Celebrating Experimentation, Expression and Discovery

where arts & academics share the stage
Principal’s Message

Discovering SOTA

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Admission, Scholarships and Bursaries
Knowledge is a live network of seamlessly interconnected fields, each evolving in dynamic tandem with the others. Truth knows no outer rim or inner partitions. While we apply specific methodology unique to each discipline to study its intricate detail, a fuller picture of the world emerges when disparate parts of the larger jigsaw fall in place.

At SOTA, we offer a holistic education that develops in equal measure the artistic, academic and affective aspects of each student. The rigorous practice and study of the arts serves as a rich and vibrant nexus for students to explore interdisciplinary connections. Learning comes alive in our humanities, language and science lessons through arts-inspired pedagogies. Academic concepts are taught via vivid and compelling arts metaphors, so students experience the interweaving of artistic themes within all forms of academic study.

Drawing upon creative art-making processes, SOTA students develop the capacity to construct an independent view of the world, generating original ideas seeded with practical potential. By liberating the imagination through artistic practice, our students approach any given scenario from multiple perspectives, interfacing elements of the arts, the humanities and the sciences. As a result, SOTA alumni have been accepted at the most reputable universities and conservatories around the world, and are now poised to make an immeasurable impact in the arts and beyond.

SOTA represents the arts made real. We strive to be a passionate learning community that encourages experimentation, expression and discovery across the curriculum, while remaining grounded in a genuine sense of social responsibility. We invite students with a passion for the arts to be part of our community and commitment to make real-world change through the power of the arts.

Ms Lim Geok Cheng
Principal,
School of the Arts,
Singapore
discovering SOTA
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 the IB Career-related Programme.

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 for youths aged 13 to 18 years old can best be realised.

With a vision to shape and impact society through an education in the arts, SOTA aims to identify and groom future generations of artists and creative professionals to be leaders in all fields, and to be patrons and supporters of 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 in other schools. Many of our arts teachers are practising artists who will offer students insights into the creative inspirations and perspectives of real-life practitioners.

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

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

- Ceramics Studio
- Gallery
- Dance Studios
- Drama Theatre
- Theatre Studios
- Concert Hall
- Sports Field on the Roof Terrace
- Orchestral Rehearsal Studio
- Studio Theatre (Black Box)

Performance / Exhibition Spaces
raising the curtain on education & experimentation
The SOTA Education Experience

Creative Professional in the Making

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 students to be intellectually curious and equip them with the knowledge, conceptual understanding, skills, reflective practices and attitudes needed to become autonomous life-long learners. The six-year course culminates in the International Baccalaureate (IB) Diploma Programme or the International Baccalaureate (IB) Career-related Programme.

International Baccalaureate Diploma Programme (IBDP)

Years 5 and 6 form the IB years where 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 take:

• Three subjects at a Higher Level, which include an Arts subject
• Three subjects at a 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 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 will generally take:

• Three modules of Career-related Studies
• One Group 6 (Arts) subject at a Higher Level
• One Group 2 (Language Acquisition) subject at a Standard Level
• One optional Group 3 (Individuals and Societies) subject at a Standard Level
Artist in the Making

Connecting theory with practice, SOTA’s specialised arts and integrated arts programmes emphasise real-life creative processes that promote strong artistic capabilities, including critical thinking skills and creative awareness, 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, Literary Arts, Music, Theatre or 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 festivals and summer programmes at internationally renowned institutions.

Through the Integrated Arts Programme, students are exposed to the full range of art forms present at SOTA and are imbued with an awareness of the synergies between the arts and academic disciplines, thus developing a deeper understanding of their chosen art form.

SOTA Affective Programmes

Through the affective programmes, SOTA nurtures leaders who will enrich society with their creativity and talents. Programmes and activities such as level camps, local/overseas service learning, Creativity, Activity, Service projects and leadership expeditions develop students’ social-emotional skills and leadership qualities. Through these programmes and activities, students are encouraged to contribute meaningfully to local and global communities, and are given the opportunities to initiate, plan, execute and lead their own community projects.

SOTA also has a dedicated team of teacher-mentors, comprising Class, Year, Arts and Subject Mentors who collaborate to meet the students’ social-emotional, artistic and academic needs while supporting their holistic development.

H.I.P. Leader with Passion

SOTA seeks to develop future leaders with:

- **Humility**
- **Integrity**
- **People-centredness**
- **Passion**
Curriculum Overview

**Years 1 & 2**
- English Language & Critical Thinking
- Literature in English
- Mother Tongue Languages
- Humanities & Social Sciences
- Coordinated Science
- Mathematics

**Year 3**
- English Language & Critical Thinking
- Literature in English
- Mother Tongue Languages (Standard or Higher Level)
- Geography or History
- Biology, Chemistry or Physics*
- Fundamental Mathematics or Mathematics
- Arts: Dance, Literary Arts, Music, Theatre or Visual Arts
- Service, Action in Community
- Experiential Education
- Character & Citizenship Education

* Students may opt to do one or more subjects. Once decided, they are to commit to taking these subjects throughout Years 3 and 4

**IBDP Years 5 & 6**
The IBDP requires a student to offer the Diploma Core Subjects, three subjects at a Higher Level that include the Arts and three subjects at a Standard Level.

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

**Group 1**
- Literature in English, Language and Literature, Literature and Performance*

**Group 2**
- Language B: Chinese, Anticipated Chinese*, Malay*, Hindi* or Tamil*
- Language ab initio: Chinese*, Malay*, Spanish* or French*

**Group 3**
- Social and Cultural Anthropology, Geography, History or Economics

**Group 4**
- Biology, Chemistry or Physics

**Group 5**
- Mathematics or Mathematical Studies"

**Group 6**
- Dance, Film, Music, Theatre or Visual Arts

# offered at Standard Level only
@ online course only
+ one year course

**Year 4**
- English Language & Critical Thinking
- Literature in English
- Mother Tongue Languages: (Foundation*, Standard or Higher Level)
- Geography or History
- Biology, Chemistry or Physics
- Fundamental Mathematics, Mathematics or Accelerated Mathematics
- Arts: Dance, Literary Arts, Music, Theatre or Visual Arts
- Independent Research Essay
- Local/Overseas Service Learning
- Experiential Education
- Character & Citizenship Education

* Foundation Language (Chinese or Malay) is offered as an enrichment subject and only applicable to students who are exempted from Mother Tongue or offered Mother Tongue in lieu.

**IBCP Years 5 & 6**
The IBCP requires a student to offer the IBCP Core subjects, the Career-Related Study and two* Diploma Subjects of which one must be Group 6 – Arts at a Higher Level, and the other in Group 2**.

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

**Career-related Studies**
- Dance, Music, Theatre or Visual Arts

**Group 2**
- Language B: Chinese, Anticipated Chinese*, Malay*, Hindi* or Tamil*
- Language ab initio: Chinese*, Malay*, Spanish* or French*

**Group 3**
- Social and Cultural Anthropology, History, Geography or Economics

**Group 4**
- Dance, Film, Music, Theatre or Visual Arts

# offered at Standard Level only
@ online course only
* Students may take an optional 3rd DP subject (from Group 3)
** Students exempted from Mother Tongue Languages will choose the 2nd compulsory DP subject from Group 2 or 3
setting the stage for

excellence & distinction
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 options.

SOTA’s team of teachers in the Education Career Guidance (ECG) Committee provide education counselling and support (through testimonials) 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 higher education beyond SOTA so they can further develop their talent and potential.

### Education Pathways

**Local Universities**
(Degree programmes)
e.g. NTU, NUS, SIT, SMU, SUTD, Yale-NUS College

**Local Arts Colleges**
(Degree programmes)
e.g. LASALLE, NAFA

**Overseas Universities**
(Degree programmes: Non-Arts Courses)

**Overseas Universities & Specialised Arts Colleges**
(Degree/Diploma programmes: Arts Courses)

**Local Art Colleges and Polytechnics**
(Diploma programmes)

**IB Diploma Programme**
School Graduation Certificate (SGC), Arts Portfolio

**IB Career-related Programme**
School Graduation Certificate (SGC), Arts Portfolio

**Direct School Admission**
(Junior College)

**Direct School Admission**
(Secondary School)
Succeeding Beyond SOTA

SOTA’s alumni continue to shine in renowned educational institutions in Singapore and around the world. Their achievements span diverse fields from the academic and artistic to societal leadership.

A testament to the SOTA education, our graduates have been accepted into degree programmes at the following tertiary institutions.

**Singapore**
- DigiPen Institute of Technology – Singapore
- Intercultural Theatre Institute, Singapore
- Nanyang Academy of Fine Arts (NAFA)
- Nanyang Technological University (NTU)
- National Institute of Education (NIE)
- National University of Singapore (NUS)
- SIM University (UniSIM)
- Singapore Institute of Technology (SIT)
- Singapore Management University (SMU)
- Singapore University of Technology and Design (SUTD)
- Yale-NUS College
- Yong Siew Toh Conservatory of Music

**Asia**
- City University of Hong Kong (CityU), Hong Kong
- National Taiwan University of Arts (NTUA), New Taipei
- New York University (NYU) – Shanghai, Shanghai
- Sophia University, Tokyo
- Taipei National University of the Arts (TNUA), Taipei
- University of Hong Kong (HKU), Hong Kong
- University of Tokyo, Tokyo

**Australia**
- Australian National University (ANU)
- Monash University
- Murdoch University
- University of Melbourne (UniMelb)
- University of Sydney
- University of Western Australia

**Canada**
- Alberta College of Art and Design (ACAD)
- University of British Columbia (UBC)
- University of Waterloo

**Europe**
- Design Academy Eindhoven (DAE), Eindhoven, The Netherlands
- Paris Institute of Political Studies (Sciences Po), Paris
- Royal Academy of Art, The Hague

**United Kingdom**
- Arts Educational Schools London (ArtsEd)
- Birmingham Conservatoire, Birmingham City University
- Cardiff University
- Central School of Ballet
- The Courtauld Institute of Art, University of London
- Durham University
- Goldsmiths, University of London
- Imperial College London
- King’s College London, University of London
- London College of Fashion, University of the Arts London
- London Contemporary Dance School
- London School of Economics and Political Science (LSE), University of London
- Newcastle University
- Rambert School of Ballet and Contemporary Dance
- Royal Academy of Music
- Royal Welsh College of Music and Drama (RWCMD)
- School of Oriental and African Studies (SOAS), University of London
- University College London (UCL), University of London
- University of Birmingham
- University of Cambridge
- University of Edinburgh
- University of Exeter
- University of Glasgow
- University of Nottingham
- University of Reading
- University of Warwick

**United States of America**
- Berklee College of Music
- Boston University
- Cleveland Institute of Music
- Columbia University in the City of New York
- Cornell University
- Emerson College
- Maryland Institute College of Art (MICA)
- New York University (NYU)
- Northwestern University
- Pepperdine University
- Reed College
- School of the Art Institute of Chicago (SAIC)
- Stanford University
- State University of New York at Purchase College (SUNY Purchase College)
- The Boston Conservatory
- The Juilliard School
- University of California – Los Angeles (UCLA)
- University of California – San Diego (UCSD)
- University of Michigan (UM) – Ann Arbor
- University of Southern California (USC)
- University of the Arts (Philadelphia) (UArts)
- Washington University in St. Louis (WashU)
- Yale University
Class of 2015

Nur Sabrina Bte Dzulkifli  
IBCP Theatre  
Currently pursuing a gap year

"I initially joined SOTA for the IB Curriculum. Over the years, as I started understanding the theatre ecosystem, I gained more confidence in writing for theatre. I also became more comfortable with the prospect of being a theatre practitioner. When the IBCP was introduced, it became the logical path to pursue. I appreciate the teachers for putting in so much effort to ensure the IBCP is suited to our interests and practice."

Lin Xiangning  
IBCP Music  
Currently reading Piano Performance at NUS Yong Siew Toh Conservatory of Music

"The IBCP journey has been one that gave space for introspective reflections, encouraged self and collective discovery through personal practice, and provided a myriad of performance and learning opportunities. The realisation of how much agency I had in shaping my education during this critical stage was truly novel, and it spurred me to be more independent and responsible."

Hans Chew  
IBDP Visual Arts  
Currently serving National Service and hopes to pursue his studies in Ceramics

"The level of exposure we get from the SOTA education is a huge contributing factor in shaping our capacity for independent thought and learning. We have teachers from all around the world who bring together their respective artistic and academic backgrounds in this educational process. Although some of us may not pursue the artistic route, we are still grounded in the appreciation of art and I feel that this will be a positive impact on the society."

Alumni Testimonials
Ong Shu Chen  
IBDP Music  
Currently studying Psychology & Music at Stanford University

"SOTA helped me deepen my interest in music and exposed me to the many dimensions that go into the study of music. The professional-level training we received inspired me to want to carry on with music at an even higher level. In addition, the school gave us the freedom to consider majors other than the arts. I have friends who majored in fields ranging from art history to environmental science and law. This freedom of choice, coupled with our well-rounded IB education, truly allowed us to explore many different paths."

Sarah Chen Luyi  
IBDP Dance  
Currently studying Political Science at Yale University

"The biggest difference between a SOTA education and any other school’s is that we have such a diverse and passionate community of people. The opportunity to collaborate, discuss, debate and share about different issues is central to gaining multiple perspectives in both the arts and academics. We are always reflecting, always revising and ultimately working towards a better process and product."

Amrita Sridhar Narayanan  
IBDP Visual Arts  
Currently pursuing Mathematical Sciences at 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. To put it simply, SOTA builds students differently – focusing on the journey of moulding us into better individuals rather than the results, which is something I will forever cherish and be grateful for."

Amanda Liaw  
IBDP Film  
Currently studying Film and Television Production at University of Southern California

"My biggest takeaway from SOTA, which is something I took for granted at the time, is learning how I want to learn. It’s much more difficult to develop a student’s unique perspective as compared to instilling a pre-calculated set of values or even just teaching knowledge. I was often challenged to ask why, and in many other instances, why not, as well. It was only after graduating that I realised how important it was that my teachers encouraged me to question things the way I do."
shining the spotlight on

expression & discovery
English Language and Theory of Knowledge set the foundation for students to become inquiring learners and critical thinkers who can analyse and evaluate multiple perspectives, show empathy and respect, and develop as effective communicators in the use of standard English Language.

Beginning with English Language and Critical Thinking, 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 in and through various platforms.

In Theory of Knowledge, they will examine how different Areas of Knowledge are constructed and explore their strengths and limitations. Theory of Knowledge is one of the three core components in the IB Diploma Programme (IBDP).

In Personal and Professional Skills, students will be taught life skills to help further develop them personally as a critical thinker and communicator with a strong empathy for cultural differences. Personal and Professional Skills is one of the four core components in the IB Career-related Programme (IBCP).

Key Programmes

- Critical thinking skills programme
- Reading programme
- Inter-disciplinary lessons
- Talent development programme, which includes seminars, competitions and educational trips

Learning Outcomes

- Communicate effectively through different media and text types
- Get excited about real world issues and develop well-reasoned analysed opinions on them
- Be respectful and empathetic of different viewpoints
- Examine real-world issues of identities, human interactions with each other and the environment, within the contexts of peer groups, society, community, 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
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 the platform for rich and engaged learning. Through these experiences, students are encouraged to recognise their roles both as global and local citizens who are active contributors to society and the environment.

Key Programmes

- Humanities and Social Sciences Festival
- Learning Journeys
- Humanities and Social Sciences Camp for Year 3 students
- Humanities and Social Sciences Sharing Day for Year 4 students
- Talent development programme which includes workshops, participation in competitions as well as local and overseas educational trips
- Enrichment programme which includes local and overseas educational trips

Learning Outcomes

- Equip students with a critical understanding and appreciation of disciplines within the Humanities and Social Sciences, namely Economics, Geography, History as well as 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
As with the other subjects offered in SOTA, Literature in English creates well-rounded learners who are equipped for the future.

Students explore local and global writing, which grounds them in issues concerning Singapore society and exposes 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 work and working in teams. Alongside this, students make connections within and between texts and contexts, while discussing their thoughts in speech and writing. This prepares students for careers in the arts, as well as in law, journalism, marketing, advertising and education – fields that require skills of linguistic precision and effective, persuasive communication.

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. While Literature is concerned with how language and context in literary texts create meaning, Language and Literature does the same – but with both fiction and non-fiction texts. Literature and Performance allows students to combine literary analysis with performance to further the understanding of dramatic literature.

Key Programmes

- Literature Night and Literature Afternoon, where students have opportunities to showcase their creative works
- Literature Festival, where students extend their knowledge beyond the classroom, going on literary trails and creating dramatic works for presentation to their peers
- Creative writing activities, which include talks by guest speakers, workshops with local writers, and participation in writing events organised by the National Arts Council and the National Book Development Council of Singapore, among others
- Talent development programme which includes workshops, participation in competitions as well as local and overseas educational trips

Learning Outcomes

- Obtain 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 life-long passion for knowledge and learning
Mathematics

From Arithmetic and Algebra to Statistics and Probability, students will gain an in-depth understanding of the diverse Mathematics topics and how it can be applied in the real world. Students will also be exposed to the artistic and cultural perspectives of Mathematics.

Key Programmes

- Arts Integration Project on Congruency and Similarity (in collaboration with Visual Arts) and Interdisciplinary unit implemented through Sports and Statistics (in collaboration with Experiential Education)
- Maths Trails
- Talent development programme which includes workshops, participation in competitions and educational trips

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
- Hone abilities in Arithmetic, Algebra, Functions, Geometry and Trigonometry, Statistics and Probability and Calculus
Media Education

Media Education is a unique curriculum in SOTA designed for all Year 1 and 2 students to acquire knowledge in basic media literacy and develop their InfoComm Technology (ICT) skills. They will gain awareness of the impact of traditional and new media on modern society, and enhance their ICT skills and creativity through basic digital media production. The students will also learn to use technology and the Internet responsibly and ethically.

Key Programmes

- Hands-on lessons in basic design and media production
- Photography and design-related workshops and exhibitions
- Film screenings
- Video editing and short film projects

Learning Outcomes

- Understand the forms and functions of the media
- Demonstrate ability to critically analyse media content and communicate ideas in multiple media forms
- Understand the importance of responsible use of digital and social media
- Demonstrate competent ICT skills in areas such as digital design, audio and video editing, online collaboration and creative publishing
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**

- Overseas immersion programme
- Talent development programme which includes workshops, participation in competitions and educational trips
- Foundation programme

**Learning Outcomes**

**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

**Higher Level Programme** aims to enable learners to:
- Develop an understanding of the characteristics of different literary devices
- Develop a personal voice to a variety of texts (prose, poem, short novels), while understanding the intellectual, emotional and socio-cultural influences
- Gain insights to the culture via literary texts
- Adopt a life-long learning attitude in pursuing excellence in their language and analytical skills
Research Skills

From formulating research questions and gathering data to crafting a research paper, students take on the challenge of completing a research project of their own.

Beginning with Independent Research Essay in Year 4, students will participate in research skills workshops and undertake tasks that hone their research and writing skills. These pave the way for the Extended Essay (a research paper up to 4,000 words), which forms one of the three core components of the IB Diploma Programme, or the Reflective Project, which forms one of the four core subjects of the IB Career-related Programme.

Key Programmes

- Workshops on research and writing skills
- One-to-one supervision

Learning Outcomes

- Develop the research and essay-writing skills needed for other subjects and future education
- Foster a spirit of intellectual curiosity and a desire for academic discovery
- Provide the opportunity for in-depth research into a topic of interest
- Nurture effective written communication abilities
- Hone critical and creative thinking skills
Sciences

Students are introduced to the basics of Biology, Chemistry and Physics, before they venture into more complex topics like Genetics, Chemical Bonding, Thermal and Nuclear Physics during their IB Diploma Programme.

They are encouraged to make meaningful connections between science and real-life phenomena and its applications 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 scientists.

Key Programmes

- Interdisciplinary learning: Balance (with Dance); Music and Sound (with Music), Photography (with Visual Arts, Media Education and Theory of Knowledge), Respiration and Nutrition (with Experiential Education)
- Sexuality education (with Character and Citizenship Education)
- Classification and Biodiversity activities (Lessons at the Lee Kong Chian Natural History Museum)
- Science projects such as the Formula One – SOTA Grand Prix Project, Project Green Fingers, the Science in Art Project and the Science of Environmental Issues Project
- Talent development programme which includes workshops, participation in competitions and educational trips

Learning Outcomes

- Develop an appreciation for the need and value of effective collaboration and communication
- Develop scientific literacy that enables students to acquire and access a body of knowledge, methods and techniques that characterise science and technology
- Develop information processing and other relevant scientific skills
Dance

Students specialising in Dance will embrace an all-rounded approach in learning to use the body skilfully and creatively to express and communicate their ideas. They will develop confidence as performers armed with knowledge of theatre etiquette.

Students will be encouraged to be creative, inquisitive and reflective as they acquire analytical and critical thinking skills. Through theoretical exposure, they will develop verbal and written communication skills in analysing dance across cultures and history, and adopt a passionate, disciplined and resilient attitude towards learning.

Key Programmes

- Dance education which includes training in classical ballet and contemporary dance techniques, movement and improvisation, composition and analysis, and dance contextual studies
- Workshops, masterclasses and lectures in various dance genres by local and international guest teachers
- Attachments with local dance companies
- Student immersion and exchange programmes with local and international institutions
- Opportunities to rehearse and perform for 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
- Acquire 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 classical ballet, contemporary dance and Southeast Asian dance forms
Film

The Film programme is for Year 5 and 6 students. Students specialising in Film will explore the history, theory and creative process of filmmaking, and delve into how meaning is constructed through film. Students will learn about how film is influenced by, and is in part a product of history, tradition, economy and society. They will acquire the technical skills, structure, discipline and social skills required in filmmaking.

Key Programmes

- Masterclasses, talks and workshops by film professionals
- Student exchange and visits with partner institutions
- Overseas study trips and competitions
- Public screening of short films by the graduating Film class
- Opportunities to be involved in local professional film productions
- Internships at film or media-related institutions

Learning Outcomes

- Demonstrate understanding of the history and development of film as an art form
- Demonstrate understanding of filmmaking as a craft and collaborative process
- Be able to analyse, interpret and critique films using appropriate vocabulary and methodologies
- Demonstrate skills relevant to film production including screenwriting, film directing, sound design and film editing
- Demonstrate personal voice, self-reflection and critical inquiry through research and art-making
Integrated Arts

The Integrated Arts programme is unique to SOTA. Each student is exposed to the entire range of art forms represented at SOTA, and introduced to the specific practices, interpretive thinking and expressive vocabulary of Dance, Music, Theatre and Visual Arts.

Students will have opportunities to collaborate with other artists in a range of creative contexts, and learn to connect and contextualise arts skills and methodology in a broader spectrum of understanding and expression. They will practice reflection and critical thinking in the artistic process, and establish a strong foundation in these practices through imaginative learning.

Key Programmes

- Disciplinary study of four art forms in a hands-on environment
- Interdisciplinary art projects designed and implemented by the students
- Mentorship by artist teachers

Learning Outcomes

- Identify similarities and differences in various arts disciplines
- Be able to create collaboratively with other artists-to-be from a range of arts disciplines
- Make connections across different art forms
- Acquire and appreciate vocabulary of Dance, Music, Theatre and Visual Arts
Literary Arts

Literary Arts is the integrative discipline of literary appreciation and creative writing.

The programme explores the many facets of the human condition through the medium of words. Students in the Literary Arts programme will explore the six writing forms, namely Non-Fiction, Short Fiction, Novel, Poetry, Playwriting and Graphic Novel.

Students of the programme will be exposed to an array of works in each of the representative forms. They will also learn the conventions, form and techniques of each form and apply them in creating their original written works. At the end of the programme, students of Literary Arts will be empowered to build their very own literary world, while being open-minded about the multiple worlds that are different from their own.

Key Programmes

• Individual or small group mentorship by teachers
• Masterclasses by exemplary writers in each of the six forms
• Mentorship by International and Local Writers-in-Residence
• Participation in writing workshops, conferences, both local and abroad
• Opportunities for publication of selected literary works

Learning Outcomes

• Demonstrate ability to analyse and understand literary techniques
• Demonstrate versatility in writing for the six writing forms
• Be able to create original works in each of the six forms using the appropriate structure and vocabulary associated with the writing form
• Be able to work collaboratively with others
Music

Students specialising in Music will experience the spectrum of music, from voice and instrumental study, to music theory and analysis, and composition.

Students will also discover about music from around the world and examine the development of music across traditions and history. They will learn to apply appropriate vocabulary and terminology in analysing (aural and written) musical works. They will also develop craft, perspectives and dispositions of a musician, which will enrich their journey in any field beyond SOTA.

Key Programmes

- Performance opportunities
- Learning journeys to concerts of diverse musical offerings
- Masterclasses by renowned local and international artists
- Strings Camp designed to build community and foster artistry, leadership and friendships
- World Music Workshops by specialists from different musical cultures
- Concerts, workshops and hands-on experience with New Music Week, designed to stimulate and challenge aural and intellectual capacities

Learning Outcomes

- Develop critical listening 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 improvisation situations
- Develop creative approaches to music through composition and group music making
Theatre

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 life-long learning.

Key Programmes

• Theatre training in three core modules: Concept and Design, Theory and Context, and Performance and Practice
• Masterclasses, talks and workshops by local and international artists and arts educators
• Regional and international exchanges with partnering institutions
• Opportunities to rehearse and perform studio presentations
• Participation in professionally simulated productions
• Excursions to professional theatre performances and exhibitions

Learning Outcomes

• Demonstrate an understanding of the practical and theoretical aspects of theatre, performance and design
• Collaboratively and imaginatively create with a keen awareness of society, community and industry
• Embark on independent research and reflection with a critical view and global awareness
• Approach viewing and experiencing theatre and performance with a critical and reflective perspective
• Appreciate and demonstrate the nuances of the various theatre traditions, forms and conventions, from the Euro-centric theatre traditions and Asian theatre traditions
Visual Arts

Students specialising in Visual Arts will acquire knowledge, understanding and technical abilities for a range of mediums, forms and expressions to create visual artworks from drawing, painting to ceramics and sculptures. They will develop a spirit of experimentation that promotes artistic creative impulses and thinking.

They 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. They will also learn how to investigate, annotate and document their interests, ideas and processes in sketchbooks and journals and are encouraged to understand and appreciate the importance of the creative process as well as the final artworks.

Key Programmes

- Masterclasses, talks and workshops by local and international artists
- Learning journeys to regional and international biennales and design festivals
- Early college and summer foundation programmes with international colleges and universities
- Regional and international exchanges with partnering institutions

Learning Outcomes

- Understand the principles of art and design
- Demonstrate observation skills and understanding in artistic expressions through fine arts, design and digital media
- Demonstrate skills, techniques and processes required to communicate concepts and ideas
- Be able to articulate meaning and representation in 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 media and disciplines
Character and Citizenship Education

SOTA adopts a whole-school and connected curriculum approach to the teaching of character and citizenship education. We believe that students acquire the knowledge and skills through both formal and informal curriculum of the academic, arts and affective (Knowing). Through a variety of platforms and programmes, students can practise the knowledge and skills (Doing). In turn, we hope that students embody the school values and attributes of the IB Learner Profile to become the “H.I.P. Leader with Passion” after six years of education in SOTA (Being).

Key Programmes
- Weekly class-based lessons
- Small group and individual mentoring
- Class meetings
- Level talks and workshops
- Individual education counselling
- Leadership training and workshops

Learning Outcomes
The 6 learning outcomes* below are achieved through 2 key domains of Leading Self and Leading Others:

Leading Self
- Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness, demonstrating passion in our commitments
- Act with integrity and humility, and make responsible decisions that uphold moral principles
- Be resilient and have the ability to turn challenges into opportunities

Leading Others
- Demonstrate people-centredness by acquiring social awareness and applying interpersonal skills to build and maintain positive relationships
- Take pride in and value Singapore’s identity and social-cultural diversity, and promote social cohesion and harmony
- Be a H.I.P. Leader with Passion by contributing actively to our nation and reflecting on community and global issues

As a H.I.P. Leader with Passion, we expect a SOTA student to exemplify the following:

Humility
- Grows from experience
- Open to diverse perspectives
- Understands own strengths and limitations

Integrity
- Be honest
- Makes responsible and ethical choices
- Has moral courage

People-centredness
- Collaborates with others
- Shows care and empathy
- Commits to service

Passion
- Develops curiosity
- Explores, experiments and discovers
- Exemplifies commitment and discipline

* Adapted from MOE CCE 2014 Learning Outcomes
The SOTA Community Service programme aims to prepare our students for life-long learning and service. It serves to prepare students to participate fully in today’s and tomorrow’s world demands, and through 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 local or overseas service learning programmes 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 is one of the three core components in the IB Diploma programme (IBDP) and IB Career-related Programme (IBCP) respectively.

**Key Programmes**

- Year 3: a 5-month Service, Action in Community (SAC) programme
- Year 4: a 5-month project research, discussion and preparation, leading towards either a 11-day Overseas Service Learning (OSL) trip or Local Service Learning (LSL) project
- Year 5 and 6: a 18-month Creativity, Activity, Service (CAS) or Service Learning (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 will be continued by future cohorts of SOTA students
Experiential Education

Experiential education is a philosophy of education that describes a process in which the teacher purposefully engages with students in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop students’ capacity to contribute to their communities. In SOTA, these direct experiences are crafted through participation in sports competitions, engaging in outdoor pursuits such as kayaking and rock climbing and in their IB years, participating in multi-day wilderness expeditions. Apart from the above outcomes, we also strive to foster students’ growth in their physical and kinesthetic domains. We envision that students who have graduated from SOTA will continue to pursue a life-long interest to participate in sports and outdoor pursuits.

Key Programmes
- Biannual sports competitions for all students
- Annual adventure camps for Year 1 and Year 2 students
- Adventure sports modules for Year 5 students such as Sport Climbing and Abseiling
- Wilderness expeditions for selected Year 5 students

Learning Outcomes
- Undertake a new challenge to develop new sports and outdoor skills
- Understand team dynamics
- Enhance their leadership and communication skills through sports and outdoor activities
- Explore ethical issues in relation to sports and outdoor activities
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 a selection platform conducted by a panel of experienced educators, arts specialists and SOTA teaching faculty. Students who are interested to join SOTA may apply during the TA which is held annually. Shortlisted applicants will undergo entrance tests, an audition and an interview.

Scholarships

A host of scholarships are available every year for SOTA students with outstanding achievements in the artistic, academic and affective domains.

Bursaries

All artistically and academically talented students who wish to attend SOTA should have the chance to do so regardless of their financial situation. Bursaries are available to students who require assistance to fund their education at SOTA.

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)
Scholarships and Bursaries: [www.sota.edu.sg/admissions/scholarships-and-FA schemes](http://www.sota.edu.sg/admissions/scholarships-and-FA schemes)

Scan the QR code to gain access to our TA audition notes.
Audition notes: [www.sota.edu.sg/auditionnotes](http://www.sota.edu.sg/auditionnotes)