

YISHUN SECONDARY SCHOOL

Subject & Code: Art

Level: Secondary 1

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>In line with the requirements of the New Lower Secondary Art Syllabus (2024)</p> <p>YSS Students will be equipped to:</p> <ul style="list-style-type: none"> • PERCEIVE <ul style="list-style-type: none"> - Gather, record and present observations and personal experiences - Make connections to generate ideas and visuals • COMMUNICATE <ul style="list-style-type: none"> - Explore and experiment with a variety of materials and techniques to communicate independent or shared ideas - Develop personally relevant works of art independently or with others, with consideration for aesthetic qualities and social and cultural awareness • APPRECIATE <ul style="list-style-type: none"> - Reflect, connect and share views on their own and others' works of art - Value art as an avenue for self-discovery and for understanding the world 		<ul style="list-style-type: none"> • YellowRen Canvas Art Competition • Live-On Art Competition
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
T1 W1	<p>Introduction to Art in Secondary School</p> <ol style="list-style-type: none"> 1. Reflect and share views on own art making experiences in Primary School. 2. Get to know classmates and teacher through bonding games. 3. Understand how Art is assessed in Secondary 1. 	<ol style="list-style-type: none"> 1. Understand housekeeping and rules for Art lessons 2. Understand how Art is assessed in Sec 1 3. Get to know classmates better.
T1 W2	<p>Introduction to Art in Secondary School</p> <ol style="list-style-type: none"> 1. Check-in activity – personalised name design. 	
T1 W3 - 10	<p>Exploring Tessellations Through Art</p>	<ol style="list-style-type: none"> 1. By the end of this 8-week art program, students should have a strong

	<ol style="list-style-type: none"> 1. Introduction to the Tessellation art movement and its origins. 2. Key Pop Art artists <ul style="list-style-type: none"> • MC Escher 3. Experiment with creating simple tessellations using transformations. 4. Design and create an irregular tessellation using a modified shape. 5. Refine technical skills: cutting, drawing, and colour pencil rendering. 6. Present and discuss the final tessellation art project. 7. Reflect on the learning process and challenges faced. 	<p>understanding of tessellations, the ability to create animal-themed tessellation art, and the skill to plan and document their creative process effectively.</p>
T2 W3-10	<p>Exploring Singapore Food Culture through Pop Art</p> <ol style="list-style-type: none"> 1. Compare and Contrast. How is pop art different in comparison to realistic paintings like Mona Lisa? 2. Design and create a pop art inspired poster using typography. 3. Technical skills: Colour pencil rendering 4. Color theory: Analogous and complementary colours. 5. Define the idea of Popular Art in Singapore’s context. 6. Research about Popular Lingos in Singapore and design typography. 7. Create a Pop Art artwork with a Singaporean twist. 8. Technical Skills: Photography composition techniques. 	<ol style="list-style-type: none"> 1. By the end of this 10-week art program, students should have a better understanding of Singaporean food culture, Pop Art, and the ability to create their own unique Pop Art pieces with a Singaporean twist, incorporating Singlish text.
T3 W1-10	<p>Exploring Self-Identity through Portraits of the Self</p> <ol style="list-style-type: none"> 1. Portraits by artists <ul style="list-style-type: none"> • Leonardo Davinci • Johannes Vermeer 2. Compare and Contrast: Facial viewpoints. 3. Technical Skills: Drawing facial features and proportions. 4. Technical Skills: Self-portrait drawing. 	<ol style="list-style-type: none"> 1. By the end of this 12-week self-identity art instructional program, Secondary 1 students should have a deeper understanding of their own identities and the ability to express them through self-portraits enriched with cultural elements.
T4 W1-2	<p>Completion of Final Artwork</p> <ol style="list-style-type: none"> 1. Feedback and reflection on art making processes and experience 	<ol style="list-style-type: none"> 1. Evaluate art making according to planned intention.

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Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
T1 W1	<p>Introduction to Art in Secondary 2</p> <ol style="list-style-type: none"> 1. Reflect on art making and activities done in Sec 1 art 	<ol style="list-style-type: none"> 1. Housekeeping and rules for art lessons 2. Understanding how art is assessed at sec 2 3. Getting to know art teacher
T1 W2-10	<p>Exploring Nature/ Organic Elements Through Character Design</p> <ol style="list-style-type: none"> 1. Introduction to Organic Shapes and Forms <ul style="list-style-type: none"> - Nature Walk: Take a walk outdoors to observe and collect natural objects (leaves, flowers, stones) 	<ol style="list-style-type: none"> 1. By the end of this 10-week character design program, Secondary 2 students should have a deeper understanding of using and applying elements observed from natural/ organic

	<ol style="list-style-type: none"> 2. Assemblage: Create characters from collected natural objects. Record the assemblage through photography. 3. Shape Studies: Create drawings or sketches of observed organic shapes, focusing on line quality, texture, and form. 4. Discuss the characteristics of organic shapes: irregularity, asymmetry, and flowing lines. 5. AI: Using Ai to develop the drawings into action figures 	<p>materials/ elements, to create character designs.</p>
T2 W1-10	<p>Exploring Graphic Poster Design</p> <ol style="list-style-type: none"> 1. Introduction to Poster Design 2. Typography in Poster Design 3. Image Selection and Manipulation <ul style="list-style-type: none"> - Image Sourcing: Explore different sources for images (stock photos, personal photography, illustrations). - Image Composition: Discuss the rules of composition (rule of thirds, leading lines, symmetry) and their application in poster design. - Image Manipulation: Introduce basic image editing techniques (cropping, resizing, color correction) using design apps. 	<ol style="list-style-type: none"> 1. By the end of this 10-week graphic poster design program, Secondary 2 students should be able to demonstrate a foundational understanding of graphic design principles and effectively utilize typography in their designs.
T3 W1-10	<p>Exploring 3D Form Building (Sculpture) Using Found Materials and Mixed Media</p> <ol style="list-style-type: none"> 1. Introduction to Sculpture and Surrealism 2. Research and Design Sketches. 3. Building the sculpture structure using masking tape and papier mâché. 4. Detailing of sculpture using found materials. 5. Priming of sculpture. 6. Detailing of sculpture with paint. 7. Photograph sculpture for submission and reflection. 	<ol style="list-style-type: none"> 1. By the end of this 10-week sculpture art program, Secondary 2 students should have a solid understanding of sculpture, surrealism, and the ability to create their own surreal shoe sculpture using masking tape, found materials, and paint.
T4 W1-2	<p>Completion of Sculpture Project</p> <ol style="list-style-type: none"> 1. Submission of sculpture 2. Feedback and reflection on artwork and art making processes and experience 	<ol style="list-style-type: none"> 1. Evaluate their art making according to planned intentions 2. Evaluate the use of different materials, tools and media