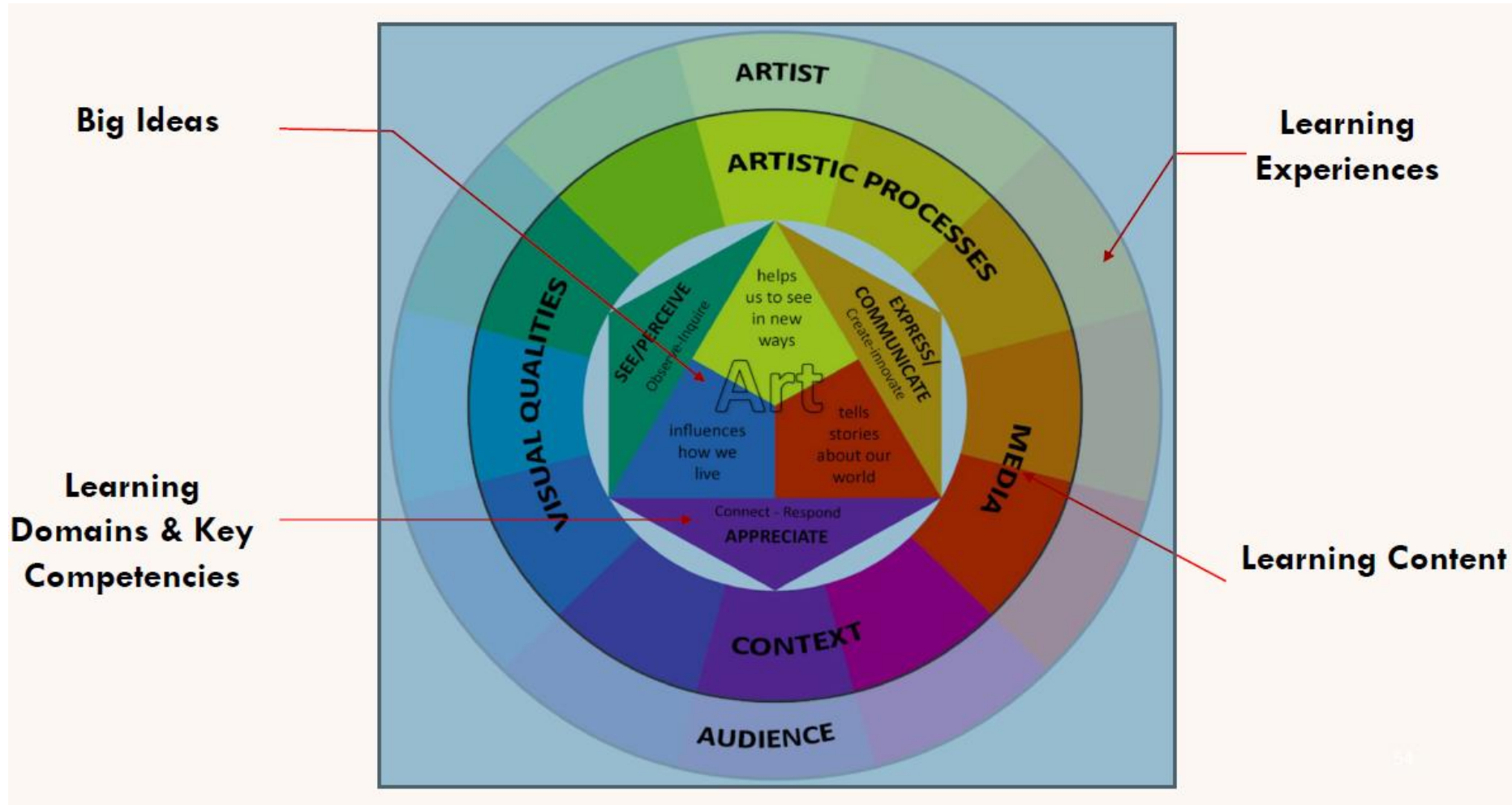


## Outdoor Education Learning Outcomes





# Art Framework





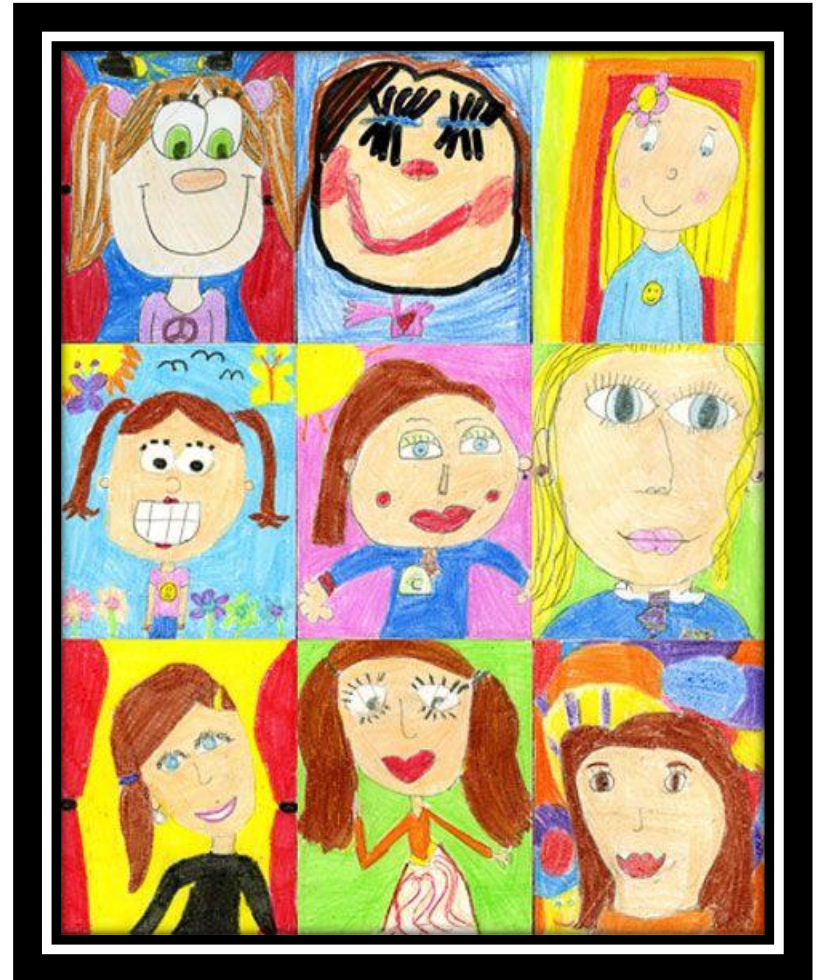
## Domain: See

### 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





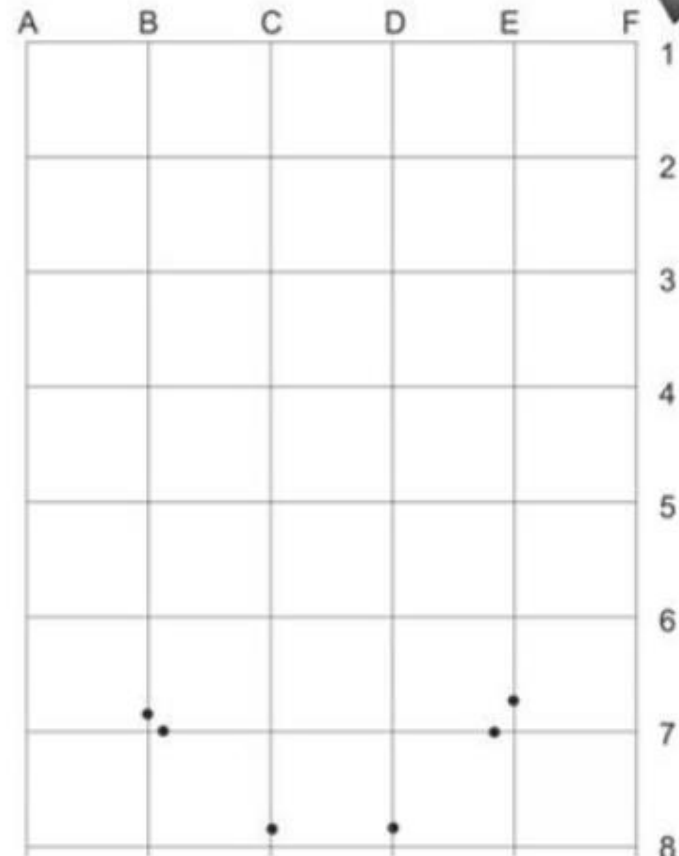
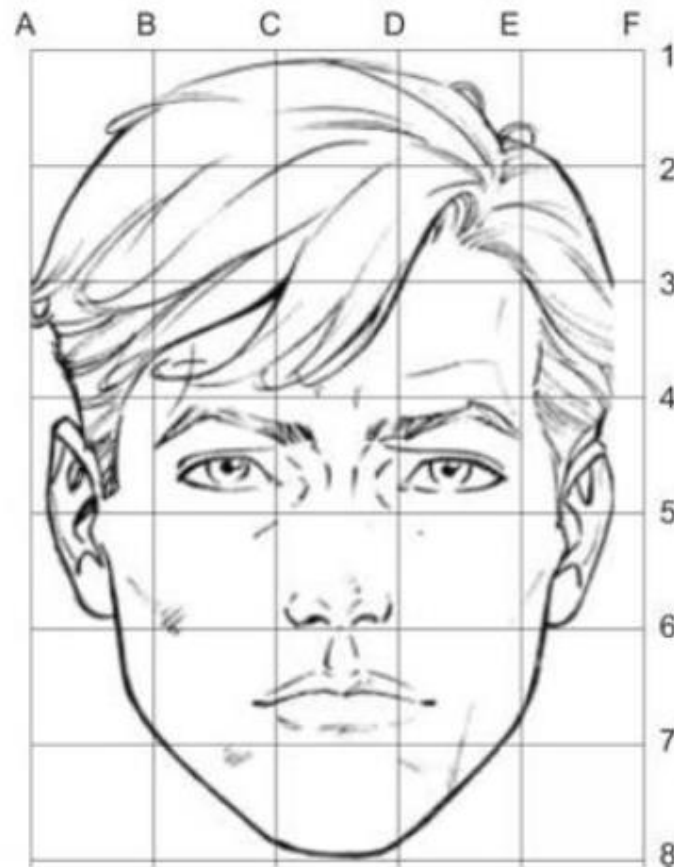
## Grid-drawing

Junyuan Primary School  
Primary 5- Grid transfer exercise

Name: \_\_\_\_\_

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

Date: \_\_\_\_\_







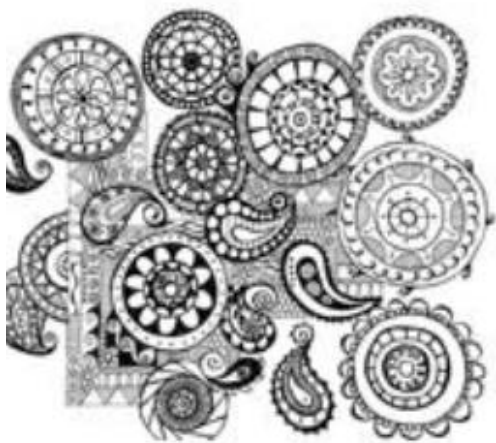
# Telling stories through tiles and watercolours





## Doodle-doo!

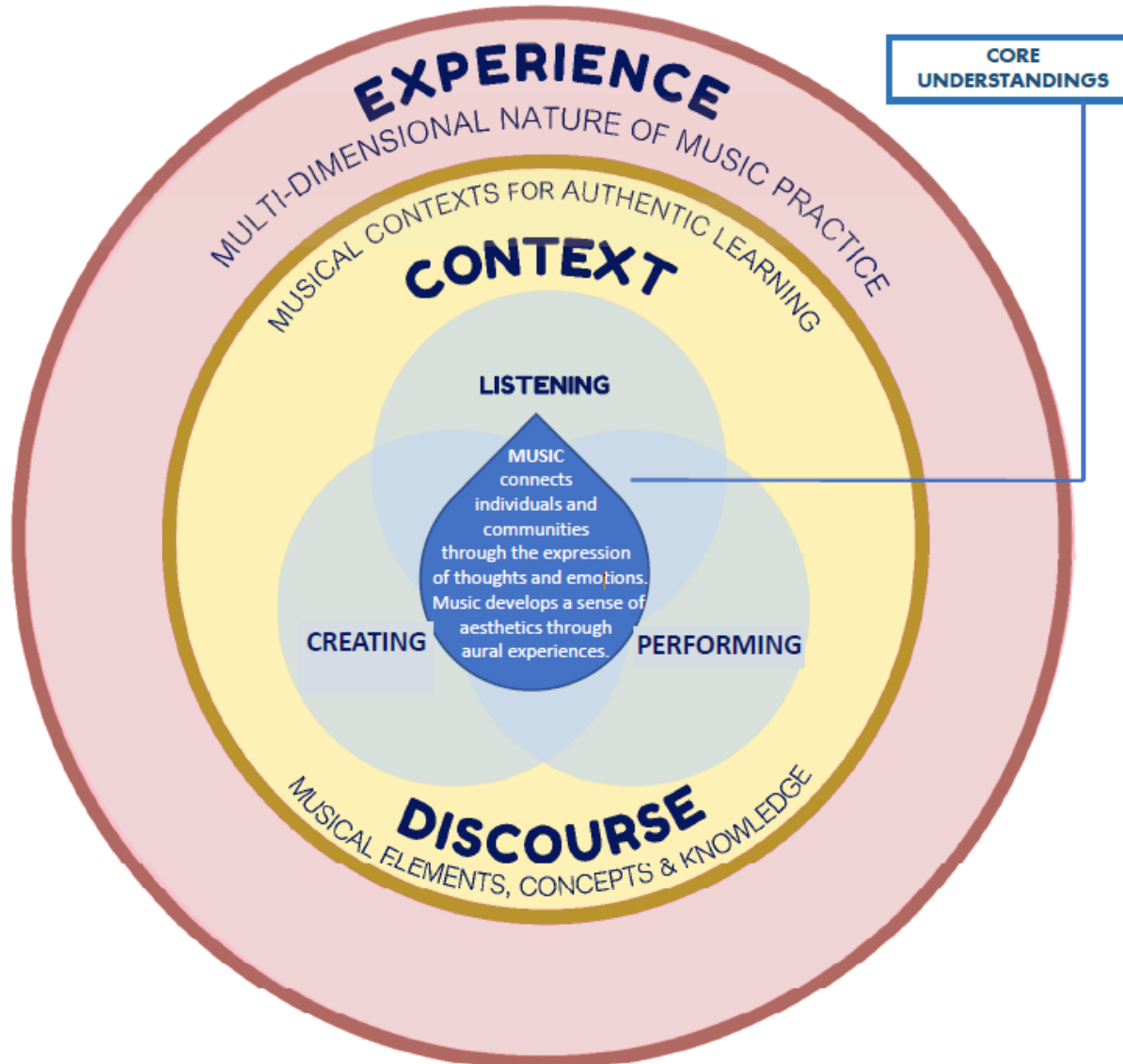
Doodles are spontaneous drawings. When we doodle, we draw dots, lines, shapes and patterns that come to our mind. Usually, we do not know what the final artwork will look like.



**Doodling art**



## Music Curriculum





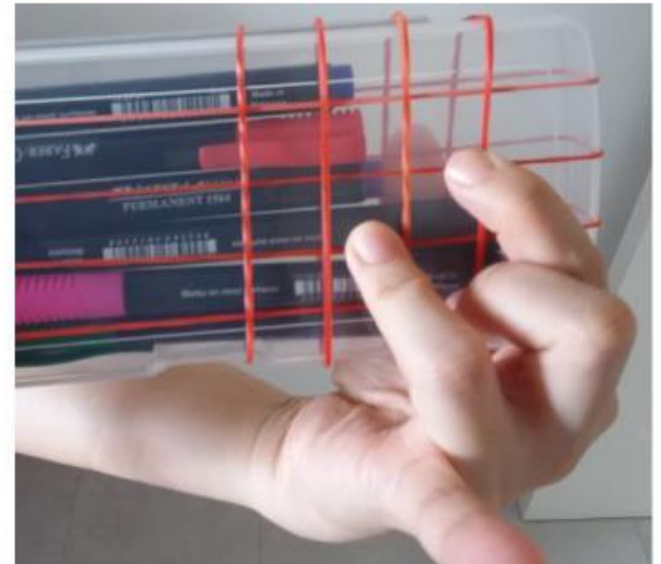
## STAGE 3 (PRIMARY 5 AND 6)

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	LO3 Listen and Respond to Music
<p>Students should be able to:</p> <p><b>Sing</b></p> <ul style="list-style-type: none"><li>(i) sing with accuracy, clarity and with proper technique and clear articulation, a wide variety of songs in both simple and compound time.</li><li>(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing, to convey the overall mood of the piece.</li><li>(iii) sing as an ensemble, 2-part songs.</li></ul> <p><b>Play Instruments</b></p> <ul style="list-style-type: none"><li>(iv) perform, individually and as an ensemble, rhythmic, melodic and harmonic patterns, in simple and compound time. Repertoire should be based on the following tonalities:<ul style="list-style-type: none"><li>• C pentatonic mode</li><li>• C, F, G major and A minor.</li></ul></li><li>(v) demonstrate a higher level of proficiency on a main melodic instrument, demonstrating understanding of the elements of music as stated in LO5.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>(i) improvise/compose and perform with voice and classroom instruments, pentatonic and diatonic melodic and rhythmic responses of at least 4 bars, demonstrating understanding of the elements of music as stated in LO5.</li><li>(ii) create a rhythmic composition to a given context, form and structure for a small ensemble of at least 2 parts, using classroom instruments and/or everyday objects.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>(i) listen to music of various cultures and styles, and respond through various modes of expression to musical elements, e.g. creating a movement sequence or an art piece which reflects the music.</li><li>(ii) analyse and evaluate a performance with reference to the elements of music as stated in LO5.</li></ul>





# Creating and performing music







## Co-curricular Activities (CCA)

- ❑ Holistic development of a child
- ❑ Individual student-centric/focused
- ❑ Linked closely to DSA route (even if CCA is not offered in school)





## Why join a CCA?



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





*Thank You*