

ART

TEACHING AND LEARNING SYLLABUS

PRIMARY

Implementation starting from 2024



Ministry of Education
SINGAPORE

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SECTION 1:

ART EDUCATION IN SINGAPORE

Philosophy and Value of Art Education

**Art Education for the Development of 21st Century Competencies
and Character and Citizenship Education Learning Outcomes**

Aims of Art Education in Schools

1. ART EDUCATION IN SINGAPORE

Philosophy and Value of Art

Art has been a valuable mode of human expression throughout history. Art plays many important roles in our lives. It captures memories, communicates ideas, shapes values and evokes emotions. It exists all around us in different forms, from the colours, shapes and patterns in nature to everyday images and designs on magazines, products and media. As an academic subject in the school curriculum, art is integral to the holistic development of every student.

The value of art in the curriculum is threefold:

- *Art expands imagination, enhances creativity and develops adaptability*
Art develops creative dispositions such as curiosity, openness and reflectiveness. By cultivating tolerance for ambiguity, developing ability to see from multiple perspectives¹ and to adapt flexibly across different contexts², art develops critical, adaptive and inventive thinking competencies that drive innovation. Through the study of art, students develop capacity to observe closely, explore, engage, persist, evaluate, reflect and take risks to stretch themselves beyond what they currently know and can do, nurturing a sense of agency. They learn to imagine³ and to envision⁴.
- *Art builds students' capacity to critically discern and process visual information, and communicate effectively*
Art develops students' communication and information skills. It develops students' confidence and skills to express themselves. The study of art hones sensorial perception and provides understanding of visual elements, aesthetics, and art history. Art develops skills in handling various media and tools. Art builds key foundational capacities such as the ability to make meaning, create and communicate through visual media.
- *Art fosters students' sense of identity, culture and place in society*
Art encompasses important ways of knowing and learning about self, others and the world around us. It is a form of language through which meaning is generated and cultural identities are formed. It provides an avenue for students to develop self and social awareness, appreciate our unique Singaporean forms of expression that are anchored on national values, as well as understand and appreciate cultures and traditions beyond a local context. This enables them to develop respect for self and others, to appreciate diversity and to cultivate global and cross-cultural literacy.

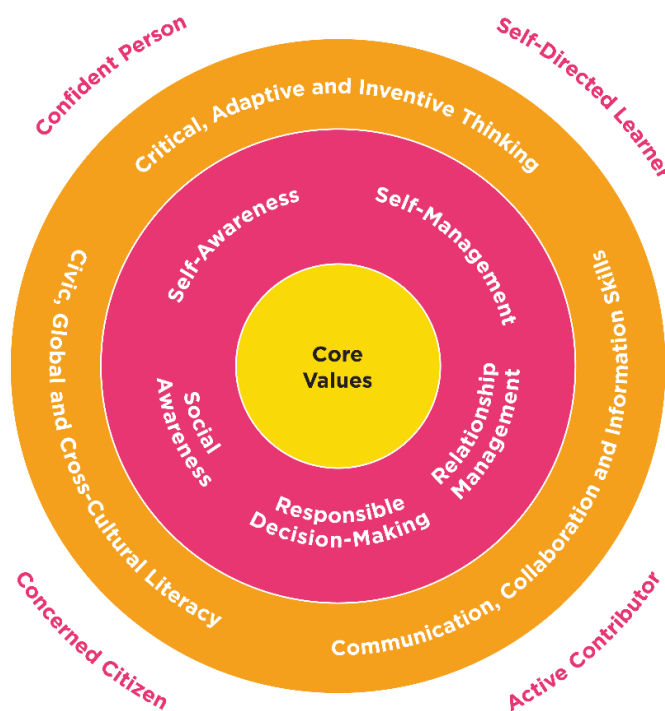
¹ Eisner, E. W. (2002). *The arts and the creation of the mind*. New Haven: Yale University Press.

² Doyle, D.; Robinson, A. Artist interview: Annabeth Robinson, 20 March 2010. *Metaverse Create*. 2016, 6, 87–99.

³ Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco: Jossey-Bass Publishers.

⁴ Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2013). *Studio Thinking 2: The real benefits of visual arts education*. New York. Teachers College Press.

Art Education for the Development of 21st Century Competencies and Character and Citizenship Education Learning Outcomes



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Figure 1: Refreshed 21st Century Competencies (21CC) framework

Art education contributes to the development of 21st century knowledge, skills and dispositions. Specifically, the competencies that are developed include:

- Civic, Global Awareness and Cross-Cultural Literacy:** Art invites and leads students to inquire and reflect on issues of identities, cultures and traditions. Students’ awareness and understanding of their cultural heritage are fostered through their exposure to artworks across different cultures and histories. By making and weighing connections between art and contemporary lives, students activate their personal voice and imagination to explore expression and to create. In the process, students deepen their appreciation of local and global communities, cultures and contexts to build a sense of agency and belonging.
- Critical, Adaptive and Inventive Thinking:** Critical, adaptive and inventive thinking are developed through art making and art discussion. In art making, students explore and experiment different ways to harness materials and techniques to express ideas. By imagining solutions and exploring alternative forms, students learn to take risks when making artistic decisions to solve problems. Beyond curiosity and creativity, students learn to reason effectively, consider different perspectives, reflect and apply critical evaluation when they engage in art discussions.

- **Communication, Collaboration and Information Skills:** Art utilises a language and symbol system through which students interpret and communicate their ideas. The activities which students engage in while learning Art enable them to practise communication and collaboration skills, be it working individually or in groups. As a discipline that thrives on the building and exchange of ideas, students enlarge their understanding when they share their ideas and creations with others. Through their engagement in artistic processes, students learn to be open and responsive to diverse perspectives, work respectfully with their peers, make necessary compromises, and share and accept responsibility.

Enactment of Character and Citizenship Education in Art

Art as a subject in the formal curriculum provides natural opportunities to explore narratives of national identity and contemporary issues. It enables students to appreciate and understand Singapore's constraints and vulnerabilities in relation to the context and culture of a wider world. Through learning about artworks and why artists create art, students understand the experiences and concerns of people and communities.

Besides content knowledge, students cultivate values and social-emotional competencies when engaging in art activities. For example, when students are involved in collaborative art making, they develop skills of active listening, appreciating diversity in opinions and working together harmoniously. Depending on the level of difficulty of the task, students hone their ability to think flexibly, stretch their tolerance for ambiguity, and strengthen dispositions such as resilience. By encouraging one another, they come to realise that failure is a part of experimentation and learn not to give up easily.

Along with the other cohort learning journeys in the Character and Citizenship Education (CCE) 2021 syllabus, Museum based learning as a core learning experience in the primary art syllabus aims to provide inclusive and authentic art learning experience as part of student development experience. Besides art learning outcomes, students also acquire CCE learning outcomes through pre-, during- and post- museum visit experiences:

- **Being a citizen:** Understand the importance of knowing Singapore's history, multicultural heritage, the stories of the different people who came to Singapore to make up the Singapore society, and the stories of our families.
- **Self-reflection:** Think about how the different influences from the diverse cultures in Singapore have shaped our national culture.

These art learning experiences can strengthen students' sense of identity and self-concept positively and instil in students an appreciation for the value of various art occupations and how they contribute to the society.

Desired Outcomes of Education

From ideation, to making and to sharing their art works with others, students learn to plan, make decisions, and enact artistic processes. Students learn to take responsibility, to exercise care and integrity when carrying out their artwork and to manage themselves and their relationships with others when engaging in collaborative art making or learning. Through art, students develop core values, social and emotional competencies and 21CC that prepare them to face future challenges. Every student can then grow to embody the Desired Outcomes of Education (DOEs)⁵ as:

- **confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively,
- **self-directed learners** who take responsibility for their own learning, are curious, reflective and persevering and who question, reflect and persevere in the lifelong pursuit of learning, driven by their passion and purpose,
- **active contributors** who are able empathetic and open-minded to collaborate work effectively in teams, exercise initiative, have courage to take calculated risks responsibly, are innovative and strive for excellence, and
- **concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

⁵ Source: <https://www.moe.gov.sg/education-in-sg/desired-outcomes>

Aims of Art Education in Schools

The aims of art education in our schools are to enable every child to

- **enjoy art,**
- **communicate visually, and**
- **make meaning through connecting with society and culture.**



Guided by the aims, the school art curriculum across all levels provides our students with a balanced and well-rounded education in the aesthetic, cognitive and affective dimensions. It presents ample opportunities for creative and innovative self-expression in varied modes. It also contributes to developing a fuller range of our students' interests and talents. The learning of local artworks and artists strengthens the understanding of the individual's national identity by fostering the appreciation of one's cultural heritage. The engagement in art discussions (primary) and discourse/critique (secondary) in the curriculum promotes a lifelong enjoyment for and an appreciation of artistic works, developing visual literacy in our students. The production of artwork encourages imagination and cultivates in students the capacity to innovate and improvise.

SECTION 2:

ART IN PRIMARY SCHOOLS

Curriculum Time for Art

Facilities and Equipment

Safety Measures

2. ART IN PRIMARY SCHOOLS

The art curriculum in primary schools provides the **foundation for all primary students** to understand art as a way of learning about themselves and the world around them. It will also allow students to advance their art education at lower secondary level and beyond if they so aspire. The fundamentals and areas of study built through the primary syllabus will spiral upwards to the higher levels through further extension and deepening of experiences in tandem with the growth of students' developmental capacities and interests. It is therefore critical for all students to have access to quality art education in the primary school.

In line with the national curriculum objectives, **art is one of the core subjects in the primary school curriculum that is compulsory for all students to be offered throughout their six years of primary education.** While it is a non-examinable subject, **curriculum time must be provided for art in students' timetable across all levels.**

Curriculum Time for Art

Schools should ensure a balanced school curriculum to develop students holistically in the cognitive, moral, social-emotional, physical and aesthetic domains. Subject curriculum time allocation takes into consideration the nature of the subject discipline and the time needed for student-centric pedagogies and use of ICT to support quality learning. The school curriculum time should also ensure the well-being of students and teachers.

As a core subject in the primary curriculum, art lessons should be conducted **once a week over 2 periods in each school term.** The minimum duration of each period is **30 minutes.** In planning an effective timetable, schools need to consider the skills-based and creating nature of art and ensure weekly art lessons are planned and conducted in **double-period blocks (without break between the two periods) throughout the year.** Weekly art lessons throughout the year provide students with regular engagement in art making and art discussion which facilitate engaged learning and continuous improvement. Students would then be able to build their art skills and knowledge in a sustained and developmental manner.

Facilities & Equipment

Each school should be equipped with 2 specialised Art Rooms, with floor area of approximately 135m² each for the teaching and learning of Art. Apart from standard classroom provisions, the 2 Art Rooms should be equipped adequately to support the implementation of respective school-based art curriculum requirements.

Safety Measures

It is vital for students to learn and practise safety precautionary measures when they are engaged in artistic processes. They should cultivate a sense of care and responsibility towards the tools and materials in the art room and the environment they work in. Safety practices such as wearing protective gear when using sharp tools or toxic materials, learning proper ways to handle various art materials and equipment, and keeping the workspace organised and clean are important habits that ensure the safe enactment of artistic processes.

SECTION 3:

THE PRIMARY ART SYLLABUS

Overview of the Primary Art Syllabus

Syllabus Objectives

Syllabus Framework

Big Ideas in Art

Learning Domains, Key Competencies and Learning Outcomes

3. THE PRIMARY ART SYLLABUS

Overview of the Primary Art Syllabus

The primary art syllabus is designed to provide key information and requirements about the teaching and learning in art in primary schools. It caters for the full range of student learners and promotes inclusion of all students.

The various key features in this syllabus are organised in an interconnected way to facilitate comprehensive planning of the school-based art curriculum by teachers and quality learning of art for students in the primary school curriculum. [Figure 2](#) presents an overview of the key features of the primary art syllabus.

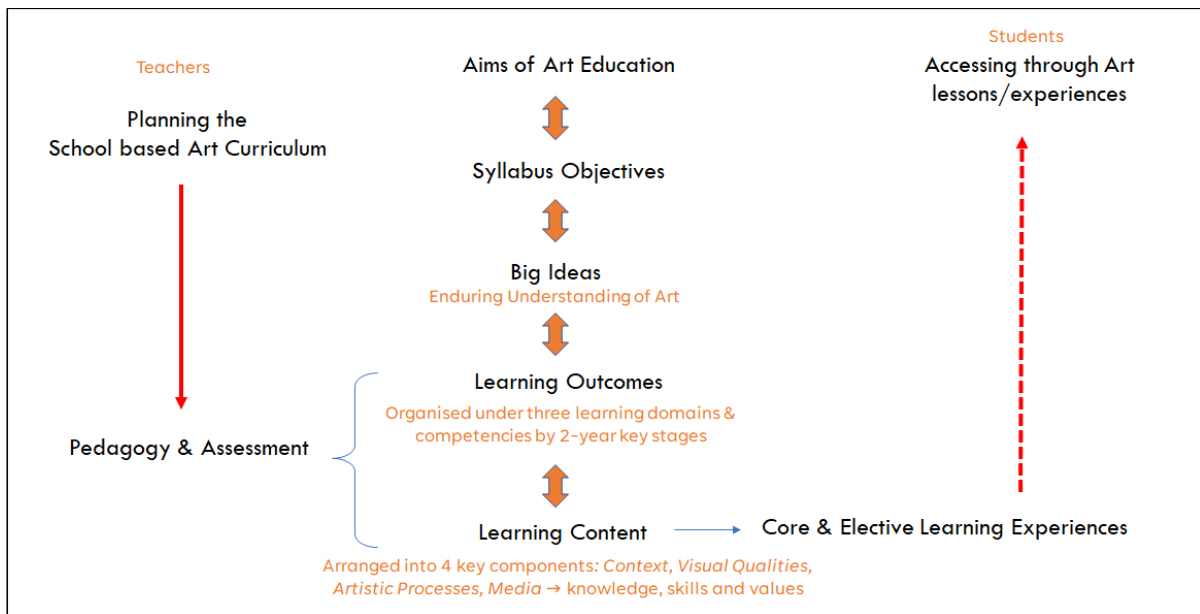


Figure 2: Overview of Key Features of the Primary Art Teaching and Learning Syllabus

Syllabus Objectives

Recognising students as key agents of learning, the objectives of the primary art syllabus are to develop all students as **active artists** and **informed audience** with

- visual inquiry skills to discover and explore their surroundings,
- curiosity, imagination and enjoyment in art making and art discussion,
- confidence in working individually and in groups to focus ideas and create artworks, and
- awareness of and respect for histories and cultures of key artworks and artists in Singapore and the world.

Syllabus Framework

The objectives of the syllabus are achieved through the Primary Art Syllabus Framework in Figure 3 that encapsulates the key features of the syllabus:

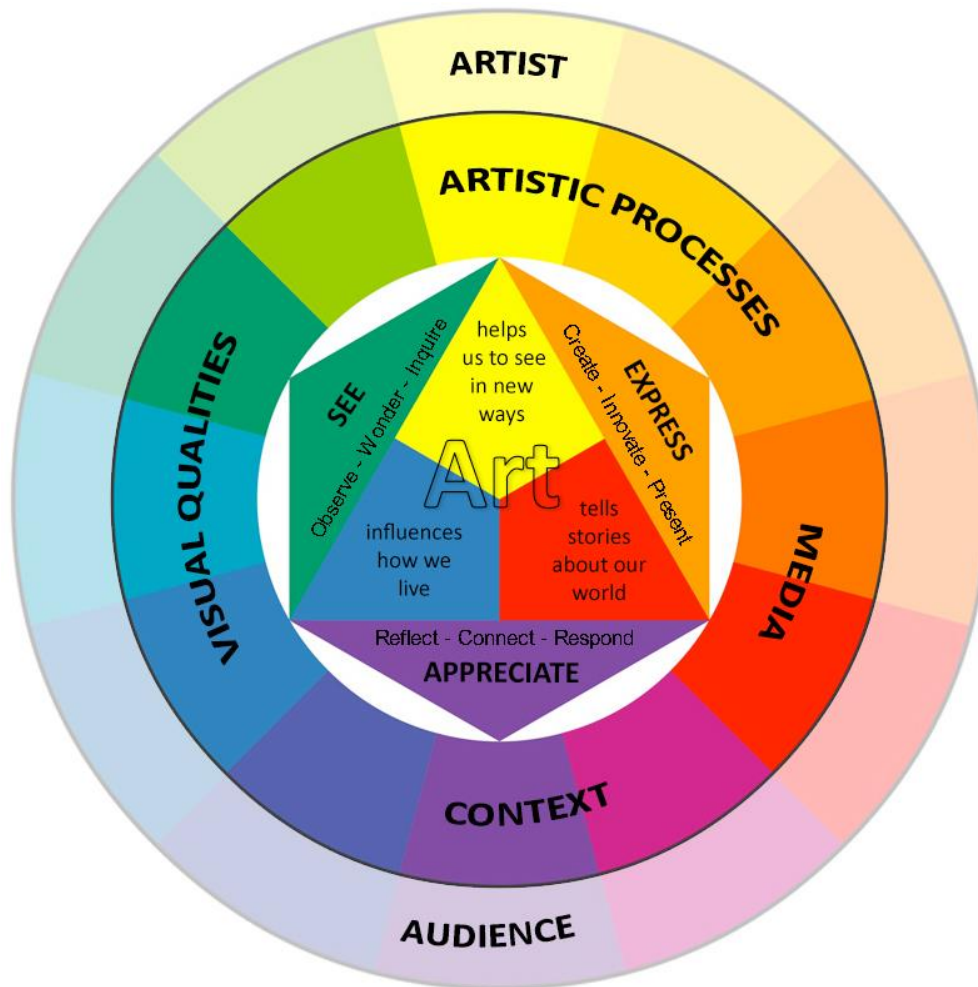


Figure 3: Primary Art Syllabus Framework

The syllabus framework presented in the form of a colour wheel illustrates the dynamic relationships amongst the various key features of the art syllabus as an integrated concept for the learning of art to be holistic and enduring. It serves as a compass to navigate the desired direction for cohesive and effective teaching and learning of art to take place across all schools.

- The three **Big Ideas** at the heart of the syllabus framework form the enduring understandings that provide focus for teaching and learning of art.
- The big ideas frame the three Learning Domains of **see**, **express** and **appreciate** that present learning opportunities for students to develop the Key Competencies of **observe-wonder-inquire**, **create-innovate-present**, and **reflect-connect-respond**.

- Students learn to see, express and appreciate through the four key components of the Learning Content - **context**, **artistic processes**, **media** and **visual qualities**. These are elaborated in Section 3 of the syllabus
- In the process, students acquire knowledge, skills and values that equip them to be active **artists** and informed **audiences**.

Big Ideas in Art

The three big ideas encapsulate core concepts that undergird the study and exploration of art. Building on the philosophy and value of art, three big ideas essential to the teaching and learning in the art curriculum are identified:

- **Art helps us to see in new ways**

Art represents experiences and ideas using materials, tools and visual elements such as shapes, colours, and forms. As a predominantly visual language that communicates and represents the world through images, art provides alternative ways to understand the world and our experiences in it. In art, students learn how to experiment with and use different media, tools and visual qualities, with reference to how artists use these in their work. This equips students to communicate in innovative visual ways so as to bring attention to their ideas or change how people see things.

- **Art tells stories about our world**

Throughout history, art documents events, experiences, and how people live. Learning about artworks and why artists create art enables students to understand the experiences and concerns of people and communities, and in particular, connect with Singapore's culture and history. Learning to formulate and express their own ideas and their responses to communities' concerns deepens students' understanding about themselves and builds their bonds with Singapore and understanding of the wider world.

- **Art influences how we live**

Artistic thinking and visual elements and principles are used in many areas of our lives. The images we see, the things we use and the spaces we live in all require art in their construction and design. For example, the layout and design of rooms and spaces affect our moods and how we interact with other people. These in turn affect how we view and understand things and the world around us, the decisions we make and the activities we do. Learning how art is used in daily life heightens students' critical awareness and equips

them with knowledge and skills to communicate effectively and use art to enhance the quality of daily living.

The three big ideas form the key understandings that underpin the art curriculum across all levels. They encapsulate core concepts and principles that undergird the study and exploration of art. The focus on big ideas assists teachers in building connections into lesson planning that enable students to connect the knowledge and skills they learn in art to other ideas, concepts and areas of learning. Through repeated exposure to and discussion of these big ideas through guiding questions, students will learn to see and appreciate the value of art.

Learning Domains, Key Competencies and Learning Outcomes

The three Learning Domains of *see*, *express* and *appreciate* enable students to develop the Key Competencies of *observe-wonder-inquire*, *create-innovate-present*, and *reflect-connect-respond*. These are unpacked into the Learning Outcomes at each key stage. The learning outcomes are organised in 2-year blocks according to the cognitive and artistic development of our students. An overview of the learning domains, key competencies and learning outcomes are detailed in [table 1](#).

Table 1: Overview of the Learning Domains, Key Competencies and Learning Outcomes

	Key Stage 1	Key Stage 2	Key Stage 3
Domain and Key Competencies	Learning Outcomes Primary 1-2	Learning Outcomes Primary 3-4	Learning Outcomes Primary 5-6
<p>Domain: See</p> <p>Competencies: Observe – Wonder – Inquire</p> <p><i>In seeing art, our students observe their surrounding closely, and analyse and reflect on their visual and other experiences. The focus will be on recording and interpreting as means towards developing students' observation and visual inquiry. Students will be equipped with tools such as drawing to capture and reflect on their observations and lived experiences.</i></p>	<p>LO1: Identify simple visual qualities in what they see around them</p> <p>LO2: Draw to express curiosity, ideas and things that relate to personal interests and experiences</p>	<p>LO1: Distinguish the visual qualities in what they see</p> <p>LO2: Draw to record information, discoveries and reflections</p>	<p>LO1: Make informed links between the use of visual qualities and artistic intentions</p> <p>LO2: Draw to tell stories based on observations and imagination</p>
<p>Domain: Express</p> <p>Competencies: Create – Innovate – Present</p> <p><i>In expressing art, our students generate ideas from what they see and explore ways to create and communicate through the use of various conventional and unconventional materials and tools, art forms and media. Students also experiment and innovate with visual elements, qualities of materials, tools and six artistic processes in order to meet an artistic intention. To promote metacognition and deepen the dispositions as artist and audience, students get to present choices and voices within their art processes, progress and products through portfolio process and display platforms in tandem with their developmental capacities and interest.</i></p>	<p>LO3: Play with a variety of materials and tools to create different effects in their art</p> <p>LO4: Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</p> <p>LO5: Collect artefacts/learning evidence for portfolio based on given criteria</p>	<p>LO3: Explore and discover different ways to use materials and tools to make art individually and collaboratively</p> <p>LO4: Analyse and show understanding of art concepts, techniques and approaches through their art making</p> <p>LO5: Select artefacts/learning evidence for portfolio and display and explain why they were chosen</p>	<p>LO3: Experiment with alternative or new ways to use materials and tools to make art individually and collaboratively</p> <p>LO4: Evaluate and apply art concepts, techniques and approaches to their art making</p> <p>LO5: Reflect on selected artefacts/learning evidence from the portfolio and for display that connect with personal, community and cultural experiences</p>
<p>Domain: Appreciate</p> <p>Competencies: Reflect – Connect – Respond</p> <p><i>In appreciating art, our students acquire skills and use appropriate vocabulary to discuss and interpret artworks. Students deepen their understanding of Singapore through drawing inspirations from their environment, learning about artworks and artists from local and other cultures and context to make connections and understand the values of art in their lives and society.</i></p>	<p>LO6: Share and talk about their artworks using appropriate art vocabulary</p> <p>LO7: Discuss and relate artworks created by others to their own artworks and experiences</p>	<p>LO6: Discuss and reflect with peers about the ideas, intentions and artistic processes in creating artworks</p> <p>LO7: Compare and contrast the ways in which time, traditions, resources and cultures are presented in Singapore artworks</p>	<p>LO6: Reflect on and explain the intended meaning of artwork to others through an artist statement and other formats</p> <p>LO7: Analyse and interpret how Singapore and international artworks reflects changing societal, cultural and historical contexts.</p>

SECTION 4: CONTENT

Context

Artistic Processes

Visual Qualities

Media

The Core and Electives Learning Experiences

4. CONTENT

The Learning Content

The syllabus content outlines the knowledge, skills and values that students will acquire over the six years in primary school to achieve the desired learning outcomes delineated in the primary art syllabus. It is organised into four key components: *Context*, *Artistic Processes*, *Visual Qualities* and *Media*.

1. Context

Learning from artworks can bring art alive to our students. It not only makes historical or current events visible but also piques students' curiosity and provides them with relevant topics to discuss and inspires them to make art to express their ideas. Students engage with subject matter of the artworks (i.e. people, places, objects and events) and art forms, and the background ideas and inspiration of artists and their creative work processes.

In this syllabus, students will learn from a range of artworks by Singapore and international masters, contemporary artists and fellow students. To facilitate meaningful artmaking and discussion, these artworks are organised under three focus areas and four themes.

Learning from artworks allows our students to develop an understanding of the big ideas in art facilitated by a set of guiding questions within each focus area. These will be further unpacked into themes and topics within respective school art curriculum plans that would facilitate learning of art concepts, skills and the connection of students' learning with their experiences in the wider world.

Through the learning of artworks, students will discover how artists work individually and collaboratively to create art that communicates and expresses ideas. The inclusion of artworks by local students serves to motivate and inspire, showing that artistic creation is not limited to professional artists but is accessible to all.

Table 2 provides an overview of the focus areas and themes.

Table 2: Focus Areas and Themes in Art Learning

Focus Areas	Themes
<p>Self and Immediate Environment Students explore their unique voice and identity through art making. They will also be inspired by people, objects, events, places, and spaces they encounter daily in their immediate environment to creatively respond and express their artistic imaginations and visions. In the process, students will discover about themselves and make meaning of their surroundings through art.</p> <p>Singapore Past, Present and Future Students develop awareness of the enduring and inextricable links between the past, present and the future of Singapore by studying a range of artworks made by artists. Students are introduced to subject matters in the artworks relating to local people, places and lifestyles of the past, thereby valuing local art as part of Singapore’s heritage. Students will also think about what makes them Singaporean and how they can play a part in forging a brighter future for Singapore.</p> <p>The World and Region We Live in Students learn about the world through exposure to international and Asian artworks, artists and their artistic practises and relate to them to Singapore. In the process, students broaden their perspectives and develop global awareness and understanding of other cultures. This equips students to better understand and engage with the world they live in.</p>	<p>→</p> <ul style="list-style-type: none"> ▪ Experiences and Emotions ▪ Natural World ▪ People and Places ▪ Time and Space

2. Artistic Processes

Like artists, students are engaged in artistic processes that enable them to explore and communicate their ideas, facilitate imagination and innovation, monitor progress as well as achieve success when they make art. These processes can be represented by six key elements that are not linear but occur seamlessly in art making and art discussion:

- *Inspiration*

Children are inspired when they learn to observe, be aware of their surroundings through engaging all their senses and make connections of what they see to their lives. Children learn that there are many ways they can draw from their inspiration to fuel their creativity - from the real world or from emotions and dreams; music, movies or books; and creative ideas from other artists and artworks they see.

- *Imagination*
Children love to imagine and play. Imagination is a source of creative energy to form new ideas and images that are beyond what can be perceived through sight, hearing or other senses. Children learn to use their imagination to show others the world as they see it and bring others into their dreams of what that world could be.
- *Experimentation*
In art making, children learn that there is often more than one way to express their ideas through their artworks when they are given time and space to explore and experiment. They can be creative and generate new ideas to achieve breakthroughs. Experimentation comes with surprises and discoveries and encourages the 'dare to try' spirit.
- *Materiality*
Materials are used in artworks to express feelings, thoughts and observations. In the process of art making, children investigate and become aware of the potential and limitations of material qualities, or materiality, of the object or media that they use to create art. Through choice of materials, they also learn to convey key messages such as awareness of our environment and the resources they use within it.
- *Emotion*
Artists often make art that evoke feelings such as happiness, anger or curiosity in their audience. Like artists, children learn to draw upon their emotions to convey their feelings through their art. Their full range of emotions thus forms a rich palette from which they learn to draw from to bring colours to the works they create.
- *Presentation*
Artists commonly present their art to share their ideas and inspirations to audience via exhibition and publication. Presentation thus constitutes an important learning content in art as it serves as a significant communicative stage of a creative process. Children learn to present their art in various ways such as show and tell in the classroom, art display in school and via exhibition in the community. In the process, they learn to engage in discussion with others and develop their social and communicative skills.

These artistic processes should encompass a **balanced emphasis on process and product and focus on empowering students to progress**. Learning about these processes as part of content in art not only deepens students' appreciation of art making and artworks, but also equips students with tools and skills to innovate, and develops in them dispositions such as attentiveness, curiosity, perseverance and an inventive spirit.

When students are engaged in artistic processes, they should **develop good art classroom habits encompassing a set of values and a sense of responsibility** to care for tools and materials as well as the organisation and cleanliness of workspace. Safe practices in art such as learning proper ways to handle tools, materials and equipment are also important habits that constitute part of students' learning content in art.

3. Visual Qualities

The use of design principles applied to the elements of art provides the language for our students to describe art and its inherent qualities. Elements of art are visual characteristics while principles of design are ways to arrange the elements. These elements and principles complement each other to achieve the artist's intentions in an artwork. The focus of learning should be on enabling students to understand the features of different elements and principles, how they are used in different art forms, and to use these elements and principles in their artwork to communicate their intentions and achieve their envisioned outcomes.

Elements and principles of art include but are not limited to the following:

Elements of Art	Principles of Design
Dot, Line, Shape, Form, Colour, Texture, Space, Tone	Scale, Variety, Balance, Contrast, Rhythm, Harmony, Dominance, Proportion, Pattern/Repetition

4. Media

Students should be exposed to a range of basic art tools and materials from which they explore creative ways to use to create artworks. They then become familiar with the processes and characteristics of the different tools and materials and can better use them appropriately and creatively in their art to communicate their ideas. Through the six years of art education in primary schools, all students should be exposed but not limited to a range of media associated with art forms presented in [Table 3](#).

Table 3: Range of Media and Art Forms

Art Forms	Examples of Media
Painting	Watercolour, acrylic, tempera
Mixed media	Collage, assemblage or various media mixed together
New Media	Photography / film/technology e.g. Digital, Photoshop, graphic design, video art e.g. animation, Claymation, stop motion
Sculpture	Puppetry, pottery, ceramics, assemblage, mosaic, paper, plastic, polymer clay, found objects, wire
Printmaking	Linocut, woodcut, etching, mono-printing, spray painting, block-printing
Textile	Batik, marbling, stamping, fashion design

The Core and Elective Learning Experiences

Well-designed learning experiences provide engaging and meaningful ways for students to encounter learning content. Art learning experiences comprise art practices and cultural experiences in line with the syllabus objectives. These experiences develop in students the competencies and dispositions of *Artist*, by making artworks that communicate to different audiences, and *Audience*, by making connections with and responding critically to the art of others. There are two types of learning experiences, namely core and elective, that students will have access to through the art curriculum.

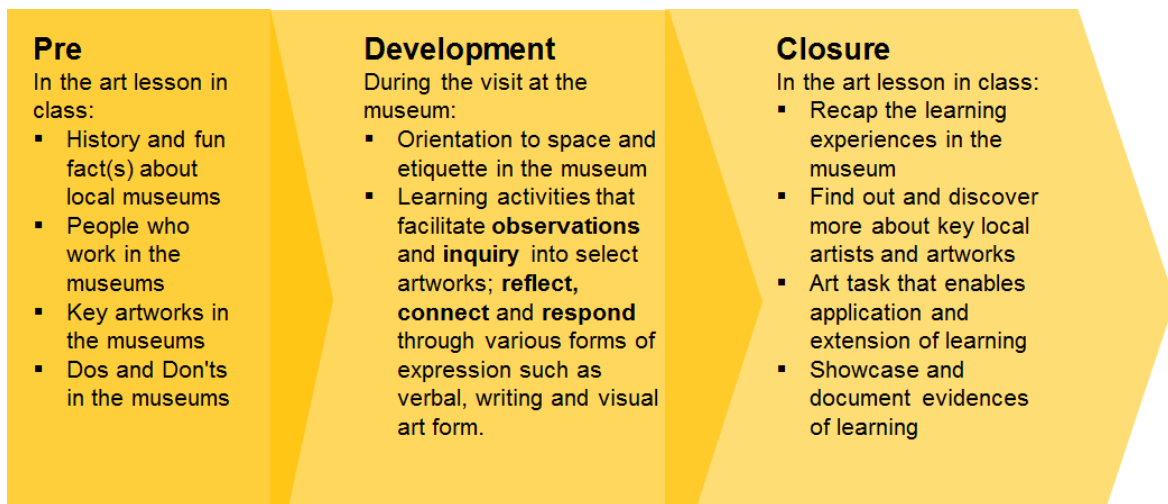
Core Learning Experiences

The core learning experiences are designed to enable a more inclusive and authentic art learning experience for students across all primary schools and to bring about shared memories of their art learning experiences. Three core learning experiences are recommended in this syllabus:

a. **Drawing (Primary 1 - 6):** Drawing is the foundation of art which allows children the freedom to express and communicate their ideas and imagination. **The Primary Art Drawing experience** would be delivered via a lesson unit that takes place over one term per level, for all students across six levels. This learning experience is **not intended to focus on perfecting students' drawing techniques. Rather, it is to broaden students' exposure to drawing as a tool to develop their language, cognitive and executive functions**⁶. Through engaging in different artistic processes and the use of various materials, the drawing experience develops self-confidence and the joy of using art to convey their ideas. The experience would be facilitated through a blended learning approach using a range of online resources including but not limited to videos, presentations slides and games that is accessible via the Student Learning Space (SLS) to complement teaching and learning in the art classroom.

b. **Museum-based Learning (Primary 4):** The museum, being a custodian of culture and heritage, presents an authentic context for the learning of local art as part of students' understanding of Singapore's heritage. **The Museum-based Learning (MBL) experience** is designed to provide the breadth and depth of learning local art **as part of all primary 4 students' core learning experience in the art curriculum**. The experience comprises pre-, during- and post-visit experiences to one of the local art museums where students are involved as artists and audience to create and appreciate art. MBL culminates in a showcase of students' art expression that will form part of the collective memory for all Singaporean students. [Figure 4](#) presents an overview of the MBL experience.

⁶ Brooks, M. (2009). What Vygotsky Can Teach Us About Young Children Drawing. *International Art in Early Childhood Research journal*, Volume 1, Number 1. 1-13.



In the process, students develop an appreciation for and enjoyment of arts and culture and learn the skills and knowledge necessary to express themselves through various arts activities and experiences.

Figure 4: Overview of an MBL experience

In this learning experience, specific connections with Character and Citizenship Education and Social Studies are made to deepen students' understanding of important ideas and developments in the history of Singapore and how these can be thought about from multiple perspectives.

c. **Exhibition in Curriculum (Primary 1 – 6):** Art lends itself naturally to exhibition, which serves as the final communicative stage and an important part of the artistic learning cycle. Preparing for an exhibition affords students authentic learning experiences as *Artist* and *Audience*, including theme development, art making, curating, art discussion, etc.

The Exhibition in Curriculum experience aims to deepen students' understanding of the aesthetics through participating in the display of their own artworks and those of their peers on three different levels: namely in the classroom, the school and the community. In the process, students learn how artworks can communicate different meanings as a result of how and where artworks are displayed. **Beyond the display of artworks, the exhibition experience can be extended to provide opportunities for students to role play as docents, curators and art exhibition reporters to develop greater sense of ownership and achievement as well as to foster self-confidence in every student.**

The exhibition in curriculum is not to be a standalone programme but integrated as a teaching and learning routine in the art curriculum at all levels. Students can start with learning to display their own artworks in the classroom as part of the learning of artistic processes i.e. *Presentation* (discussed in section 3). They can move on to showcase their art processes, progress and products via school-based and community platforms. As they progress up the levels, students' exhibition experience would be constantly revisited and deepened in tandem with their developmental capacities and interest.

Elective Learning Experiences

Beyond the three core learning experiences, schools have the flexibility to design and customise elective learning experiences that complement the core learning experiences and build richness to students' learning. The core and elective learning experiences should be planned coherently to offer students holistic and positive experiences that enthuse them to want to learn more and increase their intellectual capacity, curiosity and motivation to understand and engage with the world they live in.

SECTION 5: PEDAGOGY

Pedagogical Practices

Engaging Art Learners through Art Making and Art Discussion

Inquiry-based Learning as a Key Pedagogical Approach

Assessment and Feedback

5. PEDAGOGY

Pedagogical Practices

The objectives of the primary art syllabus are to develop students to be active artists and informed audiences who are curious, imaginative, critically discerning, confident, and innovative and who enjoy and respect Singapore, regional and global art and cultures.

To shape students' qualities and dispositions, how students learn is just as important as what they learn. In order for us to teach well so that our students learn effectively, we are guided by the Singapore Curriculum Philosophy (SCP) that describes our beliefs about learning, teaching and assessment. Facilitating and supporting students' engaged learning requires us to draw reference from the SCP and the knowledge bases related to teaching and learning and channel that into our pedagogical practices as spelt out in the Singapore Teaching Practice.

Knowing the Art Learner: Children, their World, their Art

In planning an art lesson, it is important for teachers to consider the unique strengths and learning styles of their students. The different dimensions of learners' profiles include students' needs, interests, prior knowledge, and readiness to engage in learning. When teachers make good use of students' strengths and help them overcome potential impediments to learning, students learn better.⁷

Art teachers should have some basic understanding of children and their art so as to recognise children's artistic capacity at various key stages. This helps art teachers in identifying the sources of our students' ideas, manage expectations of what students can accomplish and better interpret what students are trying to communicate through their art.

To children, art is more than painting pictures or making objects. It is a means by which they express their individuality and communicates ideas about themselves and their world. Children's art is therefore very important as it has a personal meaning for the child artist and serves as guideposts for teachers to understand and plan an art curriculum that helps children in their growth.

An understanding of children's art is central to the successful guidance and facilitation of our students' learning of art. The characteristics in children's art provide teachers with general insights to the artistic development of students at each key stage. Every individual student will tell their stories in different ways through their art. It is thus important for teachers to engage in careful and thoughtful observations of and interaction with their students as they work and engage with material. Building positive relationships with students and making them feel valued as individuals as well as fostering positive student-to-student relationships through facilitating meaningful collaboration and interaction⁸ are key ingredients to enable students to flourish in the development of their artistic voice.

⁷ Adapted from the Teaching Area: *Considering Learner's Profile* in the Singapore Teaching Practice

⁸ Adapted from the Teaching Area: *Establishing Interaction and Rapport* in the Singapore Teaching Practice

Engaging Art Learners through Art Making and Art Discussion

As artists and audience, students' learning and understanding of art is facilitated and strengthened through their engagement in **art making** and **art discussion**.

In **art making**, students engage in artistic processes to create artworks that communicate their ideas. Students investigate subject matter such as people, places and spaces in authentic contexts; and explore and experiment with various ways of using visual qualities in a range of art forms to express their ideas. Through art making, students learn how artworks act as representations; appreciate what artists do and what their own and other artworks mean to them.

In **art discussion**, students are actively involved in looking at and talking about art that develop their thinking skills such as observing, recalling, analysing, applying, comparing, questioning and making choices. Through art discussion, students learn to form and verbalise their ideas using appropriate art vocabulary. They become sensitive and discerning viewers of artworks and also learn to make connections through stories of artworks to the world of art and their everyday life.

Art making and art discussion should be **planned and conducted in a complementary manner to deepen students' learning of art**. Conducting art making and art discussion together is important to show the links between artmaking processes and how art works are viewed by different people. This is necessary for the holistic development of students' visual literacy and appreciation of art.

Inquiry-based Learning as a Key Pedagogical Approach

In line with the emphases of the syllabus, **inquiry-based learning is a key pedagogical approach** in the primary art classroom to foster curiosity and creativity and encourage students to direct their own learning.

Art making and art discussion should present opportunities for students to be engaged in different levels of inquiry⁹(i.e. structured, guided or open inquiry) central to the teaching and learning in the primary art classroom. In an inquiry-based art classroom, curiosity, exploration and experimentation are valued. Students' voices are encouraged as they learn to own the creative process to bring their ideas to reality, and in so doing, develop motivation and a sense of identity and self-efficacy. In deciding on the level of inquiry to facilitate learning, art teachers should consider students' background, maturity, prior knowledge and interest in the chosen topic.

⁹ Banchi, H., Bell, R. (2008). Science and Children. *The Many Levels of Inquiry*, 26-29.

Consideration of other Instructional Approaches to Complement Inquiry-based Learning

Art teachers should also consider the use of a combination of instructional strategies to complement inquiry-based learning to support, challenge and engage students in the learning of art. Specifically,

- ***CCE & Support for Students with Special Education Needs***

Strategies aimed at building on and strengthening students' character and social emotional skills as well as enabling an inclusive art classroom for the learning of art to flourish. For example, art teachers can overlay inquiry into artists'/peers' artworks with Consideration Approach¹⁰ to encourage students to adopt the perspective of others, understand their thoughts and feelings and develop a balanced view of a given scene presented in artworks. Overtime, students will internalise the process and develop the capacity for empathy and also learn to care for others.

- ***e-Pedagogy***

Strategies that leverage digital technologies to accelerate and deepen students' learning by making it more active and personalised. For example, art teachers can facilitate active learning in art through Augmented Reality (AR) where students explore physical spaces and pieces of artwork while sitting in the classroom; and create their own AR by adding virtual dimension to any artwork, including those created by themselves, through animation, video and music.

- ***Differentiated Instruction***

Strategies to develop students with different strengths, interests and needs to their full potential. For example, art teachers can differentiate the inquiry process by providing different students with all, some or few scaffolds and/or resources needed to build solutions which address a problem or art task.

- ***Assessment Literacy***

Strategies that purposefully and effectively diagnose and address learning gaps to develop students' intrinsic motivation to learn. For example, art teachers can co-construct success criteria with students using visual exemplars and achievement standards to guide and provide shared understanding of what success looks like.

Facilitating Collaborative Learning in Art

Art helps our students to understand social processes as they engage in learning and making art together over the six years of their primary education. In any group art activities conducted during art lessons, students must be involved purposefully in the process of planning, executing and evaluating their experiences of working together. It is not about putting individual pieces of artworks done by students together.

¹⁰ Consideration Approach is one of the recommended pedagogical approaches in the CCE2021 syllabus.

Group art activities can be conceptual, visual and verbal as well as creative. For example, art games can be an effective way to engage students in learning about art content and ideas. Through art games, students can learn cultural and historical content, art concepts and skills in enjoyable and fun ways. Open-ended games can raise questions and issues about art that students can gather in small or large groups to discuss and debate.

For group art activities and projects to be successful,

- tasks must be designed for students to be sufficiently challenged yet realistic in time and other resources required to bring about sustained interest and for students to experience the success of completion.
- there should be a range of tasks that provide opportunities for every student to be actively participating in and contributing to the knowledge construction process. Tasks should also provide opportunities for students to internalize their knowledge learnt
- teachers as facilitators need not veto 'wrong' decisions made by students working together in groups all the time as this is part of the valuable process where students learn from mistakes and collectively think of ways to rectify. This is as long as safety is not compromised.

Assessment and Feedback

Assessment and feedback of art learning are carried out during the art instructional process for formative and summative purposes. They are part of the Pedagogical Practices that teachers should bear in mind when preparing and enacting their lessons. They support and improve students' learning by:

- providing on-going constructive feedback,
- gathering and analysing evidence of students' learning by teachers as part of assessing students' progress and reflecting on their own teaching practice,
- identifying steps needed to support students in achieving their learning goals, and
- reporting their growth.

Assessment of Learning

Assessing students' learning means measuring the extent to which students have attained specific learning outcomes. Guided by the syllabus learning outcomes, schools can design specific learning objectives and assessment tasks and sequence students' learning progressively over 6 years.

Focus of Feedback

Following the assessment of students' learning, feedback to students' learning should focus on

- *Feedback* – providing information on their performance of the task at hand and their current level of achievements
- *Feed forward* – directing students to the next steps to improve or advance their work
- *Feed up* – leading students to set goals and track their own learning

Figure 5 presents the assessment-feedback learning cycle that summaries the recommended assessment practices as part of the teaching process to plan, support and improve students' learning in the art classroom.

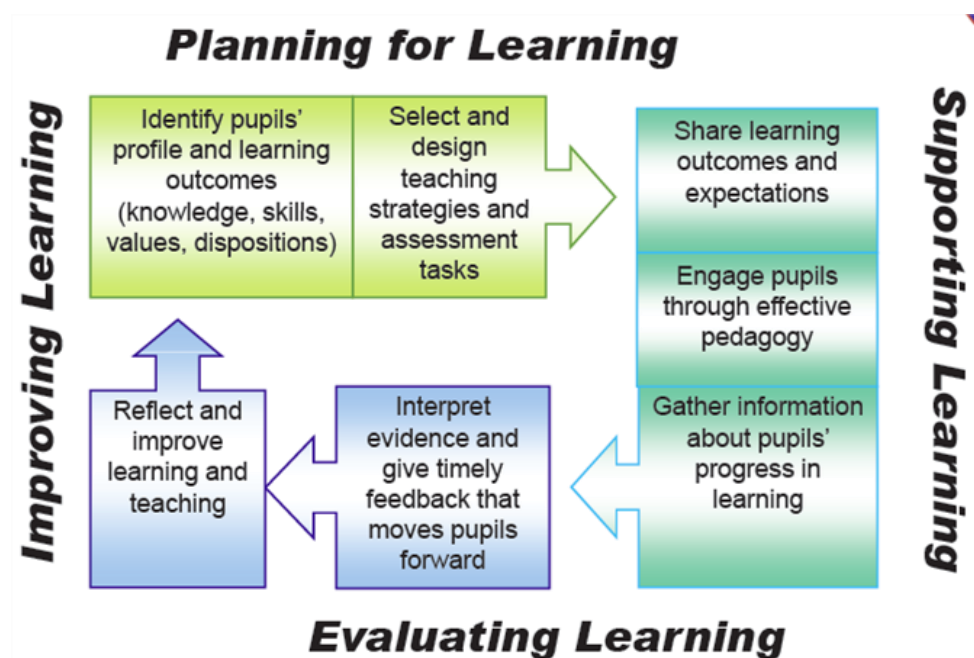


Figure 5: Assessment – Feedback Learning Cycle

Source: PERI HA Work plan Guide.

SECTION 6: ASSESSMENT

Purpose of Assessment in Art

Nature of Assessment in Art

Approach to Assessment in Art

6. ASSESSMENT

Purpose of Assessment in Art

Why have assessment in art?

Although art is a non-examinable subject at the primary level, assessment in art is important to achieve the following objectives:

- To support students' growth and development to help them achieve their creative potential
- To guide our students in their acquisition of art knowledge, skills and values delineated in this syllabus
- To celebrate what students can do and have achieved in art
- To evaluate the effectiveness of the school-based art curriculum

What to assess?

Assessment begins with the clarity of purpose. Assessment in art should emphasise the uniqueness of how art curriculum in schools help students acquire the knowledge, skills and values over the six years in primary school to achieve the desired learning outcomes delineated in the primary art syllabus. It should cover items organised under the three key assessment areas presented in [Table 4](#).

Table 4: Overview of Key Assessment Areas in Art

Art Content comprising four key components namely <i>Context, Artistic Processes, Visual Qualities</i> and <i>Media</i>	Art-related Behaviours articulated in the learning domains namely <i>observe, wonder, Inquire, create, innovate, present, reflect, connect and respond</i>
Values and attitudes by taking cues from active <i>Artist</i> and informed <i>Audience</i> i.e. Show positive attitudes toward art and advocate the relevance of art in daily life	

Nature of Assessment in Art

Learning in art requires regular engagement over time for students to build and improve their artistic skills and knowledge in a sustained and developmental manner. The skills-based and creating nature of art learning is very process oriented and the progression in art is often not linear. It is therefore necessary for Art teachers to gather and triangulate evidence from different sources to gain informed understanding of and insights into students' thoughts, ability and progress to assess students' learning in art holistically.

Approach to Assessment in Art

Building on assessment and feedback as pedagogical practice, a *key emphasis in this syllabus is to **engage students in evaluating their own art and adopting different perspectives to reflect on their own learning.** Students are encouraged to be self-directed as they have a voice in how they are assessed and how their learning is accomplished. To achieve this aim, portfolio assessment is to be implemented as the main assessment mode to evaluate and support students' learning.*¹¹

Portfolio as the Main Assessment Mode

Portfolio assessment should be seamlessly integrated into the art curriculum as part of formative and summative assessment practices. There are three key characteristics of a portfolio in art:

- A portfolio tells one student's story
- A portfolio is as much a process as a product
- A portfolio always includes reflection

2006, Aurbach & Associates, Inc

A portfolio that is thoughtfully put together presents a holistic picture of students' acquisition and application of knowledge, skills and attributes learned in the art classroom.

As an assessment mode, an art portfolio presents a comprehensive and multi-faceted view of our students' developments and accomplishments over a period of time and showcases their choice and voice. It contains a collection of students' work samples and *other evidence of student learning and uses a range of tools to assess learning. It is facilitated by a four-step process; namely "collect, select, reflect and connect"* (Hughes, 2008). *Examples of evidence of students' learning, assessment tools and strategies in a portfolio are presented in Table 5:*

¹¹ Wolf, D.P. (1989) Portfolio assessment: Sampling student work. *Educational Leadership*, 46(7), 116 -120.

Table 5: Examples of evidence of students’ learning, assessment tools and strategies in a portfolio

Evidence of student learning	Assessment Tools	Assessment Strategy
<ul style="list-style-type: none"> • Work in progress • Documentation of process e.g. Sketches Photographs Visual journals Written ideas • Documentation of Presentation e.g. Artist talk; Show-and-tell; Exhibition • Final artwork • Reflection • Participation in oral discussions 	<ul style="list-style-type: none"> • Observation • Rubrics • Checklist • Rating Scale 	<p><u>Four-step process</u></p> <ul style="list-style-type: none"> • Collect items (artefacts, evidence) for the portfolio; • Select items that demonstrate competencies and achievements, aligned to the learning objectives of the art curriculum; • Reflect on the item selected to articulate their thinking, demonstrating learning derived from the experiences; and • Connect art learning with personal, community and cultural experiences.

This four-step process is to be planned and conducted periodically as part of students’ learning during art lessons. Teachers should also consider the readiness of students when implementing the four-step process in the art classroom. For example, for students at primary 1-2, teachers may start with only simple collecting and selecting of final artworks as well as a guided reflection on what they have learnt and how they want to do it differently the next time. As students progress to higher levels, the range of evidence to be collected and choices to select from could expand to include process artefacts. Students could also be engaged in deeper reflections about their learning and in attempts to make the connections that are meaningful to them.

Assessment for Learning using Portfolio

Portfolio should be used to facilitate self-reflection, peer feedback and discussion with teachers at various appropriate junctures of an art lesson. Through portfolio assessment, teachers can:

- Assess students’ acquisition of knowledge and skills;
- Check students’ level of understanding for teachers to know before they proceed with further instruction; or
- Provide feedback to students to help them improve their understanding and skills of what has been taught.

The use of portfolio also guides students in documenting their process and progress in their journey of art learning.

Assessment of Learning using Portfolio

The assessment of students’ learning in art using portfolio should be holistic in assessing the **process and outcomes of artistic learning and practices** by indicating students’ acquisition of

knowledge, skills in art and the development of students' attitudes and disposition through art over a period of time.

Assessing students' learning through portfolio should be based on a set of criteria:

Assessment Criteria	Student Learning Focuses
Personal Response	Expression of ideas, thoughts and opinions in verbal, written or visual forms
Use of Tools and Materials	Exploration, experimentation and manipulation of different tools and materials intently to achieve desired outcomes
Use of visual qualities	Application of elements of art and principles of design in art making to convey ideas and intentions
Response to cultural and historical heritage	Expression of views and make connections between the contexts presented in artworks and their experiences

Depending on the respective school assessment policies and objectives of the art curriculum, evaluation can be based on all work completed in a year presented in the portfolio, or select content presented in the portfolio including samples of student work as well as the reflection, organisation and presentation of the portfolio.

The organisation of a portfolio in art should be structured to facilitate the evaluation of the extent to which students have attained specific learning outcomes. It should be simple and allow students to engage in self-directed learning. For example, minimum requirements could include:

- A content page that presents a list of items comprising *process and outcomes of artistic learning and practice* to be documented over a period of time
- A rubric/checklist with assessment criteria and the performance levels that are developed from the learning outcomes
- Evidence of learning including artefacts (process and/or final product) and documentations such as self-reflections and peers'/teachers' feedback that demonstrate the explicit links between evidence and processes of learning. These will help students and their audience to navigate meaningfully through the portfolio.

Portfolio as an art assessment mode should **develop students' assessment literacy through purposeful involvement and engagement of students in the 4-step portfolio process. Students should have opportunities to make their choices, bring out their voices and present their learning in varied styles and modes as they learn to document to foster good habits of mind, reflect to strengthen their metacognition and personalise their portfolio to encourage intrinsic motivation.** Teachers and students are partners in learning in this process. Over time, students will develop to become confident and self-directed learners.

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7. REFERENCES

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**SECTION 8:
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8. ACKNOWLEDGEMENTS

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