

Orchestral Manoeuvres: Exhibition Curriculum Links (Preschool)

Aesthetics and Creative Expression

Learning Goal 1: Enjoy art and music and movement activities

Learning Goal 2: Express ideas and feelings through art and music and movement

Learning Goal 3: Create art, music and movement using experimentation and imagination.

Learning Goal 4: Share ideas and feelings about art, music, and movement.

Motor Skills Development

Learning Goal 2: Demonstrate control, coordination and balance in gross motor tasks

Discovery of the World

Learning Goal 1: Show an interest in the world they live in

Learning Goal 2: Find out why things happen and how things work through simple investigations.

Area for exploration: Music

Aesthetics and Creative Expression

Relevant strategies

Using themes	Themes can be very useful in guiding children’s creative expressions, especially in the early stages of development, to provide a focus for their thinking and imagination. In the later stages of development, themes can also be used to reinforce art skills and techniques that the children have been exploring in their learning experiences. A theme can be a topic (e.g. sea creatures, plants, vegetables) or a story.
Using stimuli	Stimuli can come in many forms. Objects, pictures and photographs that are colourful appeal strongly to children and can be used to encourage observations of details. Music and stories can also be used to provoke imagination and new ideas. These stimuli can inspire children to think beyond their immediate surroundings when creating their artworks.
Using Art Masterpieces	Paintings by well-known artists can expand the way children look at art and the world. It helps them become aware of the aesthetics of art and will inspire them to experiment with different media to try and imitate the effects created by these artists.

Learning Goals(s)	Key Knowledge/Skills/Disposition	Children’s learning and development could be observed, for example when they...
<p>Learning Goal 1: Enjoy art and music and movement activities</p> <p>Learning Goal 2: Express ideas and feelings through art and music and movement</p>	<p>Art</p> <ul style="list-style-type: none"> • Observe elements of art in the environment • Look at different forms of art and talk about them 	<ul style="list-style-type: none"> • Identify elements of art in the environment • Talk about what they think and feel about the artworks and art forms (e.g., paintings, sculptures, building designs) from different cultures

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	<p>Music and movement</p> <ul style="list-style-type: none"> • Recognise elements of music <ul style="list-style-type: none"> ○ rhythm (e.g. long/short sounds) ○ tempo (e.g. fast/slow) ○ pitch (e.g. high/low) ○ dynamics (e.g. loud/soft) • Recognise sounds from a variety of sources (e.g. the environment, musical instruments) • Use environmental sounds/ vocal sounds/body/percussion/simple percussion instruments to demonstrate awareness of the elements of music 	<ul style="list-style-type: none"> • Explore elements of music through singing and playing percussion instruments (e.g. castanets, triangle, chime bars) • Listen to and identify sounds in the environment (e.g. whistling wind, chirping birds, siren of an ambulance) • Listen to and identify sounds of common musical instruments (e.g. drum, xylophone) • Listen to a variety of music (e.g. nursery rhymes, children’s songs, community songs, short excerpts of music from famous works/ composers) and identify elements of music • Sing a variety of rhymes and songs from memory or with the aid of song charts • Use the voice, body movements or percussion instruments to dramatise songs, rhymes and stories • Play a simple rhythm on objects/percussion instruments to accompany songs, rhymes and chants
<p>Learning Goal 3: Create art and music and movement using experimentation and imagination</p>	<p>Music and Movement</p> <ul style="list-style-type: none"> • Improvise simple rhythms for percussion instruments to accompany songs • Create actions and new verses to songs • Create sound effects and movements using imagination in response to a stimulus (e.g. music, story) 	<ul style="list-style-type: none"> • Experiment with using the voice, objects (e.g. tear paper, tap the side of a tin can), different parts of the body (e.g. clap, smack the lips) and percussion instruments to create sounds • Create different sound effects using the voice, objects, parts of the body and percussion instruments to accompany songs, stories and rhymes

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Learning Goal 4: Share ideas and feelings about art and music and movement	Art <ul style="list-style-type: none">• Look at different forms of art and talk about them	<ul style="list-style-type: none">• Talk about what they think and feel about the artworks and art forms (e.g. paintings, sculptures, building designs) from different cultures
	Music and Movement <ul style="list-style-type: none">• Listen to different types of music (e.g. children's songs around the world, music from different cultures) and talk about the music	<ul style="list-style-type: none">• Talk about how they feel or what they imagine when they listen to a piece of music• Talk about what they like about a variety of songs, music and movement experiences

Motor Skills Development

Relevant strategy:

Using explicit teaching	Explicit teaching involves teachers explaining how to perform a skill with demonstration so that children can see how the skill is executed and process the movement in their minds before execution. In developing children’s motor skills, teachers show how a skill is carried out before allowing children to attempt and practise. Before children start the activity, ask them questions to ensure that they have understood.
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Learning Goals(s)	Key Knowledge/Skills/Disposition	Children’s learning and development could be observed, for example when they...
Learning Goal 2: Demonstrate control, coordination and balance in gross motor tasks	<ul style="list-style-type: none"> • How parts of the body relate to one another when moving • How the child relates to people and objects 	<ul style="list-style-type: none"> • Participate in movement activities

Discovery of the World

Relevant strategies:

<p>Providing opportunities for simple experiments</p>	<p>Children are engaged and captivated by things they can touch, manipulate and change as well as by situations that allow them to find out how things work and what happens. Experimentation allows children to employ a variety of process skills and nurture positive dispositions as they make observations, test out ideas, collect information and make new discoveries through simple experiments designed by themselves to answer the questions they have.</p> <p>In the course of experimentation, difficult concepts which are beyond the ability of a child to grasp may arise. However, developmentally, pre-school children are not expected to understand scientific concepts. Instead, they could be encouraged to explain them according to their own understanding and in their own words.</p>
<p>Asking questions</p>	<p>A good question that supports discovery and critical thinking has focus, clarity, appropriate intonation and can do the following:</p> <ul style="list-style-type: none"> • Arouse and sustain children’s interest • Allow teachers to gain insights into children’s prior knowledge • Develop children’s critical thinking and inquiring attitudes • Extend children’s thinking <p>Help teachers assess children’s achievement of learning goals</p>

Learning Goals(s)	Key Knowledge/Skills/Disposition	Children’s learning and development could be observed, for example when they...
<p>Learning Goal 1: Show an interest in the world they live in</p> <p>Learning Goal 2: Find out why things happen and how things work through simple investigations</p>	<ul style="list-style-type: none"> • Observe and be aware of the world they live in • Talk about their observations and findings 	<ul style="list-style-type: none"> • Express wonderment and talk about their observations and experiences • Share their interests and ideas with teachers and peers • Ask questions about why things happen, how things work and the lives of people familiar to them • Use their senses to explore objects, materials and the environment

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		<ul style="list-style-type: none">• Seek information by asking their parents, teachers or peers about things they do not know• Describe and share their personal experiences and what they are explored and discovered
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