

**Our Kindergarten  
Program**

**2011**

## **Introduction**

Children's early learning experiences have a profound effect on their development. In Kindergarten, children's receptivity to new influences and capacity to learn are at their peak. During this period, they acquire a variety of important skills, knowledge, and attitudes that will affect their ability to learn, their personal development, their relationships with others, and their future participation in society.

Children today begin to develop their skills, knowledge, and attitudes in a variety of environments – in their homes, in Kindergarten and in community settings. Positive early experiences with school are of paramount importance to young children. The learning they do in Kindergarten provides the basis for the acquisition of literacy skills, mathematics skills, and science skills, and prepares them for successful learning experiences in later grades.

Children come to school with different backgrounds and experiences and at different stages of development. To give each student the best start possible, it is essential that that Kindergarten programs provide a variety of learning opportunities and experiences. At NAFA (SYT) Arts Kindergarten, our teachers are committed to provide constructive and consistent learning experiences that will build students' confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical, and social development.

## **Program Content**

Our Kindergarten program is to help children broaden their base information, form concepts, acquire foundation skills and positive attitudes to learning, and begin to develop their abilities and talents in a wide range of areas.

The Kindergarten's curriculum is built around the six domains under-pinning the Ministry of Education Curriculum Framework for Pre-School Education i.e. Personal and Social; Language and Literacy, Mathematics, Physical and Health; Environmental Awareness and The Arts (Aesthetics and Creative Expression).

### Personal and Social:

Personal and Social development form the backbone of the Kindergarten program. One of the goals of this domain is to develop in the student a comfort level that demonstrates self-confidence, initiative, self-direction, and self-control in a variety of activities and responsibilities within the classroom. Another goal is to determine a particular child's approach to learning and to capitalize on his/her strengths.

The last goal in this domain, and certainly the most challenging one for the children, is interaction with other children and adults, and conflict resolution within those interactions. Throughout the Kindergarten day, children have opportunities to cooperatively play with many children in a wide variety of mixed-age groups. We encourage children to develop strategies for partnerships, whether indoors, outdoors, in directed or undirected activities.

### Language and Literacy:

Language and literacy development is integrated throughout the Kindergarten curriculum in an ongoing and lively way. The goals to develop and experience listening, speaking, appreciation of literature, pre-reading and reading, and writing skills are addressed through circle discussions and activities, group instructions, conflict resolution, and read-aloud book presentations.

Structured language activities are also incorporated throughout the Kindergarten years. Students play group games of phonemic awareness, do independent reading to become emergent or competent readers. Similarly, writing activities include practicing the formation of upper and lower case letters, copying words to illustrate initial sounds, and writing in journals using independent spelling. And, of course, many writing projects will involve student artwork or projects with captions and stories dictated to teachers (see Annex I for Ginn Lighthouse Series and Jolly Phonics write-up).

### Mathematics:

This domain includes patterns and relationships, number concepts and operations, geometry and spatial relations, measurement, probability, and statistics. During a typical day, many other math skills would be woven into the curriculum. The children have lots of practice counting through our daily attendance, charting the days of school, the story of numbers poster, and math games. In addition, patterning games (using shape, colour and quantity concepts) and weather measurements would be done at circle time and students practice direction and positional concepts during movement classes (see Annex II for Growing With Mathematics write-up and Topics covered).

### Environmental Awareness:

Scientific thinking at all levels encourages students to observe, investigate, question, predict, explain, and form conclusions. Students will be encouraged to use their senses to explore the environment and make sense of their world. It also develops the skills of observing, labelling, comparing, describing and sorting, and to wonder about the differences and changes they observe in their everyday work.

### Physical and Health:

The physical and health domain is critical to the development of young children. At the Kindergarten level, we focus on the further development of gross and the fine motor development as well as coordination, balance, body control and self-help skills.

Group activities that integrate coordinated body movements such as skipping, galloping, hopping, tiptoeing, walking forward and backward, jumping rope, animal movements, ball handling games, and tag variations are presented regularly.

Fine motor activities are also a very important part of the Kindergarten curriculum and are constantly addressed through writing, art, and worktime choice.

### Arts (Aesthetics and Creative Expression)

Creative arts is the process rather than the end result or product. Children develop independence, self-motivation and self-expression through concrete, hands-on, individualized learning in environments that stimulate creativity through music, dance and visual arts.

The Arts programmes affiliated to NAFA School of Young Talents are conducted daily in developing the artistic sensibilities of the young children.

### Music:

To inspire children's interest in music and develop their musical talents through specially designed music program by SYT. Under the guidance of experienced SYT music teachers and parental cooperation, students will receive professional training in sight-reading, aural and performance skills. Children with potential will be recommended for SYT-NAK Music Integrated Program.

### Art:

To involve children in basic art making using various mediums to express personal ideas creatively.

### Dance:

To express imaginations and emotions through body movements with rhythm. Children are eligible to join SYT Dance Program Audition upon graduation.

(see Annex III for Arts Syllabus)

# Learning Approaches

## Integrated learning

Children grasp ideas more easily and more effectively and maintain their interest in school when they have an educational program that is integrated – one that enables them to connect their learning to their own lives and the world around them, and that helps them see how knowledge and skills in one area are relevant for other areas. Our Kindergarten emphasizes the interconnected learning that occurs when children are exposed to real-life situations and activities in the classroom, home, school, and neighbourhood. For example, a trip to the zoo can develop literacy, numeracy and social skills, and can provide opportunities for scientific thinking.

## Learning Through Inquiry

Most young children are naturally curious and ask many questions about things that catch their attention. Our program capitalizes on this natural desire to learn and absorb information. Young children will have many opportunities to manipulate materials, to observe, listen, investigate, experiment, and ask questions, as well as draw conclusions. Our teachers will help children make connections between what they already know and what they are discovering and learning.

## Learning Through Play

It has been long acknowledged that there is a strong link between play and learning for young children. Play, therefore, has a legitimate and important role to play in Kindergarten and can be used to further children's learning in all areas of our Kindergarten program.

Play provides opportunities for learning in a context in which children are at their most receptive. During play with others and with materials and equipment in their environment, children become immersed in activities through which they learn about themselves and explore their world.

## **The Learning Expectations / Goals**

Our Kindergarten program contains expectations for all the six domains under-pinning the Ministry of Education Curriculum Framework for Pre-School Education. These six domains are:

- √ Personal and Social
- √ Language and Literacy
- √ Mathematics
- √ Physical and Health
- √ Environmental Awareness
- √ The Arts (Aesthetics and Creative Expression)

The learning expectations outlined in our program describe learning achievements that are appropriate for young children and that will prepare them for successful learning experiences for Primary 1.

Two sets of expectations are listed for each area of learning. The overall expectations / goals describe in general terms the knowledge and skills that children are expected to achieve by the end of Kindergarten are found in this booklet. The expectations in specific areas describe the expected knowledge and skills in greater detailed are found in the Child's Developmental Profile.

### Learning Goals at the end of Kindergarten Years

Personal and Social –

Children will....

- 1) Demonstrate self-confidence and self-direction
- 2) Identify and express feelings
- 3) Exhibit positive interactions with other children and adults
- 4) Exhibit pro-social skills
- 5) Exhibit attending and focusing skills
- 6) Participate in group routines
- 7) Demonstrate empathy and respect for others in multi-racial and mixed age group settings

Language and Literacy –

Children will...

- 1) Converse effectively for a variety of purpose relating to real experiences and different audiences
- 2) Write to communicate for a variety of purposes
- 3) Use language to acquire, assess, and communicate information
- 4) Understand literature and ideas

Mathematics –

Children will....

- 1) Demonstrate an understanding of number and numerical operations
- 2) Develop knowledge of spatial concepts like shapes and measurement
- 3) Understand patterns, relationships and classifications
- 4) Develop knowledge of sequence and temporal awareness
- 5) Use mathematical knowledge to represent, communicate and solve problems in their environment

## Environmental Awareness –

Children will....

- 1) Demonstrate inquiry skills, including problem-solving and decision making
- 2) Observe and investigate the properties of objects, both living and non-living
- 3) Explore the concept of change in both living and non-living entities and in the environment
- 4) Demonstrate an awareness of the environment and human responsibility for its care

## Physical and Health –

Children will.....

- 1) Demonstrate self-help and personal hygiene skills
- 2) Demonstrate an awareness of potential hazards to their health
- 3) Demonstrate control, balance, strength and coordination in gross motor tasks
- 4) Demonstrate coordination and strength in fine motor tasks
- 5) Demonstrate ability to engage in a variety of activities

## Arts (Aesthetics and Creative Expression)

Art –

Children will.....

- 1) Work independently to create own art representations
- 2) Recognize and describe various art forms e.g. photographs, sculpture and paintings
- 3) Explore and describe art choices

Music –

Children will....

- 1) Play a simple song on the keyboard
- 2) Develop basic knowledge of treble and bass clefs notes, time value of notes, time value of rests, time signature and stemming of notes
- 3) Develop awareness of rhythm and pitch
- 4) Understand dynamics and emotions through songs

Dance –

Children will...

- 1) Explore different ways of moving their bodies with and without music
- 2) Attempt to move to the beat of the music
- 3) Respond to changes in tempo

## Units of Study

Nursery	Kindergarten 1	Kindergarten 2
<p style="text-align: center;"><b>Incredible Me!</b></p> <p>– face, feelings, body parts, functions, 5 senses, hygiene, healthy and unhealthy food</p>	<p style="text-align: center;"><b>Family Ties and the Community</b></p> <p>– community helpers, occupations, relatives, friends, types of homes</p>	<p style="text-align: center;"><b>Around the World in 80 Days</b></p> <p>– seven continents, famous people of various countries, cultures of the countries, currencies...</p>
<p style="text-align: center;"><b>So Many Animals!</b></p> <p>–farm, pets, wild, habitats, creepy crawlies</p>	<p style="text-align: center;"><b>The Amazing Ocean</b></p> <p>- sea and fresh water creatures, corals, food from the ocean, products from the ocean</p>	<p style="text-align: center;"><b>Endangered / extinct</b></p> <p>-what are endangered / extinct species, habitats – geography, history</p>
<p style="text-align: center;"><b>Mother Nature</b></p> <p>- The different seasons, clothes for different weather, homes / things used for different weather, Colours of the 4 seasons</p>	<p style="text-align: center;"><b>Crops and more!</b></p> <p>– fruit, vegetables, food, nutrition (healthy &amp; unhealthy food), country of origin eg. Bread, pizza, noodles</p>	<p style="text-align: center;"><b>Our Earth / Environment</b></p> <p>- what is our earth made of, percentage of water and land, extreme weather, different types of matter eg. Wood, fire, metal, cotton, how to sustain our environment (recycled materials, taking care of our world)</p>
<p style="text-align: center;"><b>Wonderful Playthings.</b></p> <p>– sand, water, dough, toys, at the park/playground, – running, skipping... – Likes and dislikes</p>	<p style="text-align: center;"><b>World of Sports</b></p> <p>– types of sports and games, equipment used, origins of sports eg country</p>	<p style="text-align: center;"><b>Fables of the World</b></p> <p>– famous authors and stories</p>

## Ginn Lighthouse Series

**Ginn Lighthouse** is a collection of 98 guided readers offering a broad range of reading experiences and opportunities to develop comprehension, writing and discussion skills.

The guided reading programme for ages four to seven, comprises colourful and engaging fiction and non-fiction titles that provide reception children with simple non-fiction features, repetitive language, vocabulary and defined structure. They are guaranteed to build the enjoyment of reading from an early stage.

Carefully levelled to Book Bands, Ginn Lighthouse is unique in that the individual title offers:

- \* Tailor-made to work as the skills focused backbone of your all reading resources.
- \* Step by step skills coverage and full range of genre
- \* Ensures continuous progress for children at all levels
- \* Enjoyable guided reading sessions with clear structure
- \* Guided reading lesson notes that ensure teaching support.

### Ginn LightHouse Readers

Nursery	Kindergarten 1	Kindergarten 2
Look At me!	My Breakfast	Answer the phone Fiona
For My Birthday	Kenji's Haircut	A quiet morning for mum
When I Grow Up	Jenny in bed	Stop the car
Look Out Fish!	The Three Bears	The Whale's Year
We Love The Farm	In Ravi's Den	Jasmine's Duck
Washing The Elephant	Meg's Cat	Laughing Hyena
I Can Fly	Stuck in the Mud	It's a Gift
Too Hot!	What do you want that for?	Lion's Lunch
What Shall I Wear?	Carnivals Around the World	No Running
Me and My Dog	Stop, Look and Listen	Hats for Carnival
Look What I Found	You Can't catch Me	The Day the Sky Fell down
What Jessie Really Likes	Charlie's PE Kit	Robby in the River

# JOLLY PHONICS and JOLLY GRAMMAR

Jolly Phonics has been developed by Sue Lloyd and Sara Wernham - primary and elementary teachers at the Woods Loke Primary School in Lowestoft, England.

Jolly Phonics is a thorough foundation for reading and writing. It teaches the letter sounds in an enjoyable, multisensory way, and enables children to use them to read and write words. Jolly Phonics includes learning the irregular or ‘tricky words’ such as *said*, *was*, and *the*.

The five basic skills for reading and writing are:

- 1) Learning the letter sounds
- 2) Learning letter formation
- 3) Blending
- 4) Identifying sounds in words
- 5) Spelling the tricky words

How Does Jolly Phonics Work?

1. The 42 main letter sounds are taught. This includes alphabet sounds as well as digraphs such as *she*, *ai* and *ue*.

- s, a, t, i, p, n
- ck, e, h, r, m, d
- g, o, u, l, f, b
- ai, j, oa, ie, ee, or
- z, w, ng, v, oo, oo
- y, x, ch, sh, th, th
- qu, ou, oi, ue, er, or

Later, children will also learn the alternative spellings of certain sounds. For example, the ai sound can be ay (as in hay) and a-e (as in gate).

2. Using different multi-sensory methods, children are taught how to form and write letters the correct way.
3. Children are taught how to blend then to read and write words. This should be the first way they try to read a new word.
4. Children are taught how to hear the different sounds in words. This is an effective way of improving spelling.
5. Tricky words have irregular spellings and children are taught how to learn these separately.

## Jolly Grammar (K2)

Jolly Grammar is the next stage after the Jolly Phonics. It teaches a wide range of language forms including the parts of speech, plurals, punctuation, and the tenses past, present, and future. It also teaches a wide range of spelling rules, including defining aspects such as the short vowels

## Growing With Mathematics

**Growing With Mathematics** is an activity-based, integrated, and problem-solving approach to learning mathematics for students in grades K-5. The program incorporates computation and skill development as a major component, thus maintaining a balance between concepts and skills. Through hands-on activities, and with teacher guidance, students explore and construct their own knowledge. Emphasis is placed on content that encourages thinking, problem-solving, and in-depth development of concepts. Computation and practice of skills are included so that students develop a strong basis of understanding. Connections are made between the different areas of mathematics and other curriculum areas and the real world. A major focus of the program is number sense, which is an integral part of all lessons on number and operations. A separate number sense strand also builds from lesson to lesson through connected activities found at the beginning of each lesson. The program provides the tools that create the context for both oral and written communication to help build understanding of mathematics concepts.

This programme is developed by Australian educationalists, Dr Calvin Irons and his wife, Mrs Rosemary Irons. This couple is lecturing at the University of Queensland Australia. Dr Irons specializes in Mathematics for Primary Schools while Mrs Irons specializes in Early Mathematics for pre-schools.

### Philosophy Behind Growing With Mathematics

Growing With Mathematics teaches skills through the following approaches:

\* Language-based

This programme facilitates the development of understanding of mathematical concepts and skills through use of oral and written language. In this programme, children move progressively from concrete to pictorial to symbolic language.

\* Activity-based

The contents help teachers to present mathematics through inviting, user-friendly as well as easily managed activities that involve children in discovering concepts for themselves.

\* Problem-solving

It encourages investigating, exploring, creating, sharing and discussion. The programme helps children to take risk, solve problems as well as think out of the box.

\* Communication and reasoning

The programme provides an environment to stimulate thinking and reasoning in a variety of ways. Teachers are fully guided to lead in discussions, and children are provided with an availability of Mathematical vocabulary.

\* Building Computational Skills

This three-year programme covers 1 to 100, not simply through just rote learning, but also through mental computation and computational estimation.

\* Integrate With Other Subjects

The contents provide a variety of maths-related activities which can be integrated into literacy, science, music and movement as well as play lessons.

## Growing With Mathematics Topics Content

Nursery	Kindergarten 1	Kindergarten 2
<ul style="list-style-type: none"> <li>▪ Same or Different?</li> <li>▪ Big or Small? Short or Tall?</li> <li>▪ Space and Shape</li> <li>▪ Comparing and Ordering</li> <li>▪ One, Two, Three, Four, Five</li> <li>▪ Designs and Patterns</li> <li>▪ Focus on Four</li> <li>▪ Focus on Five</li> <li>▪ Heavy or Light? More or Less?</li> <li>▪ Shapes and Patterns</li> <li>▪ Numbers in Order</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sorting and Classifying</li> <li>▪ Counting to Ten</li> <li>▪ Space, 3-D Shapes, and Patterns</li> <li>▪ Exploring Numbers 0-9</li> <li>▪ Introducing Measurement</li> <li>▪ Comparing, ordering and Joining Numbers</li> <li>▪ Exploring patterns and 2-D Shapes</li> <li>▪ Grouping and Separating Numbers</li> <li>▪ Exploring numbers 11-15</li> <li>▪ Measurement</li> <li>▪ Exploring Numbers 0-20</li> <li>▪ Equal Groups, Sharing, and Fractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reviewing Number Concepts</li> <li>▪ Understanding Addition and Subtraction</li> <li>▪ Working with Time, Length and Money</li> <li>▪ Numbers to 20 and Number Patterns</li> <li>▪ Building Addition and Subtraction</li> <li>▪ Place Value: Numbers to 100</li> <li>▪ Measurement and Geometry</li> <li>▪ Extending Work with Number and Operations</li> <li>▪ Equal Parts, Fair Shares and Fractions</li> <li>▪ Working with Two-Digit Numbers</li> </ul>

## 华文教学目标

### 幼儿班

描绘基本笔画（十六个）  
 认识基本颜色和形状  
 认识数字一至十  
 点数一至二十  
 认读词汇（如：爸爸、妈妈、男生、女生 ---）  
 认读简单句子（如：我是男生，我今年四岁。）  
 认识量词（如：个、只、本 ---）  
 认识反义词（如：大-小、多-少、长-短 ---）  
 朗诵儿歌和唐诗  
 歌曲与律动

### 幼一班

掌握汉字的基本笔画和笔顺  
 运用正确的笔画笔顺书写  
 书写自己的名字  
 运用学过的字组词（如：“面”组词“面包”）  
 运用学过的字组句（如：“有”组句“我有一本书。”）  
 辨别物体的颜色和形状（如：浅蓝色、深蓝色 ---）  
 描述物体的特征  
 学习使用连接词（如：和、也、还有 ---）  
 学习量词（如：一个人、一只狗 ---）  
 认识同义词和反义词  
 认识时间和空间  
 朗读儿歌和唐诗吟  
 唱童谣

## 幼二班

掌握汉字的基本笔画和结构

按正确的笔顺书写

认识偏旁部首（如：扌、讠、亻 ---）

标点符号的运用（如：，。、？！ ---）

书写五个短句

书写一至三十数字

掌握汉语拼音简单的拼读（第三学段）

运用学过的字组词和造句

了解和使用反义词和量词

认识成语（如：人见人爱、依依不舍、津津有味 ---）

朗诵儿歌和唐诗

书写简短的周记

新闻分享

## 主题教学计划

幼儿班	幼一班	幼二班
<b>我</b> 五官、四肢、姓名、生日、喜好、表情动作、成长环境	<b>我周围的世界</b> 成长过程、居住环境、朋友、认识各行各业	<b>世界各地</b> 认识七大洲、不同国家的地理位置、文化、货币、传统食物
<b>可爱的动物</b> 宠物、农场动物、野生动物、昆虫	<b>海洋生物</b> 鲨鱼、鲸鱼、海豚、海星、海马、水母、海龟、螃蟹	<b>绝种和濒临绝种的动物</b> 恐龙时代、近代绝种的动物、濒危的动物
<b>大自然</b> 植物、天气、天体	<b>植物王国</b> 植物的成长因素、花草树木、蔬菜和水果的种类	<b>地球与环境</b> 保护地球、自然的灾难、水的循环、形态，探索森林与陆地、气候与季节
<b>游戏与运动</b> 室内游戏、户外运动、爱护玩具	<b>运动游戏</b> 奥运会、球类运动、田径运动、常见的游戏	<b>中国寓言神话故事</b> 孙悟空、东郭先生与狼、孔融让梨

## 朗文新启蒙阅读丛书

这是一套根据儿童学习特点所创作的图书。共分成两个阶段：“幼幼系列”和“童童系列”，分别供四岁至七岁的幼童学习。作者黄雪云把幼童日常生活的琐事以及其喜、怒、哀、乐转化为一篇篇活泼、温馨、有趣的故事。丛书的文字浅显易懂，从第一至第十六本，生词逐渐地增加，同时也不断地重复已学过的词与句。这套丛书还附上生词卡，帮助幼童学习认字。

幼儿班	幼一班	幼二班
我要吃蛋糕	化妆舞会	小黄鱼找朋友
穿衣服	一个大西瓜	孔雀的生日舞会
我会自己做事	我是风	河马医生的病人
我怎么啦	月亮	想飞的毛虫
我哭了	谁在叫	三只脚的朋友
我很开心	顽皮的小绵羊	谢谢你
我的第一次	我和妈妈的蜡笔	马山叔叔生病了
我想去看看	爸爸的大船	小小圣诞老人
讲礼貌的小螃蟹	假如大象是我的朋友	王子与狮子
小猪学本领	我要做妈妈	海上奇遇记
		姐妹岛
		最后一只老虎

## Art Syllabus

### Level: Nursery

#### Learning outcomes:

1. Develop fine motor skills, i.e. cutting with scissors following a drawn line; free cutting of shapes; applying glue on surfaces and attaching small objects so that they are well-fastened.
2. Able to handle tools and art materials properly e.g. holding tools with a firm grip.
3. Develop perceptual skills, such as recognize simple patterns found in the environment and works of art.

#### Objectives:

1. To instill interest and build confidence in art.
2. To explore the use of art materials creatively in both 2D and 3D art.
3. To develop students' perception and response to works of art, objects in nature and the environment.

#### Topics:

- 2D – Express own ideas using element of art and experience mark making through drawing, colouring, painting, printing and collage on various surfaces.
- 3D- Experience the modeling of simple form, relief-making, puppet-making, weaving and craft-making.

### Level: Kindergarten 1

#### Learning outcomes:

1. Demonstrates co-ordination and fine motor skills in using simple art tools and materials.
2. Able to work with the elements of art to form interesting and creative 2D & 3D art pieces.
3. Able to understand and follow step-by-step presentation of art activities.
4. Able to understand and use simple vocabulary of art.
5. Able to generate ideas and images for artwork based on memory, imagination and experience.

#### Objectives:

1. To cultivate interest and raise confidence in art.
2. To introduce artists and their respective styles.
3. To stimulate creative thinking.

#### Topics:

- 2D - Express own ideas using element of art and experience mark making through drawing, colouring, painting, printing and collage on various surfaces.
- 3D- Experience the methods on molding, pinching (clay), tie & dye, mobile sculpture, soft sculpture, paper-marché etc.

## Level: Kindergarten 2

### Learning outcomes:

1. Able to demonstrate skill in creating 2D & 3D art form using various types of art materials.
2. Able to select a range of subject matter and ideas to communicate meaning in 2D & 3D works of art.
3. Able to demonstrate problem-solving abilities.

### Objectives:

1. To develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
2. To develop skills necessary for understanding and applying media, techniques, and processes.
3. To choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

### Topics:

- 2D - Express own ideas using element of art and experience mark making through drawing, colouring, painting, printing and collage on various surfaces.
- 3D- . Students will design & create their art work using different methods e.g. molding, construction, paper-marché etc.

# Music Syllabus

## Level: Nursery

### Learning outcomes

1. Able to play simple tune on the keyboard (hands separately)
2. Basic keyboard and theoretical knowledge
3. Sensitive to pitch or dynamics of music

### Objectives:

1. Play simple tune on the keyboard, hands separately
2. Recognise numerals 1 to 5 and its relation to the fingers of each finger
3. Recognise alphabets A to G and match the alphabets to the keyboard
4. Low, Middle and High Sounds
5. 2 black keys/3 black keys on the keyboard.
6. Ascending/Descending of sound and its relation to the keyboard.
7. Time name and value of notes from crotchets to semibreve
8. Sing by memory solfege songs at least 2 verses
9. Sing scales and chords of C major
10. Echo clap and sing simple tune

### Topics/Subject:

1. Identifying Left hand/Right hand
2. Recognise numerals 1 to 5 and its relation to the fingers of each finger
3. Recognise alphabets A to G and match the alphabets to the keyboard
4. Low, Middle and High Sounds
5. 2 black keys/3 black keys on the keyboard.
6. Ascending/Descending of sound and its relation to the keyboard.
7. Various keyboard pieces from Bastien Piano Party Book A
8. Time name and value of notes from crotchets to semibreve
9. Sing by memory solfege songs at least 2 verses
10. Sing scales and chords of C major
11. Echo clap and sing simple tune

## Level: K1

### Learning Outcomes:

1. Able to play the keyboard with both hands (LH chords, RH melody)
2. Foundation theoretical knowledge
3. Good aural foundation

### Objectives:

1. Play keyboard pieces with alternating hands (finger dexterity)
2. Able to read notes and time value and match them to the keyboard and play them in rhythm
3. Read treble and bass clef notes (Low C of bass clef to middle C, Treble clef middle C to high C)
4. Time signature
5. Time name and values of notes and rests from crotchets to semibreve
6. Stemming
7. Sing solfege of C major, G major and F major scales
8. Echo clap and sing 2 bar rhythms

Topics/Subject for this level with some description:

1. Various keyboard pieces from J Thompson Part I, playing them both hands together or alternating hands
2. Read bass clef and treble notes (Low C of bass clef to middle C, Treble clef middle C to high C)
3. Time name and value of notes and rests from crotchets to semibreve
4. Time signature
5. Stemming
6. Sing by memory lyrics of songs of about at least 2 verses
7. Sing scales and chords of C major, G major and F major
8. Echo clap and sing 2 bar rhythms

Level: K2

Learning Outcomes:

1. Able to play the keyboard with both hands
2. Foundation theoretical knowledge that easily transit into Grade 1 of ABRSM
3. Good aural foundation to enjoy all instruments

Objectives:

1. Play keyboard pieces with both hands (finger dexterity)
2. Able to read notes (both white and black) and time value and match them to the keyboard and play them in rhythm
3. Read treble and bass clef notes (full stave)
4. Time name and values of notes and rests from quavers to semibreve
5. Stemming
6. Key signature of C major, G major and F major
7. Transpose notes 1 octave high and lower
8. Sing solfege of C major, G major, F major and D minor scales.

Topics:

1. Various keyboard pieces from J Thompson Part II, playing them both hands together or alternating hands
2. Read bass clef and treble notes (full stave)
3. Time name and value of notes and rests from quavers to semibreve
4. Time signature
5. Key signature
6. Stemming
7. Transposition of notes up/down 1 octave
8. Sing by memory lyrics of songs of about at least 3 verses
9. Sing scales and chords of C major, G major, F major and D minor
10. Echo clap and sing 2 bar rhythms
11. Identify the rhythm of simple 2 bars music

# Dance Syllabus

**Level: Nursery**

Physical movement helps children to learn, through movement children develop their bodies, their minds, their confidence and their abilities to communicate and express.

1. Children should be able to move with increased control, co-ordination and confidence.
2. Children should be able to move with an awareness of the body and an understanding of how it moves through space
3. Children should be able to demonstrate a developing sensitivity to music (pulse, duration, rhythm, melodies, sounds and volume).
4. Children should be able to express feelings and emotions through movement.

<b>Lesson</b>	<b>Subject</b>	<b>Practice</b>
<b>Nursery First Semester</b>	Fundamental stability	Movements with increased control, co-ordination and confidence.
	-----	-----
	Identify, isolate, link and co-ordinate varying parts of body	Use varying relationships of parts of the body to form positions and shapes.
	-----	-----
	Movement in space	Use movement to explore spatial quality
	-----	-----
Explore movements with effort quality	Explore in group	
-----	-----	
Combine movements with music, props	Explore the elements of music by listening, singing, clapping	
-----	-----	
Listen and respond creatively to varying stimuli	Respond and express emotions, moods, feelings and ideas through the use of face, body and movement	

<b>Nursery Second Semester</b>	Fundamental traveling movements	Traveling movements with increased control, co-ordination and confidence.
	-----	-----
	Identify, isolate, link and co-ordinate varying parts of body	Use varying relationships of parts of the body to form positions and shapes.
	-----	-----
	Movement in space	Use movement to explore spatial quality
	-----	-----
Explore movements with effort quality	Explore independently	
-----	-----	
Combine movements with music, props	Explore the elements of music by listening, singing, clapping	
-----	-----	
Listen and respond creatively to varying stimuli	Respond and express emotions, moods, feelings and ideas through the use of face, body and movement	

**Level: K1 and K2**

The K1 & 2 syllabus is an enchanting introduction for ballet - emphasis on musical variety, movement in space and children's imagination at same time develop students' physical skills, stamina, creativity, expression and musicality, learning the first basic steps of ballet technique. Curriculum focuses on the developmental needs, interests and abilities of children as they begin the lifelong quest of being skillful, knowledgeable and expressive movers. This strong foundation prepares students for a successful transition to ballet and other dance genres.

1. Children should be able to move with well maintained body posture, coordinated arm and leg movements.
2. Children should be able to gain the understanding and knowledge of basic classical ballet orientation and terminology.
3. Children should be able to demonstrate the ability to move with different formations and patterns.
3. Children should be able to move with different music (pulse, duration, rhythm, melodies, sounds and volume).
4. Children should be able to use mime, dance movements to express feelings and emotions.

<b>Lesson</b>	<b>Subject</b>	<b>Practice</b>
<b>K1 First Semester</b>	Warm up	Spatial awareness
	----- Floor exercise for body parts	----- legs, feet, fingers and hands
	----- Standing/centre movement	----- Walks Run and balance
<b>K1 Second Semester</b>	Basic Jump and turn	Bounce and Jump
	-----	----- Bend and Spin
	----- Reverence	----- Rock and Curtsey or Bow

<b>Lesson</b>	<b>Subject</b>	<b>Practice</b>
<b>K2 First Semester</b>	Traveling jumps	Picked –up Gallops ----- Claps and jumps ----- Skips
<b>K2 Second Semester</b>	Free movements	Imaginative movement sequence