



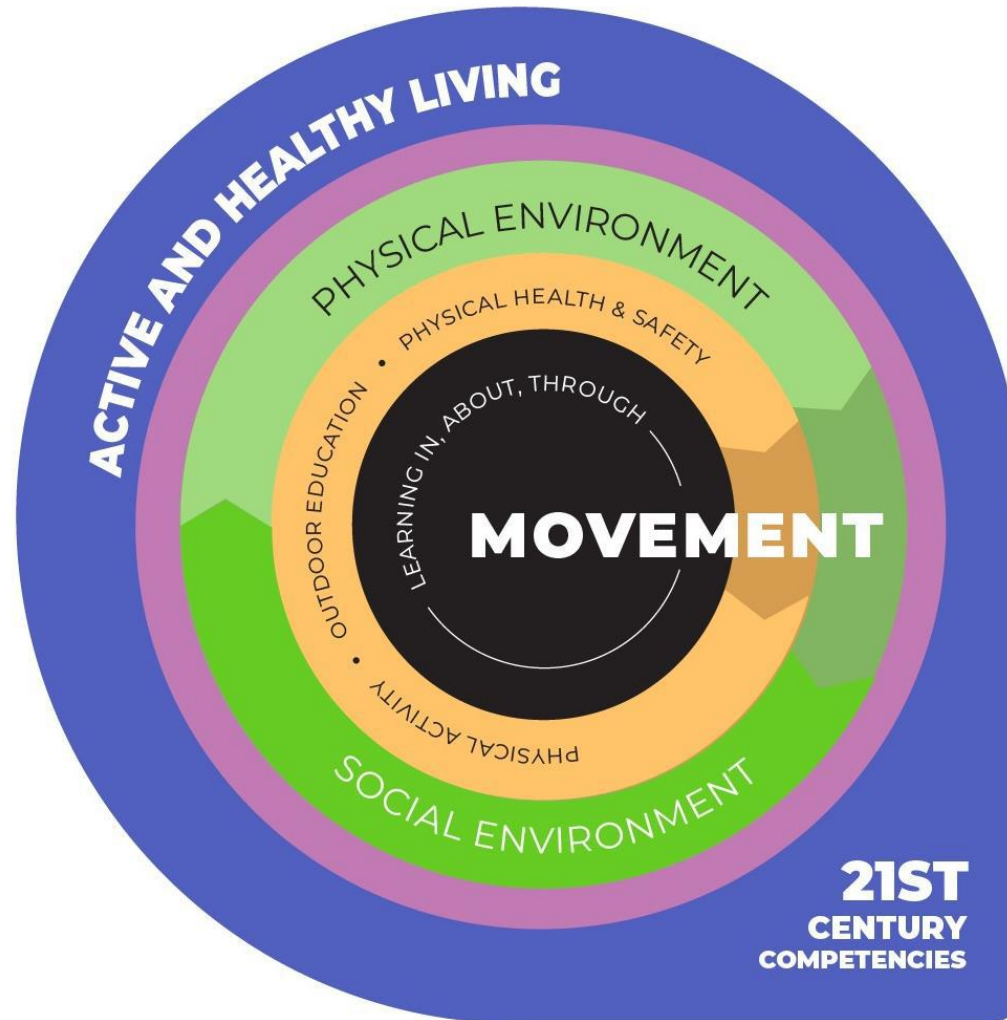
PE, Art, Music and CCA Curriculum Briefing

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">• 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



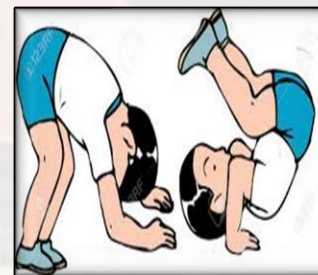
Games & Sports



Health education



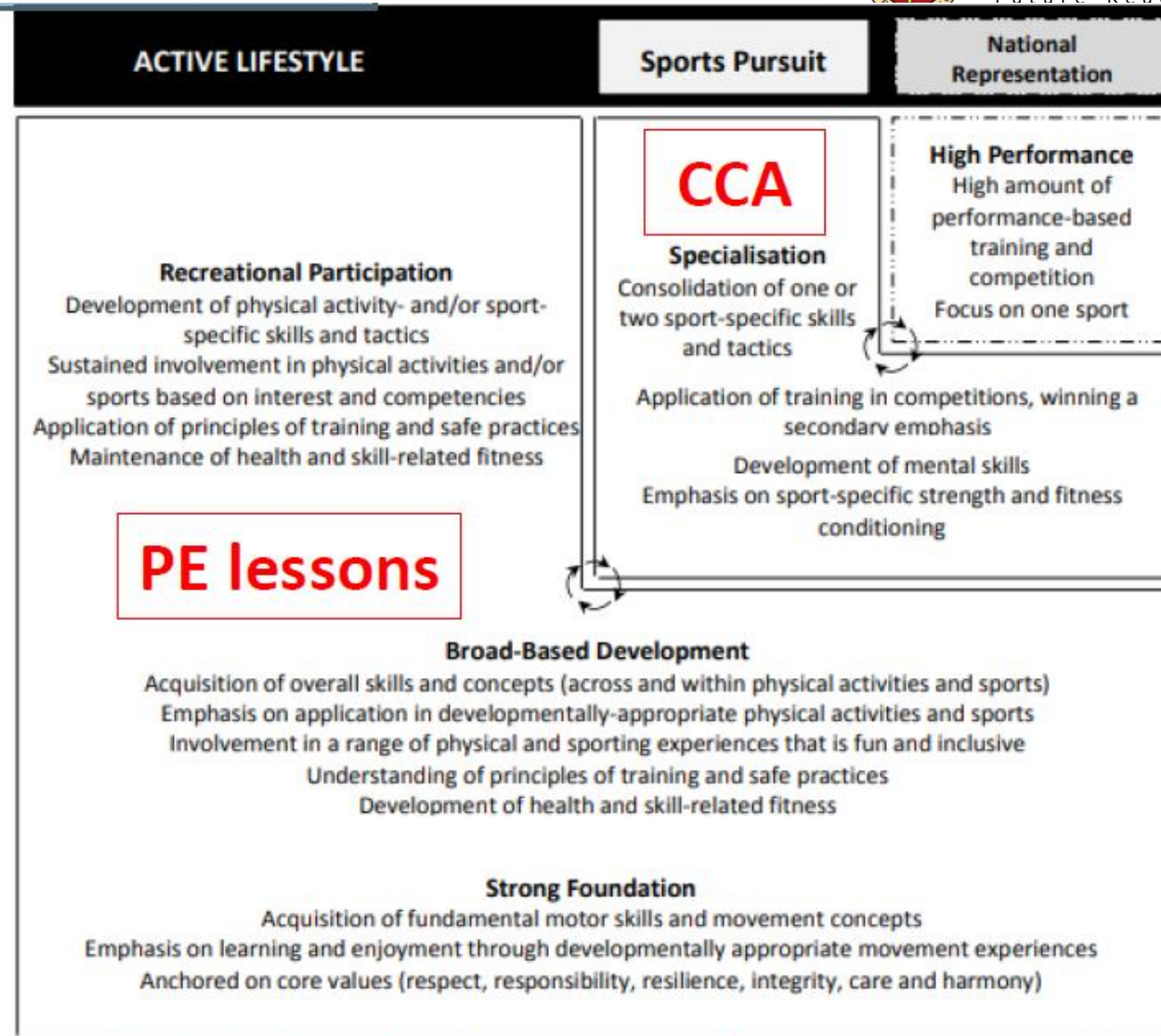
Gymnastics



Outdoor Education



Swimming



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

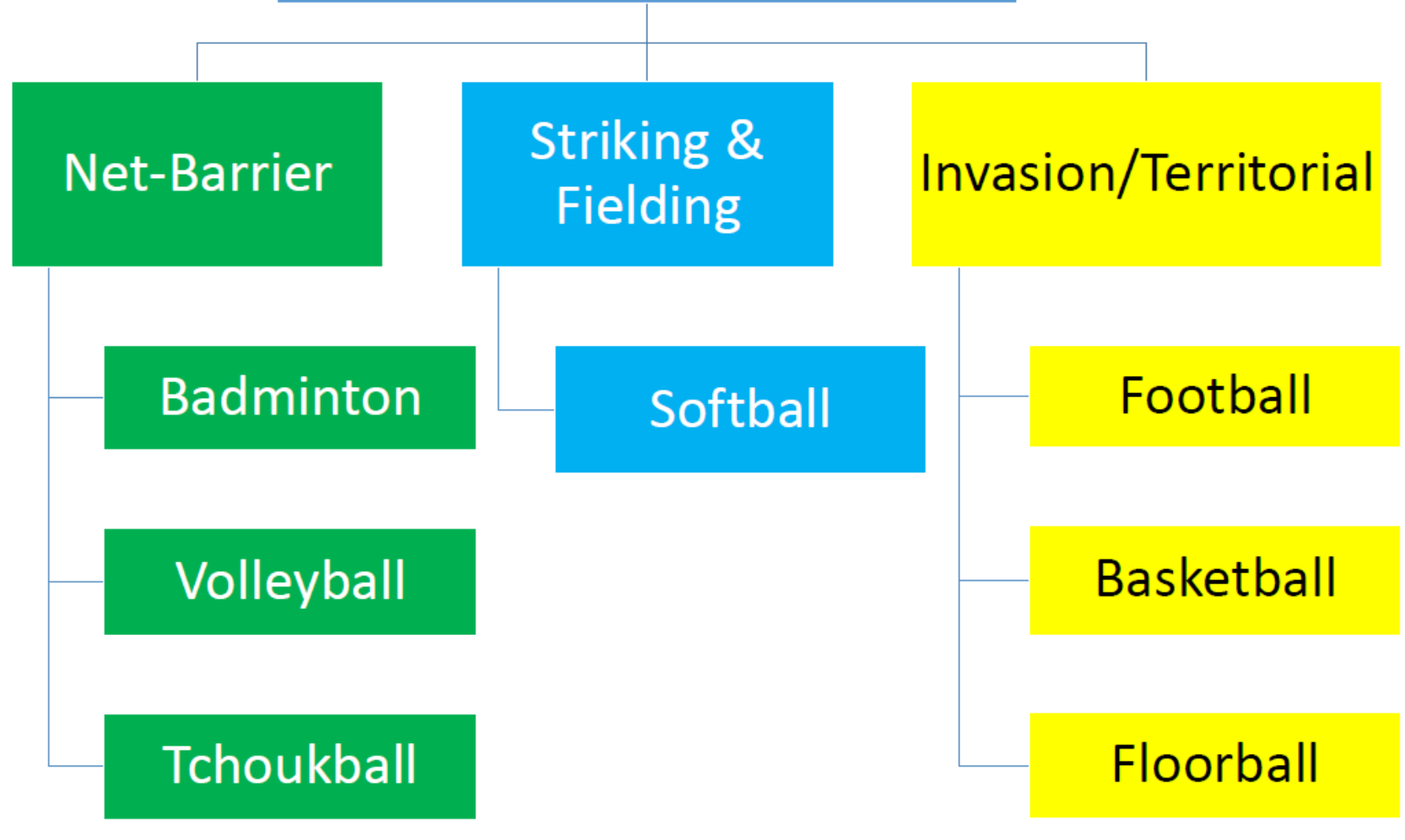


Strong Foundation

- 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 for Games and Sports

	Net-Barrier		Striking-Fielding		Territorial-Invasion	
Main intention of the game	To send the object (e.g., a ball or shuttle) back to the opponent so that he/she is not able to return it or is forced to make an error. The play area is separated by a barrier such as a net that is placed at a pre-determined height. Serving is the only time the object is held in hand.		To place the ball away from the fielder and score runs by advancing bases safely.		To attack the opponent's defending area and score a goal while protecting own goal at the same time. Scoring is achieved through sending and/or shooting an object (e.g., a ball) to a specific or target area accurately, or moving the object across an open-ended target (e.g., across a line).	
Games-related concept	Offence	Defence	Offence	Defence	Offence	Defence
	<ul style="list-style-type: none">• Winning the point• Setting up an attack	<ul style="list-style-type: none">• Defending against an attack• Defending space	<ul style="list-style-type: none">• Sending into space• Advancing bases to score	<ul style="list-style-type: none">• Defending space• Defending bases	<ul style="list-style-type: none">• Keeping possession of the ball• Using space to invade• Creating space to invade• Attacking the goal	<ul style="list-style-type: none">• Regaining possession of the ball• Delaying the invasion• Denying space to invade• Denying scoring opportunity

Categories of Games

Concepts and skills

Table 5. Games-related Concepts and Skills



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
1 v 0		#	*	#	a	#	*	a
2 v 0		*	*	A	a	*	*	a
1 v 1		#	a	#	*	#	a	a
2 v 1		a	a	*	a	a	a	a
2 v 2		a	a	*	*	a	a	a

+ Situational Game refers to the context of which a specific number of players from both teams are interacting in offence and defense, with rules to the game played, and where players in the offence and defence have to decide what to do specifically and to translate that decision into movement skills.

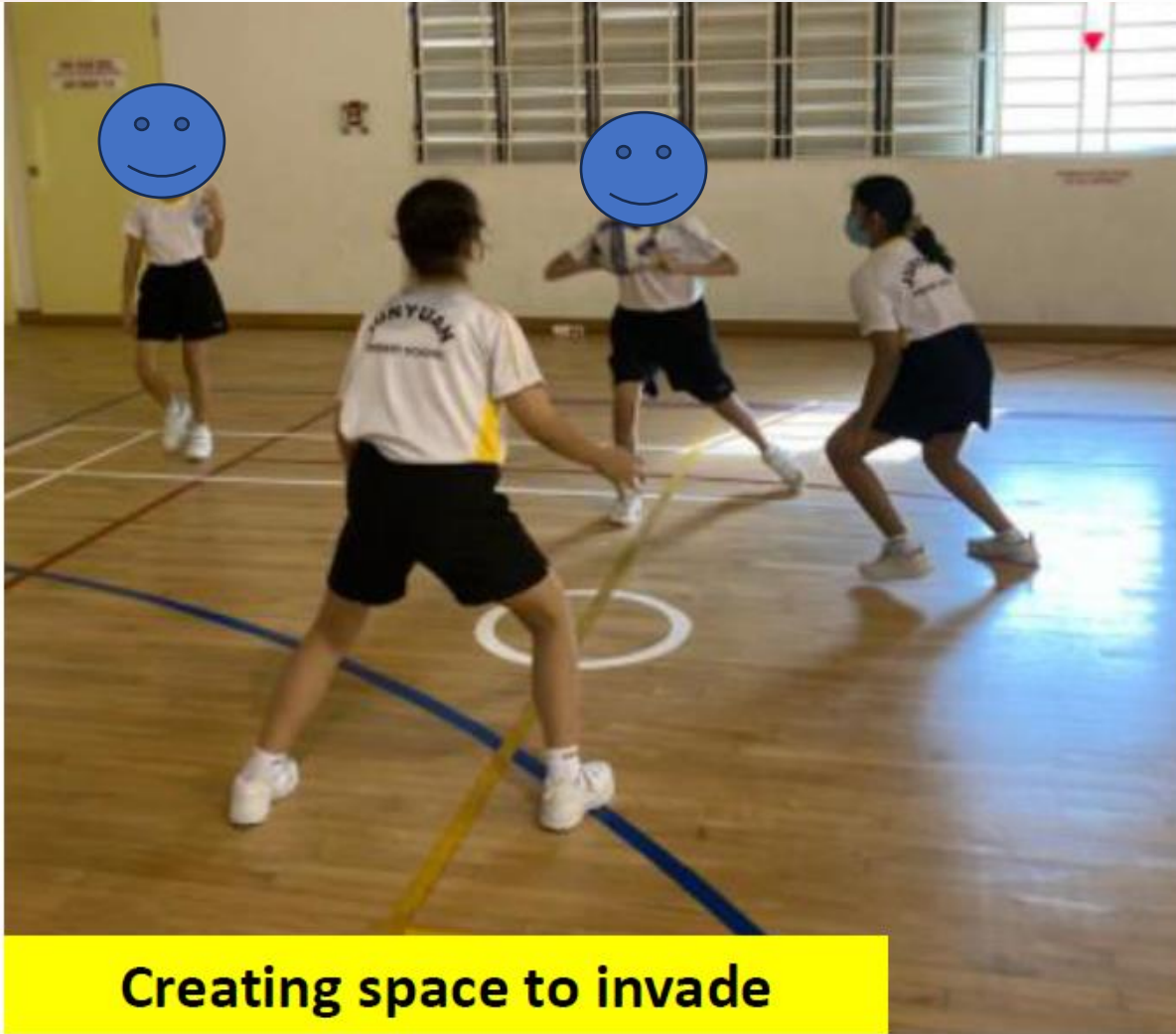
Request for support

* No learning outcomes within the games-related concept. The learning outcome written pertains to another games-related concept.

a Learning outcomes written for the games-related concept.



Keeping possession (Offence)



Creating space to invade

Demonstrate an **understanding** of how changing speed and direction can enable one to move away from a defender.

Demonstrate an **understanding** of appropriate pass(es) when throwing an object at a high target and to a moving partner.

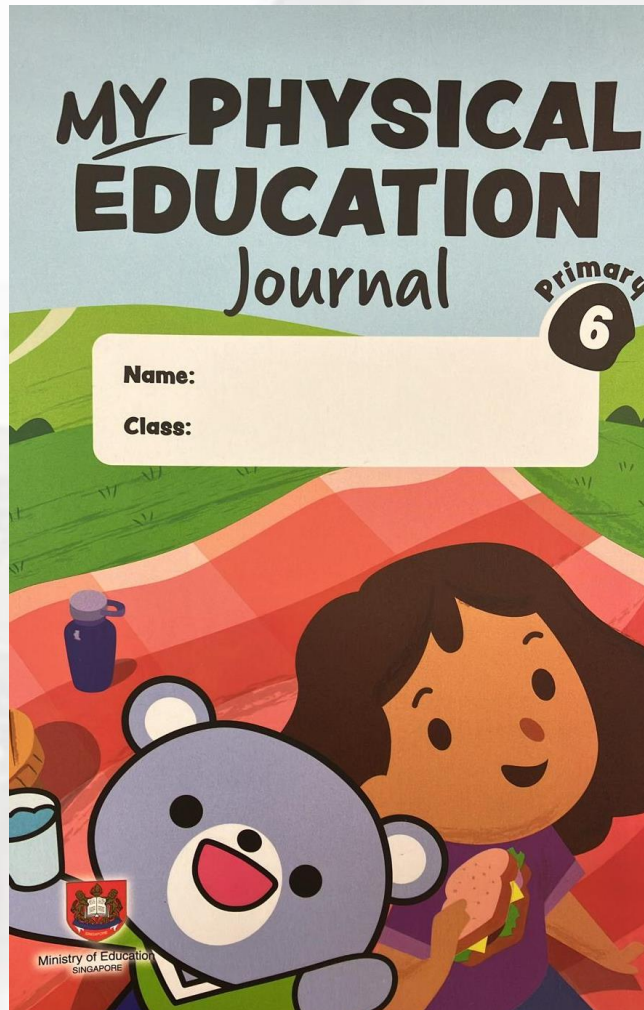


Outdoor Education Framework





My Physical Education Journal





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!

7-DAY

NO SUGARY DRINKS

Chat with Me!

CHARITY DRIVE 2022 CHALLENGE 24 MAR – 3 AUG 2022

TAKE UP THE CHALLENGE

LEARN ABOUT YOUR KIDNEYS

SHOW YOUR SUPPORT AND CARE TO KIDNEY FAILURE PATIENTS



Self-directed play during recess





JUNYUAN PRIMARY SCHOOL

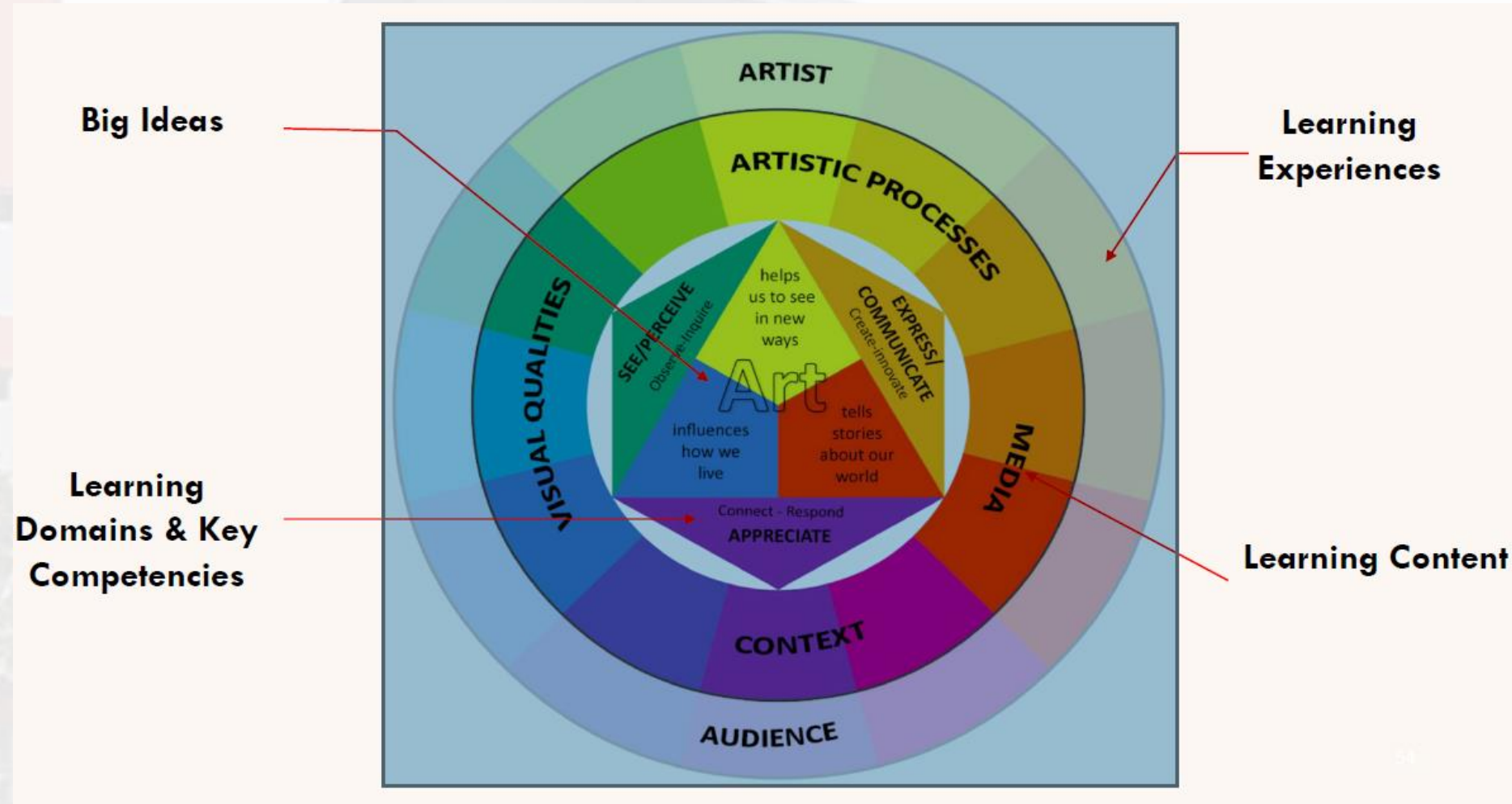
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Nurturing Every Child in a Vibrant and Caring Environment where Talents Blossom



Art Framework





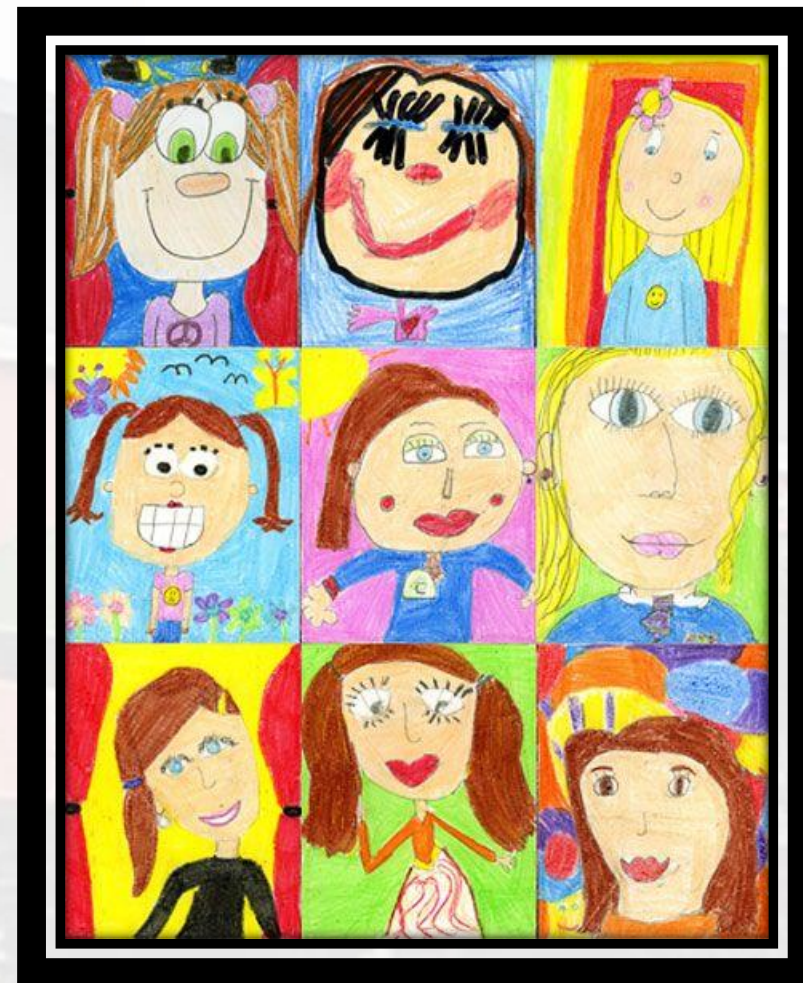
Domain: See

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

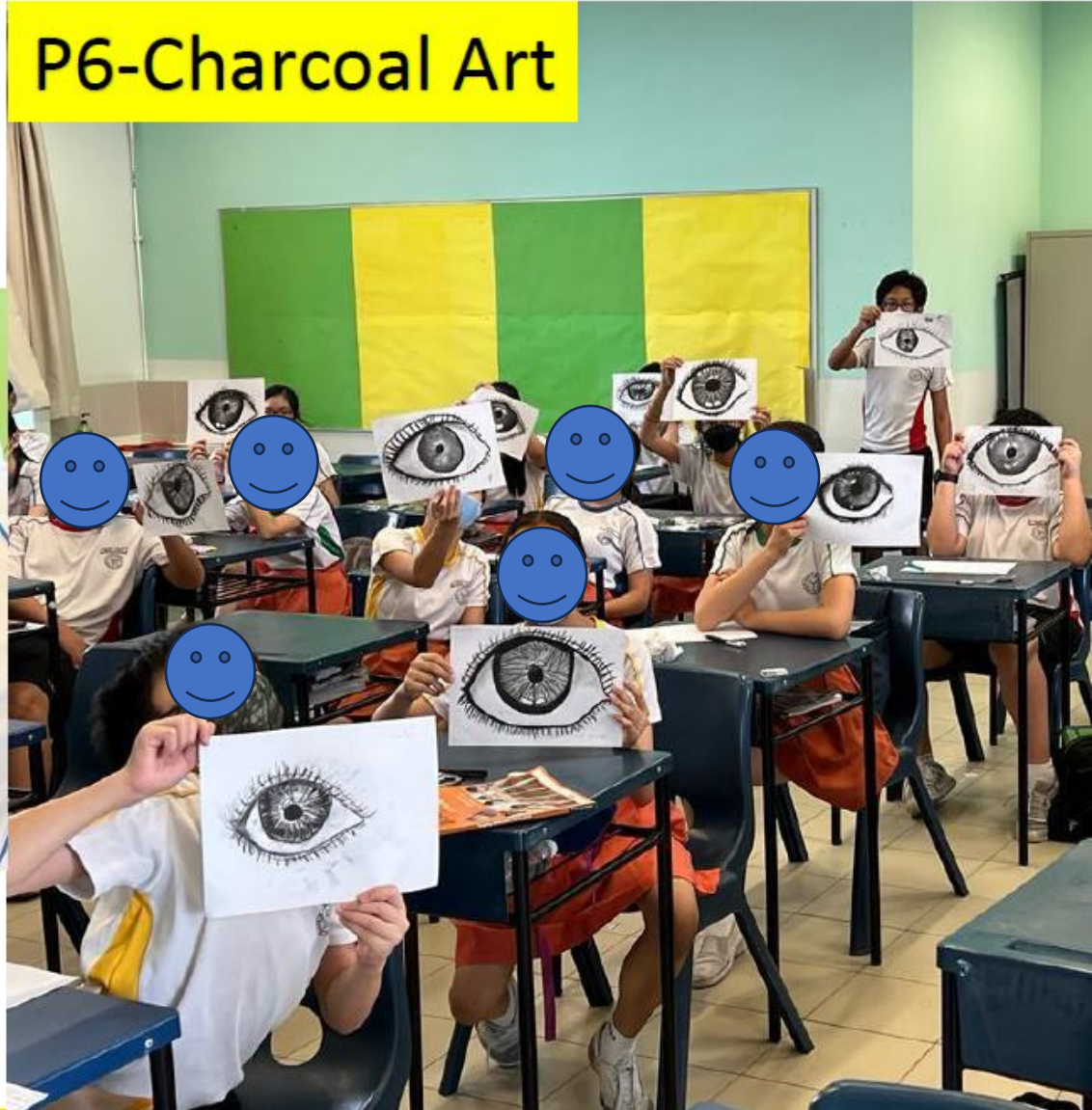
LO7: Talk about what they see, feel and experience using art vocabulary



Creating Art pieces using Clay



P6-Charcoal Art

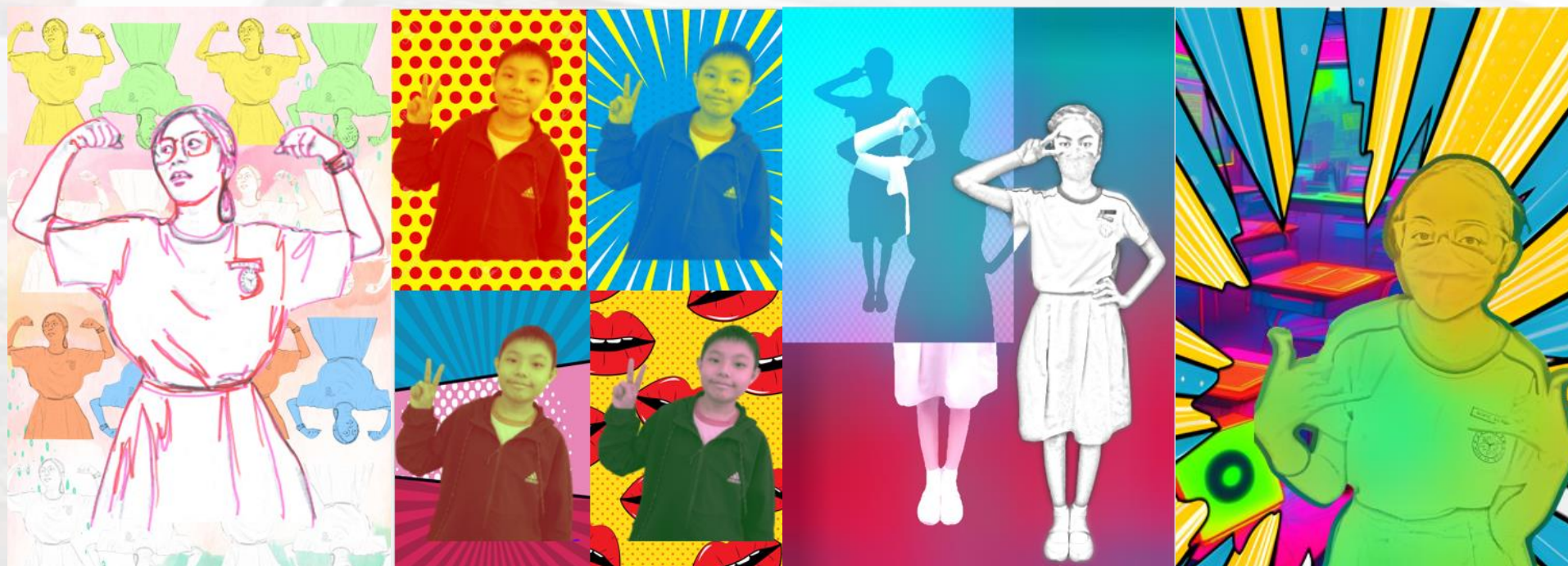






P6 – Digital Art

Students will create self-portrait using digital art (photography & editing tools). They will use colors to represents their characters and emotions.



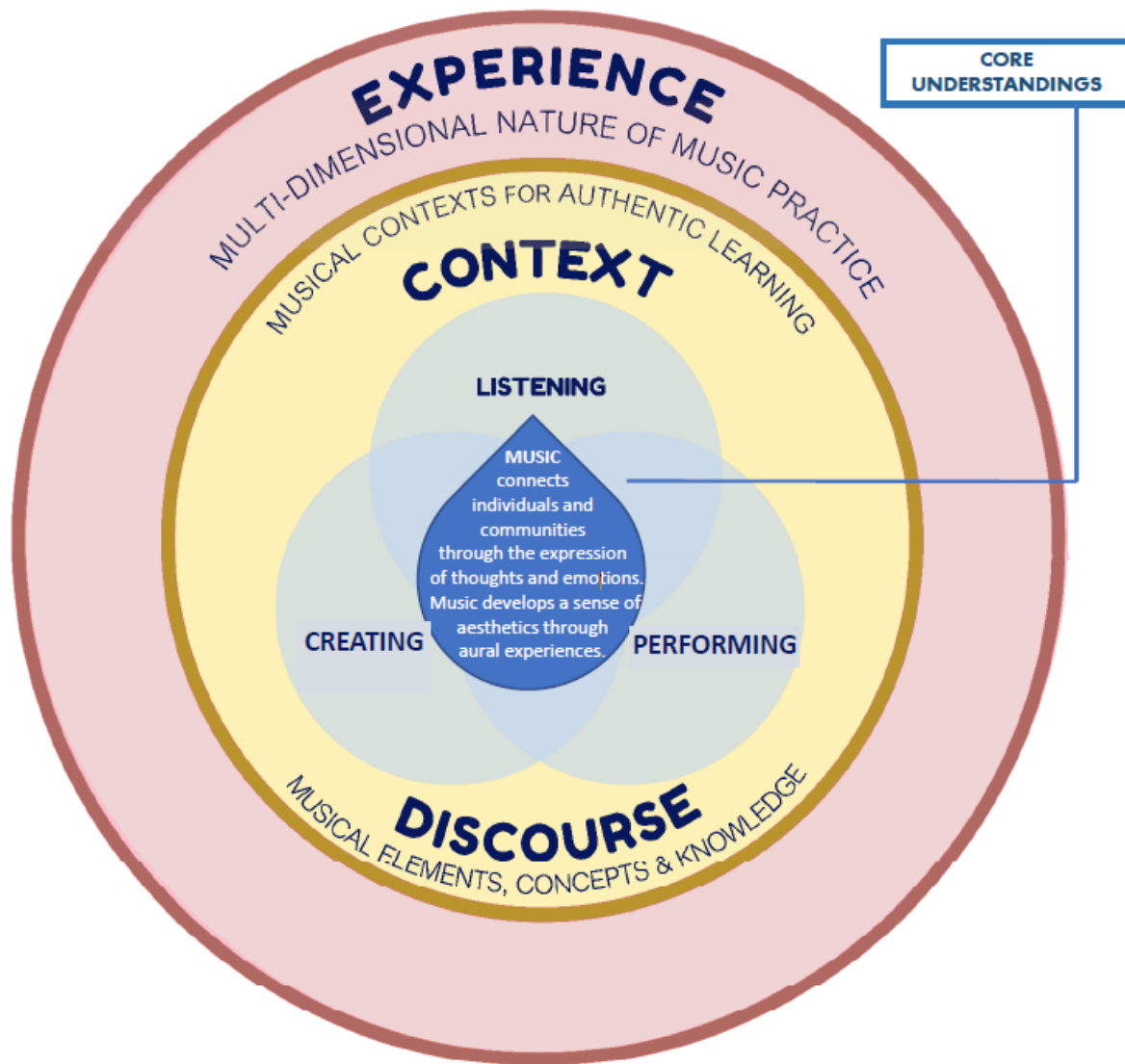


Collaboration with external agencies to display students' talents





Music Curriculum





STAGE 3 (PRIMARY 5 AND 6)

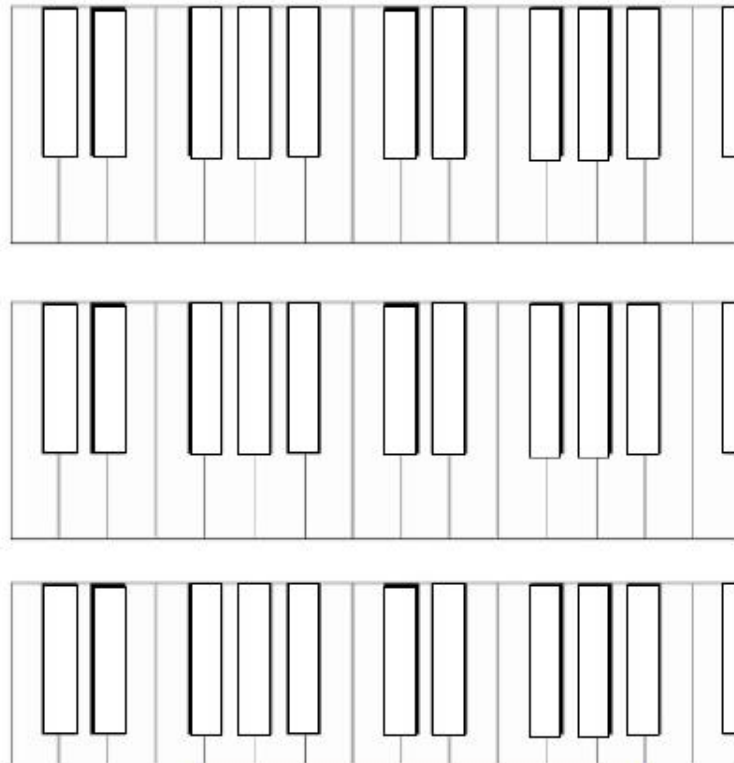
LO1 Perform Music in both instrumental and vocal settings, individually and in groups	LO2 Create Music in both instrumental and vocal settings, individually and in groups	LO3 Listen and Respond to Music
<p>Students should be able to:</p> <p>Sing</p> <ul style="list-style-type: none">(i) sing with accuracy, clarity and with proper technique and clear articulation, a wide variety of songs in both simple and compound time.(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing, to convey the overall mood of the piece.(iii) sing as an ensemble, 2-part songs. <p>Play Instruments</p> <ul style="list-style-type: none">(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">• C pentatonic mode• C, F, G major and A minor.(v) demonstrate a higher level of proficiency on a main melodic instrument, demonstrating understanding of the elements of music as stated in LO5.	<p>Students should be able to:</p> <ul style="list-style-type: none">(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.(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.	<p>Students should be able to:</p> <ul style="list-style-type: none">(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.(ii) analyse and evaluate a performance with reference to the elements of music as stated in LO5.



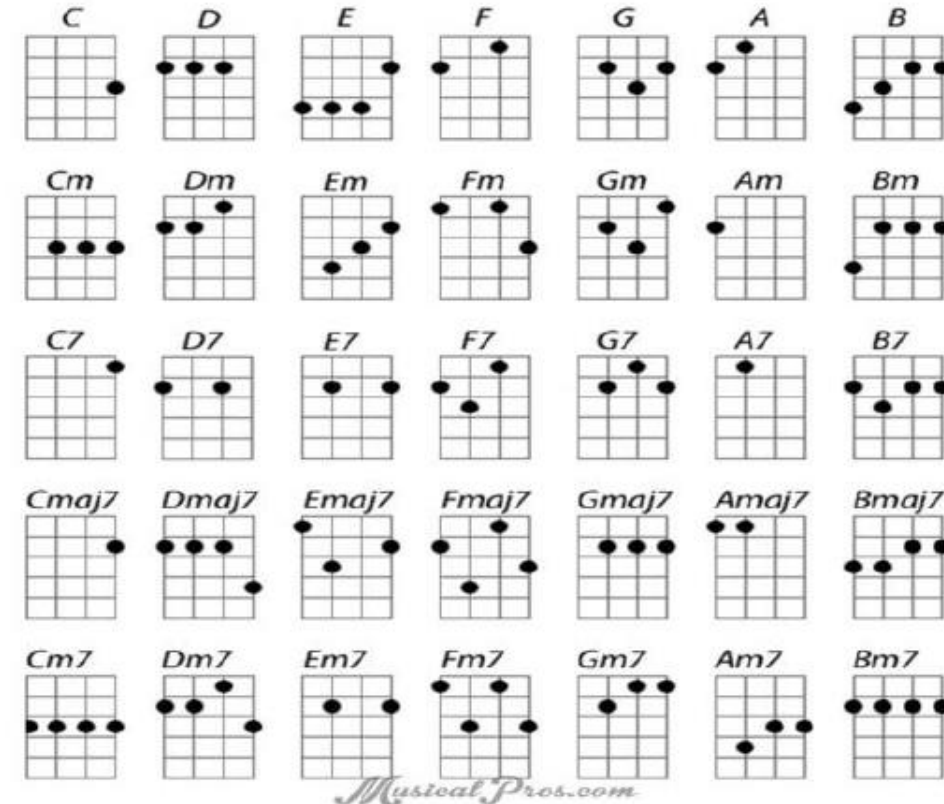
Creating and performing music

Song: _____

Chord: _____



Keyboard



Ukelele



P6 Pop Band Ensemble

Students will learn how to:

- Perform an instrument of their choice in a Pop Band setting
- Vocals, Ukulele, Keyboard, Box Drum
- Come up with an arrangement of their group's chosen song
- Work together with their peers in practicing for a Pop Band performance





Co-curricular Activities (CCA)

- ❑ Holistic development of a child
- ❑ Individual student-centric/focused
- ❑ Can be explored as a possible DSA route (even if CCA is not offered in school)





FAQ about DSA

I am from JYPS Art Club CCA, am I able to apply for Football DSA?

- You can apply for any area, regardless of your current CCA
- You do not need to be in the CCA of the DSA area you are applying for



FAQ about DSA

Do I need a testimonial/Letter of representation/Achievement from my CCA teachers?

- There is no need for a CCA Testimonial/DSA letter
- There will be a segment in the DSA portal where parents can upload external/private achievements related to the DSA area of application
- Any official school representation (National School Games, Singapore Youth Festival) will be keyed in by the school



Why continue in a CCA?



peer support



Commitment to CCA

Primary 4 & Primary 5		Primary 6
Term 1 - 2	Term 3 - 4	Term 1 - 2
CCA	CCA	CCA
Students remain in current CCA.	<p>All students are to remain in current CCA until end of Term 4.</p> <p><u>All requests to change CCA can only take place towards the end of Term 4</u> after which, students will join new CCA in Term 1 the following year.</p>	Students remain in current CCA until end of Term 2. Students will step down from CCA at Term 3.



CCA stand-down for P6

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

Last CCA session for P6 will be Friday, 17 May



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Future-Ready Learners . Leaders of Character

Thank You