

SCHOOL OF THE ARTS PROGRAMME INFORMATION

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SCHOOL OF THE ARTS

The SOTA Education Experience

The genesis of a school uniquely anchored in the arts provides a teaching and learning space unprecedented in Singapore.

School Vision

Shaping and impacting society through education in the arts.

School Mission

To create a vibrant environment for learning that is uniquely anchored in the arts, celebrating experimentation, expression and discovery, with the aim of nurturing artistic talent and developing leaders who will draw on their creativity to enrich society.

School Values

- **H** umility
- **I** ntegrity
- **P** eople-Centred with
- **P** assion

Student Vision Statement

Every SOTA student is a **H.I.P.** Leader with **Passion**.

Teaching Philosophy

The school advocates a future-oriented curriculum. We provide a conducive and challenging learning environment that engages students in academic and artistic excellence.

- We value every student as a member of the SOTA community. Their all-round development and well-being are central to our teaching philosophy.
- Our classrooms are learner-centred environments.
- Assessments are formative and summative, and are aligned with the different points in a student's learning cycle.
- We value practice that is well-grounded in theory.

The Connected Curriculum

The guiding principle of SOTA's curriculum design is in building connections between disciplines for purposeful and meaningful learning, and enduring understandings. Guided by the school values, the curriculum celebrates experimentation, expression, engagement and discovery in its pedagogical approaches and assessment modalities. As an integrated arts and academic curriculum which has the holistic development of the student in mind, the Connected Curriculum aims to prepare our students for the challenges of the 21st century that is marked by interdependence, diversity, technology and accelerated change.

Connections between Disciplines for Deep Learning

Interdisciplinary (ID) Learning is key to SOTA's curriculum design as we seek to engage students in making meaningful connections between different disciplines. Students embark on various authentic learning experiences relevant to the curriculum and apply their skills and knowledge across disciplines.

Interdisciplinary Learning via Analysis, Research and Communication (ARC)

In preparation for students to be able to discuss issues through various perspectives and to be able to appreciate ideas from diverse areas of knowledge, students will explore different disciplines through their ARC classes in collaboration with the respective subject teachers.

Interdisciplinary (ID) Units between Disciplines

Interdisciplinary units are lesson units that are designed to allow students to see an application or transfer of a particular concept/skill from one discipline to another. These units vary in implementation where some are carried out within artistic contexts while others are done in real-world settings. Some of these ID units culminate in summative assessments, which are co-assessed by the faculties that have designed these units. The assessment grades will constitute part of the continual assessment marks for the respective departments.

Examples of Interdisciplinary Units

- Green Podcast Project (ID Unit by Media Education, Humanities and Social Sciences, Mother Tongue Languages, Literature and Science)
- Dance and Physics (ID Unit by Science and Dance)
- Financial Literacy (ID Unit by Mathematics and Character Education)

Integrated Arts Programme

Integrated Arts (IA) Programme, a subject unique only to SOTA, is a collaborative effort of and designed by the Arts Faculty to extend SOTA students beyond their specialised arts studies. It aims to challenge and develop students' creative thinking in relation to expression and communication in the arts, and being in an arts community.

In this programme, habits, attitudes and dispositions related and specific to the arts disciplines of visual arts, dance, music and theatre are explored. Students are encouraged to participate and cultivate perceptual, cultural, social, self-evaluation and self-awareness.

The first year IA programme examines the way we think, speak, move and interact in a community. The students learn the art of journalling and reflection as evidence of their experiences; learn to project their voice and be conscious of the way they move; and learn to express and communicate creatively and effectively in an arts community.

The second year IA programme is an exploration of who we are and how we express ourselves in our art form by examining the concept of rhythm. Students also study the ways in which meaning applies and diverges when discussed in relation to at least two disciplines.

The third year IA programme works hand-in-hand with the Service Action in Community (SAC) module of the SOTA Curriculum. Students are expected to put their learning into practice in the context of the larger community. Attitudes, habits and dispositions of artistic disciplines should be in place, and specific skills and content relating to the SAC projects are acquired before students engage in projects with external organisations.

These projects, planned in collaboration with external partners, aim to ensure that students provide education and services to less privileged groups of the larger community, or use their artistic expressions to raise awareness of certain community issues. Learning to look beyond themselves, students have the opportunity to be coached by professional and experts of the topic-area, thus allowing for their continued growth and development.

Connections between Learning Experiences and the Real World

Authentic learning experiences are designed into the curriculum to allow students to transfer learning to real world experiences:

- 'Borderless classroom' learning environment and connecting learning experiences with the real world, students were brought to various field trips to contextualise their learning, reinforce concepts and broaden perspectives.
- Exhibitions in 8Q, Singapore Art Museum
- Performances and showcases
- Student Action in Community (SAC) projects.

Connections between Teacher Mentors and Students

Every SOTA student is developed holistically through nurture of values, traits and competencies, enabling them to envision a positive future for themselves and exercise creativity to benefit the community. Teachers act as mentors to SOTA students where the different learning needs of students are catered for by having:

- Small teacher-student ratio
- Differentiated learning.

Connections between Leadership and Character Building

Every SOTA student is provided with opportunities for character, leadership and citizenship development through experiential processes such as:

- SOTA Leadership Academy
- Overseas Immersion Programme
- Overseas Service Learning.

Connections to Community

As we develop every student to be H.I.P (Humility, Integrity, People-centeredness) leaders with Passion, various partnerships with the community are put in place as part of their Service Action in Community (SAC) programme and also within the academic curriculum:

- Collaborations with MICA partners – Asian Civilisation Museum, Singapore Art Museum
- Working with Singapore's arts community for complementary external expertise and authentic arts practices
- Collaborations with national parks, primary schools and other agencies.

Connections with Parents

In providing a seamless home to school experience to support learning, various platforms are used to communicate with parents:

- Parent Information Sessions
- Parent-Teacher Sessions
- Sharing of students' process of learning during exhibitions and showcases.

Connections with a Global Community of Learners and Experts

Students are also provided with opportunities to understand the world of the various disciplines through workshops and masterclasses conducted by practitioners. These programmes are part of the school's efforts in providing the connection with a global community of learners and experts locally and internationally for our students:

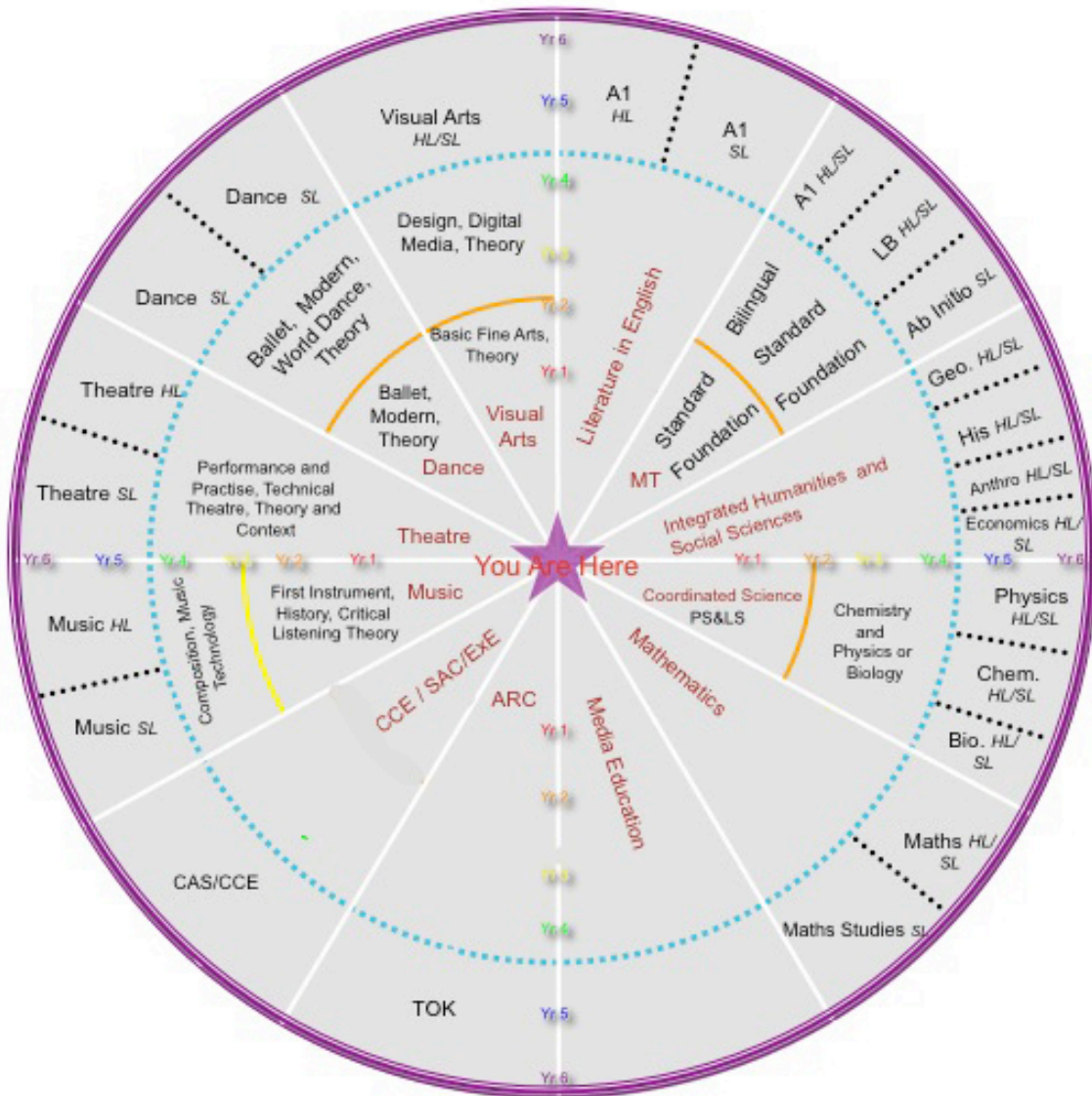
- Masterclasses with local and international artists
- International partner schools:
 - Victoria College of the Arts Secondary School, Melbourne
 - Sankt Annae Gymnasium of the Copenhagen Municipal Choir School, Denmark
 - Stockholm Music Gymnasium (Kungsholmens gymnasium), Sweden
 - Chicago Academy for the Arts, USA
- Overseas Immersion Programme for Year 3 students
- Summer programmes for students in the Artistically Gifted Programme

Connections with ICT and New Technologies to enhance learning

SOTA believes in preparing students with the necessary knowledge, skills and attitudes for the 21st century digital world. Therefore, the SOTA learning environment also prepare students to be effective and informed consumers of media, responsible and contributive 'netizens' of this digital age and proficient in creating basic media product:

- Media Education curriculum
- Integrated Student Management System
- Full Apple-Mac ICT Platform.

SOTA Curriculum



Legend

Yr1 – Yr 3	Foundation Programme	LB	Language B
Yr 4	Pre-IB Programme	MT (Fdn)	Mother Tongue (Foundation)
Yr5 – Yr6	IB Diploma Programme	MT (Std)	Mother Tongue (Standard)
ARC	Analysis, Research and Communication	MT (Bil)	Mother Tongue (Bilingual)
CAS	Creativity, Action, Service	ExE	Experiential Education
CCE	Citizenship and Character Education	PS & LS	Physical Science and Life Science
SAC	Service, Action in Community	ToK	Theory of Knowledge
SL	Standard Level		
HL	Higher Level		

Analysis, Research and Communication/Theory of Knowledge

Objectives

- To encourage a passion for inquiry in students
- To develop students' ability to explore the nature of knowledge across disciplines
- To promote an appreciation of other cultural perspectives
- To equip students with coherent thinking, writing and communication skills

Course Highlights

Years 1-3

- Introduction to critical analysis
- Introduction to areas of knowledge (Mathematics, Natural Sciences, Human Sciences, History & Arts)
- Elements of reasoning
- Elements of effective communication (oral and written)
- Perspective-taking
- The thesis statement
- Introduction to logic
- Argumentation and persuasion

Year 4

- Truth, validity and soundness
- Ways of knowing (Language, Reason, Emotion & Perception)
- Areas of knowledge (Ethics)

Years 5-6

- Epistemology (sources of knowledge)
- Methods of inquiry
- Ethical frameworks
- Theoretical knowledge and applied knowledge
- Knowledge issues

Literature in English

Objectives

- To expose students to literary works written in English or translated into English
- To equip students with skills in literary analysis
- To nurture students' interest in creative writing

Course Highlights

Years 1-3

- Introduction to literary studies
- Elements of poetry
- Elements of the novel
- Elements of prose fiction
- Shakespeare for beginners
- Singapore writers: poetry and short stories

Year 4

- World literature
- Shakespeare
- The novel in the nineteenth century

Years 5-6

- Politics and the novel
- Postcolonial literature
- Research in literary criticism

Interdisciplinary Units

- Imagery in the visual arts and in literature
- Rhythm in music and in poetry

Mother Tongue Languages

Objectives

- To expose students to literary works written in Mother Tongue (Chinese, Malay, Tamil, Hindi)
- To equip students with skills in literary analysis
- To develop students' spoken and written competence in Mother Tongue languages
- To develop students' intercultural communicative competence

Course Highlights

Years 1-3

- Thematic Content

Standard Programme

- Historical overview of language and culture
- Physical health and mental health
- Traditional cuisine
- Environmental issues
- Traditional folk custom
- Love (personal/country)

Foundation Programme

- Man as an individual
- Man and the society
- Man and the environment

Bilingual Programme (Year 3 onwards)

- Introduction to literary concepts
- Introduction to modern literature (prose/poem)

- Language Skills

- Elements of narratives (writing skills)
- Introduction to reading skills
- Introduction to speaking skills
- Introduction to listening skills
- Introduction to literary genres (prose and novel)
- Introduction to literary analytical skills

Year 4

Standard Programme

- Traditional folk arts

Foundation Programme

- Study of social issues
- Study of environmental issues

Bilingual Programme

- Introduction to classical literature
- Study of literary analytical skills

Years 5-6

- Language A1
 - Appreciation of literature
 - Study of literary criticism
 - Study of argumentative essay
- Language B
 - Individual and society
 - Communication and media
 - Leisure and culture
- Language Ab Initio
 - Leisure and travel
 - Healthy lifestyle

Interdisciplinary Units

- Environmental podcast (Mother Tongue languages, IHSS, Media Education, Literature in English, and Science)
- Go healthy for traditional cuisine (Mother Tongue languages, Experiential Education and Science)

Humanities and Social Sciences

Objectives

- To expose students to disciplines within the Humanities and Social Sciences, namely Economics, Geography, History, Philosophy and Social & Cultural Anthropology
- To increase students' awareness of the development of humanity over time
- To develop analytical, decision-making, and investigative skills for a critical understanding of the world (past and present) around them

Course Highlights

Years 1-4

Integrated Humanities and Social Sciences (IHSS) taught in the foundation years covers aspects of Economics, Geography, History, Philosophy and Social & Cultural Anthropology through topical and regional studies of the following:

- Pre-history
- Ancient civilisations
- The age of reason
- Singapore
- Southeast Asia

Years 5-6

- History
 - Peacemaking, peacekeeping- international relations 1918-1936
 - Causes, practices & effects of War
 - Cold war
- Geography
 - Contemporary Issues in geographical regions
 - Climatic hazards and change
 - Globalisation
 - Population, resources & development
- Social & Cultural Anthropology
 - Social organisations
 - Processes of change and transformation
 - Adaptation and economic organisation
 - Systems of belief and knowledge

Interdisciplinary Units

- Characterisation in historical stories (with Literature in English)
- Nature of Southeast Asian music
- Expressing culture through the arts

Science

Objectives

- To develop scientific literacy to access a body of knowledge, methods and techniques that characterise science and technology
- To develop science process skills
- To provide opportunities to analyse, evaluate and synthesise scientific information
- To provide opportunities for effective collaboration and meaningful connections between science and real life phenomena and in its applications in the Arts
- To raise awareness on the impact and implications of using science and technology in society
- To create an awareness of the possibilities and limitations associated with science and scientists

Course Highlights

Years 1-2

- Coordinated Science
 - Lab safety and experimental design
 - Physical quantities and measurement
 - The scientific method
- Physical Science
 - Elements, mixtures and compounds
 - Periodic Table
 - Separating techniques
 - Solutions and suspensions
 - Energy
 - Forces
 - Heat
 - Light
 - Work Energy Power
 - Moments
 - Atomic structure
 - Physical and chemical reaction
 - Waves and music
 - Electricity

- Life Science
 - Biodiversity and biotechnology
 - Communities, ecosystems and environment
 - Cell structure and organisation
 - The digestive system
 - Acids and bases
 - Transport in plants
 - Photosynthesis
 - Circulatory system
 - Respiratory system
 - Sexual reproduction in mammals
 - Sexually transmitted infections
- Arts in Science Modules
 - Chromatography art

Year 3

- Physics
 - Mechanics
 - Thermal Physics
 - Light
 - Sound and waves
 - Atomic and nuclear Physics
- Chemistry
 - Experimental Chemistry
 - Atomic structure
 - Periodicity
 - Acids and bases
- Biology
 - Cell Biology
 - Measurement and data processing
 - Human health and physiology
 - Chemistry of life

Year 4

- Physics
 - Mechanics
 - Electricity and magnetism
 - Electromagnetism
- Chemistry
 - Metals
 - Kinetics
 - Atmosphere and environment
 - Organic Chemistry
- Biology
 - Human health and physiology
 - Genetics
 - Ecology and environment

Years 5-6

- Physics
 - Mechanics
 - Thermal Physics
 - Waves
 - Atomic and nuclear Physics
- Chemistry
 - Atomic structure
 - Periodicity
 - Kinetics
 - Organic Chemistry
- Biology
 - The Chemistry of life
 - Genetics
 - Ecology and evolution
 - Human health and physiology

Interdisciplinary Units

- The Scientific Method (Science and ARC)
- Balance (Science and Dance)
- Light-laboratory (Science and Theatre)
- Metal Casting (Science and Visual Arts)
- Music and Sound (Science and Music)
- Green Podcast Project (Science, IHSS, Mother Tongue Languages, Literature in English, and Media Education)

Mathematics

Objectives

- To develop students' understanding in the principles and concepts of Mathematics
- To develop students' mathematical reasoning and process skills
- To apply the theories and concepts of Mathematics to solve real-world problems

Course Highlights

Years 1-3

- The number system
- Algebra
- Statistics
- Quadratic equations and graphs
- Law of indices
- Geometry
- Trigonometry

Year 4

- Number patterns
- Probability
- Calculus – Differentiation & Integration
- Trigonometry II

Years 5-6

- Advance probability
- Calculus II
- Vectors
- Matrices
- Inferential statistics

Interdisciplinary Units

- Music and ratio (Maths and Music)
- Motion geometry (Maths and Music / Maths and Visual Arts)
- Sequences (Maths and Music)
- Golden Ratio and the 1/3 Rule (Maths and Visual Arts)
- Statistics and bacterial count (Maths and Science)
- Financial literacy (Maths, ARC and Character Education)
- Sports and statistics (Maths and Experiential Education)

Dance

Objectives and Course Highlights

Years 1-3 (Practical)

- Classical Ballet
 - To introduce the code and vocabulary of classical ballet
 - To provide a secure classical ballet foundation with an understanding of principles of technique
 - To ground students in the performance aspects of dance
 - To increase the awareness and improvement of body efficiency through body conditioning work
 - To educate students to have a better understanding of their bodies
- Modern Dance
 - To provide a solid foundation in modern dance by introducing basic concepts of the Graham technique
 - To introduce and develop the use of breath and sense of 'groundedness'
 - To develop a sense of spatial awareness, use of performance space and promote the ability to move through space
 - To develop the students' responses to the mood of the music and help them grasp the subtle dynamic changes through performing

Year 1 (Theoretical)

- Anatomy & Kinesiology
 - To gain an overview of the musculoskeletal system and functions of the body
 - To understand the body as a working instrument

Years 2-3 (Theoretical)

- Dance History
 - To introduce history and the evolution of classical ballet
 - To discuss dance repertoire with relevance to significant artistes and choreographic works
 - To equip students with the ability to interpret and analyse the understanding of social, historical and cultural influences on the evolution of modern dance

Years 3-4 (Practical and Theoretical)

- International Dance – Chinese Ethnic Dance and Flamenco
 - To become versatile, from exposure to various dance genres
 - To gain exposure and physical understanding of various dance styles from more than one culture and/or tradition
 - To achieve a fundamental understanding of Chinese ethnic dance and flamenco with focus on technical and cultural aspects

Year 4 (Practical)

- Classical Ballet
 - To develop swift and articulate footwork through increasing the complexity, difficulty and speed of barre work
 - To develop strength and control on more extensions and balances
 - To use musicality and phrasing of movements
 - To use space and elevation through the involvement of medium and some grand allegro work
- Modern Dance
 - To understand the principles of weight, suspension, succession and breath
 - To use the spine in bending, swinging and head rolls
 - To build on the students' sense of spatial awareness
 -
 - To extend the movement phrases that cover space, involving the full body
- Modern Composition and Improvisation
 - To be involved in dance creation and develop a creative mind, having been nurtured within an artistic environment
 - To develop problem solving skills and gain a stronger musical awareness

Years 5-6 (Practical)

- Classical Ballet & Modern Dance
 - To attain anatomically-sound technique
 - To be a confident stage performer
 - To be versatile in various dance genres
- Dance Choreography
 - To discover a comfortable choreographic voice
 - To be comfortable in the process of dance creation and the craft of choreography
 - To have the ability to work with an interesting range of music

Year 5-6 (Theoretical)

- Choreographic and World Dance Investigation
 - To develop a wide choreographic vocabulary
 - To develop competent verbal and written communication skills, analytical and critiquing skills through theoretical exposure

Music

Objectives

- To expand one's aural experiences of the world
- To investigate man's motivation to create, reproduce and represent sounds and music
- To examine significant musical thoughts and developments across traditions and epochs
- To build sonic and music repertoires
- To apply appropriate (western music) vocabulary and terminology in analysing (aural and written) musical and artistic works
- To understand and apply elements and concepts of music to every aspect of the musical pursuit
- To develop critical listening skills
- To develop a disciplined and rigorous approach to instrumental practice and performance
- To raise musicianship in both solo, chamber music-making, and in improvisation situations

Course Highlights

Modules

- Music historical overview
- Critical listening
- Music theory and analysis
- Individual instrumental study with SOTA Faculty
- Chamber music
- General musicianship
- Music listening and reading club

Years 1-4

- Music archaeology
- Classification of instruments
- The body as instrument
- Human voice and voices
- Music theory and analysis
- Introduction to music technology to make sound collages
- Music literature for performance
- Elements of music – mass, density, space, dynamics, pitch, rhythm, harmony and form
- Culture in music
- Musical identity
- Composition

Years 5-6

- Concept of time
- Concept of space
- Creative technology
- Process in composition
- Politics in music
- Music aesthetic

Theatre

Objectives

- To develop understanding of and critical thinking about drama and theatre across different periods of history and culture
- To foster through practical experience, a creative appreciation of a wide range of dramatic styles, forms, processes, practices and conventions
- To provide a secure artistic and performance environment which links key elements of drama and theatre learning to important life-skills such as:
 - Exploration, experimentation and risk-taking
 - Collaborative learning as well as independent thinking
 - Practical performance as a natural outcome to reflection and evaluation
 - Articulate, knowledgeable and confident communication
 - The ability to think flexibly and sensitively and to place the artistic experience in wider social, cultural and ethnic contexts
 - The willingness and ability to react quickly, appropriately and positively to new information
 - The collaborative skills required to solve problems as part of a focused team
 - The ability to marry abstract concepts to practical solutions
 - The ability to articulate ideas visually and orally, as well as in print

Course Highlights

Cyclical exploration of:

- **Performance and Practise** - the creative processes, presentation styles and disciplines of theatre creation, involving the roles and perspectives of actor, director, playwright and dramaturg.
- **Theory and Context** - an awareness of how theatre has engaged with society and culture across time and space. An appreciation and disciplined research into a broad range of plays, playwrights, periods and practitioners.
- **Technical Theatre** – a practical and theoretical understanding of stage management, lighting design, sound design, set and props design, costume design, front of house management, and arts administration.

Year 1

- Basics of improvisation
- Fundamentals of vocal and physical expression and discipline
- Basic disciplines of the theatre experience
- Theatre as ritual and personal expression
- Fundamentals of researching theatre
- Overview of theatre history (Western)
- Mime, mask and puppetry
- Key roles and responsibilities of the production team
- Fundamental theory and terminology of technical theatre
- Theatre texts in perspective, historically and culturally
- Introduction and overview of The Elements of Drama
- Monologue performance

Year 2

- Building on fundamentals of vocal expression, physical expression, text interpretation and improvisation
- Contextualising and performing Singaporean texts – Kuo Pao Kun and Haresh Sharma
- Elementary exposure to a range of western theatre forms and styles – ancient Greek theatre, melodrama, epic theatre and musical theatre
- An overview of theatre design from early beginnings until contemporary times
- Performing with neutral masks
- Creating a set design
- Basics of reviewing the theatre experience

Year 3

- Building on fundamentals of vocal expression, physical expression, text interpretation and improvisation
- Introduction to contemporary theatre forms and styles such as physical theatre, devised theatre, playback theatre and theatre of the oppressed
- Introduction to traditional Asian theatre forms and their influences on contemporary eastern and western theatre
- Exploring the skills and processes of directing, playwriting
- Production design for contemporary theatre styles and venues
- Fully producing and realising a production with lights, sound, set and audiovisuals
- Monologue performance
- Reviewing and critiquing a performance

Year 4

- Representational and realistic styles of theatre
- Presentational and non-realistic styles of theatre
- Overview of Singapore theatre heritage
- Musical theatre
- Elizabethan and Shakespearean theatre
- Introductions to Asian theatre traditions such as Noh (Japan), Wayang Wong (Indonesia), Beijing Opera (China) and Bharata Natyam (India).
- Comedy across time and cultures
- Contemporary post-modern theatre
- Production design processes and techniques for realistic and non-realistic theatre

Years 5-6

- Theatre and culture: ritual and the sacred
- Theatre and imitation: reality versus abstraction
- Theatre: action and transformation in society
- Theatre: imagination and expression
- Theatre: identity and the individual
- Theatre processes and production roles

Visual Arts

Objectives

- To experience and discover visual arts through practice and theory
- To develop a spirit of experimentation that promotes artistic creative impulses and thinking
- To understand and appreciate the importance of the creative process as well as the final artworks
- To develop knowledge, understanding and technical abilities for a range of mediums, forms and expressions to create visual artworks
- To learn how to collect information, keep notes and visualise their interests and ideas in their sketchbooks and journals
- To develop knowledge and understanding in the formal, theoretical and historical aspects of visual arts
- To learn to discuss artworks (including their own work) in the context of art theory and art history
- To develop analytical and critical ability in art practice, art theory and art history

Course Highlights

Years 1-3

- Studio Work
 - Elements and principles of art and design
 - Observation skills and artistic expression in fine art, design and digital art media
 - Form and expression in drawing, painting, ceramics and sculpture
 - Meaning and representation in design concepts and media art studies
- Art Theory
 - Form and aesthetics, form and meaning, form and representation
 - Art and identity
 - Art and architecture, art and design
 - Conceptual art
 - The collaborative arts
 - Ritual and culture, representation of the body
 - Text and image

Year 4

- Studio Practice
 - Observation skills and artistic expression in fine art, design and digital art media
 - Idea and concept development in fine art, design and digital art media
- Theory and Research
 - Art and culture
 - Art and society
 - Art and environment

Years 5-6

- Studio Practice
 - Self-proposed projects in fine art, design or digital media
- Theory and Research
 - Art and society
 - Art and politics
 - Art and community
- Concept development
- Presentation and portfolio building
 - Oral presentations
 - Proposal writing
 - Documentation and building portfolio

Student Development

Objectives

- To holistically develop every SOTA student through nurture of values, traits and competencies, enabling them to envision a positive future for themselves and exercise creativity to benefit the community.
- To provide opportunities to every SOTA student for character, leadership and citizenship development through experiential processes such as Service Action in Community (SAC), SOTA Leadership Academy and Overseas Immersion Programme (OIP).
- To enable every SOTA student to meaningfully undertake the Creativity, Action, Service (CAS) component in the IB Diploma Programme.

Course Highlights

Years 1-6

Character, Leadership and Citizenship Development

- The Art of Leading Self
 - Developing self
 - Healthy lifestyle
 - Work and career
- The Art of Connecting with Others
 - Connecting with school, friends, family, community, nation, global
 - Sexuality education
 - Art of communication
 - Art of influence
- The Art of Leading Others
 - Servant leadership
 - Teamwork
 - Inspiring a shared vision
 - Managing team and others
 - Art of effecting change

Experiential Education

- Physical and outdoor education
- SAC Projects
- CAS Projects
- Adventure camps
- Overseas Immersion Program
- Overseas Service Learning

Media Education

Objectives

- To develop students to be effective consumers of both traditional and new media.
- To develop students to be responsible and contributive 'netizens' of the digital age.
- To equip students with proficient InfoComm Technology (ICT) skills to create their own media products.

Course Highlights

Year 1 to 3 only

Media Literacy

- Forms and functions of the media
- Blogging and digital citizenship
- Intrusion, privacy & anonymity
- Marketing strategies
- Gender portrayal
- Presentation skills
- Film literacy

ICT Literacy

- Digital design
- Creative publishing tools
- Podcasting and basic audio editing
- Video production

About the Talent Academy

All students who wish to be admitted to SOTA are required to participate in the Talent Academy. The Talent Academy is:

- A non-residential selection platform in which students have the opportunity to showcase their talent in their area of specialisation.
- Conducted by an international panel of highly regarded and experienced educators, arts specialists and SOTA faculty.
- More than an audition in that it offers participants the opportunity to learn and gain insights from our resource panellists and SOTA faculty. Participants would get to interact with like-minded students through group workshops that focus on music, dance, visual arts and theatre.
- Participants are also required to complete a creative writing task at the Talent Academy.

The primary criterion for admission to SOTA is artistic talent and potential, demonstrated through live auditions, personal interviews and portfolio reviews.

The secondary criterion for admission is performance at the Primary School Leaving Examinations. Students should demonstrate ability and potential to complete the IB Diploma.

SOTA offers 100% of its places through the Ministry of Education Direct School Admission.

Registration for the Talent Academy is available online at www.sota.edu.sg .

What We Look For

Dance – Ballet/Non-ballet

- Demonstration of dance skills
- Physical and cognitive potential in dance
- Performance skills and technical competency
- Openness to learning
- Genuine interest and self-discipline
- Self-motivation and commitment to learning

Music

- Listening capacity and musicianship
- Performance skills and technical competency
- Openness to new ideas
- Self-motivation and commitment to learning

Theatre

- Characterisation and interpretation
- Expressiveness and imagination
- Capacity for collaboration and communication
- Love for reading
- Genuine interest and self-discipline
- Self-motivation and commitment to learning

Visual Arts

- Imaginative expression
- Technical skills
- Sensitive response to a variety of mediums
- Ability to articulate ideas behind their visual expression
- Genuine interest and self-discipline
- Self-motivation and commitment to learning

SOTA School Fees

Academic Year	Monthly School Fees			
	Singapore Citizens	Permanent Residents (PR)	International Students (ASEAN)	International Students (Non-ASEAN)
Year 1 to Year 4	\$350	\$420	\$1,665	\$1,850
Year 5 to Year 6	\$450	\$540	\$1,755	\$1,950
Monthly Miscellaneous Fees	\$17			

Scholarships

A host of prestigious scholarships are made available to students with outstanding artistic talent, exceptional academic results, strong leadership potential and excellent track records in school activities and community service. These scholarships are open to all local and international students.

Bursaries

Bursaries are made available to students who require assistance to fund their education at SOTA. These bursaries are available only to Singapore Citizens and Permanent Residents.

For more information on SOTA Scholarships and Bursaries, visit www.sota.edu.sg .

School of the Arts, Singapore

The information given in this publication describes the programmes currently run by SOTA. Every care has been taken to ensure accuracy but changes may have been introduced after publication, since it is the policy of the school to constantly review its information and content of individual programmes. This publication is issued as a general guide to SOTA's programmes; it forms no part of a contract. SOTA reserves the right to amend any of the described details if changed circumstances require it.