

YISHUN SECONDARY SCHOOL

Subject & Code: Art 6127

Level & Stream: Sec 3 G2

Syllabus Objectives	
The syllabus aims to develop students as active artists and informed audience with:	
	<ul style="list-style-type: none"> • Confidence to express artistic intent through visual language. • Critical, adaptive and inventive thinking to produce and evaluate creative resolutions. • Personal voice and capacity to reflect on self in relation to others in art. • An understanding of, and respect for diverse social and cultural perspectives.
Learning Domains	Learning Outcomes
<p>Perceive: <i>The ability to perceive is to keenly observe and analyse visual stimuli. In perceiving, students develop visual acuity and sensitivities that stimulate the imagination. They learn to gather, organise, and record visual information, and use that information to generate and present their ideas.</i></p>	<p>LO1 Generate ideas and visuals through the gathering and synthesis of information.</p> <p>LO2 Explore context and investigate visual qualities, visual strategies and design concepts in art.</p>
<p>Communicate: <i>Art is a form of language. Through investigating problems and pursuing ideas independently or collaboratively, students discover their voice in art, developing creative ways to reach points of resolution in visual and/ or tactile forms.</i></p>	<p>LO3 Develop an understanding of art forms and media, harnessing them to express artistic intent.</p> <p>LO4 Cultivate a personal artistic vision through iterative cycles of inquiry, review, and modification.</p>
<p>Appreciate: <i>Through making, thinking, and talking about art, students learn to reflect on and evaluate their own art practice and develop the confidence to discuss their work with others. In the process, they learn to make connections between concept, form, and artistic intention, growing to appreciate the myriad possibilities that art can offer.</i></p>	<p>LO5 Reflect, comment and evaluate their own and others' works of art.</p> <p>LO6 Understand and value art's role in society and culture.</p>

Term	Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
	1.1	Routines and expectations	LO1
	1.2 – 1.5	<p>The Artist's Eye: Observation, Symbolism, and Self-Audit</p> <p>Artistic processes: Perceive: Sharpen observational skills to identify details and their potential meanings. Communicate: Translate physical objects into abstract concepts and record findings. Appreciate: Understand that an artist's context (personal/geographic) informs the symbolism in their work.</p>	LO2, LO5

1.6 - 1.10	<p>The Observed Environment: Line, Mark, and Context</p> <p>Expressive Observation: Create expressive charcoal or ink drawing of a local site that captures the mood and energy of the location, not just its photographic likeness.</p> <p>Artistic processes: Perceive: Distinguish between line as a contour versus line as an emotional gesture. Communicate: Develop confidence in using non-erasable, expressive marks to communicate immediate observations. Appreciate: Analyze Liu Kang's use of line and colour to capture the SEA "Nanyang" spirit and Affandi's expressive line work.</p>	LO1, LO2, LO3, LO5
2.1 - 2.5	<p>Narrative of Identity: Layering and Symbolism</p> <p>Personal Map: Create a mixed-media piece (relief/low sculpture) incorporating textiles, found objects, and paint that narrates a significant personal memory or family history linked to a local place.</p> <p>Artistic processes: Perceive: Interpret symbolic meanings embedded in colours, objects, and textures. Communicate: Explore juxtaposition and layering to build complex narratives. Appreciate: Investigate Pacita Abad's Trapunto technique and use of colour, and FX Harsono's use of objects to convey identity and memory.</p>	LO1, LO2, LO3, LO4, LO5, LO6
2.6 - 2.10	<p>Beyond the Surface (Process-Driven): Exploring visual and textural qualities of natural objects</p> <p>Nature's Hidden Treasures: Create a series of frottages from collected natural materials, followed by a paper collage artwork that extracts and abstracts forms and patterns from those frottages.</p> <p>Artistic processes: Perceive: Build observational skills and language towards talking about textural qualities of natural materials. Communicate: Translate observed textures into visual marks using frottage and then abstract these forms into collage shapes. Appreciate: Learn about the process-driven approach of local artist Mary Bernadette Lee and the frottage technique through artists like Max Ernst.</p>	LO1, LO2, LO3, LO4, LO5, LO6
3.1 - 3.6	<p>Designing for Impact: Digital Media and Function</p> <p>Awareness Campaign: Design a 3-part digital campaign promoting a positive community message (e.g., recycling, neighborliness, local history).</p> <p>Artistic Processes: Perceive: Analyze the effectiveness of visual hierarchy and typography in communicating a message quickly. Communicate: Utilize digital tools to achieve stylisation and visual impact for mass communication. Appreciate: Study the function and form of works by local artists like Andre Wee (AR, sustainability) and Debbie Ding (digital installations, urban research).</p>	LO1, LO2, LO3, LO4, LO5, LO6

3.7 - 3.10	<p>Building Portfolio (Paper 2)</p> <p>Document: Establish habits and routines that support day-to-day generation, keeping and management of materials that could contribute to a portfolio. Students learn basic photo-documentation skills to ensure artworks are accurately and clearly captured. Students learn to label, store and organise their materials either in analogue or digital ways.</p> <p>Curate: Students consider their intended narrative as they select a body of visuals from existing materials generated from day-to-day learning. Students learn to arrange, sequence and assemble selected materials in a coherent manner to convey their intended narrative.</p> <ol style="list-style-type: none"> 1. Understand purpose of portfolios 2. Select suitable format for presentation 3. Form a personal narrative 	LO3, LO4, LO5
4.1 - 4.2	<p>EOY Exam Prep (Paper 1)</p> <p>a) Visual Analysis: practise careful observation of an artwork to communicate intended interpretation and objective visual analysis in writing</p> <p>b) Exploratory Sketching: discern and process visual information and communicate effectively with personal response via exploratory sketching</p>	LO4, LO5
4.3 - 4.4	EOY Exams	