

NEVER TOO
SMALL



DREAM
BIG

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Inspired by how SOTA encourages students to develop an artistic vision larger than oneself, the theme for this year, "Dream BIG!", was conceptualised by Visual Arts students Gabrielle Khoo, Maverick Chua, and N-ya Lim. The theme recognises the potential of every student and reflects the hope that each child may use his or her talents to positively impact the wider community in the future.

PRINCIPAL'S MESSAGE



Mrs Mary Seah
Principal,
School of the Arts,
Singapore

At SOTA, we encourage students to dream big.

Built upon the belief that no one is too small to make an impact on society, the SOTA education experience is dynamic and full of possibilities. With a unique curriculum that seeks to help students find connections between the arts and academics, students are encouraged to develop an artistic vision, one that would positively and creatively impact the world. The SOTA community is made up of staff and students who are passionate about their disciplines, collectively inspiring one another to plumb the depths of knowledge and to reach further into the horizon of what they do not yet know.

Dream big. We welcome you to journey with us.

**“ No one
is too small
to make
an impact
on society.”**

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 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 academic teachers are trained educators with several years of teaching experience. Many of our arts teachers are practising artists who will offer students insights into the creative inspirations and perspectives of real-life arts practitioners.

Academic Calendar

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

Vision

Creative Citizens
for the Future

Mission

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

Values

Humility
Integrity
People-centredness
Passion

DISCOVER SOTA



THE SOTA EDUCATION EXPERIENCE



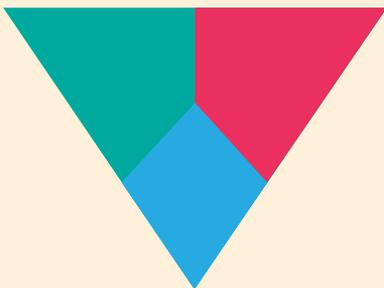
FUTURE-READY LEARNER

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).

Academic
*Future-ready
Learner*

Artistic
*Artistic and Creative
Professional*



Affective
Empathetic H.I.P.P. Leader

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
- 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 talent, potential and maturity of thought in their artistic development, as well as their interest in pursuing arts studies at art institutes and conservatoires.

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

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

In addition, students will generally offer:

- Three modules of Career-related Studies
- One Arts subject at Higher Level
- One Language Acquisition subject at Standard Level
- One optional Individuals and Societies subject at Standard Level

Connecting theory with practice, SOTA's specialised arts programmes emphasise real-life 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 the arts and society in local, regional and global contexts
- Develop an artistic identity and drive for lifelong learning and engagement with the arts

EMPATHETIC H.I.P.P. LEADER

SOTA seeks to develop future cultural leaders with:

Humility

Integrity

People-centredness

Passion

[Find out more about H.I.P.P here](#)

ARTISTIC AND CREATIVE PROFESSIONAL

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.

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 and workshops by prominent experts, as well as participation in overseas arts programmes.

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.

SOTA Affective Programmes

Through its 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 students to contribute meaningfully to local and global communities. Students are also given opportunities to initiate, plan, execute, and lead their own projects to meet the needs of the community or organisations 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. Leaders with Passion.

CURRICULUM OVERVIEW

Foundation Years

Years 1 and 2

- English Language and Critical Thinking
- Literature in English
- Mother Tongue Languages
- Humanities and Social Sciences
- Coordinated Science

- Mathematics
- 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
- Arts: Dance, Literary Arts, Music, Theatre, or Visual Arts
- Service, Action in Community
- Experiential Education
- Character and Citizenship Education
- Arts Plus# (optional)

Year 4

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

* Only for Chinese Language

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

Only with specific subject combinations

* Foundation Languages (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

IB Years

Years 5 and 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#

Language Acquisition*

- Language B: Chinese, Anticipated Chinese⁺, Malay[#], Hindi[#], or Tamil[#], or Language Ab Initio: Chinese[#], Spanish[@], or French[@]

Individuals and Societies**

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

Sciences

- Biology, Chemistry, or Physics

Mathematics

- Mathematics: applications and interpretations[#] or Mathematics: analysis and approaches

The Arts

- Dance, Film, Music, Theatre, or Visual Arts

Years 5 and 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*. Students may also offer to take a third DP Subject in individuals and societies**.

Core

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

Career-related Studies

- Dance, Music, Theatre, or Visual Arts

Language Acquisition*

- Language B: Chinese, Anticipated Chinese⁺, Malay[#], Hindi[#], or Tamil[#], or

Individuals and Societies**

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

The Arts

- Dance, Music, Theatre, or Visual Arts

* Students not exempted from Mother Tongue Languages must choose the 2nd compulsory subject from Language Acquisition

** Students may offer an optional 3rd DP subject from Individuals and Societies

⁺ One year course

[#] Offered at Standard Level only

[@] 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 teaching and learning needs.

Performance / Exhibition Spaces



Gallery



Concert Hall



Drama Theatre



Studio Theatre (Black Box)

School Facilities



Ceramics Studio



Dance Studios



Theatre Studios



Sports Field on Roof Terrace



Orchestral Rehearsal Studio



EXPLORE DIVERSE POSSIBILITIES

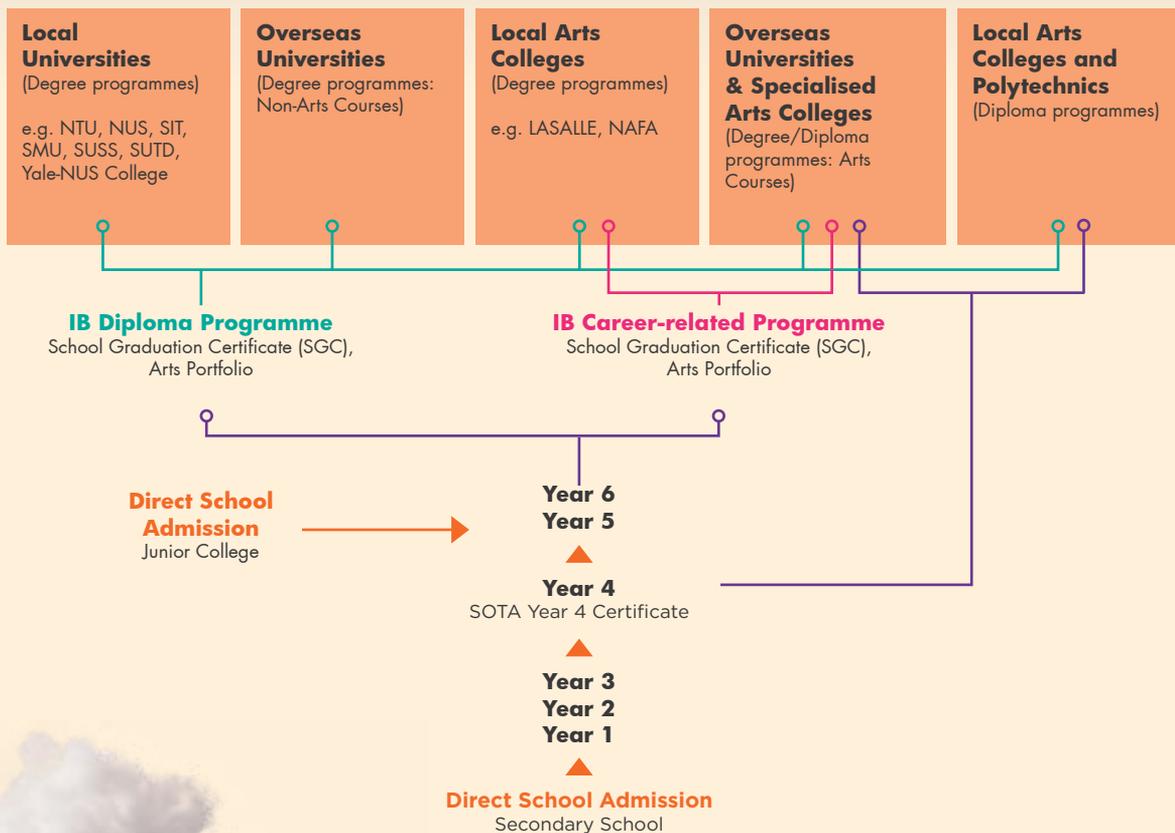
EDUCATION PATHWAYS

IB qualifications 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 & CAREER GUIDANCE

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

The ECG Committee also develops partnerships and networks with other institutions to provide students with educational and attachment 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

Tertiary institutions that SOTA graduates have been, or are currently enrolled in:

Singapore

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

Rest of Asia

- Hong Kong Academy for Performing Arts
- Osaka University of the Arts
- Peking University
- Samsung Art and Design Institute, South Korea
- Taipei National University of the Arts (TNUA)
- Tama Arts University, Tokyo
- The University of Hong Kong (HKU)
- Waseda University

Australia

- Curtin University
- Griffith University
- Monash University
- Murdoch University
- University of Adelaide
- University of Melbourne (UniMelb)
- University of New South Wales
- University of Queensland
- 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
- Sheridan College
- University of British Columbia
- University of Manitoba
- University of Waterloo

Europe

- Alchimia Jewelry School, Italy
- ArtEZ University of the Arts, Netherlands
- Delft University of Technology, Netherlands
- Design Academy Eindhoven (DAE), Eindhoven, Netherlands
- ESSEC Business School, France
- 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

New Zealand

- New Zealand School of Dance
- Victoria University of Wellington

United States of America

- Arizona State University
- Berklee College of Music
- Boston Conservatory at Berklee
- Boston University
- California Institute of the Arts
- Carnegie Mellon University
- Cleveland Institute of Music
- Columbia University in the City of New York
- Cornell University
- Emerson College
- Maryland Institute College of Art
- New England Conservatory of Music
- New York University
- Northwestern University
- Oral Roberts University
- Parsons School of Design
- Pepperdine University
- Pratt Institute
- Purdue University
- Reed College
- Roosevelt University (Chicago College of Performing Arts)
- 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
- The Juilliard School
- The New School
- Tufts University
- United States Naval Academy
- University of California – Los Angeles
- University of California – San Diego
- University of Chicago
- University of Cincinnati
- University of Michigan – Ann Arbor
- University of Southern California
- 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 School of Economics and Political Science (LSE)
- Newcastle University
- Northern School of Contemporary Dance
- 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 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
- University College London
- University of Birmingham
- 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 been offered and taken up the following scholarships in the past five years.

Government/ Local Scholarship Organisations

- Building and Construction Authority (BCA)
- Civil Aviation Authority of Singapore
- Loke Cheng-Kim Foundation
- Media Development Authority Singapore (MDA)
- Micron Technology
- Ministry of Education (MOE)
- Ministry of Health (MOH)
- Ministry of the Environment and Water Resources (MEWR)
- Ministry of National Development (MND)
- National Arts Council (NAC)
- National Parks Board (NParks)
- Public Service Commission (PSC)
- Singapore – Industry Scholarship (SgIS)
- Singapore Police Force (SPF)
- Singapore President's Scholarship

Singapore Universities & Conservatories

- 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)
- Yale-NUS College
- Yong Siew Toh Conservatory of Music, NUS

Global University Scholarships

- Berklee College of Music
- Birmingham Conservatoire, Birmingham City University
- Chicago College of Performing Arts, Roosevelt University
- City University of Hong Kong (CityU)
- Griffith University
- King's College London
- Maryland Institute College of Art
- New York University (NYU) – Shanghai
- Pepperdine University
- Royal Conservatoire of Scotland
- Royal Northern College of Music
- Royal Welsh College of Music and Drama
- Sophia University, Japan
- Stanford University
- The Boston Conservatory
- University of British Columbia
- 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 University

University Alumni Scholarships

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

ALUMNI TESTIMONIALS

Class of
2019



Leong Su Yeon

Theatre

Intends to pursue Astrophysics and Theoretical Physics

"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 Kanagarethinam

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."

Class of 2015



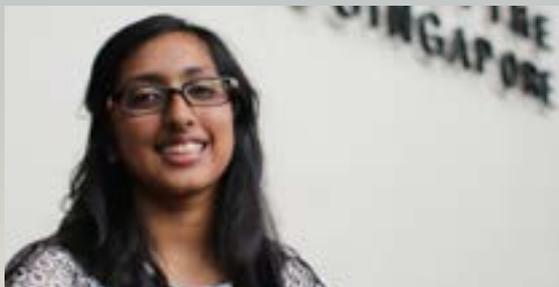
Chan Mei Fei

Dance

Physiotherapy, Singapore Institute of Technology - Trinity College of Dublin (SIT-TCD)

"Being in SOTA has taught me many things, one of which is to push your limits. SOTA is a tabula rasa, we come in as a blank canvas and we work our way through our craft. It gives you the freedom of choice to be who and what you want to be that is only limited by your own imagination."

Class of 2014



Amrita Sridhar Narayanan

Visual Arts

Mathematical Sciences, Nanyang Technological University

"SOTA provided me with opportunities to grow as a leader. It taught me to be humble through numerous service learning opportunities. It also gave me courage to pursue my dreams with a fresh, creative and global perspective. SOTA builds students differently, focusing on the journey of moulding us into better individuals."

Class of 2013



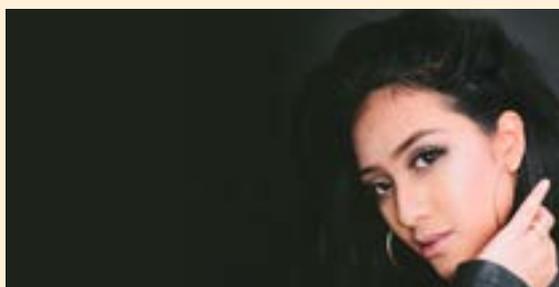
Natalie Khoo

Film

Archaeology, University of Cambridge

"SOTA is one of the best decisions I made. It gave me a space to learn, explore, and experiment. I was able to study film and anthropology at SOTA, which opened up new ways of thinking and doing while making interdisciplinary connections. My biggest takeaway is meeting some of my best friends and artistic collaborators."

Class of 2012



Amni Musfirah

Music

Contemporary Writing and Production, Berklee College of Music

"One of the key things that SOTA showed me was the importance of integrated learning and experience. This was crucial in our growth as teenagers because we were taught to appreciate differences in opinion, work, art and more. Despite the differences, we can come together to achieve something great."

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, and are effective communicators in the use of standard English Language
- Artist learners who are able to use what is learnt in the classroom in their arts and what is learnt in their arts in the classroom

Through English Language and Critical Thinking lessons, students will learn to analyse a variety of real-world issues, discuss multiple perspectives on them, be empathetic and respectful about others' views and opinions, and learn to communicate their views effectively through various platforms.

From Years 1-4, 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 demands for research skills they would need in their IB years.

In Theory of Knowledge, one of the three core components in the IB Diploma Programme (IBDP), students will examine what knowledge is; 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 them as critical thinkers and communicators with deep appreciation for cultural diversity.

Key Programmes

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

Learning Outcomes

- Communicate effectively through different media and text types
- Nurture an interest in global issues and develop well-reasoned analysed opinions about them
- Be respectful and empathetic of different viewpoints
- Examine global issues of human interactions with each other and the environment, in the contexts of groups, society, nation, and global citizenry
- Explore the various Ways of Knowing in the context of different Areas of Knowledge, while appreciating the value of both personal and shared knowledge
- Develop life skills grounded on an understanding of different socio-cultural contexts
- Be able to effectively gather relevant information and data from a wide variety of sources
- 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
- Provide opportunities for in-depth research into topics of interest
- Nurture effective communication abilities
- Hone critical, creative thinking, and reflective skills





HUMANITIES AND 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 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 nurture 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, and expose 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 for careers in fields that require skills of linguistic precision and effective, persuasive communication, such as law, journalism, marketing and advertising, etc.

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

Key Programmes

- *Literature Afternoon*, where students have opportunities to showcase their creative works
- A range of enrichment programmes, where students extend their knowledge beyond the classroom, for example, going on literary trails and creating dramatic works for presentation to their peers
- Talks by local and international authors and poets, and guest lectures by academics to deepen students' contextual and literary appreciation

Learning Outcomes

- Acquire skills of close reading, comprehension, and interpretation that empower students to enjoy and appreciate reading
- Develop skills of critical analysis and evaluation to facilitate a deeper engagement with language and communication
- 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 offers a wide variety of topics, which aims to equip students with the mathematical skills that they will need to make sense of the world they live in. Macro-concepts like pattern, space, change and system are discussed in the Mathematics classroom and opportunities like performance tasks, projects etc. are given to students to explore and apply Mathematics in the real world. An arts-integrated approach is also infused to the Mathematics curriculum to allow students to explore the artistic and cultural perspectives of Mathematics.

Key Programmes

- Talent development programme, which includes Mathematics Olympiad training, Renaissance Programme in collaboration with the Science Faculty, and participation in Mathematics competitions
- Arts Integration Project in collaboration with various art forms
- Maths enrichment programme such as learning journeys to help students connect mathematical concepts to the arts

Learning Outcomes

- Deepen understanding and appreciation of Mathematics
- Extend knowledge and application of Mathematics to other disciplines
- Connect and apply Mathematics in the real world
- Cultivate Mathematical thinking in students

MATHEMATICS





MOTHER TONGUE LANGUAGES

In learning Mother Tongue Languages in SOTA, students will not only gain knowledge and understanding of the language and culture, but also 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 workshop 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 towards 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 in different genres of text, while understanding the intellectual, emotional and socio-cultural influences
- Gain insights to the culture via literary texts
- Adopt a lifelong learning attitude in pursuing excellence in their language and analytical skills



SCIENCES

Students are introduced to the basics of Biology, Chemistry and Physics, before they venture into more complex topics like Human Physiology, Medicinal Chemistry and Imaging 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

- Arts Integration: Cell Structure and Visual Arts, Cell Processes and Film, Mole Concept and Visual Arts, Particulate Nature of Matter and Theatre, Sound and Music, and Light and Dance
- Projects: Diversity Field Trip, Science at Home, Arts in Science, and Conquering the Red Planet
- Enrichment: Kites and Origami (in collaboration with the Mathematics Faculty), Advanced Materials, Coding and Robotics, Science Olympiads and Aerospace

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



MEDIA EDUCATION

SOTA's Media Education programme for all Year 1 and 2 students enables students to develop foundational digital, media and visual literacy skills. Students will be equipped to access, share, critically evaluate, create and participate in the evolving media landscape. They will learn about basic media production tools while developing a socially responsible attitude towards ingesting 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
- Be able to critique, analyse and evaluate multi-media content
- 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 collaborate effectively within online environments

Integrated Arts is a two-year programme unique to SOTA, where students are exposed to a range of arts disciplines, and guided to explore the connections between them. Students develop Studio Habits of Mind such as 'Observe', 'Stretch and explore' and 'Reflect', as well as awareness of the fundamental concepts and 'building blocks' (elements) of each arts discipline.

Key Programmes

- Experiential learning environment, guided by artist-teachers
- Collaborative projects exploring interdisciplinary approaches
- Presentation within and beyond SOTA

Learning Outcomes

- Acquire knowledge, skills and understanding of the fundamental concepts and 'building blocks' (elements) of the different arts disciplines
- Be able to explore and embrace different possibilities and perspectives in collaborative art-making
- Gain insight to the potential of artistic collaboration and exchange of ideas, and diversity in means of expression

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

- Dance education, which includes 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
- Understand the importance of protecting, maintaining and preserving the dancer's body
- Develop composition and analytical skills for creative expression and communicating ideas through choreography
- 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

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 learn to balance theory and practice, to deconstruct the film for meanings through its language and grammar. They will understand that film is a cultural document that allows for exploration of issues, ranging from formal aesthetics to historical representation, from the regional film industries to transnational audience reception, including the influence of the time and space in which it is made.

As film is teeming with artistic possibilities, students will acquire the technical and collaborative skills to create original work, which is presented in industry-standard screening events at the end of each year.

Key Programmes

- Masterclasses, talks, and workshops by film professionals
- Student exchange and visits with partner institutions
- Study trips and competition opportunities
- Screening of students' original short films

Learning Outcomes

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

FILM





LITERARY ARTS

Literary Arts is a four-year specialised Arts programme. At Years 5 and 6, Literary Arts students proceed to complete the IB Diploma Programme.

In Literary Arts, students learn to critically appreciate a range of literary works from the point of view of a writer, and to ideate and create 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, comics, creative non-fiction, and different types of poetry.

Students in the programme will learn the conventions and techniques of each form and 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, 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

- Demonstrate deep understanding of the creative writing process
- Demonstrate understanding and appreciation of a range of literary forms
- Apply knowledge of literary forms and a variety of techniques
- Develop versatility, technique and skill in creating original works in the different forms
- Demonstrate strong communication and collaborative skills



MUSIC

Students specialising in Music will experience the spectrum of music, from voice and instrumental study, to music theory and analysis, and composition. 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 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. National Gallery and National Library Board)
- World Music workshops by specialists from different musical cultures

Learning Outcomes

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



THEATRE

Oedipus 2018

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 theatre-making and lifelong learning.

Key Programmes

- Masterclasses, talks and workshops by local and international artists, and arts educators
- Regional and international exchanges with partner institutions
- Opportunities to rehearse and perform studio presentations
- Participation in professionally-simulated productions
- 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

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 regional exhibitions, design festivals, and overseas institutions
- Regional and international exchanges with partner institutions
- Collaborations with industry 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

VISUAL ARTS



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, and can practise them through a variety of platforms and programmes. In turn, we hope that students embody the values and attributes of the IB Learner Profile to become a “H.I.P. Leader with Passion” after six years of education in SOTA.

Key Programmes

- Weekly class-based lessons
- Small group and individual mentoring
- Class meetings
- Level talks and workshops
- Education counselling
- Leadership training and workshops

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 manage 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.

The above outcomes are taught in **CCE class-based lessons**, and integrated in the appropriate academic and arts curriculum, as well as various school-based programs. Overarching key questions are identified to unpack each big idea. These key questions are used to guide and stimulate discussions in class. These key questions also help our students to think about the **habits, values, attitudes, competencies and skills** that they need to help them **achieve their potential and become positive contributing members of our community.**

CCE lessons at SOTA provide the time for class mentors to engage and build relationship with their students through discussions and effective classroom strategies. CCE lessons at SOTA are used in the following ways:

- explicit teaching of values and social and emotional skills to address the holistic developmental needs of our students;
- equip our students with knowledge and skills to better understand real-world contexts; and
- discussions on contemporary issues to enable our students to grasp current realities in our national, regional and global contexts; to reflect on their national identity; to develop civic consciousness and the will to make a difference in society. Our students also learn social-emotional competencies and 21st century competencies

Angie is blown away by the throws of the wind, not knowing where she'll end up, or if she'll ever end up settling at all.

Angie's Shocking Adventure
- by 2020 Project Sapling



COMMUNITY SERVICE

The SOTA Community Service programme aims to prepare our students for lifelong learning and service. It serves to prepare students to participate fully in today's and tomorrow's world demands, and through the pedagogy of experiential learning, we seek to develop students who will learn to appreciate and respect social-cultural diversity, and demonstrate respect and care for the community. We also hope that SOTA students will use their talents to benefit the larger good, and will possess the zest for challenge, adventure, and creative endeavours.

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

FAMCHAMPS FAMILY MONTH! PACKAGE!

DID YOU KNOW?



#1 - In Singapore's nature reserves, they play the ecological role of dispersing seeds.

#2 - Long-tailed Protonotara are known to use their tails to play spin-top games and acrobatics.

DID YOU KNOW?



#1 - The porcupine's quills can be used for protection.

#2 - The porcupine's quills can be used for protection.

DID YOU KNOW?



#1 - Sloths are the slowest animals in the world.

#2 - Sloths are the slowest animals in the world.



Key Programmes

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

Learning Outcomes

- Understand the challenges faced by different communities, build relationships, and serve members of the community
- Use artistic skills to serve a 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

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 and deliberate reflections to foster students' growth in their physical, kinesthetic and affective domains. Through these experiences, we hope that students will become independent and self-directed learners who have a passion for adventure and physical pursuits.

Key Programmes

- Sports and Games Education such as Territorial Invasion Games, Net Barrier Games, Striking and Fielding Games, and Target/Wall Games
- Fitness modules such as Weights Training, Suspension Training, Body Strength & Alignment and Myofascial release
- Adventure sports modules such as Sport Climbing, Abseiling, and Bouldering
- Outdoor Adventure Programmes such as Camping, 1-Star Kayak Certification, Coastal Kayak Expedition, Orienteering Challenge, Safe Cycling, Environment Literacy, and Overseas Outdoor Adventure Expeditions

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

EXPERIENTIAL EDUCATION



ADMISSIONS, SCHOLARSHIPS AND BURSARIES

Admission Criteria and Talent Academy

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

100% of our students are admitted through the Ministry of Education Direct School Admission – Secondary (DSA-Secondary) Exercise via the Talent Academy (TA).

The TA is an annual selection platform, which includes individual auditions or portfolio presentations, group sessions, panel interviews, online questionnaires and entrance tests*. Students who are interested to join SOTA may apply during the TA period. All shortlisted applicants will attend the TA and participate in audition activities required of the art form.

** For applicants who are not studying in a local mainstream school only.*

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

Admissions:

www.sota.edu.sg/admissions/talent-academy

Scholarships and Bursaries:

www.sota.edu.sg/admissions/FAS-and-scholarships

Scholarships

A host of scholarships is available every year for SOTA students with outstanding achievements in the artistic, academic and affective domains. Students who meet the scholarship criteria will be awarded the scholarship. Application is not required.

Bursaries

Tiered school and miscellaneous fee subsidies ranging from 33% to 100% and provision of financial assistance benefits funded by The Ngee Ann Kongsi and the SOTA Student Assistance Fund (SAF) are provided to SOTA students who are Singapore Citizens and meet the criteria.

Scan the QR code to gain access to our TA audition notes.

Audition notes:

www.sota.edu.sg/admissions/talent-academy/preparation-notes-checklists





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