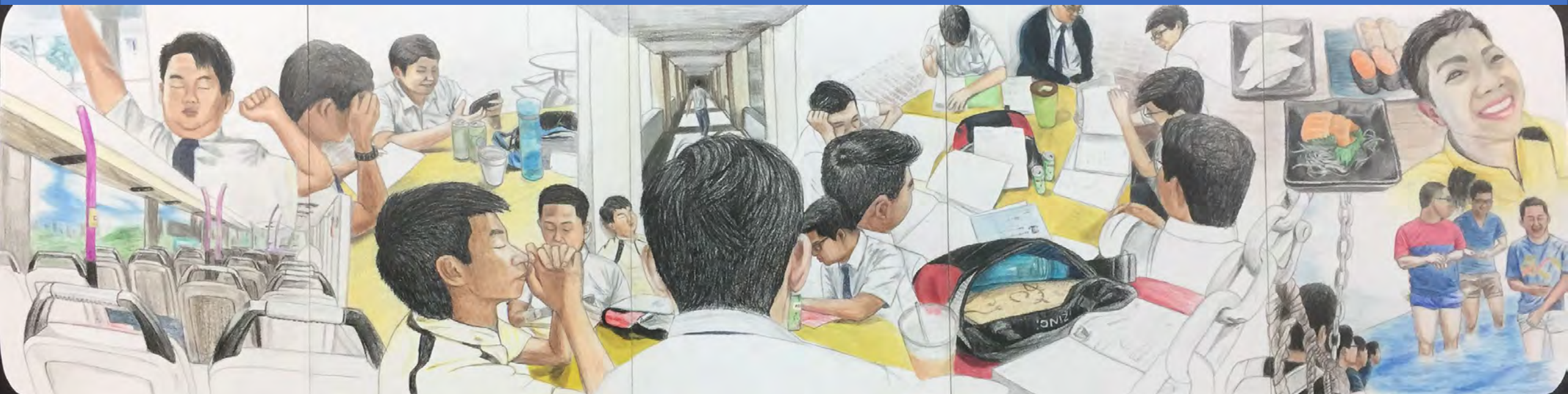




Anglo-Chinese School
(Independent)

UPPER SECONDARY ART PROGRAMME



Year 4 Express (2017) Fong Chun Kit, graphite & colour pencil on paper



Anglo-Chinese School
(Independent)

UPPER SECONDARY ART PROGRAMME

Dr Tham Hong Wan
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Year 4 Visual Art (2022) Kieran Ong, acrylic on canvas board

The Upper Secondary Art programmes (both SEC & IP) are for students who are passionate about artistic creation and would like to pursue the discipline at a higher level.

INTRODUCTION

Art has been a valuable mode of human expression throughout history. It plays many important roles in our lives.

Art captures memories, communicates ideas, shapes value and evokes emotions. It exists all around us in different forms, from the colours, shapes and patterns in nature to everyday images and designs on magazines, products and media.

As an academic subject in the school curriculum, art is integral to the holistic development of every student.



THE VALUE OF ART IN THE CURRICULUM IS THREEFOLD

- 1. Art Expands Imagination, Enhances Creativity and Develops Adaptability.*
- 2. Art builds students' capacity to critically discern and process visual information and communicate effectively.*
- 3. Art fosters students' sense of identity, culture, and place in society.*

Year 3 Express (2021) Tan Tao Zhi, acrylic on canvas



THE VALUE OF ART IN THE CURRICULUM IS THREEFOLD

1. Art Expands Imagination, Enhances Creativity and Develops Adaptability.

Art develops creative dispositions such as curiosity, openness and reflectiveness. By cultivating tolerance for ambiguity, developing ability to see from multiple perspectives and to adapt flexibly across different contexts, art develops critical, adaptive and inventive thinking competencies that drive innovation. Through the study of art, students develop capacity to observe closely, explore, engage, persist, evaluate, reflect and take risks to stretch themselves beyond what they currently know and can do, nurturing a sense of agency. They learn to imagine and to envision.

Year 3 Express (2021) Tan Tao Zhi, acrylic on canvas



THE VALUE OF ART IN THE CURRICULUM IS THREEFOLD

2. Art builds students' capacity to critically discern and process visual information and communicate effectively.

Art develops students' communication and information skills. It develops students' confidence and skills to express themselves. The study of art hones sensorial perception and provides understanding of visual elements, aesthetics and art history. Art develops skills in handling various media and tools and builds key foundational capacities such as the ability to make meaning, create and communicate through visual media.

Year 3 Express (2021) Tan Tao Zhi, acrylic on canvas



THE VALUE OF ART IN THE CURRICULUM IS THREEFOLD

3. Art fosters students' sense of identity, culture, and place in society.

Art encompasses important ways of knowing and learning about self, others and the world around us. It is a form of language through which meaning is generated and cultural identities are formed. It provides an avenue for students to develop self and social awareness, appreciate our unique Singaporean forms of expression that are anchored on national values, as well as understand and appreciate cultures and traditions beyond a local context. This enables them to develop respect for self and others, to appreciate diversity and to cultivate global and cross-cultural literacy.

Year 3 Express (2021) Tan Tao Zhi, acrylic on canvas



The aims of Art education are to enable students to:

- 1. Enjoy art,*
- 2. Communicate visually, and*
- 3. Make meaning through connecting with society and culture.*



Year 3 IP (2020) Lee Wei Kin, graphite & acrylic on paper

The syllabus is illustrated by the G2/G3 Art and Higher Art Syllabus Framework in Figure 2. Presented in the form of a colour wheel, the framework captures the essential features in the syllabus and their interactions. The framework is undergirded by three Big Ideas (3.1) which are delivered through four inter-related Learning Content (3.2) and three Core Learning Experiences (3.3). The framework serves to guide cohesive and effective teaching and learning of art to achieve the syllabus objectives set out in 2.1.

More than creating individual artworks or engaging in art projects, the G2/G3 Art and Higher Art curriculum encourages continual exploration, development, and growth. Through carving paths of inquiry and revisiting learning in Process-Product Discourse (PPD), students discover new knowledge and ways of working.

Syllabus Framework

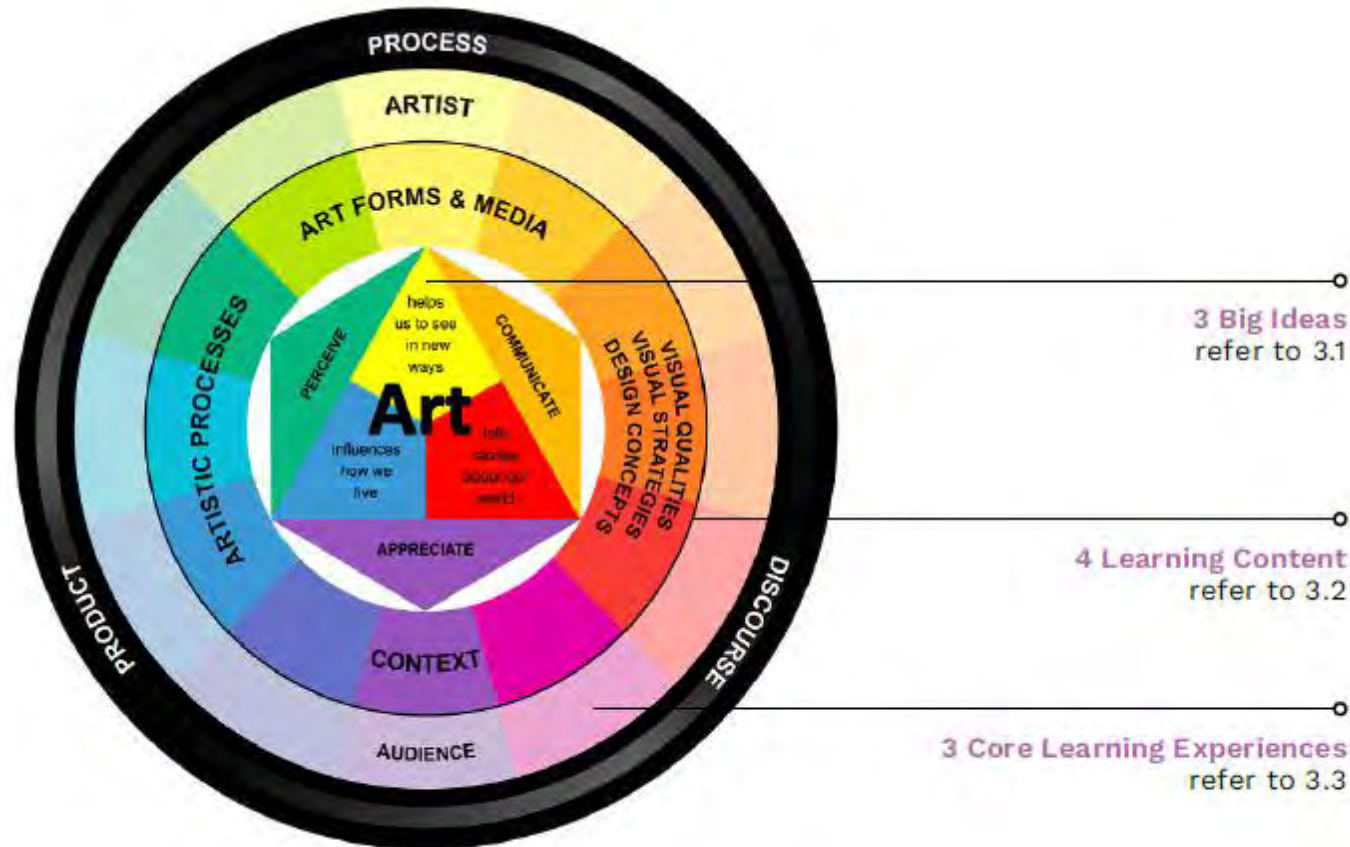


Figure 2: G2/G3 Art & Higher Art Syllabus Framework

THREE BIG IDEAS

Art helps us to see in new ways

Art influences how we live

Art tells stories of our world

Art Education for the Development of 21st Century Competencies and Character and Citizenship Education Learning Outcomes

1. *Critical, Adaptive and Inventive Thinking*
2. *Communication, Collaboration, and Information Skills*
3. *Civic, Global and Cross-Cultural Literacy*



Year 3 IP (2020) Ryan Daniel Chua, mixed media

Art Education for the Development of 21st Century Competencies and Character and Citizenship Education Learning Outcomes

1. Critical, Adaptive and Inventive Thinking

Critical, adaptive and inventive thinking are developed through art making and art discussion. In art making, students explore and experiment different ways to harness materials and techniques to express ideas. By imagining solutions and exploring alternative forms, students learn to take risks when making artistic decisions to solve problems. Beyond curiosity and creativity, students learn to reason effectively, consider different perspectives, reflect and apply critical evaluation when they engage in art discussions.



Year 3 IP (2020) Ryan Daniel Chua, mixed media

Art Education for the Development of 21st Century Competencies and Character and Citizenship Education Learning Outcomes

2. *Communication, Collaboration, and Information Skills*

Art utilises a language and symbol system through which students interpret and communicate their ideas. The activities which students engage in while learning Art enable them to practise communication and collaboration skills, be it working individually or in groups. As a discipline that thrives on the building and exchange of ideas, students enlarge their understanding when they share their ideas and creations with others. Through their engagement in artistic processes, students learn to be open and responsive to diverse perspectives, work respectfully with their peers, make necessary compromises, and share and accept responsibility.



Year 3 IP (2020) Ryan Daniel Chua, mixed media

Art Education for the Development of 21st Century Competencies and Character and Citizenship Education Learning Outcomes

3. Civic, Global and Cross-Cultural Literacy

Art invites and leads students to inquire and reflect on issues of identities, cultures, and traditions. Students' awareness and understanding of their cultural heritage are fostered through their exposure to artworks across different cultures and histories. By making and weighing connections between art and contemporary lives, students activate their personal voice and imagination to explore expression and to create. In the process, students deepen their appreciation of local and global communities, cultures and contexts to build a sense of agency and belonging.



Year 3 IP (2020) Ryan Daniel Chua, mixed media

AIMS

The syllabus aims to develop students as active artists and inform the audience with:

1. Confidence to express artistic intent through visual language,
2. Critical, adaptive, and inventive thinking to produce and evaluate creative resolutions,
3. Personal voice and capacity to reflect on self in relation to others in art, and
4. An understanding of, and respect for, diverse social and cultural perspectives.



Year 3 IP (2021) Shivesh s/o Sivaperakas, oil on canvas

UPPER SEC ART SYLLABUS

Year 3

Studio work: Common syllabus focusing on the foundation of art making for both SEC and IP students

Year 4

SEC students to take Singapore-Cambridge Secondary Education Certificate [G3 Art]

IP students to continue exploring art making leading towards IB Visual Art Programme



Year 4 Higher Art (2014) Jonathan Foo, acrylic on canvas

LEARNING OUTCOMES

The three learning domains – **perceive, communicate, appreciate** – encapsulate the cognitive, affective and psychomotor dimensions of students' engagement in art. The domains connect, intersect, and operate as a dynamic whole to develop desired knowledge, skills and dispositions in students.

The table below presents an overview of the learning domains and learning outcomes students are expected to achieve upon successful completion of the course at the upper secondary level.

LEARNING OUTCOMES

Perceive

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.

Generate ideas and visuals through the gathering and synthesis of information.

Explore context and investigate visual qualities, visual strategies and design concepts in art.

Communicate

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.

Develop an understanding of art forms and media, harnessing them to express artistic intent.

Cultivate a personal artistic vision through iterative cycles of inquiry, review and modification.

Appreciate

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.

Reflect, comment, and evaluate on their own and others' works of art.

Understand and value art's role in society and culture.

ASSESSMENT OBJECTIVES

For both Paper 1 and Paper 2, candidates should be able to demonstrate the following:

Knowledge with Understanding

Recognise and discover visual qualities, visual strategies and design concepts.

1. Read and explore a range of visual and contextual information.
2. Investigate art forms and media, techniques, and processes.
3. Attribute sources and record citations.

Application Skills

Experiment and create works with visual qualities, visual strategies and design concepts.

1. Make connections across visual and contextual information.
2. Study and differentiate the use of art forms and media, techniques, and processes.
3. Manipulate, evaluate, refine ideas and use of materials, techniques, and processes.

Communication Skills

Generate and develop visuals and ideas.

1. Communicate ideas through visual qualities, visual strategies and design concepts.
2. Discuss own and others' work using subject-specific language.
3. Articulate learning by explaining artistic intent and considerations.

WEIGHTING AND ASSESSMENT (G3 Art 6114)

Paper	Description	Marks	Weighting (%)	Duration
1 Visual Response	Section A: Visual Analysis One question will be set, with two sub-parts for visual analysis and discussion. The Question is accompanied by one unseen visual stimulus.	10	50	2 hours 15 mins
	Section B: Exploratory Sketching One practical task in response to a visual stimulus. Candidates will provide sketches with annotations, culminating in a sketch that shows their concept for the visual response.	40		
	Total of Paper 1	50	50	
2 Portfolio	Part A: Selection of Visual Materials Maximum of 15 screens illustrating artistic exploration and processes which include at least 3 art forms and media.	30	50	To be completed in 30 hours within 12 weeks
	Part B: Commentary An articulation of personal artistic growth based on 3 works, in not more than 800 words, and under 10 A-4-sized pages.	20		
	Total of Paper 2	50	50	

DESCRIPTION OF PAPERS

Paper 1: Visual Response (2 hours 15 minutes, 50 marks, 50%)

This paper requires candidates to critically discern and process visual information and communicate effectively demonstrating 21st century competencies. The Core Learning Experiences of Art Conversations and Art Journalling will be applicable in this assessment. The candidate will practise careful observation of an artwork and communicate their interpretation and objective visual analysis in writing, after which the candidate will provide their personal response via exploratory sketching. This creates the opportunity to demonstrate their ability to apply the Big Ideas through drawing, imagination and inventive thinking while revealing the candidates' sense of self or of others in the world around them, as part of identity, culture and society.

Candidates will make their text and sketch responses in the spaces provided on the question paper.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 1: Visual Response (2 hours 15 minutes, 50 marks, 50%)

Section A Visual Analysis consists of **one** question with two sub-parts for visual analysis and discussion on a given visual stimulus. Candidates will be required to interpret the stimulus and analyse the visual qualities or specific aspects presented. Candidates must also discuss the subject matter of the stimulus, interpret the ideas presented in the stimulus or evaluate the effectiveness of aspects or a specific aspect of the stimulus. The visual stimulus will be an unseen work.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 1: Visual Response (2 hours 15 minutes, 50 marks, 50%)

Section B Exploratory Sketching requires candidates to use drawing for purposeful ideation and concept development. The task will be based on one of the Big Ideas and the candidate must situate their response. Building on their observations, analysis and interpretation from Section A, the candidate will use the visual stimulus provided to develop and investigate ideas, concepts, and layouts for a two-dimensional concept or composition outcome. The concept or composition is not intended as a finished solution but must present the candidate's concept for either an under-drawing for a painting or illustration or a design. Candidates are not expected to render or shade or colour in their exploratory sketches. Sketches may be accompanied by short notes or annotations to explain their idea or concept.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 1: Visual Response (2 hours 15 minutes, 50 marks, 50%)

Section B Exploratory Sketching (cont.)

Candidates must make their visual response using only permissible drawing media such as pens, markers or pencils (HB or 2B). Dry media such as charcoal, soft graphite, chalk / soft pastels and oil pastels, as well as all wet media are strictly **not** permissible.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 2: Portfolio (30 hours within 12 weeks, 50 marks, 50%)

This paper will require candidates to form and develop their sense of identity, culture and place in society. Candidates will demonstrate inventive thinking by how they engage with ambiguity, consider multiple perspectives, imagine and envision as part of their art journey. Candidates will demonstrate their ability to explore ideas and visuals, investigate visual qualities and strategies in art, and develop an understanding of skills, techniques and processes in a variety of art forms and media. The task of assembling a portfolio will support candidates in building their confidence and skills to express themselves to make meaning, create and communicate artistic intent through art. Their selection of visual materials and commentary will be evidence of their art learning from valuing and sharing their ideas/ works to how they process feedback, overcome setbacks, and undertake critical reflection of their work leading to informed decisions on their art journey.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 2: Portfolio (30 hours within 12 weeks, 50 marks, 50%)

The Portfolio will consist of two parts: Selection of Visual Materials and Commentary.

The Portfolio will be internally assessed by schools and externally moderated by SEAB.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 2: Portfolio (30 hours within 12 weeks, 50 marks, 50%)

Part A: Selection of Visual Materials

Candidates must select visual materials gleaned from their years of study in upper secondary Art. The visual materials may include works generated by the candidate in school or as part of their own independent research, such as art journal spreads, documentation of experimentations, in-progress work, and research findings.

The selection which includes study of **at least three different art forms and media**, with **one** from Fine Art and **one** from either Design **or** Time-based categories, must demonstrate candidates' exploration of ideas, development of visuals, experimentation in art forms and media, and growth in understanding of art making and concepts. The submission must not exceed **15 screens**. Candidates need not sequence or annotate the screens. The screens must be submitted electronically.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 2: Portfolio (30 hours within 12 weeks, 50 marks, 50%)

Part B: Commentary

Candidates must present a commentary of their artistic intent and articulate the connections between their own and others' works of art. The commentary should be based on **three works** by the candidate and should use appropriate subject-specific language.

The commentary must demonstrate candidates' ability to communicate their personal artistic interests and how their works are a response, reflection and illustration to their ideas or motivations. It should demonstrate candidates' ability to interpret and review works, to recognise links, and influences, and to evaluate their learning.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

DESCRIPTION OF PAPERS

Paper 2: Portfolio (30 hours within 12 weeks, 50 marks, 50%)

Part B: Commentary (cont.)

Candidates must include citations, relevant images and observe academic honesty when referencing the works of others. The commentary must **not exceed 800 words** and must be submitted in a softcopy file of **not more than 10 A4-sized pages** if there are accompanying images to support the commentary. The file naming convention, in-text citations, file size and file type information must be adhered to by all candidates.



Year 4 IP (2021) Ryan Daniel Chua, digital painting

UPPER SEC ART SYLLABUS

Year 3

Studio work: Common syllabus focusing on the foundation of art making for both SEC and IP students

Year 4

SEC students to take Singapore-Cambridge Secondary Education Certificate [G3 Art]

IP students to continue exploring art making leading towards IB Visual Art Programme



Year 4 Higher Art (2014) Jonathan Foo, acrylic on canvas



Year 3

Common syllabus for both SEC and IP students

Media: Drawing, Painting, and Digital



Year 3 Art (2022) Darren Tay Yu Jun, acrylic on canvas



A. STUDIO WORK FOUNDATION OF ART MAKING (Year 3)



Students focus on **Paper 1 Visual Response**

- A. Visual Analysis (Theory)**
- B. Artist Journal (Studio) [Exploratory Sketching]**

Year 3 Art (2022) Darren Tay Yu Jun, acrylic on canvas



A. STUDIO WORK FOUNDATION OF ART MAKING (Year 3)



Students focus on **Paper 1 Visual Response**

A. Visual Analysis (Theory)

Students will receive guidance and assignments on how to answer the two-part question for visual analysis and discussion

Year 3 Art (2022) Darren Tay Yu Jun, acrylic on canvas



A. STUDIO WORK FOUNDATION OF ART MAKING (Year 3)

Students focus on **Paper 1 Visual Response**

B. Artist Journal (Studio) [Exploratory Sketching]

Practical tasks in response to (**visual**) stimuli. Students will learn how to create their artist journals, which will include sketches with annotations, culminating in a final sketch that represents their concept for the visual response **and they are expected to create art works based on their exploration.**



Year 3 Art (2022) Darren Tay Yu Jun, acrylic on canvas

A. STUDIO WORK

FOUNDATION OF ART MAKING (Year 3)

Semester 1

Exploration with different techniques, media, and methods in art making.
(various projects)



Year 3 Art (2021) Tan Tao Zhi

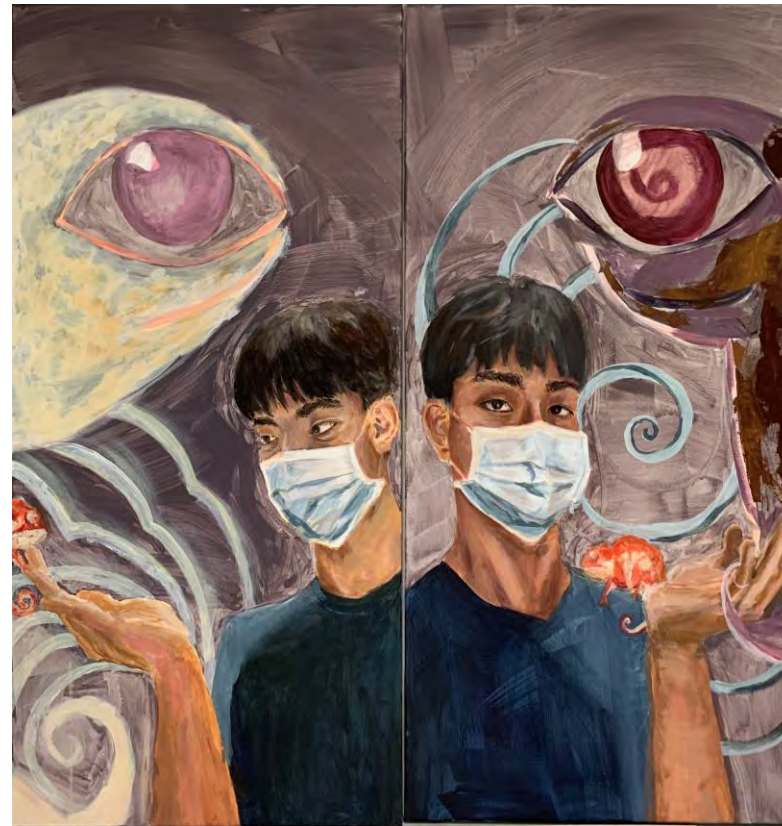
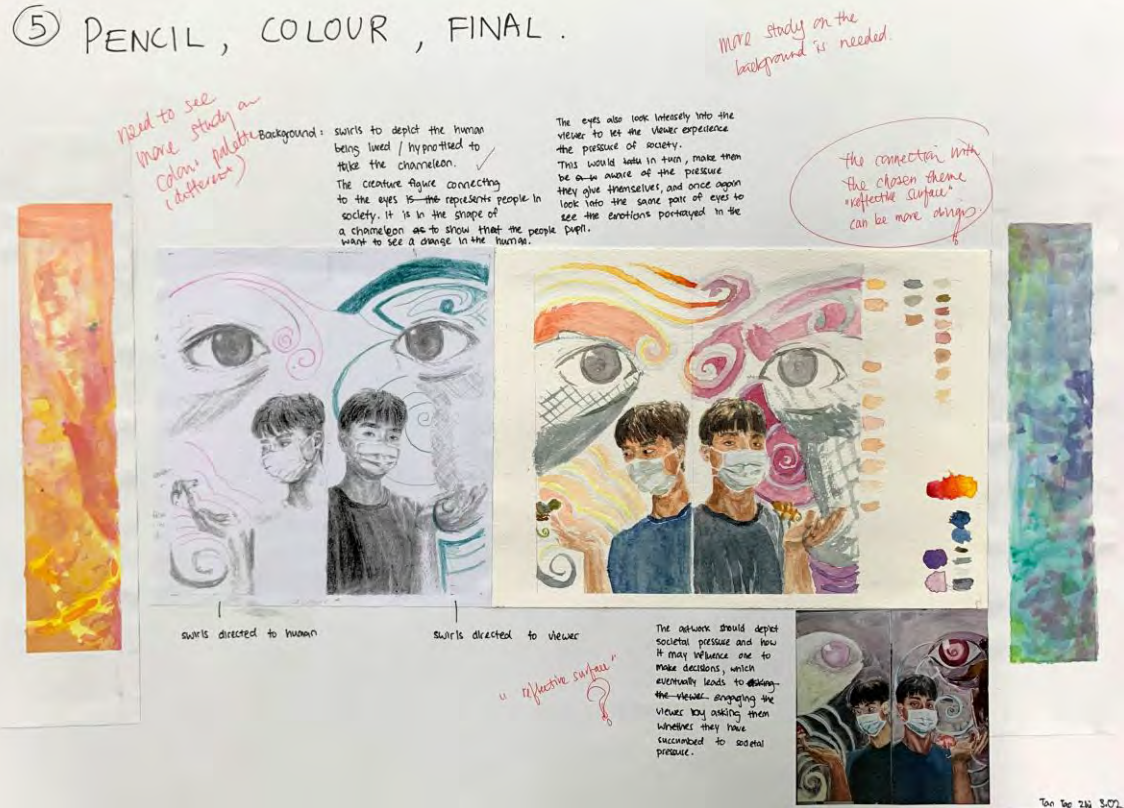
A. STUDIO WORK

FOUNDATION OF ART MAKING (Year 3)

Semester 2

Year-End Project (Thematic)

⑤ PENCIL, COLOUR, FINAL.



Year 3 Art (2021) Tan Tao Zhi
Reflective Surface, acrylic on canvas



IP students will only be focusing on developing their portfolio further

Year 4 Higher Art (2014) Jonathan Foo

Paper 2 Portfolio



Year 4 Higher Art (2018)
Aaron Cheong

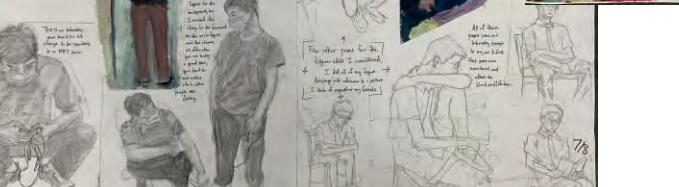
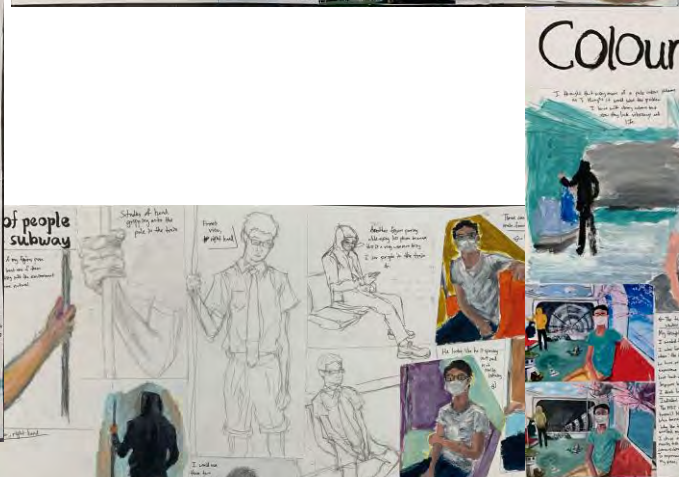
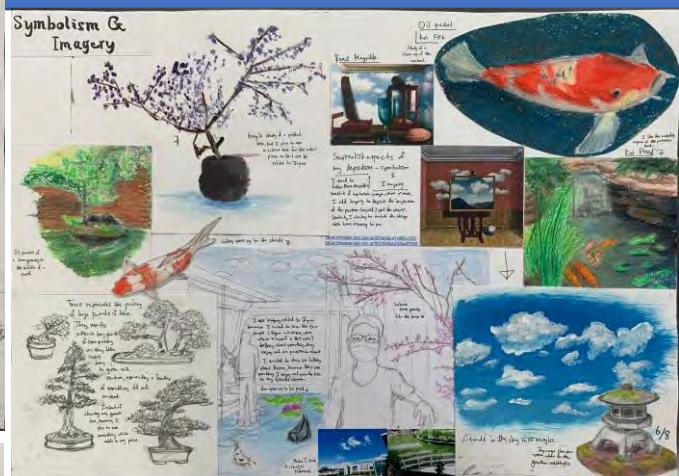
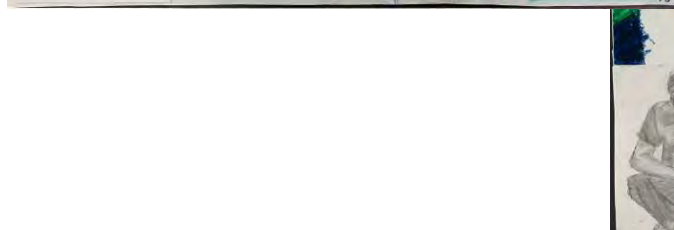
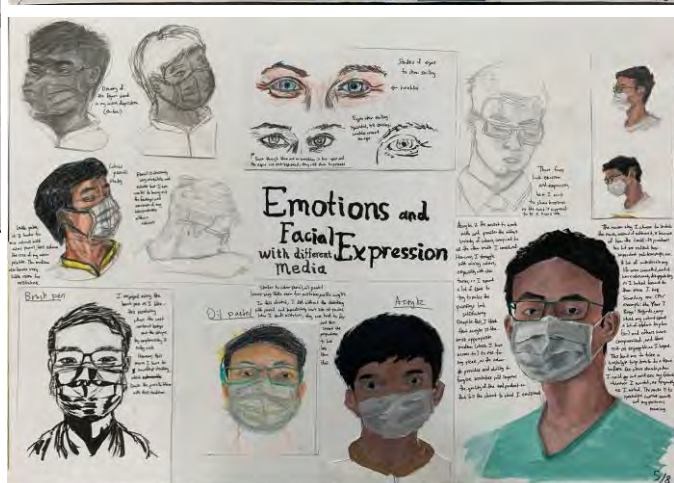
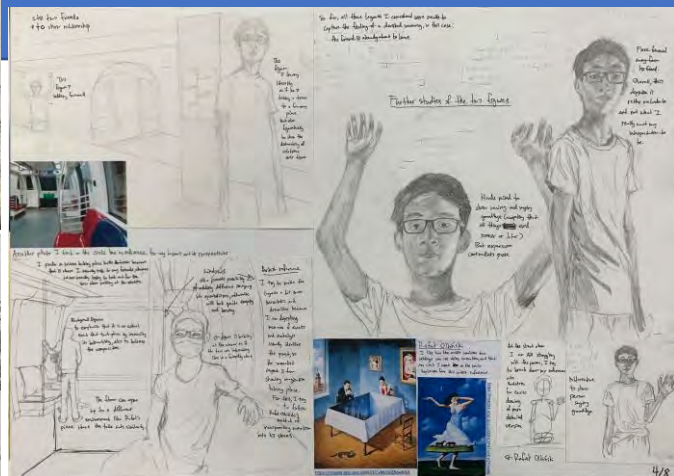
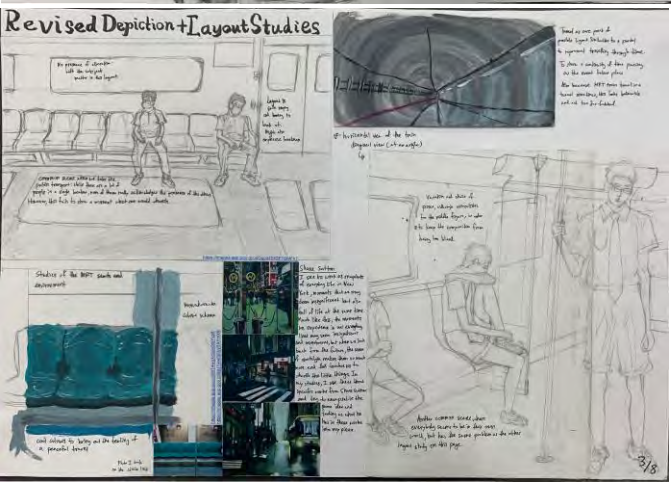
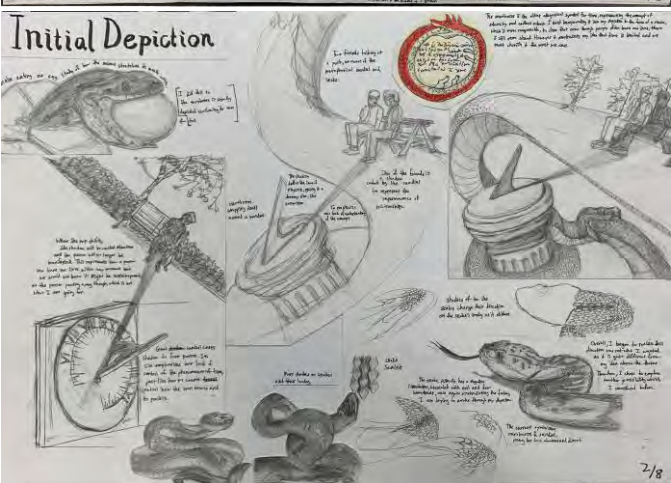
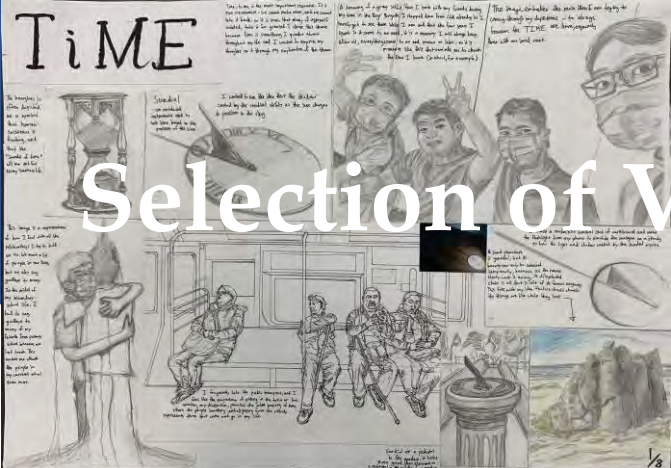
Paper 2 Portfolio

Selection of Visual Materials & Commentary (sample 1)



Actual art piece

Year 4 Higher Art (2018) Aaron Cheong , acrylic on canvas



Paper 2 Portfolio

Selection of Visual Materials & Commentary (sample 2)

Year 4 Art (2021) Raynand Loi,

Paper 2 Portfolio

Selection of Visual Materials & Commentary (sample 2)



Actual art piece

Year 4 Art (2021) Raynand Loi, acrylic on canvas

Selection of Visual Materials & Commentary (sample 3)



Paper 2 Portfolio

Selection of Visual Materials & Commentary (sample 3)



Actual art piece

Year 4 Higher Art (2021) Seth Ng. Mixed media on canvas

FAQ

How often and what time is the art lesson?

Once a week after school. The lesson will start 20 mins after the school and will end around 6:30pm. The first 40 mins will be for SOVA, follow by a 20 mins break, then practical time in art studio.

On top of that, students are highly advised to come back for studio time on one other day of the week.

Is student to pay art fee?

The school will provide some basic art materials. If students are to use any materials that are not provided, they are free to purchase on their own.



ACS(I)
UPPER
SECONDARY
ART
PROGRAMME

Q & A





ACS(I) UPPER SECONDARY ART PROGRAMME

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