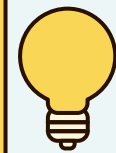


The Arts Education & Aesthetic Experiences



Cedar Girls Secondary School



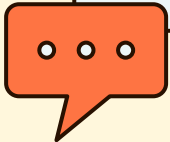
Aesthetic Subjects in Cedar Girls

- 
1. Art
 2. Music
 3. Food and Consumer Education
 4. Design and Technology
- 



Our philosophy

Building the Foundation
and Appreciation for Life



Department Vision

1. To create a vibrant arts and design environment to develop balanced Cedarians.
2. To develop creative, innovative and discerning thinkers with an appreciation for aesthetics, technology & life.
3. To ignite students' curiosity for art, music, food and nutrition science, design and technology.



Structure of Aesthetics Experiences



Year 1	D&T	
Year 2		Food and Consumer Education
Year 1 & 2	Music & Art	

D&T

1 semester per year
for both O'level
and IP

FCE

1 semester per year
for both O'level
and IP

Music & Art

Full 2 years
curriculum for both
O'level and IP

Art Experiences



LEARNING ART THROUGH INQUIRY

Good art inspires and touches the lives of others in profound ways.
Learn to make art that is meaningful to yourself and others.

CONNECT & WONDER

What is worth investigating?
What am I curious about?
What do I want to say with my artwork?

MAKE

How should I develop and conceptualise my work?
How shall I make this?
What materials do I have and what art techniques do I know?

INVESTIGATE

How do I begin to explore this topic/material?
What information can I collect?
How do I search for, sift through, and categorise information collected?

EXPRESS

What might a viewer want to know about my work?
What can I say about my work?
How should my work be displayed?

REFLECT

How did I do?
Does my artwork say what I want to say?
How well am I learning?
How can I apply what I have learnt to my next artwork?

ART INQUIRY



Art Experiences

Year 1



is in profound w
and others.

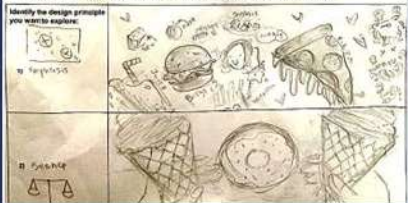


CONNECT & WONDER

What is worth investigating?
What am I curious about?
What do I want to say with my artwork?



An effective composition will draw the viewer's attention towards the focal points of the artwork. Another way of arranging subject matter in an artwork is to use leading lines, shapes and proportions to guide the viewer's eyes around.
3) Draw 2 composition ideas that you might explore on the theme 'Food & I'. This could be food you enjoy eating or vice versa. You must include yourself in the idea sketched. (4m)



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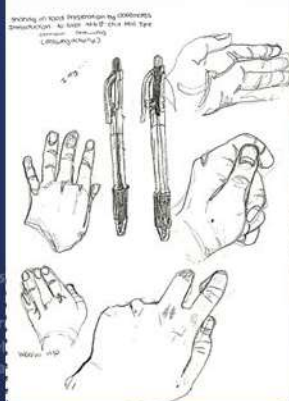


ART INQUIRY

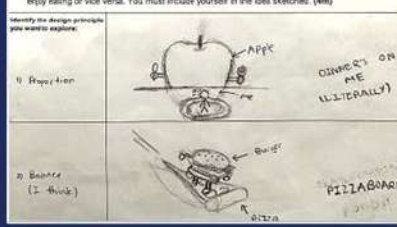


REFLECT

How did I do?
Does my artwork say what I want to say?
How well am I learning?
How can I apply what I have learnt to my next artwork?



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Art Experiences



Year 1

THROUGH INQUIRY

Process: Drawing

I decided to find a picture I had of myself, so I decided to use a picture where I am in my Cedar uniform, as it would have greater meaning, seeing that I had also used the picture that was related to Cedar.



My process in the digital drawing part is shown above. In pic 1, I traced the basic colours and the highlights and shadings. In pic 3/4, I added back highlights but decided to do without them. In the end, my final one is the uniform a bit more dull as it was to bright as it was the VCA tee, and it did

MAKE

I edited this using pixela and I wanted it to have a vintage vibe. I think it is quite clear that my shoe is the focal point as everything is blue. However, I wish the guitar and piano in my background showed up more to represent the music culture. Also the pillows I think I learnt how to edit and take photos clearly. It was also very fun!



INVESTIGATE

begin to explore this topic/material?
Information can I collect?
Research for, sift through, and categorise
Information collected?

I tried to add colour to the picture in the background, but then decided against it because there is no focus to the painting, so I tried to do it black and white instead.

For the dreamy effect, I decided to use the colour scheme in the earlier photos found online, mainly bright colours.

Photos used to edit (close up plants), (silhouette):



Rules of third.

EXPRESS

What might a viewer see about my work?
What can I say about my work?
How should my work be perceived?

REFLECT

How did I do?
Does my artwork say what I want to say?
How well am I learning?
How can I apply what I have learnt to my next artwork?

Idea or References for Productivity



Drawing Process— Different Poses



Drawing Process



Final Piece



Slide 2

Photos used for background



Different attempts at



Background might be a photo collage of factored glass effect.

This process regarding my imagination world leading into the world of reality. In this, imagination brings life to reality because of its endless possibilities and it will not have limits in this. It shows the balance between imagination and reality, and how together it makes life interesting. It also shows how without one side, the other cannot exist, just the light and shadow.

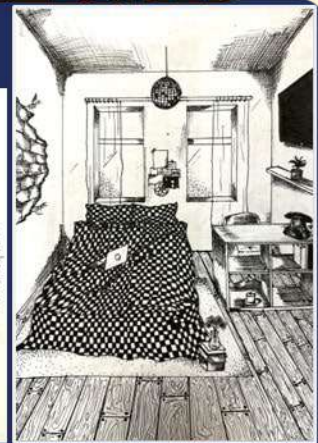
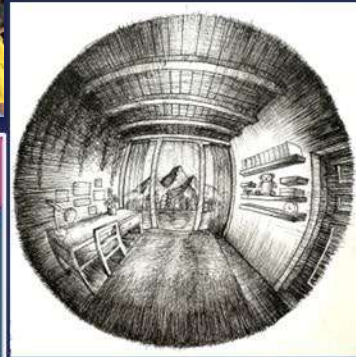
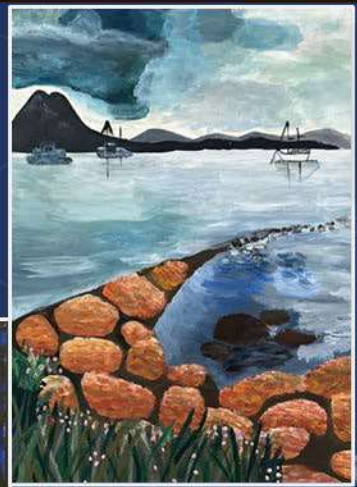
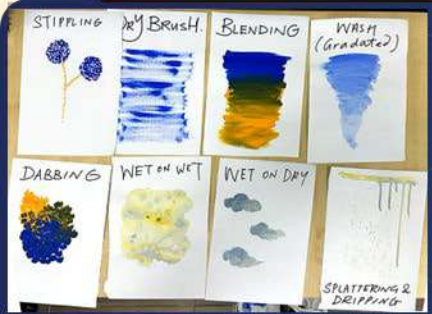
Used the dodge/burn function to add a bit of light so that she looks like she's really flying.



Art Experiences



Year 2





Art Experiences



Collaborative Learning

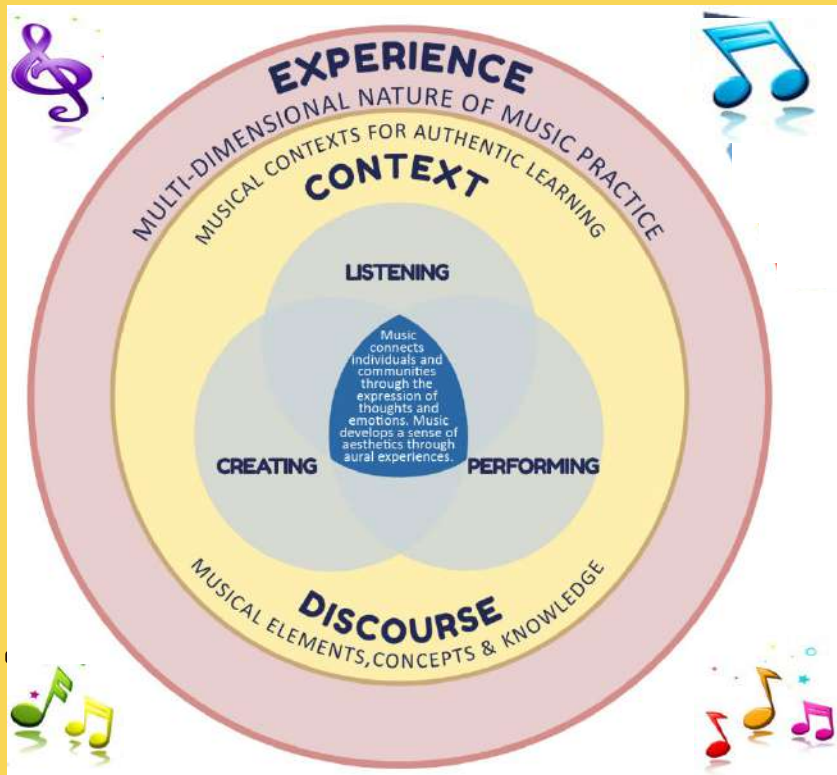
- 1) Stencils
- 2) Stools
- 3) Collage
- 4) PPT's
- 5) Glue cutter
- 6) Feather

- 7) Fan
- 8) Brooms
- 9) Paper
- 10) Paper weaving

Experiential Learning



Music Experiences



The Lower Secondary Music Curriculum aims to develop Musical understanding through **Listening, Creating and Performing**.

In Cedar, our music curriculum includes keyboard playing, ukulele & guitar strum and sing, percussion drumming, song writing, composing and arranging.



Experiential Learning

Blended Learning & Differentiation

To promote **Self Directed Learning** & maximising each child's potential, the **Keyboard playing module** module is based on **Differentiated Instructional approach**, customizing the curriculum to meet the different profile of our students, allowing Cedarians to learn at their own pace or their readiness in moving up to the next level of achievement.

Y1 Keyboard playing 2023 Task: To accompany a song ('Bunga Sayang' Lower Sec Music Syllabus SG Music) on the keyboard and explore different accompaniment patterns in different genres.

Using Padlet to support Personalised Learning & ED

Resource

I Need Help!!!!

Beginner 1:RH Sustained Block Chords- LH Single Note

Beginner 2:RH: Block chords in steady beat LH: Single Note

Intermediate 3: Rest Ta Rest TITI

Intermediate 4: Rest TITI Rest TI Rest TI

Advanced 5: LH Bass dotted Rhythm Pop Style

Advanced 6: Latin Rumba Dance

Checklist & Rubrics

Indicate your Name & Areas you need help

Beg 1: RH Block Chords- LH Single Note

Beg 2: RH: Rest Ta Ta Ta Ta (Block chords with steady beat) / LH: Single Note

I3: Rest Ta Rest TITI

I4: Rest TITI Rest TI Rest TI

A5: LH Dotted Rhythm Pop Style

A6 Latin Rumba Style

TN Keyboard padlet

Peer review

Peer: Janelle

Peer: Chise

Peer: Shermaine Tan

Edith Chus 12

Stronger: Chorus: Am- F- C-G

Shermaine Tan (30)





Music Experiences



Aesthetic Musical Flow

MUSICAL COMMUNICATION & CULTURES
Provide Meaningful Choice and Empowerment

MUSICAL CREATIVITY
Facilitate Creative Process

Musical Voice of Students

CRITICAL THINKING IN MUSIC
Develop Reflection of and Responding to Music

MUSICAL COLLABORATION
Facilitate Collaborative Group Works and Musical Ensemble



To provide authentic learning experiences for our students, they are to create a 40 sec TVC to advertise Cedar 65 thru the use of instrumental cues and effects to synchronise with the video clip.



Big Room Tepper

B...S

Topo...pper

Reaching Higher P

To provide authentic learning experiences for our students, in pairs, they are to create a 40 sec TVC to advertise Cedar 65 thru the use of instrumental cues and effects to synchronise with the video clip.

IN Rae & Sarah

The music begins with Cascade Piano Stabs with its syncopated and upbeat tempo, reflecting the celebratory mood of Cedar65. When the words 'Did you know' zoomed out(0:10), like a DJ, we featured Resonance Filter FX effects and automation to create suspense and when the words 'We've turned' were revealed (0:15), we transitioned to Repeater FX to create an exciting build up and impactful drop. At "Cedar65" (0:20), we used EDM live loop which was contrasting to the slow build up at the beginning and then layered with more drum beats and EDM effects. Overall we aim to celebrate a significant milestone in Our school's history, celebrating the present and inspiring the future.

Happy Cedar65!



Experiential Learning

Year 2 Guitar Strum & Sing

To nurture *critical thinking and develop confidence*, the Guitar Strum and Sing, is based on the Non Formal Approach where experiential learning, learning from their peers, is supported by **self reflection and peer evaluation**.

Resource | **Level 1** | **Level 2** | **Level 3** | **Solo Advanced** | **Supplementary**

Voices from the Heart
DOCX
Voices from the Heart Strumming pattern

Guitar Strum & Sing
Print Guitar Strum Sing 2022

Assessment Procedure


Level 1
D D D D
Video - 01:11
trin.35BD931C-2563-4194-A8CB-96F5F9600881

Level 2
Elizabeth (8), Sarah (30), Jia Xin (34), Nusaibah (23) (from left to right)
Video - 00:37
trin.7A188139-F7CC-48A2-A592-2DF13544E05A
Reflection:
Elizabeth: I think that I can improve on having less buzzing sounds even though I already improved from the last time :)
Nusaibah: I think most of our chords sounded fine except for the f chord because there was a buzzing sound when we played that chord. Individually, I think I should have sung louder and pressed the string harder so that there wouldn't be a buzzing noise.

Level 3
Video - 00:47
trin.85F63093-46FD-496C-9B5A-E3354A2562C1C
Peiqi (07), Claire(04), Beth(05), Isha (06)
Claire (04) I need to improve on singing louder and chord changes
Beth (05) - I need to improve on my tempo and my F chord because I have a buzzing sound when I play that chord.
Isha (06) - I think that I can work on some of my chords for example the F chord, and improve the ringing sound in my chords
Peiqi (07) - I think I need to work on my tempo control and sing louder

Solo Advanced
Video - 01:08
trin.628CB2F1-322A-408F-B34F-5C29B73C9287
Paakhi (25)
Piece: Nightfall
Reflection:
There was a part where I played the notes B,C,A in that order on the E string. The second time I played that part, I did not press down properly and thus did not produce a clear sound. I should have moved my wrist so I could use the tip of my finger to press properly. There was a gliss near the end and I think I was able slide properly and produce a clear and nice sound. There was also a part where I

Supplementary
D DU -UDU (continuous)





Music Experiences



Year 1 Song Cover and Year 2 Song Writing Projects

To foster creativity, collaborative learning and teamwork, the above projects adopt the Informal learning approach, whereby Cedarians decide their own music, instruments, watch and listen to youtube videos, recordings, and learn with their peers.



- 'It was fun and perfect for a novice like me. I never dreamed of playing in a rock band! With feedback and consultation, we were challenged to put up the show.'*





Music Experiences



National Day Virtual Drumming



MOE Excel Fest: iBand: Inspiring Future Leaders through a values driven musical experience



"This entire experience allowed me to broaden my perspectives through interactions with visitors at the ExCEL Fest. As music ambassadors, we had to think on our feet, adapt to changes, work within boundaries to publicise our booth and engage the audience. I will definitely take this as a learning experience to better myself in public speaking, teamwork, and adaptability."





Music Experiences



Lunch Time Concert



Certified by the **Singapore Book of Records** for most number of performers of the cup song rhythmic percussion, the school-wide participation aimed to promote unity & perseverance, develop team building, creativity & coordination.



Music Achievement Awards

2023 SYF Youth Station Song Writing Top 10 'Dive Back with Me'



<https://youtu.be/AyPUpwydePA?si=8Jkfm9-h3qJhPzrn>

2023 Asia Arts Festival Gold Award Vocal



2022 SYF Youth Station Honourable Top 20 'In My Heart'



<https://drive.google.com/file/d/1MAEOjyLEW3BhYDY-NBkr6vRn1SdV0CWe/view>

2021 SYF Youth Station Top 5 'Take A Chance'



<https://drive.google.com/file/d/1UnugQY5WHs6eaQU5SziBC4FQxXKe53Qd/view>

Music Achievement Awards

2022 SYF Youth Station
Honourable Top 20
'In My Heart'



<https://drive.google.com/file/d/1MAEOjyLEW3BhYDY-NBkr6vRn1SdV0CWe/view>

2021 SYF Youth Station Top 5
'Take A Chance'



<https://drive.google.com/file/d/1UnugQY5WHs6eaQU5SziBC4FQxXKe53Qd/view>

2018 National Schools XinYao
新谣 : Champion



<https://youtu.be/wBx9NejPM6M>

2016 S-Pop Mobile Music Song Writing
Champion: 'What If'



<https://youtu.be/lvun3eDvziM>

Music Achievement Awards

2016 S-Pop Mobile Music Song Writing
2nd Runner Up
'Dear Me'



2015 SG50 Inter-School Mobile Music Contest
3rd Prize



2014 Singapore Kindness Movement
Song Writing, Finalist
'A little Kindness'



2014 Inter School Music Fiesta Song Writing
Contest, Honour Intellectual Property Alliance
2nd Runner Up
'Take Me Away'



Music Achievement Awards

2012 Inter School Music Fiesta Song Writing Contest, Honour Intellectual Property Alliance, Champion



2011 Inter School Music Fiesta, HIP Song Writing Contest, Champion



2012 Inter School Music Fiesta Song Writing Contest, Honour Intellectual Property Alliance, 1st runner up



2011 Inter School Music Fiesta, HIP Song Writing Contest 2nd Runner Up 'Born to Be'





Cedar Identity Songs



Sunny Day

<https://drive.google.com/file/d/1vtOyYRzWFohJdEw4e83sX6giD1JAIO5f/view?usp=sharing>



Somewhere

https://drive.google.com/file/d/1fBc4D_-2yIFN0vq3YwJwIKr3vD2U8-4V/view?usp=sharing



Take A Chance

<https://drive.google.com/file/d/1UnugQY5WHs6eaQU5SziBC4FQxXKe53Qd/view?usp=sharing>



For The Sea

<https://drive.google.com/file/d/1Zj0ZF6NK4bWe-nifNrpvoQPCgAzMg5pn/view?usp=sharing>



Save The Sea

<https://drive.google.com/file/d/1nneSCnCtOJ7tZo1zgcpcw6mz-ZkDnMa7O/view?usp=sharing>



Keep It Clean

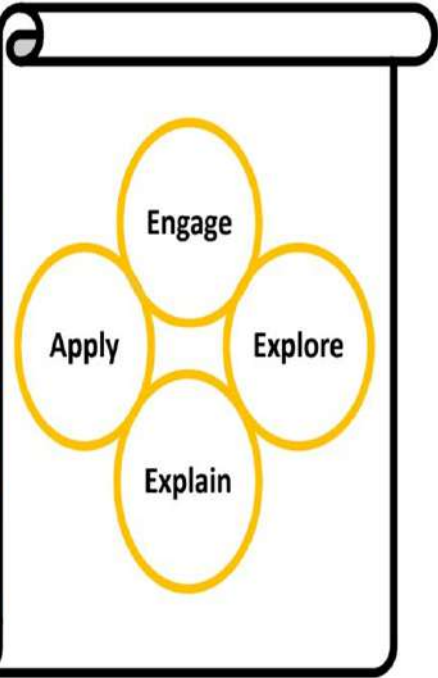
https://drive.google.com/file/d/1midje1yd9k_HZJvQnjT9V0D7vaFv_1z-/view?usp=sharing



In My Heart

https://drive.google.com/file/d/1pcKX_8sTA-eAWj2PddyFriNJ945cA1Ay/view?usp=sharing

Food & Consumer Education Experiences



INQUIRY-BASED LEARNING IN FCE

Our hands-on approach in an authentic learning context allows Cedarians to relate and apply the food and consumer-related knowledge gained into real-life situations.

FOOD AND CONSUMER EDUCATION (FCE) nurtures life.

Food Studies

Nutrition education



Food science



Meal-planning

Die-related issues



Consumer Studies

Being an informed consumer

Smart shopping skills

Sustainable Consumption of Goods & Services

Resource management skills

Food & Consumer Education Experiences



Exploring various baking techniques



Exploring various food plating techniques



Application of knowledge to final outcomes



Innovating recipes



INNOVATION

PROGRESS



Food & Consumer Education Experiences



Collaborative Learning





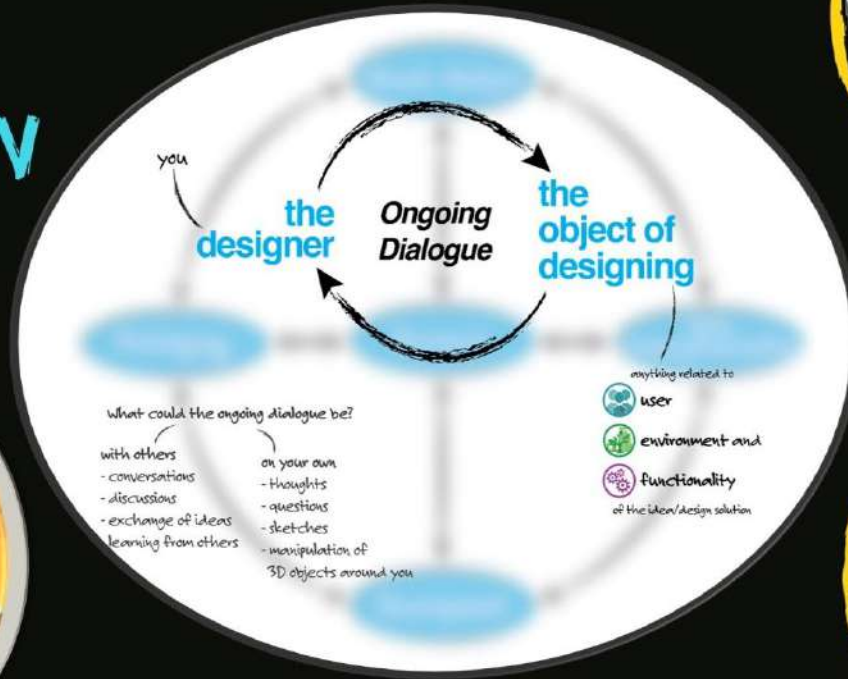
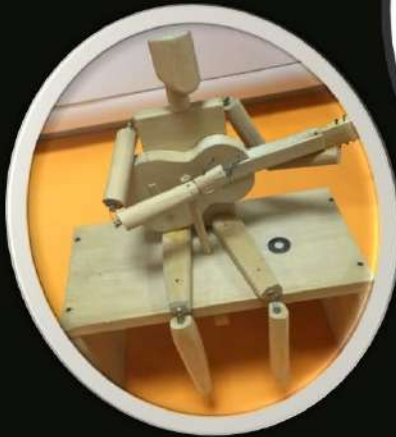
Food & Consumer Education Experiences



Design & Technology Experiences

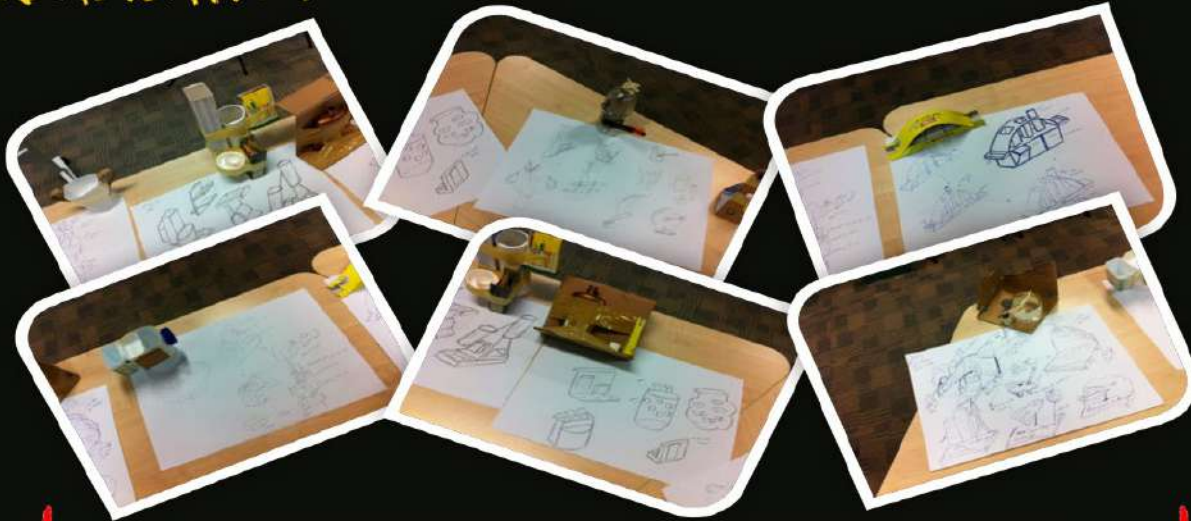
DESIGN EDUCATION

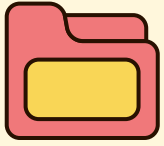
where design is our calling



Design & Technology Experiences

DESIGN FOR
REALISATION

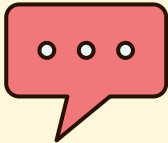




Beyond Classroom Learning Experiences



Applying concepts learnt in the classroom to the real-world





Cedar Arts Festival Rhythm & Radiance



The Festival aims to present an array of performances to celebrate our schools' diversity of culture and its spirit of creativity, excellence & unity.
For Cedarian by Cedarian



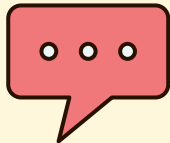
Objectives:



A platform for our performing arts group to perform for their teachers and peers on a non-SYF year



Bring arts closer to our students and discover artworks beyond the conventional classroom and museum settings



Celebrate our school unity and our performing arts' groups commitment to pursue excellence



THURSDAY, 28 MAR

Cedar Girls' Secondary School

CEDAR ARTS FESTIVAL

Handbell
Choir
Guzheng
Drama
Symphonic Band
Modern Dance

FOR CEDARIANS
BY CEDARIANS





Arts Assembly Programme



APPRECIATE ARTS & CULTURE

Appreciate the diverse artists & arts groups, arts forms & art practices from Singapore, Southeast Asia & around the world

Spark curiosity in the many ways that the arts connect with individuals, communities & the world



Understand that the arts have historical & cultural contexts that are ever evolving

ACQUIRE SKILLS & KNOWLEDGE

Acquire competency of techniques/skills by learning from skilled arts practitioners



Learn about artistic concepts, terminologies & vocabularies

Engage in experimentation &/or play through hands-on experiences

ARTICULATE THOUGHTS & IDEAS

Articulate personal viewpoints & consider multiple perspectives about works through discussion & reflection

Develop an awareness of audiences & how works have varied interpretations

Conceptualise & translate ideas into works individually &/or collaboratively



The Cedar Arts programme includes aspects of Performance, Excursion, Talk or Workshop. While Art and Music are already in the formal school curriculum, the 4-year Arts Education programme serves to provide Cedarians the extended learning experiences across all art forms.





RHD
**An Introduction to Ethnic
Percussion Instruments**



CNY
Ding Yi Music Ensemble



ND
Finding Singapore's Voice



Chinese Drumming



IFD
Spanish & Flamenco Dance

Post Exam Activities



SSO Music Excursion @ VCH



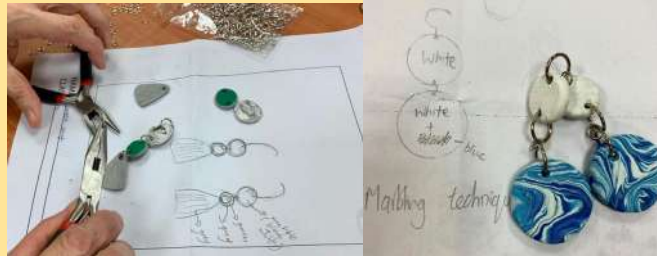
Marina Bay Sculpture Walk



Metal Tooling



Manga Workshop



Polymer Clay Workshop



Rhythmic Drumming



{ ART LEARNING JOURNEY

Visiting the Awakened Dragon

Secondary 2s visiting one of the last two kilns in Singapore, and appreciating one of the oldest art forms – Ceramics.