



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

**Singapore–Cambridge General Certificate of Education  
Ordinary Level (2025)**

# **Higher Art (Syllabus 6124)**

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## INTRODUCTION

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The Higher Art syllabus is designed to provide artistically talented and academically able students with the opportunity to give form and meaning to their ideas, thoughts and feelings through visual and tactile forms. The breadth and depth of study cater to a range of abilities and interests. The process of art making involving the use of a variety of media and technologies, as well as its role in the development of critical and creative thinking, continue to be maintained. Visual literacy skills such as perceiving and responding to visual images, and analysis of visual information in its many forms are further enhanced and developed in this syllabus. This document presents the aims, the framework, the learning outcomes, the content and the examination requirements of the Higher Art syllabus.

## AIMS

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The aims of the syllabus are to:

- nurture an informed awareness and appreciation of the visual arts
- enhance ability to identify, analyse and solve problems creatively in visual arts
- develop competency in the use of art elements and design principles, materials and processes
- foster self-confidence and a sense of achievement through the practice of the visual arts
- cultivate an inquiring mind, a spirit of experimentation and a passion for the visual arts.

## FRAMEWORK

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The framework for the Higher Art syllabus is structured under three learning domains of **Perceiving**, **Communicating** and **Appreciating**. These learning domains take into consideration the cognitive, psychomotor and affective dimensions that students are involved in when they are engaged in the visual arts. The three domains are interconnected and operate dynamically.

Under the domain of **Perceiving**, students respond to and interpret visual images and objects sensitively and informatively. They learn to discriminate and make connections between different visual qualities and phenomena. Through observing and analysing visual stimuli in nature and the man-made environment as well as works of art, students develop visual awareness and sensitivities that encourage imagination and the generation of ideas.

Under the domain of **Communicating**, students express their thoughts, experiences and feelings in visual, tactile, oral or literary forms. This involves drawing on ideas, organising information, solving problems and expressing intent and purpose. Through research and exploration, students develop process skills to reinforce the effectiveness of communicating.

Under the domain of **Appreciating**, students value the visual arts as a means of expression. Students learn to evaluate and appreciate artworks made by themselves and other artists. They are able to see the connection of the visual arts to their lives and better appreciate its significance in the wider context of culture and society. Students develop aesthetic and cultural awareness from which personal and cultural identities could be examined and built upon. Through this, students will continue their interest and participation in the visual arts beyond school.

## LEARNING OUTCOMES

The learning outcomes for the Higher Art syllabus are organised under the domains of **PERCEIVING**, **COMMUNICATING** and **APPRECIATING**.

By the end of secondary education, students will be able to:

PERCEIVING	COMMUNICATING	APPRECIATING
<ul style="list-style-type: none"> <li>record from observation and experience</li> <li>identify and define problems, issues and themes in visual expressions</li> </ul>	<ul style="list-style-type: none"> <li>conceptualise and translate ideas into artworks</li> <li>apply art knowledge and skills in the creation of artworks and the solving of visual arts problems</li> <li>explore creative use of materials, techniques and technologies to generate ideas and solutions to problems</li> <li>acquire competence in manipulating art media towards the expression of an idea</li> <li>communicate with relevant vocabulary the processes involved in art making</li> </ul>	<ul style="list-style-type: none"> <li>enjoy experiences of art making</li> <li>achieve a sense of confidence and self esteem through the visual arts</li> <li>make connections between visual expressions and personal experiences</li> <li>critically appraise artists and artworks</li> <li>value local artworks as part of the development of Singapore's history and cultural heritage</li> <li>develop an inquiring attitude and life long interest in the visual arts</li> </ul>

## SYLLABUS CONTENT

The content of the syllabus comprises *Studio Practice*, the *Study of Visual Arts* and the *Visual Arts Task*. The creation of artworks and the critical appraisal of artists/artworks are two modes of learning that are central to a balanced art education. The application of art knowledge and skills towards a visual arts task expands learning in *Studio Practice* and the *Study of Visual Arts* and provides artistically talented and academically able students with the opportunity to stretch their abilities. The scope and focus of these components are described below.

### Studio Practice

*Studio Practice* engages students in the creation of artworks. Students hone their observation skills, learn to discriminate visual qualities and give form to their ideas and experiences when they are engaged in art making. *Studio Practice* provides opportunities for students to acquire a working understanding of various art elements and principles. It also develops competency in manipulating various art media for self-expression. Students would be given opportunities to explore a good range of media and experiment with different techniques in their studio practice. Some of these media could include: drawing, painting, printmaking, sculpture, ceramics, photography, film and animation.

Students acquire skills such as research, experimentation and exploration, idea development, personal reflection and evaluation in the process of creating artworks. Preparatory studies are an integral and important part of the *Studio Practice*. Through the preparatory studies, students learn to think through issues and problems and develop their abilities to translate ideas into artworks.

## Study of Visual Arts

Studio Practice is enhanced and reinforced by critical learning experiences in the Study of Visual Arts. The awareness and critical appraisal of artists/artworks and the context in which artworks are made allow students to experience and engage with the visual arts in greater breadth. The Study of Visual Arts emphasises the development of critical thinking skills such as description, analysis, interpretation and evaluation<sup>1</sup>. It provides students with the opportunities to respond to and discover insights from artists/artworks. These learning experiences inculcate in students greater appreciation for the visual arts and their role in society.

The content for the Study of Visual Arts is organised along three broad themes. These themes provide a broad framework for the study of different artists/artworks across different periods of modern history. These themes touch on diverse realms of human experience and provide this component of the Art syllabus with the necessary scope and focus. The broad themes with the list of artists/artworks are:

- Art as Narrative and Inspiration
- Art as Expression and Identity
- Art as Communication and Design

## Visual Arts Task

The Visual Arts Task complements and enhances Studio Practice and the Study of Visual Arts by focusing on the application of art skills and knowledge to the solving of visual arts problems. It presents students with a simulated scenario akin to those encountered by visual arts practitioners and provides opportunities for students to employ process skills of task analysis, solution generation and evaluation in problem solving.

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<sup>1</sup> Feldman, Edmund Burke, *Practical Art Criticism*, p.23–44, Prentice Hall, 1994.

<b>Art as Narrative and Inspiration</b> Many artists use their artworks to depict history, the environment and ways of life. Their artworks show the record and investigation of historical events, personal experiences and daily lifestyles of people. Through this theme, students will learn how these records and investigation are inspired and interpreted with an appropriate application of the art elements and design principles. These artworks often become sources of inspiration and influence.			
<b>Ng Eng Teng (Singapore)</b> Ng's sculptures are mainly inspired by the human figure. His works range from iconic public sculptures to whimsical representations of the human forms. His simplified yet exaggerated forms display his ability to communicate in an imaginative and at times surprising ways.  <i>Wealth</i> , 1974, Ciment fondu, 206 × 259 × 92 cm.  <i>Batak Girl</i> , Undated, Ciment fondu, 60 × 45 × 24 cm.	<b>Chua Mia Tee (Singapore)</b> Chua's belief that art must reflect reality is exemplified in his paintings of the working class. His detailed rendition of nationalistic concerns in the early days of Singapore is a snapshot of its formative years.  <i>National Language Class</i> , 1959, Oil on canvas, 112 × 153 cm.  <i>Workers in a Canteen</i> , 1974, Oil on canvas, 89 × 126 cm.	<b>René Magritte (Belgium)</b> Magritte's realistic juxtaposition of ordinary people and objects in unexpected contexts offer unusual perspectives and meanings of the world we live in. His paintings often challenge the way we see things in an imaginative way.  <i>The Human Condition</i> , 1933, Oil on canvas, 100 × 81 cm.  <i>Personal Values</i> , 1952, Oil on canvas, 80 × 100 cm.	<b>Pablo Picasso (Spain/France)</b> The living condition of people is often depicted in Picasso's paintings through the use of different styles. These styles range from emphasising colours and lines to fragmenting forms to geometric planes.  <i>The Greedy Child</i> , 1901, Oil on canvas, 92.8 × 68.3 cm.  <i>Guernica</i> , 1937, Oil on canvas, 349 × 776 cm.
<b>Frida Kahlo (Mexico)</b> Kahlo's artworks show her identity as a woman, Mexican and an artist. Her close observation of herself, her family and the environment, combined with the use of intense colours, are powerful statements about her personal experiences.  <i>My Dress Hangs There</i> , 1933, Oil and collage on masonite, 45 × 50 cm.  <i>My Grandparents, My Parents, and I (Family Tree)</i> , 1936, Oil and tempera on zinc, 30 × 34 cm.	<b>Jeff Wall (Canada)</b> Wall's large scale photographic images depict the life of people and their living spaces in a staged manner. His eye for details and use of actors and artificial lighting allows him to narrate the stories of urban life in a cinematographic way.  <i>A Sudden Gust of Wind (after Hokusai)</i> , 1993, Transparency on lightbox, 250 × 397 × 34 cm.  <i>A View from an Apartment</i> , 2004-2005, Transparency on lightbox, 167 × 244 cm.	<b>Nick Park (United Kingdom)</b> Park's stories of social issues and concerns are told playfully through stop-motion animation. His imagination, research and close observation of people allows him to create the characters successfully.  <i>Creature Comforts</i> , original airing July 15, 1989, stop-motion animation, 5 min.  <i>Wallace and Gromit – A Close Shave</i> , 1995, stop-motion animation, 30 min.	<b>Tang Da Wu (Singapore)</b> Tang's artworks show a wide range of ideas that tell stories of people, cultures and the environment. His installation art and experimental treatment of medium to convey critical social messages are often thought-provoking.  <i>Tiger's Whip</i> , 1991, Mixed media installation. 80 × 260 cm.  <i>Bumiputra</i> (selection from Heroes, Islanders) 2005, Installation of Chinese ink on paper. 15 paintings, 105 × 75 cm each.

<b>Art as Expression and Identity</b> Artworks are often used as a product/process in which artists illustrate ideas, emotions and identities. These artworks suggest the forming of people's beliefs and aspirations. Students will learn how artists represent the mentality, personalities, and social and physical being of themselves and others; depict the diversity and dynamics of human relationships; and build historical and cultural heritage through art.			
<p><b>Georgette Chen (Singapore)</b> Chen's artworks exemplify her sensitivity towards her subjects, often including people, landscape and everyday objects. As one of the pioneer artists of Singapore, Chen's portrayal of her emotions comes through her bold use of colours, brushstrokes, and spatial arrangement.</p> <p><i>Portrait of Eugene Chen</i>, 1940, Oil on canvas, 92 × 91 cm.</p> <p><i>Phoenix Eyes</i>, c. 1940 – 1947, Oil on canvas, 72 × 54 cm.</p>	<p><b>Liu Kang (Singapore)</b> Liu's mastery in portraying people and their way of life is exemplified in his expressive brushstrokes, pictorial balance and treatment of the human forms. Known as one of the pioneer artists of Singapore, his works have had a strong influence on the artistic identity of Singapore.</p> <p><i>Artist and Model</i>, 1954, Oil on canvas, 84 × 124 cm.</p> <p><i>Life by the River</i>, 1975, Oil on canvas, 126 × 203 cm.</p>	<p><b>Affandi (Indonesia)</b> Affandi's expressionistic style of painting is displayed through his highly emotional charged self-portraits. The process of squeezing paints directly onto the canvas and painting with his hands allow him to directly inject his energy and feelings, forming a unique style of his own.</p> <p><i>Self-Portrait</i>, 1975, Oil on canvas, 126 × 97 cm.</p> <p><i>The Three Expressions of Affandi</i>, 1979, Oil on canvas.</p>	<p><b>Wu Guanzhong (China)</b> Wu's unique style is made up of a fusion of traditional Chinese art with Western influences. He often combines the use of Chinese ink, water colour and oil with versatility to treat subjects such as animals and landscapes in an almost abstract way.</p> <p><i>A Lotus Flower Island</i>, 2003, Oil on canvas, 41 × 60 cm.</p> <p><i>The Wu Village</i>, 1993, Ink and colour on paper, 68 × 137 cm.</p>
<p><b>Nam June Paik (USA)</b> The complexity of contemporary culture preoccupies the artworks of Paik. His experimental use of television screens, music and elements of American culture and Zen Buddhism, forms a dynamic and interactive style of art.</p> <p><i>Family of Robot: Baby</i>, 1986, Single-channel video sculpture; thirteen television monitors and aluminium armature; colour, silent, number nine of nine unique sculptures in series. 133 × 96 × 20 cm.</p> <p><i>Alexander the Great</i>, 1993, Mixed media, wooden sculpture with TV monitor and neon lights, 230 × 135 × 280 cm.</p>	<p><b>Wassily Kandinsky (Russia)</b> The compositions of lines and flat geometric shapes in Kandinsky's abstract paintings express his belief in using basic elements of art to bring out the essence of music. His introduction of abstract elements gave art a new meaning as a means of expression.</p> <p><i>Composition VI</i>, 1913, Oil on canvas, 195 × 300 cm.</p> <p><i>Dominant Curve</i>, 1936, Oil on canvas, 129 × 194 cm.</p>	<p><b>Constantin Brancusi (Romania)</b> Brancusi's simplified sculptures are intended as a universal statement where the observed world is reduced to essential minimalism. These ideas are derived from being true to materials, inspirations by African sculpture and the development of abstraction.</p> <p><i>Monument Ensemble at Târgu Jiu</i>, 1937, 30-metre high column of zinc and brass-clad, cast-iron modules, and two stone monuments, on an axis 1300 m long, oriented west to east.</p> <p><i>Danaide</i>, circa 1918, Bronze on limestone base, 40 × 17 × 21 cm (base included).</p>	<p><b>Andy Warhol (USA)</b> The ideas of consumerism and mass production are embraced in Warhol's artworks. His approach of screen-printing photographic images of everyday objects or celebrities in graphic style repeatedly expresses his belief and sets a trend of mechanical methods for making artworks.</p> <p><i>32 Campbell's Soup Cans</i>, 1962, Acrylic with metallic enamel paint on canvas, 32 panels, each 50 × 40 cm.</p> <p><i>Marilyn Diptych</i>, 1962, Silkscreen ink and acrylic paint on two canvases, each 205 × 145 cm.</p>

<b>Art as Communication and Design</b> The use of art as a visual form of communication and its utilitarian function is often associated with design. Students will learn about the importance of art as a visual language to convey meaning and purpose, and understand how artists communicate their intent through the functional application of their artworks in modern society.			
<p><b>Han Sai Por (Singapore)</b>            Han's highly polished public sculptures often convey environmental messages and evoke a sense of life through their biomorphic forms. They show effective considerations of the surrounding space and choice of materials for public art.</p> <p><i>Flora Inspiration</i>, 2007, Marble,</p> <p><i>Growth</i>, 1985, Marble, 40 × 13 × 10 cm, 26.5 × 15 × 13 cm, 21.5 × 16 × 12 cm, 19 × 26 × 12.5 cm, 11 × 28.5 × 14 cm.</p>	<p><b>Chuah Thean Teng (Malaysia)</b>            The use of batik painting in Chuah's artworks to express the spirit and joy in the daily life of the people shows its value as a traditional craft. As one of the prominent crafts of Southeast Asia, batik painting is traditionally used to create decorations in fabric.</p> <p><i>Sarong-Making Shop</i>, 1960, Batik on cloth, 73 × 88 cm.</p> <p><i>Mother and Child</i>, undated, Batik, 58.8 × 44.1 cm.</p>	<p><b>Thomas Heatherwick (United Kingdom)</b>            Heatherwick's practice aims to bring together design, sculpture and architecture through the innovative application of technical knowhow and materials to create meaningful furniture, sculptures and public monuments.</p> <p><i>Seed Cathedral, UK Pavilion</i>, Shanghai Expo 2010, Made of 60 000 fibre optic acrylic rods of 7.5 m each and 250,000 encased seeds, 6,000 sq metres.</p> <p><i>Olympic Cauldron</i>, 2012, 204 Copper petals and stainless steel stems, 8.5 metres in height.</p>	<p><b>Rei Kawakubo (Japan)</b>            Kawakubo's bold use of geometric forms and combination of colours to create whimsical, dramatic and innovative fashion design. Her founding of the fashion house COMME des GARÇONS in 1973 marked the beginning of her influential fashion career.</p> <p><i>Body Meets Dress, Dress Meets Body Collection</i>, Spring/Summer 1997.</p> <p><i>Fall/Winter 2012/2013 Collection</i>.</p>
<p><b>Paul Rand (USA)</b>            The effective use of pictographic symbolism and simplified visual language in Rand's graphic designs make them visually enduring. Bold and minimal lines are used appropriately to create tone and shapes in the designs.</p> <p><i>Wallace Puppets Logo</i>, 1938.</p> <p><i>UPS Logo</i>, 1961 and 1990.</p>	<p><b>Takashi Murakami (Japan)</b>            Murakami uses imageries, which are influenced by the flat stylistic traditions of Japanese graphic art, animation and consumer pop culture, in his drawings, paintings and sculptures. The simplified yet bold use of shapes and colours make his artworks appealing to art collectors and consumers.</p> <p><i>And then, and then, and then... (Original Blue)</i>, Edition: 300. Signed, numbered. 2008. Lithograph, 50 × 50 cm.</p> <p><i>Kaikai &amp; Kiki</i>, 2000. Oil paint, acrylic, synthetic resins, fiberglass and iron, 190 × 96 × 46 cm.</p>	<p><b>Richard Avedon (USA)</b>            Avedon's theatrical photography brings the audience closer to American celebrities. His style of revealing the non-glamorous side of his famous subjects through portrait photography conveys a strong confrontation message.</p> <p><i>Dovima with Elephants, Evening Dress by Dior, Cirque d'Hiver, Paris</i>, August 1955, gelatin silver print, 48.4 × 38.2 cm.</p> <p><i>Marilyn Monroe, actress, New York City, May 6, 1957</i>, gelatin silver print, printed 1989, 56 × 59 cm.</p>	<p><b>Marcel Duchamp (France)</b>            Duchamp played a key role in shaping the development of art in the 20th century. His use of ready-mades by taking them out of their everyday function and calling them art, challenged the traditional idea of art. His ready-mades show how art is redefined as a visual language of communication.</p> <p><i>Fountain</i>, 1917, replica 1964, Porcelain Urinal, unconfirmed: 36 × 48 × 61 cm.</p> <p><i>Bicycle Wheel</i>, 1951 (third version, after lost original of 1913), Metal wheel mounted on painted wood stool, 129.5 × 63.5 × 41.9 cm.</p>



## SCHEME OF ASSESSMENT

Candidates taking the GCE O-Level Higher Art Syllabus Examinations will be required to offer Paper 1: Coursework and Paper 4: Visual Arts Task with *either* Paper 2: Drawing and Painting, or Paper 3: Study of Visual Arts.

Paper	Description	Examination Duration	Weighting	Requirement
Paper 1	Coursework	Not Applicable	60%	Compulsory
Paper 2 Or Paper 3	Drawing and Painting	3 hours	40%	Choose one out of the two papers
	Study of Visual Arts	2 hours		
Paper 4	Visual Arts Task	Not Applicable	Independent	Compulsory

### Rules of Higher Art Award

The grading system and rules of award for Higher Art are as follows:

- (a) A candidate must achieve grade 1 or 2 in each of the three Papers to be awarded Distinction in Higher Art.
- (b) A candidate must achieve a minimum grade 6 in each of the three Papers to be awarded Merit in Higher Art.
- (c) A candidate who achieves grade 7 or lower in one or more Papers will not receive an award for Higher Art. The candidate will receive a grade in O-Level Higher Art only.

## WEIGHTING AND ASSESSMENT OF PAPERS

Level	Requirement	Assessment	Weighting
O Higher Art	<b>Paper 1 (Coursework)</b>		
	<b>Compulsory</b>	<b>One</b> Coursework unit comprising the finished artwork and <i>not</i> more than <b>eight</b> A2 sheets of preparatory studies. Candidates are to include explorations of artists/artworks relevant to the chosen theme/media in their preparatory studies. The question paper will be issued to the candidates in the month of January of the examination year. <i>Six</i> themes will be issued and candidates are to make response to <b>one</b> of the themes.	60% Total 100 marks
	<b>Paper 2 (Drawing and Painting)</b>		
	<b>Optional</b>	3 hours Paper to be given three weeks before the commencement of the O-Level Examination. <i>Six</i> themes will be issued and candidates are to make response to <b>one</b> of the themes on paper of size A3 or A2. Preparatory studies of <b>three to five</b> A3 sheets of paper must be submitted.	40% Total 100 marks
	<b>Paper 3 (Study of Visual Arts)</b>		
	<b>Optional</b>	2 hours Section A: <b>Two</b> structured questions will be set, each accompanied by a visual stimulus. Section B: <b>Two</b> structured comparison questions will be set, each accompanied by a pair of visual stimuli. Candidates must answer <b>one</b> question in Section A, <b>one</b> question in Section B and <b>one</b> question from <b>either</b> Section A <b>or</b> Section B.	40% Total 90 marks
	<b>Paper 4 (Visual Arts Task)</b>		
<b>Compulsory</b>	3 months (January to March of examination year) Three Visual Arts Task questions will be set. Candidates will answer one question. Candidates will submit a report of 1200–1500 words.	Independent	

## DESCRIPTION OF PAPERS

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### Paper 1: Coursework

Coursework *must be* undertaken under normal conditions of classroom study. Each submission must be accompanied by a statement from the subject tutor and endorsed by the Principal of the school, testifying that it is the authentic work of the candidate.

Six broad themes will be set for the Coursework. Each candidate will be expected to present **one** unit of Coursework based on **one** chosen theme for assessment.

The unit of Coursework must show evidence of the working process. It should therefore comprise relevant preparatory studies, such as studies produced before and during the production of a finished piece. The preparatory studies must include research into the theme, exploration of artists/artworks relevant to the chosen theme and the development of ideas or concepts leading to the final artwork. These could be in the form of drawings, sketches, photographs, reproduced images, research information/data, written notes/annotations and experimental samples. Candidates must submit not more than **eight** A2 sheets of preparatory studies; those who do not do so, will not have the full range of marks made available to them.

#### Example of a theme: 'Freedom'

In responding to this theme, candidates may explore the definitions of freedom or ideas associated with freedom. Alternatively, candidates could reflect on their own experiences of freedom or lack of freedom. Candidates could explore objects/specimens associated with the theme (for example, open cages, birds in flight) as sources of inspiration from which they could develop towards their final artwork.

In researching on relevant artists/artworks, candidates could look at Agung Kurniawan's '*Very, Very Happy Victims*' and/or Ng Eng Teng's '*Freedom Child*' and include sketches, annotations and reflections of these artists/artworks in their preparatory studies.

Candidates may employ any appropriate media and techniques to express their artistic intentions. The following list could be used as a guide to determine the types of Coursework for submission. This list is neither definitive nor exhaustive and may be added to.

#### Fine Art (2-D):

*Examples* – painting, calligraphy, collage, printmaking (various techniques, e.g. etching, wood block).

#### Fine Art (3-D):

*Examples* – sculpture, assemblage, ceramics, glass.

#### Design (2-D):

*Examples* – graphic design, illustration, computer-generated graphics, fashion/costume design.

#### Design (3-D):

*Examples* – interior/architectural models, product/packaging design, jewellery, environmental design.

#### Textiles/Fibre Art:

*Examples* – tapestry, screen-printing, batik, tie and dye.

#### Digital/Lens-Based Media:

*Examples* – photography, multi-media, film, video.

## Assessment Objectives

### Paper 1: Coursework

The five assessment domains applied to the Coursework paper are:

- 1 Gathering and Investigation of Information**
- 2 Exploration and Development of Ideas/Concepts**
- 3 Aesthetic Qualities**
- 4 Selection and Control of Materials and Technical Processes**
- 5 Personal Response**

The following assessment objectives stated in the five domains define a range of assessable qualities and skills which can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

**Candidates should demonstrate the ability to:**

- 1 Gathering and Investigation of Information (20%)**
  - utilise a variety of sources to gather information
  - produce evidence of research into a variety of aspects based on the chosen theme
  - make references to and integrate knowledge of artists/artworks with their own art making.
- 2 Exploration and Development of Ideas/Concepts (20%)**
  - explore, develop and evaluate ideas/concepts in the various stages
  - show a relevant and consistent inquiry in the development of ideas and intentions
  - explore a range of visual ideas by manipulating images, signs, symbols and materials
  - communicate personal ideas, beliefs and interpretations of issues/themes/concepts.
- 3 Aesthetic Qualities (20%)**
  - illustrate an understanding of art elements and design principles
  - deploy art elements and design principles in the designing and making of artworks
  - make aesthetic judgements appropriate to the chosen idea/media/form.
- 4 Selection and Control of Materials and Technical Processes (20%)**
  - select and experiment with materials and technical processes
  - apply and manipulate appropriate techniques and materials in a thoughtful and disciplined manner.
- 5 Personal Response (20%)**
  - exhibit a personal engagement in the preparatory studies and an original input in the final artwork
  - demonstrate curiosity, exploration, critical thinking and reflection
  - make personal choices in developing ideas using materials, symbols and synthesising these to make works.

## Achievement Levels for Paper 1: Coursework

Assessment Criteria	<i>Candidates demonstrate:</i>			
	Excellent	Good	Satisfactory	Below Average
<b>Gathering and Investigation of Information (20%)</b>	Their ability to gather extensive information relevant to the chosen theme and show keen observation and astute perception, and creative interpretation. The investigation is recorded in a detailed and comprehensive manner.	Their ability to gather substantial information relevant to the chosen theme and show close observation, comprehension of the concepts/ideas and interpretation. Information is accurate and competently recorded.	Their ability to gather appropriate information somewhat relevant to the theme and show consistent observation and some analysis and interpretation.	Little ability to gather information which has relevance to the chosen theme or final work.
<b>Exploration and Development of Ideas/Concepts (20%)</b>	Their ability to show accomplished and expressive ideas/concepts in an interpretative manner. Works produced reflect a sustained original effort and show an informed understanding of artists/artworks and meaningful application of knowledge towards the final work.	Their ability to show confidence and developed ideas/concepts in a convincing manner using varied and appropriate art concepts. Reference made to artists/artworks is relevant, and there is appropriate application of knowledge towards final work.	Their ability to integrate ideas/concepts showing some synthesis of subject matter and form. Works may appear formulaic yet an attempt is made to give meaning to the works. Some reference is made to artists/artworks and attempt is made to apply knowledge towards the final work.	Some engagement with the work. Ideas/concepts are presented in a superficial manner which may appear incoherent or clichéd. Reference made to artists/artworks is cursory and is of little relevance towards the final work.
<b>Aesthetic Qualities (20%)</b>	Their ability to show an in-depth understanding of art elements and design principles and use this understanding to exploit expressive and representational possibilities effectively.	Their competent use of art elements and design principles. Works produced demonstrate a proficient understanding of the above.	An adequate manipulation of art elements and design principles. Works produced demonstrate an understanding of the above.	Some knowledge and understanding of art elements and design principles. Works produced reveal an inexperienced use of the above.
<b>Selection and Control of Materials and Technical Processes (20%)</b>	A highly sustained and accomplished manipulation of materials and technical processes. Works are experimental and include an understanding of the expressive potential of materials and processes.	A proficient and confident use of materials and processes showing an ability to manipulate them expressively.	An understanding of materials and processes, showing an ability to adequately manipulate them to achieve the intended result.	Little understanding and manipulation of materials and processes.
<b>Personal Response (20%)</b>	Their ability to create works which are highly experimental, engaging and sophisticated.	Their ability to create works which reflect personal commitment in their work in an accomplished manner.	Their ability to highlight their interests, involvement and understanding acquired through art experiences.	Little evidence of interest and personal involvement in their works.

## Paper 2: Drawing and Painting

The Drawing and Painting paper provides candidates with an opportunity to display personal and creative expressions as well as interpretations of concepts/ideas and feelings to a given theme. Six themes will be set, of which candidates should attempt *one*. The themes will give candidates the necessary latitude to make a personal response.

This paper is given to candidates *three* weeks before the commencement of the O-Level Examination so as to allow adequate time for preparatory studies to be made and items to be considered. Candidates may attempt to depict the theme in a representational or non-representational manner in either A3 or A2 size. However, the basis for the interpretations must be clearly shown in the preparatory studies. Whichever the chosen approach, the study must be informed by the objects/specimens/images which should act as the starting point and whose traces should remain apparent in the resultant composition. Candidates may employ any appropriate media and techniques to realise their artistic intentions.

The preparatory studies of between *three* to *five* A3 sheets of paper must be submitted to illustrate the different possible interpretations, exploration and development of ideas. These can be in the form of drawings, sketches, research information/data, reproduced images and written notes. Candidates who do not submit the preparatory studies may not have the full range of marks made available to them.

Candidates should be advised that they may, if they wish, bring appropriate selected specimens or objects into the examination room to study. The suitability of the specimen(s) or object(s) must be verified with the subject teacher prior to the examination itself.

### Examples of themes:

Example 1: 'Shattered'

Candidates may make studies of cracked lenses, shattered dreams and broken bones.

Example 2: 'Tubes'

Candidates may interpret the theme as cylindrical containers, garden hose, drinking straws and even trains as described by underground transport systems.

## Assessment Objectives

### Paper 2: Drawing and Painting

The five assessment domains applied to the Drawing and Painting paper are:

- 1 Investigation and Interpretation of Theme**
- 2 Exploration and Development of Theme**
- 3 Aesthetic Qualities**
- 4 Control of Materials and Technical Processes**
- 5 Personal Response**

The following assessment objectives stated in the five domains define a range of assessable qualities and skills, which can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

**Candidates should demonstrate the ability to:**

- 1 Investigation and Interpretation of Theme (20%)**
  - demonstrate an understanding and creative interpretation of the chosen theme
  - record their exploration of theme and show their development and evaluation of ideas or concepts.
- 2 Exploration and Development of Theme (20%)**
  - explore, develop and evaluate theme in the various stages
  - show a relevant and consistent inquiry in the development of ideas and intentions
  - explore a range of visual ideas by manipulating images, signs, symbols and materials
  - communicate personal ideas, beliefs and interpretations of themes.
- 3 Aesthetic Qualities (20%)**
  - illustrate an understanding of art elements and design principles
  - make aesthetic judgements appropriate to the chosen idea/media.
- 4 Control of Materials and Technical Processes (20%)**
  - apply and manipulate materials appropriately
  - demonstrate technical competency in rendering and handling the chosen media.
- 5 Personal Response (20%)**
  - exhibit personal engagement in the preparatory studies and an original input in the final artwork
  - demonstrate curiosity, innovation, critical thinking and reflection.

## Achievement Levels for Paper 2: Drawing and Painting

Assessment Criteria	<i>Candidates demonstrate:</i>			
	Excellent	Good	Satisfactory	Below Average
<b>Investigation and Interpretation of Theme (20%)</b>	Their ability to research and gather extensive information related to the chosen theme. Express ideas/concepts in a highly sophisticated and creative manner. The investigation is recorded in a detailed and comprehensive manner.	Their ability to gather substantial information, make personal interpretation and integrate ideas/concepts in a convincing manner. Information is relevant and competently recorded.	Their ability to gather appropriate information. Ideas/concepts may appear superficial. Works appear formulaic yet an attempt is made to interpret and give meaning to the works.	Their ability to gather some information. Show some understanding and interpretation of the chosen theme but with little exploration. Works appear incoherent or clichéd.
<b>Exploration and Development of Theme (20%)</b>	Their ability to show accomplished and expressive ideas/concepts in an interpretative manner.	Their ability to show confidence and developed ideas/concepts in a convincing manner using varied and appropriate art concepts.	Their ability to integrate ideas/concepts showing some synthesis of subject matter and form. Works may appear formulaic yet an attempt is made to give meaning to the works.	Some engagement with the work. Ideas/concepts are presented in a superficial manner which may appear incoherent or clichéd.
<b>Aesthetic Qualities (20%)</b>	An in-depth understanding of art elements and design principles. Show and exploit expressive and representational possibilities effectively.	Their ability to use art elements and design principles competently. Works produced demonstrate a practiced and proficient understanding of the above.	An adequate manipulation of art elements and design principles. Works produced demonstrate a reliable understanding of the above.	Little or no knowledge of art elements and design principles. Works produced reveal an inexperienced use of the above.
<b>Control of Materials and Technical Processes (20%)</b>	A highly sustained and accomplished manipulation of materials and a high level of technical competency. Works display a sophisticated level of rendering skills and understanding of the expressive potential of materials and processes.	Their ability to use media expressively and manipulate materials in a confident and proficient manner. Works display a good level of rendering skills and competency in exploiting materials and processes to achieve the intended result.	A reliable understanding of the materials and technical processes. Works show competent rendering skills and some ability to manipulate media and materials to achieve the intended result.	Little understanding and manipulation of materials and processes and weak rendering skills.
<b>Personal Response (20%)</b>	Personal expressive quality and a high level of sophistication in their works, which reflect a sustained, innovative and original effort.	Personal commitment. Works reflect a good degree of refinement and original effort.	Some involvement and understanding of their art experiences.	Little evidence of interest and personal involvement in their works.



## Paper 3: Study of Visual Arts

This Study of Visual Arts paper provides opportunities for candidates to describe, analyse, interpret, and evaluate artworks and artists in response to visual stimuli. Candidates are expected to have knowledge and understanding of the artists and artworks listed in the content of Study of Visual Arts and be able to form personal opinions about the visual arts and its significance. Candidates should note that the visual stimuli referred to in the question paper *may not* all come from the content list of artists/artworks and should be prepared to apply their skills of visual literacy to *unseen, related* artworks.

The Study of Visual Arts paper consists of **Section A** and **Section B**.

### Section A

**Two** structured questions, each accompanied by a visual stimulus.

### Section B

**Two** structured comparison questions, each accompanied by two visual stimuli.

Candidates are to attempt **one** question in Section A, **one** question in Section B and **one** question in either Section A or Section B.

## Assessment Objectives

### Paper 3: Study of Visual Arts

The three assessment domains applied to the Study of Visual Arts paper are:

- 1 **Artistic Perception and Interpretation**
- 2 **Cultural and Aesthetic Appreciation**
- 3 **Personal Response**

The following assessment objectives stated in the three domains define a range of assessable qualities and skills which can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

#### Candidates should be able to:

##### 1 Artistic Perception and Interpretation

- discuss and analyse visual aspects in works of art, based on an understanding of art elements and design principles
- discuss, analyse and interpret how artists express their intentions in their artworks.

##### 2 Cultural and Aesthetic Appreciation

- describe and discuss how society, culture and personal beliefs influence artists and artworks
- forge links between different artists and artworks.

##### 3 Personal Response

- form and express personal opinions regarding artists and artworks
- demonstrate critical thinking and reflection.

## Paper 4: Visual Arts Task

The Visual Arts Task *must be* undertaken under normal conditions of classroom study. Each submission must be accompanied by a statement from the subject tutor and endorsed by the Principal of the school, testifying that it is the authentic work of the candidate.

The Visual Arts Task paper provides opportunities for candidates to apply their knowledge and skills from the Studio Practice and Study of Visual Arts towards a chosen Visual Arts Task. Three Visual Arts Task questions will be set, of which candidates should attempt one. The questions will allow for choices across different visual arts disciplines and offer candidates the scope to explore and engage in an area of their interest.

This paper is given to candidates in January of the examination year. Candidates are given three months to complete this paper. Candidates are to submit a report of between 1200–1500 words in an A4 size format at the end of three months. Candidates must demonstrate their ability to analyse and define the issues of their chosen task, propose appropriate and feasible solutions and evaluate the processes and outcome. Candidates may include relevant research materials, studies, drawings, annotations and/or images in the report.

### Examples of Visual Arts Task Questions:

#### Question 1

The Singapore Art Museum is planning an exhibition to showcase Impressionist paintings and you have been recruited to join the curatorial team for this exhibition. The chief curator has requested each member of the team to present 3 paintings by different artists for curatorial selection. As a member of the team, you are to make a selection of 3 paintings. Explain your choices.

#### Question 2

Critically evaluate the design of a common household item of your choice such as a vacuum cleaner or a pepper/salt shaker. Suggest improvements to the design of this item or re-design the item. Explain why your new design is an improvement over the original.

#### Question 3

You have been commissioned to create an artwork/a series of artworks along the public walkway in the underpass in *Citylink*. You are to present a proposal to the Town Council detailing the concept for this artwork/series of artworks and your sources of inspiration for the project.

## Assessment Objectives

### Paper 4: Visual Arts Task

The four assessment domains applied to the Visual Arts Task paper are:

- 1 Investigation and Analysis of Task**
- 2 Conceptualisation and Development of Solution**
- 3 Evaluation of Process and Outcome**
- 4 Personal Response**

The following assessment objectives stated in the four domains define a range of assessable qualities and skills which can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

***Candidates should be able to:***

#### **1 Investigation and Analysis of Task (25%)**

- investigate and analyse chosen task, demonstrating clear understanding of task as well as related issues
- discuss, interpret and record relevant research and exploration in the course of task analysis
- apply appropriate art knowledge and skills in task analysis.

#### **2 Conceptualisation and Development of Solution (25%)**

- show a relevant and consistent inquiry in the conceptualisation and development of solution to task
- demonstrate ability to apply art knowledge and skills to arrive at creative and innovative solutions to task.

#### **3 Evaluation of Process and Outcome (25%)**

- demonstrate ability to carry out critical evaluation of working processes and outcome
- explore implications and consequences of solution to task.

#### **4 Personal Response (25%)**

- exhibit personal engagement
- demonstrate curiosity, innovation, critical thinking and reflection.

*Candidates are reminded of the need for good presentation.*