



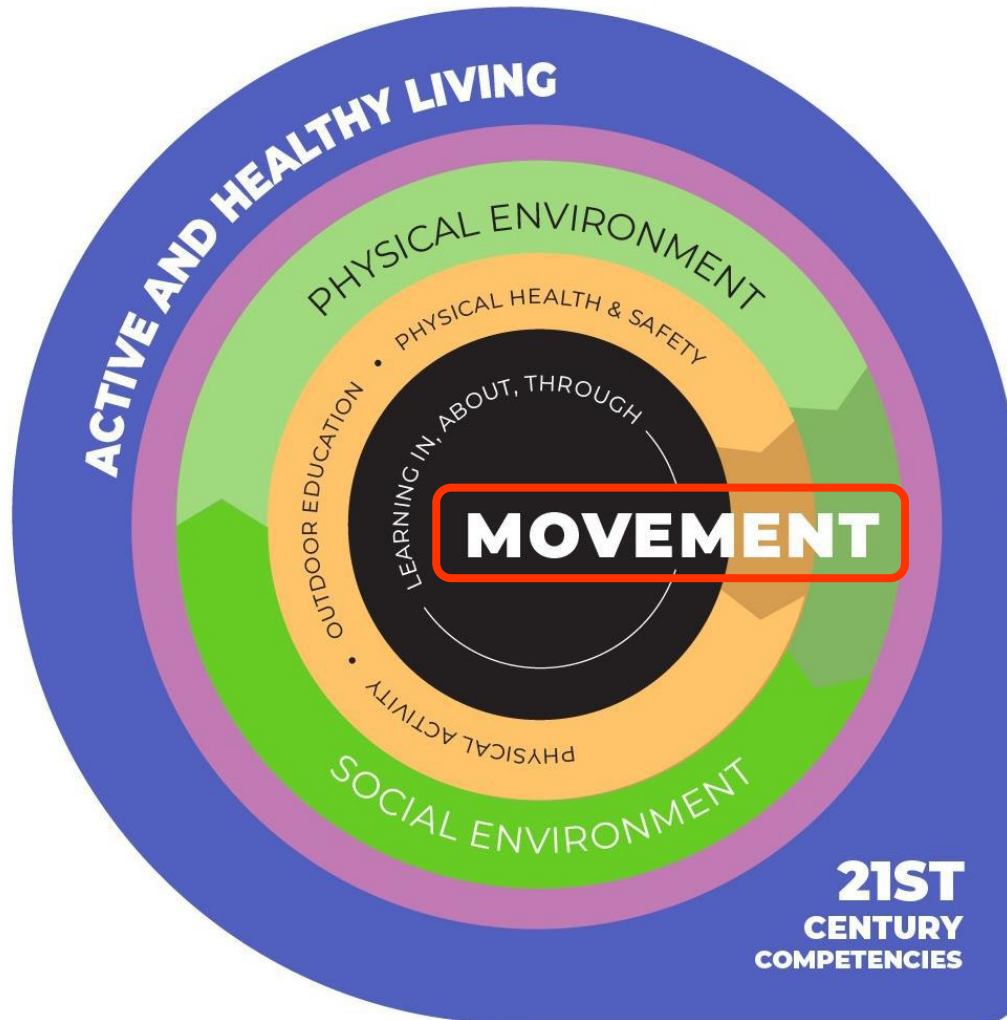
# PE, Art, Music and CCA Curriculum Briefing

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

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



## Physical Education in Junyuan

**Athletics**



**Dance**



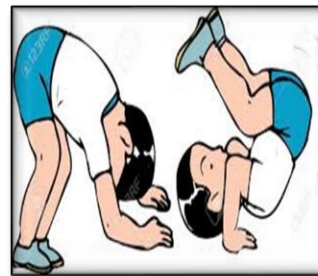
**Games & Sports**



**Health education**



**Gymnastics**



**Outdoor Education**



**In P4**



**Swimming**



## PE Learning Outcomes

### Dance

Explore movement phrases in variations of position (i.e. above/below, in front of/behind, beside, between) and formation<sup>12</sup>, 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.



## 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.



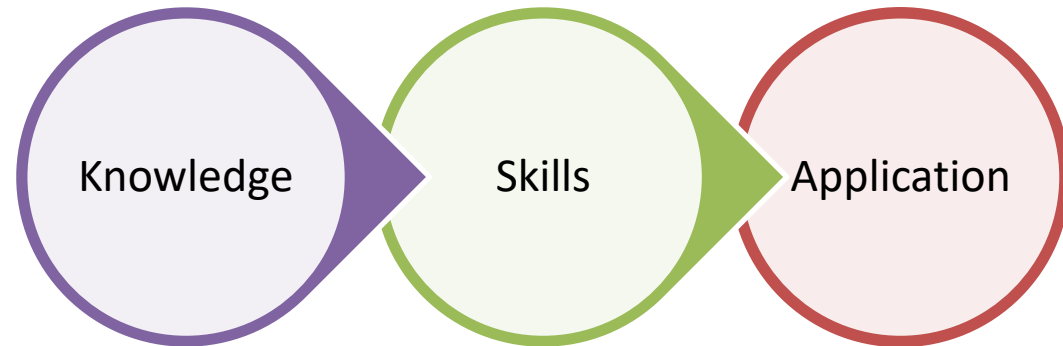
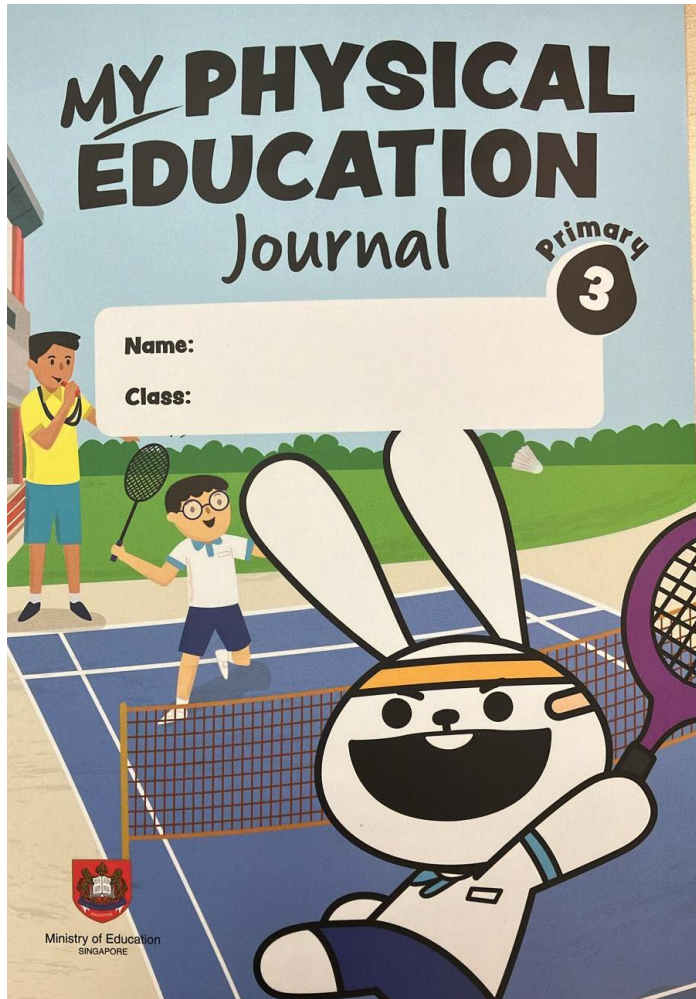
# Outdoor Education Framework







# My Physical Education Journal







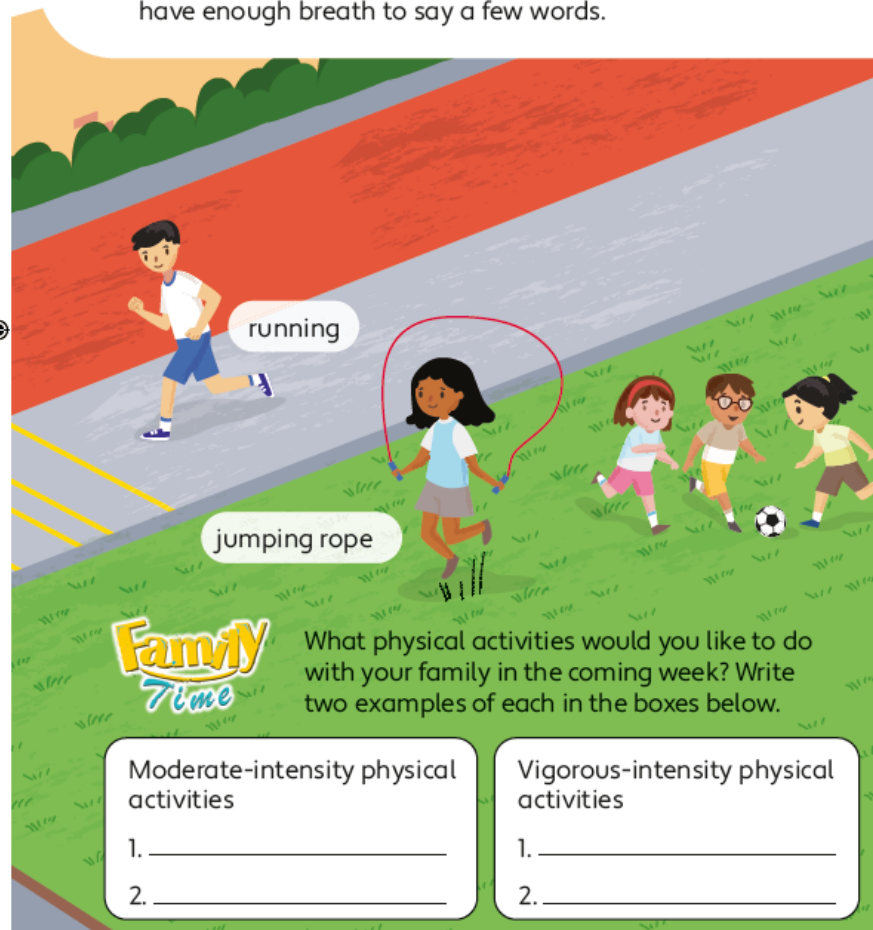
## TAKING CARE OF YOUR WELL-BEING

### ENGAGE IN 60 MINUTES OF MODERATE- TO VIGOROUS-INTENSITY PHYSICAL ACTIVITY EVERY DAY

Moderate-intensity physical activities make you breathe a little faster than when you are not moving. Your heart will also beat faster. While doing moderate-intensity physical activities, you will be able to talk, but not sing.



Vigorous-intensity physical activities make your heart beat faster. You also breathe faster than when you are carrying out moderate-intensity physical activities. You may only have enough breath to say a few words.



Family Time

What physical activities would you like to do with your family in the coming week? Write two examples of each in the boxes below.

Moderate-intensity physical activities

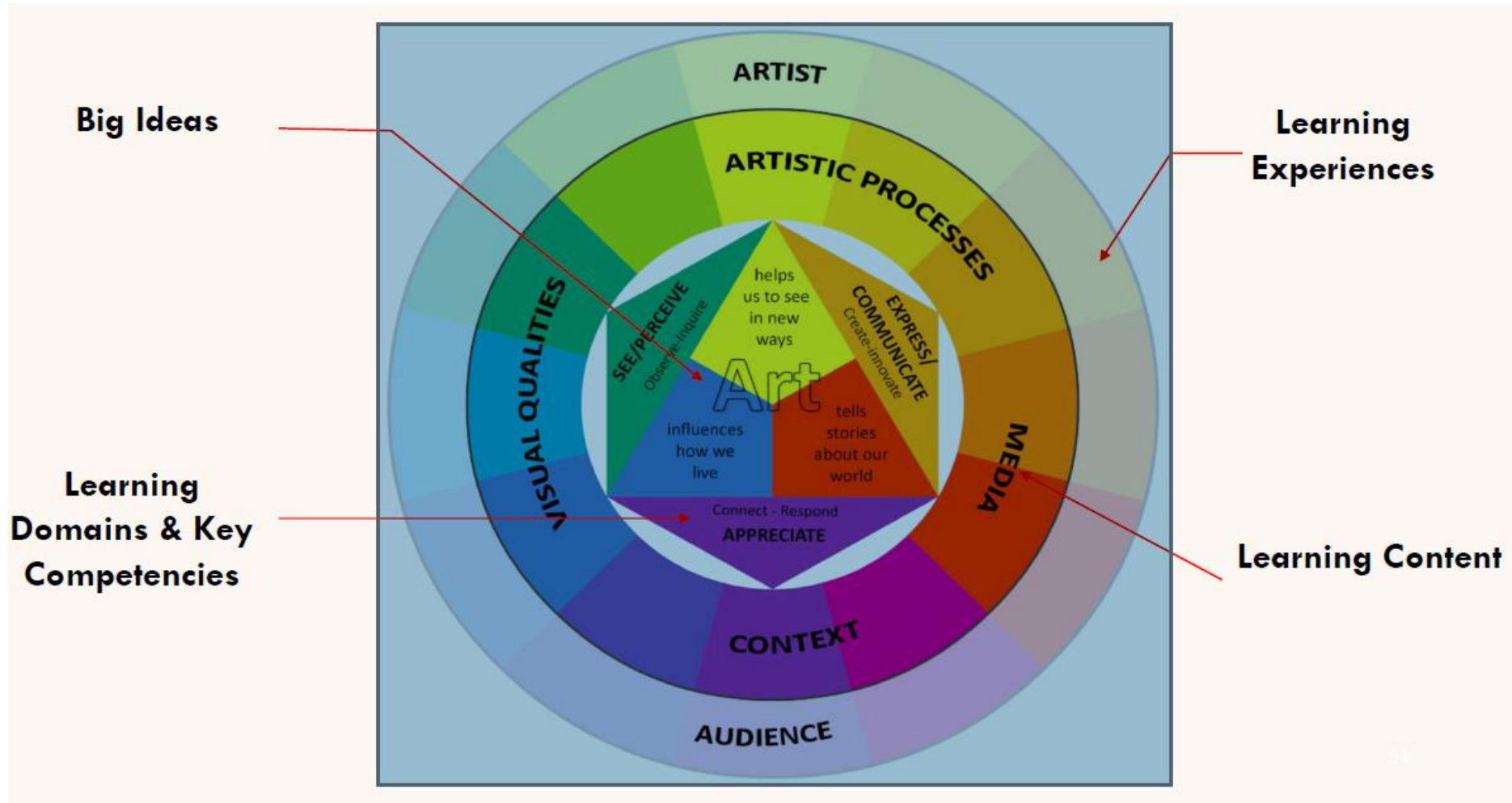
1. \_\_\_\_\_
2. \_\_\_\_\_

Vigorous-intensity physical activities

1. \_\_\_\_\_
2. \_\_\_\_\_



# Art Framework





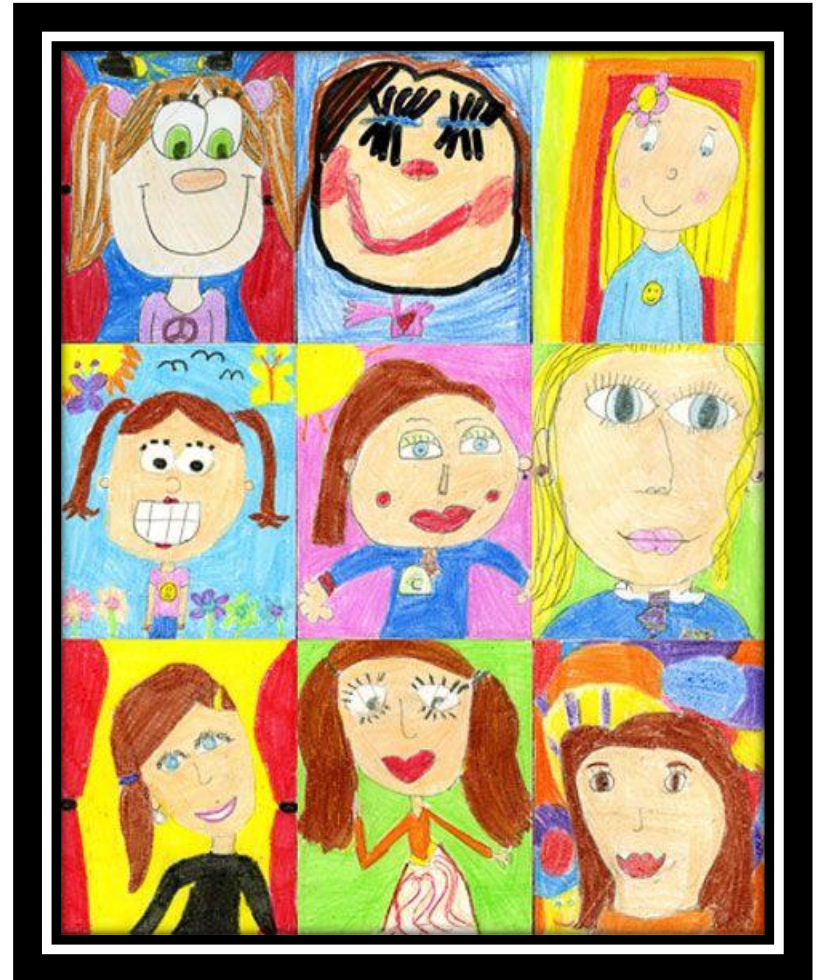
## Domain: See

### 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?



## P3 – Batik Art

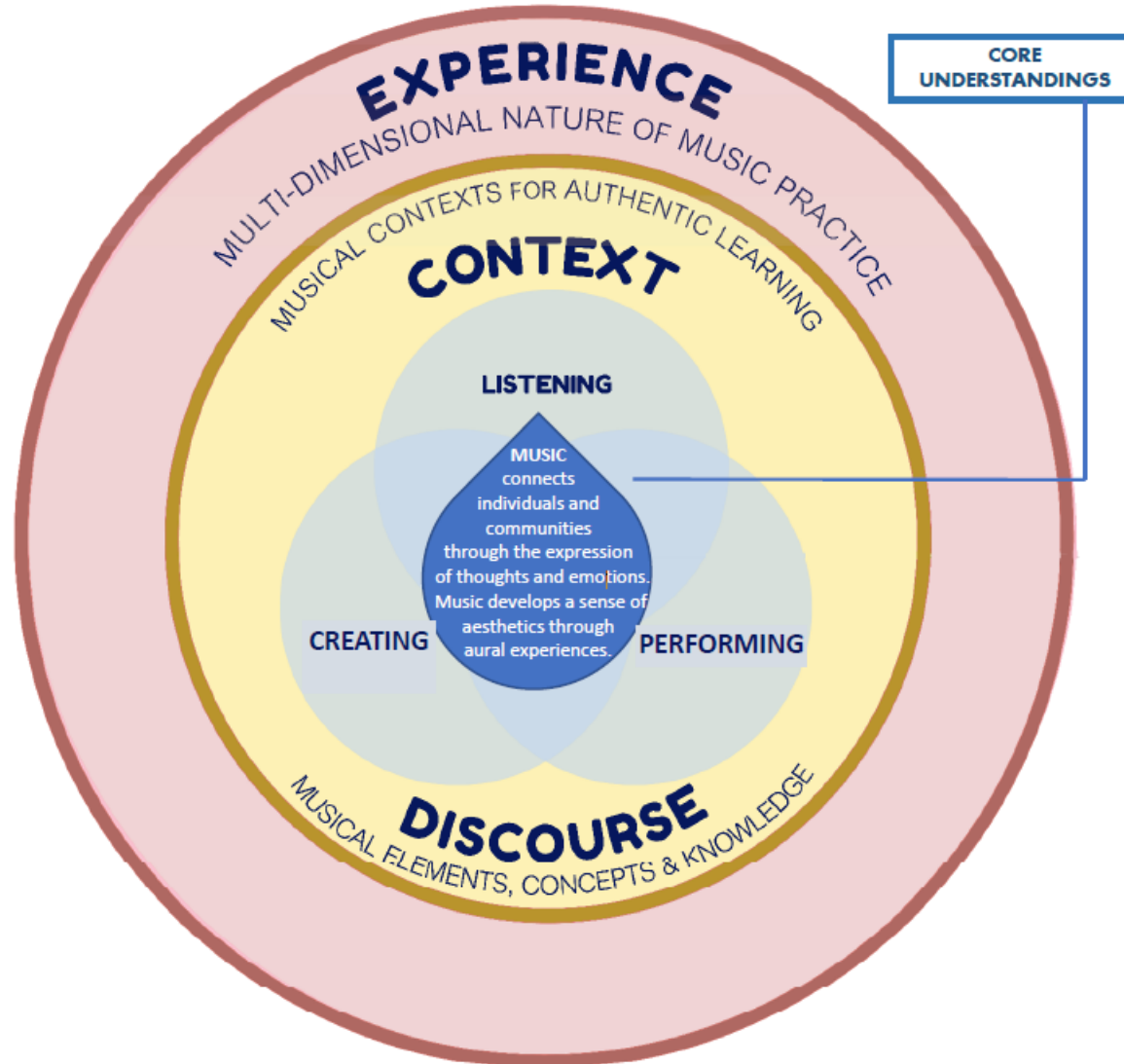
Students will create Batik artworks using cold wax and contrasting/bold colours.







## Music Curriculum





The 2023 Music Syllabus aims to enable students to:

- Acquire and apply musical skills, knowledge and understanding through **Listening, Creating and Performing**
- Develop abilities for creative expression and communication
- Develop an understanding and appreciation of music in local and global cultures
- Cultivate a life-long enjoyment and involvement in music.

## Signature modules

Primary 3	Primary 4	Primary 5	Primary 6
P3 Xylophones & ensemble playing	P4 Keyboard	P5 Ukulele Module	P6 Pop Band Ensemble



## Music

### Learning Outcomes of Listening, Creating and Performing

- |   |   |
|---|---|
| 1 | <b>LO1 Listen and Respond to Music</b><br>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 | <b>LO2 Create Music</b><br>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 | <b>LO3 Perform Music</b><br>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)

<b>LO1</b> <b>Perform Music in both instrumental and vocal settings, individually and in groups</b>	<b>LO2</b> <b>Create Music in both instrumental and vocal settings, individually and in groups</b>
<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 reasonable technique, a variety of songs (e.g. folksongs and songs from musicals) in 2/4, 3/4, 4/4 and 6/8 time.</li><li>(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing.</li><li>(iii) sing as an ensemble, melodic ostinati and 2 - 3 part canons with increasing rhythmic and melodic complexity</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 2/4, 3/4, 4/4 and 6/8 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) play a main melodic instrument to the basic proficiency appropriate for the instrument (e.g. recorder, keyboard, guitar).</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>(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.</li><li>(ii) compose and perform 2 - part rhythmic phrases of least 4 bars.</li><li>(iii) compose melodic phrases of at least 4 bars, using voice and instruments, based on the C pentatonic and the C major scales.</li><li>(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.</li><li>(v) create a soundscape or melodic composition using the basic techniques of selection loops.</li></ul>



# P3 Xylophones & ensemble playing

- Students will learn how to:
- Play xylophones and mallet instruments with correct techniques
- Learn music theory on note recognition & understanding how to read and play simple music scores
- Play as an ensemble, practicing active music making skills of reading, listening and performing





# Co-curricular Activities (CCA)

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







## Why join a CCA?

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





## 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		



# P3 CCA Experience

CCA	Monday Cycle 1	Monday Cycle 2
Taekwondo	1 <sup>st</sup> Session: 29 Jan 2 <sup>nd</sup> Session: 5 Feb	1 <sup>st</sup> Session: 19 Feb 2 <sup>nd</sup> Session: 26 Feb
Floorball		
MIC-Choir		
Chinese Dance		
CCA	Friday Cycle 1	Friday Cycle 2
Tchoukball	1 <sup>st</sup> Session: 2 Feb 2 <sup>nd</sup> Session: 16 Feb	1 <sup>st</sup> Session: 23 Feb 2 <sup>nd</sup> Session: 1 Mar
Drama		
Scouts		
Environment Club		



## When can my child choose and join a CCA?

Term 1 Week 5 - 9	Term 2 Week 1 - 2	Term 2 Week 7	Term 3 Week 1
<b>CCA Experience</b>	<b>CCA Selection</b>	<b>CCA starts</b>	
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

95% of students given their 1st choice



*Thank You*