



Singapore Examinations and Assessment Board



CAMBRIDGE
International Education

Singapore–Cambridge Secondary Education Certificate (2027)

G1 Art (Syllabus K126)

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INTRODUCTION

Art has been a valuable mode of human expression throughout history. Art plays many important roles in our lives. It captures memories, communicates ideas, shapes, values, 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:

- *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 perspectives¹ and to adapt flexibly across different contexts², 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 imagine³ and to envision⁴.

- *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.

- *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.

The aims of art education in our schools are to enable every child to:

- enjoy art,
- communicate visually, and
- make meaning through connecting with society and culture.

¹ Eisner, E. W. (2002). *The Arts and the Creation of the Mind*. New Haven: Yale University Press.

² Doyle, D.; Robinson, A. Artist Interview: Annabeth Robinson, 20 March 2010. *Metaverse Create*. 2016, 6, 87–99.

³ Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. San Francisco: Jossey-Bass Publishers.

⁴ Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2013). *Studio Thinking 2: The Real Benefits of Visual Arts Education*. New York: Teachers College Press.

SYLLABUS FRAMEWORK

The syllabus is illustrated by the G1 Art Syllabus Framework in Figure 1. 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 which are delivered through four inter-related Learning Content and two Core Learning Experiences. The framework serves to guide cohesive and effective teaching and learning of art to achieve the syllabus aims (page 5).

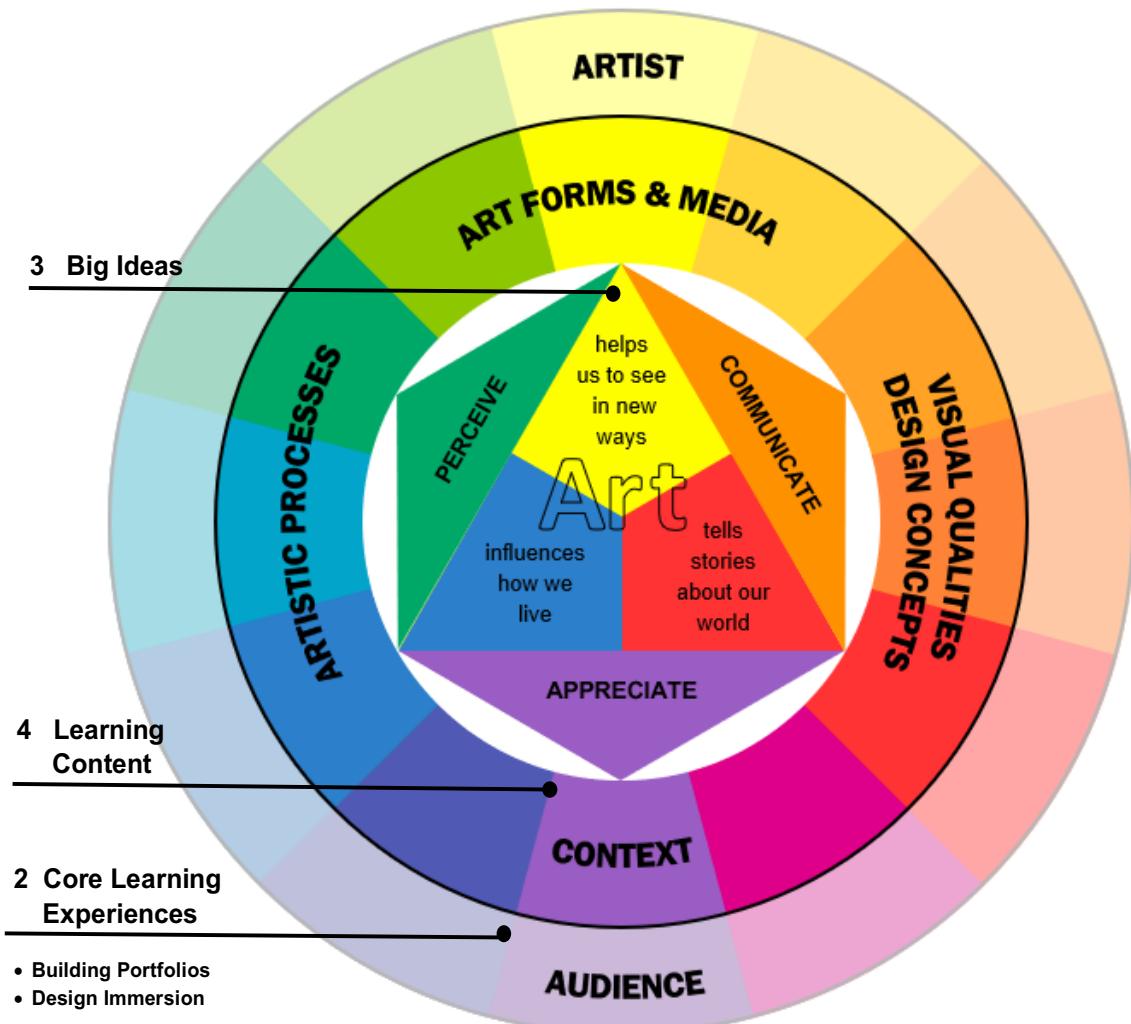


Figure 1: G1 Art Syllabus Framework

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

Art education contributes to the development of 21st century knowledge, skills and dispositions. Specifically, the competencies that are developed include:

- **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.
- **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.
- **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.

AIMS

The aims of this syllabus are to develop students as active artists and informed audience with:

- Curious minds and the confidence to express artistic intent through visual language.
- Critical and inventive thinking in creative expression.
- Personal voice and capacity to reflect on and find value in artmaking.
- An awareness, interest, and appreciation for art from diverse social and cultural perspectives.

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.

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.	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.	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.
<ul style="list-style-type: none"> • Gather, record and present observations and personal experiences. • Make connections to generate visuals and present ideas. 	<ul style="list-style-type: none"> • Explore art forms and develop an understanding of materials, techniques and technologies to express their ideas. • Develop personally relevant works of art, with consideration for aesthetic qualities and social and cultural awareness. 	<ul style="list-style-type: none"> • Reflect, interpret and comment on their own and others' works of art. • Value art as an avenue for self-discovery and understand art's role in society and culture.

ASSESSMENT OBJECTIVES

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

AO1	Knowledge with Understanding Gather knowledge and use information for generation of artworks. <ul style="list-style-type: none"> • Identify visual qualities and design strategies used in works. • Identify contextual application of art and design in our environment. • Use information respectfully and attribute source of information.
AO2	Application Skills Demonstrate skills in a variety of art forms and media. <ul style="list-style-type: none"> • Experiment with different techniques, materials, and technologies to match artistic intention. • Experiment with visual qualities and design strategies. • Analyse and refine works.
AO3	Communication Skills Generate and communicate visuals and ideas in written and practical form. <ul style="list-style-type: none"> • Describe art and design works using art vocabulary. • Interpret work of others and show connection to own work. • Reflect and comment on own works to communicate intent.

SCHEME OF ASSESSMENT

All candidates will offer Paper 1 and Paper 2. **All** questions are compulsory in both papers.

Paper	Description	Mark	Weighting (%)	Duration
Paper 1 Art Examination (Compulsory)	Section A Comprises questions which include <ul style="list-style-type: none"> • Fill-in-the-blanks • Matching Questions • Multiple-Choice Questions 	5	40	1 hour 30 minutes
	Section B <ul style="list-style-type: none"> • Short Answer Question 	15		
	Section C <ul style="list-style-type: none"> • Short Art Task 	20		
Total Paper 1		40	40	
Paper 2 Portfolio (Compulsory)	Part A: Visual Materials Submission of 10 screens comprising research, drawings, documentations of experiments or in-progress works and journal spread. These materials must explore 2 or more art forms and media, one of which must be design .	35	60	To be completed in 18 hours within 8 weeks
	Part B: Art Works Submission of 2 art works of different media. These works must not be the same as those selected for the Visual Materials.	25		
Total Paper 2		60	60	

Note: Paper 1 will be externally marked, and Paper 2 will be internally assessed by the school and externally moderated by the examination authority.

DESCRIPTION OF PAPERS

Paper 1: Art Examination (1 hour 30 minutes, 40 marks, 40 per cent)

This paper requires candidates to demonstrate their understanding of four key areas of the curriculum learning content. The test will assess understanding of Art Forms and Media, Visual Qualities and Design Concepts, Context and Artistic Processes. With an emphasis on design, candidates are required to observe and identify visual qualities and use of design concepts, analyse visual stimuli, and apply their knowledge through short sketching or show their design understanding in a short task. Candidates must answer all questions in this examination.

Section A consists of fill-in-the-blank, matching questions or multiple-choice questions in which candidates are required to answer by applying their art and design knowledge.

Section B consists of short answer questions. Candidates are required to apply knowledge of art forms and media, art and design principles and concepts in their responses. Short answer questions will require candidates to analyse visual qualities of an image (e.g., an artwork) and respond to art making and design within the context of the wider world.

Section C consists of a practical task in which candidates are required to interpret a visual stimulus and respond with a solution by applying their art and design knowledge and skills. The hands-on work will include making a “concept sketch” and providing a brief “explanation” of their concept. A separate reference image will be given for candidates to consider if they choose to do so. The response by the candidate will demonstrate their understanding and ability to apply key learning content from Art Forms and Media, Visual Qualities and Design Concepts, Artistic Processes and Context to their ideas and concepts.

Candidates must make their concept sketch using only permissible drawing media such as pens, markers or pencils (H or HB). Colour pencils and colour markers are permissible. However, dry media such as charcoal, soft graphite, chalk / soft pastels and oil pastels, as well as all wet media are strictly **not** permissible.

Paper 2: Portfolio (18 hours within 8 weeks, 60 marks, 60 per cent)

This paper offers candidates the opportunity to express themselves and build self-confidence through creating works that are personally meaningful and authentic. Through their selected works and documentation of their learning of artistic processes, candidates will explore both design and fine art processes to understand how they help to solve real world problems and facilitate personal expression.

This paper must be done under classroom study conditions and the examination submission of the candidates' works must be authenticated by the teacher and endorsed by the school.

The Portfolio consists of two parts: **Visual Materials** and **Artworks**.

Part A (10 screens) and Part B (2 artworks) must be submitted to the Coursework Supervisor in a softcopy file. The examination authority will issue instructions for the proper file naming convention, in-text citations format, file size and file format that must be adhered to by all candidates.

Part A: Visual Materials

Candidates must submit selected visual materials gleaned from their 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. Candidates must demonstrate their drive to learn, level of engagement with developing their art knowledge, understanding and skills and respectful use of secondary sources.

The selection of visual materials must include the study of a variety (two or more) of art forms and media, of which **one** must be **Design**. They must show the candidates' ability to:

- gather information to show their source of influences and inspiration,
- generate and develop ideas,
- experiment with different art forms and media,
- apply art and design concepts in their works.

The submission for Visual Materials must not exceed **10 screens**. The selection of visual materials is not required to be sequenced in chronological order. The use of headers and annotation is not required and if used, should be kept to a minimum.

Part B: Art Works

Candidates must select **two** art works for submission. The art works must be of **differing art forms and media**, and they must be done under supervision in school. These works must not be the same as those selected for the Visual Materials.

ASSESSMENT OF PORTFOLIO

Assessment Criteria

The six assessment criteria applied to the Portfolio paper are:

- AC1 Interests, Inspirations and Influences**
- AC2 Visual Language**
- AC3 Art Forms and Media**
- AC4 Technical Processes**
- AC5 Artistic Expression**
- AC6 Personal Response**

Candidates should demonstrate abilities in:

	Part	
	A	B
1 Interests, Inspirations and Influences <ul style="list-style-type: none"> • Show curiosity and gather information to show one's interest, inspirations, and influences. • Learn from information gathered to generate ideas and develop their work 	✓	
2 Visual Language <ul style="list-style-type: none"> • Experiment with visual qualities and/ or design concepts. • Investigate visual qualities and/ or design concepts. 	✓	
3 Art Forms and Media <ul style="list-style-type: none"> • Explore a range of art forms and media. • Explore a range of technical processes, materials, and technologies 	✓	
4 Technical Processes <ul style="list-style-type: none"> • Choose appropriate media, techniques, and materials to match intention. • Demonstrate skills to manipulate materials and apply techniques to communicate intention. 		✓
5 Artistic Expression <ul style="list-style-type: none"> • Communicate personal expression and solutions through works in relation to visual qualities and/ or design concepts. • Effectiveness of the visual solution. 		✓
6 Personal Response <ul style="list-style-type: none"> • Demonstrate interest and desire to learn. • Overcome difficulties and ambiguities. • Respect works of others and acknowledge secondary sources. 	✓	✓

Achievement Levels for Paper 2 Portfolio (60 marks)

Achievement Levels	5	4	3	2	1
Marks	10–9	8–7	6–4	3–1	0
Part A: Visual Materials (30 marks)					
Interests, Inspirations and Influences (10 marks)	<ul style="list-style-type: none"> Comprehensive gathering of information to reflect personal insights, preferences and the art/ design works of others have informed and influenced their own work/s Clear application of learning from information gathered in the development of their own works Sustained interest in their own art or the art of others 	<ul style="list-style-type: none"> Gathered information reveal adequate personal insight, preferences and the art/ design works of others have some influence over their own work/s Some evidence of application of learning from information gathered to the development of their own work/s Good level of interest in their own art or the art of others 	<ul style="list-style-type: none"> Gathered information offer some emerging personal insight, preferences and the art/ design works of others have marginal influences over their own work/s Attempts to apply learning from information gathered to the development of their own work/s Some interest in their own art or the art of others 	<ul style="list-style-type: none"> Gathered information offer limited to no personal insight and the art/design works of others offer limited to no influence over their own work/s Limited to no learning from information gathered to enrich their own work/s Limited to no interest in their art or art of others 	No creditable evidence
Visual Language (10 marks)	<ul style="list-style-type: none"> Experimentation of visual qualities and/or design concepts are creative, coherent and effective Selective investigation of visual qualities and design concepts are effective, critical and coherent 	<ul style="list-style-type: none"> Experimentation of visual qualities and/or design concepts are generally thoughtful Investigation of visual qualities and design concepts are coherent and mostly relevant 	<ul style="list-style-type: none"> Experimentation of visual qualities and/or design concepts show some basic consideration Some attempt to investigate visual qualities or design concepts with some coherence 	<ul style="list-style-type: none"> Limited or no experimentation of visual qualities and/or design concepts Investigations of visual qualities or design concepts are limited or incoherent 	

Achievement Levels	5	4	3	2	1
Marks	10–9	8–7	6–4	3–1	0
Art Forms and Media (10 marks)	<ul style="list-style-type: none"> Exploration of two or more artforms and media* with clear understanding Exploration of a range of materials, and technologies with understanding 	<ul style="list-style-type: none"> Exploration of two artforms and media* with good understanding Exploration of some materials, or technologies with some understanding 	<ul style="list-style-type: none"> Exploration of two artforms and media* with basic understanding Exploration of a few materials, or technologies with basic understanding 	<ul style="list-style-type: none"> Exploration of one artform or media* with little or no understanding Little to no exploration of materials, or technologies, with limited to no understanding 	

Achievement Levels	5	4	3	2	1
Marks	10–9	8–7	6–4	3–1	0

Part B: Art Works (20 marks)

Technical Processes (10 marks)	<ul style="list-style-type: none"> Clear understanding of qualities of chosen medium for effective aesthetics or design impact Skilful understanding and sensitivity in application and manipulation of media, techniques, and materials to communicate intention 	<ul style="list-style-type: none"> Some understanding of qualities of medium for aesthetics or design impact Some understanding in application and manipulation of media, techniques, and materials to communicate intention 	<ul style="list-style-type: none"> Basic understanding of qualities of medium for aesthetics or design choices Basic application and manipulation of media, techniques, and materials to communicate intention 	<ul style="list-style-type: none"> Limited understanding of qualities of medium for aesthetics or design choices Limited application and manipulation of media, techniques, and materials to communicate intention 	No creditable evidence
	<ul style="list-style-type: none"> Visual solution reveals effective personal artistic and/or design intent Clearly visible personal style 	<ul style="list-style-type: none"> Visual solution reveals developing artistic and/or design intent Developing personal style 	<ul style="list-style-type: none"> Visual solution reveals emerging aspects of artistic and/or design intent Emerging personal style 	<ul style="list-style-type: none"> Visual solution offers little to no artistic and/or design intent Personal style is not visible 	

Personal Response (10 marks) applied to Part A and Part B

Achievement Levels	5	4	3	2	1
Marks	10–9	8–7	6–4	3–1	0
Personal Response (10 marks)	<ul style="list-style-type: none"> Highly engaged, keenly motivated to learn and improve, mostly independent with minimal encouragement Independent and able to overcome difficulties and resolve ambiguities with little to no guidance Comprehensive acknowledgement of secondary sources with proper citations 	<ul style="list-style-type: none"> Good engagement and motivated to learn and improve with sporadic encouragement Able to overcome difficulties and address ambiguities with minimal guidance Most secondary sources were acknowledged and citations were clear 	<ul style="list-style-type: none"> Some engagement and generally motivated to learn with periodic encouragement Some ability to overcome difficulties with some guidance Some secondary sources were not acknowledged and some citations were unclear 	<ul style="list-style-type: none"> Engagement and learning required extensive encouragement Limited ability to overcome difficulties without extensive guidance In-text citations or acknowledging secondary sources was limited or absent 	
Personal response will be holistically assessed between Part A and Part B.					No creditable evidence

*Art Forms: At least one from Design category (refer to page 15)

SYLLABUS CONTENT

Teaching Towards Big Ideas

Big ideas convey concepts that are central to art and propose why students should learn art. They serve to focus and ground learning. An elaboration of the three Big Ideas is provided below. The G1 Art syllabus encourages students offering G1 Art to identify and develop their own themes or inquiries.

Big Ideas
<p>(1) Art helps us to see in new ways By learning about the ways artists view the world and communicate ideas through their work, students acquire new perspectives and develop sensitivity to the ways their art is presented, viewed and received.</p> <p>In the process of pursuing topics of interest, experimenting with how to present their ideas and concepts in new and exciting ways, students develop an understanding of Art.</p>
<p>(2) Art tells stories about our world Throughout history, art has documented the experiences and events that affect how people live; it is a record of how artists respond to different social and cultural contexts.</p> <p>Students will look at how artists translate their lived experiences into artworks and be encouraged to do the same. Through viewing and analysing artworks by Singaporean artists, students learn how to capture their unique Singaporean experience and make art within a local context.</p>
<p>(3) Art influences how we live Artistic expression is ubiquitous in our everyday lives, from the objects we use to the spaces we live in. Art has the power to influence our choices, opinions, and decisions, and to inspire change.</p> <p>Through exposure to artworks of influence and examples of effective designs, students hone their critical awareness and aesthetic sensitivity.</p>

To participate in art making and conversations about artworks, students need to acquire knowledge, skills and understanding across four areas of learning content – context, artistic processes, art forms and media, and visual qualities and design concepts. The four areas interact and influence each other in dynamic ways and serve as entry points to making, thinking, and talking about art.

Art Forms & Media

Learning about different art forms and media allow for understanding of the characteristics, potential and limitations of the different art forms and media.

Drawing and digital imaging are central to purposeful ideation and concept development. They are foundational to the exploration and communication of artistic intent. Students will build on their learning from lower secondary years to deepen their understanding of the materials, tools and techniques used in drawing and digital imaging to support expression of ideas and build life skills.

Building on drawing and digital imaging, students are to explore **at least 1 to 2 additional elective art forms, of which 1 must be from Design category**. When learning about different art forms, students discover purpose, meaning, history and their own interests and strengths within art.

Foundational <i>A non-exhaustive selection is presented.</i>	<p>Drawing Refer to Lower Sec Art Teaching and Learning Syllabus Core Learning Experience 1, 4.3.1</p> <p>Drawing is central to the art making process. Besides <i>learning to draw</i>, students should also engage in <i>drawing to learn</i>, such as for recording, exploring, developing, visualising, and communicating ideas.</p>					
	<p><i>Possible analogue and digital media include graphite/coloured pencils, wax/conte crayons, chalk, pastels, charcoal, markers, pens, ink, powdered pigments and improvised drawing implements, digital devices with applications such as Aggio, Magma, Sketchpad, Procreate, and Photoshop CC.</i></p>					
	<p>Digital Imaging</p> <p>With the growing prevalence of digital tools and technology in our lives, the confidence to use digital media is an essential skill to prepare students for the future. Students should be familiar with documenting their processes, creating works, and editing and manipulating images using digital imaging tools. Students should be able to organise and present their ideas and works in a digital format.</p>					
	<p>Possible imaging media includes digital devices such as smart phones, digital cameras, and tablets with applications such as Adobe CC which allow for image editing.</p>					
Elective Art Forms	<p>At least 1 to 2 additional elective art forms of which 1 must be from Design category</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Fine Art</th><th style="text-align: left; padding: 5px;">Design*</th></tr> </thead> <tbody> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> • Painting • Printmaking • Photography • Papercut • Traditional Asian Art • Animation • Mixed Media • Sculpture • Ceramics </td><td style="padding: 10px;"> <ul style="list-style-type: none"> • Illustration • Graphic • Character • Fashion or Costume <p style="font-style: italic; margin-top: 10px;"><i>* These are the recommended design types for teachers to explore with their students. Possible outcomes could range from relatable, real-life examples such as cashcard design, postcards, book/magazine covers, posters, web banner, mascot, fashion or costume illustration, and skateboard design.</i></p> <p style="font-style: italic; margin-top: 10px;"><i>Depending on student profile, teachers can choose to add other design types and corresponding outcomes, where appropriate and relevant.</i></p> </td></tr> </tbody> </table>		Fine Art	Design*	<ul style="list-style-type: none"> • Painting • Printmaking • Photography • Papercut • Traditional Asian Art • Animation • Mixed Media • Sculpture • Ceramics 	<ul style="list-style-type: none"> • Illustration • Graphic • Character • Fashion or Costume <p style="font-style: italic; margin-top: 10px;"><i>* These are the recommended design types for teachers to explore with their students. Possible outcomes could range from relatable, real-life examples such as cashcard design, postcards, book/magazine covers, posters, web banner, mascot, fashion or costume illustration, and skateboard design.</i></p> <p style="font-style: italic; margin-top: 10px;"><i>Depending on student profile, teachers can choose to add other design types and corresponding outcomes, where appropriate and relevant.</i></p>
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On balance, over the course of 2 years, students offering G1 Art should be exposed to 3 to 4 Art forms. The exposure is intended to allow students to discover and nurture their interests and artistic expression.

Visual Qualities

Building upon an understanding of Elements of Art and Principles of Design from primary and lower secondary years, students offering G1 Art are further introduced to basic concepts commonly used in design works. Students should work towards a grasp of both visual qualities and design concepts to understand how these can convey meaning and intent. A non-exhaustive selection is presented below:

Visual Qualities		Design Concepts
Elements of Art	Principles of Design	
<i>Artists use Elements of Art and Principles of Design to make, think and talk about art. These were art instruction tools used in early 20th century to help students understand visual qualities of artworks and make sense of the abstract and non-representational Modernist painting.</i>		<i>Designers use Elements of Art and Principles of Design to create outcomes that are not only appealing but <u>convey a message or fulfil a function</u>. Students should consider the following when exploring design concepts.</i>
Line, Shape, Form, Colour, Texture, Space, Value	Harmony, Balance, Contrast, Scale, Movement, Emphasis, Rhythm	Stylisation, Typography, Visual Hierarchy, Editorial Layout

Context

By looking at their own and others' artworks, students learn to situate personal art making and design within the context of the wider world, discovering how artists/designers express their ideas and solve real world problems through a selection of subject matter, artistic processes, visual qualities, design concepts, art forms and media.

Students need to understand:

- Topic or subject matter of the work.
- Background and artist/designer intent for the work.
- Reasons for the use of certain approaches or methods.
- How the artwork can hold personal meaning for artist/designer or audience.



For a suggested list of artworks, refer to TLG. Artworks are selected based on relevance to the big ideas, student profile and a spread of local, regional, and global artists and designers.

Artistic Processes

Artists/designers draw inspiration from their experiences when deciding on ideas, images and materials. Mirroring processes undertaken by artists/designers, students learn to make artistic decisions and work towards creative resolutions. They will:

- Observe, record, and analyse what they see and experience.
- Explore and develop ideas by gathering different types of visuals and information.
- Experiment with different materials, tools, methods, images and ideas to generate visual possibilities.
- Apply learning from other artworks to inform their own art making.
- Create artworks to communicate their ideas.
- Review, reflect, evaluate, and refine their artworks.
- Organise, document and present (visually and verbally) their artworks.

Students learn to appreciate that these processes are interconnected, fluid and not always enacted in sequential order.

Safety in the Art Studios

While it is important for students to engage in artistic processes in the art studio, equally vital is for them to develop good art studio habits, a set of values, safety precautionary measures and a sense of responsibility to care for themselves and the people around them, the tools and materials used and the art studio at large. Safe practices in art such as wearing protective gears when using sharp tools or toxic materials, learning proper ways to handle tools, materials and equipment, and keeping the workspace organised and clean are also important habits that constitute part of students' learning in artistic processes.

Respect for Creative Expressions and Academic Integrity

In today's world, students are avid consumers of art, design, music, film, books, software and all that culture and the internet has to offer are tomorrow's creative producers.⁵ Recent technological developments such as Artificial Intelligence (AI) technologies have revolutionised creative production and further raised questions of authenticity and how authors of creative works could be protected in their expression.

An idea can be expressed in many ways and all the arts are creative expressions. Equipping students with a respect for creative expressions and sound understanding of intellectual property is critical to developing a positive intellectual property culture and sustainable arts ecosystem for future generations. It is part of cultivating values, social-emotional competencies and 21CC, growing students to embody the desired outcomes of education. Students would benefit from guidance in how they draw inspiration from others, discuss their works in relation to those by others, and exercise integrity in their Art making. This curriculum will promote ethical and responsible attribution as foundational to imbuing respect and trust in the learning environment, ensuring that every student grows to be a civic-minded member of society.

Academic Citation by Students

Students looking for inspiration in the works of others should learn to respect the rights of others and to make their own works with integrity. In teaching, learning and assessment, academic integrity ensures that all students have equal opportunities to demonstrate the knowledge and skills they acquired during their course of study. All work submitted by students, be it for purposes of learning or assessment, is to be authentic, based on the student's' individual and original ideas and efforts.

Students must acknowledge all sources and make known the use of applications or tools in their work. The inclusion of ideas or work by others, should be fully attributed so that it is clear which aspect(s) can be considered as student's' own work. These include literature reference, parts that are inspired by others, collaborative tasks with peers, consultations with external parties, use of readymade materials, software, or AI tools, etc. Where possible, it is recommended that students use a standard and consistent style of referencing.

USE OF PERSONAL LEARNING DEVICE

Candidates may use a Personal Learning Device (PLD) to research and experiment with digital tools or time-based works for the Portfolio.

NOTES FOR GUIDANCE

Refer to the Upper Secondary Art Teaching and Learning Syllabus General 1 (G1).

⁵ World Intellectual Property Organisation (2007). Learn From The Past, Create The Future, The Arts And Copyright https://www.wipo.int/edocs/pubdocs/en/copyright/935/wipo_pub_935.pdf