



**ZHENGHUA
PRIMARY SCHOOL**
The Best That We Can Be.

Briefing by Year Head

4 February 2023



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Mdm Hafiza

P4 & P5 Year Head



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Mdm Hazwani

P4 Assistant Year Head



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Overview

Segment 1: My Role as a Year Head

Segment 2: Overview of Our School Programmes



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My Role as a Year Head

(Well-being & Holistic Development)

Segment 1



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Well-being of Your Child

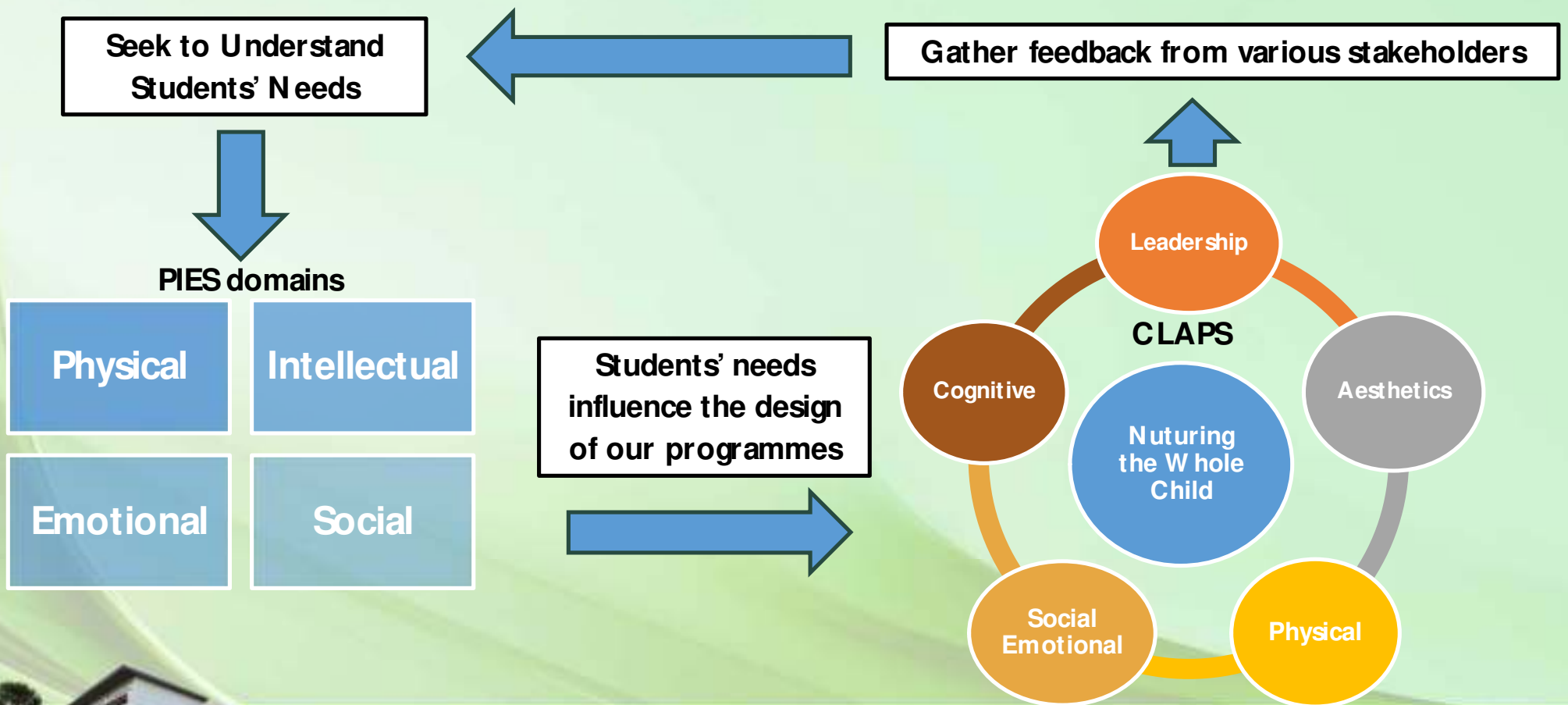


Students
our Focus



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Our Approach



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P4 Level-wide Programmes

Term 1

- Peer Support Training Programme
- Recess Buddy with P1
- Making Ice Cream
- Interdisciplinary Museum-Based Learning Package 1
- Learning Journey to NGS
- Student Leadership Training
- PALM

Term 2

- Peer Support Programme Training
- P4 Sports Elective Programme
- NAPFA Test & Retest
- MBL to Geylang Serai Heritage Gallery
- Interdisciplinary Museum-Based Learning Package 2
- IMBL Haiku Writing (Follow-Up Package 1)
- IMBL Hawker Dramatisation
- Learning Journey to NGS
- Student Leadership Training
- Math Olympiad

Term 3

- Peer Support Programme Training
- The Science of Making Candy at Science Centre Singapore
- NAPFA Retest 2
- MBL to Kreta Ayer Heritage Gallery
- Student Leadership Training
- Math Trail / Interdisciplinary Trail with EMS, ALP
- ALP

Term 4

- Flourish and Shine
- Investigative Math and Calculator Discovery Programme

Enhanced Support for Selected Students

A dedicated team of Counsellors and SEN Officers looks into the well-being of students

- with Special Educational Needs (SEN), and
- in need of counselling.

After school support programmes have been curated for selected students. The school will be in touch with you if your child has been identified.



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Enhanced Support for Selected Students

Examples:

- Individual Intervention
- School-initiated Group Intervention
- Referral to external agencies for diagnosis and support
- Access arrangement
- Progress monitoring



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Our Dedicated Counsellors



**Mdm Annu Ratha D/O
Jayaram
(Senior School
Counsellor)**



**Ms Toh Mui Hua
Catherine
(School Counsellor)**

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Our Dedicated Team of Special Educational Needs Officers



**Mr Mohd Alighouse
S/O Md Sidique
(Senior Special
Educational Needs
Officer)**



**Mdm Shilka
Quraisha
(Special
Educational Needs
Officer)**



**Ms Siti Radhiana
Agustina
(Special
Educational Needs
Officer)**



**Mdm Rasimah
Mohamed Isa
(Special
Educational Needs
Officer)**



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How you can help support your child's well-being

S.A.F.E. Tips

S - Support

- Encourage your child to talk to a trusted adult for guidance
- Help your child understand decisions made and actions taken
- Keep rules short and realistic

A - Affirm

- Recognise his/her demonstration of good values and behaviours
- Praise your child's efforts regularly

F - Familiarise

- Find out what Primary 4 is like for students these days
- Moderate your expectations according to your child's strengths and development

E - Empathise

- Show that you understand your child's concerns
- Teach with less talk and more role-modelling



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Leverage Partners in the Community

Fei Yue Families for Life @ Community

Resourcing families to strengthen relationships.

NEW! in 2022:

- Niche Topic Triple P Parenting Seminars (E.g. Supporting Your Child During Exams)
- Triple P Grandparenting Seminars
- Marriage Enrichment Programme

Our Programmes



Parenting Seminars



Grandparenting Seminars



1-to-1 Parent Consultations



Parents Group Work



Family Life Talks/Workshops



Marriage Enrichment




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Contact Us

Joanne Chua

 84286112

 joannechua@fycs.org

Follow Us!



Facebook
FamilyCentralSG



Telegram
FamilyBuzz@FeiYue



Instagram
family_central_sg



Website
family-central.sg/

Enquiry Form



Parents can fill in our form
<https://go.fycs.org/PSS> to
learn more or sign up for
our programmes!



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Holistic Development



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Subject Based Banding

Primary 4

1

Students sit for the school exams

2

School recommends a subject combination based on performance and potential shown

3

Parents to indicate your child's preferred subject combination

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Subject Combination	Criteria
4S1H (Eng, Math, Sci, MT & HMT)	Do well in all subjects & above 80% for MT
4S (Eng, Math, Sc, MT)	Pass all subjects
3S1F(MT) (Eng, Math, Science, FMT)	Pass all subjects except MT
1S(MT)3F (Mother Tongue, Foundation English, Foundation Math, Foundation Science)	Pass 2 or fewer subjects (Mother Tongue 70%)
4F (Foundation Eng, Foundation Math, Foundation Sci and Foundation MT)	Pass 2 or fewer subjects



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Subject Based Bandings

Primary 5

1

Students take s the ir
p r e f e r r e d s u b j e c t
c o m b i n a t i o n

2

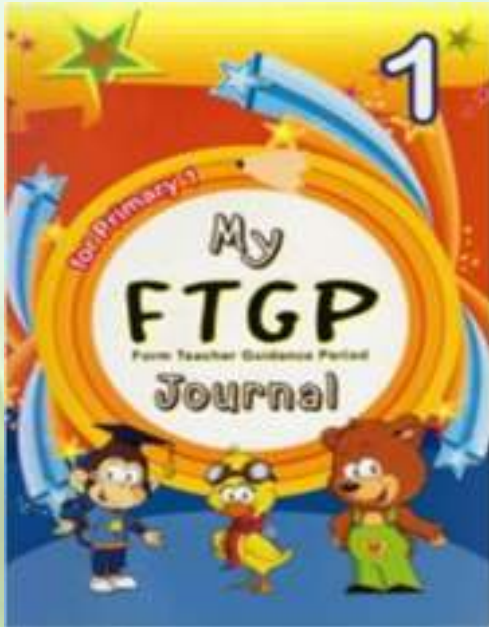
S c h o o l a s s e s s e s y o u r
c h i l d ' s a b i l i t y t o c o p e w i t h
t h e s u b j e c t s a t t h e e n d o f
t h e y e a r

3

A d j u s t m e n t s t o t h e
s u b j e c t l e v e l s a r e m a d e i f
n e e d e d

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CCE2021: Extended FTGP



In 2023, Form Teacher Guidance Period (FTGP) has been **extended** from **30 to 60 mins** every Thursday.

FTGP Journal aims at character growth.



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Moving away from overemphasis on academic grades

- **Removal of Mid-Year Exams** is part of MOE's ongoing efforts to **move away from an overemphasis in academic grades**
- More opportunities to help students to **develop their character and life skills** (e.g., self-directed learning), as well the joy of learning



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Discipline & Character Growth

- **Discipline** is essential to character growth
- **Educative** and not punitive
- **Meaningful** consequences
- Adopt **Restorative Practice** (RP) in managing behavioural issues that undermine character



Mr Mohd Faizal Razak
Subject Head / Student
Management

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Positive and Restorative Discipline

- Cultivate values and teach social-emotional skills
- Guide the child to make right decisions and be responsible for their actions
- Reinforce good behaviour
- Guide students who have made mistakes
- Restore relationships that may have been affected



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We are partners in your child's character growth

IT TAKES A
VILLAGE
to raise
a child.



The Child, Our Common Goal



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Partnering you to develop your child's sense of responsibility

2 key areas:

- Homework submission
- Attendance and punctuality to school



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Roles in Homework Submission

Student's Role	Parent's Role
1. Copy homework into Student Handbook and put homework into homework file	1. Check Student Handbook
2. Check Student Handbook and homework file for homework is brought home	2. Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed
3. Once homework is completed, place the homework into homework file and into the bag	3. Note Teachers' communication with you in the Student's Handbook (if any)

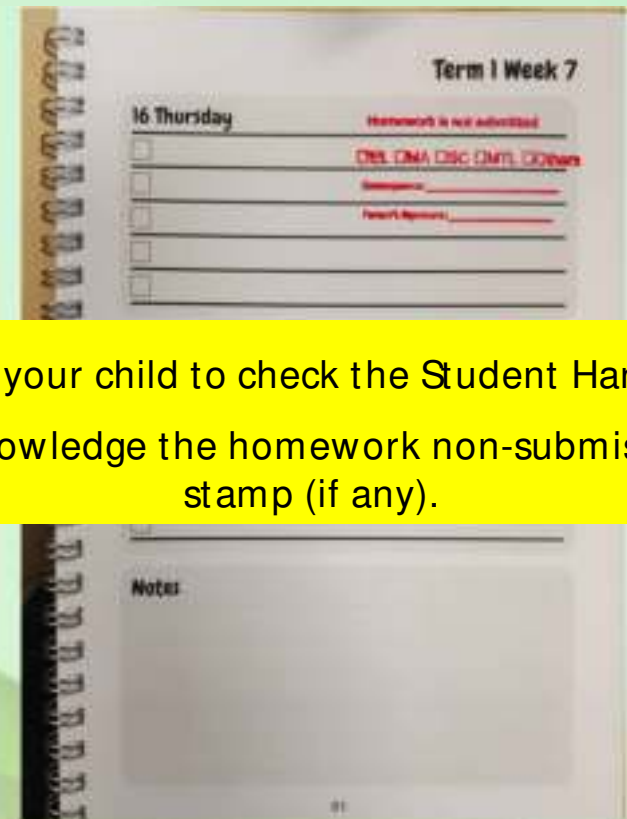


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Homework Submission

Benefits of Homework

- Develop **independent learning**
- Develop **time management skills**
- Allow students with different abilities and interest to learn at their own pace to **deepen conceptual understanding**
- Improve **retention of knowledge**



Remind your child to check the Student Handbook.

Acknowledge the homework non-submission stamp (if any).

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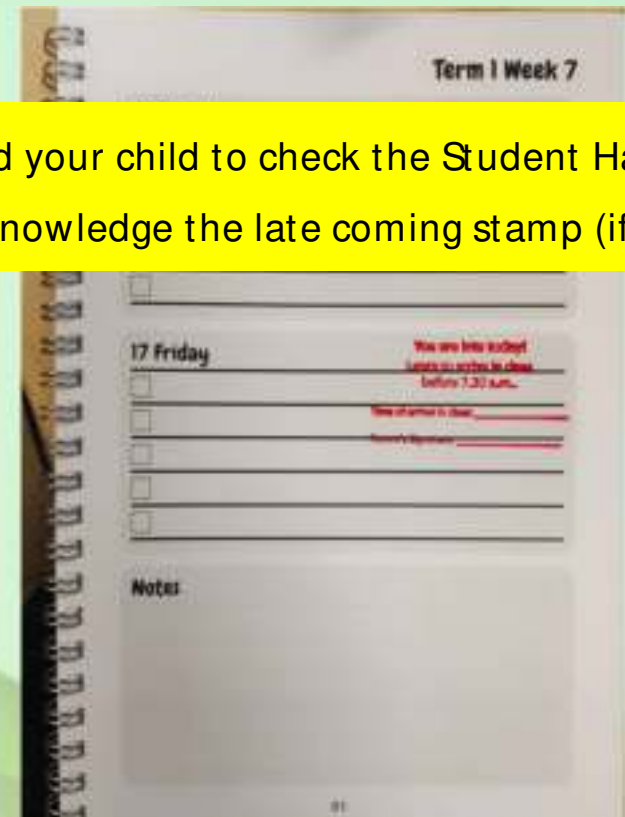
Punctuality to School

Benefits of Punctuality

- Builds a more self-confident child
- Builds discipline from a young age
- Builds mutual respect



Remind your child to check the Student Handbook.
Acknowledge the late coming stamp (if any).



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School Policy for Late Coming and Late Homework Submission

	Late Coming (P1-6)	Late Submission of Homework (P2-6)
Stamp notification	Late stamp on student handbook for students who arrive in class/ hall after the start of the National Anthem	Homework reminder stamp on student handbook for students who did not submit homework despite being given a reminder

Possible consequences after the 4th offence:

- Recess detention
- After school detention
- Downgrade of conduct grade
- Notification letter to parents
- F2f engagement with parents
- Suspension from CCA/ competitions
- Suspension of student leadership role
- Link up with external agencies to provide academic/ mentoring support



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Attendance in School is Important for learning

- Please **do not** take your child/ward out of school for other purposes (e.g., vacation, visiting relatives) during term time. The absence will be marked as '**Absent without Valid Reason**'. Form Teachers must be informed of your child's absence.
- If your child/ward has a valid reason to leave Singapore during term time (**compassionate reasons** or the child is competing at an overseas competition), please **write to one of the school leaders for approval** at zhenghua_ps@moe.edu.sg and cc the Form Teachers.



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School Policy for Early Dismissal from School

- For safety reasons, students who need to leave our school during curriculum time **must be picked up from our General Office by a parent, an adult family member or a caregiver.**
- The adult picking up our student will have to complete an “**Early Dismissal**” form which must be signed by one of our General Office staff and presented to the security guard before the student is allowed to leave our school with the accompanying adult.



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Drop Off at School Foyer

- If you are driving into the school, we strongly encourage you to do a quick drop off to ease traffic congestion



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Communicate your concerns with us

Mdm Hafiza (Year Head)

Email: hafiza_ahssan@moe.edu.sg

Phone number: 67697478 (extn: 571)

Mdm Hazwani (Assistant Year Head)

Email: nor_hazwani_harun_rushid@moe.edu.sg

Phone number: 67697478 (extn: 578)



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**Your child could reach us via
*YH Mailbox @ Staffroom 3 (level 2)***



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Overview of Our School Programmes

(CCE, ALP, LLP and PAM)

Segment 2



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Primary 4

Character and Citizenship Education (CCE)



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Goals of Character and Citizenship Education (CCE)

CCE aims to develop in our students:

- **Good Character**
- **Resilience and social-emotional well-being**
- **Future Readiness**
- **Active Citizenship**

Its **CCE curriculum content areas** are as follows:

*Responsible
and Respectful
Internet Use*

**Cyber
Wellness
(CW)**

I Appreciate You

**Family
Education
(FE)**

*Overcoming
Challenges*

**Mental
Health
(MH)**

**National
Education
(NE)**

*My Goals
and Plan*

**Education
and Career
Guidance
(ECG)**

*Total Defence
Day, International
Friendship Day,
Racial Harmony
Day, National
Day*

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CCE Curriculum and Enactment @ ZHPS

In ZHPS, CCE aims to develop our students to become leaders of character who are anchored in values and active citizens who make a positive difference to the school, community and nation.

As leaders of character, students are expected to:

- lead by example
- serve with humility and care
- take initiative to make a difference
- influence others to do what is right



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CCE Curriculum and Enactment @ ZHPS

Learn

- Explicit teaching and intentional integration of CCE across the curriculum and co-curriculum
- Tiered student leadership development structure



Apply

- Authentic platforms across the curriculum and co-curriculum for students to live out school values, demonstrate social emotional competencies & leadership and serve the school, community & nation



Reflect

- Students engage in regular reflection on what they have learnt and how they have applied their learning. They also learn to assess themselves and give feedback to their peers.

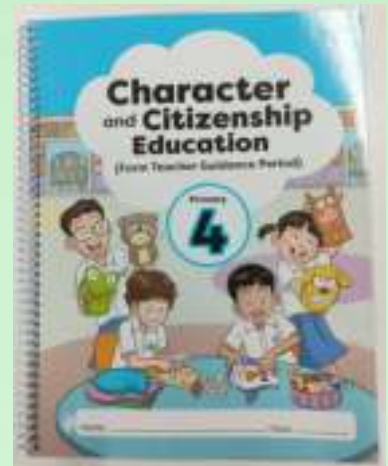


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CCE Curriculum and Enactment @ ZHPS

Learn

- Termly **Start-It-Right** programme,
- Pre- Assembly talks on values, current affairs, etc.
- Assembly sharing
- CCE (Form Teacher Guidance Period)(**FTGP**) / Customised School-based FTGP lesson (**FTGP+**)
- CCE (**Mother Tongue Language (MTL)**)



Apply

Values-In-Action (**VIA**)
Student Leadership Opportunities
National Education (NE) Events
Day-to-day lessons and interactions



Reflect

Values **Self-Assessment**
Reflections



ST1 Leaders Of Character And Active Citizens Who Contribute

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How can parents partner the school in our CCE efforts?

CCE involves a school-home-community partnership with educators, parents/caregivers, peers, and community partners as role models.

- **Consistent & Coherent Messaging** – Reiterate the school values, SE competencies, leadership practices, etc. with your child
- **Active Role-Modelling** – Role model positive behaviour, e.g. cyber wellness habits
- **Values-In-Action @ Home** – Encourage values-in-action at home



Keeping the environment clean

Activity 4: My Personal Home-VIA Project

✓ Choose at least one person in your home whom you want to help.

I want to help my mother

✓ Ask the person these questions.

- Do you have any problem that you want to share with me?
- How does that problem make you feel?
- What help do you need?
- How can I help you?

✓ Design a 'Care Plan' for this person and write your plan below.

My Care Plan:

I will fold the clothes when my mother is busy.

I will sweep the floor for her.

Values-in-Action at Home

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Applied Learning Programme (ALP)

Advocates and Innovators for Sustainable Living



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Overview

Students will:

- adopt an inquiry-based learning, design thinking approach in addressing real-life concerns
- investigate the issues and work together to build their collective understanding of the issues



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What students can look forward to in ALP

Students will:

- go on learning journeys, make observations and collect and analyse data
- apply their knowledge and skills to create new value through advocacy and innovation
- be given choices for their advocacy and innovation projects as they move up the levels



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School-wide programme

2022 Level	Timeframe / Format	Theme	Main activities at a glance
Primary 1	Term 4	Clean SG – Keeping our School clean	<ul style="list-style-type: none"> • Trigger activity – observation and discussion of clean vs dirty environments • Drama
Primary 2	Term 2	Clean SG – Keeping our Community clean (Clean Plate SG)	<ul style="list-style-type: none"> • Trigger activity – observation and discussion of food wastage phenomenon • Drama
Primary 3	Term 2	Green SG – Water and Us	<ul style="list-style-type: none"> • Trigger activities – Nautilus (marine sea creatures) + Artist talk • Value-creation – choice based sea creatures • Resources to be housed on google microsite
Primary 4	Term 3	Green SG – Greenery and Us	<ul style="list-style-type: none"> • Trigger activities – Edible garden / community gardens • Value-creation – plots and • Resources to be housed on google microsite
Primary 5	Term 2	Future Dream SG – Our wasteful ways	<ul style="list-style-type: none"> • Trigger activities – Talk by • Value-creation – coding/prototyping/ • Resources to be housed on google microsite
Primary 6	Term 4 / Post-PSLE activities	Future Dream SG – Sustainable SG 2030	<ul style="list-style-type: none"> • Trigger activities – Interview individuals / organisations + marina barrage • Resources to be housed on google microsite

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Some of our Partners & Stakeholders

- M OE Kindergarten
- BPCC
- NW CDC
- PSG
- NEA



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presentation



Creative Arts @ZHENGHUA

Learning for Life Programme
(LLP)





Learning for Life Programme (LLP)

- initiative introduced by the Ministry of Education (MOE)
- exposes students to a wide range of experiences to build their socio-emotional competencies and to acquire sound values.
- instills in them a sense of rootedness and responsibility for their community, and an appreciation of aesthetics, sports and outdoor education.

Creative Arts

@ZHENGHUA

CONFIDENT

Be sure about yourself and your abilities!

CREATIVE

Use your imagination or original ideas to create something different or new

EXPRESSIVE

Be able to share your thoughts, ideas or show feelings appropriately.

Creative Arts

@ZHENGHUA

Learning in the ARTS



Learning through the arts



CONFIDENT

CREATIVE

EXPRESSIVE

Creative Arts

@ZHENGHUA

Learning in the ARTS



Learning through the arts

	MUSIC	ART	DANCE	DRAMA
Primary 3	Keyboard Malay Music	Batik Art 	Malay Dance	 English Language & Mother Tongue
Primary 4	Recorders Indian Music	Interdisciplinary Museum-based Learning	Indian Dance 	

ARTS EXPOSURE

School or level-wide
programmes that exposes
students to the arts.
Engagement with artists or
professionals.

CURRICULUM BRIEFING
4 FEBRUARY 2023

Music

ASSEMBLY PROGRAMMES

Learning journeyS

school performances

Singapore Youth Festival (SYF)

working with artists/ professionals

CO-CURRICULAR ACTIVITIES (CCA)

Dance

Drama

Art



PE Department



3EE, 3HY, 4IY, 6IN, 6EE



1CE, 1EE, 1RE, 2CN, 2IY, 6IY
(PE and CCA Coordinator)



1IN, 3CN, 3IY, 5EE, 5IN, 6HY



1CN, 1HY, 2CE, 2HY, 4HY, 6CN



2EE, 4CE, 4EE, 4IN



3CE, 4CN, 4RE, 5CN, 5CE, 5RE



Mr Rozali Ibrahim (Teacher)
1IY, 1RT, 2IN, 3IN



2RE, 2RT, 5HY, 5IY, 6CE, 6EE, 6RE

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Zhenghua Primary School
PE Department

Curriculum Overview

Duration

P1 & 2 – 4 periods* per week

P3 to P6 - 5 periods* per week

* (1 period – 30min)

Syllabus

- Athletics (P3 –P6)
- Dance
- Games & Sports
- Gymnastics
- Outdoor Education
- Physical Health & Fitness
- Swimming (P3 only)



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Zhenghua Primary School

PE Department

Desired Outcomes of a PE student after attending 6 years of PE curriculum & co-curriculum

- Possesses sound fundamental & sports related skills
- Able to comprehend and apply basic game concepts
- Understand the benefits and is competent in leading a healthy life (mentally, emotionally & physically) through eating, drinking, sleeping & moving right.
- Had an enriching and enjoyable experience in physical activities with oneself & others
- Had exercised Civic-mindedness and school values through physical activities
- Has the desire to lead a healthy and active lifestyle after leaving Zhenghua Pri Sch

...A Fit, Healthy, Happy & Righteous PE student



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Zhenghua Primary School

PE Department

School-wide/ Signature Programmes

P1- P4 Amazhenghua Race & P5 & 6 YOG

P1- P6 Annual Sports Carnival to celebrate the joy of doing sports and to enrich their school experiences. To provide platforms to exercise school values through sports.

Health & Wellness Programme

Fruttie Veggie Healthy snacking month

Eye Care Week

Dental Talk

Assembly Talks on Healthy and Active Living

Semestral Height and Weight Taking Exercise to monitor BMI

Active Kids Bingo Challenge Programme

To promote healthy lifestyle at home through Home Based Assignments (HBL) using the SLSpportal



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Zhenghua Primary School
PE Department

School-wide/ Signature Programmes

P4, 5 & 6 Sports Education Programme

To introduce to the students a wider range of sports not covered in the PE syllabus

Play@Recess Programme

Promoting unstructured outdoor play during recess and cultivating active lifestyle outside PE curriculum

Enhancing TSR through Sports Programme

Promoting good rapport amongst class teachers and students through sports



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Cooperation and Excellence



Zhenghua Primary School

PE Department

Specific level curriculum

P5 Adventure Outdoor Camp

To earn outdoor adventure skills

To better appreciate Mother Nature & cultivate interest in outdoor adventure activities

Build / strengthen friendship and camaraderie

P3/ 5 Swimsafer Programme

Aims to develop students' confidence to maneuver their bodies with control in the water so as to open up new possibilities in aquatics towards an active and healthy lifestyle

P4 and 6 NAPFA

Annual Physical Fitness Test to enable students to gain an insight into their personal fitness level and how to improve their fitness

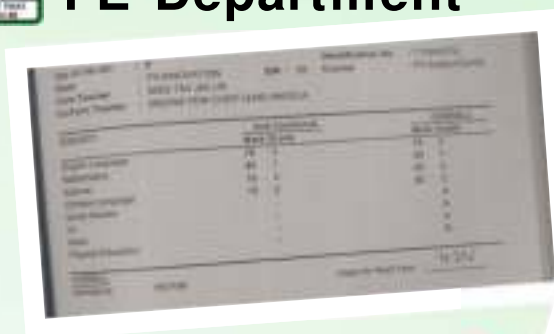


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Zhenghua Primary School PE Department

Assessment Practices



Assessment Reports

Semestral PE grades based on modular performances and students' attitudes during PE (P3 –P6)



Assessment Reports

Termly & Semestral formative assessment based on modular performances and students' attitudes during PE (P1 – P2)



Assessment Modes

Peer Assessments and Coaching using video recording and assessment checklists



Assessment Modes

Fitness assessment through P4 & 6 NAPFA



Assessment Modes

Cognitive assessments through written and online assignments such as the Physical Health and Fitness workbooks and customized SLS learning packages



Assessment Modes

Skill and games concept assessments by teachers



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Zhenghua Primary School

Art Department



M dm Lem Li Kuen (Senior Teacher) Ext 539	M dm Gina Chai Ext 538	M s Ainida Shubahi Ext 539	M s Khor Ting Yan (Internal SH) Ext 538
1CN, 1EE, 1IN, 1IY, 1RE	1CE, 1HY, 1RT		
2CE, 2CN, 2EE, 2IY			2HY, 2IN, 2RE, 2RT
	3CN, 3HY	3CE, 3EE, 3IN, 3IY	
4IY	4CE	4CN, 4IN	4EE, 4HY, 4RE
		5CE, 5EE, 5HY, 5IN, 5IY, 5RE	5CN, 5EE
6CE, 6CN, 6EE, 6HY	6IN	6CN, 6RE	6IY



Zhenghua Primary School

Art Department

Curriculum Overview

Art lessons (1 hour per week)

Learning Outcomes	P3-4
See Observe – Inquire	LO1: Distinguish the visual qualities in what they see LO2: Ask questions and gather information to make meaning of what they see LO3: Draw from their observation and experience
Express Create – Innovate	LO4: Explore and discover different ways to use materials and tools to make art individually and with others LO5: Present their own ideas and consider others' ideas in artworks and through art making
Appreciate Connect – Respond	LO6: Demonstrate eagerness to find out more about art LO7: Share their artworks, intentions and art making processes with others LO8: Talk about Singapore and international artworks and artists



Zhenghua Primary School

Art Department

Signature Art Programmes



Primary 2 and Primary 5
Ceramics



Primary 3 Batik



Primary 3 Applied
Learning Programme



Primary 4
Interdisciplinary
Museum-Based
Programme



Zhenghua Primary School
Art Department

Learning Journeys



Primary 4 Learning Journey to
National Gallery Singapore



Primary 5 Learning
Journey to NUS
Museum



Talent Development



Budding Artists (P2 Enrichment)
and Talent Art (CCA)

P3 Art Task Example

Create a batik cloth design inspired by motifs you have learnt about

Formative and/ or Summative Assessment on:

Art Discussion, Sketches/ Journal Process, Final Artwork

Criteria/ Level	Getting There (1)	Got It (2)	Wow (3)
Ideas Expression of ideas	I am somewhat able to express my batik design through my journal/ artwork.	I am able to express my batik design through my journal/ artwork.	I am able to express my batik design clearly and confidently through my journal/ artwork.
Technical Ability Application of techniques taught in class	My artwork somewhat demonstrates my ability to apply the wax and painting skills.	My artwork demonstrates my ability to apply the wax and painting skills.	My artwork demonstrates my ability to apply the wax beyond what is expected and controlled painting skills.
Motivation Ability to stay on task and receptiveness to feedback	I need constant prompts to stay on task and find it challenging to apply feedback given to improve my artwork.	I am mostly able to stay on task with few prompts and improve my artwork based on feedback given.	I am able to stay on task without any prompts and improve my artwork based on feedback given.
Overall Getting There - ≤ 4 Got It - 5-7 Wow - 8-9			





Zhenghua Primary School

Music Department

Mrs Patsy Long
Teacher



P2, P3, P4, P5

Mr Chua Liang Cun
Music Co-ordinator



P1, P3, P4, P5, P6

Mr Loo Teng Kiat
Lead Teacher (Music)



P1, P2, P4, P6



Zhenghua Primary School
Music Department

About the curriculum

	T1	T2	T3	T4
P6	Korean/ Japanese Culture			
P5	Polynesia/ Oceania Culture			
P4	Indian Culture			
P3	Malay Culture			
P2	Chinese Culture			
P1	Western tradition			

P1 and P2 (2023 Syllabus)

3 Learning Outcomes

LO1 Listen and Respond to Music

LO2 Create Music in both vocal and instrumental settings, individually and collaboratively

LO3 Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively:

A. Sing

B. Play Instruments

P3 to 6 (2015 Syllabus)

5 Learning Outcomes

LO1 Perform Music in both instrumental and vocal settings, individually and in groups.

LO2 Create Music in both instrumental and vocal settings, individually and in groups.

LO3 Listen and Respond to Music.

LO4 Appreciate Music in local and global cultures.

LO5 Understand musical elements and concepts.



Zhenghua Primary School
Music Department

Signature Programmes

Arts Alive! (Morning Melodies)

Presentation of songs, musical instruments, ensembles and performances, together with the Art department and the Performing Arts groups.

Music Makers (P2)

Discovering and developing young talents from P2, focusing on instrumental skills and singing, providing a platform for students to be enriched by experiencing music making beyond the music curriculum.

Zhenghua Sparklers (P3 to 5)

Performance platform for ensembles and solo acts, fostering teamwork and collaborative efforts to showcase musical talents.





P4 curriculum at a glance

Indian Culture



Folk/ Children's songs

- 2/3-part singing
- Canon and rounds
- Partner songs

Swara
Gamakas



Recorder

- Notes & note names
- Breath control
- Dexterity

Ghungaroo, Tabla
Sitar, Pungi



Ensemble

- Singing and playing in a (large/ small) ensemble

Carnatic ensemble,
Koodiyattam,
Bharatanatyam & Kathakali



Music and Movement

- Move to the beat
- Coordination

Indian Dance



Zhenghua Primary School
Music Department

Assessment Practices

Tasks (generic)

Term 1

Sing a song with
accurate pitch/ rhythm
and a **steady beat**
confidently in a **large**
ensemble.

Term 2

Play an instrument with
accurate pitch, rhythm
and tempo in a **large**
ensemble.

Term 3 & 4

Sing/ play instruments
with multiple parts with
accurate pitch, rhythm
and tempo **in a small**
ensemble.

Rubrics

In student-friendly language (promote self-assessment and peer feedback against the success criteria).

Evaluation

At the end of each semester, **detailed descriptors** are given to **reflect students' learning**.

Data is based on **multiple sources** (peer, quizzes, live performances in the classroom).

Taking the best performance (or score) from a series to **reflect students' best efforts**.

Thank you for your partnership

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Resilience, Innovation, Integrity, Care, Collaboration and Excellence