



**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



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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

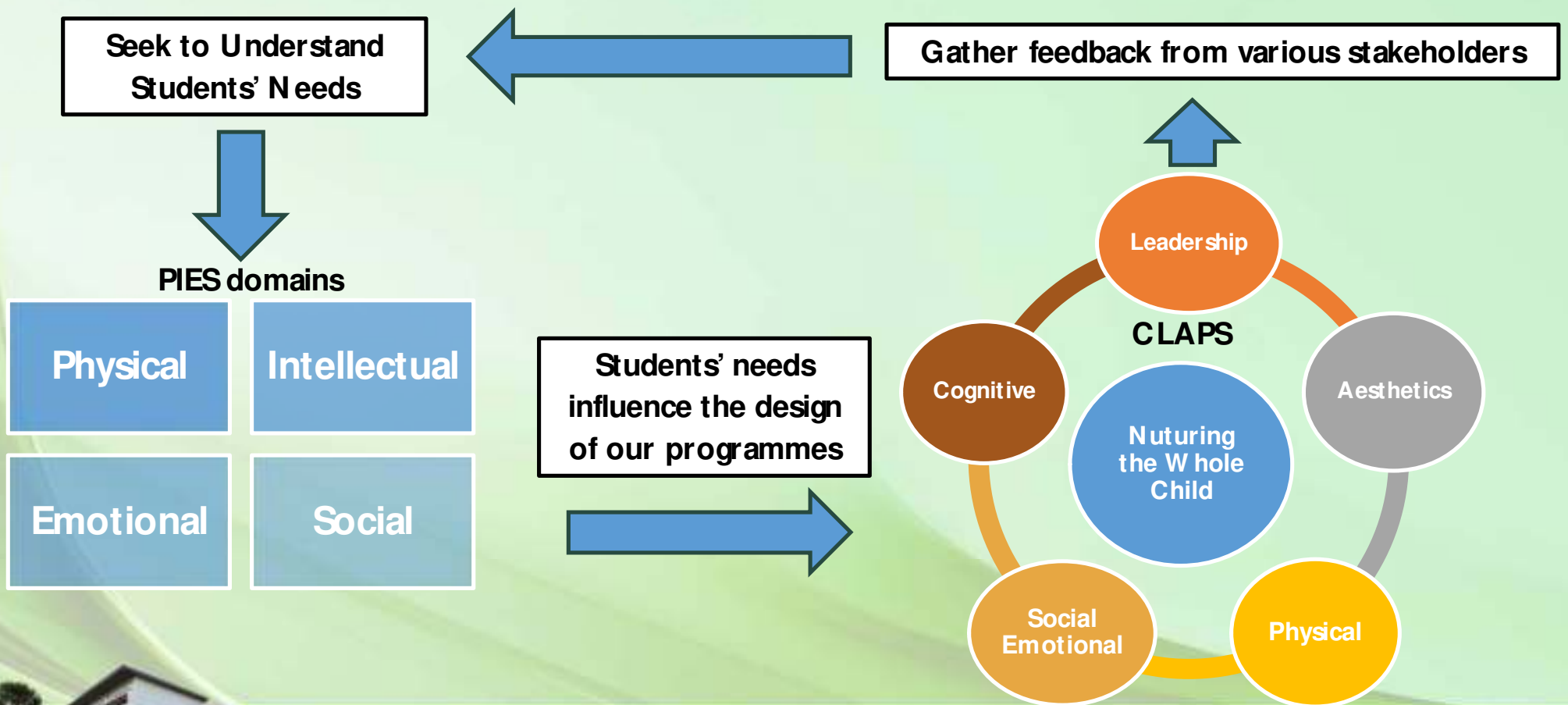


Students  
our Focus



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# Our Approach



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# P5 Level-wide Programmes

## Term 1

- Art Museum-based Learning to NUS Museum
- Swimsafer Programme
- Rolls Royce STEM Programme
- Peer Support Training Programme
- Student Leadership Training
- Math Olympiad

## Term 2

- Code for Fun and STEM Day
- Swimsafer Programme
- Flourish and Shine
- Peer Support Training Programme
- Student Leadership Training
- PALM (Math)
- Eco Trail (Math)
- ALP

## Term 3

- NE Show
- MBL to Indian Heritage Centre
- Peer Support Training Programme
- Making Jam (EL)
- Student Leadership Training

## Term 4

- 3-day Non-Residential Camp
- Little Bakers (Math)



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# 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 in their transition years

## Understand your child's needs

- Physical
  - Biological changes
  - Conscious of self image
- Emotional
  - Learning to understand themselves and their emotions
  - Desire for greater autonomy
- Social
  - Peer influence & conflict; friendship issues
  - Social media influence
  - Relating to parents
- Academic:
  - Learning to cope with more homework
  - Higher level of difficulty



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# How you can help support your child's well-being in their transition years

## 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 5 is like for students these days. Moderate your expectations according to your child's strengths and development
- Share information on physical changes during puberty, include the range of emotions that may accompany it

### 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

3

Parents to indicate  
your child's preferred  
subject combination

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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

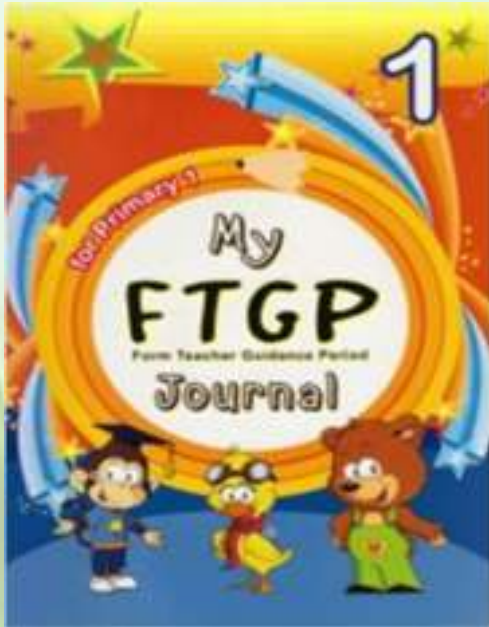
S c h o o l a s s e s s e s y o u r  
c h i l d ' s a b i l i t y t o c o p e w i t h  
t h e s u b j e c t s a t t h e e n d o f  
t h e y e a r

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)



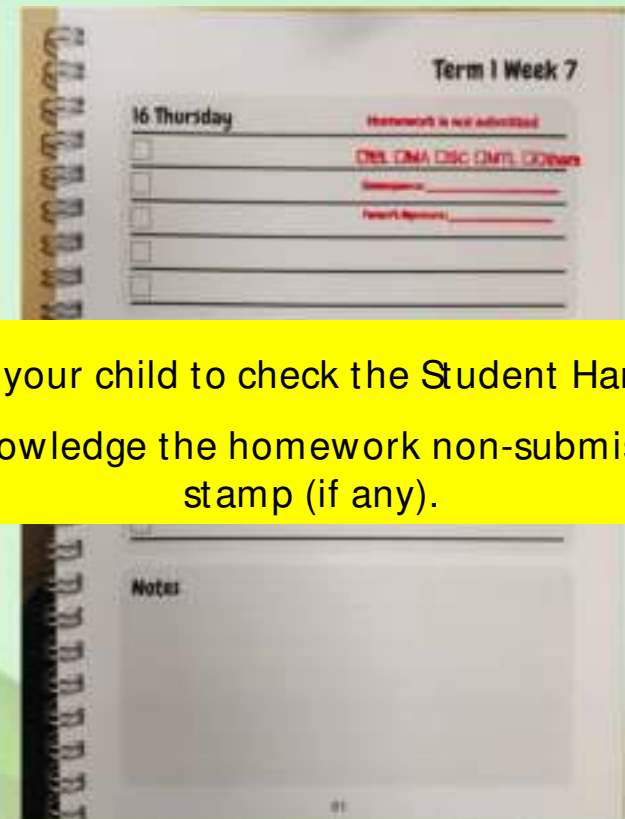
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# Homework Submission

## 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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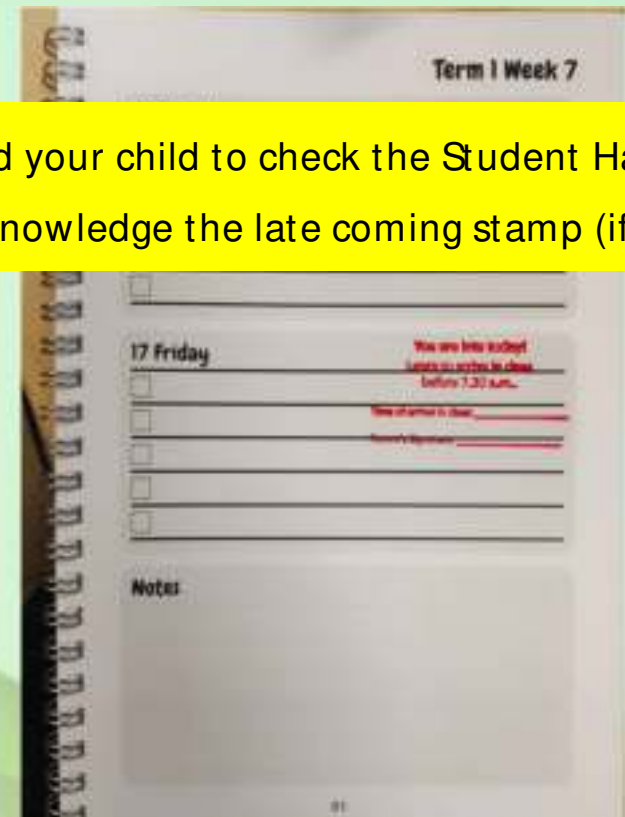
# Punctuality to School

## 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)
<b>Stamp notification</b>	<b>Late stamp</b> on student handbook for students who <b>arrive in class/ hall after the start of the National Anthem</b>	<b>Homework reminder stamp</b> on student handbook for students who <b>did not submit homework despite being given a reminder</b>

## 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](mailto: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](mailto:hafiza_ahssan@moe.edu.sg)

Phone number: 67697478 (extn: 571)



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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 5 Character and Citizenship Education (CCE)**



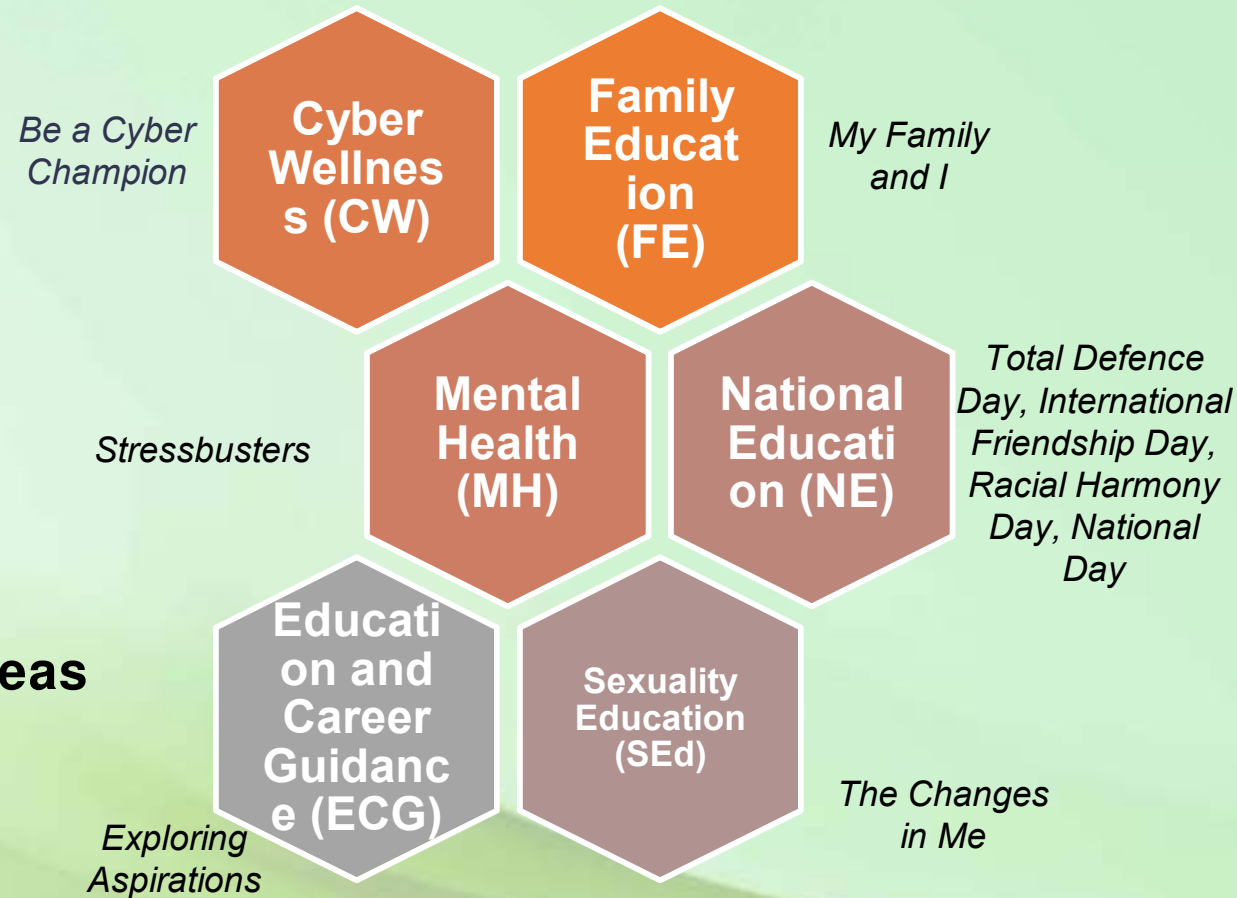
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# Goals of Character and Citizenship Education (CCE)

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:



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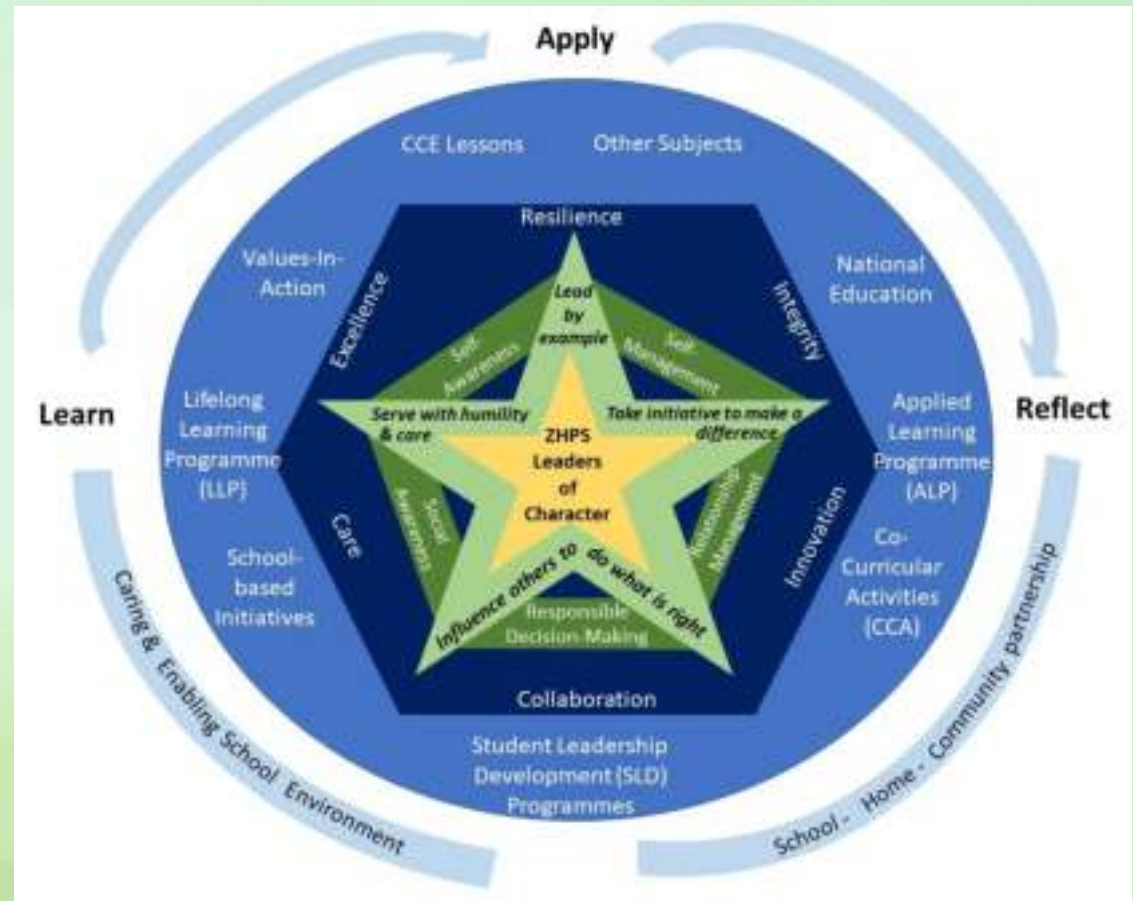


# CCE Curriculum and Enactment @ ZHPS

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.



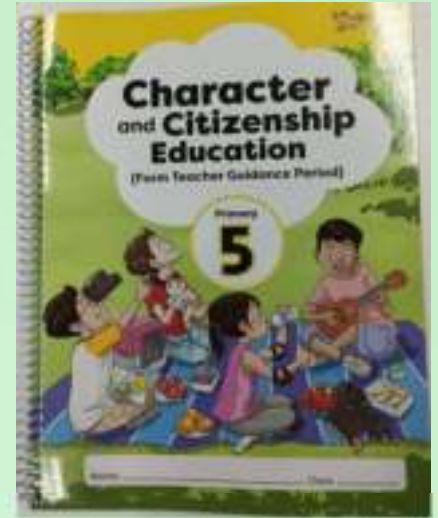
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# CCE Curriculum and Enactment @ ZHPS

## 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**



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5.2 Learning Of Character And Active Citizens Must Contribute Positively

# 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 VIA-at-Home Project



(Note: This is based on P's PTP Journal, Pg. 36)

1. Set a goal to specially show care to one person in your family.

The person whom I want to show care to in my family is my father

2. Decide on the words and actions that you can say and do for this person.

Examples of words to show care	Examples of actions to show care
• How is your day?	• Help a family member
• Thank you!	• Smile and greet my family member
• I am happy to see you.	• Chat with my grandparents
• May I help you?	• Play with my brother or sister
• Have you eaten?	

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

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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

Learning in the ARTS



Learning through the arts

	MUSIC	ART	DANCE	DRAMA
Primary 5	Ukelele Polynesian / Oceania Music	Ceramics Museum-based Learning	Polynesia / Oceania Dance	English Language & Mother Tongue
Primary 6	Japanese/ Korean Music	Digital Art 	International 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

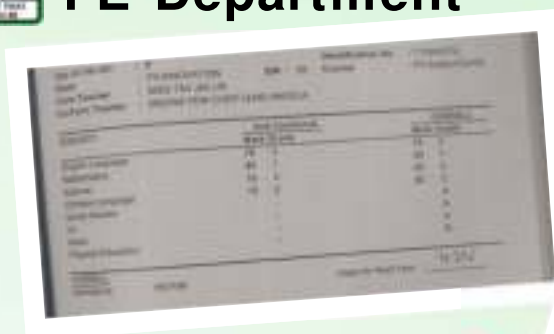


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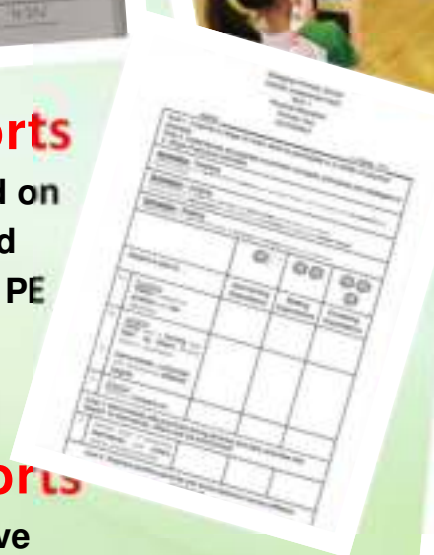
## Zhenghua Primary School PE Department

# 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



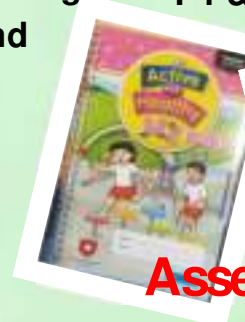
### Assessment Modes

Fitness assessment through P4 & 6 NAPFA



### Assessment Modes

Skill and games concept assessments by teachers



### Assessment Modes

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



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# Zhenghua Primary School

## Art Department



<b>M dm Lem Li Kuen (Senior Teacher) Ext 539</b>	<b>M dm Gina Chai Ext 538</b>	<b>M s Ainida Shubahi Ext 539</b>	<b>M s Khor Ting Yan (Internal SH) Ext 538</b>
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 (P5-6)

*Art lessons (1 hour per week)*

Learning Outcomes	P5-6
<b>See</b> Observe – Inquire	LO1: Gather information and make informed links between the use of visual qualities and intentions LO2: Draw from observing visuals and the world around them to record ideas for their art making
<b>Express</b> Create – Innovate	LO3: Experiment with alternative ways to use materials and tools to make art individually and with others LO4: Discuss the intentions of their own artworks and interpret those of others
<b>Appreciate</b> Connect – Respond	LO5: Take pride in their own art making LO6: Respect others' artworks, intentions and perspectives LO7: Discuss and relate Singapore and international artworks and artists to their own experiences



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)

## P6 Art Task Example

Create a self-portrait made up of objects, symbols and/or imagery that represent key elements of your identity incorporating elements of Cubism.

### Formative and/ or Summative Assessment on:

Art Discussion, Sketches/ Journal Process, Final Artwork

Criteria/ Level	Getting There (1)	Got It (2)	Wow (3)
<b>Ideas</b> Expression of ideas	I am somewhat able to express elements about myself through my choice of colours and images in my journal/ artwork.	I am able to express elements about myself through my choice of colours and images in my journal/ artwork.	I am able to express elements about myself through my choice of colours and images in my journal/ artwork clearly and confidently.
<b>Technical Ability</b> Application of techniques taught in class	My artwork somewhat demonstrates my ability to create a portrait with elements of Cubism.	My artwork demonstrates my ability to create a portrait with elements of Cubism.	My artwork demonstrates my ability to create a portrait with elements of cubism, clearly expressing my individuality.
<b>Motivation</b> 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.
<b>Overall</b> 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.





## P5 curriculum at a glance

### Polynesia/ Oceania Culture



#### Folk songs

- Hakka, songs from Hawaiian culture
- 2/3-part singing

Songs from Oceania  
Aboriginal Songlines



#### Ukulele

- Beat/pulse, rhythm
- Texture/timbre
- Coordination

The Didgeridoo  
The Ipu



#### Ensemble

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

Hawaiian hula, Aboriginal  
Joonba, Ori Tahiti



#### Music and Movement

- Move to the beat
- Coordination

Hakka Dance



# Thank you for your partnership

Mdm Hafiza (Year Head)

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*Resilience, Innovation, Integrity, Care, Collaboration and Excellence*