

YISHUN SECONDARY SCHOOL  
 Subject & Code: Art  
 Level & Stream: Secondary 1

<b>The Curriculum and Approaches to Learning</b>		<b>Key Programmes / Competitions</b>
In line with the requirements of the New Lower Secondary Art Syllabus (2018) YSS Students will be equipped with: <ol style="list-style-type: none"> <li>1. Critical / Reflective Thinking Skills</li> <li>2. Collaborative Skills</li> <li>3. Art Theory of Various Key Art Movements / Artists</li> <li>4. Art History and Development of Art in Singapore</li> <li>5. Art Vocabulary for Appreciation and Critique</li> <li>6. Basic technical skills</li> <li>7. Understand processes of artmaking</li> </ol>		PassionArts 2021
<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
Term 1 Week 1	<b>Introduction to Art in Secondary School</b> <ol style="list-style-type: none"> <li>1. Reflect and share views on own art making experiences in Primary School.</li> <li>2. Get to know classmates and teacher through bonding games.</li> <li>3. Learn about how Art is assessed in Secondary 1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand Housekeeping and rules for Art lessons</li> <li>2. Understand how Art is assessed in Sec 1.</li> <li>3. Get to know classmates better.</li> </ol>

<p>Term 1 Week 2 - 5</p>	<p><b>Art History Project Presentations:</b></p> <p>Group Work to research on 1 Art movement and its artists. They are given 5 art movements to choose from with a list of artists they can research upon and present their findings to the class:</p> <ul style="list-style-type: none"> <li>● Pop Art</li> <li>● Cubism</li> <li>● Dada</li> <li>● Surrealism</li> <li>● Impressionism</li> </ul> <p>They will be assessed on YSS Thinker rubrics on Critical, Ethical and Reflective Thinker.</p>	<ol style="list-style-type: none"> <li>1. Able to research, understand and simplify the information.</li> <li>2. Able to show ethical and reflective thinking within the group</li> <li>3. Work with others and present the given art movement, and solve problems within the group</li> <li>4. Reflect and share views on Research done</li> </ol>
<p>Term 1 Week 6</p>	<p><b>Art History: Cave Art</b></p> <ol style="list-style-type: none"> <li>1. Visible thinking Routine: See-think-wonder for Lascaux Cave Paintings in France</li> <li>2. Elements of art: Lines, Form</li> <li>3. Learn describing words for Art Vocabulary and critique</li> <li>4. Group work: create a version of cave art on scrolls.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express personal ideas and opinions about artwork seen and experienced.</li> <li>2. Talk/write/draw/create visuals about artwork seen.</li> <li>3. Formulate questions about artworks seen.</li> <li>4. Put themselves in the shoes of the Cave Artists.</li> </ol>
<p>Term 1 Week 7-10</p>	<p><b>Art History: Pop Art</b></p> <ol style="list-style-type: none"> <li>1. Key Characteristics of Pop Art Paintings</li> <li>2. Key Pop Artists and Artworks</li> <li>3. Visible thinking Routine: Compare and Contrast on what makes pop art different than realistic paintings like Mona Lisa.</li> <li>4. Create artworks inspired by Artists Andy Warhol / Roy Lichtenstein</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulate questions about what artworks seen</li> <li>2. Evaluate their art making according to planned intentions</li> <li>3. Get ideas for their own art making from referring to pop art artworks and artists</li> </ol>

	<ol style="list-style-type: none"> <li>5. Technical skills: Colour pencil Rendering</li> <li>6. Color theory (analogous/complementary colours)</li> <li>7. Visible Thinking:</li> <li>8. Compare and contrast <ul style="list-style-type: none"> <li>-Current popular culture in Singapore vs world</li> <li>-Popular culture in the past (1950s) vs present (2019)</li> </ul> </li> <li>9. Visible Thinking Routine: I used to think.. Now i think... Reflection on their views of art after learning about Pop Art.</li> <li>10. Principles of Design: Contrast</li> </ol>	<ol style="list-style-type: none"> <li>4. Talk/write/draw/create visuals about artwork seen.</li> <li>5. Reflect and share views on Research done</li> <li>6. Formulate questions about what artworks seen</li> <li>7. Relate to examples of Singapore and international art and their ideas and processes</li> </ol>
Term 2 Week 1	<p><b>Colour theory Exercise:</b></p> <p>Analogous, Complementary, Split Complementary, Triadic, Monochrome</p> <ol style="list-style-type: none"> <li>1. Principle of Design Contrast</li> <li>2. Elements of Art: Colour</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify qualities in different colour theories and interpret what they see and experience</li> </ol>
Term 2 Week 2-10	<p><b>Art Movement: Impressionism</b></p> <ol style="list-style-type: none"> <li>1. Key Characteristics of Impressionism / Post-Impressionist Paintings</li> <li>2. Key Impressionist Artists and Artworks</li> <li>3. Visible Thinking Routine: See-think-wonder on Van Gogh's art making processes</li> <li>4. Create Artworks Inspired by Van Gogh, Paul Cézanne, Claude Monet</li> <li>5. Photo Editing Exercises using Van Gogh's Artworks</li> <li>6. Group Interview and Vlog Making: Reflection of personal art making experiences</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulate questions about what artworks seen</li> <li>2. Evaluate their art making according to planned intentions</li> <li>3. Get ideas for their own art making from referring to Impressionist artworks and artists</li> <li>4. Talk/write/draw/create visuals about artwork seen.</li> <li>5. Infer the ideas, feelings and meanings of visuals through the use of art</li> </ol>

		elements and principles, media, processes and/or techniques
Term 3 Week 1-5	<p><b>Local and Regional Art</b></p> <ol style="list-style-type: none"> <li>1. Key Characteristics of Local Art / Nanyang Artists</li> <li>2. History in the development of Art in Singapore (Nanyang Style)</li> <li>3. Visible Thinking Routine: See-think-wonder</li> <li>4. Visible Thinking Routine: Think-Pair-Share, Discuss on the relationships and differences between Art in South-East Asia and art in the western world</li> <li>5. Observe local activities and create artworks inspired by Artists Liu Kang, Georgette Chen, Cheong Soo Pieng, Chen Wen Hsi</li> <li>6. Technical Skills: Colour Pencil Rendering, Acrylic Painting</li> </ol>	<ol style="list-style-type: none"> <li>1. Relate to examples of Singapore and international art and their ideas and processes</li> <li>2. Make links between ideas or issues in a few key Singapore and international works to the current experience or context</li> <li>3. Evaluate their art making according to planned intentions</li> <li>4. Get ideas for their own art making from referring to Nanyang style artworks and artists</li> </ol>
Term 3 Week 6-10	<p><b>Release of Final Exam Questions</b></p> <p><b>Art Making Processes:</b></p> <ol style="list-style-type: none"> <li>1. Observation Drawings</li> <li>2. Synectics: development of ideas</li> <li>3. Layout Generation and colour scheme / medium exploration</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate their art making according to planned intentions</li> <li>2. Apply what they learn from earlier art making</li> <li>3. Compose images using viewfinders and strategies such as one-third rule, leading lines, framing, cropping, and focus</li> <li>4. Evaluate the effects of using different materials, tools and media</li> </ol>

Term 4	<b>Completion of Final Artwork</b>	
Week 1-4	<ol style="list-style-type: none"> <li>1. Visible thinking Routine: I used to think ... Now i think...</li> <li>2. Feedback on Artwork/ Art making</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate their art making according to planned intentions</li> <li>2. Evaluate the effects of using different materials, tools and media</li> </ol>

YISHUN SECONDARY SCHOOL  
Subject & Code: Art  
Level & Stream: Secondary 2

<b>The Curriculum and Approaches to Learning</b>		<b>Key Programmes / Competitions</b>
<p>In line with the requirements of the New Lower Secondary Art Syllabus (2018)</p> <p>YSS Students will be equipped with:</p> <ol style="list-style-type: none"> <li>1. Critical / Reflective Thinking Skills</li> <li>2. Collaborative Skills</li> <li>3. Art Theory of Various Key Art Movements / Artists</li> <li>4. Art History and Development of Art in Singapore</li> <li>5. Art Vocabulary for Appreciation and Critique</li> <li>6. Basic technical skills</li> <li>7. Understand processes of artmaking</li> </ol>		<p>People's Association's PassionArts 2021</p>
<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
<p>Term 1</p> <p>Week 1</p>	<p><b>Introduction to Art in Secondary 2</b></p> <ol style="list-style-type: none"> <li>1. Reflect on Art making and activities done in Sec 1 Art lessons</li> <li>2. Get to Know students through bonding games</li> </ol>	<ol style="list-style-type: none"> <li>1. Recap on Housekeeping and rules for Art lessons</li> <li>2. Understand how Art is assessed in Sec 2.</li> <li>3. Get to know Art Teacher better.</li> </ol>

<p>Term 1</p> <p>Week 2-10</p>	<p><b>Art Movement: Cubism and Collage</b></p> <ol style="list-style-type: none"> <li>1. Key Characteristics of Cubist Artworks</li> <li>2. Key Cubist Artists and Artworks</li> <li>3. Visible Thinking Routine: See-think-wonder on Picasso's Artworks in relation to Photography</li> <li>4. Create Artworks Inspired by Pablo Picasso, Georges Braque, Marcel Duchamp</li> <li>5. Principle of Design: Emphasis, Movement, Scale</li> <li>6. Elements of Art: Shapes, Textures</li> <li>7. Understand and apply the key elements and techniques used by Artists Pablo Picasso, Georges Braque</li> <li>8. Visible Thinking Routine: I used to think... Now i think.. Reflections on Cubism</li> <li>9. Development of Technical Skills: Colour Pencil, Pencil Hatching Tonal Values, Clay moulding, Texture Making.</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulate questions about what artworks seen</li> <li>2. Evaluate their art making according to planned intentions</li> <li>3. Get ideas for their own art making from referring to Cubist artworks and artists</li> <li>4. Talk/write/draw/create visuals about artwork seen.</li> <li>5. Infer the ideas, feelings and meanings of visuals through the use of art elements and principles, media, processes and/or techniques</li> </ol>
<p>Term 2</p> <p>Week 1-8</p>	<p><b>Art Movement: Surrealism / Dada</b></p> <ol style="list-style-type: none"> <li>1. Key Characteristics of Surrealist Artworks</li> <li>2. Key Surrealist Artists and Artworks</li> <li>3. Visible Thinking Routine: See-think-wonder on Process of Automatic Drawing</li> <li>4. Create Artworks Inspired by Salvador Dali, Vladimir Kush, Marcel Duchamp</li> <li>5. Development of Ideas: Exquisite corpse</li> <li>6. Synectics: Development of ideas via Metamorphosis</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulate questions about what artworks seen</li> <li>2. Evaluate their art making according to planned intentions</li> <li>3. Get ideas for their own art making from referring to artworks and artists</li> <li>4. Talk/write/draw/create visuals about artwork seen.</li> <li>5. Infer the ideas, feelings and meanings of visuals through the use of art</li> </ol>

	<p>7. Visible Thinking Routine: I used to think... Now i think.. Reflections on Surrealism and Dada: what is Art?</p>	<p>elements and principles, media, processes and/or techniques</p>
<p>Term 3 Week 1-5</p>	<p><b>Development of Ideas:</b></p> <p><b>Character Design Series</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Anime shows / Anime Drawings</li> <li>2. Using Story Based / Storyboarding to create Anime characters</li> <li>3. Fashion Design and Mood Board Creation</li> <li>4. Synectics: Idea Development and Generation</li> <li>5. Colour Theory Studies</li> <li>6. Technical Skills: Colour Pencil / Acrylic Painting</li> </ol>	<ol style="list-style-type: none"> <li>1. Share experiences and ideas through making art</li> <li>2. Generate, apply and combine different ways to use a variety of materials, tools and media to create artworks</li> <li>3. Evaluate the effects of using different materials, tools and media</li> </ol>
<p>Term 3 Week 6-10</p>	<p><b>Release of Final Exam Questions</b></p> <p><b>Art Making Processes:</b></p> <ol style="list-style-type: none"> <li>1. Observation Drawing Processes</li> <li>2. Synectics: Idea Generation and Delvelopment</li> <li>3. Layout Generation and colour scheme / medium exploration</li> <li>4. Artist References and Development of own Artist Statement for own artwork</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate their art making according to planned intentions</li> <li>2. Apply what they learn from earlier art making</li> <li>3. Get ideas for their own art making from referring to relevant artworks and artists</li> <li>4. Plan, carry out and problem solve during art making or art related projects with others to achieve goals</li> <li>5. Evaluate the effects of using different materials, tools and media</li> <li>6. Compose images using viewfinders and</li> </ol>

		strategies such as one-third rule, leading lines, framing, cropping, and focus
Term 4 Week 1-4	<b>Completion of Final Artwork</b> <ol style="list-style-type: none"> <li>1. Visible thinking Routine: I used to think ... Now i think...</li> <li>2. Feedback on Artwork/ Art making</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate their art making according to planned intentions</li> <li>2. Evaluate the effects of using different materials, tools and media</li> <li>3. Get ideas for their own art making from referring to relevant artworks and artists</li> <li>4. Apply what they learn from earlier art making</li> <li>5. Generate, apply and combine different ways to use a variety of materials, tools and media to create artworks</li> </ol>