



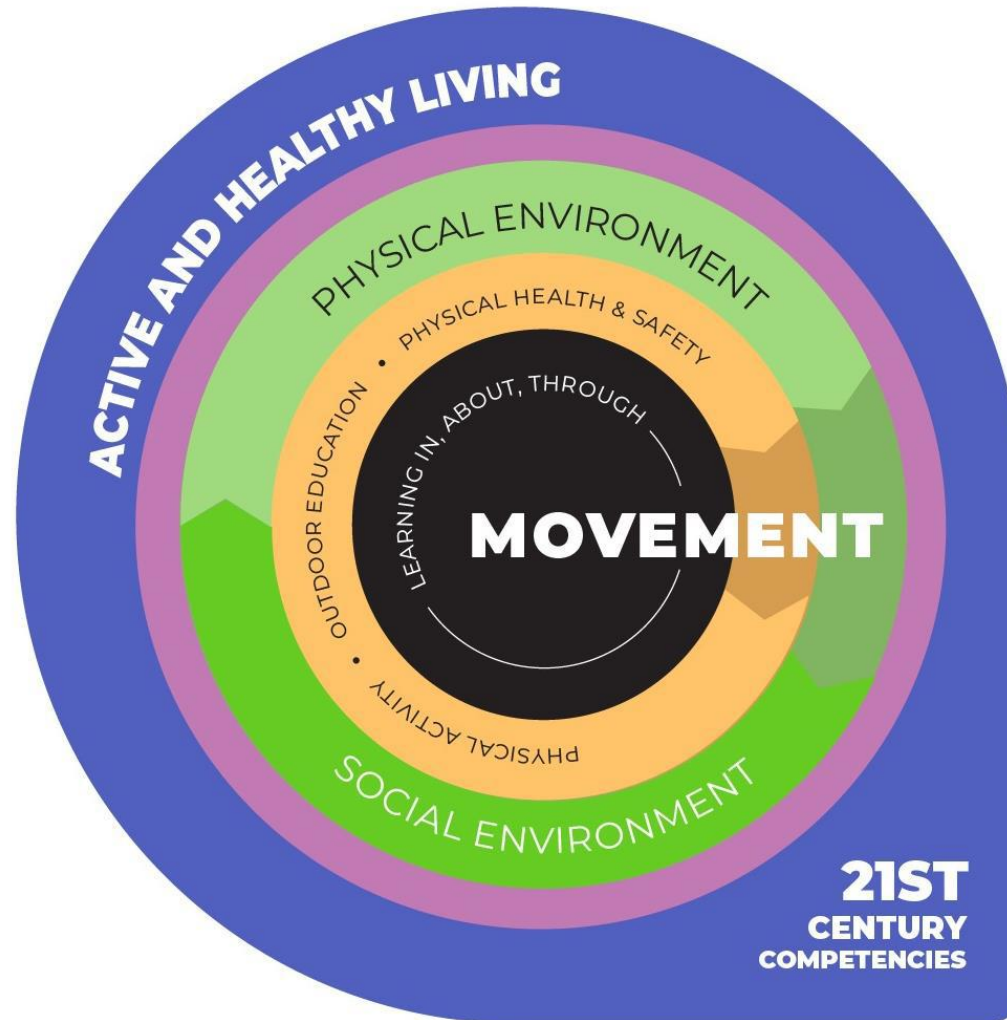
PE, Art, Music, PAL and CCA Curriculum Briefing

Mission

Nurturing Every Child in a Vibrant and Caring Environment
where Talents Blossom



Physical Education Curriculum Framework





Learning Areas of PE

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none">• Athletics• Dance• Games and Sports• Gymnastic• Swimming	<ul style="list-style-type: none">• Movement Skills and Concepts• Safety Practices
Outdoor Education		<ul style="list-style-type: none">• Outdoor Living• Sense of Place• Risk Assessment and Management
Physical Health and Safety		<ul style="list-style-type: none">• Physical Fitness• Safety and Risk Management• Nutrition• Personal Hygiene and Self-Care

Table 1. Learning Area, Content Area and Strand at the Primary Level



Physical Education in Junyuan

Athletics



Dance



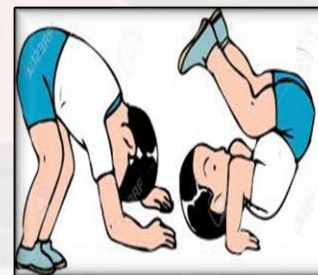
Games & Sports



Health education



Gymnastics



Outdoor Education



Swimming



PE Learning Outcomes

Dance

Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)

Outdoor Education

Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.

Gymnastics

Directional motor skills:
Move forward, backward, sideways, maintaining safe distance.

Games and Sports

Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.

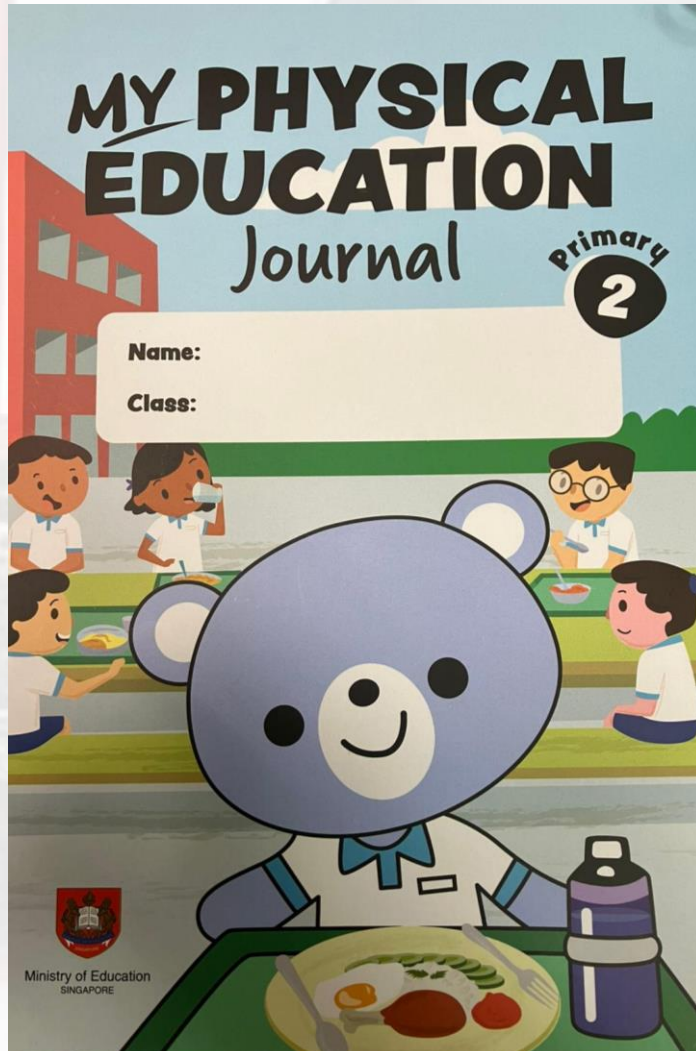


Outdoor Education Framework





My Physical Education Journal





CONTENTS

Active and Healthy Living

- 2-7 Taking Care of Your Well-being ① ② ③
- 8-16 Making Healthier Food Choices ① ② ③

Safety for Self and Others

- 18 Applying Safe Thinking and Action
- 19-26 Staying Safe in Different Environments ① ② ③ ④ ⑤

Caring for Self, Others and the Environment

- 28-29 Caring for Your Visual Health
- 30-36 Learning About Germs and Diseases ① ② ③ ④ ⑤

Joy of Physical Activity

- 38-40 Physical Activity
- 41-43 Outdoor Education



Family Time



Do you know how much water you drink in a day? Partner with a family member to record the amount of water both of you drink over three days.

Me			My _____ (a family member)		
Day 1	Day 2	Day 3	Day 1	Day 2	Day 3
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

Legend: 1 ☐ = 250 ml of water

Parent's / Guardian's Signature: _____

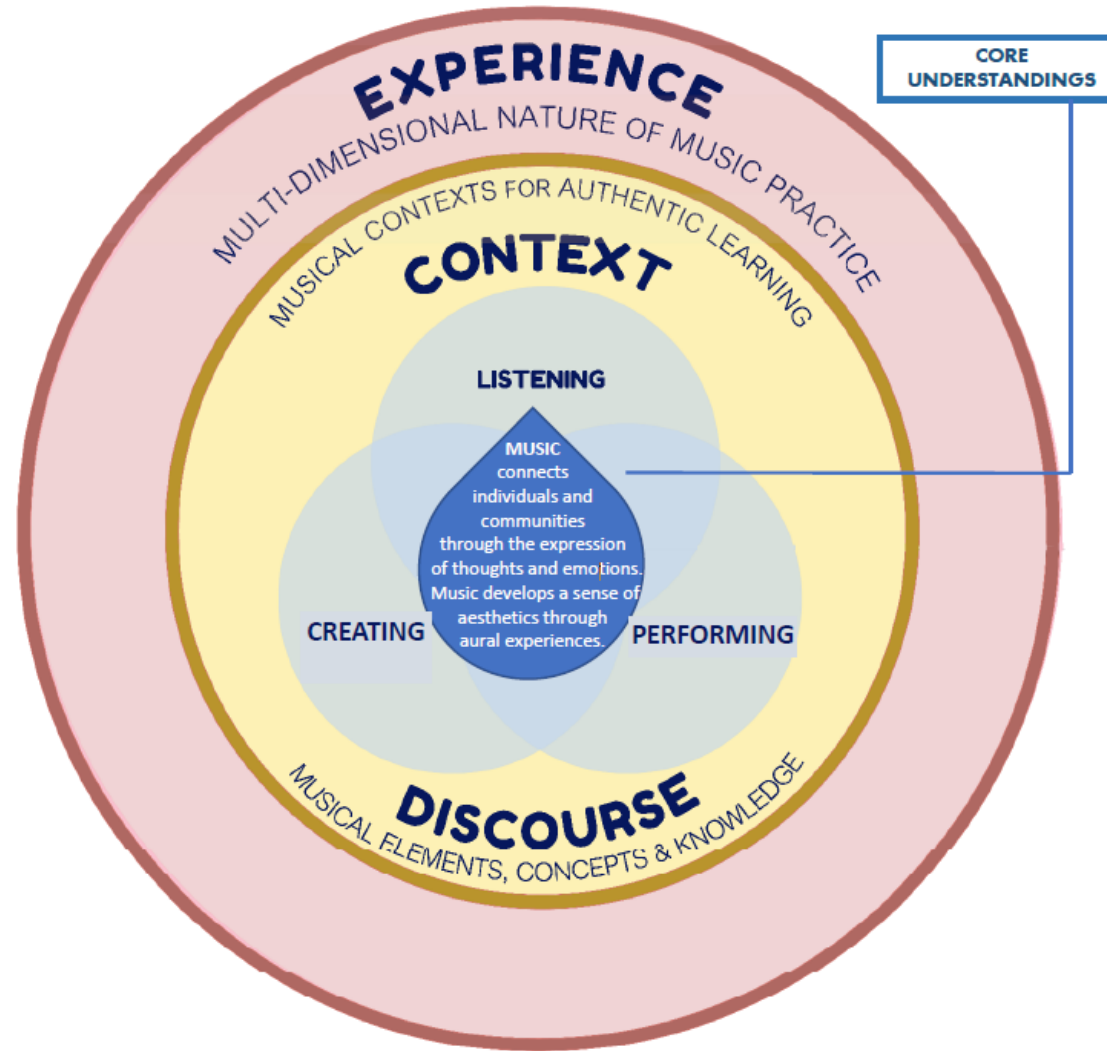


What physical activities would you like to do with your family in the coming week? Write a few examples below.





Music Curriculum





Music

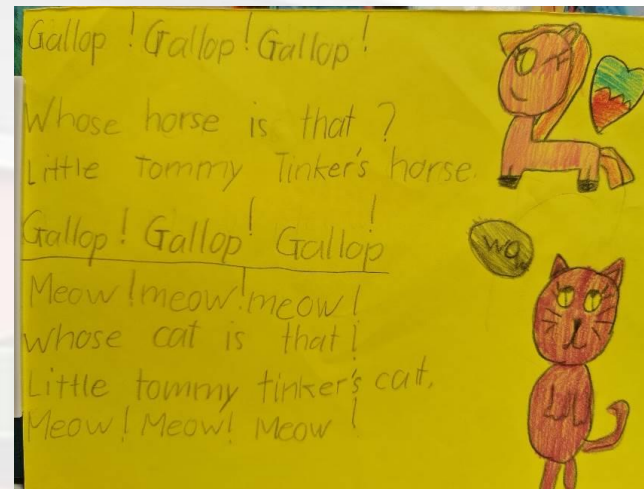
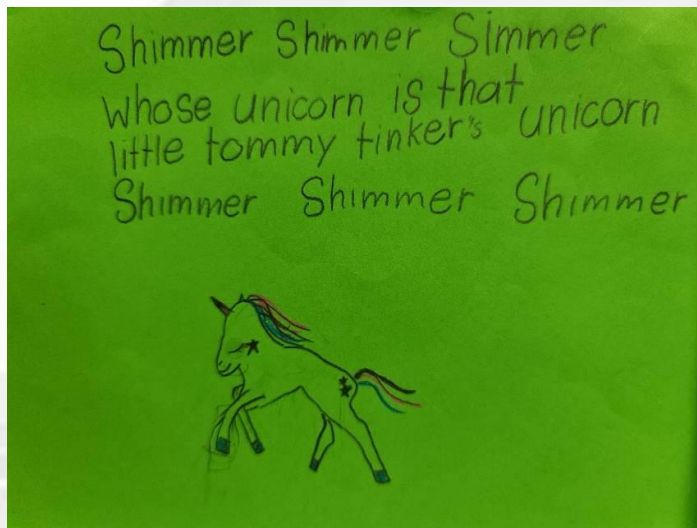
Learning Outcomes of Listening, Creating and Performing

- | | |
|---|---|
| 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. |



LO 2

Create Music in both vocal and instrumental settings, individually and collaboratively



LO 3

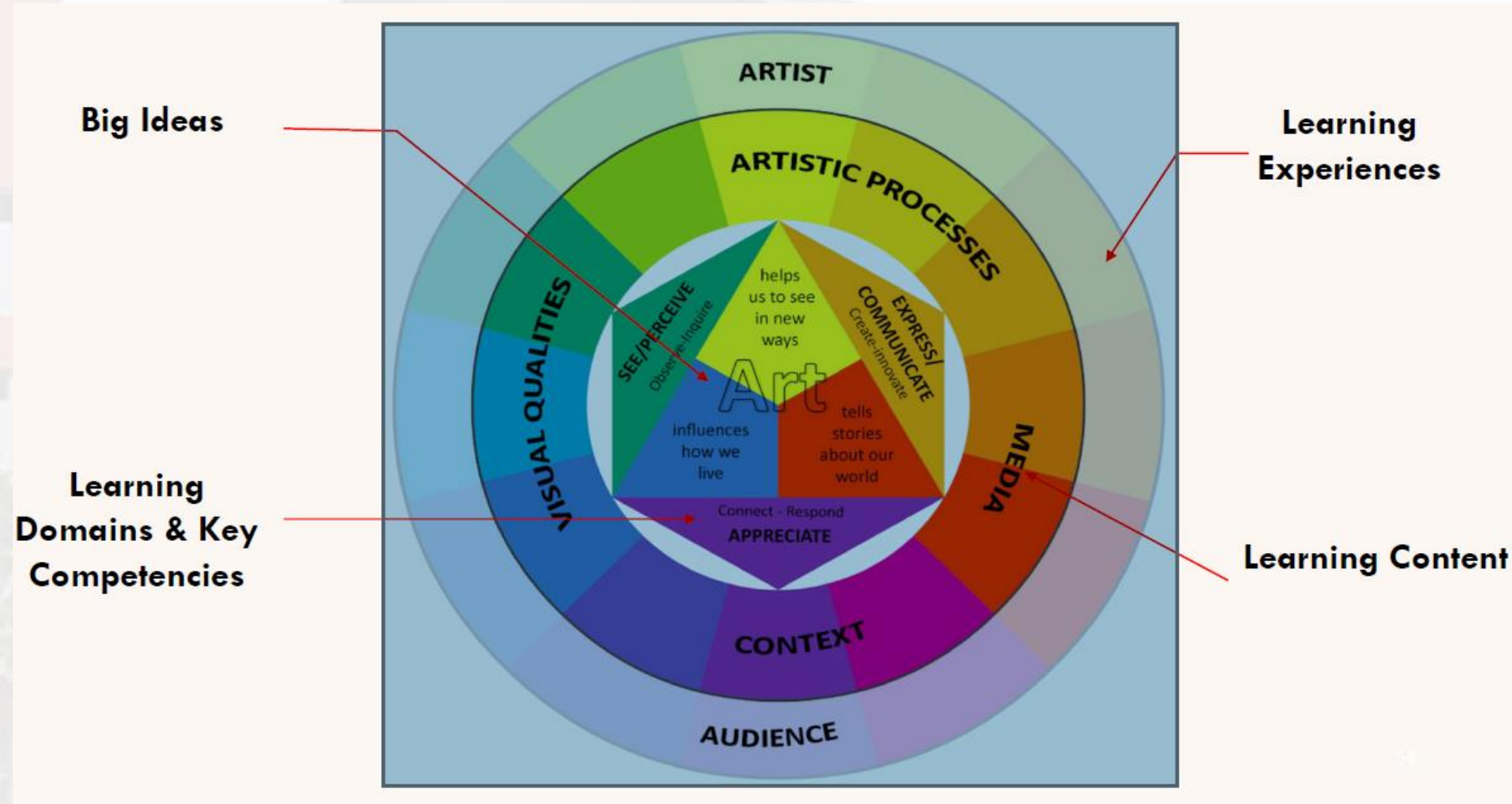
Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively:

A. Sing

B. Play Instruments



Art Framework





Art Learning Outcomes

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

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



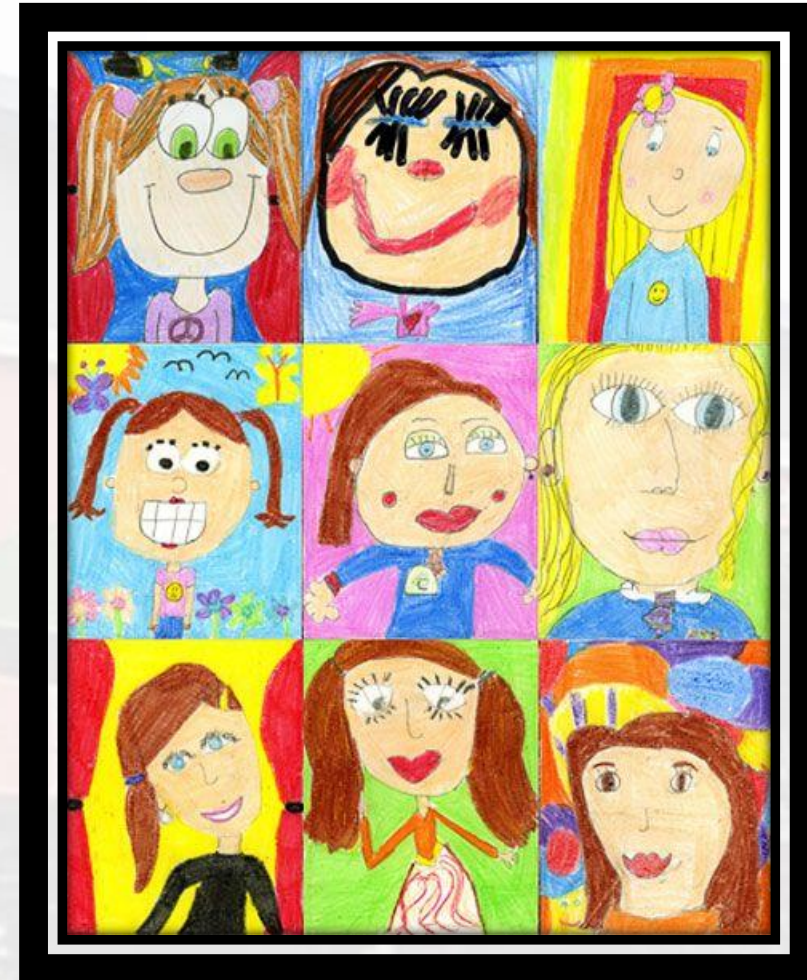
Domain: See

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



Art Learning Outcomes

Primary 2 Semester 1 Learning Outcomes	 Exceeding	 Competent	 Developing	 Beginning
	Descriptors	Descriptors	Descriptors	Descriptors
SEE				
Identify simple visual qualities (texture, form, etc) in what they see around them	Able to effectively explain and make inferences from the visual qualities that they see	Able to describe and make inferences from the visual qualities that they see	Able to describe some simple visual qualities that they see	Able to describe limited simple visual qualities that they see
Ask questions about what they see	Able to ask relevant questions about what they see all the time	Able to ask relevant questions about what they see most of the time	Able to ask relevant questions about what they see occasionally	Able to ask relevant questions about what they see rarely



Art Learning Outcomes

EXPRESS				
Draw from their imagination and observation	Able to draw from their imagination and observation all the time	Able to draw from their imagination and observation most of the time	Able to draw from their imagination and observation some of the time	Rarely able to draw from their imagination and observation
Play with a variety of materials and tools to make art	Students play and independently explore the use of a variety of tools and materials presented to them to make art	Students play and explore the use of the range of tools and materials presented to them to make art with some help from the teacher	Students play and explore the use of the tools and materials presented to them to make art with lots of help from the teacher	Students play and explore the use of the tools and materials presented to them to make art with help from the teacher all the time



P2 - AMIS Art Programme (Plush Art)

- Students will create plush toy inspired by the artwork, We are Family (2014) by Vicente Delgado.





Create a hanging mobile of your friend's face.

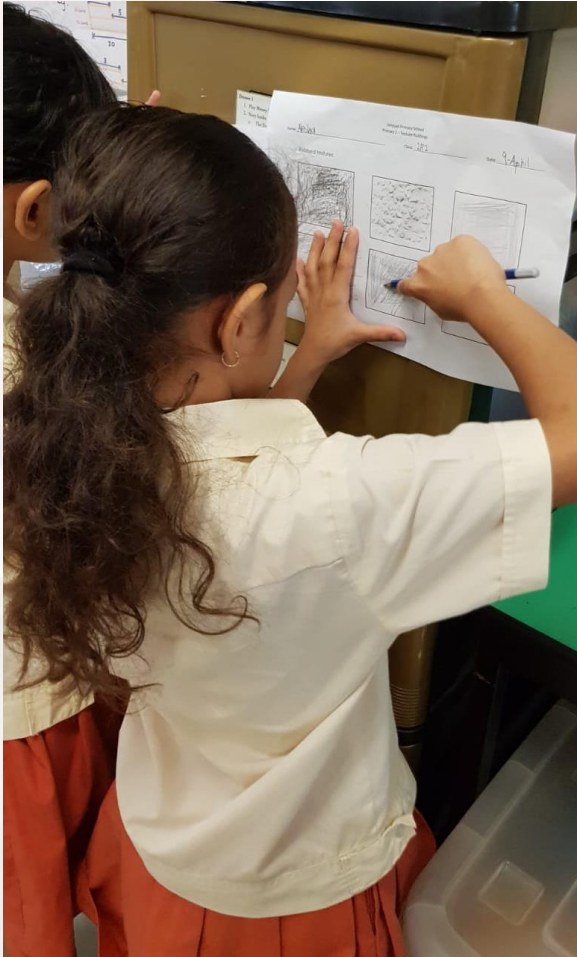


Exploring side profiles





Textured Rubbing



Rubbed textures





Programme for Active Learning (PAL)

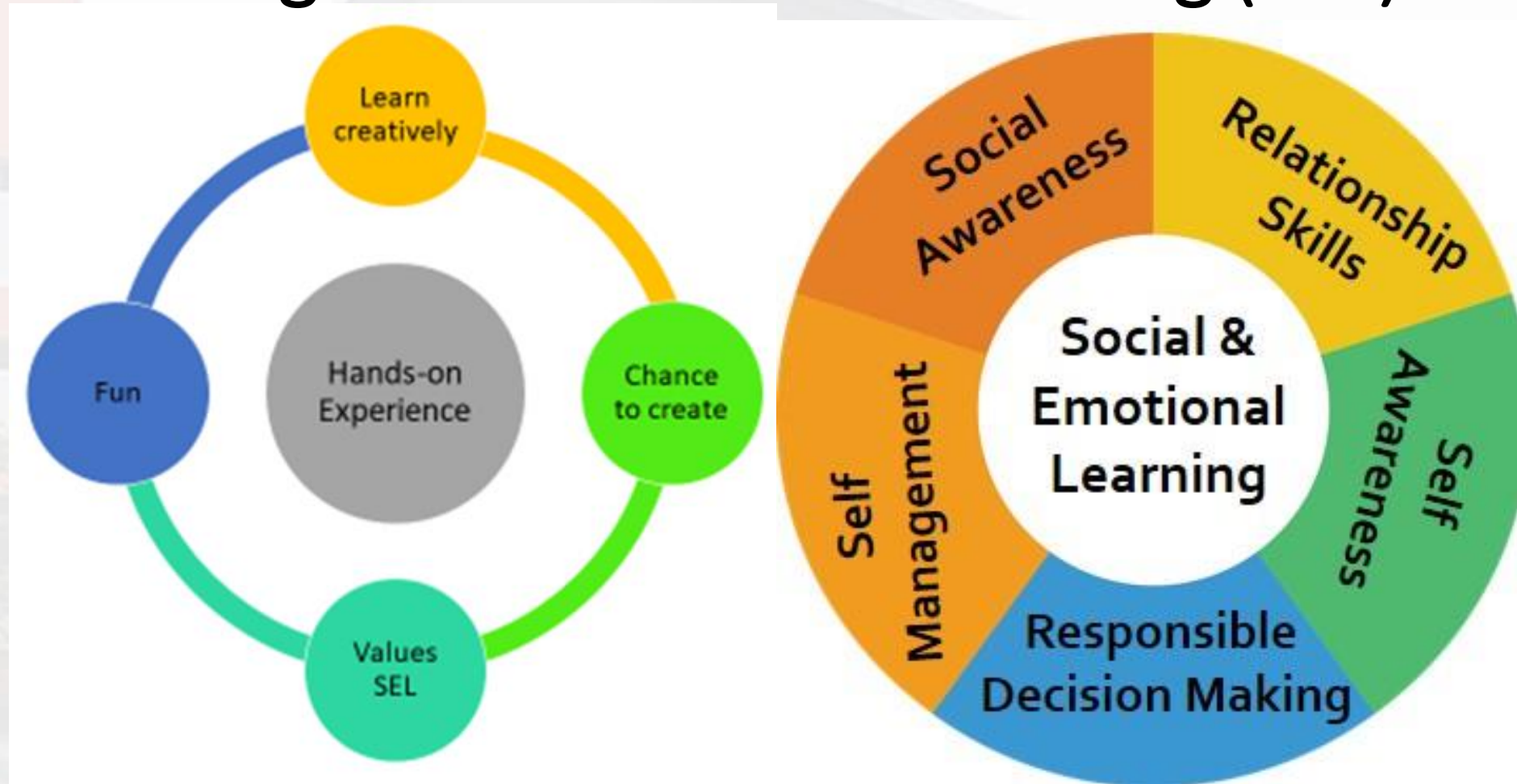
Confidence

Cooperation skills

Curiosity



Programme for Active Learning (PAL)





Programme for Active Learning (PAL)

Performing
Arts

Outdoor
Education

Visual Arts

Sports &
Games

Coding








Coding for P2 PAL

C O
D E

Lesson 4: Maze: Sequence


1

MORE




Run

Need help?
See these videos and hints



Maze Sequencing Intro

Instructions



Can you make me move West to get to the pig?

Blocks

Workspace: 1 / 3 blocks

N ↑

S ↓

E →

W ←

when run ▶

Happy Maps Worksheet

Red wants to catch the Bad Green Pig.

Help guide Red to Pig by drawing arrows in the squares.





Co-curricular Activities (CCA)

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





CCAs

Physical Sports Group ▼

Visual & Performing Arts
Group ▼

Visual & Performing Arts
Group ▼

Visual & Performing Arts
Group ▼

Visual & Performing Arts
Group ▼

Uniformed Groups ▼

Clubs and Societies ▼



CCA Policy

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

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

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.

Our **Visual and Performing Arts** groups instill in our students a sense of graciousness and an appreciation for the rich culture and heritage of our multi-racial & multi-cultural society.

<https://www.junyuanpri.moe.edu.sg/cca/CCAs/>



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 does CCA start?

P1	P2	P2	P3	P3	P4	P5	P6	P6
No CCA as PAL will allow them to be exposed to all domains of CCA			In May (Term 2), P3 will select their CCA	After June holidays (Term 3), P3 pupils will start to join their allocated CCA	CCA		Stand down from CCA	

CCA days are on **Mondays and/or Fridays** from **2.00 - 3.30 p.m.**



When can my child choose and join a CCA?

Primary Three

Term 1 Week 5 - 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 (4 options) Assigning to a CCA based on 1st 2 options	CCA sessions may start (depending on CCA)	<u>All CCAs</u> will start



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Thank You