



NATIONAL ARTS COUNCIL  
SINGAPORE

## **NATIONAL ARTS COUNCIL- ARTS EDUCATION PROGRAMME (PRE-SCHOOL)**

Programmes will be assessed by a panel of assessors from the arts and early childhood education sectors. Programmes should be appropriate for aged children 3 – 6 years old. Please indicate the targeted age groups / levels (e.g. N1- 3years old, N2 – 4 years old, K1 – 5 years old, K2 – 6 years old) and differentiate the lesson plans submitted for different age groups if the content/approach intends to achieve different lesson objectives.

Workshops for pre-school teachers may also be included as part of the AEP, as an extension of the children's programme. Please indicate Teacher Training as an optional item and include a short description under the field "Programme Outline" after the write-up on the Children's Programme when you submit the information in the online system. Please submit the lesson plans for Teacher Training as well. Workshops for Teachers must be tied to a children's programme under any of the 3 categories (Exposure, Experience or Excursion) and offered as an optional item as part of the same programme. Teacher Training workshops cannot be offered as a standalone programme.

### **ASSESSMENT CRITERIA**

#### **1) Artistic Merit**

Proposed programmes should:

- a. Display artistic excellence
- b. Effectively engage students and encourage enjoyment of the art form

#### **2) Educational Value**

Proposed programmes should:

- a. Nurture some of the following learning dispositions in pre-school children: Perseverance, Reflectiveness, Appreciation, Inventiveness, Sense of Wonder & Curiosity and/or Engagement.
- b. Meet some of the following learning outcomes in Aesthetics and Creative Expression for pre-school children and clearly indicate how these outcomes can be achieved:
  - i. Children enjoy art activities
  - ii. Children can express ideas and feelings through arts activities
  - iii. Children can create artworks using experimentation and imagination
  - iv. Children can share ideas and feelings about the arts

- c. Be effectively designed (e.g. cost, appropriate duration, age-appropriateness)
- d. For Arts Experience Programmes: They should build key knowledge / skills/ dispositions indicated in Annex A.
- e. For Teaching Training Workshops: They should equip pre-school teachers with basic arts skills and enable the teachers to extend the learning for the children.

Programmes which are technique-driven, product-driven, reliant on worksheets / templates or build up towards a certification will not be considered for Pre-School NAC-AEP as the focus is on broad-based arts exposure and play-based learning.

### 3) Credentials

All artists and arts instructors should fulfil the following requirements, depending on the programme type applied for:

	Art Form Training	Teaching Experience	Pedagogy Training
<b>Exposure</b>	<b>Professional qualification</b> (minimum of a diploma in a relevant art form) and industry experience  Instructors without professional art form qualifications may be considered if they possess Diploma in other relevant fields (e.g. Early Childhood Education)	NA	NA
<b>Excursion</b>		Relevant <b>teaching experience in pre-schools of at least 2 years</b> in the art form	NA
<b>Experience</b>			<b>Minimum pedagogical training certification:</b> <ul style="list-style-type: none"> <li>• Diploma / Degree / Masters / PhD in Education, teaching or Early Childhood; or</li> </ul>
<b>Teacher Training</b>		Relevant <b>teaching experience in pre-schools of at least 5 years</b> in the art form;  <b>AND</b> At least 2 years' experience in teaching their specialised field of art to adult learners.	<ul style="list-style-type: none"> <li>• Other pedagogical certification such as (but not limited to) NAC-NIEI Essentials of Teaching and Learning Certificate or NAC-SEED Institute Teaching the Arts in an Early Childhood Environment Certificate</li> <li>• Extensive track record in teaching their specialised field of art (min. 10 years of teaching experience in local schools)</li> </ul>

\*Note: Under the new Early Childhood Development Centres (ECDC) Act and Regulations, starting from Feb 2017, all non-permanent staff (e.g. vendors, relief staff, interns) are required to undergo medical clearance once every 3 years (i.e. pre-employment medical check-up). Medical report should be provided to the pre-schools before conducting the programmes.

#### **4) Feedback**

For repeat applicants, feedback on programmes, artists and arts instructors will be considered during the assessment. Feedback is gathered from:

- a. Pre-School NAC-AEP external panel<sup>1</sup>
- b. NAC's observation of programmes
- c. School surveys

Last updated:

26 January 2018

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<sup>1</sup> The Pre-School NAC-AEP external panel consists of representatives from MOE Pre-School Education Branch, Early Childhood Development Agency (ECDA), arts educators, pre-school leaders and independent artists.

**Proposed Arts Experience Programmes for Children (i.e. workshops)**

Proposed programmes are encouraged to include activities that meet some of the key knowledge / skills / dispositions below for the different art forms, which have been adapted from the MOE Nurturing Early Learners (NEL) Framework.

(<https://www.moe.gov.sg/education/preschool/resources-for-pre-school-educators>)

**Visual Art**

- a) Recognise elements of art (e.g. Lines, Colours, Shapes, Textures)
- b) Use elements of art to represent ideas and emotions in their artworks
- c) Observe elements of art in the environment
- d) Create artworks using a variety of media (eg. Collage, watercolour, charcoal etc)
- e) Create artworks with different parts of the body (eg. finger painting and printing)
- f) Create 2- and 3- dimensional artworks from observation and imagination
- g) Observe nature and talk about the elements of art in it

**Music & Movement / Dance**

- a) Recognise elements of music
  - Dynamics (e.g. loud/soft)
  - Tempo (e.g. fast/slow)
  - Pitch (e.g. high/low)
  - Rhythm (e.g. long/short sounds)
- b) Recognise sounds from a variety of sources (e.g. the environment, musical instruments)
- c) Use environmental sounds / vocal sounds / body percussion / simple percussion instruments to demonstrate awareness of the elements of music
- d) Sing confidently accompanied by actions / body percussion / percussion instruments
- e) Improvise simple rhythms for percussion instruments to accompany songs
- f) Create actions and new verses to songs
- g) Create sound effects and movements using imagination in response to a stimulus (e.g. music, story)
- h) Listen to different types of music and talk about them
- i) Be aware of a variety of music and dance performances, including the ethnic genres.
- j) Explore body movements to express ideas and feelings
- k) (For Creative Movement/Dance) Understand the following:
  - Body awareness (e.g. locomotor skills and non-locomotor skills)
  - Space awareness (e.g. use of personal and general space, move in different directions, move in different pathways, move on different levels)
  - Effort awareness (e.g. use of force, use of time)

- Relationship awareness (e.g. how parts of the body relate to one another when moving, how the child relates to people and objects)

### Drama / Storytelling

- a) Demonstrate engagement in drama activities (e.g by performing in role, sharing ideas, listening to the ideas of others)
- b) Explore and imagine stories by taking on roles (e.g by acting out roles from familiar stories, use imagination and play to explore and depict ideas of who, where and whom)
- c) Use voice in a variety of ways to explore ideas and express feelings (e.g use vocal elements (loud, soft, tone) to explore a variety of ideas or feelings through stories or active play)
- d) Use movement and their bodies to explore ideas and feelings (e.g creative large and small body shapes, fast and slow movements, explore travelling movement)
- e) Participate in drama activities from a variety of contexts (e.g audience, performer)
- f) Participate and share drama work with others
- g) Differentiate between pretend and real
- h) Respond to a drama presentation appropriately

*The examples of children's learning and development are neither age-specific nor exhaustive. Teachers have the flexibility to provide appropriate learning opportunities based on their children's abilities, interests and developmental needs.*