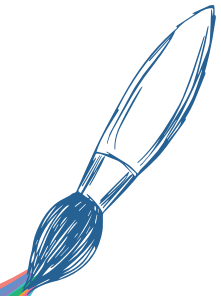
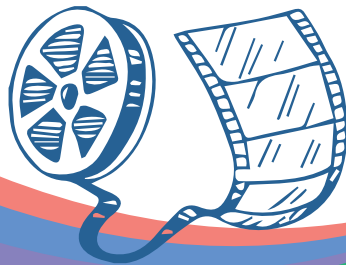
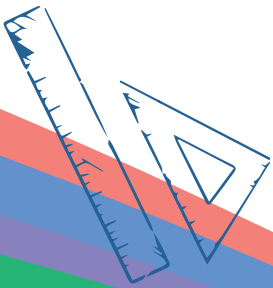


LITTLE BOOK OF ART LESSONS



A COLLECTION OF LOWER SECONDARY LESSON IDEAS BY AEP SCHOOLS

👍👍 Imagination, creativity, perseverance and responsibility. Joining AEP brought these values to life through exploring different art mediums and studying art history. Having the privilege to visit museums and attend different activities made the learning much more enriching and fun. 🗨️🗨️

- Yan Jia Qi
Nanyang Girls' High School

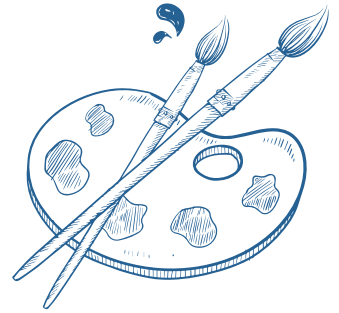
👍👍 Warriors Day was an event planned by VSAEP to further enhance the Victorians in their creativity and art and craft skill. On that highly enriching day of fun, I learnt the true technique of making warrior equipment out of just cardboard, newspaper, and duct tape. It was fun to see the other team showcased as we learnt and had fun at the same time. 🗨️🗨️

- Sanat
Victoria School

👍👍 Just last year, the AEP class of 2004 gathered for dinner with our teacher. It was inspiring to find out that even in our different walks of life now, we are still bound together by a creativity zeal in things big or small. It's a real testament to the times we had in school. 🗨️🗨️

- Ho Zhen Ming
Hwa Chong Institution

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PREFACE

This Little Book Of Art Lessons is a kaleidoscope of lower secondary art lessons contributed by our Art Elective Programme (AEP) schools. There are seven lessons on display, each uniquely programmed by the school and stitched together in this booklet to give a glimpse of the breadth of exposure to art media and the creative experiences in artmaking a student can look forward to from being part of the programme. In AEP, it's all about creative expression and imaginative play to help you achieve your artistic potential.

Shirley Wee
Senior Assistant Director/Art
Arts Education Branch

👍👍 "The AEP equipped me with tools to appreciate the world we live in. It gave me insight into the finer things in life... ideas and things which make life richer and worth living for. ⚡⚡

- **Raymond Ang**
North Carolina Outward Bound
School Instructor/ Climber
AEP student 1988 – 1992

👍👍 The AEP provided vast opportunities to develop an enquiring mind. ⚡⚡

- **Tan Hwee Pin**
HR Manager
AEP student 1985 – 1986

WHAT IS THE AEP?

AEP is short for Art Elective Programme which is offered at select secondary schools and junior colleges. Set up in 1984, the AEP provides an enriched environment for you to realise your creative talent and develop your artistic vision.

Think different?

In the AEP, the study of Art extends beyond the learning of artistic skills and techniques. It is a journey that will expand your thinking, fire your imagination and transform the way you look at yourself and the world around you. You will learn new ways to see, make and uncover information. Your creative sensibilities will be heightened through exploration of different media including drawing, painting, illustration, sculpture, ceramics, photography, installation, video and digital animation.

What can I look forward to in the AEP?

Apart from the highly qualified, dynamic and dedicated art teachers, AEP schools enjoy special funding and studio facilities. For example, you will find:

- Specialised studios for 2D and 3D art practices like drawing, painting, ceramics, sculpture and installation
- Specialised facilities for Design and New Media based work
- Well-stocked Art libraries

Each AEP schools will design enrichment programmes such as camps and overseas study trips that contribute to your artistic and overall development. As part of your learning experiences, you will also meet and work with AEP students from other AEP schools through customized workshops, internship programmes and community projects. There will also be many opportunities for you to showcase your artworks in public exhibitions and publications.

Examinations for the AEP

At secondary level, the AEP prepares you to offer Higher Art at the GCE 'O' level examinations. You can use your Higher Art grade as Humanities subject grade for admission into Junior Colleges.

At junior college level, the AEP prepares you to offer 'A' level H2 and H3 Art.

Scholarships

At junior college level, you will be considered for the AEP scholarships if you are enrolled in the programme. The scholarships are worth \$1000 each per year of study and are open to Singapore citizens, Singapore permanent residents and children of Singapore citizens.



AN ARTISTIC JOURNEY

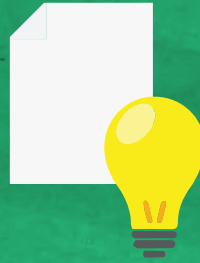
A Lesson From Idea To Drawing To Sculpture

Bukit Panjang Government High School (BPGHS) is the newest of the eight schools in the Art Elective Programme (AEP) family. We have been offering AEP, a special programme in visual art initiated by the Ministry of Education to provide academically able students the opportunity to study fine art and design in depth, since 2011. Through our school's art curriculum, BPGHS AEP aims to maximise every students' potential by exposing them to a wide spectrum of activities, enrichment workshops, artists' talks and museum visits. Currently, BPGHS AEP's niche is in the two-dimensional fine arts, namely painting. However, our students still experience a wide and holistic art education through our modules and enrichment workshops, which include both three-dimensional studies of art as well as design and digital art types.



Mushroom inspired sculptures being prepared for glaze firing





OVERVIEW

This series of lessons takes students through a journey of developing art from an idea into a complete art piece. They start off with learning to observe and record in detail through drawing, before transforming these drawings, first into ceramic tile reliefs, then developing their ideas further by creatively interpreting and transforming them into sculptures.

LEARNING OBJECTIVES

1. Observe closely and record through drawing in a detailed manner.
2. Develop 2D drawings into 3D art forms i.e. sculpture.



Completed mushroom relief pieces

LESSON DETAILS

Our lessons begin with drawing, where our students learn to illustrate through observation. Observation, a key skill in art, helps our students see closely and pick out details, while also developing their ability to view things from new perspectives. They also learn to handle different types of media like pencil, charcoal, pastels and paint.

From their observation drawings, our students are then required to transform their drawings into a ceramic relief tile. They work on a ceramic base of 20cm by 15cm, to dig and mould their idea into a relief artwork. This is the first of a two-stage process to help our students realise how a two-dimensional idea becomes a three dimensional form.

The next step is then for our students to further conceptualise their ideas into three-dimensional sculptures. Ideating through sketching, they again make reference back to their observation drawings to develop ideas for their sculptures. Through learning to think visually by sketching ideas from different perspectives, our students learn what it means to create a three dimensional form, eventually crafting that form out into a sculpture using clay. This process of three-dimensional visualisation includes our students presenting their ideas to their classmates as part of a sharing and critique session.

Through these lessons, our students literally learn to develop art from idea, to drawing to sculpture.



Charcoal sketch of a mushroom



Detailed close up of a ceramic relief tile work



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Mushroom inspired ceramic sculpture



Students presenting their ideas to the class



Mushroom inspired ceramic sculpture



Student presenting her sketches



LOOKING WITH CURIOSITY

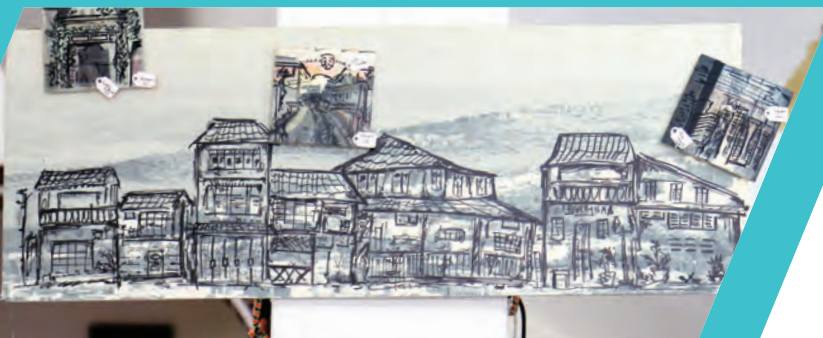
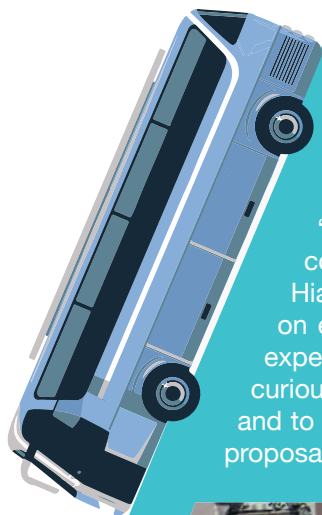
An AEP Cultural Trip To Malacca

The Art Elective Programme (AEP) in CHIJ Secondary started in 1985. As one of the first AEP schools, we have established a rich programme that offers students opportunities to experience art through the 3Ls@IJ – Learning and acquisition of skills, Living and applying what you have learnt in art making, and Leading through local and international partnership opportunities. If you love learning beyond the classroom, the CHIJ AEP programme will definitely interest you. We have established strategic partnerships to create authentic learning experiences for our students through our signature Twinning Programme with schools and museums in Japan, AEP Cultural Learning Journeys to regional countries and customized workshops with artists. We offer an exciting range of media, such as ceramics, digital art, painting, photography and printmaking in CHIJ Secondary, with the aim to develop AEP students to become thinkers, leaders and communicators who are confident with humility, principled with compassion and cultured with grace.



OVERVIEW

This series of lessons is held over four days in Malacca during the March term break. The experience includes a 2-Day Programme, “Why I Do What I Do – Looking with Curiosity at Heritage”, conducted by a renowned Singaporean artist, Mr Cheo Chai Hiang. The programme provides our students with a rich hands-on experience to look at issues of heritage through drawing and experimental object making. Our students are encouraged to be curious and learn to communicate ideas sensibly and effectively, and to consider ways of extending their art practice activities into proposals for a sustained project.



Artwork of shophouses in Malacca



A student's observation sketch of Malacca

LEARNING OBJECTIVES

1. Develop visual inquiry skills to discover and explore their surroundings.
2. Acquire critical and creative thinking skills to explore different ways of creating art.
3. Understand and value South East Asian art.
4. Develop leadership skills and ability to work with others in the process of artmaking.



Students at an outdoor urban sketching session along the Malacca River



Students experimenting and exploring the potential of their materials



Gathering together to share ideas



In search of their RM\$5 item

LESSON DETAILS

This lesson is an overseas learning programme of which two days are dedicated to the following workshop programmes.

1. Urban Sketching

In this workshop, our students learn to collect visual information through outdoor urban sketching as they explore the beautiful and historic town of Malacca.

2. Experimental Rendering

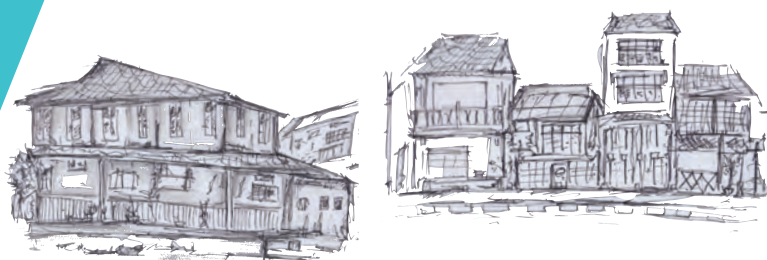
Our students have the privilege of experiencing what it's like to work in an artist's studio as they experiment with different ways to translate their visual research into two-dimensional or three-dimensional forms.

3. Re-inventing The RM\$5

In this creative thinking exercise, we challenge our students to think out-of-the-box by making them think deeply about what they can do with a purchased item that costs RM5 or below. They have to form something creative with materials they do not normally work with while being constrained by the item they had purchased.

4. Building A Sustained Project

The previous three workshops build on one another and culminate at this last workshop where our students have to generate ideas through drawings and prototyping for a final project. Drawing from their earlier investigations of the changes in material properties, function and meaning, they now take on the task of exploring new possibilities for a new artwork.



Observation drawings of Malacca architecture



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BASICS THROUGH THE CLASSICS

A Lesson On Classical 2D Animation

Set up in 1984, the Art Elective Programme (AEP) in Hwa Chong Institution aims to provide a challenging and enriching art environment to academically able and artistically talented students to develop their skills and nurture them into well-rounded citizens. It also seeks to produce cultural entrepreneurs who will contribute cultural capital to the nation in the areas of fine arts, design, media and other creative industry. A number of our AEP alumni have chosen to work within the creative industries such as architecture, design, media arts as well as art education. The AEP programme was extended to Hwa Chong Junior College from January 2004 and in January 2005, both The Chinese High School and Hwa Chong Junior College merged to become Hwa Chong Institution, providing an opportunity to experience a fully-integrated six year art elective.



OVERVIEW

“Animation offers a medium of storytelling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world.” – Walt Disney

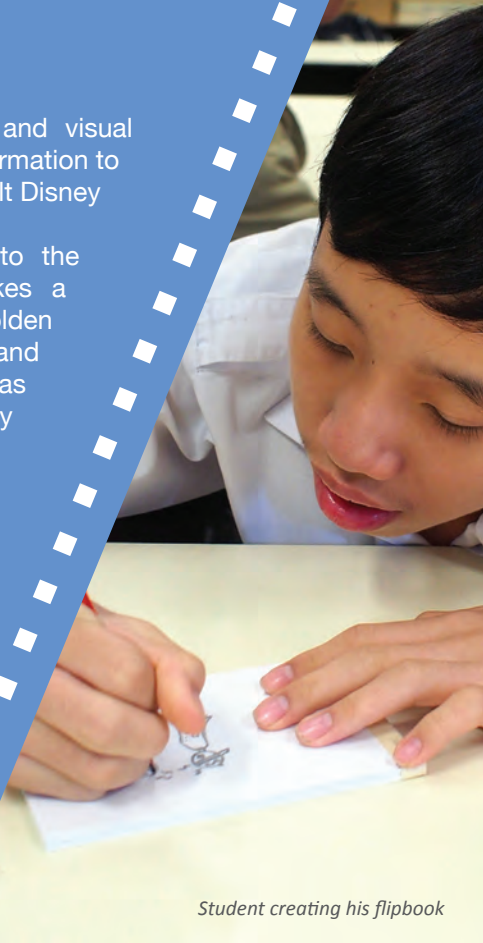
This series of lessons introduce our students to the fundamentals of Animation. The first lesson takes a retrospective look into the iconic works from The Golden Age of Animation. This allows our students to understand the importance of character-based animation that has become the industry standard. With this as their basis, they move on to learn about simple animation techniques and create their own character based classical animations.



Single frame drawing from a student's animation

LEARNING OBJECTIVES

1. Gain understanding of the rich history of classical 2D animation.
2. Apply the principles of classical animation to create a classical 2D animation.



Student creating his flipbook



Student flipbooks

LESSON DETAILS

As our students begin their adventures into the world of Animation, what better way to interest them than to explore the works of Animation titans like Walt Disney, Tex Avery and Osamu Tezuka. Our students get to study the principles of classical 2D Animation through the exaggerated movements of Micky Mouse, Bugs Bunny and Astro Boy, through a series of traditional hand drawn Animation exercises.

With reference to Disney Studio's Twelve Basic Principles of Animation, our students will apply what they have learnt in theory with a simple flipbook assignment before working in pairs to animate a bouncing ball. These simple but significant exercises allow our students to experience the magic of classical 2D Animation as they work with light boxes to bring their pencil drawings to life!

The series of lessons conclude with our students creating their own original characters and animating a scene from their own imagination. The end of the module always excites our students as their creations are combined into a video as a showcase in the school's PEACH gallery for the rest of their peers to enjoy!



Animating the character



Hwa Chong Institution

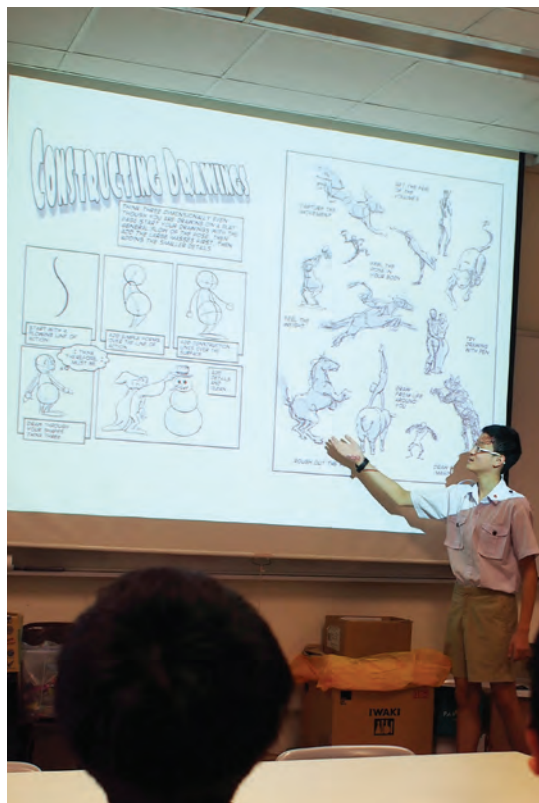
661 Bukit Timah Road (Singapore 269734)

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Please contact Ms Low Sok Hui
(High School AEP Coordinator) at
lowsh@hci.edu.sg for more details.



Drawing out their characters on lightbox



Student presenting his artwork to the class



Sketches of a student's character design



FLOWER POWER

Learning About Futurism Through Sculpture

Since its inception as one of Singapore's first Art Elective Programme (AEP) schools, Nanyang Girls' High School has striven to achieve and maintain excellent results both nationally and internationally. NYGH features regularly in the Singapore Youth Festival Art Exhibition and Art Elective Programme exhibitions and her students regularly win prestigious prizes both in Singapore and overseas. A key facet of the innovative pedagogical approach at NYGH is the manner in which her highly trained and motivated teachers effortlessly synthesise the Study of Visual Arts with high standards of studio practice. NYGH is proud that all her students receive an excellent grounding in the basic practice and theory of art, and students are enabled to make their own choices in the use of media and subject matter to develop their individual outcomes. NYGH AEP students also benefit from our Integrated Programme partnership with Hwa Chong Institution by having the opportunity to seamlessly continue their art studies in Year 5 and 6 at HCI.



OVERVIEW

This series of lessons for our students is an extension to their study on the Italian Futurists, which culminates into a three-dimensional project using corrugated board as a medium for expressing their art ideas. These lessons provide the experience and understand artmaking as a congruent process of learning involving a number of interlinked steps.

LEARNING OBJECTIVES

1. Understand what Futurism is.
2. Apply the concept of Futurism to make a sculpture.

LESSON DETAILS

The starting point for our students is through their stimulating Study of Visual Arts lessons on Italian Futurism. Our students learn how Giacomo Balla embodied the futurist philosophy of mechanisation and modernity. This point of learning is critical in helping our students understand how to apply this concept to the decoration and construction methodology of their work. Our students study paintings to learn the futurists painting techniques; while also being taught how to construct three-dimensional objects.

Self-directed learning is a core skill emphasised. Our students research their own subject matter related to this project. They also learn to make prototype sculptures to test out their final ideas. We also utilise their ICT skills to research and manipulate their chosen ideas to achieve a final image for print. The chosen imagery is then mechanically reproduced prior to being turned into a series of interlocking templates.



Prototype of the final artwork

Our students use the templates as a planning device to generate the separate components of their sculpture. The individual pieces of the sculpture are then assembled. The project culminates into the final stages of artmaking. Here the students learn techniques to accurately scale up the work to a more ambitious size. Our students use their multitasking skills to decorate the components of their work in the style of the Italian Futurists referring to their earlier painting studies at the inception of the project. This is followed by the assembly of their final work.

The lessons end with our students presenting their final artworks and discussing possible suitable display opportunities to bring about a complete art learning experience for our students, from ideating to creating to exhibiting.

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Please contact Ms Xie Shangyi
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65067189 for more details.



Completed Futurist flower sculptures



Painting the sculpture base



Assembling the final art work



Painting the petals of the flower sculpture

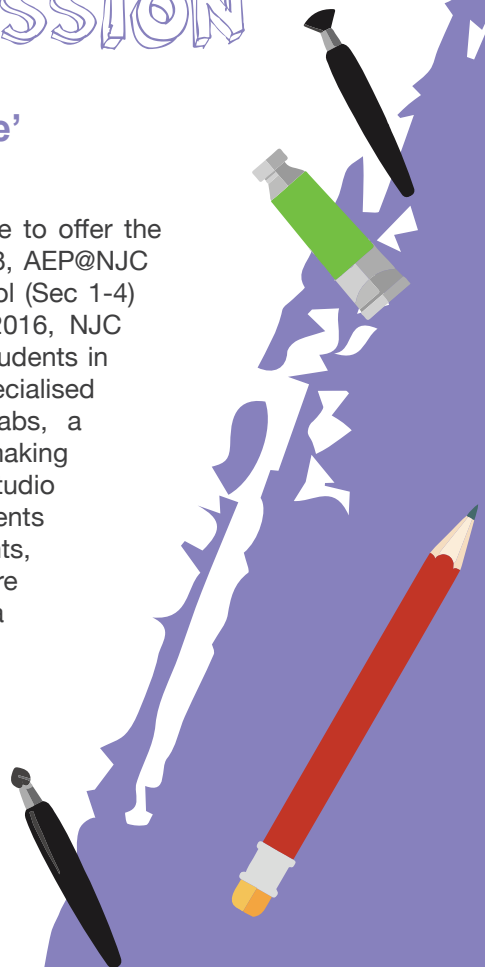


NATIONAL
Junior College

CREATING A LASTING IMPRESSION

A Printmaking Module about 'Place'

National Junior College was the first junior college to offer the Art Elective Programme (AEP) in 1985. Since 2013, AEP@NJC has extended its programme to Junior High School (Sec 1-4) under our 6-year Integrated Programme. From 2016, NJC will function as an AEP Centre catering to more students in Singapore. NJC's three-storey Art block houses specialised 2D and 3D studios, design & digital media labs, a photography darkroom, a ceramics kiln, print-making facilities, visual culture lecture room, coursework studio (for graduating students) and a gallery. Our students have received top accolades in major art events, such as the UOB Painting of the Year, Singapore Youth Festival Art Exhibition and the Extravaganza Art Competition. Many alumni have moved on to pursue scholarships and further their studies in the creative fields upon graduation, becoming notable trail-blazing leaders in the Arts.



OVERVIEW

In this module, our students explore the idea of a 'Place' through the medium of printmaking ten weeks. They are exposed to a variety of printmaking techniques such as linocut, drypoint and monotype. Printmaking is one of the many mediums that encourages them to explore multiple possibilities in artmaking.

LEARNING OBJECTIVES

1. Be aware of the surrounding environment through close observation and detailed recording.
2. Understand basic printmaking and apply the techniques of monotype, drypoint and linocut.



Student artworks; from sketch to linocut



Drafting on linoleum



Preparing the drypoint plate for printing



Linocut print of footwear



Students at work in the studio

LESSON DETAILS

This lesson begins with our students experiencing something new to most of them, going out of school with their sketchbooks to explore and record their observations of 'place'.

Students would plan their own individual projects based on their personal choice of 'Place' and conduct visual investigation through the sketches made and photographs taken. The use of personal sketchbooks is strongly emphasized to help guide them through the process of artmaking. Our students are taught to extensively document their visual research, make notes on learnt techniques, pin down their chosen artist references, reflect upon test pieces, and track the development of plans for final prints along the way.

Our students are always encouraged to make independent decisions and think critically about their work. This series of lessons round off with our students reflecting on their project with their peers about their journey and perspectives gained from engaging with the topic and mediums.



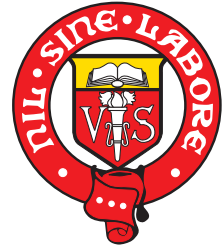
Monotype print of a plate of noodles

National Junior College

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DAY OF WARRIORS

Warrior's Outfit Making Competition

Established in Victoria School in 1985, the Art Elective Programme (AEP) aims at providing academically-abled and artistically talented students with an in-depth knowledge and understanding of art practice, as well as a comprehensive study of historical and contemporary art. The AEP@VS is designed to stimulate and develop students' identity, passion, creativity and creative problem solving skills. Here, our students will have a chance to go beyond the learning of artistic skills and techniques.

They can also look forward to a four-year journey that challenges the way they think, imagine and see themselves and the world. Past and current students from this programme have received top accolades in major art events, such as Singapore Youth Festival Art Exhibition. Many of our alumni have also continued their tertiary studies in the creative fields under various prestigious scholarships and moved on to become notable leaders in the Arts.



Posing with their warrior outfits

OVERVIEW

This is a two-and-a-half-hour lesson in the form of a competition in which our students work collaboratively to produce a sword, a shield and body armour. Their products must be wearable, durable, creative and function well. In the allocated time, students enter into the heroic world of the warriors as they discuss and try out their ideas by themselves and with their group mates. We combine the frenzy of cutting, pasting, fitting, laughter and teamwork, with serious deep learning about artmaking and project management skills through this competition.



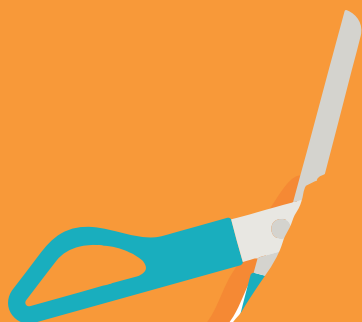
LEARNING OBJECTIVES

1. **Form and Function** are related. Form is the looks and function is the purpose the warrior outfit is created for and the way it is used. The way the useful features of the warrior's outfit are designed will affect how people see it and use it. Our students would experiment, test-fit and try out to achieve the perfect design for the various pieces of their warrior outfit.

2. **Usual and Unusual** shapes make creations attractive, comfortable for wearing, easy to use and exceptional in use. Students acquire values i.e. problem solving, evaluation, reflection and perspective taking through the process of trying, failing and persevering to produce the best warrior outfit.

3. **Vision and Communication** affect the way students contribute to their group. Vision is the idea they have and communication is the way they share their ideas with their group mates. They must be able to describe how they want their warrior outfit to look like in words, sketches or a roughly made model so that their group mates can help improve their ideas and make the outfit.

4. **Teamwork** affects the quality of their warrior's outfit. Groups that work well together produce high quality outfits. Students recognise the importance of working with others to achieve success.





Close-up of teammates collaborating on assembling the warrior outfit



Student fixing the cardboard armour



Student "warriors" posing with their creations

LESSON DETAILS

The Day of Warriors is a day where all our students across the various levels come together to collaborate and make art. Our students are first grouped and introduced to one another. They are then given materials such as cardboards, newspapers and masking tapes, followed by a quick lesson on how the materials may be used to make the warrior's outfits. Once the competition begins, the adrenaline rush and excitement takes over and there is no stopping them from making and competing within time, to produce the most impressive outfit for their groups' chosen warrior models. The fitted warrior models are then called to a warriors' parade and striking of warriors' poses, followed by the announcement of the Best Sword, Best Shield, Best Body Armour, Best Warrior and Best Team Work and a prize presentation to the winning teams.

Day of Warriors is really about learning through play! Adding the element of fun into a lesson can make a good lesson great as our students pick up 21st century skills through collaborative learning and hone their art techniques through innovative material play.

Victoria School

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heng_swee_kiang@moe.edu.sg for more details.

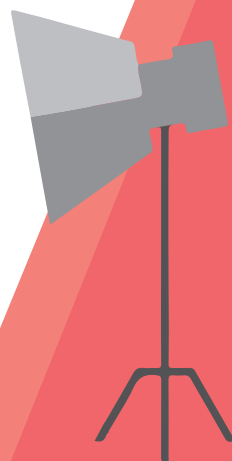


STRIKE A POSE, THERE'S NOTHING TO IT!

A Lesson On Portrait Photography

Zhonghua Secondary School (ZHSS) was the first co-education secondary school to offer the MOE Art Elective Programme (AEP) in 2010. It offers an exciting and rigorous 4-year art programme for our Zhonghuarians. Through contextualised learning experiences, our students learn to apply their art skills on real-world issues and situations. This is further underpinned by the theoretical knowledge of the development and roles of art in different contexts of culture and time. They are also exposed to multitude of expressions in the modern and contemporary arts through camps, workshops and learning journeys.

Since 2012, Zhonghua AEP has adopted the Lincoln Centre Education (LCE) approach to develop capacities for imaginative thinking and cultural sensitivity in our students. With the support from the National Arts Council (NAC), the school's practice and customisation of the LCE approach has been endorsed and affirmed by the Lincoln Centre Education, New York, United States.



OVERVIEW



This lesson module engages our students in the creation of portrait photography and the critical appraisal of Richard Avedon and his photography works. Through the module our students acquire skills such as research, experimentation and exploration, idea development, personal reflection and evaluation in the experimental process of photography. It also provides students with the opportunities to respond to and discover insights from Avedon's practices and his works.

LEARNING OBJECTIVES

1. Understand the person, works and practices of the artist Richard Avedon.
2. Apply the skill of portrait photography in a studio setting.
3. Share opinions about artworks through discussion and writing.

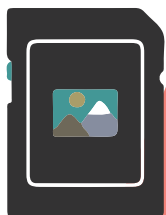


Student posing for the camera



LESSON DETAILS

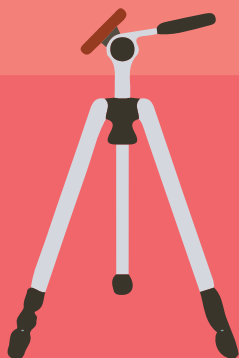
We start off with the sharing of our students' pre-lesson research into Richard Avedon and his art practice. Our students learn who Avedon is, what he achieved, and his influence and impact on the photography industry. Through our teacher's facilitation, the learning points are emphasised and students' understanding are deepened through discussions, after they watch a documentary titled "Richard Avedon: Darkness and Light" (American Masters: Season 10, Episode 3, USA, 1996).



The fun element in this series of lessons is when our students interpret and dramatise scenes that they watch from the documentary video to develop into portrait poses for photography. Dramatisation allows them to explore experientially and synthesise their own meaning making with what Avedon had been through in the past. Our teachers then provide additional contextual information to enable our students to verify their initial understanding and to reflect, question and connect their experience and with the multiple perspectives presented.

The lesson provides opportunity for our students to learn to operate DSLR cameras and professional studio lighting systems through hands-on sessions to capture portraits with various lighting effects indoors and outdoors. This excites many of our students as it is the first time they experience what it is like to use professional photographic equipment. They learn to compose images and experience the roles of the photographer and the model, as they take turns to pose and to operate the equipment.

At the end of the lesson module, our students are equipped and able to make informed choices in portraiture photography.



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Tel: 6282 4339 | Fax: 6282 3472
Email: zhonghua_ss@moe.edu.sg
Website: <http://www.zhonghuasec.moe.edu.sg>

Please contact Ms Ang Hwee Qin
(AEP Coordinator) at
ang_hwee_qin@moe.edu.sg
for more details.



Posing for the camera in one of the portrait shoots



Using props to explain the pose



Experiencing the role of model & photographer



Capturing a figure in motion

HOW DO I JOIN THE AEP?

At secondary school or junior college level, you will first need to gain admission into an AEP school of your choice. Secondly, you need to pass a selection test administered by the AEP school you are enrolled in. For admission into the AEP at junior college level, you should possess either a GCE 'O' level pass in Art or a good portfolio of artworks.

From 2016, if you are a secondary 1 Express student not enrolled at an AEP secondary school, you can still apply to be in AEP as an external AEP student. National Junior College will extend its four-year secondary level AEP to students from other schools through a weekly programme. You can submit the application through your own secondary school in January. You will then need to pass a selection test.

For more information, please refer to <http://www.moe.gov.sg/education/secondary/other/art-elective-programme/>

You may enroll for the AEP at the following schools:

Bukit Panjang Govt High School (Pg 4-7)

7 Choa Chu Kang Ave 4 (S 689809)
Tel: 67691031
E-mail: bpghs@moe.edu.sg
Website: <http://www.bpghs.moe.edu.sg>

CHIJ Secondary (Toa Payoh) (Pg 8-11)

626 Lorong 1 Toa Payoh (S 319764)
Tel: 6353 4972
E-mail: chijtpss@moe.edu.sg
Website: <http://www.chijsec.edu.sg>

Hwa Chong Institution (Pg 12-15)

661 Bukit Timah Road (S 269734)
Tel: 6466 5912 (High School) | 6468 3956 (College)
E-mail: admin@hc.edu.sg
Website : <http://www.hci.edu.sg>

Nanyang Girls' High School (Pg 16-19)

2 Linden Drive (S 288683)
Tel: 6466 3275
E-mail: nyghs@moe.edu.sg
Website: <http://www.nygh.edu.sg>

Nanyang Junior College

128 Serangoon Avenue 3 (S 556111)
Tel: 6284 2281
E-mail: nyjc@moe.edu.sg
Website : <http://www.nanyangjc.moe.edu.sg>

National Junior College* (Pg 20-23)

37 Hillcrest Road (S 28891)
Tel: 6468 4559
E-mail: njc@moe.edu.sg
Website: <http://www.nationaljc.moe.edu.sg>

Victoria School (Pg 24-27)

2 Siglap Link (S 44888)
Tel: 6291 2965
E-mail: victoria_sch@moe.edu.sg
Website: <http://vs.moe.edu.sg>

Zhonghua Secondary School (Pg 28-31)

13 Serangoon Avenue 3 (S 556123)
Tel: 62824339
E-mail: zhonghua_ss@moe.edu.sg
Website: <http://www.zhonghuasec.moe.edu.sg>

* From 2016, National Junior College will also be a Centre for AEP and will offer secondary AEP to Express students enrolled in schools outside the AEP schools.

👍👍 I learnt more about the diversity of things around me. I was exposed to a lot of new things which I was not used to, and never thought I would do. However, I just replaced that thought with fun, upon learning that breaking some rules in art can lead to amazing discoveries. 🗨️🗨️

- Chia Wei Ling Janice
CHIJ Secondary (Toa Payoh)

👍👍 We got to learn art theories and art history through fun activities. 🗨️🗨️

- Celest Poh
Zhonghua Secondary School

👍👍 Every term we will try something new that I have not ever seen or heard before. It is really enjoyable to search, try and explore during the process. 🗨️🗨️

- Zhao Yuxuan
National Junior College

👍👍 The lessons were very fun and diverse and we had to experiment with many mediums. I enjoyed how we were given a platform to develop our ideas and freedom to conceptualise our own work. 🗨️🗨️

- Lim Jing Chun
Bukit Panjang Govt High School



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SINGAPORE

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Curriculum Division
Ministry of Education, Singapore

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