

# CREATE FOR



# CONTENTS

**03**

## **Principal's Message**

**05**

## **Discover SOTA**

- The SOTA Education Experience – Curriculum Overview

**12**

## **Explore Diverse Possibilities**

- Education Pathways
- Education and Career Guidance
- Succeeding Beyond SOTA – Alumni Testimonials

**20**

## **Embark on Your Creative Journey**

- English Language and Critical Thinking, and Theory of Knowledge
- Humanities and Social Sciences
- Literature in English
- Mathematics
- Mother Tongue Languages
- Sciences
- Media Education
- Integrated Arts
- Dance
- Film (Year 5 and 6 students only)
- Literary Arts
- Music
- Theatre
- Visual Arts
- Student Development
- Community Service
- Experiential Education

**40**

## **Admissions, Scholarships and Bursaries**

### **Create for Tomorrow**

Be a future ready learner.

### **Create for Passion**

Thrive in your artistic talents.

### **Create for Community**

Impact society and culture meaningfully.

What else do  
you create for?

# **PRINCIPAL'S MESSAGE**



**Mrs Mary Seah**  
*Principal*

Here at SOTA, we invite you to Create.

**By recognising the innate desire for each student to experience the world with deeper insight and greater empathy, we invite you to create with your talents and gifts.**

Encouraged to explore the intersection of arts and academics, SOTA students experiment and express themselves, pursue their existing passions, and often discover new ones. Our tight-knit community of staff and students, brought together by their love for the arts and learning, continuously inspire one another towards innovation and excellence. We celebrate the artistic creativity of every student by encouraging them to strive towards purpose and impact.

We welcome you to join us too! Who and What will you Create For?

# SCHOOL OF THE ARTS SINGAPORE

The School of the Arts (SOTA) is Singapore's first national pre-tertiary specialised arts school with a six-year integrated arts and academic curriculum, leading to the International Baccalaureate (IB) Diploma or Career-related Programme, for youths aged 13-18 years old.

Under the ambit of the Ministry of Culture, Community and Youth (MCCY), SOTA offers a dedicated development path for those who have interest and show early talent in the arts, providing a learning environment where both the artistic and academic potential can best be realised.

With a vision to nurture creative citizens for the future, SOTA aims to identify and groom artistic and creative learners who positively impact Singapore and the world, through a vibrant learning environment that is anchored in the arts.

A school of the future, SOTA embraces a holistic educational philosophy that celebrates experimentation, expression, and discovery.

## Teaching Philosophy

We value every student as a member of the SOTA community. The all-round development and well-being of students are central to our teaching philosophy. We advocate a future-oriented curriculum and provide a conducive learner-centred environment that will inspire students towards achieving academic and artistic excellence.

Our assessments are both formative and summative. They are aligned with the different points of a student's learning cycle. Essentially, we value practice that is well-grounded in theory.

## Our Teachers

Our teachers are caring and nurturing educators with extensive experience in their respective disciplines. With a common belief in the value of an arts-enhanced education, the SOTA teacher actively collaborates to support students' learning in the artistic, academic, and affective domains.

## Academic Calendar

SOTA's academic calendar broadly follows the Ministry of Education schools' academic calendar, with some variations to accommodate the IB programmes.

### Mission

Nurturing artistic and creative learners who positively impact Singapore and the world, through a vibrant learning environment that is anchored in the arts

### Vision

Creative Citizens for the Future

### Values

Humility  
Integrity  
People-centredness  
Passion

**SOTA**  
SCHOOL OF THE  
ARTS SINGAPORE

**DISCOVER**

**SOTA**

# THE SOTA EDUCATION EXPERIENCE



## Future-Ready Learner

SOTA's integrated arts and academic curriculum emphasises meaningful learning that provides for experimentation, expression, and discovery across both arts and academic disciplines. The rigorous curriculum stimulates the intellectual curiosity of our students and equips them with the knowledge, conceptual understanding, life skills, reflective practices, and attitudes needed to be autonomous lifelong learners.

The six-year course culminates in the International Baccalaureate Diploma Programme (IBDP) or the International Baccalaureate Career-related Programme (IBCP).

## International Baccalaureate Diploma Programme (IBDP)

Years 5 and 6 form the IB years during which students will fulfil the following three core requirements of the IB Diploma Programme:

- Theory of Knowledge
- Extended Essay
- Creativity, Activity, Service

In addition, students will need to offer:

- Three subjects at Higher Level, which include an Arts subject (except for Literary Arts which is offered at Standard Level only)
- Three subjects at Standard Level

## International Baccalaureate Career-related Programme (IBCP)

SOTA offers a specialised arts curriculum in Years 5 and 6 under the IB Career-related Programme. Students are selected based on their aptitude, disposition, and maturity of thought in their artistic development, as well as their interest in pursuing arts studies at art institutes and conservatories.

During the IB years, students will fulfil four core requirements including:

- Reflective Project
- Personal and Professional Skills
- Language Development
- Service Learning

In addition, students generally offer:

- Three to four Career-related Studies (CRS) in Dance, Music, Theatre or Visual Arts
- One Arts subject at Higher Level
- One Language Acquisition subject at Standard Level
- One optional Individuals and Societies subject at Standard Level





## Artistic and Creative Professional

Connecting theory with practice, SOTA's specialised arts programmes emphasise authentic creative processes that aim to develop strong artistic capabilities and dispositions, including critical thinking skills, creative awareness, and discipline among students.

### The SOTA Specialised Arts Curriculum aims to enable students to:

- Establish fundamental knowledge and skills in the respective arts disciplines
- Anchor creative thinking through bold and reflective artistic practice
- Engage in inter-disciplinary connections, conversations, and collaborations
- Understand the relationship between arts and society in local, regional and global contexts
- Develop an artistic identity and drive for lifelong learning and engagement with the arts

### SOTA Arts Programmes

SOTA offers specialised training in Dance, Film\*, Literary Arts, Music, Theatre, and Visual Arts. Each course is designed to develop students to attain understanding, expression, and mastery in their art form.

At SOTA, students are exposed to the full range of art forms and learn to make connections across them. Besides developing a deeper understanding of their chosen art form, students are imbued with an awareness of the synergy across disciplines through learning anchored in the arts.

Students have the opportunity to be stretched beyond the classroom through workshops, talks, and learning journeys. In addition, the Arts Excellence Programme (AEP) caters to students who demonstrate outstanding artistic capacity. Aimed at extending their potential, it offers advanced learning opportunities via masterclasses by prominent experts, as well as participation in overseas programmes.

*\*Only at Year 5 and 6*





## Empathetic H.I.P.P. Leader

SOTA seeks to develop future cultural leaders with:

School Values	What it Means to Us
<b>Humility</b>	<ul style="list-style-type: none"> <li>• We are confident in but not arrogant about our talents and achievements.</li> <li>• We are aware of how much we still have to learn thus we practise openness and receptiveness to other people's views, thoughts, as well as feedback and opportunities for learning.</li> <li>• We acknowledge the role of others in our development as individuals.</li> <li>• We put others before ourselves in practising consideration and respect.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• We are honest and principled in all we do, including the practice of our art.</li> <li>• We are true to ourselves in whatever contexts we find ourselves.</li> </ul>
<b>People-Centredness</b>	<ul style="list-style-type: none"> <li>• We seek to develop the individual to his/ her fullest potential.</li> <li>• We see ourselves as part of a community, sharing its values and participating in community life.</li> <li>• We respect and celebrate diversity of views, interests, backgrounds, and experiences.</li> </ul>
<b>Passion</b>	<ul style="list-style-type: none"> <li>• We are committed to our endeavours, including the pursuit of our art.</li> <li>• We display traits that demonstrate such commitment: devotion, discipline, responsibility, excellence.</li> </ul>

## SOTA Affective Programmes

Through our affective programmes, SOTA nurtures leaders who will contribute positively and meaningfully to their community with their creativity and talents. Programmes and activities such as Character and Citizenship Education (CCE); Education and Career Guidance (ECG) Programme; level camps; service learning programmes; Creativity, Activity, Service (CAS) projects and leadership expeditions develop students' social-emotional skills and leadership qualities.

These programmes and activities encourage our students to contribute meaningfully to local and global communities. Students are also given the opportunities to initiate, plan, execute, and lead their own community projects to meet the needs of the community or organisation they serve.

SOTA has a dedicated team of teacher-mentors, comprising Class, Year, Arts, and Academic Mentors to meet our students' social-emotional, artistic, and academic needs while supporting their holistic development as empathetic H.I.P.P. Leaders with Passion.

# CURRICULUM OVERVIEW

## Foundation Years

### Years 1 & 2

- English Language and Critical Thinking
- Literature in English
- Mother Tongue Languages
- Humanities and Social Sciences
- Coordinated Science
- Mathematics
- Specialised Arts: Dance, Literary Arts, Music, Theatre, or Visual Arts
- Integrated Arts
- Media Education
- Experiential Education
- Character and Citizenship Education

## Intermediate Years

### Year 3

- English Language and Critical Thinking
- Literature in English
- Mother Tongue Languages (Standard or Higher Level\*)
- Geography or History
- Biology, Chemistry, or Physics\*
- Mathematics
- Specialised Arts: Dance, Literary Arts, Music, Theatre, or Visual Arts
- Service, Action in Community
- Experiential Education
- Character and Citizenship Education
- Arts Plus# (optional)

\* Only for Chinese Language

\* Student may opt to do one or two sciences. Once decided, they are to commit to taking these subjects throughout Years 3 & 4.

# Only with specific subject combinations

### Year 4

- English Language and Critical Thinking
- Literature in English
- Mother Tongue Languages (Foundation Chinese\*, Standard or Higher Level\*)
- Geography or History
- Biology, Chemistry, or Physics
- Mathematics, or Accelerated Mathematics
- Specialised Arts: Dance, Literary Arts, Music, Theatre, or Visual Arts
- Local/Overseas Service Learning
- Experiential Education
- Character and Citizenship Education
- Arts Plus# (optional)

\* Foundation Chinese is offered as an enrichment subject and only applicable to students who are exempted from Mother Tongue or offered Mother Tongue in lieu. As an enrichment subject, it does not count towards the promotion criteria.

\* Only for Chinese Language

# Only with specific subject combinations



### Years 5 & 6 (IBDP)

The IBDP requires a student to offer the Diploma Core Subjects, three subjects at Higher Level that include the Arts, and three subjects at Standard Level.

#### Core

- Theory of Knowledge
- Extended Essay
- Creativity, Activity, Service

#### Studies in Language and Literature

- Literature in English, Language and Literature, or Literature and Performance<sup>#</sup>

#### Language Acquisition

- Language B: Chinese, Anticipated Chinese<sup>#</sup>, Malay<sup>#</sup>, Hindi<sup>#</sup>, or Tamil<sup>#</sup>, or Language Ab Initio: Chinese<sup>#</sup>, Spanish<sup>@</sup>, or French<sup>@</sup>

#### Individuals and Societies

- Economics, Geography, History, or Social and Cultural Anthropology

#### Sciences

- Biology, Chemistry, or Physics

#### Mathematics

- Mathematics: applications and interpretation or Mathematics: analysis and approaches

#### The Arts<sup>##</sup>

- Dance, Film, Literary Arts<sup>#</sup>, Music, Theatre, or Visual Arts

<sup>\*</sup> One year course

<sup>#</sup> Offered at Standard Level only

<sup>@</sup> Online course and Standard Level only

<sup>##</sup> Offered at Higher Level only except for Literary Arts which is offered at Standard Level only

### Years 5 & 6 (IBCP)

The IBCP requires a student to offer the IBCP Core Subjects, three to four Career-related Studies modules, and at least two DP Subjects of which one must be the Arts at Higher Level, and the other in Language Acquisition at Standard Level<sup>\*\*</sup>. Students may also opt to take a third DP Subject in Economics, Geography, History or Social and Cultural Anthropology at Standard Level.

#### Core

- Personal and Professional Skills
- Service Learning
- Language Development
- Reflective Project

#### Career-related Studies

- Dance
  - Ballet
  - Contemporary Dance
  - Repertoire and Performance
- Music
  - Practical Musicianship
  - Performance and Repertoire (Performance Track)
  - 20th-Century Chamber Music (Performance Track)
  - Process of Performance (Composition Track)
  - Contemporary Compositional Techniques (Composition Track)

#### Theatre

- Form and Creation
- Acting and Performance
- Community and Industry
- Rehearsal and Production

#### Visual Arts

- Craft Exposure/Vocational Skills
- Professional Practice
- Writing and Communication Skills

#### Language Acquisition<sup>\*\*</sup> #

- Language B: Chinese, Anticipated Chinese<sup>\*</sup>, Malay, Hindi, or Tamil, or Language Ab Initio: Chinese, Spanish<sup>@</sup>, or French<sup>@</sup>

#### Individuals and Societies<sup>\*\*</sup>

- Economics, Geography, History, or Social and Cultural Anthropology

#### The Arts<sup>##</sup>

- Dance, Music, Theatre, or Visual Arts

<sup>\*</sup> Students may take an optional 3rd DP subject from Individuals and Societies

<sup>\*\*</sup> Students exempted from Mother Tongue Languages will choose the 2nd compulsory subject from Language Acquisition or Individuals and Societies

<sup>\*</sup> One year course

<sup>#</sup> Offered at Standard Level only

<sup>##</sup> Offered at Higher Level only

<sup>@</sup> Online course only



# THE CAMPUS

Located at the gateway to the arts and heritage district of Singapore, our architectural award-winning campus houses a variety of arts and sporting facilities, as well as performance spaces for the school's teaching and learning needs.

## Performance / Exhibition Spaces



Gallery



Concert Hall



Drama Theatre



Studio Theatre (Black Box)

## School Facilities



Ceramics Studio



Dance Studios



Theatre Studios



Orchestral Rehearsal Studio



Sports Field on Roof Terrace



Literary Arts Studio



**EXPLORE**

*Diverse*

**POSSIBILITIES**

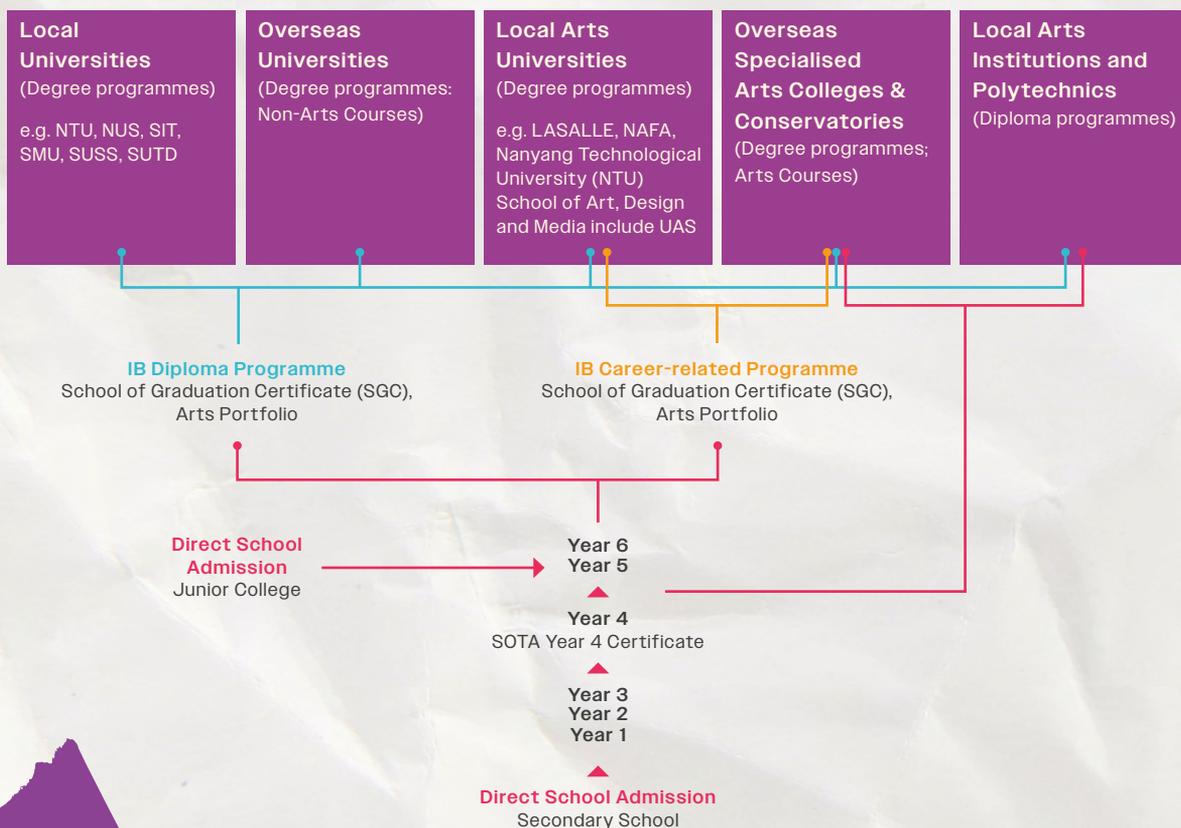
# EDUCATION PATHWAYS

IB programmes are recognised by universities, arts institutions, and conservatories locally and globally. SOTA graduates can look forward to the arts as a career or leverage their arts-enriched educational experience to embark on diverse career pathways.

## EDUCATION AND CAREER GUIDANCE

SOTA's team of Education and Career Guidance (ECG) counsellors and teachers in the ECG committee provides education counselling and support for scholarship applications and applications to institutes of higher learning (local and foreign). Students are also equipped with important skills such as interview skills, resume writing, and education planning.

The ECG Committee also develops partnerships and networks with other institutions to provide students with educational opportunities. Through individualised guidance and support, the school aims to enable every student to pursue education beyond SOTA so they can further develop their talent and potential.



# SUCCEEDING BEYOND SOTA

## University Acceptance of SOTA Graduates

SOTA graduates have been or are enrolled in the following tertiary institutions / post-secondary destinations

### Singapore

- Intercultural Theatre Institute
- LASALLE College of the Arts
- Nanyang Technological University (NTU)
- National Institute of Education (NIE)
- National University of Singapore (NUS)
- Nanyang Academy of Fine Arts
- SIM Global Education
- Singapore Institute of Technology (SIT)
- Singapore Management University (SMU)
- Singapore University of Social Sciences (SUSS)
- Singapore University of Technology and Design (SUTD)
- Yong Siew Toh Conservatory of Music, NUS

### Rest of Asia

- Central Academy of Fine Arts
- Hanyang University
- Hong Kong Academy for Performing Arts
- Hong Kong Polytechnic University
- Keio University
- Kyushu University
- Nagoya University
- Nanzan University
- New York University, Shanghai
- Osaka University of the Arts
- Peking University
- Samsung Art and Design Institute, South Korea
- Seoul National University
- Taipei National University of the Arts
- Tama Art University, Tokyo
- The University of Hong Kong
- Tokyo University of Foreign Studies

- Tsinghua University
- Waseda University

### Australia

- Australian National University
- Curtin University
- Deakin University
- Griffith University
- Monash University
- Murdoch University
- University of Adelaide
- University of Melbourne
- University of New South Wales
- University of Queensland
- RMIT University
- University of Sydney
- University of Technology, Sydney
- University of Western Australia
- Victorian College of the Arts, University of Melbourne
- Western Australian Academy of Performing Arts (WAAPA), Edith Cowan University

### Canada

- Alberta College of Art and Design
- Carleton University
- Sheridan College
- Simon Fraser University
- University of British Columbia
- University of Manitoba
- University of Toronto
- University of Waterloo

### Europe

- Alchimia Jewelry School, Italy
- Amsterdam University College
- ArtEZ University of the Arts, Netherlands
- Berlin University of the Arts
- Conservatorium van Amsterdam
- Delft University of Technology, Netherlands
- Design Academy Eindhoven (DAE), Eindhoven, Netherlands
- EHL Lausanne
- Erasmus University Rotterdam
- ESSEC

- Gerrit Rietveld Academie, Netherlands
- John Cranko Schule, Germany
- Lund University, Sweden
- Royal Academy of Art, The Hague, Netherlands
- Sciences-Po, France
- Sibelius Academy, University of the Arts, Helsinki, Finland
- Trinity College Dublin
- University of Amsterdam
- Utrecht University

### **New Zealand**

- New Zealand School of Dance
- Victoria University of Wellington

### **United States of America**

- American Musical and Dramatic Academy
- Arizona State University
- Berklee College of Music
- Brunel University
- Boston University
- Boston Conservatory at Berklee
- California Institute of the Arts
- Carnegie Mellon University
- Cleveland Institute of Music
- Columbia University in the City of New York
- Cornell University
- Dartmouth College
- Emerson College
- Harvard University
- Liberty University
- Maryland Institute College of Art
- Mt St Antonio College
- New England Conservatory of Music
- New York University
- Northwestern University
- Oral Roberts University
- Otis College of Art and Design
- Parsons School of Design
- Pepperdine University
- Pratt Institute
- Purdue University
- Reed College
- Ringling College of Art and Design

- Roosevelt University (Chicago College of Performing Arts)
- Santa Monica College
- School of the Art Institute of Chicago
- Simmons College
- Stanford University
- State University of New York at Purchase College (Conservatory of Dance)
- St Thomas University
- Swarthmore College
- The Juilliard School
- The New School
- Tufts University
- United States Naval Academy
- University of California - Davis
- University of California – Los Angeles
- University of California – San Diego
- University of Chicago
- University of Cincinnati
- University of Hawaii Manoa
- University of Illinois Urbana-Champaign
- University of Michigan – Ann Arbor
- University of Pennsylvania
- University of Southern California
- University of Texas, Dallas
- University of the Arts, Philadelphia
- Washington University in St. Louis
- Wesleyan University
- Yale University

### **United Kingdom**

- Arts Educational Schools London (ArtsEd)
- Birmingham Conservatoire, Birmingham City University
- Brunel University, London
- Cardiff University
- Central School of Ballet
- City, University of London
- Coventry University
- Durham University
- East 15 Acting School, University of Essex
- Falmouth University
- Goldsmiths College, University of London
- Imperial College London
- King's College London

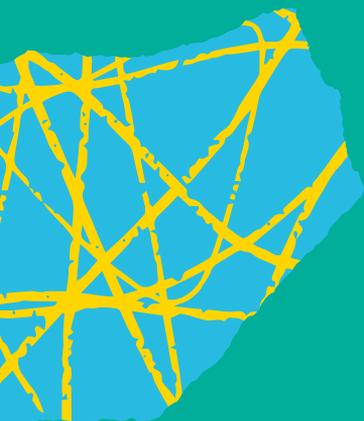
- London Contemporary Dance School
- London College of Fashion
- London School of Economics and Political Science (LSE)
- MetFilm UK
- Newcastle University
- Northern School of Contemporary Dance
- Norwich University of the Arts
- Queen Mary, University of London
- Rambert School of Ballet and Contemporary Dance
- Royal Academy of Music, University of London
- Royal Central School of Speech and Drama, University of London
- Royal College of Music
- Royal Conservatoire of Scotland
- Royal Northern College of Music
- Royal Welsh College of Music and Drama
- School of Oriental and African Studies, University of London
- The Courtauld Institute of Art
- The Glasgow School of Art
- Trinity College Dublin
- University College London
- University of Bath
- University of Birmingham
- University of Brighton
- University of Bristol
- University of Cambridge
- University of Dundee
- University of Edinburgh
- University of Exeter
- University of Glasgow
- University of Manchester

- University of Nottingham
- University of Oxford
- University of Reading
- University of Roehampton
- University of Sheffield
- University of St Andrews
- University of Surrey
- University of the Arts, London
  - Camberwell College of Arts
  - Central Saint Martins
  - Chelsea College of Arts
  - London College of Fashion
- University of Warwick
- University of Westminster, London
- University of York

## Graduates from SOTA have taken up the following scholarships:

### Singapore/Local Organisations Scholarships

- Building and Construction Authority (BCA)
- Civil Aviation Authority of Singapore
- Design Singapore
- Early Childhood Development Agency
- Economic Development Board
- Housing and Development Board
- Infocomm Media Development Authority (IMDA)
- Land Transport Authority
- Loke Cheng-Kim Foundation
- MediaCorp Scholarship
- Media Development Authority Singapore (MDA)
- Micron Technology
- Ministry of Communications and Information (MCI)
- Ministry of Education (MOE)
- Ministry of Health (MOH)
- MOH SglS Healthcare Administration Scholarship
- Ministry of Sustainability and the Environment (previously known as Ministry of the Environment and Water Resources)
- Ministry of National Development (MND)
- NEW (National Environment and Water) Scholarship
- National Arts Council (NAC) Young Artist Award
- National Council of Social Services
- National Parks Board (NParks)
- Public Service Commission (PSC)



- Singapore Armed Forces Merit Scholarship
- Singapore Development Scholarship
- Singapore – Industry Scholarship (SgIS)
- Singapore Police Force (SPF)
- Singapore President’s Scholarship
- Singapore Press Holdings
- Singapore Tourism Board
- SSG-WSG Joint Undergraduate Scholarship Award
- Urban Redevelopment Authority Scholarship

### Singapore Universities & Conservatories Scholarships

- National University of Singapore (NUS)
- Nanyang Technological University (NTU)
- Nanyang Academy of Fine Arts (NAFA)
- Singapore Management University (SMU)
- Singapore University of Technology and Design (SUTD)
- SOTA-Ireland Funds Singapore Arts Scholarship (LASALLE)
- Yong Siew Toh Conservatory of Music, NUS

### Global University Scholarships

- American Musical and Dramatic Academy
- ArtEZ Talent Scholarship
- Berklee College of Music
- Birmingham Conservatoire, Birmingham City University
- Boston Conservatory at Berklee
- Chicago College of Performing Arts, Roosevelt University
- City University of Hong Kong (CityU)
- Curtin University
- Global Korea Scholarship
- Griffith University
- G30 Undergraduate Scholarship
- Hong Kong University President’s Scholarship
- Juilliard School
- King’s College London
- Kyushu University
- Maryland Institute College of Art
- MEXT scholarship
- New York University (NYU) – Shanghai
- Pepperdine University
- Royal Academy of Music
- Royal Central School of Speech and Drama
- Royal Conservatoire of Scotland

- Royal Northern College of Music
- Royal Welsh College of Music and Drama
- Sophia University, Japan
- Stanford University
- St Thomas University
- The Boston Conservatory
- University of Bristol
- University of British Columbia
- University of Exeter
- University of Edinburgh
- University of Hong Kong
- University of Michigan – Ann Arbor
- University of Queensland
- University of Roehampton
- University of the Arts, Philadelphia
- University of Tokyo
- University of Waterloo
- United States Naval Academy (USNA) Foundation
- Wesleyan Freeman Asian Scholarship

### University Alumni Scholarships

- Singapore LSE Trust
- Friends of the University of Warwick in Singapore



# ALUMNI TESTIMONIALS

## Class of 2023



**Bernadette Koh**

*Theatre*

*Intends to pursue a degree in professional acting*

"The school's curriculum helped me pursue my art form more seriously and provided me with many theatrical avenues that I could begin to experiment with. The well-rounded manner of teaching has not only allowed me to retain my interest in the art form for over six years, but has also granted me a multitude of opportunities to pursue my artistic interests."

## Class of 2022



**Tee Zhu Yi**

*Visual Arts*

*Intends to study Animation*

"My love and interest for the Visual Arts really grew after I entered SOTA. I was able to join a community of many peers with their own passions and interests. Regardless of art form, it was encouraging seeing them value the potential art has and their passion and appreciation of its place within contemporary society. Through the school's curriculum and my own exploration of art, I developed a greater passion for art making, encouraging me to pursue a career in the arts."

## Class of 2021



**Nur Deanna Bte Mohammad Ismael**

*Dance*

*Psychology, National University of Singapore*

"I chose to pursue my passion in SOTA as it provides me with an environment where both my artistic and academic potential can be best realised. SOTA also nurtured my self-confidence by providing me with several leadership opportunities. My experiences encouraged me to see things from multiple perspectives, and helped me learn the importance of effective communication and mutual respect."

## Class of 2020



**Rachel Sim Yi Shien**

*Music*

*Business Administration and Public Health, National University of Singapore*

"SOTA offers a holistic education that pushes students to critically engage with real world issues, utilize creative thinking in their academic assignments, and involve themselves in various leadership & community service opportunities. I think this has helped me to step out of my comfort zone and develop all-around. I am more confident in pursuing my future endeavours and better prepared to overcome challenges I will face."

## Class of 2019



**Leong Su Yeon**

*Theatre*

*Computer Science, Cornell University, on the Singapore Armed Forces Scholarship*

"The biggest change that SOTA has instilled in me is that I am now able to better connect with others. The most impactful opportunity that I had would be when I spent close to two weeks in Cambodia doing service work. It opened my eyes to the world, and I realised that despite our differences, we are much more alike than we think."

## Class of 2018



**Ashley Jane Leow**

*Film*

*Film, Paris College of Art*

"I think the best thing about the SOTA education is that it is very holistic. I had so many projects that allowed for the freedom of cross-references between multiple subjects, and thus the possibility of linking and applying what I have learnt across various studies to create a well-rounded outcome."

## Class of 2017



**Muhammad Farizi Bin Noorfauzi**

*Visual Arts*

*Fine Arts, LASALLE College of the Arts*

"SOTA exposes you to a holistic education and environment where you can explore and experiment with many art forms in various ways. What I will remember most about SOTA is the valuable time and space that were given to create, and find myself as an artist."

## Class of 2016



**Pavethren s/o Kanagarethnam**

*Music*

*Music Education, National Institute of Education, on the Ministry of Education (MOE) Teaching Award*

"For students considering joining the family, do it! The institution has a diverse, well-rounded curriculum to cater to students from various backgrounds and with various interests, executed by a highly skilled and passionate team of educators who inspire learning and stimulate thinking, in a campus that is home to industry-standard facilities and resources."

**EMBARK  
ON YOUR**

*Creative*

**JOURNEY**



# English Language and Critical Thinking, and Theory of Knowledge

English Language and Critical Thinking (Years 1–4) and Theory of Knowledge (Years 5–6) set the foundation for students to become:

- Inquiring learners and critical thinkers who can analyse and evaluate multiple perspectives and text types
- Individuals who show empathy and respect;
- Effective communicators in the use of standard English Language;
- Artist learners who apply what is learnt in the classroom to their art forms and vice versa

Through English Language and Critical Thinking (ELCT) lessons in Years 1–4, students will learn to analyse a variety of real-world issues, discuss multiple perspectives on these issues, be empathetic and respectful about others' views and opinions, and learn to communicate their views effectively through various platforms.

In ELCT, through a deliberate and progressive scaffolding of activities and lessons, students learn the basics of research skills. In Year 4, students are prepared to embark on independent research to help them gain an understanding of the demanding research skills that they would need in their IB years.

From Years 5–6 in Theory of Knowledge, one of the three core components in the IB Diploma Programme (IBDP), students will examine the nature of knowledge; how knowledge is constructed; and reflect on how we know what we know.

In Personal and Professional Skills, one of the four core components in the IB Career-related Programme (IBCP), students are taught life skills to help further develop as critical thinkers and communicators with deep appreciation for cultural diversity.

## Learning Outcomes

- Communicate effectively through different media and text types
- Nurture an interest in global issues and develop well-reasoned opinions about them
- Be respectful and empathetic to different viewpoints
- Examine global issues in the contexts of groups, society, nation, and global citizenry
- Explore 5 different Areas of Knowledge and reflect on the interaction between knowledge and the knower, while appreciating the value of both personal and shared knowledge.
- Develop life skills grounded on an understanding of different socio-cultural contexts
- Gather relevant information and data from a wide variety of sources for in-depth research into topics of interest
- Develop the research and essay-writing skills needed to facilitate learning in different disciplines
- Foster a spirit of intellectual curiosity and a desire for academic discovery
- Hone critical, creative thinking, and reflective skills

## Key Programmes

- Interdisciplinary lessons
- Arts-integrated learning through creative projects
- Talent development programmes, including philosophical seminars, debate competitions, and educational trips
- Workshops
- One-to-one coaching





# Humanities & Social Sciences

Through the Humanities and Social Sciences, students cultivate a healthy curiosity about the study of humanity, cultures, and societies as they develop research, analytical, and communication skills.

A key feature of the Humanities and Social Sciences education in SOTA is the emphasis on learner-centred, inquiry-based pedagogies as well as experiential learning to provide a platform for rich and engaged learning. Through these experiences, students are encouraged to recognise their roles as local and global citizens who are active contributors to society and the environment.

## Key Programmes

- Humanities and Social Sciences Festival
- *Humanities and Social Sciences Alive!* Programme for Year 3 students
- Talent Development Programme, which includes workshops, participation in competitions, research programme as well as local and overseas educational trips
- Enrichment programme that includes learning journeys, field trips, seminars and more

## Learning Outcomes

- Equip students with a critical understanding and appreciation of disciplines within the Humanities and Social Sciences, namely Economics, Geography, History, and Social and Cultural Anthropology
- Nurture awareness of the development of humanity over time
- Develop analytical, decision-making, and investigative skills for a critical understanding of the world, both past and present
- Live out values such as empathy and respect for diverse perspectives and cultures



# Literature in English

Literature in English seeks to create well-rounded learners who are equipped for the future.

Students will explore local and global writing. This will ground them in issues concerning Singapore society while exposing them to universal concerns. Through developing a sensitivity to the nuances of language, students identify and explore different ways in which texts convey complex ideas. They learn about empathy, compassion, and interpersonal relationships through individual and collaborative work. At the same time, students also make connections within and between texts and contexts, while expressing their thoughts in speech and writing.

This prepares students with skills such as linguistic precision and effective, persuasive communication, which are increasingly important in our complex world.

In the IB Diploma Programme, students choose to offer Literature or Language and Literature at either the Higher or Standard Levels, or Literature and Performance at the Standard Level.

## Key Programmes

- Literature Afternoon and Literature Fest, where lower and upper year students have opportunities to showcase their creativity and passion for the literary works they have studied
- World Book Day celebrations, where the school celebrates the joy of reading through assembly sharing, mini competitions and library book displays
- A range of enrichment programmes, where students extend their knowledge beyond the classroom, for example, attending talks, workshops, performances
- Participation at external Literature festivals, seminars and competitions e.g. National Schools Literature Festival, Gifted Education Branch's Literature Seminar etc.

Literature allows students to explore the nature of literature, and the aesthetic function of literary language while in Language and Literature, students study a wide range of literary and non-literary texts in a variety of media. Literature and Performance allows students to combine literary analysis with performance to further develop their understanding of dramatic literature.

## Learning Outcomes

- Develop skills of critical analysis and evaluation to facilitate a deeper engagement with language and communication
- Acquire skills of close reading, comprehension, and interpretation that empower students to enjoy and appreciate reading
- Foster ethics, values, sensitivities and dispositions for a cosmopolitan society in a globalised age
- Communicate clearly and effectively in both speech and writing
- Acquire a creative imagination and a lifelong passion for knowledge and learning



The SOTA Mathematics curriculum encompasses a wide variety of topics to empower students with the essential mathematical skills to make sense of the world they live in. These include macro-concepts such as pattern, space, change and systems. Students are presented with performance tasks that encourage them to delve into real-world applications of Mathematics. Additionally, an interdisciplinary approach incorporating arts is integrated into the curriculum, enabling students to appreciate the artistic and cultural dimensions of Mathematics.

## Key Programmes

- **Enrichment initiatives:** Participation in a spectrum of international and local Mathematics competitions including the Singapore International Mathematical Modelling Challenge, the Singapore Mathematics Olympiad, and the Australian Mathematics Competition
- **Arts Integration Endeavours:** Collaboration with disciplines like Visual Arts and Music to infuse mathematical concepts with creative expression through various tasks.
- **STEM Initiatives:** Implementation of activities aimed at bridging mathematical concepts with real-world applications, fostering a deeper understanding among students.

## Learning Outcomes

- Deepen understanding and appreciation of mathematics
- Extend the breadth of knowledge and application of mathematics across various disciplines
- Establish connections between mathematical concepts and their real-world applications
- Nurture the development of mathematical thinking in student

# Mathematics





# Mother Tongue Languages

Through the learning of mother tongue languages in SOTA, students will gain knowledge and understanding of languages and culture, and skills in creative writing, inquiry-based learning, and problem-solving. They will discover and connect with their heritage as they go beyond the language to explore various topics and literary works in their respective mother tongues, be it Chinese, Malay, Tamil, or Hindi.

## Key Programmes

- Talent development programme, which includes workshops, participation in competitions, and educational trips
- Cultural activities such as tea art appreciation, batik painting workshops, and shadow puppet-making

## Learning Outcomes

The Standard Level Programme aims to enable learners to:

- Develop language skills of the target language
- Develop the ability to use the target language appropriately and effectively for the purpose of practical communication
- Gain awareness and appreciation of the target language's cultural, historical, and societal issues
- Assume a positive attitude towards language learning and speakers of other languages, cultures, and civilisations

The Higher Level Programme aims to enable learners to:

- Develop an understanding of the characteristics of different literary devices
- Develop a personal voice to different genres of text, while understanding intellectual, emotional, and socio-cultural influences
- Gain insights to culture via literary texts
- Adopt a lifelong learning attitude in pursuing excellence in their language and analytical skills



# Sciences

The SOTA Science curriculum seeks to nurture the inquirer and creative thinker in science. Students are introduced to scientific inquiry and the basics of biology, chemistry, and physics, before they venture into more complex topics during their IB Diploma Programme. They are encouraged to make meaningful connections between science and real-world phenomena, as well as apply their learning in the arts. They learn about the impact and implications of using science and technology in society, as well as the possibilities and limitations associated with science and the work of scientists.

## Key Programmes

- Integrative Learning: Cell Structure and the Arts, Circulatory System and Rhythm in the Arts, Mole Concept and the Arts, Electric Circuits and the Arts
- Integrative Projects: The Scientific Endeavour, Science at Home, Arts in Science, and Conquering the Red Planet
- Enrichment: Biology, Chemistry and Physics Olympiads, Singapore Science and Engineering Fair, and A\*STAR Research Programmes

## Learning Outcomes

- Appreciate scientific study and creativity within a global context
- Acquire, apply, and use a body of knowledge, methods, and techniques that characterise science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge such as the arts

SOTA's Media Education programme for all Year 1 and 2 students equips them with building blocks in digital, media, and visual literacy skills. Students will learn to access, share, critically evaluate, create, and participate in the evolving media landscape. They will also learn basic media production skills while developing a socially responsible attitude towards consuming media and crafting messages with credibility.

## Key Programmes

- Hands-on workshops in all aspects of basic digital media production
- Opportunities to collaborate and create digital content
- Short Film critique and appreciation
- Showcase of original works

## Learning Outcomes

- Develop an understanding of the forms and functions of media
- Develop an understanding of the importance of responsible use of digital and social media
- Develop digital competencies to create and communicate ideas through various forms of media
- Be able to critique, analyse, and evaluate multi-media content
- Be able to collaborate effectively on online platform

# Media Education



Integrated Arts is a two-year programme unique to SOTA, where students are guided to explore the connections between the different arts disciplines. Students develop habits of observation, exploration, and reflection, as well as an awareness of the fundamental concepts and elements of each art discipline: dance, literary arts, music, theatre, and visual arts.

### Key Programmes

- Experiential learning environment guided by the Arts faculties
- Collaborative projects exploring interdisciplinary approaches
- Presentation within and beyond SOTA

### Learning Outcomes

- Be able to acquire knowledge, skills, and understanding of the fundamental concepts and elements of the different arts disciplines
- Be able to draw connections between their own practice and other art disciplines
- Be able to explore and exchange ideas, gaining insight into different perspectives in collaborative art-making.

# Integrated Arts





## Dance

Students specialising in dance will embrace a mind-body approach in learning about the body's capabilities for movement and expression. They will develop confidence as performers and creators, armed with knowledge about dance across cultures and history.

Students will be encouraged to be inquisitive and reflective as they develop analytical and critical thinking skills through theoretical exposure. They will be disciplined, resilient learners who are passionate about dance.

### Key Programmes

- Training in ballet and contemporary dance techniques, movement and improvisation, composition and analysis, and dance contextual studies
- Workshops and masterclasses in various dance genres by local and international guest artists
- Showcases, studio presentations, and choreographic platforms
- Excursions to dance performances

### Learning Outcomes

- Develop proficient knowledge and awareness of the body through exposure to and practice of various dance techniques
- Develop composition and analytical skills for creative expression and communicating ideas through choreography
- Understand the importance of protecting, maintaining, and preserving the dancer's body
- Understand the histories, issues, and theoretical frameworks that support the manifestation of dance
- Gain knowledge and exposure to a wide range of dance genres, which include ballet, contemporary dance, and Southeast Asian dance forms



## Film

Students specialising in film at Year 5 and 6 will explore film as a cinematic art form and track its development through history, theory, and production techniques. They will learn to balance theory and practice, and deconstruct film for meanings through its language and grammar. They will understand film as a cultural document for the exploration of issues ranging from formal aesthetics to historical representation, from regional film industries to transnational audience reception. They will also gain an understanding of the influence of the time and space in which a film is made.

As film is teeming with artistic possibilities, students will acquire the technical and collaborative skills to create original work, which they will showcase.

### Key Programmes

- Masterclasses, talks, and workshops by film professionals
- Study trips and competition opportunities
- Screening of students' original short films

### Learning Outcomes

- Develop an understanding of film as an art form
- Acquire the practical and technical skills of film production
- Be able to formulate stories and ideas in cinematic form
- Be able to critically evaluate film
- Be exposed to filmmaking traditions from more than one culture or time period



In Literary Arts, students learn to critically appreciate a range of literary works from the point of view of a writer while ideating and creating original works. They will explore a range of literary forms such as prose, poetry, and drama, as well as a variety of writing forms, like short stories, playscripts, creative non-fiction and different types of poetry.

Students in the programme will learn the conventions and techniques of each form to understand how to apply these in their own writing. They will also learn to discuss and reflect on the choices they make in writing and editing.

By the end of the programme, Literary Arts students will be empowered to tell their original stories in different mediums and understand that creative writing is an art form that constantly evolves.



## Key Programmes

- Individual and small group mentorship by teachers
- Enrichment programmes conducted by exemplary local writers
- Showcases and online publication opportunities
- Participation in local writing workshops and writers' festivals
- Field trips to explore the rich variety of cultures and traditions in Singapore

## Learning Outcomes

### Students should demonstrate:

- Deep understanding of the creative writing process
- Understanding and appreciation of a range of literary forms
- Application of knowledge of literary forms and a variety of techniques
- Versatility, technique and skill in creating original works in the different forms
- Strong communication and collaborative skills



# Literary Arts





# Music

From vocal, instrumental and music technology in performance studies, to music theory/analysis and composition, students specialising in music will experience the full spectrum of the artform. They will discover music from around the world and examine the development of music across traditions and history. They will also develop craft, perspectives and dispositions of a musician, which will enrich their journey in any field beyond SOTA.

## Creating and Performing Tracks

The Music Faculty offers the Creating and Performing Tracks to our music students. Music is an art form that requires both the conceptualisation and development of ideas, as well as the ability to express those ideas through an instrument/voice.

### Creating Track

The Creating Track programme aims to hone and develop students' creative abilities and skills, as well as further their potential as music arrangers, sound designers, improvisers, or composition specialists.

### Performing Track

The Performing Track programme aims to develop students' potential in the areas of musical performance, musical interpretation, as well as musicianship.

## Key Programmes

- Performance opportunities
- Learning journeys to concerts of diverse musical offerings
- Masterclasses by renowned local and international artists
- Creating-related programmes: music technology workshops, composition workshops, and collaborations (e.g. with National Gallery Singapore and National Library Board)
- World Music workshops by specialists from different musical cultures

## Learning Outcomes

- Develop critical thinking and listening skills
- Develop musicianship skills
- Develop creative approaches to music through composition and collaborative music-making
- Understand and apply elements and concepts of music to every aspect of the musical pursuit
- Demonstrate musicianship in solo and chamber music, as well as in improvisational situations



Students specialising in Theatre will embark on a learning journey that includes aspects of performing, directing, playwriting, critique, stage management, and production design.

Students will gain a creative appreciation and respect for a wide range of theatre traditions, dramatic styles, forms, processes, practices, conventions, and values through practical experience and develop their creative voice and vocabulary. They will discover the value of theatre in a range of social and cultural contexts and develop skills and values for theatremaking and lifelong learning.

## Key Programmes

- Masterclasses, talks, and workshops by local and international artists, and arts educators
- Regional and international exchanges with partner institutions
- Excursions to professional theatre performances

## Learning Outcomes

- Demonstrate an understanding of the practical and theoretical aspects of theatre, performance, and design
- Demonstrate understanding of the nuances of the various theatre traditions, forms, and conventions
- Be able to collaboratively devise theatre with a keen awareness of society, community, and industry
- Be able to conduct independent research and reflection with a critical view and global awareness
- Approach viewing and experiencing theatre and performance with a critical and reflective perspective

# Theatre





# Visual Arts

Students specialising in Visual Arts will acquire knowledge, understanding, and technical abilities in a range of mediums, forms, and expressions. They will be able to create artworks ranging from drawing and painting, to ceramics and sculptures. Through experimentation and imagination, they will learn to harness their artistic impulses for creative outcomes.

Students will gain knowledge and understanding in the formal, theoretical, and historical aspects of visual arts, and expand their analytical and critical abilities in art practice, art theory, and art history. Students will also learn to investigate and document their reflections, interests, ideas, and art-making processes.

## Key Programmes

- Masterclasses, talks, and workshops by local and international artists
- Learning journeys to local and overseas exhibitions, festivals, and art institutions
- Regional and international exchanges with partner institutions
- Collaborations with industry partners and arts organisations

## Learning Outcomes

- Demonstrate understanding and application of the elements and principles of art and design
- Demonstrate skills, techniques, and processes required to communicate concepts and ideas through fine art, design, and digital media
- Be able to articulate meaning and representation in fine art, design concepts, and media art studies
- Be able to create artwork influenced by personal and cultural contexts
- Be able to articulate personal creative ideas and visual vocabulary through a rigorous process of exploration and documentation in various mediums and disciplines
- Strong communication and collaborative skills



# Student Development

Through various student development programmes, SOTA nurtures leaders who will contribute positively and meaningfully to their community with their creativity and talents.

These programmes develop students' social-emotional skills and leadership qualities, and encourage them to contribute meaningfully to local and global communities.

## Character and Citizenship Education

SOTA adopts a whole-school and connected curriculum approach to the teaching of character and citizenship. We believe that students acquire such knowledge and skills through both formal and informal curricula of the academic, arts, and affective. In turn, we hope that students embody values and attributes of the IB Learner Profile to become a "H.I.P. Leader with Passion" after their six years of education in SOTA.

## Learning Outcomes

SOTA's Character and Citizenship Education has the following learning outcomes that are intentionally integrated into the design of learning activities in the classroom and Student Development Experiences (SDEs)\*:

- Develop self-awareness and self-management skills to achieve personal effectiveness and well-being, demonstrating passion in our commitments
- Demonstrate people-centeredness by developing social awareness and managing relationships for personal and social well-being
- Act with integrity and humility, and make responsible decisions and act on them
- Be a H.I.P. Leader with Passion by contributing actively to our nation and reflecting on community and global issues

*\*Adapted from MOE CCE Implementation Handbook - CCE Learning Outcomes*

The above outcomes are explicitly taught in CCE class-based lessons, and integrated in the appropriate academic and arts curriculum, as well as various school-based programmes.

## Leadership Academy

Leadership Academy (LeAd) is a student leadership body that helps students learn about leadership. Students who join LeAd take part in a leadership development programme that focuses on inculcating values, imparting leadership knowledge and providing platforms for students to practise their leadership skills.

### Key Programmes

- Leadership Campaign Trail
- Leadership Development Retreat
- Culture building through celebration of Key school and NE events
- Mentoring of junior leaders by seniors

## Learning Outcomes

At the end of their term of service, LeAd students should:

- Articulate and display the values of Humility, Integrity, People-centredness and Passion
- Possess the traits of the IB Learner Profile as described by IBO and be able to articulate and display these dispositions
- Possess the ability to lead or collaborate with others on projects to positively impact the school and the community
- Have been part of a group/committee that organised a major school event/function





# Community Service

The SOTA Community Service programme aims to prepare students for lifelong learning and community engagements. It serves to prepare students to participate fully in today and tomorrow's world demands. Through the pedagogy of experiential learning, it seeks to develop students who will learn to appreciate and respect social-cultural diversity, and demonstrate respect and care for the community. We strongly encourage SOTA students to use their artistic talents to partner and advocate for the larger good, and demonstrate the zest for challenge, adventure, and creative endeavours.

SOTA students are introduced to local service and experiential learning community and issues-based projects in Year 3, leading towards more rigorous community engagement projects at Year 4. These programmes pave the way for the Creativity, Activity, Service (CAS) or Service Learning (SL) projects they will undertake at Year 5 and 6. CAS and SL are, respectively, one of the core components of the IB Diploma Programme (IBDP) and IB Career-related Programme (IBCP).

## Key Programmes

- Year 3: A 5-month Service, Action in Community (SAC) programme
- Year 4: A 5-month extensive project research, discussion and preparation with the community partners, leading towards local Service Learning (SL) community engagements and projects
- Years 5 and 6: An 18-month CAS or SL programme with a wide variety of community engagement and activities.

## Learning Outcomes

- Understand the challenges faced by different communities, build relationships, and serve members of the community
- Apply artistic skills to serve the community, while exploring critical social issues, cross-cultural nuances, and his/her identity as a young artist
- Enhance personal and interpersonal development through experiential learning
- Initiate community projects which are sustainable and add value to the larger community



# Experiential Education

In SOTA's Experiential Education, students develop knowledge, skills and values through purposefully crafted physical and outdoor experiences. A key feature of experiential learning is the focus on direct experiences to foster students' growth in their physical, kinesthetic and affective domains. Through these experiences, we hope to nurture students who will become independent and self-directed learners with passion for physical pursuits.

## Learning Outcomes

- Exhibit broad-based physical and movement competencies to engage and enjoy in a wide variety of sports and games
- Possess the skills and knowledge to develop and maintain lifelong healthy and active living
- Develop outdoor skills and a spirit of adventure so as to foster an interest in outdoor recreation activities
- Embody essential life skills such as teamwork, resilience, and leadership through the engagement in sports and outdoor adventure activities

## Key Programmes

- Sports and Games Education
  - Territorial Invasion Games (Floorball, Futsal, Netball, Tag Rugby, Ultimate Frisbee)
  - Net Barrier Games (Badminton, Pickleball, Volleyball)
  - Striking and Fielding Games (Softball)
  - Target/Wall Games (Tchoukball)
  - Individual Challenge Modules (Abseiling, Bouldering and Sport Climbing)
- Physical Health and Fitness Education
  - Physical Health and Fitness Education Modules (Introduction to Health and Fitness, Health and Skills Related Fitness, Principles of Training etc)
  - Fitness Conditioning Modules (Weights and Resistance Training, Suspension Training, Body Strength & Alignment, Myofascial release)
- Outdoor Adventure Education & Life Skills
  - Basic First Aid with CPR/AED
  - Coastal Kayak
  - Orienteering
  - Outdoor Cooking
  - Safe Cycling
  - Environmental Literacy
  - Level Camps & OBS
  - Overseas Outdoor Adventure Expeditions

# Admissions, Scholarships, and Bursaries

## Admission Criteria and Talent Academy

We are looking for students who are passionate and talented in the arts and demonstrate the ability or potential to complete the International Baccalaureate (IB) curriculum.

100% of our students are admitted through the Ministry of Education (MOE) Direct School Admission – Secondary Exercise (DSA-Secondary). Selection is done at our Talent Academy (TA) conducted in June annually.

Students who are interested to join SOTA may apply during the application period from April to May. Please refer to the [TA website](#) for information on the application timeline.

Shortlisted applicants are required to attend the Talent Academy where they must complete their individual auditions/ portfolio presentations, group activities, panel interviews, and online questionnaires. Applicants not studying in a local mainstream school are required to sit for the relevant entrance tests.

To find out more about admissions, scholarships, or bursaries offered by SOTA, please visit our website:

### Admissions:

[www.sota.edu.sg/admissions](http://www.sota.edu.sg/admissions)

[www.sota.edu.sg/admissions/sfs-scholarships](http://www.sota.edu.sg/admissions/sfs-scholarships)

## Bursaries

Tiered school and miscellaneous fee subsidies ranging from 33% to 100%, and supplementary financial assistance benefits funded by The Ngee Ann Kongsi and SOTA Student Assistance Fund (SAF) are provided to SOTA students who meet the criteria. Parents can refer to the [school website](#) for more details.

## Scholarships

Scholarships are available every year for SOTA students with outstanding achievements in the artistic, academic, and affective domains. Students who meet the scholarship criteria will be shortlisted for the scholarship. Application is not required. All scholarships awarded are valid for one academic year only.

## Other Financial Support

At SOTA, we believe that no child who has potential and shows passion in the arts should be deprived of an education anchored in the arts due to financial challenges. Check out [our website](#) for the various financial assistance available for our students who face financial hardship so that they can focus on their studies.

Access our  
TA audition notes here.

### Audition notes:

[www.sota.edu.sg/admissions/talent-academy/  
preparation-notes-checklists](http://www.sota.edu.sg/admissions/talent-academy/preparation-notes-checklists)

**School of the Arts Singapore**

+65 6338 9663

[enquiries@sota.edu.sg](mailto:enquiries@sota.edu.sg)

1 Zubir Said Drive, Singapore 227968

 /SOTA.SG    @SOTASG

 SOTA.EDU.SG

**WHAT DO YOU**  
**#createfor?**

