



PE, Art, Music and CCA Curriculum Briefing



Physical Education in Junyuan

Athletics



Dance



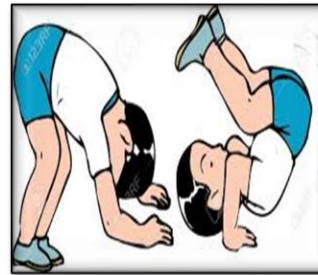
Games & Sports



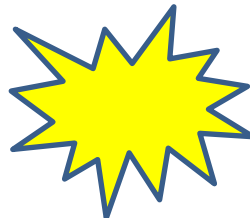
Health education



Gymnastics



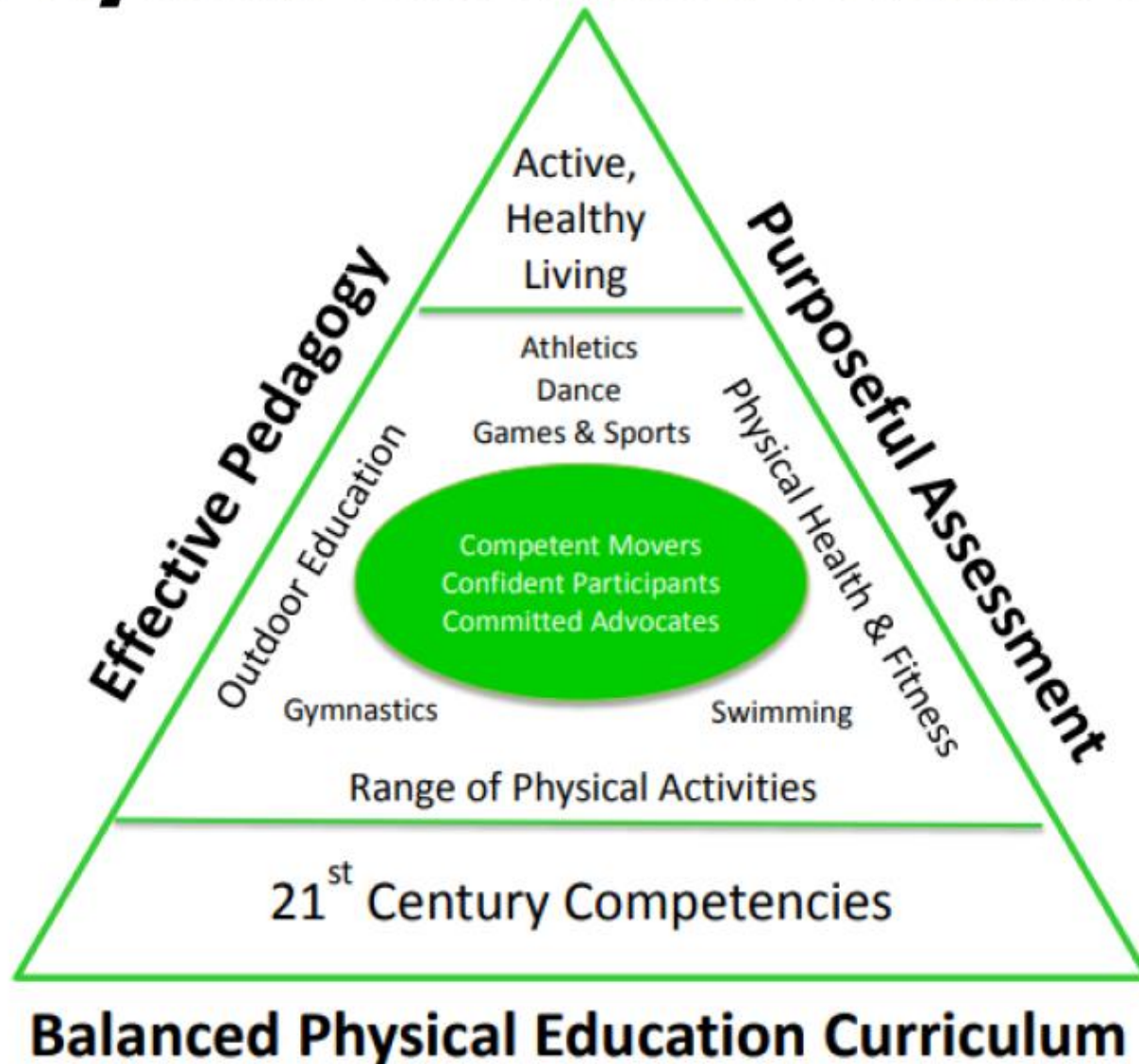
Outdoor Education

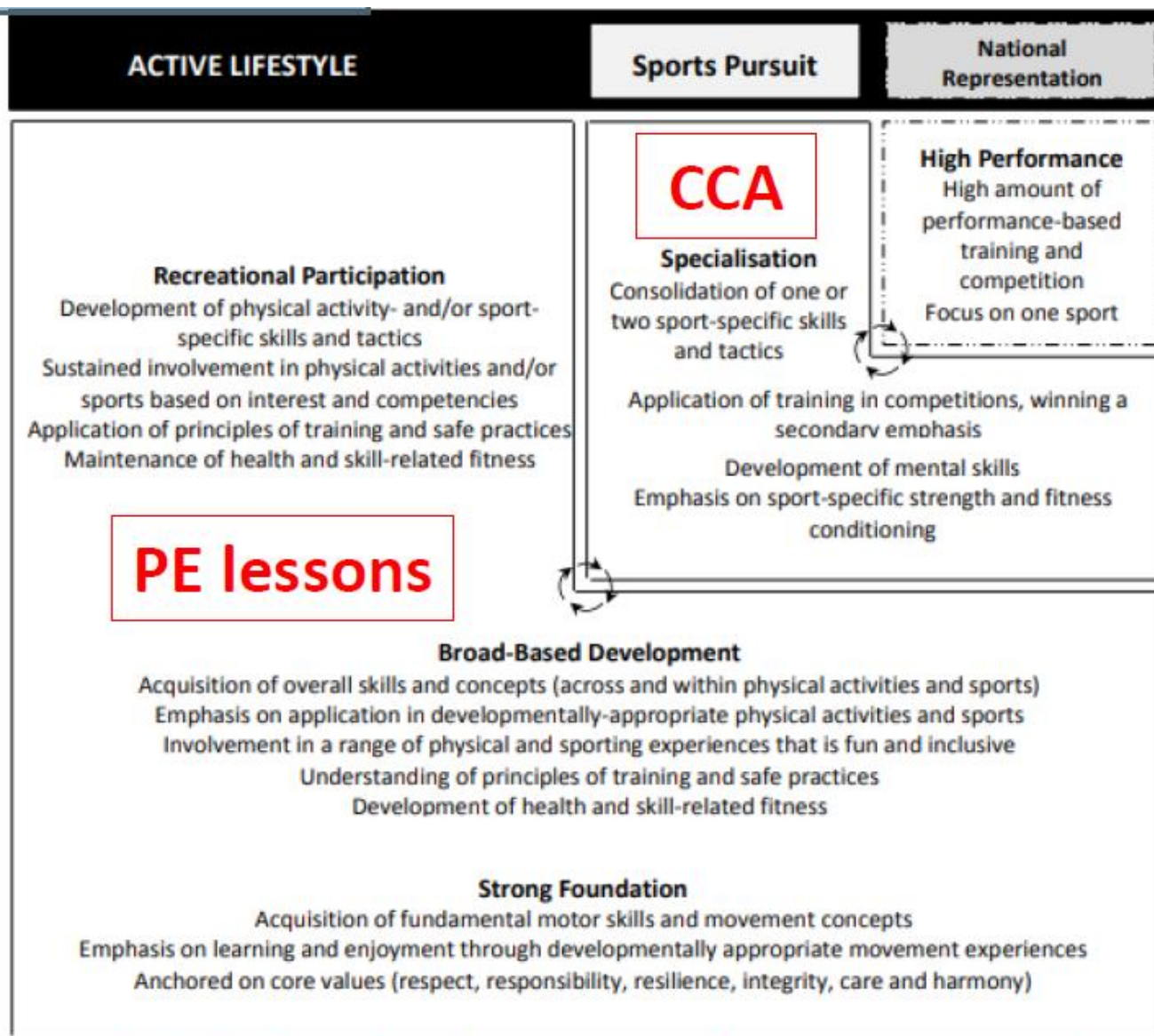


Swimming



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

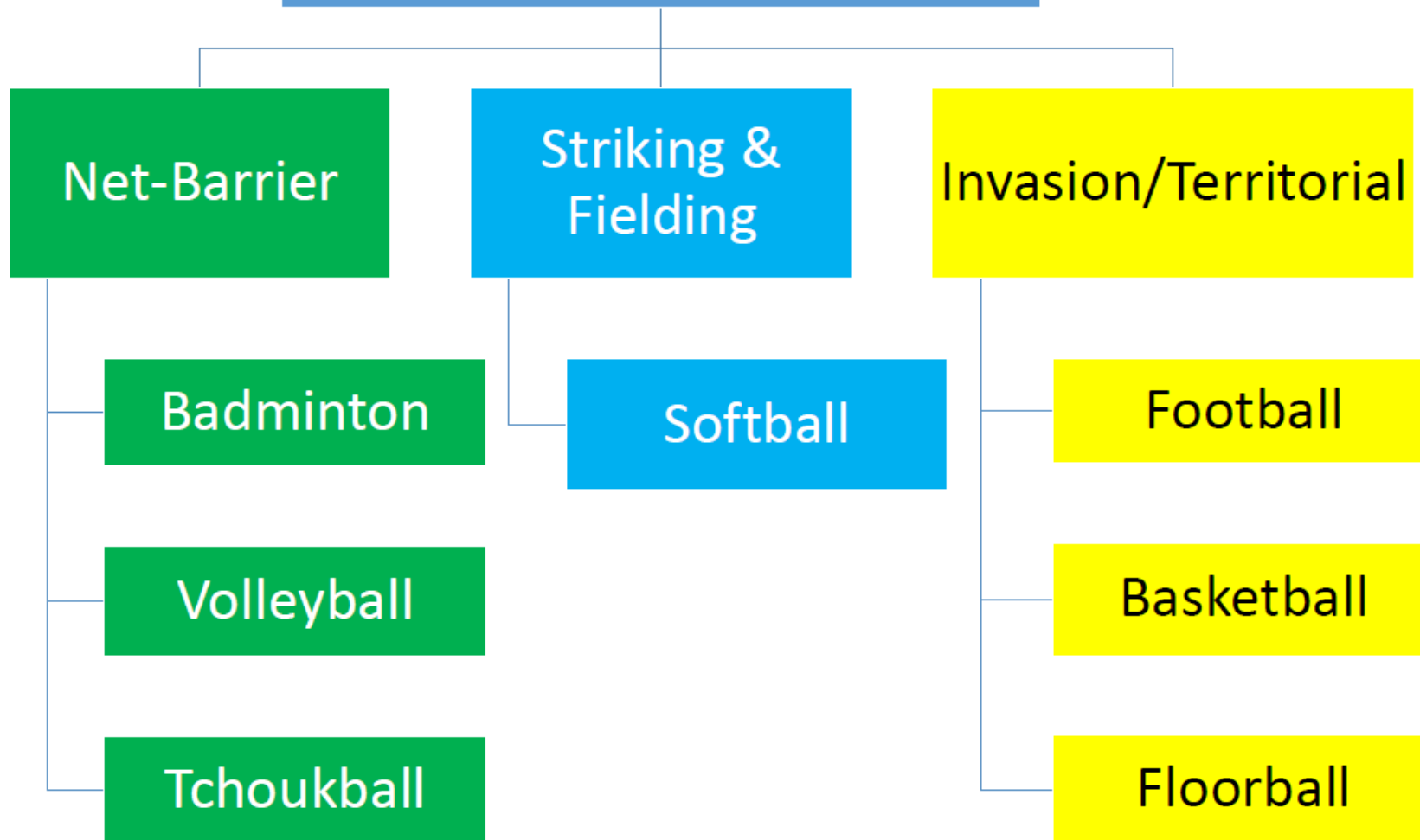
Acquisition of fundamental motor skills and movement concepts

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 ¹⁹	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">Strike/Serve/Volley the object in the intended direction and move to the desired position	<ul style="list-style-type: none">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	1v1 Shot placement to opponent's side (depth)	<ul style="list-style-type: none">Find the central base position to maximise court coverageMove from the central base position to return the shotRecover to the central base position after returning the object to maximise court coverage	<ul style="list-style-type: none">Move into position to strike/volley an object



Holistic assessment PE

Athletics



Dance



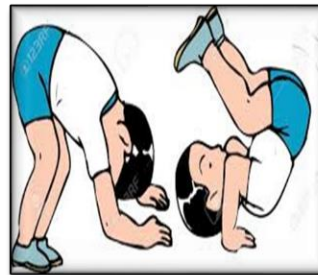
Games & Sports



Health education



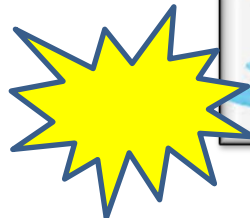
Gymnastics



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!





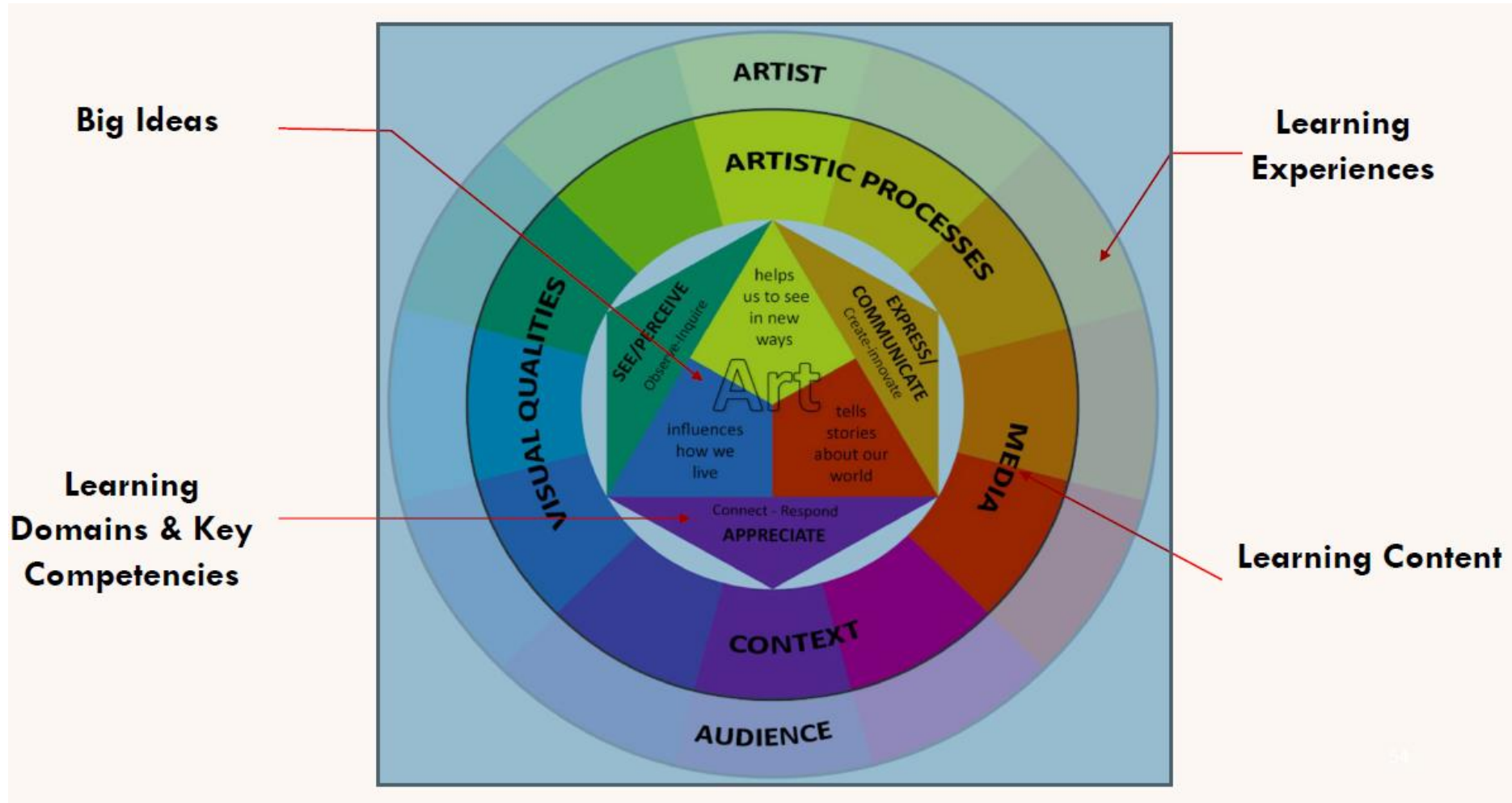
JUNYUAN PRIMARY SCHOOL



FUTURE READY LEARNERS . LEADERS OF CHARACTER



Art Framework





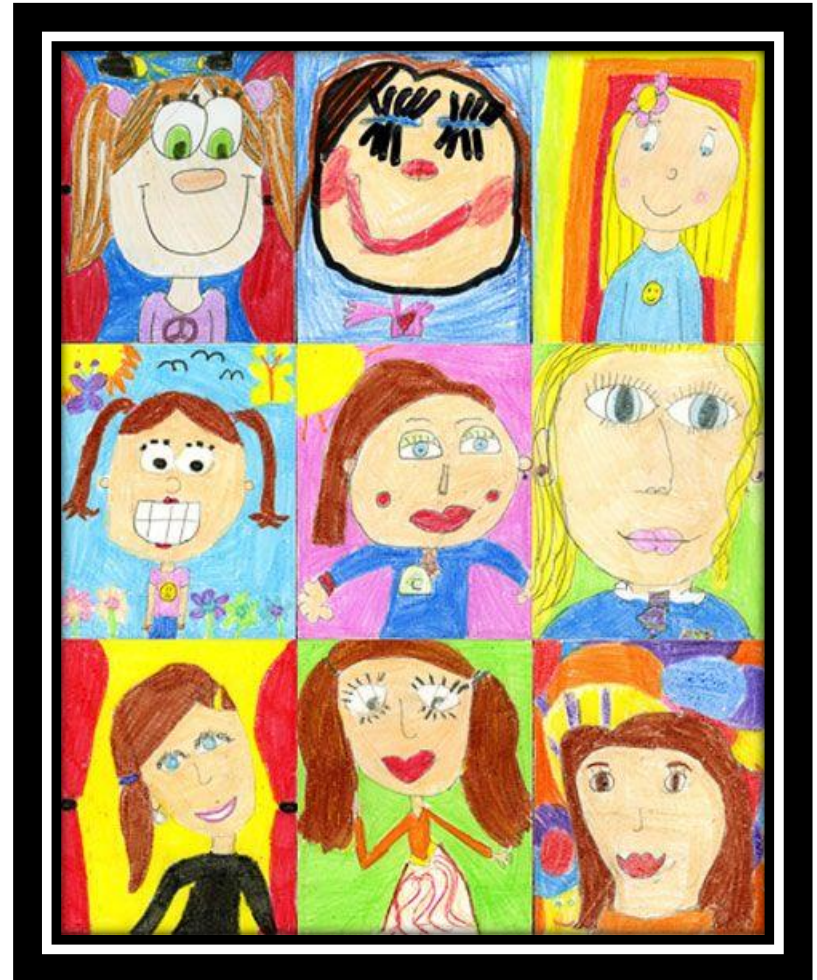
Domain: See

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

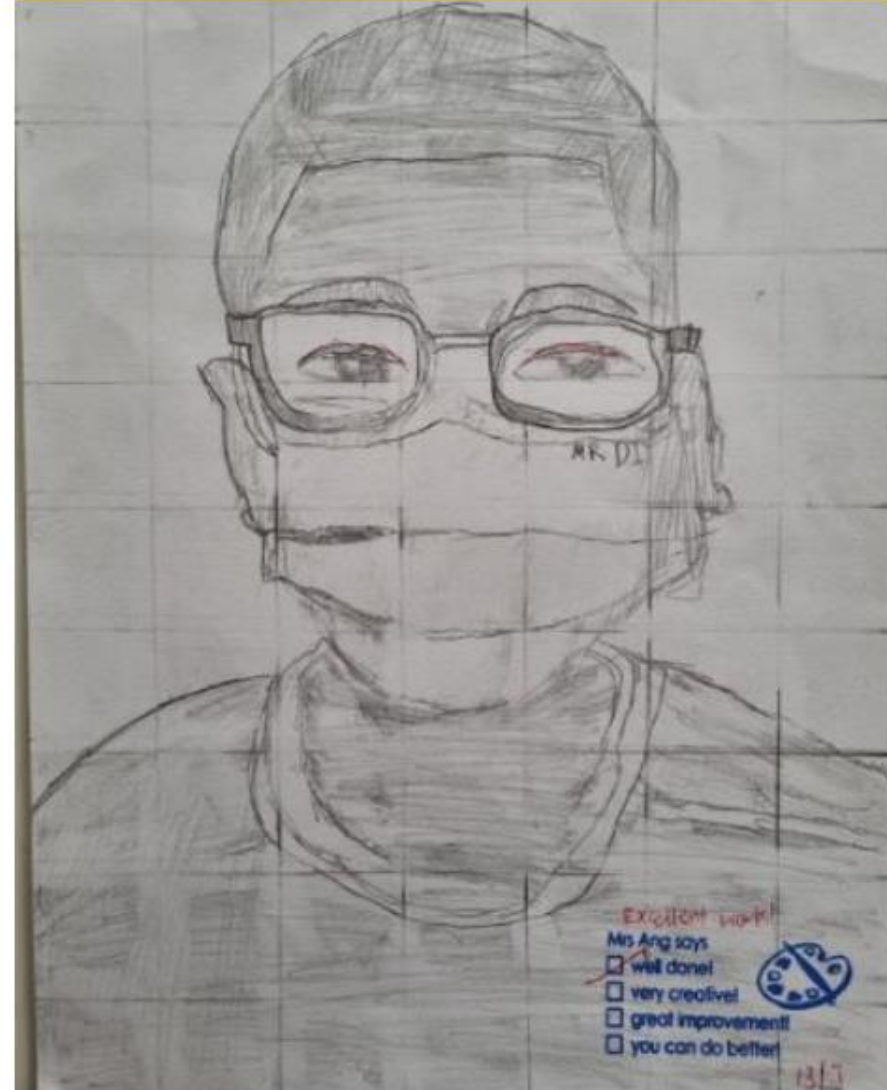
LO7: Talk about what they see, feel and experience using art vocabulary



Creating Art pieces using Clay



Grid drawing (Self-portrait)







'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





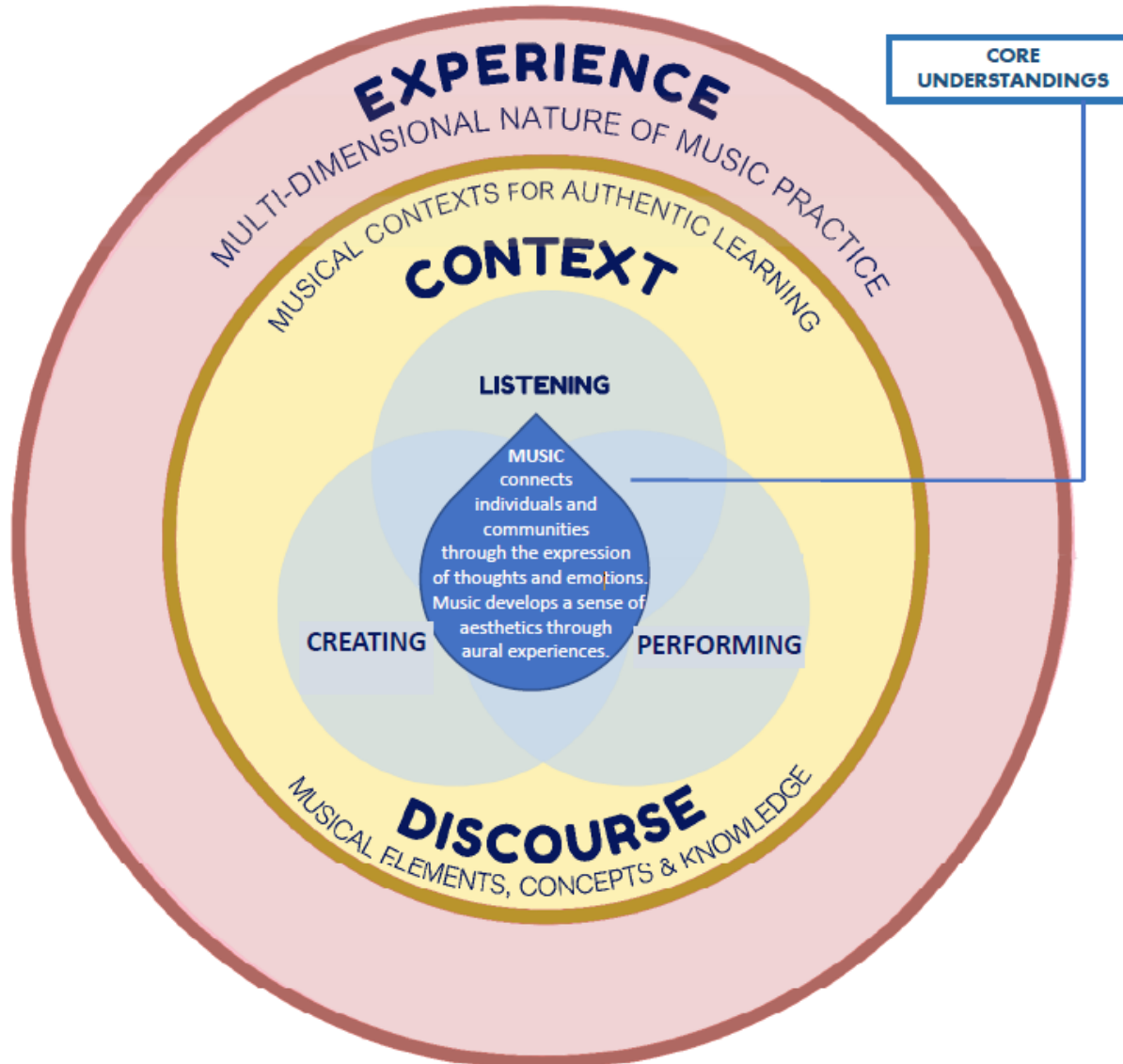
Collaboration with external agencies to display students' talents



NKF Kidney Sticker Pack Contest 2021



Music Curriculum





STAGE 3 (PRIMARY 5 AND 6)

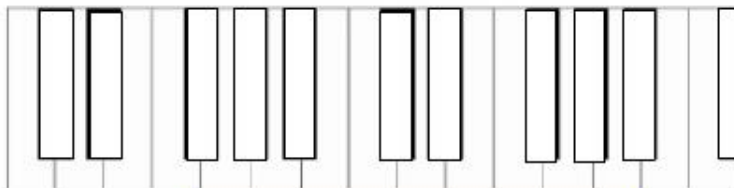
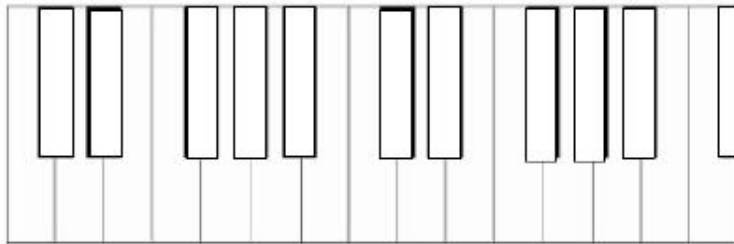
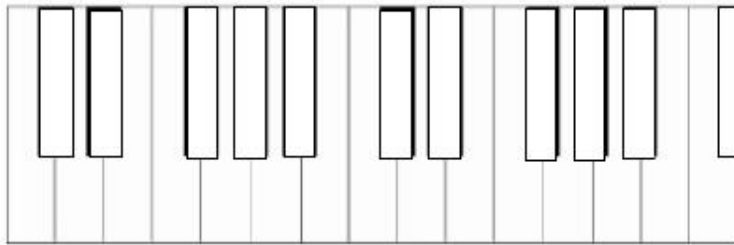
LO1 Perform Music in both instrumental and vocal settings, individually and in groups	LO2 Create Music in both instrumental and vocal settings, individually and in groups	LO3 Listen and Respond to Music
<p>Students should be able to:</p> <p>Sing</p> <ul style="list-style-type: none">(i) sing with accuracy, 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.



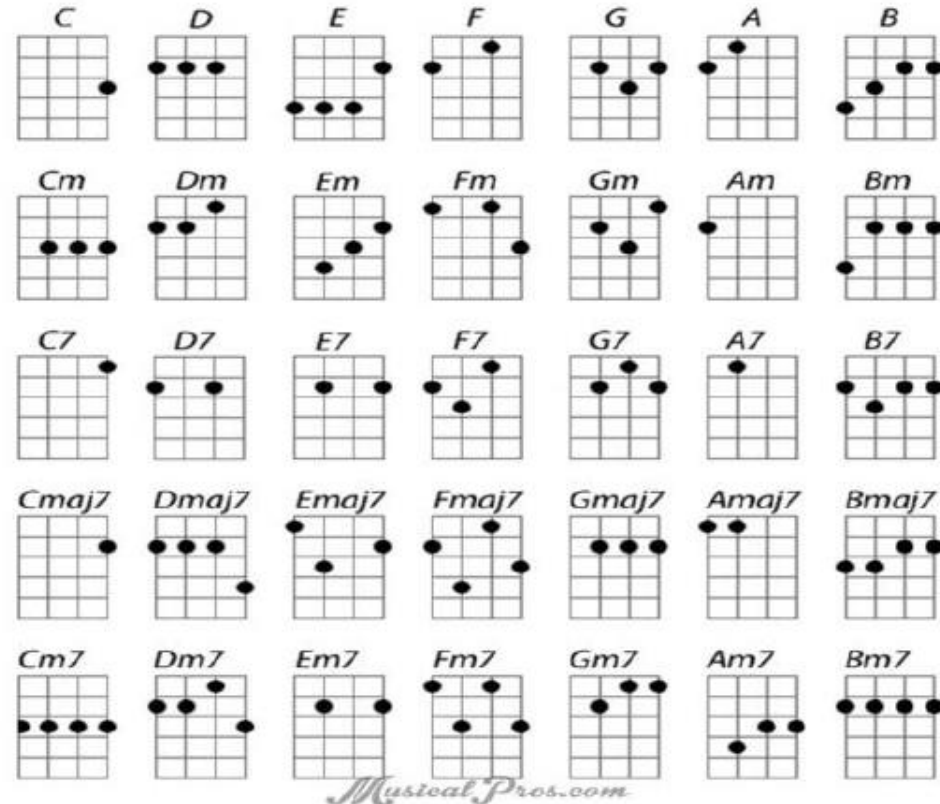
Creating and performing music

Song: _____

Chord: _____



Keyboard



Ukelele



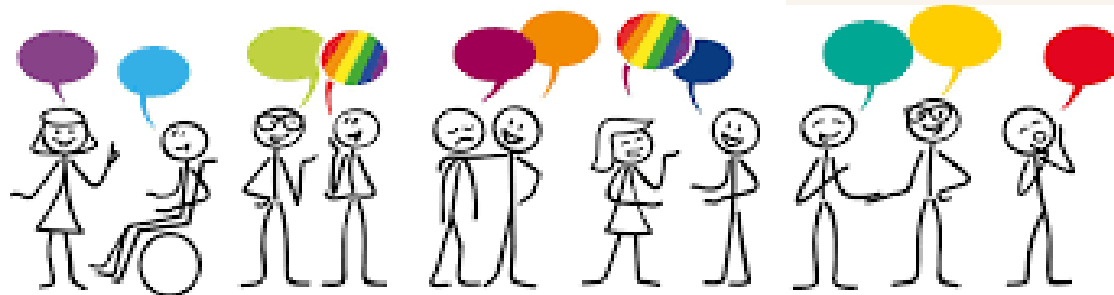
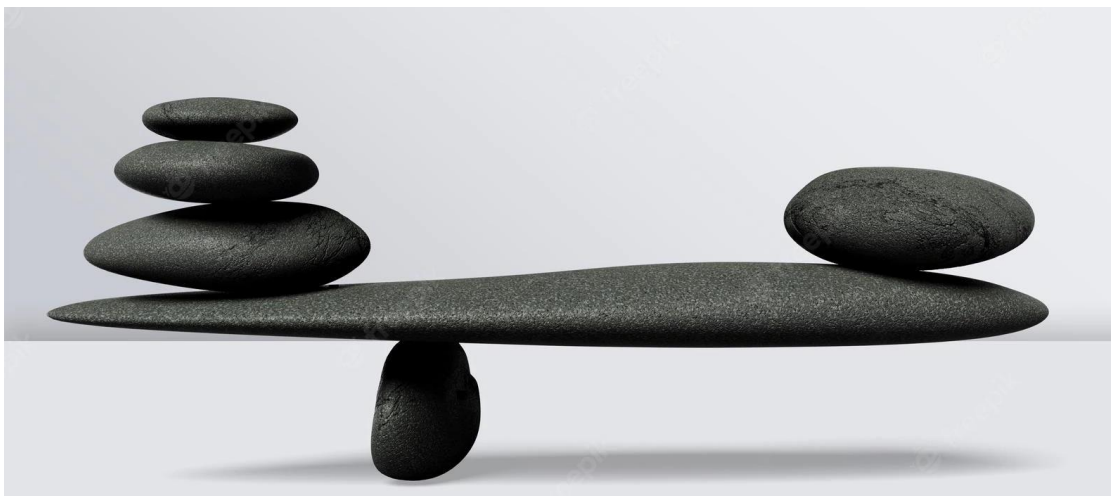
Co-curricular Activities (CCA)

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





Why continue on in a CCA?



peer support



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, 19 May**



Thank You