



Design and Aesthetics Department

Art, Design & Technology,
Food & Consumer Education and
Music

*Welcome to
Marsiling Secondary School*

The image features a solid blue background with a subtle gradient. A large, semi-transparent light blue semi-circle is positioned on the right side, its flat edge facing left. The word "Art" is written in a bold, white, sans-serif font, centered within the semi-circle.

Art



Lower Secondary Lit-Art

Semester 1 Timeline

	Literature	Art
Wk 1	Literature & Life	How well do I know myself?
Wk 2	Introduction to Poetry	Elements of Art: Lines & Texture
Wk 3 - 6	3 Lenses Approach and 4- Quan Routine to Literature Literature term & devices	Elements of Art: Colours & Tones Task: My Unique Art Project My Thumbprint
Wk 7– 10	Lang-Art Interdisciplinary Project (IDP) My Life in My Hands – A Promise to Myself	
Term 2	Lang-Art Interdisciplinary Project (IDP)	



Tell us your story

Nobody's are the
same, but you
leave 'em all over
everything you do.

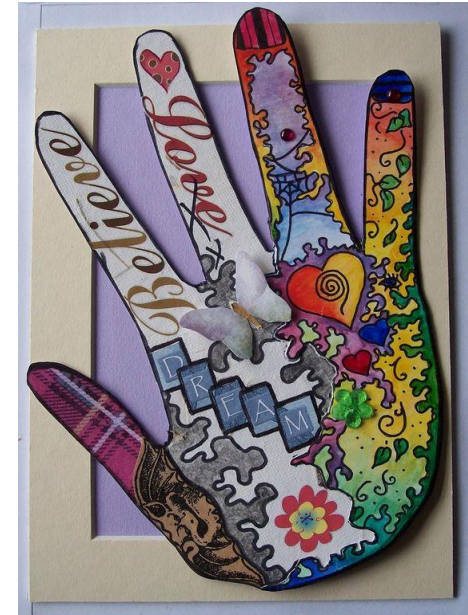
LUNCH is Awesome!
I love Crackers and Cheese.
Enjoy watching TV // Enchiladas
I'm very easily annoyed. Mice
I'm in Orchestra. I hate S.S
I have Braces. I don't have a PHONE!!!
Coriline is my favorite MOVIE. Aesthetic
I like to read. I've got RAINBOW EYES
I'm kind of Terrified Of Needles and medicine
I take French. I'm very Irish and medicine
Megan MacLaury Bryar is Play Back In Goalie
My Favorite Singer is Lorde! I'm not an Artist
I love Air Conditioning BLUE I was born July 9th 2004
My Favorite Color is Blue I want to TRAVEL
I LOVE CASTROLOGY I'm a Cancer
NETFLIX IS LIFE I have a pet snake
I play SOCCER I'm a Cancer
VEGETARIAN I have a pet snake
I live off Cheese Cakes I have a pet snake
I like to RUN I have a pet snake
I Play Soccer I have a pet snake
Snapchatting I have a pet snake
I like to travel I have a pet snake
I like to watch movies I have a pet snake

[illegible]

Semester 1 - Focus on Lit-Art Inter-disciplinary Project (IDP)

- An integrative approach through strengthening literacy skills, critical thinking and creativity through the use of visual images for more in-depth comprehension of Literature text.

My Life in my Hands – A Promise To Myself





Assessment

Students are assessed based on their assignments process and Final Work

Assessment components include :

- Drawing Accuracy & Tonal value (Art)
- Development & Personal response (Lit & Art)
- Personal Qualities (Lit-Art)

Lower Secondary Art 2024



Semester 2 Timeline

Wk 1	Self-Discovery - Self-Portrait Drawing (Pencil Shading)
Wk 2 - 4	Digital Self-Portrait
Wk 5 – 10	Self-Portrait (grid drawing)
Term 4	Final Work

Lower Secondary Art 2024

DIGITAL VS PENCIL



VS



Reflection

I prefer pencil shading as it is easier and faster for me to add small features. Since I am shading a black and white drawing of myself, it is much more less awkward than to try shading my hands in different colour tones of my skin. Overall I prefer pencil shading as it is much more efficient in adding much details as I can than figuring out the digital tools one by one to know the perfect time i'll use them.

Lower Secondary Art 2024

DIGITAL VS PENCIL



VS



Reflection

Which is your preference? Why?

I prefer pencil shading. Though it was difficult, i had fun while working on my art piece. It was enjoyable to see and draw the small details i have. Shading the shadows is something i am not confident in. My kind teachers had helped me to gain the confidence to shade darker. Though i still am scared to shade darker, i will work on it. Drawing both artworks was enjoyable. It both had a different feel to it. I am very familiar with digital art as i have been doing it since 2020 but pencil shading was something i was unfamiliar with. It was a very enjoyable learning experience. I am thankful i have this opportunity.

Secondary One Art Teachers 2024



Mrs Karen Ong



Ms Teo Xiu Yun



Mr Casey Tan

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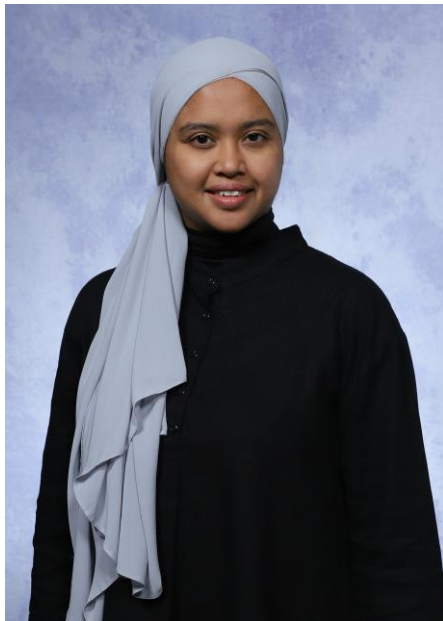
Design and Technology



Secondary One Design & Technology Teachers



Mr Tan Ting Siong



Mdm Hafiszah

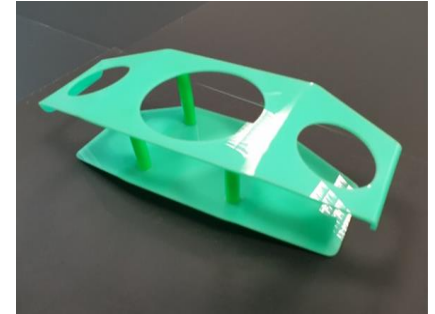


Mr Anil



Mr Chua

Lower Secondary Design and Technology





D&T Education Teaching and Learning Framework

The D&T education aims to nurture in our students **designerly disposition**- a way of thinking and doing through designing and making using the design process.

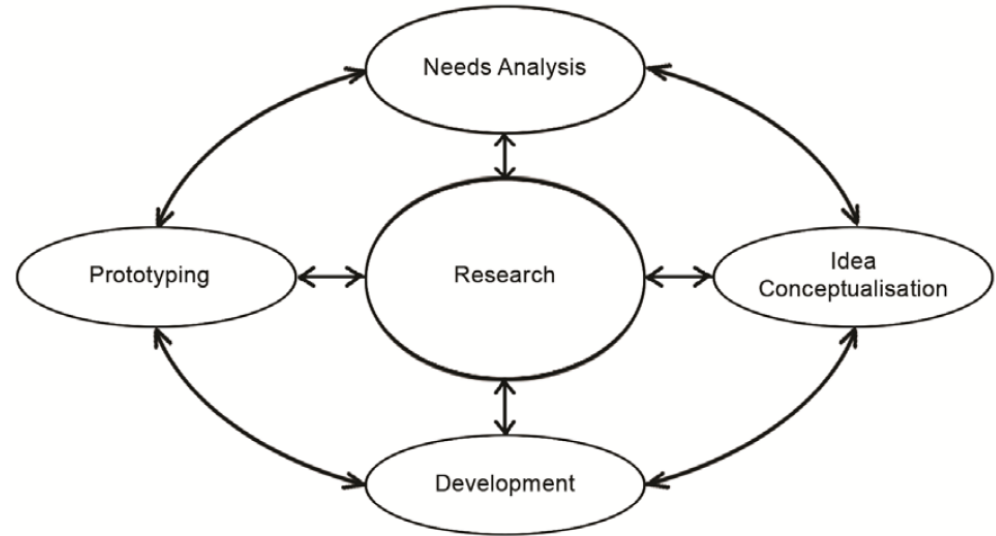
- Embrace uncertainty and complexities
- Seek and resolve authentic problems
- Develop a drive to seek out how things work
- Use doodling and sketching, and 3D manipulation of resistant materials as a language for visualisation, communication and presentation

Design-and-Make Projects

In D&T, students learn mainly through design-and-make projects guided by a design process.

The design process entails

- identifying design needs from student's experiences,
- generating and developing ideas and design solution
- research at every stage
- Prototype making as the design solution

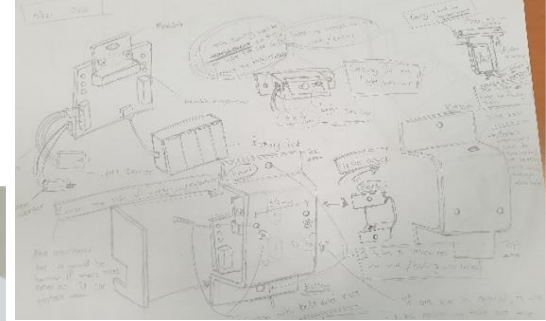


Ongoing dialogue between the designer and the objects (user, functionality and environment)

Lower Secondary Level Design and Technology

The D&T Syllabus emphasises the following:

- Thinking through sketching to generate and to develop design solutions
- Exploration and experimentation of ideas through mock-ups
- Making of the prototype as a cognitive and hands-on endeavour

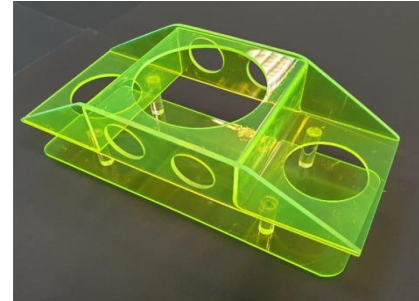




Lower Secondary Level Design and Technology

Sec 1 (2nd Semester), Sec 2 (1st Semester)

- Three Design-and-make project using wood, acrylic and aluminium (materials, workshop processes and safety)
- Acquire basic working knowledge of technology (structures, mechanisms and electronics)





Learning experiences in D&T

- Flipped classroom via MSS D&T customised website
- Paper and pencil
- Digital sketching using iPad Sketchbook
- Education app such as Classkick, Quizizz, SLS and google classroom
- Teachers' teaching video on YouTube
- Practical sessions



21st Century Competencies Skills



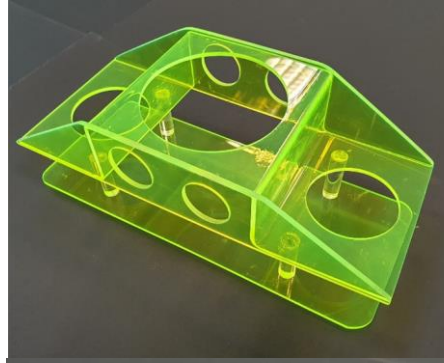
- Through design-and-make projects, students develop critical and inventive thinking such as sound reasoning and decision making.
- It offers opportunities to become curious and to develop creativity.
- Develop global awareness, social-cultural, religious sensitivity and awareness when pupils seek understanding of user needs.

Assessment

Weekly Design Assignments

Design Projects

- Design Journal
- mock-up(s)
- Prototype



Food and Consumer Education (FCE)



Food & Consumer Education (FCE)

2024 Sec 1 Teachers

				
Mdm Shamala Subject Head, NFS	Mdm Fadzilah Year Head, Upper Sec	Mdm Lim Peng Teng Teacher	Ms Siti Khatijah Teacher	Mdm Kamisah Food Lab Assistant
1 Growth 1 Responsibility	1 Growth 1 Responsibility 1 Resourceful	1 Resilience 1 Resourceful 1 Respect 1 Innovation	1 Resilience 1 Respect 1 Innovation	



Introduction to Food & Consumer Education (FCE)



Food & Consumer Education (FCE)

Sec 1 (Semester 1/2024)

Two Core Areas of Study

(1) Food Studies

- a) **Diet & Health** –
Diet and Meal Planning and diet-related health problems.
- a) **Food Management** –
Food Safety & Cooking of Food;
Food & Culture; and Culinary Skills

(2) Consumer Studies

- a) **Basic Resource Management** -
How to manage their money and resources and the different methods of payment
- a) **Consumer Awareness** -
Consumer rights and sustainable living.





Food & Consumer Education (FCE)

Applied Module (Project Work)

- An Applied Module (AM) is introduced in FCE for students to **extend their learning from the two Core Areas of Study**.
- It gives opportunities for students to **deepen and apply the knowledge acquired from the two core areas of study** and is designed with skills in mind.
- Core competencies such as **creative thinking, needs analysis, decision making, and reflective thinking** would be developed through the AM.





Food & Consumer Education (FCE)

Termly Assessments	
Term 1 (WA1)	Term 2 (WA2)
a) Written Test b) Practical Test	a) Written Test b) Poster-making Project

Semestral Assessment
<p><u>Applied Module (Project Work)</u></p> <ul style="list-style-type: none">✓ <i>Communication (oral/written)</i><ul style="list-style-type: none">✓ <i>Creative Thinking</i>✓ <i>Analytical</i>✓ <i>Decision Making</i>✓ <i>Reflective Thinking</i>

Food & Consumer Education (FCE)

FCE syllabus is designed to

✓prepare the students to develop
21st CC skills through critical and inventive
thinking.

➔ Be Future-ready

**Practical
Lessons in
the Food Lab**



✓provide learning in authentic contexts and
engage students' interests.

➔ Connect to real-life applications

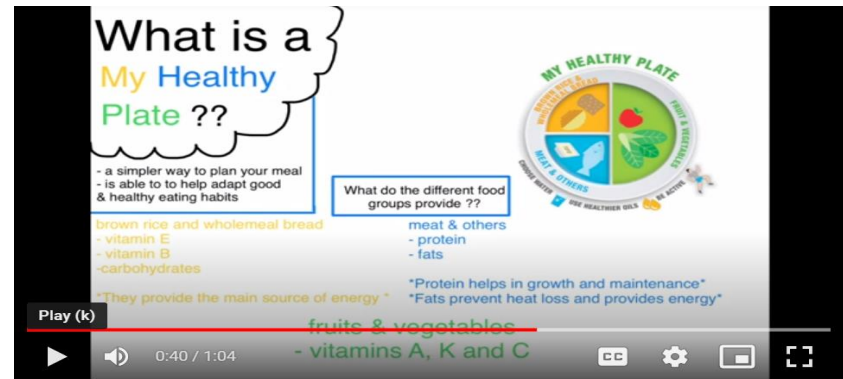


**Learning
Journeys**



Food & Consumer Education (FCE)

Students Videos



Food & Consumer Education (FCE)

Students Modified Dishes





Food & Consumer Education (FCE)

RESOURCES



SINGAPORE Student Learning Space

Sec 1, Chapter 8, FCE, Needs and Wants, 2023

Needs or Wants?

To be a smart consumer, every person must know the difference between needs and wants. So what are needs and wants? Let's find out more from the video below.



Google Classroom

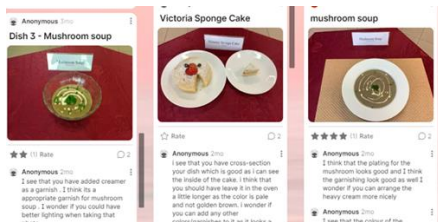
Individual Recall and Understanding

Below is a dish that Amanda bought at the food court. It is her favourite dish and she has it for lunch five times a week.



Is this a healthy meal? Explain your answer.

No. There is imbalance of nutrients. There is high fat contents and hardly any fibre.



TEXTBOOK & ACTIVITY BOOK



WORKSHEETS



Marsiling Secondary School
Food & Consumer Education
Secondary 1
Worksheet
Basic Money Management

Name: _____

Class: _____ Date: _____

My Target	/20
My Score	/20

Answer all the questions.

1. Read each scenario below and put a tick (✓) in the brackets to indicate whether it is a need or want. State the reason for your decision. (10m)

a. Jane is attending Jessie's birthday party tomorrow. She asked her mother to buy her a new dress for the party:

Need ()

Want ()

Reason: _____

The image features a solid blue background. A large, semi-transparent circle is positioned on the right side, with its center near the right edge. A vertical line of a slightly different shade of blue runs through the circle, extending from the top to the bottom of the frame. The word "Music" is written in a white, sans-serif font, centered horizontally within the circle.

Music



General Music Program@MSS

The **General Music Programme** is a two-year program that seeks to:

- Create a platform for students to explore and showcase their musical interests through listening, creating, and performing.
- Cultivate a lifelong connection to music.
- Develop students' values and social-emotional competencies through music making.

Core musical skills to be acquired within the 2-year program are:

- ❖ **Listening skills**
- ❖ **Performing skills**
- ❖ **Creating skills**





General Music Program@MSS

Sec 1& 2

LISTENING & PERFORMING SKILLS

a) **Keyboard program (Sec 1)**

- Play simple melodic lines on the keyboard (**Semester 1**)
- Learn to play chords on the keyboard accompanying a melody (**Semester 2**)

b) **Guitar Program (Sec 2)**

- Learn to play 6 different chords
- Learn to strum 3 strumming patterns (**Semester 1**)
- Form a band of four that will combine both keyboards and guitars (**Semester 2**)

General Music Program@MSS

Sec 1& 2 (2024)

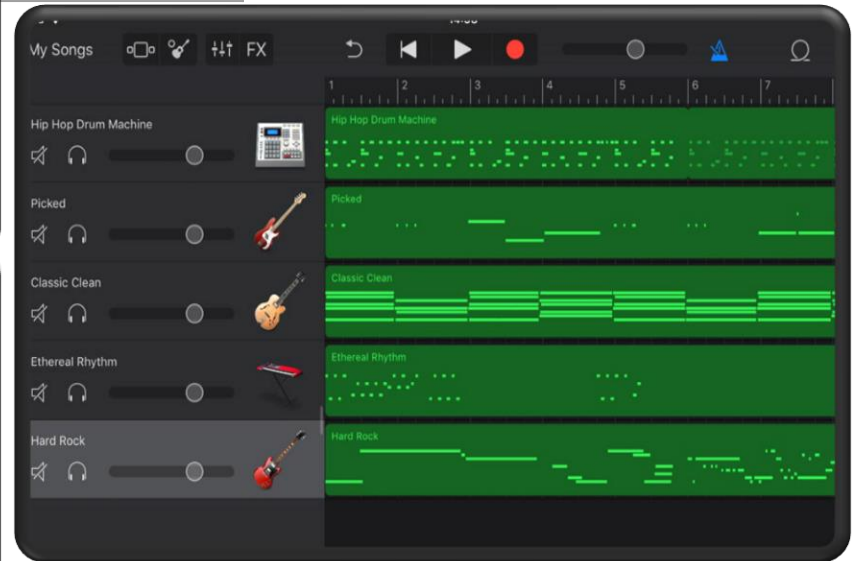
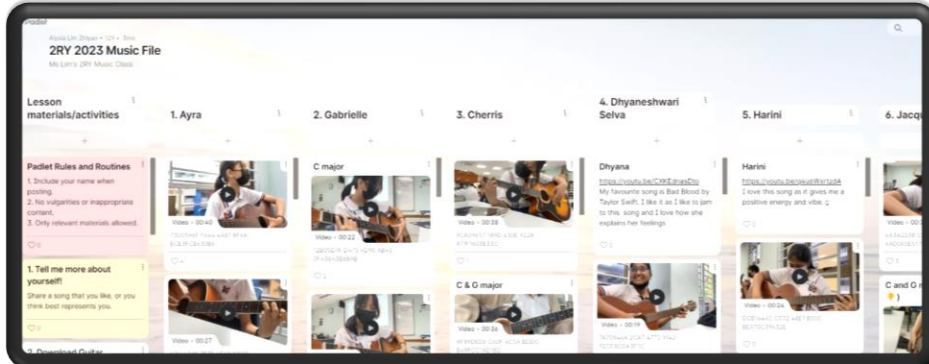
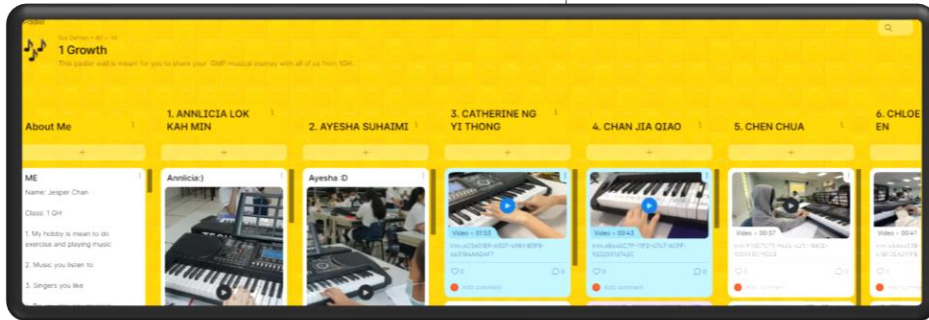
Creating

Students will learn how to create their very own **REMIX** using their personal learning device (iPads)
The app that will help them create this **REMIX** is called GarageBand app.



General Music Program@MSS

Sample of student's work





Music Teachers



Mr Isa



Ms Alysia