



ESTABLISHED 1932

# XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

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## 2022 TERM 4 LEARNING PLAN PRIMARY 2

### ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Observe	Ask questions about what they see.
2.	Explore	Play with a variety of materials and tools to make art
3.	Express	Share their imagination, thoughts and feelings through art making
		Show interest in looking at a variety of artworks

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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## HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information on levels of skills acquired by Pupils for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Term 4, the focus for assessment for Art is on printmaking

### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Ask questions about what they see. (LO2)	Needs a lot of guidance in interpreting what they see and to ask relevant questions.	Able to interpret what they see and ask relevant questions when prompted.	Able to interpret what they see and ask relevant questions independently.	Able to interpret and independently raise questions that reflect a deeper thought process of what has been seen.
2. Play with a variety of materials and tools to make art. (LO4)	-	Needs some guidance to explore the use of materials and tools to make art.	Able to independently come up with conventional use of materials and tools to make art.	Able to independently come up with creative and unconventional use of materials and tools to make art.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Share their imagination, thoughts and feelings through art making. (LO5)	Needs a lot of guidance to make basic singular word relations to personal experiences and memories.	Needs some guidance to make relations to their personal experiences and memories in short, simple sentences.	Able to make relations to their personal experiences and memories in simple sentences independently.	Able to make justified relations to their personal experiences and memories.
4. Show interest in looking at a variety of artworks. (LO6)		Needs some guidance to make basic singular word descriptions of the artist's perspective and artistic processes used in the creation of the artwork.	Able to form simple sentence descriptions of the artist's perspective and artistic processes used in the creation of the artwork.	Able to independently make justified links between the artist's perspective and artistic processes used.

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## 2022 TERM 4 LEARNING PLAN PRIMARY 2

### MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Musical Elements	Create a 4-bar melody using minims, crotchets, quavers, semiquavers and C pentatonic notes.
2.		Able to identify the notes on the treble clef.
3	Musical Performance	Perform the song 'We Are Singapore' using resonator bells, individually and in groups
4	Listening and Responding to Music	Able to describe changes in tempo using largo, andante, allegro and presto.

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## HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Term 4, the focus for assessment for Music is on ensemble playing and the identification of musical forms.

### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform music in both instrumental and vocal settings, individually and in groups.	Needs a lot of guidance to perform a melody using the resonator bells, individually and in groups.	Needs some guidance to perform a melody using the resonator bells, individually and in groups.	Needs little guidance to perform a melody using the resonator bells, individually and in groups.	Able to perform a melody using the resonator bells, individually and in groups.
2. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups.	Needs a lot of guidance to create a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes.	Needs some of guidance to create a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes.	Needs little guidance in creating a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes.	Able to create a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Listen and respond to Music.	Needs a lot of guidance in describing changes in tempo using largo, andante, allegro and presto.	Needs some guidance in describing changes in tempo using largo, andante, allegro and presto.	Needs little guidance in describing changes in tempo using largo, andante, allegro and presto.	Able to describe changes in tempo using largo, andante, allegro and presto.
4. Understand musical elements and concepts.	Needs a lot of guidance in identifying the treble clef notes of the resonator bells.	Needs some guidance in identifying the treble clef notes of the resonator bells.	Needs little guidance in identifying the treble clef notes of the resonator bells.	Able to identify the treble clef notes of the resonator bells.

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