



Year 1 Subject Information Booklet



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Introduction

The Year 1 English curriculum is designed to prepare the students for the IGCSE First Language English exam and English Literature exam as well as the IB English A: Language & Literature exam. The curriculum covers essential skills that build on speaking, writing, listening and reading strategies. Students will have the opportunity to listen to, read and view multiple texts and demonstrate their understanding of content in oral or written form.

Aims

The syllabus aims to enable students to:

- demonstrate excellent ability in developing speech purposefully in a range of different contexts, using a wide range of apt vocabulary, intonation and emphasis;
- listen perceptively and follow how discussions develop; and
- use grammar, punctuation and vocabulary appropriately in writing and select specific features and expressions to convey effects and interest the reader.

Content Overview

No.	Focus
1	Conventions of various literary and language text-types
2	Literary focus on Plot / Characterisation / Setting / Themes
3	Poetry terminology and effects
4	Persuasive language techniques and the use of rhetoric.
5	Structure of PEEL paragraphs in academic essay responses
6	Class discussion and oral presentations
7	Library Research Projects

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Communication skills** in reading and presentations.
- **Social skills** in negotiating and taking responsibility for one's actions.
- **Peer teaching and collaborative learning**.
- **Organisation and time-management** in handing in class work/homework on time.
- **Research skills** in designing and using technology with iBooks.
- **Critical Thinking skills** in writing responses to PEEL paragraphs.

Adapted from IBO ATL



Resources

Textbook/Reference

Selected Literary Text

Assessment Format

A) End-of-Term Grades (Subject Attainment Grades)

The term grades are computed cumulatively as follows:

Term 1: Formative: Class Contributions + Summative: Individual Written & Oral Assessments

Term 2: Formative: Class Contributions + Summative: Individual Written & Oral Assessments

Term 3: Formative: Class Contributions + Summative: Individual Written & Oral Assessments

B) End-of-Year Examination

There will be an end-of-year examination for Year 1 in October/November.

Paper 1: Reading and Writing Tasks (1hr 30mins)

C) Subject Achievement (End-of Year Grade Report)

The overall Language grade is computed for the student at the end of the year. This is an overall grade for the year which includes the end of the year examination score. This grade will be computed based on the following weightings:

Term 1 Attainment + Term 2 Attainment + Term 3 Attainment + End of Year Exam grade = Subject Achievement

YEAR 1 MOTHER TONGUE LANGUAGES

Introduction

The Year 1 Mother Tongue Language curriculum is designed to prepare the students for GCE 'O' Level Mother Tongue Examination. The curriculum covers the four important aspects of language learning in speaking, writing, listening and reading.

Mother Tongue Languages offered are Chinese 1160, Malay 1148, Tamil 1157, Higher Chinese 1116 and Chinese Syllabus B 1153.

Aims

The syllabus aims to enable students to:

- listen to understand narrative, descriptive, argumentative and functional text types of appropriate standard;
- speak to express their views and feelings according to various topics, and conduct an effective conversation with others;
- read narrative, descriptive, argumentative and functional text types of appropriate standard, and appreciate literary texts; and
- write narrative, descriptive, argumentative and functional text types, and create simple literary works.

Content Overview

No.	Focus
1	Conventions of informal and formal email writing
2	Narrative and Descriptive essay writing
3	Newspaper articles understanding and analysis
4	Comprehension passages understanding and analysis

Approaches To Learning

- **Thinking skills**
Comprehension passages analysis, problem solving, understanding context and forming argumentative points of view
- **Communication skills**
Comprehending class instructions, working in groups, putting in place linguistic expression in text and verbal presentation
- **Social skills**
Peer teaching and collaborative learning
- **Self-management skills**
Organisation and time-management
- **Research skills**
Group projects and presentations, newspaper articles discussions

Adapted from IBO ATL

Resources

Textbooks and References

MOE approved textbooks and workbooks

Assessment Format

A) End-of-Term Grades (Subject Attainment Grades)

The term grades are computed cumulatively as follows:

Term 1: Common Test + Class Exercises

Term 2: 20% of Term 1 + 80% of Term 2

Term 3: 20% of Term 2 + 80% of Term 3

B) End-of-Year Examination

There will be an end-of-year examination in October/November.

Candidates take three papers. There will also be an oral test.

Paper 1: Email and Essay Writing

Paper 2: Structure Questions and Comprehension Passages

Paper 3: Listening Test

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year and includes the end-of-year examination score.

This grade will be computed based on the following weightings:

End-of-year examination score: 80%

Term 3 grade: 20%

YEAR 1 FOREIGN LANGUAGES

Introduction

The Year 1 Foreign Language curriculum is designed to prepare the students for GCE 'O' Level Mother Tongue Examination. The curriculum covers the four important aspects of language learning in speaking, writing, listening and reading.

Foreign Languages offered are French 0520, Mandarin 0547 and Spanish 0530.

Aims

The syllabus aims to enable students to:

- develop the ability to communicate effectively using the target language;
- offer insights into the culture and society of countries where the language is spoken;
- develop awareness of the nature of language and language learning;
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum; and
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Content Overview

No.	Topic
1	Everyday activities
2	Personal and social Life
3	The world around us
4	The world of work
5	The international world

Approaches To Learning

- **Thinking skills**
Comprehension passages analysis, problem solving, understanding context
- **Communication skills**
Comprehending class instructions, working in groups, putting in place linguistic expression in text and verbal presentation
- **Social skills**
Peer teaching and collaborative learning
- **Self-management skills**
Organisation and time-management
- **Research skills**
Group projects and presentations

Adapted from IBO ATL

Resources

Textbooks

Various prescribed textbooks as assigned by the teachers

Assessment Format

A) End-of-Term Grades (Subject Attainment Grades)

The term grades are computed cumulatively as follows:

Term 1: Common Test + Class Exercises

Term 2: 20% of Term 1 + 80% of Term 2

Term 3: 20% of Term 2 + 80% of Term 3

B) End-of-Year Examination

There will be an end-of-year examination in October/November.

Candidates take two papers. There will also be an oral test.

Paper 2: Reading

Paper 4: Writing

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year and includes the end-of-year examination score.

This grade will be computed based on the following weightings:

End-of-year examination score: 80%

Term 3 grade: 20%

YEAR 1 INTEGRATED HUMANITIES (IH)

Introduction

The Integrated Humanities (IH) curriculum combine aspects of History, Geography and Religious Studies curricula and introduces the learning skills required for success in the study of the individual Humanities subjects in Year 2 and beyond. It is an interdisciplinary approach to education that brings together the study of 3 subjects. This innovative subject aims to provide students with a comprehensive understanding of the world by exploring the interconnectedness of human societies, cultures, and environments.

By integrating these three disciplines, Integrated Humanities encourages students to think critically, make connections across different areas of knowledge, and develop a nuanced understanding of the world. This holistic approach not only enriches students' academic experiences but also equips them with the skills needed to navigate and contribute to an increasingly complex and interconnected global society.

Aims

The syllabus aims to enable students to:

- develop the Approaches To Learning (ATL) skills;
- reflect purposefully on their learning (meta-cognition); and
- develop the confidence to try new strategies.
- Make connections across different areas of knowledge
- Gain a deeper understanding of the world around them: past, present and future.

Content Overview/Topics

Term	Theme and Topic
1	Continents and Oceans of the World
	Reasons why people migrate to Singapore
2	The 4 main religions of Singapore <i>Self discovery: Inquiry based learning trip to ACS House and a place of worship in Singapore</i>
	How did Singapore became a British Trading Post (Part 1)
3	How did Singapore became a British Trading Post (Part 2)
	Topographical Map Skills
	Natural Resource (Tropical Rainforest)



4	WWII: Did Singapore have to fall to the Japanese in WWII?
	<i>Self discovery: Inquiry based learning trip to key battle sites of Singapore e.g. Former Ford Factory, Battle Box etc</i>
	<i>Revision and End-of-Year Examination</i>

Approaches To Learning

The course will focus on the five ATL skills listed below. Students will work on individual and group projects with ATL skills integrated into the teaching of the subject content. They will be given the opportunity to work together in teams to consolidate ideas and concepts of Geography, History and Religious Studies. An important aspect of the course is to understand and empathize with people coming from different backgrounds and locations.

This course is designed around inquiry-based learning as well as visible thinking routines where students will be able to express and share their thought processes throughout the learning of content. Students are expected to become familiar with the *Approaches to Learning* and apply them to their learning as they work through the course material.

- **Communication skills**

Students have opportunities to deliver speeches or presentations on topics covered in class, demonstrating their ability to communicate effectively. There will be group and individual projects over the course of the year to encourage the exchange of thoughts, messages and information effectively through interaction, reading, writing.

- **Social skills**

Students shall embark on group projects that require collaboration and negotiation thereby helping students learn to work effectively with others. There is also a robust system for students to engage in peer assessment: where students set goals, seek collective endorsements, as well as review and provide feedback on each other's work. These help them demonstrate their ability to give and receive constructive criticism.

- **Critical Thinking skills**

Students shall have the opportunity to write structured paragraphs that require them to infer, explain and develop reasoned arguments. Different types of sources shall be used to encourage students to apply their knowledge to solve problems related to geography, history, and religious studies.

- **Self-management skills**

Regular self-reflection is embedded into the curriculum to encourage students to assess their own learning and progress. This helps them keep track of their personal development and to bravely take the ownership to make improvements.

- **Research skills**

Students will embark on projects that require investigation of historical events, geographic phenomena, or religious practices. They shall be guided on process of research: understanding research questions, gathering and evaluating sources and synthesizing information. Students will have many opportunities for classroom exhibitions and presentations that showcase their research processes and outcomes.

Adapted from IBO ATL

Resources

Textbook

Singapore: a journey through time ,1299-1970s



Others

Lesson helpers, use of digital and gamification tools to enhance learning and promote digital literacy, self guided project work, etc

Assessment Format**A) Assessment**

Topical tests and Quizzes
Individual and Group projects
End-of-year examination

B) *Learning Journeys

Term 2: ACS House and Places of Worship in Singapore
Term 3: Key Battle Sites in Singapore

** may be changed according to term events/activities*

YEAR 1 MODULAR SCIENCE

Introduction

The Year 1 Modular Science curriculum is the first part of this two-year Junior Science programme. It will be taught in modules. There will be three modules, each with duration of 9 academic weeks. In each module, the curriculum for a specific discipline of Science, namely Biology, Chemistry or Physics will be taught. A teacher specialised in each discipline will be teaching the class for each module. A major module test will be conducted to assess students' understanding on all the content taught in the module. In Term 4, students will go through a two-week consolidation period per module for revision for their end-of-year examination.

Aims

The syllabus aims to prepare students who have completed the Science curriculum in elementary/primary school for the IGCSE Science programme offered in Years 3 and 4.

Content Overview/Topics

No.	Topic	
1	Biology	Laboratory Hazards and Risks in Science Plants (Nutrition, Transport and Reproduction) Human Reproduction
2	Chemistry	Introduction to Science (Chemistry) Solutions and Suspensions Separation Techniques Atoms and Elements Compounds and Mixtures
3	Physics	Forces The Earth and Beyond Heat and Cooling

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL



Resources

Textbook

Cambridge Lower Secondary Science Learner's Book 7,8 and 9

Assessment Format

A) End-of-Term Grades (Test and Coursework Grades)

Each module percentage will be computed at the end of the module based on the following weightings:

Major Term Test: 40% (Test to include at least 2 topics)

Topical Tests: 20%

Practical Assessments: 20%

Others*: 20%

*These include worksheets, class work, assignments, modeling and projects that are given and graded during the academic weeks for each module.

Computation of grades for others (worksheets):

$\geq 80\% = 7$, $\geq 70\% = 6$, $\geq 60\% = 5$, $\geq 50\% = 4$, $\geq 35\% = 3$, $\geq 20\% = 2$, $< 20\% = 1$

B) End-of-Year Examination

There will be an end-of-year examination in October/November.

Candidates sit for one Science Paper which is divided into the three subject components, with the breakdown as follows:

Biology: 33 marks (10 marks for MCQs, 23 marks for structured questions)

Chemistry: 34 marks (10 marks for MCQs, 24 marks for structured questions)

Physics: 33 marks (10 marks for MCQs, 23 marks for structured questions)

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year, taking the average of the three modules covered in the year, and include the end-of-year examination score. This grade will be computed based on the following weightings:

End-of-year examination score: 60%

End-of-term grades: 40%



YEAR 1 MATHEMATICS

Introduction

The Year 1 Mathematics curriculum is the first part of a two-year Junior Mathematics programme. It is designed to prepare the students for IGCSE Mathematics. The curriculum covers essential concepts, skills, technology and presumed knowledge required to pursue IGCSE International Mathematics and Additional Mathematics programmes offered in Years 3 and 4.

Aims

The syllabus aims to enable students to:

- acquire a suitable foundation in mathematics for further study in the subject;
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations; and
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics.

Content Overview/Topics

No.	Topic	No.	Topic
1	Primes, highest common factors and lowest common multiples	9	Basic geometry
2	Integers, rational numbers and real numbers	10	Triangles, quadrilaterals and polygons
3	Approximation and estimation	11	Perimeter and area of plane figures
4	Basic algebra and algebraic manipulation	12	Conversions between units
5	Linear equations and simple inequalities	13	Statistical data handling
6	Functions and linear graphs	14	Speed, distance and time problems
7	Percentage	15	Simple and compound interest
8	Ratio and proportion		

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Recalling formula, interpreting results, and problem solving and application.
- **Communication skills**
Mathematical communication using appropriate notation and terminology, presentation using table, graphs, etc. as required, discussion of concepts in pairs / groups and application of mathematics to solve real-life problems using relevant explanation and technology.
- **Social skills**
Peer teaching and collaborative learning.
- **Self-management skills**
Organisation and time-management.
- **Research skills**
Recognising and developing alternative/novel methods to find solutions to familiar/unfamiliar problems.

Adapted from IBO ATL



Resources

Textbooks

Think! Mathematics G3 Secondary Textbooks 1A & 1B (print and digital bundle) (8th edition). Publisher: Shinglee.

Think! Mathematics G3 Secondary Workbook 1A (8th edition). Publisher: Shinglee.

Think! Mathematics G3 Secondary Workbook 1B (8th edition). Publisher: Shinglee.

Others

The use of a scientific calculator is required. [Calculator model: **CASIO FX991CW**]

Assessment Format

A) End-of-Term Grades (Test and Coursework Grades)

The term grades are computed cumulatively as follows:

Term 1: Common Test (70%) + Class Quiz (30%)

Term 2: 40% of Term 1 + 60% of Term 2

Term 3: 20% of Term 1 + 30% of Term 2 + 50% of Term 3

B) End-of-Year Examination

There will be an end-of-year examination in October/November.

Candidates take two papers.

Paper 1: (50 marks) (50%) (1h)

Structured and unstructured questions based on the curriculum. Use of a calculator is not allowed.

Paper 2: (50 marks) (50%) (1h)

Structured and unstructured questions based on the curriculum. A scientific calculator is required.

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year and includes the end-of-year examination score.

This grade will be computed based on the following weightings:

End-of-year examination score: 60%

End-of-term grades: 40%



YEAR 1 GLOBAL PERSPECTIVES

Introduction

The Year 1 Global Perspectives programme is designed on the concept of project-based learning. Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration.

This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It consists of a combination of instructional and discursive teaching styles with a focus on student-centered learning. Learning is facilitated through the use of technology encouraging student-led learning and creative problem solving.

Aims

The course aims to enable students to:

- develop transferable skills of research, analysis, evaluation, reflection, communication and collaboration.
- be able to broaden their understanding to global issues from various points of view.

Syllabus

No.	Theme	Skills
1	Education for All – The best years of my life?	Main focus: Research Subskills: Evaluation, reflection, MLA referencing
2	Poverty and Inequality – Enough food for everyone.	Main focus: Analysis Subskills: Reflection
3	Sustainability – When less is more.	Main focus: Communication Subskills: Analysis
4	Migration – A warm welcome	Main focus: Evaluation Subskills: Research, communication

Assessment Format and Marks

The students are awarded a Grade of 1-7 for subject achievement based on individual work and team project work.

Component	Duration	Weighting	Description
Team project work	Every term	60%	Students are assessed on the quality of the deliverables submitted for the group project using rubrics. The emphasis is on the development of the 6 strands of skills.
Individual work	Every term	40%	Students are assessed on graded assignments prescribed throughout the course based on the skill focus of that term.



Approaches To Learning

- **Thinking skills**
Analysing and evaluating issues and ideas, generating novel ideas and considering new perspectives, using skills and knowledge in multiple contexts
- **Communication skills**
Exchanging thoughts, messages and information effectively through interaction, reading, writing and using language to gather and communicate information, listening and speaking to communicate effectively.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed, understanding the process of learning through reflection.
- **Research skills**
Finding, interpreting, judging and creating information, interacting with media to use and create ideas and information. Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Textbooks and References

Online resources and materials given in class via google classroom.

YEAR 1 ART

Introduction

The lower years Art programme is designed for Year 1, Year 1 Bridging, and Pre IGCSE and Year 2 students. It aims to engage and train students in terms of visual awareness, perception and appreciation of the arts of different cultures and genres.

The Year 1 and 1-Bridging Art course is designed to run once a week for four terms. The students will start with an intensive drawing project setting the groundwork for planning and design for the architectural model project. They will learn how to brainstorm, carry out their own research on architects, articulate opinions on structures, develop designs based on a specific location, work in a team to construct an architectural model. They will also learn about typography, colour, texture and composition as well as how to paint using acrylic paints.

Aims

The syllabus aims to enable students to:

- know that art is closely related to life through the introduction of the social and historical context of art works;
- develop critical thinking skills through discussion and written evaluation exercises of art works and processes;
- develop useful skills such as art appreciation, research and design thinking skills;
- learn about themselves and others through individual and collaborative engagement with the visual arts;
- develop good learning attitudes, such as perseverance, self-discipline, an inquiry-mind, integrity, initiative and responsibilities; and
- communicate visually by the integration of art with social and culture context.

It also helps the students to build their art foundation, in terms of technical skills and general knowledge of visual arts, for further pursuits in the subject at IGCSE level.

Content Overview/Topics

No.	Topic	No.	Topic
1	Drawing	4	Principles of design
2	Relief sculpture	5	Typography
3	Architectural model		



Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Empathise, define, ideate, prototype, test, reflective, creative, critical thinking skills, meta-cognition, draw links.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording of visual qualities, organising and interpreting visual qualities, evaluating and presenting research findings.

Adapted from IBO ATL

Resources

Textbook

Moo, J., Lee, F. and Loh, K. Y. (2009) *Art in Life*. Lower Secondary. Singapore, Pearson Longman.

Others

Student Development Curriculum Division. (2018) Art Syllabus Lower Secondary. Retrieved from https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/arts-education/files/2018_lowersec_art_syllabus.pdf

Assessment Objectives

- Students are required to complete all the art assignments at the end of each term.
- Students are expected to conceptualise and communicate ideas through visual forms, in response to the given art assignments.
- Students are to display ownership in their learning as well as being able to evaluate on how to improve on mastery of skills.

Assessment Format

Format	Weighting	Description
Sketchbook	25%	Documentation of the artistic processes, such as sketches, photographs, responses to images and artwork and artist statement.
Art making	25%	Application of various knowledge and skills in the process of art making.
Presentation	25%	Presenting ideas formally or informally with peers or large audience, such as oral presentation, presentation in forms of gallery walk or exhibition, as well as organising and displaying visual qualities in the sketchbook.
Evaluation	25%	Evaluating student development core competencies as well as self-reflections from the students.



YEAR 1 MUSIC

Introduction

The Year 1 Music programme is a journey of Technology and General Music. For the radio show project, students learn how to plan, prepare a script, record music and produce their own voice recordings. Selected students' recordings will be broadcasted during the school's annual Open House. In Terms 2 and 3, students will learn about music theory and given a choice of four instruments – Violin, Keyboard, Drumset and Guitar. The end goal will involve performing solo and/or in ensemble with confidence with appropriate expression and note-reading proficiency. In Term 4, students will sharpen their listening and appreciation of the various genres of music by identifying the development of musical ideas, melody, harmony, dynamics, tempo, timbre, texture and music structure.

Aims

The syllabus aims to enable students to:

- listen with understanding and identify the development of musical ideas, investigating, internalising and discriminating within and between the musical elements: pitch, duration, dynamics, tempo, timbre, texture and structure;
- explore sound and respond to music individually, in pairs, in groups and as a class;
- perform solo and / or in ensemble with confidence, appropriate expression and proficiency through singing and instrumental playing;
- make appropriate use of ICT (Sequencing software – Garageband and / or Cubase) to explore, compose, arrange and record; and
- build foundation knowledge and skills on listening, performing and composing so that they have a choice to pursue music as a subject at a higher level, i.e. IGCSE and IBDP.

Content Overview/Topics

No.	Topic	No.	Topic
1	Radio show production	4	Audio editing with GarageBand and Cubase
2	Music composition and Sound design	5	Music instrumental studies
3	Music theory	6	Music analysis and presentation

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL



Assessment Objectives

- Students are expected to be able to perform at least one musical instrument by the end of the year.
- Students are able to analyse and describe music of various genres.
- Students are proficient in using music technology.

Assessment Format

Term	Weighting	Description
1	25%	Radio broadcast
2	25%	Music theory
3	25%	Basic skills of playing a selected instrument
4	25%	Music analysis and presentation

YEAR 1 DRAMA

Introduction

Drama has an important role to play in the personal development of our students. The skills and qualities developed by students in Drama, such as teamwork, commitment, creative problem-solving, leadership and risk-taking are assets in all subjects and all areas of life. Drama stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment.

By introducing Drama as a subject to the lower school students, we are creating the framework and necessary support to be able to take IGCSE Drama in Year 3.

Aims

The syllabus aims to enable students to:

- understand the use of verbal and non-verbal tools of drama;
- identify with characters and actions through role-play and improvisation;
- develop a wider perspective and world-view through the exploration of multiple points of view;
- know how to structure dramatic sequences in order to convey meaning;
- be aware of and use a variety of dramatic forms and techniques to express ideas and feelings (e.g. voice, movement, costume, props, use of space);
- appreciate drama in performance, both as participant and audience;
- develop a vocabulary of theatre/ drama;
- learn to reflect and inquire on issues explored and be able to give constructive feedback;
- develop awareness (sensitivity) of self and enjoyment of the ways groups work (e.g. decision-making, problem solving, negotiation), willingness to accept responsibility, in a safe and cohesive environment; and
- evaluate their achievements through reflections to show critical awareness of the process as well as the product (e.g. the rehearsal process as well as the performance itself).

It also acts as a good foundation for students who intend to pursue Theatre/Drama at higher levels.

Content Overview/Topics

No.	Focus	Topics not corresponding to the Term
1	<i>Introduction to Drama</i> An introductory unit for new starters to secondary level drama. This scheme offers an opportunity for them to get to know each other and develop their social and teamwork skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.	Understanding the use of verbal and non-verbal tools of drama in the construction and deconstruction of narrative structures. Use of roleplay to explore social situations.
2	<i>Slap stick comedy</i> Students will begin exploring mime skills and applying slapstick techniques. Students will then progress onto scripted performance where they will be required to apply and develop the skills acquired.	Exploring mime and movement through elements of physical theatre with a focus on time, space, effort, body and forms. Presenting a dramatic text with the incorporation of movement



3	<p><i>Scripted exploration: The Tempest</i></p> <p>Through the story of Shakespeare's <i>The Tempest</i> students will have the opportunity to understand the language of Shakespeare as well as continue developing their drama skills and techniques at an advanced level</p>	<p>Decision making and consequences: Exploring the concept of choice and consequence through improvisation.</p> <p>Responding to stimuli in the process of Devising.</p> <p>Devising a dramatic narrative with the incorporation of performance skills acquired.</p>
4	<p><i>Production arts techniques</i></p> <p>Students will acquire knowledge and understanding of how the technical elements of 'production within theatre' are essential to making live theatre possible. They will understand how all of the elements combined are used to enhance atmosphere and meaning to a live theatre performance. They will also have opportunities to see a Live Theatre performance.</p>	<p>Devising Drama Role-Play and Improvisation Mime and Movement Understanding Performance skills Experimenting with voice Reflecting/ Keeping a journal Understanding the production Arts.</p>

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Resources

References

Theatre Games for the Classroom: A Teacher's Handbook by Viola Spolin
Improvisation for the Theatre – A handbook of Teaching and Directing by Viola Spolin
The Viewpoints Book by Anne Bogart
Structuring Drama Work by Jonathan Neelands



Assessment Objectives

- Students are expected to demonstrate knowledge and understanding of specific drama techniques.
- Students are expected to analyse and evaluate dramatic scenes and narratives.
- Students are able to develop ideas through collaboration and co-creation.
- Students are able to refine work by exploring ideas, selecting and experimenting with appropriate techniques and processes.

Assessment Format

Formative and summative assessments are done throughout the year, with a focus on how the students Make, perform and respond to drama.

Assessment	Description
Pair work	To create movement and performance pieces based on techniques of physical expression covered during lessons
Group work	To explore performance techniques and scripted scenes through role play .
Individual work	To evaluate learning and maintain a journal throughout the term,
Drama journal	To maintain a personal log of classroom exercises, thoughts, feelings, achievements and goals; the key to reflective & experiential learning.



YEAR 1 PHYSICAL EDUCATION (PE)

Introduction

Physical Education (PE) provides students with an opportunity to be physically active whilst developing personal, social and health education through the promotion of a lifelong participation in sport. The PE curriculum is underpinned by the IB Learner Profile with students focusing on different outcomes each year. Our team of well-educated Physical Educators create positive learning environments within each class where each student has the opportunity to make progress regardless of prior experience, knowledge or ability. PE is a popular subject at ACS (International) with a growing trend of students choosing to pursue academic PE at IGCSE and IB levels.

Aims

The syllabus aims to provide a range of sporting contexts in which students can explore the subject area and achieve the following objectives in each learning episode:

- Introduction to a range of sports, rules and scoring systems; and
- Developing and understanding core/fundamental skills and techniques across a range of activity areas.

Content Overview

The following table lists the range of activity areas for girls and boys together with examples of driving questions that inspire students to achieve objectives whilst developing key skills.

Boys	Driving Questions	Girls	Driving Questions
Football	<p><i>What ways can we communicate during gameplay?</i></p> <p><i>Is non-verbal communication important and why?</i></p> <p><i>How do you demonstrate sportsmanship/fair play in all sports?</i></p>	Netball	<p><i>What ways can we communicate during gameplay?</i></p> <p><i>Is non-verbal communication important and why?</i></p> <p><i>What are the main rules in netball?</i></p> <p><i>What are the positions in Netball?</i></p> <p><i>Where can they go?</i></p>
Rugby	<p><i>How can we demonstrate good principles in Rugby?</i></p> <p><i>What rules do you need to adhere to in Rugby, why are they especially important?</i></p>	Touch	<p><i>How do you work well within a team?</i></p> <p><i>What rules do you need to adhere to in touch rugby?</i></p> <p><i>How can we show good sportsmanship in touch rugby?</i></p>
Boys & Girls			
Games for Understanding	<p><i>What are the principles of communication that we need to develop?</i></p> <p><i>How can you demonstrate good sportsmanship across a range of games/sports?</i></p>		
Short Tennis	<p><i>What is the scoring system in Tennis?</i></p> <p><i>Are you able to communicate the score accurately during a game?</i></p>		



Badminton	<i>How do you demonstrate good sportsmanship in Badminton? How do you keep the score and are you able to communicate this during a game?</i>
Volleyball	<i>Why do we need to communicate in order to be effective Volleyball players? What are the basic rules and scoring system in Volleyball?</i>
Striking & Fielding	<i>What impact does communication have in striking and fielding games? What does effective batting/ fielding look like? Can you describe it? What the common principles of striking and fielding games?</i>
Swimming	<i>What safety aspects do we need to be aware of in and around water?</i>
Athletics	<i>What are the common rules and techniques of running, throwing and jumping events? What are the origins of athletic events? What are the classifications of events (run, throw, jump)?</i>
Gymnastics	<i>How do you prepare for and recover from exercise safely? How can you analyse a performance and provide constructive feedback? How do we show respect to other students when they are performing?</i>

Approaches To Learning

The following IB Learner Profile outcomes are specifically taught within the Year 1 PE curriculum:

- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Caring citizens**
Safety, healthy lifestyle choices, morals, informed choice, giving and seeking support when needed, empathy.
- **Principled students**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

Assessment Format

There are no formal examinations for core PE lessons. However, Year 1 PE assessments are based on both formal and informal formative assessments of a student's performances and presentations. Following each unit of work, students will be assessed using the Year 1 PE assessment rubric (below) which includes criteria relating specifically to the Key Skills and Objectives of the curriculum together with a grade awarded for effort (attitude to learning).



How am I assessed in PE?	0-3	4	5	6	7
Effort	<i>At least 2 kit marks. Little or no effort to participate during lessons.</i>	<i>1 kit mark. Could make more of an effort during lessons.</i>	<i>No kit marks. Works hard during most lessons.</i>	<i>No kit marks. Always works hard during lessons.</i>	<i>No kit marks. Always gives 100% during lessons and has reached their full potential in the unit.</i>
Core skills	<i>Little or no progress in developing core skills.</i>	<i>Is able to perform basic skills in practice situations.</i>	<i>Is able to perform basic skills with some control in performance/ game situations.</i>	<i>Is able to use basic skills with control and accuracy in performance/ competitive situations.</i>	<i>Able to perform core skills effectively within performance or game situations and has started to use more advanced skills.</i>
Knowledge	<i>Little or no understanding of relevant safety, rules and scoring systems.</i>	<i>Has a basic understanding of safety, rules, scoring systems but is not able to communicate them.</i>	<i>Has a good understanding of safety, rules and scoring system.</i>	<i>Is able to answer questions on rules and scoring systems with confidence.</i>	<i>Excellent understanding of rules, safety and scoring systems.</i>
Learner profile objectives: Communicator Caring Principled	<i>Little or no attempt to communicate. Does not adhere to rules/ sportsmanship/ argues with decisions.</i>	<i>Is able to use simple nonverbal and verbal communication techniques within games. Adheres to rules.</i>	<i>Communicates well in small teams and groups and shares ideas. Understands the importance of sportsmanship.</i>	<i>Communicates with confidence during games and activities. Listens carefully to others and shows respect.</i>	<i>Excellent communication in all games and activities. Shows good sportsmanship and caring attitude during competitive situations.</i>

Notes to Parents

PE Attire

PE lessons are compulsory for every student. Students must present for each lesson in full ACS (International) PE kit which includes ACS PE T Shirt and ACS PE Shorts. These items can be purchased from the on-site bookshop "Popular". All students are expected to have sports shoes (trainers) for PE lessons (these must be a different pair of shoes from those that a student wears as part of their school uniform) and a pair of football boots (soccer shoes). Boys also need long socks (which can be purchased from the PE Office) and shin guards. In addition, students should bring a water bottle to all lessons in order to keep hydrated.

Medical Certificate, Illness and Long-Term Medical Conditions

Students will be excused from playing an active part in PE lessons if they present a valid medical certificate (MC) or Doctor Note exempting them from physical activities. They are permitted to bring in a parental note once per term for excuse based on ill health. If a student falls ill during school hours, they should see the school nurse for assessment prior to their PE lesson. All students must still attend lessons in their full PE attire whether they have a MC or not as they will be assisting with leadership, scoring or feedback activities. Failing to attend a PE lesson without a valid reason will be deemed as truancy and will result in students being placed on Saturday detentions.



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