

Aesthetics

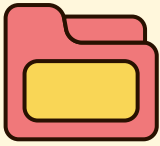


Cedar Girls' Secondary School

Our Vision

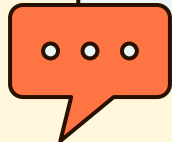


Cedar Girls' Aesthetics Department aims to cultivate a vibrant arts and design environment that inspires creativity, nurtures expression and shapes innovation through aesthetics, technology and life.



Our Philosophy

We believe in the transformative power of creativity and experiential learning. Our philosophy centers on building a strong foundation for life by nurturing curiosity, fostering an appreciation for aesthetics, and encouraging innovative thinking. Through the arts, we cultivate the skills and mindset needed to approach life's challenges with confidence and insight.





Our Mission



Aesthetics education is essential in developing well-rounded individuals. Through creative engagement, students cultivate:

- ✓ **Creative Confidence** – Innovating and problem-solving through artistic exploration.
- ✓ **Cultural Awareness** – Gaining deeper insights into diverse traditions and perspectives.
- ✓ **Craftsmanship** – Bridging creativity with real-world practical skills.
- ✓ **Well-being & Expression** – Fostering self-expression, resilience, and emotional well-being.



This approach equips students with the skills and mindset to thrive in an ever-evolving world.





Key Programmes


Aesthetics Subjects at Cedar Girls'




Through an engaging and student-centric curriculum, we aim to instill a lifelong passion in Art, Music, Design & Technology and Food and Consumer Education, preparing students to thrive in an ever-evolving world.

 **Art** – Encouraging self-expression, technical proficiency, and creative storytelling.

 **Music** – Inspiring creative expression and an appreciation of music from both local and global cultures.

 **Design & Technology** – Merging design thinking with technical skills for innovative solutions.



 **Food & Consumer Education** – Enabling students with essential life skills in nutrition, consumer awareness, and sustainable living.



Teaching & Learning Approaches



The **Visual Arts** learning approach combines **Inquiry-Based Learning**, encouraging students to explore and question artistic concepts; **Differentiated Instruction**, addressing diverse learning needs and interests; **E-Pedagogy**, utilising digital tools to enhance creativity and engagement; and **Collaborative Art Learning**, promoting teamwork and shared artistic experiences. These approaches collectively nurture critical thinking, creativity, and a deeper appreciation for the visual arts.



The Lower Secondary Music Curriculum empowers students to develop musical skills through **Listening, Creating and Performing**. The songwriting, keyboard, and guitar modules foster creativity, critical thinking, communication, and collaboration, while promoting self-directed learning with a blended, differentiated approach. These modules encourage intrinsic motivation and nurture confidence through experiential learning, peer collaboration, and self-reflection.



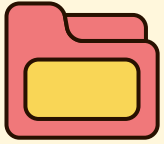
Teaching & Learning Approaches

For Lower Secondary **Design & Technology**, it emphasises contribution towards **educating pupils as persons** through the development of cognitive skills and abilities unique in the field of design. Learning in D&T is about pupils developing a way of thinking and doing to **visualise** and **concretise design solutions for real-world contexts**.



In Lower Secondary **Food and Consumer Education (FCE)**, a variety of teaching and learning approaches are used to create an engaging and meaningful learning experience. Our **Inquiry-Based Learning** approach encourages students to engage, explore, explain and apply their solutions in authentic contexts. **Activity-Based Learning** provides hands-on experiences that foster collaboration and social interaction, deepening their understanding through real-world applications. Additionally, **Differentiated Instruction** is incorporated to cater to diverse learning needs, ensuring that all students can actively participate and benefit from the curriculum.



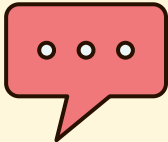


Aesthetics Subjects at Cedar Girls'

**(Art, Music, Design & Technology, Food and
Consumer Education)**



Explicit teaching of knowledge, skills and values in the curriculum.





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



Ministry of Education
SINGAPORE





Art Experiences

Year 1



is in profound
and others.

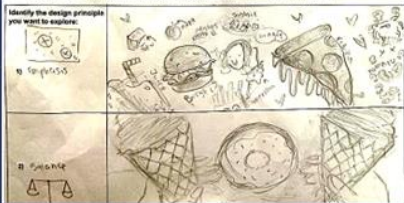


CONNECT & WONDER

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.



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.

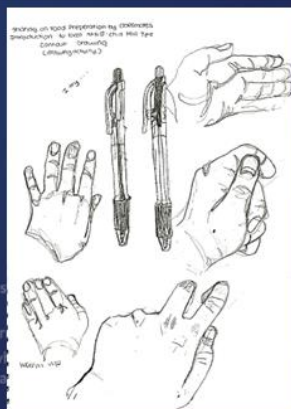


An effective composition will draw the viewer's attention towards the focal points of the artwork. Another way of arranging subject matter in an artwork is to use leading lines, shapes and proportions to guide the viewer's eyes around.

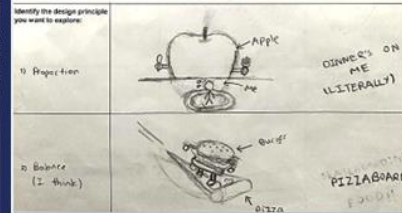


REFLECT

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 art experience?



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.





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 pixel art 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 pillow I think I learnt how to edit and take photos clearly, it was also very fun!

LOLA YUEN



INVESTIGATE

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

EXPRESS

What might a view
about my work?
What can I say about
How should my

REFLECT

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

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.



Slide 2

Photos used for background

Different attempts at



Background might be a photo collage of fractured glass effect.

Idea or References for Productivity

Hairstyles



Hairstyle I decided



Experimental body types



Drawing Process— Different Poses

Productivity Ideas (link as proof I drew this)



references



Drawing Process



Final Piece

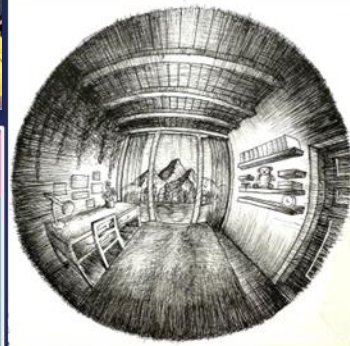
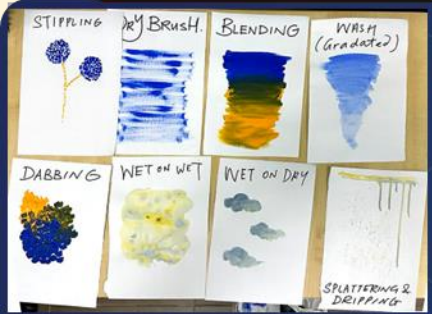




Art Experiences



Year 2



what





Art Experiences

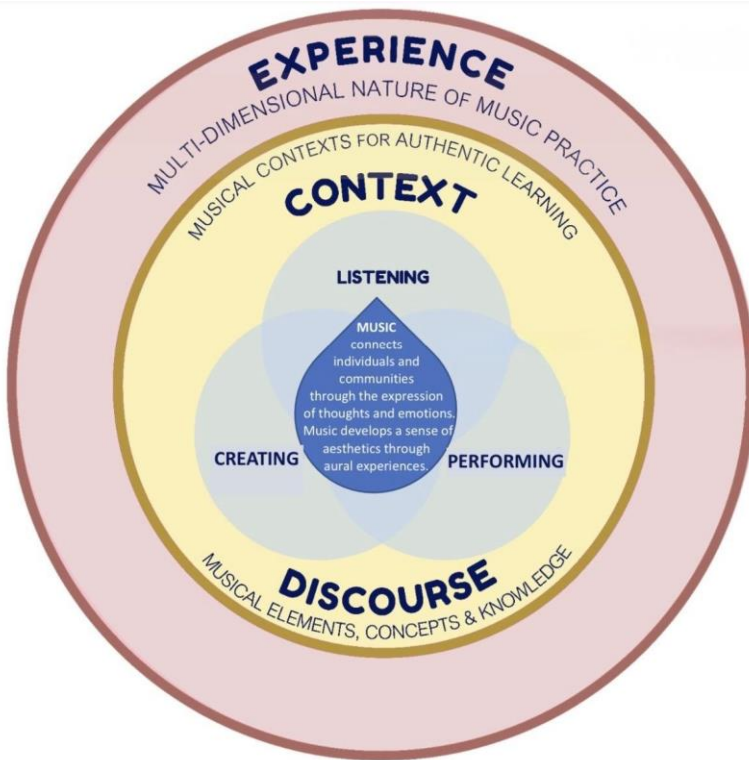


Experiential Learning





Music Experiences





Music Experiences

Year 1

Differentiated Instruction

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 & DI

Resource

I Need Help!!!!

Beginner 1: RH Sustained Block Chords- LH Single Note

Beginner 2 RH: Block chords with 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

Tan Yen Ing (32)

Kay Lam 20

Peer: Edith

Peer: Chloe

Peer: Shermaine Tan

Peer review - Janelle: your timing and notes are good but you can improve on your fingering & hand shape

Just the way you are: G-Em-C-G

Self Reflection: Amreet

Edith Chua 12

Stronger : Chorus: Am-F-C-G

Shermaine Tan (30)



Blended Learning



Music Experiences



Experiential Learning

Year 2

Resource

+

Voices from the Heart
Video from the Heart (00:05)
Learn More About the Heart (00:05)
https://www.youtube.com/watch?v=...

DOCX
Voices from the Heart Strumming pattern

Level 1

+

DDDD

Video - 01:11
trim.35BD931C 2563 4194 ABCB
96F5F5600881

Level 2

+

**Elizabeth (8), Sarah (30),
Jia Xin (34), Nusaibah (23)
(from left to right)**

Video - 00:37
trim.7A188139-F7C0-4842-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
trim.85F63095-46FD-498C-9B5A-
E334A2562C1C
**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

Solo Advanced

+

Heard Better.

Video - 01:08
trim.628CB2F1-322A-408F-B34F-
5C29B73C92B7
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

Supplementary

+

D DU -UDU (continuous)

trim.628CB2F1-322A-408F-B34F-
5C29B73C92B7

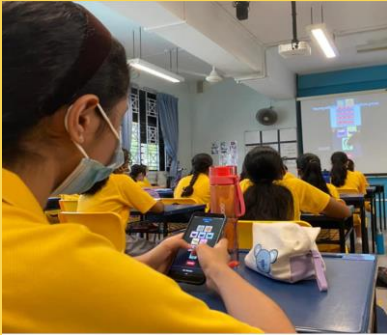
Peer Collaboration





Music Experiences

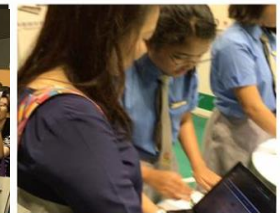
National Day Virtual Drumming



School Wide Rhythmic Percussion



MOE Excel Fest



LunchTime Concert





Music Experiences



Year 2

Students apply songwriting skills to real-world topics like friendships and social-emotional issues, fostering creativity, collaboration, and leadership. Using tools like GarageBand or BandLab, they create original lyrics, melody & arrangements, which enhance their musical expression and personal growth.



2024 SYF Youth Station Produced Select Open Category 'Elusive Dream'



SCAN ME



https://youtu.be/jwJ_XkkntHk?si=lvnljxwXCkSIO4Li

2022 SYF Youth Station Honourable Award 'In My Heart'



SCAN ME



<https://on.soundcloud.com/ptpi6U3VXEgruHpx9>

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



SCAN ME



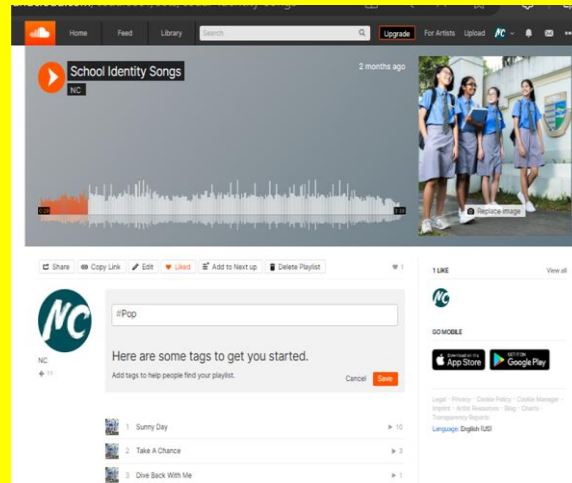
<https://on.soundcloud.com/kbai4n2uszw62Hkh6>



Music Experiences



The Cedar Identity Songs are a collection of original, award-winning compositions composed by our students over the years. These songs reflect the unique spirit, values, and experiences of the Cedar community, showcasing the students' creativity, talent, and connection to their school identity. Through these compositions, students not only develop their musical skills but also contribute to a lasting legacy that represents their shared sense of belonging and pride.

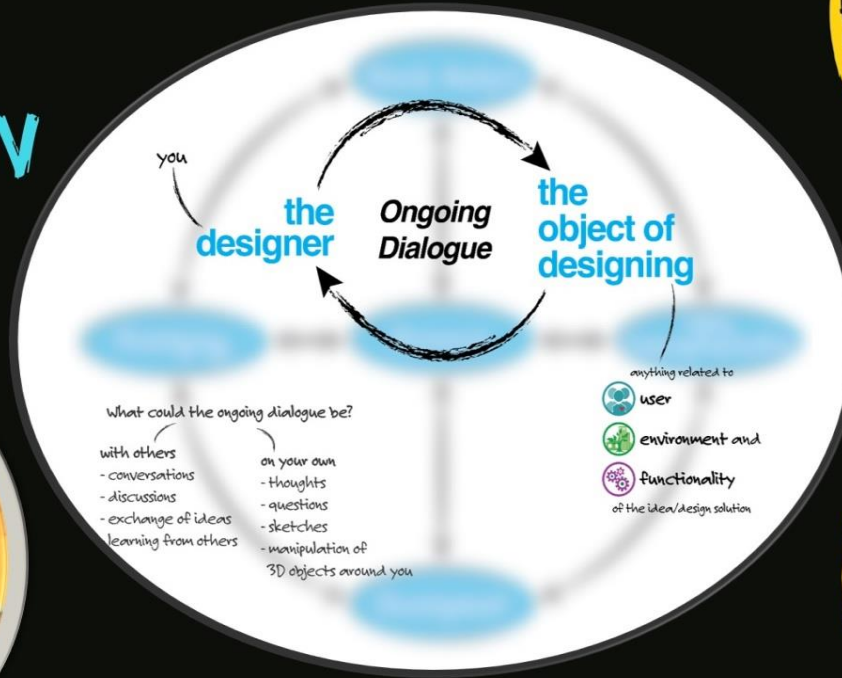
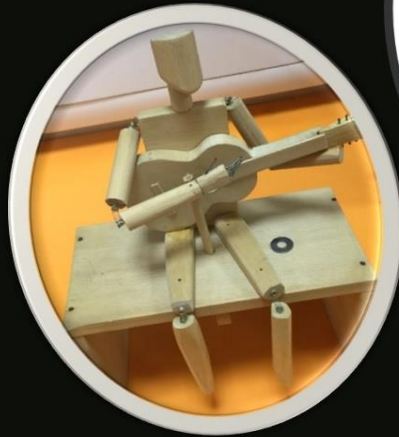


<https://on.soundcloud.com/SC89DG69SkmmQyDfA>

Design & Technology Experiences

DESIGN EDUCATION

where design is our calling

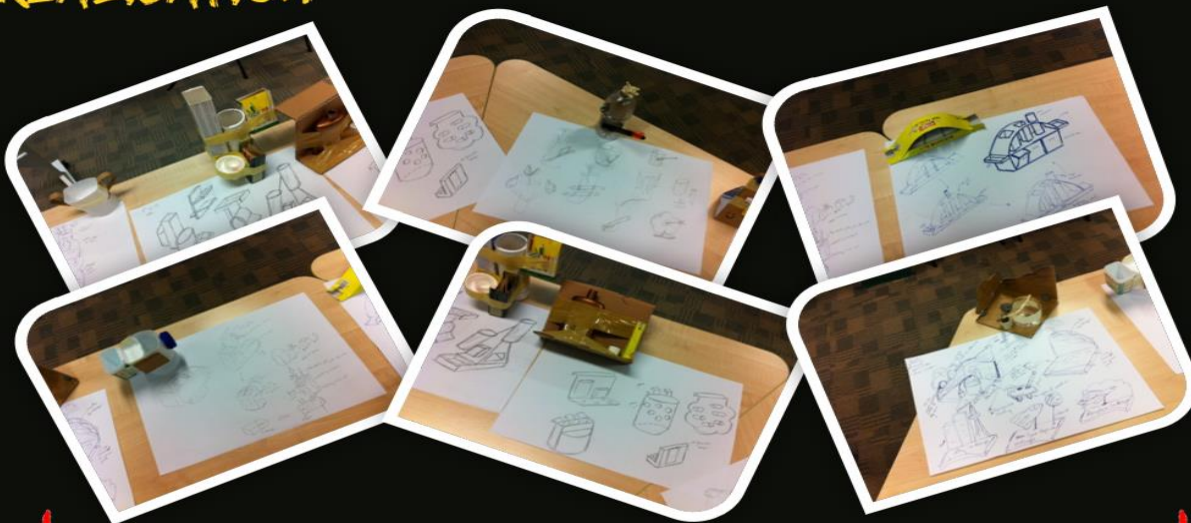




Design & Technology Experiences



DESIGN FOR
REALISATION



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



INNOVATION



Exploring various baking techniques



Exploring various food plating techniques



PROGRESS



Application of knowledge
to final outcomes



Innovating recipes





Food & Consumer Education Experiences



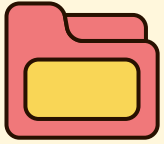


Food & Consumer Education Experiences



Innovative applications in FCE Applied Module

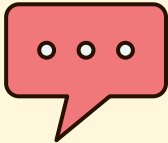


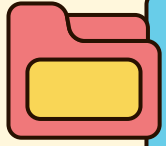


Aesthetics Education at Cedar Girls'



Applying concepts learnt in the classroom to the real-world





Cedar Arts Festival



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

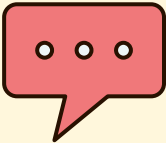


Objectives:

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.





Arts Assembly Programme



Ethnic Percussion Instruments



Multicultural dance



Ding Yi Music Ensemble



BEYOND CLASSROOM LEARNING



**Rhythmic
Drumming**



**Performing Arts
Based Learning**



BEYOND CLASSROOM LEARNING



{ 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.

