



# Skills Framework for Arts

Arts Education

A Guide to Occupations and Skills

A Joint Initiative by



SKILLSfuture SG

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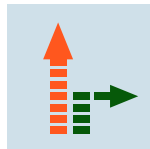
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# About the Skills Framework

The Skills Framework is a SkillsFuture initiative developed for the Singapore workforce to promote skills mastery and lifelong learning. Jointly developed by the National Arts Council and SkillsFuture Singapore, together with employers, industry associations and unions, education and training providers and individual arts practitioners, the Skills Framework for Arts (Arts Education) provides useful information on:



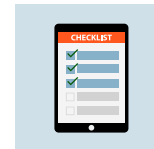
Sector Information



Career Pathways



Job Roles and their Key Tasks and Functions



Existing and Emerging Skills

**With the Skills Framework, individuals are equipped to make informed decisions about career choices, as well as take responsibility for skills upgrading and career planning.**



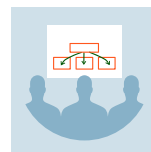
**Assess Career Interests**

- Understand career pathways
- Recognise personal attributes required



**Prepare for Desired Jobs**

- Understand skills and competency required



**Find Avenues to Close Skills Gaps**

- Identify relevant training programmes to equip oneself with the required skills and competencies
- Participate in on-the-job training opportunities provided by companies



**Renew, Upgrade and Deepen Skills**

- Plan for career development / transition
- Recognise skills and competencies required for the intended job role
- Identify training programmes to upgrade and deepen skills

**Apart from individuals, the Skills Framework can also be utilised by:**



**Employers**

- Recognise and understand the vital skills required for success in the Arts industry
- Invest in training and development programmes to enhance their employees' skills and support their career progression



**Training Providers**

- Gain insights on the latest sector trends and emerging skill sets that are in demand
- Design and develop training programmes that cater to the specific needs of the industry

# Arts Education Landscape



Arts education programmes are delivered by arts practitioners in a variety of settings such as schools, private studios, arts organisations and community centres.

Arts education opportunities are available through co-curricular activities both within schools and in external settings such as museums and performing arts venues. These touchpoints provide students with access to quality arts learning experiences to appreciate arts and culture, acquire skills and knowledge about the arts, and/or learning through the arts. These activities supplement and complement the school curriculum.

Arts education opportunities can also be found in community settings, through arts organisations and spaces that provide opportunities for people of all ages and backgrounds to learn in and through the arts. This includes People's Association community centres, private arts studios and enrichment centres, youth and social service organisations, museums as well as performing arts venues such as the Esplanade — Theatres on the Bay.

Arts Educators who deliver these opportunities are primarily practising artists with an artistic practice and a teaching practice that complement and inform each other. The Skills Framework for Arts codifies the teaching practice through pedagogical skills, while the art form sensibilities informed by their artistic practice are articulated in a recently commissioned study, *Artists as Educators: Understanding the Influences of Artistic Sensibilities on Teaching Practice*.<sup>1</sup> One in three in the arts workforce derives a majority of their income through work in Arts Education and Applied Arts, of which one in two operates as a Self-Employed Person (SEP).<sup>2</sup>

Overall, there is a wide range of opportunities for people to access arts learning experiences in the arts, whether in the form of instruction, creation, learning and/or appreciation. The hope is to provide Singaporeans with quality arts experiences from a young age, develop new arts audiences, nurture future arts professionals and cultivate patrons who appreciate and support the arts.

<sup>1</sup> NAC commissioned the National Institute of Education to conduct a study in 2023. Topline findings and key themes can be found in pages 8 and 9 of this document.

<sup>2</sup> NAC Arts and Culture Employment Study 2019.

# Future Developments

There are four key emerging trends in the Arts Education sector.



## Arts Education for Everyone

Arts education is relevant in society at large, including settings such as workplaces and healthcare settings. Suitable for all ages, backgrounds and abilities, arts education can be used to promote mental wellbeing and emotional healing, foster intercultural understanding and/or facilitate informed conversations about social issues.



## Going Digital

Technology is also transforming how we learn. Students are no longer confined to traditional classroom settings and can access learning from around the world. Arts Educators need to keep abreast of these developments and can explore the use of technologies to enhance learning outcomes and to make lessons more interactive, engaging and memorable.



## Holistic Education

Education in Singapore has evolved to be more holistic, recognising other areas such as physical, socio-emotional and artistic achievements. Arts education is critical in enabling holistic learning, especially in the acquisition of 21st Century Competencies.



## Research in Arts Education

There is now greater emphasis on evidence-based methodologies and empirical research informing teaching practices. Arts Educators are encouraged to keep abreast of relevant research that can inform and enhance their teaching.

# Desired Attributes



## Communication

The ability to convey ideas and information clearly and concisely is crucial to this sector. Arts Educators must also be adept at using various media and approaches for different audiences and settings.



## Cultural Sensitivity

Understanding and respect for different cultural backgrounds will help Arts Educators to incorporate diverse perspectives into their teaching and programming.



## Passion and Dedication

Commitment to arts education will motivate Arts Educators to learn continuously and develop their skills and knowledge, as well as inspire students to appreciate and engage with the arts.



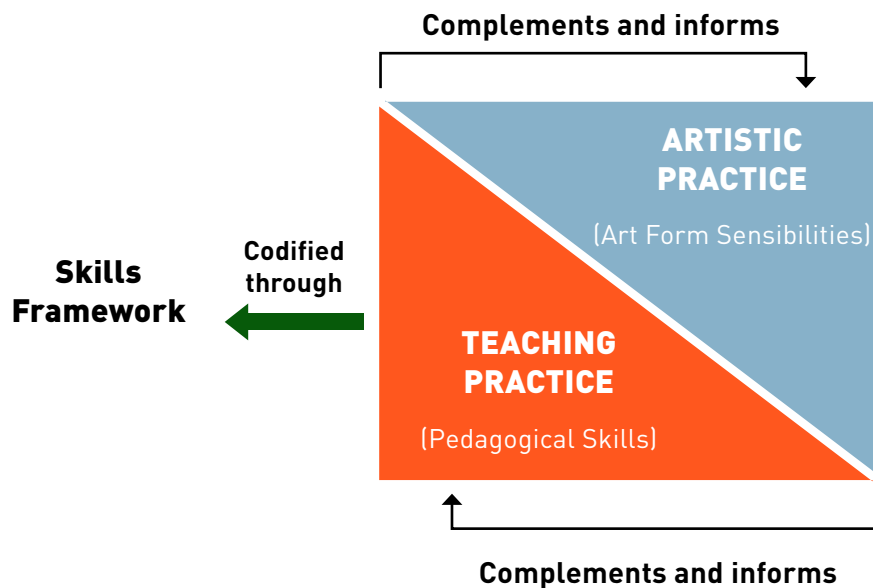
## Technology Proficiency

Comfortable with using technology to facilitate teaching and learning, Arts Educators should also keep up with the latest advancements that may impact their field.

# Artistic and Teaching Practice

Arts Educators<sup>3</sup> are primarily practising artists with an artistic practice and a teaching practice. They actively dedicate time to making and teaching art, with both being perceived and practised as interdependent.

## ARTS EDUCATOR HAS BOTH:



The National Institute of Education study *Artists as Educators: Understanding the Influences of Artistic Sensibilities on Teaching Practice*<sup>4</sup> showed that experienced<sup>5</sup> Arts Educators offered quality arts learning experiences that were learner-centred, with greater focus on learners' choice and voice. They provide new perspectives about the art form and create safe spaces for experimentation and/or play. Besides teaching technical skills and theoretical knowledge, Arts Educators enthuse and inspire learners by sharing their personal works and professional experiences as arts practitioners.

<sup>3</sup> Arts Educators, in the context of the arts workforce, do not include in-service school teachers who teach subjects such as Art or Music. Instead, Arts Educators refer to teaching artists with dual careers in the arts and education fields and tend to work as instructors for Co-Curricular Activities (CCAs) or facilitators of lessons and programmes under the NAC-Arts Education Programme (NAC-AEP) or Artist-in-School Scheme (AISS) in the formal school setting and as instructors in community settings.

<sup>4</sup> Commissioned by NAC in 2023, thirty Arts Educators from five art forms (dance, literary arts, music, theatre, and visual arts) were involved in the 10 month-long research study. Data collected included observations and follow-up interviews with the Arts Educators.

<sup>5</sup> Arts Educators involved in the study have an average of 20 years of practice in the arts.

# Artistic and Teaching Practice

**Check out the five themes that emerged from the study.**

## **ARTS EDUCATORS ARE SLOW-COOK STARTERS**

Believe in the importance of the initial stages of artmaking that prioritise self-discovery through exploration and experimentation.

Allocate more time for learners to engage in ideation, preparation, brainstorming and research as the Arts Educator will often do in personal artistic process.

Understand that encouraging learners to find their own voice or unique artistic expression will provide a strong foundation.

Examples:

- *In a theatre class focused on scriptwriting, the Arts Educator dedicated the full duration to discuss students' ideas and questions and allow for peer feedback before engaging in their scriptwriting assignments.*
- *During a dance class, Arts Educator engaged students in stretches and warm up dance routines with emphasis on individual interpretation and exploration.*

## **ARTS EDUCATORS ENGAGE IN SHOW & TELL**

Showcase personal works and reference works by other arts practitioners, share personal artistic process and professional experience to enthuse learners.

Demonstrate technical skills and theoretical knowledge as certain nuances of the artistic practice cannot be explained verbally.

Learners have direct encounters with the real, personal, lived aspects of the artist behind the creative work and gain understanding of how they fuse theory and practice.

Examples:

- *In a visual arts class, the Arts Educator showcased her completed works in different media and settings as well as artefacts such as artist sketchbook to show the works in progress. She talked through the process, explaining her intentions and rationale underlying her work.*
- *During a literary arts class, the Arts Educator shared personal stories of how he networked with different contacts in the publishing industry, providing "hacks" for students to publish their own works.*

## **ARTS EDUCATORS PROVIDE A VETERAN'S PERSPECTIVE**

Simplify the complexities of the art form by breaking them into more comprehensible components, either by reducing them into simple activities, or by providing tips, tricks and shortcuts derived from the Arts Educators' industry experiences.

Identify specific areas for improvement and suggest various approaches for learners to explore and experiment until they can find the one that works for their artistic intent. This is in line with Arts Educators' innate inclination to explore and experiment in order to perfect a technique and/or find their style.

Examples:

- *While practising playing a music composition, the Arts Educator incorporated feedback from students. He asked students to try his suggested techniques and determine what would work best for them. This sense of immediacy in application helped students identify the exact room for improvement and target it on the spot.*
- *In a dance class, the Arts Educator broke down complex dance sequences into simple postures and movements. She also detailed the muscle movements involved in each step, showing students why certain movements or positions would work while others would not.*



# Artistic and Teaching Practice

## ARTS EDUCATORS CREATE SAFE SPACES FOR LEARNING

Create a safe space that is free of judgement and bias as learners can be vulnerable while sharing their experiences, thoughts and emotions with their classmates and expressing themselves through artmaking. In the process, learners may also develop empathy and perspective-taking.

Learners feel a sense of pride when Arts Educators address them as professionals (e.g., poets, dancers, etc.). The breaking away from the teacher-student hierarchy instils a sense of self-discipline and prompts learners to take responsibility for their own learning.

Examples:

- *In a theatre programme, the Arts Educator highlighted how the art form allowed for different students to have multiple interpretations of the same character. There was an understanding that all these interpretations were valid as they stemmed from the students' personal experiences.*
- *Throughout the literary arts sessions, the Arts Educator addressed students as "poets", treating them as professionals. This gave students confidence to praise and critique the works of their peers and themselves.*

## ARTS EDUCATORS NURTURE ARTISTS AND ARTISTIC DISPOSITIONS

Develop artistic capabilities among learners in different ways by wearing different "hats" that drew from both artistic and teaching experiences (e.g., choreographer, musician, teacher, director, writer, facilitator, and audience member).

Promote disposition of open-mindedness and encouraged students to look for inspiration in different places, creating a multidisciplinary approach to learning.

Encourage learners to find their own voice and establish a sense of self.

Emphasise the transferability of artistic dispositions in other areas of life.

Examples:

- *In a visual arts class, the Arts Educator nurtured students' individual identity by going through an "idea priming" process to help students explore unique ideas and develop an artistic mind.*
- *During a theatre class, the Arts Educator designed activities to nurture similar artistic dispositions that he learnt from his teachers. Through the activities, he is potentially inculcating transferrable skills and values, such as perspective-taking, creative thinking, respect, and empathy.*

# Take Your Career Further

A skilled workforce is essential in sustaining Singapore's global competitiveness. There is a wide range of initiatives and schemes available to both individuals and employers to promote skills acquisition and upgrading.



## FOR INDIVIDUALS

### RESOURCES AND CAREER ADVISORY

#### CAREER IN THE ARTS

Developed by NAC, Career in the Arts features up-to-date information on the sector, the range of work within the arts, key trends and what it is like to operate as a Self-Employed Person (SEP) in the arts. It is supplemented by job prospectus and stories from industry profiles on their career journeys. This resource is for aspiring arts practitioners looking to join the arts workforce, or for existing arts practitioners looking for more work opportunities in the arts.

<https://www.nac.gov.sg/support/capability-development/career-in-the-arts/overview>

#### SKILLS FRAMEWORK

Provides up-to-date information on employment, career pathways, occupations, job roles, existing and emerging skills, as well as relevant education and training programmes.

<https://www.skillsfuture.gov.sg/skills-framework>

#### SKILLSFUTURE JOBS-SKILLS INSIGHTS

Quarterly publications that spotlight high-tempo jobs and skills changes within specific sectors or economies.

[www.skillsfuture.gov.sg/jsqi](http://www.skillsfuture.gov.sg/jsqi)

#### SKILLSFUTURE ADVICE

Helps you understand the importance of career planning, skills upgrading and the various government initiatives available to support you in your skills and career development in the free workshop.

<https://www.skillsfuture.gov.sg/advice>

#### NAC ARTS RESOURCE HUB

The NAC Arts Resource Hub (ARH) initiative supports arts Self-Employed Persons (SEPs) and freelance practitioners in Singapore to unlock new opportunities and grow meaningful careers. Apart from providing physical spaces, the ARH provides learning and development opportunities through peer learning and career guidance resources. The ARH aims to build professionalism, self-reliance and resourcefulness of SEPs by improving working conditions and welfare, and fostering community and networks.

<https://www.nac.gov.sg/support/arts-resource-hub/about-arts-resource-hub>

#### SKILLS DEMAND FOR THE FUTURE ECONOMY REPORT

Spotlights the priority skills and jobs that are in demand in three emerging, high growth areas. Use this report to chart your skills development journey over the next one to three years.

<https://www.skillsfuture.gov.sg/skillsreport>

#### MYSKILLSFUTURE

Identifies your existing skillsets and get personalised recommendations, find in-demand skills and SkillsFuture Credit-eligible courses with this one-stop portal for your education, training, and career guidance needs.

<https://www.myskillsfuture.gov.sg>

#### SKILLS AND TRAINING ADVISORY SERVICES

Offers a free 30-to-45-minute one-to-one consultation that will guide you to identify skills and training needs to support your career transition or progression.

<https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/campaigns/skills-training-advice.html>

#### Initiatives and schemes by:

■ National Arts Council    ■ SkillsFuture Singapore

# Take Your Career Further

## FUNDING AND SUBSIDIES

### NAC ARTS SCHOLARSHIP

The NAC Arts Scholarship aims to nurture outstanding individuals who can play a leadership role in shaping the future arts and culture scene in Singapore. As future leaders of the arts and culture sector, scholars will be game changers to push artistic boundaries and lead their peers to create positive impact for the Singapore community through the arts.

<https://www.nac.gov.sg/support/funding-and-schemes/scholarships/nac-arts-scholarship>

### SKILLSFUTURE CREDIT

Supports learning for Singaporeans aged 25 and above with an initial credit of \$500 that does not expire, on a broad range of courses. Eligible Singaporeans also received a one-off \$500 credit top-up in 2020, which will expire on 31 Dec 2025.

<https://www.skillsfuture.gov.sg/credit>

### CAPABILITY DEVELOPMENT GRANT

The Capability Development Grant (CD Grant) encourages and supports the continuous professional development of the people that work in Singapore's arts and culture sector. The grant is open to individuals and organisations and supports the training activities or programmes that span a duration of no more than 12 consecutive months such as professional training and skills development programmes, on-the-job training activities, mentorships, apprenticeships and peer-to-peer learning opportunities.

<https://www.nac.gov.sg/support/funding-and-schemes/capability-development-grant/overview>

### SKILLSFUTURE MID-CAREER ENHANCED SUBSIDY

Provides a subsidy of at least 90% on programmes funded by the Ministry of Education, and up to 90% subsidy on fees for certifiable skills-training courses supported by SkillsFuture Singapore, for Singaporeans aged 40 and above.

<https://www.skillsfuture.gov.sg/enhancedsubsidy>

## TRAINING IN-DEMAND SKILLS

### CAPABILITY DEVELOPMENT OPPORTUNITIES

To support the upskilling of arts practitioners, NAC works with various local and international partners to offer training opportunities such as residencies, apprenticeships, short courses and funding support.

<https://www.nac.gov.sg/support/capability-development/training-opportunities>

### SKILLSFUTURE SERIES

Allows you to choose from a suite of short courses in eight emerging skills areas such as advanced manufacturing, data analytics and cyber security to gain basic understanding or deepen your skills. Courses cater to learners with different skills proficiencies.

<https://www.skillsfuture.gov.sg/series>

### SKILLSFUTURE MID-CAREER SUPPORT PACKAGE

Offers more career transition opportunities, helps you stay employable and access good jobs. This package is suitable for locals aged 40s and 50s.

<https://www.skillsfuture.gov.sg/midcareersupportpackage>

### SKILLSFUTURE CAREER TRANSITION PROGRAMME

Designed for mid-careerists, this train-and-place programme supports individuals in acquiring industry-relevant skills to improve employability and move into new sectors or new roles.

<https://www.skillsfuture.gov.sg/sctp>

#### Initiatives and schemes by:

■ National Arts Council    ■ SkillsFuture Singapore

# Take Your Career Further



## FOR EMPLOYERS

### SKILLSFUTURE ENTERPRISE CREDIT

Allows you to invest in enterprise and workforce transformation through a one-off \$10,000 credit that covers up to 90% of out-of-pocket expenses on qualifying costs for supportable initiatives.

<https://go.gov.sg/skillsfutureenterprisecredit>

### NATIONAL CENTRE OF EXCELLENCE FOR WORKPLACE LEARNING (NACE)

Supports you in developing best practices in workplace learning and work-study capabilities to upskill your workforce.

<https://www.skillsfuture.gov.sg/nace>

### SUPPORT FOR JOB REDESIGN UNDER PRODUCTIVITY SOLUTIONS GRANT (PSG-JR)

Embark on job redesign with confidence. Work with pre-approved job redesign consultants to implement customised solutions to make jobs more attractive while transforming your business. Develop customised job redesign solutions based on your company's needs. Receive up to 70% funding for consultancy services, capped at \$30,000. Choose to receive consultancy support from 16 pre-approved job redesign consultants.

WSG | Support for Job Redesign under Productivity Solutions Grant (PSG-JR)

### MID-CAREER PATHWAYS PROGRAMME (MCPP)

Full-time attachment programme which supports mature mid-career individuals aged 40 and above looking for a career switch, to widen their professional networks and gain meaningful industry-relevant skills and experience. The training attachments will last between four to six months. Includes 70% of training allowance funding for the duration of attachment and continued funding support for trainees converted early to full-time employment.

Host Organisations | SGUnited Mid-Career Pathways Programme ([wsg.gov.sg](http://wsg.gov.sg))

### SKILLSFUTURE QUEEN BEE PROGRAMME

Provides skills advisory and support delivered by the industry market leaders to guide you in identifying and acquiring the skills needed for business transformation.

SkillsFuture Queen Bee Networks ([gobusiness.gov.sg](http://gobusiness.gov.sg))

### CAREER CONVERSION PROGRAMMES (CCPs)

Help companies in Singapore meet their manpower needs by reskilling mid-career new hires and workers for growth jobs in demand. Up to 90% salary support to reskill mid-career individuals into in-demand growth jobs. This programme includes Industry-recognised training to reskill mid-career individuals for in-demand growth jobs with close to 100 CCPs to support reskilling across around 30 sectors.

WSG Career Conversion Programmes (CCP) for Individuals Singapore

### CAPABILITY TRANSFER PROGRAMME (CTP)

Supports building of deep capabilities in our local workforce and pervasive innovation throughout the economy by speeding up the transfer of new global capabilities into Singapore. Build deep capabilities and equip your local workforce with the requisite skillsets and receive funding support of up to 90%.

Capability Transfer Programme (CTP)| Career Transition programmes ([wsg.gov.sg](http://wsg.gov.sg))

#### Initiatives and schemes by:

■ SkillsFuture Singapore ■ Workforce Singapore

# Realise Your Potential

Now that you have some idea of what a career in the Arts Education sector can offer and the available government initiatives and schemes to support your career goals, you are ready to take the next step!

## NEW ENTRANTS

Use the Skills Framework for Arts (Arts Education) to find out about careers in the sector



**UNDERSTAND** the career pathways and the attributes needed to take on a particular occupation in the sector



**UNDERSTAND** the skills and competencies required for the job role and identify relevant training programmes to help you become a qualified personnel

## EXPERIENCED PROFESSIONALS

Use the Skills Framework for Arts (Arts Education) to find out how to chart your career



**PLAN** for vertical career progression within the track that you are currently in, or for lateral career moves across the tracks



**IDENTIFY** skills gaps that you are lacking in your current or next job role

**IDENTIFY** relevant training programmes

## TRAINING PROGRAMMES

Embark on your career in the Arts Education sector

Programmes that equip new entrants with skills and knowledge for specific occupations in the sector at their respective entry levels

Programmes for experienced employees or individuals to broaden or deepen specific skills and knowledge for various occupations in the sector

Lifelong learning for skills deepening to meet existing and emerging demands of the sector

# Arts Education Career Tracks

## Education Track Page 15 – 28

Professionals in the Education Track are primarily responsible in designing and delivering arts lessons, guiding students in their creative pursuits and nurturing their artistic abilities. These roles require a strong understanding of the arts and excellent communication skills to effectively communicate ideas and concepts to students and support them in their artistic journey.

These professionals should each have an artistic practice alongside their teaching practice. Particularly for Master Artist Educators, they should also have their bodies of work that showcase their artistic talents and knowledge. They are “Artist Teachers” who are established and recognised practitioners in their respective art forms.



## Research Track Page 29 – 31

Professionals in the Research Track contribute to an art form’s body of knowledge through publications, exhibitions, showcases and other forms of research. This role involves conducting research, analysing data and presenting findings to advance teaching methods as an art form. While those in the Education Track may do some level of research as part of their own practice, professionals in the Research Track are primarily focused on conducting formal research.



# Skills Maps

## Education Track

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### JOB ROLES

**ASSISTANT ARTS INSTRUCTOR**

PG 18 – 19

**ARTS INSTRUCTOR**

PG 20 – 22

**ARTS EDUCATOR**

PG 23 – 26

**MASTER ARTIST EDUCATOR**

PG 27 – 28



# David Chan

Visual Artist, Arts Educator

**David Chan garnered critical and public acclaim with his first solo exhibition, Genetic Wonderland, in 2004. The winner of the 23<sup>rd</sup> UOB Painting of the Year — Representational Medium Category Award and the 41<sup>st</sup> UOB Painting of the Year — Bronze Award, he has exhibited internationally in countries including China, Hong Kong, Taiwan, Korea and the United States.**

**David Chan is a professional arts educator and a practising visual artist who uses different mediums. He holds a Masters in Education (Arts) from the National Institute of Education. He is an adjunct lecturer at the National Institute of Education and Nanyang Technological University.**

## **What is the most fulfilling part about being an arts educator?**

As a practising artist, I constantly push new engagements with the medium and concepts. What gets me excited is the ability to share these new discoveries with my students.

## **Could you describe your journey as an arts educator?**

I first took on relief positions in LASALLE College of the Arts in 2003 while doing my BA in Fine Arts. After teaching at various institutions over the next two decades, I began to restructure the fundamental ways of repetitive skills training to a more inquiry-based approach, where students would question why they should make art in a certain way.

After taking my Masters in Education in 2018, I hope to use my experiences and knowledge in artmaking and education to provide avenues for research and policymaking.

## **How does art form knowledge and teaching complement each other?**

To provide an effective learning experience, arts educators must be well-rounded. They need to be strong artistically and have other skills such as pedagogical understanding and curriculum design. A strong foundation in artistic skills will help provide more possibilities. The educator can demonstrate, share experiences or conduct hands-on sessions to provide context and engage students.

## **What are the key challenges and opportunities in arts education?**

Arts education typically serves two purposes; firstly, to develop cognitive skills such as observation, self-expression, exploration and ideation, and secondly, to develop practical skills such as portraiture, sculpting, printmaking, photography, illustration, etc.

Cognitive skills are usually developed at primary and early secondary school levels. Differences in access to arts experiences and arts materials can result in a competency gap between the haves and the have-nots. I think providing differentiated lessons can help to bridge this gap, but it's an ongoing challenge for schools.

The practical skills apply to students in arts schools and polytechnics, where they are trained to develop conceptually while refining their skills. Their issue is that a formal arts education can be long and costly. Many students now find it faster and cheaper to “freestyle” their own arts education by learning through online sources. In these cases, arts education must evolve to better align to the arts industry to provide meaning and add value to students.

## **How can interdisciplinary approaches inform arts education?**

In an interdisciplinary approach called arts integration, teachers would employ craft-making projects, such as drawing or origami, as illustrative add-ons to traditional teaching methods for maths and the sciences.

In my view, the better approach is to use strategies of arts practice to influence interdisciplinary learning. For example, we can use the arts as a starting point to teach cognitive skills such as observation and ideation. These processes can be integrated with investigations in science, the assumption methods in maths, building narratives in language, etc.

## **How can the Skills Framework for Arts (Arts Education) benefit the sector?**

The framework allows arts educators to check for linear progressions in skills and lateral career options. Seeing the breakdown of each role is also beneficial because it provides a road map for arts educators, allowing them to see the skills required to progress to the next level.



# Som Said

**Pioneer Malay Dancer, Choreographer**  
*1987 Cultural Medallion Recipient*



**With more than 50 years of experience practising and teaching Malay dance, Som Said is an exemplar of an artist-teacher. As a choreographer, she has invigorated traditional Malay dance with multicultural, contemporary and local influences. Sri Warisan, Singapore's first professional Malay dance company that she founded in 1997, has performed extensively across the globe. Through its arts education arm, Sri Warisan runs arts education programmes for schools and the community, reaching students from pre-school to tertiary levels.**

## **How has your experience as a dancer helped your teaching?**

My knowledge and experience help me to be a teacher who doesn't just focus on technique. I teach with *jiwa*, or soul; I teach with the heart and not by the book. I hope to nurture not only better dancers but better people.

## **Could you share how you became a dance instructor and how the arts education arm of Sri Warisan came about?**

As a young dancer in the 1960s, there was low possibility of being a full-time dancer. There were only hobby-based groups. I joined the Sriwana cultural group where I learned to dance from volunteer teachers. Sometimes, I would stand in front to teach because I remembered the moves. When I joined the National Dance Company, I assisted the director Francis Yeo in choreography and was again standing in front of the class as a demonstrator. So, I'm very used to teaching and demonstrating.

Since the 1980s, I've been involved in arts education. I wanted students to better understand their own cultures, so I advocated for Malay dance, angklung, kompong and dikir barat.

Sri Warisan have always had a training component, like dance and music classes for children, youths and adults. Now we run 22 types of programmes, including workshops, courses, and performances.

## **What objectives do you have in mind when teaching and how has your teaching evolved over the years?**

It depends on the setting. If it's for a lower-level class such as in primary schools, the objective is for them to appreciate basic movements in Malay dance. At the

end of the class, they should understand and enjoy the art form.

For tertiary institutions like Nanyang Academy of Fine Arts, where students are training for certification, we focus on teaching technical skills and cultural values. At the end of their diploma course, students are graded and have good technical foundation.

If it's for School of the Arts, the focus is more on the theoretical analysis of dance elements such as footworks and hand movements. They use this knowledge to write essays.

Fundamentally, the most important thing is to remain open, not be bound by any one type of pedagogy and be responsive to students. Some students are faster, and some are slower. But I believe everyone can be taught to dance.

When I was in Sriwana, students learned by copying. However, my teaching has evolved over the years to include conveying the symbolism and meaning of the actions. I like to connect the movements to everyday life and tell the stories behind a certain dance.

## **What's the most fulfilling thing about teaching?**

My greatest happiness is to share both the tangible and intangible qualities of Malay dance. The tangible qualities will be what you see on stage — dancers being able to perform correctly and with feelings. But the core of my teaching is transmitting what is intangible i.e. values like respect, care, friendship and love. In Malay dance, there is no principal dancer; you're dancing together with 20 friends. If one is no good, then the whole team is no good. So, they need to learn to support one another.

# Assistant Arts Instructor

## JOB ROLE DESCRIPTION

Assistant Arts Instructors support Arts Instructors in delivering the lesson plan and assessing learners' performance according to required standards. They help learners gain understanding and competency in the fundamentals of an art form. Assistant Arts Instructors deliver arts learning in schools, universities, community centres, welfare organisations and co-curricular settings to diverse student profiles.

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Plan course delivery	<ul style="list-style-type: none"> <li>• Determine appropriate instruction style to facilitate programme delivery and achievement of learning objectives, seeking guidance from Arts Instructor when needed</li> <li>• Deploy learning technologies and digital aids to support the delivery of arts learning</li> <li>• Prepare activities, content, art form materials, and technology in advance of lessons</li> <li>• Coordinate logistics to ensure health, safety, and hygiene standards and protocol are adhered to across all learning activities and environments</li> </ul>
	Deliver arts education programmes and nurture learning	<ul style="list-style-type: none"> <li>• Deliver lesson content and coursework to learners in line with the programme and lesson plans outlined by the Arts Instructor on topics related to art form and creative development</li> <li>• Instruct and aid students individually and in groups, using various teaching methods, such as lectures, discussions, demonstrations, and feedback</li> <li>• Teach the technical and foundational knowledge of the art form</li> <li>• Facilitate activities such as group discussions and individual reflection that enable the practice of the art form</li> <li>• Attend to learner questions related to course material and art form specific knowledge</li> <li>• Provide feedback and ongoing support to learners</li> </ul>
	Support student assessment and creative showcase	<ul style="list-style-type: none"> <li>• Assist in coordination of art form specific assessments, such as art showcases or portfolios</li> <li>• Prepare students for learning milestones such as performances, showcases, portfolios and assessments</li> <li>• Assist in the grading of student work, providing help and inputs as needed</li> </ul>

# Assistant Arts Instructor

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Art Form Experience and Knowledge	Level 3	Communication	Basic
	Art Form Pedagogy	Level 3	Self-management	Basic
	Arts for Social and Cultural Development	Level 2	Learning Agility	Basic
	Diversity Appreciation and Sensitivity	Level 2	Adaptability	Basic
	Health and Safety	Level 3	Collaboration	Basic
	Lesson Delivery and Classroom Management	Level 3		
	Lesson Planning	Level 2		
	Student Relationship Management	Level 2		
	Vendor and Partnership Management	Level 3		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Designer	Design
	Learning Support Executive	Training & Adult Education
Teacher Aide	Social Services	

# Arts Instructor

## JOB ROLE DESCRIPTION

Arts Instructors deliver the lesson plan and assess learners' performance according to required standards. They help learners gain understanding and competency in the fundamentals of an art form. They deliver arts learning in schools, universities, community centres, welfare organisations and co-curricular settings to diverse student profiles. They also play a part in supervising and mentoring Assistant Arts Instructors.

<b>CRITICAL WORK FUNCTIONS AND KEY TASKS</b>	<b>CRITICAL WORK FUNCTIONS</b>	<b>KEY TASKS</b>
	Plan course delivery	<ul style="list-style-type: none"><li>• Direct appropriate instruction style to facilitate programme delivery and achievement of clear learning objectives</li><li>• Deploy learning technologies and digital aids to support delivery of arts learning</li><li>• Plan activities, content, art form materials, and technology required for meaningful learning experience</li></ul>
	Deliver arts education programmes and nurture learning	<ul style="list-style-type: none"><li>• Deliver lesson content and coursework to learners in line with lesson plans and programme on topics related to art form and creative development, providing direction to Assistant Arts Instructor for support as needed</li><li>• Instruct students individually and in groups, using various teaching methods, such as lectures, discussions, and demonstrations in line with the art form specific approaches</li><li>• Cultivate artistic competence by explaining and demonstrating the technical and foundational knowledge of the art form</li><li>• Facilitate activities such as group discussions and individual reflection that enrich the practice of the art form and allow for the development of creative expression</li><li>• Apply relevant pedagogies to facilitate learning and shape a mindset of arts appreciation in students</li><li>• Adapt teaching methods and instructional materials to meet students' varying needs, interests, and other individual characteristics. Demonstrate flexible and strategic approaches to student engagement to achieve learning outcomes</li><li>• Guide students to develop an arts inquiry mindset by providing ongoing feedback and building relationships</li><li>• Prepare students for further development by encouraging them to explore learning opportunities and to persevere with challenging tasks</li></ul>

# Arts Instructor

<b>CRITICAL WORK FUNCTIONS AND KEY TASKS</b>	<b>CRITICAL WORK FUNCTIONS</b>	<b>KEY TASKS</b>
	Oversee administration and people management	<ul style="list-style-type: none"><li>• Manage course budget and perform essential financial management activities (Financial &amp; People Management)</li><li>• Oversee human resources administration, including headcount management and operations</li><li>• Coach the Assistant Arts Instructor to cultivate creative expression and art form knowledge in students</li></ul>
	Assess student learning and creative showcase	<ul style="list-style-type: none"><li>• Facilitate student assessments, including art form specific showcases, such as performances or portfolios, at defined intervals during and at the culmination of the course</li><li>• Prepare students for learning milestones such as performances, showcases, portfolios and assessments</li><li>• Evaluate and grade students' class work, performances, portfolios, projects, assignments, and papers</li><li>• Share assessment feedback with students to support their development and learning</li></ul>
	Evaluate programme effectiveness	<ul style="list-style-type: none"><li>• Gain insights into course effectiveness using various evaluation tools and feedback channels</li><li>• Make observations on course delivery, learning environment, student experience, and achievement of learning outcomes to propose improvements</li><li>• Propose recommendations on improvements in teaching and learning approaches to create quality learning environment</li></ul>

# Arts Instructor

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Arts Curriculum Design	Level 4	Communication	Intermediate
	Assessment Design and Implementation	Level 3	Collaboration	Basic
	Arts Education Research	Level 3	Adaptability	Intermediate
	Arts for Diversity and Wellbeing	Level 4	Problem Solving	Basic
	Art Form Experience and Knowledge	Level 4	Learning Agility	Basic
	Arts for Social and Cultural Development	Level 3		
	Art Form History and Culture	Level 4		
	Art Form Pedagogy	Level 4		
	Art Form Showcase	Level 3		
	Diversity Appreciation and Sensitivity	Level 3		
	Health and Safety	Level 4		
	Learning Analytics	Level 3		
	Lesson Delivery and Classroom Management	Level 4		
	Learning Environment Design	Level 4		
	Student Relationship Management	Level 3		
	Programme and Project Management	Level 3		
	Student Relationship Management	Level 3		
	Vendor and Partnership Management	Level 4		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Assessor	Training & Adult Education
	Content Strategist	Design
Learning Facilitator	Training & Adult Education	

# Arts Educator

## JOB ROLE DESCRIPTION

Arts Educators design, deliver and review learning experiences and use effective assessment strategies to help learners perform according to required standards. Their teaching practice is complemented and informed by their artistic practice in their chosen art form. They have a strong understanding of effective teaching pedagogies and learning strategies and are agile in adapting them for specific contexts, student needs and learning objectives. They coach learners towards achieving their fullest potential in the craft and in gaining a deeper understanding and appreciation of artistic work. They help learners connect with and express their creativity, and equip them with the tools to explore their ideas and imagination.

Arts Educators deliver arts education programmes in schools, universities, community centres, welfare organisations and co-curricular settings to diverse student profiles. They invest in the advancement of arts education by developing and improving pedagogies, programmes and curricula. They take an active role in engaging with arts and arts education institutions and mentoring emerging artists. They are self-reflective and take a critical approach to their own teaching and art form practice, often adopting a signature teaching approach unique to themselves.

<b>CRITICAL WORK FUNCTIONS AND KEY TASKS</b>	<b>CRITICAL WORK FUNCTIONS</b>	<b>KEY TASKS</b>
	Design arts education programmes	<ul style="list-style-type: none"><li>• Engage stakeholders internally and across the industry to define needs and programme objectives in line with strategic vision for the advancement of the art form</li><li>• Craft learning objectives for programme, including desired knowledge, skills, and attitudes cultivated through artmaking and appreciation</li><li>• Curate and scaffold content into building blocks and components for learning</li><li>• Determine appropriate learning delivery methods to facilitate achievement of learning objectives</li><li>• Create methods, materials, and resources to guide programme delivery</li><li>• Develop art form specific assessments to evaluate learner progress and competence during and at culmination of course</li><li>• Ensure programme design and delivery is inclusive and accessible to empower creative expression for all learners</li></ul>

# Arts Educator

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Deliver arts education programmes and nurture learning	<ul style="list-style-type: none"><li>• Deliver lesson content and coursework to learners in line with lesson plans and programme, preparing activities, content, art form materials, and technology in advance</li><li>• Instruct students individually and in groups, using various teaching methods, such as lectures, discussions, and demonstrations guided by the art form specific pedagogy</li><li>• Cultivate artistic competence by explaining and demonstrating the technical and foundational knowledge of the art form, as well as its historical and cultural context</li><li>• Facilitate activities such as group discussions and individual reflection that enrich the practice of the art form and allow for the development of creative expression</li><li>• Develop artistic capability and mindset in students through pedagogical curriculum, adapting approaches as needed to drive improvements to teaching and elevate learning</li><li>• Adapt teaching methods and instructional materials to meet students' varying needs and interests, and other individual characteristics</li><li>• Guide students to find their artistic voice by providing ongoing feedback and building relationships to elevate their unique artistic potential</li><li>• Prepare students for further development by encouraging them to explore learning opportunities and to persevere with challenging tasks</li></ul>
	Assess student learning and creative showcase	<ul style="list-style-type: none"><li>• Facilitate student assessments, including art form specific showcases such as performances or portfolios, at defined intervals during and at the culmination of course</li><li>• Encourage students to express their creative ability through learning milestones such as performances, showcases, portfolios and assessments</li><li>• Evaluate and grade students' class work, performances, portfolios, projects, assignments, and papers</li></ul>



# Arts Educator

<b>CRITICAL WORK FUNCTIONS AND KEY TASKS</b>	<b>CRITICAL WORK FUNCTIONS</b>	<b>KEY TASKS</b>
	Evaluate programme effectiveness	<ul style="list-style-type: none"><li>• Gain insights into course effectiveness using various evaluation tools and feedback channels</li><li>• Make observations on course delivery, learning environment, student experience, and achievement of learning outcomes to propose improvements</li><li>• Drive recommendations on improvements in teaching and learning approaches to create quality learning experience</li><li>• Adapt and iterate programme design and learning philosophy based on feedback and observations</li></ul>
	Advance art form education and develop thought leadership	<ul style="list-style-type: none"><li>• Advocate for programme and curriculum development to enhance learner experience and art form capabilities</li><li>• Implement research and professional practices to share and extend knowledge of the arts</li><li>• Share innovative ideas about integrating art form specific theory and practice</li><li>• Keep up to date on the development of discipline-related teaching practices and learning strategies</li></ul>

# Arts Educator

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
		Accreditation Structure Management	Level 4	Communication
	Arts Curriculum Design	Level 5	Creative Thinking*	Intermediate
	Arts Education Research	Level 4	Collaboration	Intermediate
	Arts for Diversity and Wellbeing	Level 5	Decision Making	Intermediate
	Arts for Social and Cultural Development	Level 4	Problem Solving	Intermediate
	Art Form Experience and Knowledge	Level 5		
	Art Form History and Culture	Level 5		
	Art Form Pedagogy	Level 5		
	Art Form Showcase	Level 4		
	Assessment Design and Implementation	Level 4		
	Coaching and Mentoring	Level 3		
	Diversity Appreciation and Sensitivity	Level 4		
	Learning Analytics	Level 3		
	Learning Environment Design	Level 5		
	Learning Experience Evaluation and Enhancement	Level 4		
	Learning Strategy and Framework Development	Level 5		
	Lesson Delivery and Classroom Management	Level 5		
	Lesson Planning	Level 4		
	Programme and Project Management	Level 4		
	Student Relationship Management	Level 4		
	Vendor and Partnership Management	Level 5		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Associate-Talent Management and Learning and Organisation Development	Human Resources
	Beginning Early Intervention Educator	Early Childhood
	Courseware Developer	Training & Adult Education
	Curriculum and Pedagogical Specialist	Early Childhood
	Curriculum Lead	Training & Adult Education
	Designer	Design

## NOTES

\* The expectation of the Arts Educator to demonstrate the Creative Thinking CCS may span Intermediate to Advanced proficiency levels depending on their career path. Arts Educators who are employed as part of an organisation (as opposed to freelance) may be required to demonstrate this competency at an Advanced level.

# Master Artist Educator

## JOB ROLE DESCRIPTION

Master Artist Educators are experienced and acclaimed artists recognised for their cultural contributions with an interest in advancing their chosen art form through mentorship and education. Demonstrating mastery in their artistic practice, they coach and mentor artists, as well as Arts Instructors and Arts Educators.

Master Artist Educators lead and advance arts education for their chosen art form by actively sharing their knowledge and practice through platforms such as masterclasses, lectures and consultancy services. They champion thought leadership and promote innovative practices in the sector, adding value to the broader arts and arts education community.

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Educate the artists of tomorrow	<ul style="list-style-type: none"> <li>• Identify high-potential artists to nurture, coach, and sponsor in the progression of their artistic and creative careers</li> <li>• Provide advice and inputs to artists, Arts Instructors and Arts Educators to improve their understanding and delivery of learning objectives</li> <li>• Impart art form knowledge and expertise in formal and informal learning settings</li> </ul>
	Develop thought leadership	<ul style="list-style-type: none"> <li>• Inspire practicing artists to achieve mastery of their skills and to experiment, innovate, and push the boundaries of their art form</li> <li>• Build strong relationships across the academic and industry community to understand and bridge emerging Arts Education needs</li> <li>• Share experiences, opinions, purposeful ideas, and recommendations through white papers, articles, books, blog posts, opinion editorials and social media content</li> </ul>
	Advance arts community and profession	<ul style="list-style-type: none"> <li>• Play active role in key industry events, conferences, symposiums, and media</li> <li>• Influence development of arts education policy and syllabus, teaching methods and tools based on emerging trends in the Arts Education sector and relevancy of the arts across other fields</li> <li>• Advise arts education institutions on programme, curriculum, and accreditation effectiveness</li> <li>• Champion initiatives that build relationships across key stakeholder groups and community to uplift the arts community and profession</li> </ul>

# Master Artist Educator

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
	Accreditation Structure Management	Level 5	Communication	Advanced
	Arts Curriculum Design	Level 6	Developing People*	Intermediate
	Arts Education Research	Level 5	Decision Making	Intermediate
	Arts for Diversity and Wellbeing	Level 6	Collaboration	Intermediate
	Arts for Social and Cultural Development	Level 6	Transdisciplinary Thinking	Advanced
	Art Form Experience and Knowledge	Level 6		
	Art Form History and Culture	Level 5		
	Art Form Pedagogy	Level 5		
	Art Form Showcase	Level 5		
	Assessment Design and Implementation	Level 5		
	Coaching and Mentoring	Level 4		
	Diversity Appreciation and Sensitivity	Level 6		
	Learning Analytics	Level 5		
	Learning Experience Evaluation and Enhancement	Level 6		
	Learning Strategy and Framework Development	Level 6		
	Lesson Delivery and Classroom Management	Level 5		
	Programme and Project Management	Level 5		
	Student Relationship Management	Level 5		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
	Centre Director/Head of Institute	Training & Adult Education
Creative Director	Media	

## NOTES

\* The expectation of the Master Artist Educator to demonstrate the Developing People CCS may span Intermediate to Advanced proficiency levels depending on their career path. Master Artist Educators who are employed as part of an organisation (as opposed to freelance) may be required to demonstrate this competency at an Advanced level.

# Skills Maps

## Research Track

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JOB ROLE

**ARTS EDUCATION RESEARCHER**

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# Arts Education Researcher

## JOB ROLE DESCRIPTION

Arts Education Researchers specialise in investigating and studying various aspects of arts education. They review literature, conduct studies using various research methodologies, analyse data and provide insights to drive recommendations that would advance various aspects of arts education. They disseminate research findings through journal publications, white papers, presentations and conferences, as well as through exhibitions and showcases. They communicate their research findings to the broader arts education industry to provide evidence-based best practices in teaching and learning, and promote innovative pedagogies, programme/curricula design and learning technologies.

Arts Education Researchers collaborate with educators, artists, administrators and policymakers to identify gaps and explore interests in selected arts fields and propose recommendations related to arts education and beyond. They typically conduct research independently or in the context of institutes of higher learning or arts organisations.

<b>CRITICAL WORK FUNCTIONS AND KEY TASKS</b>	<b>CRITICAL WORK FUNCTIONS</b>	<b>KEY TASKS</b>
	Conduct research	<ul style="list-style-type: none"><li>• Formulate research questions and hypotheses on arts education topics such as pedagogies and curriculum development to inform study objectives, research design and methodologies</li><li>• Consider research ethics when crafting research proposals, connect and seek approval from the relevant ethics board</li><li>• Gather in-depth knowledge and insights on arts education using local and international sources</li><li>• Research emerging trends and best practices in arts education, including innovations in arts pedagogies and art forms</li><li>• Investigate research hypotheses through qualitative and quantitative research methods, including arts-based research methodologies, literature reviews, collecting survey data, focus group discussions and interviews</li></ul>
	Disseminate research findings	<ul style="list-style-type: none"><li>• Translate research findings into clear insights and conclusions</li><li>• Publish research findings and generate thought leadership through reports, academic publications, white papers, and panels or via arts-based settings such as exhibitions and showcases</li><li>• Share research findings and implications with the broader research community through settings such as conferences and symposiums</li></ul>

# Arts Education Researcher

CRITICAL WORK FUNCTIONS AND KEY TASKS	CRITICAL WORK FUNCTIONS	KEY TASKS
		Develop thought leadership

SKILLS & COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		CRITICAL CORE SKILLS (TOP 5)	
		Art Form History and Culture	Level 5	Transdisciplinary Thinking
	Art Form Pedagogy	Level 4	Global Perspective	Intermediate
	Arts Education Research	Level 6	Creative Thinking*	Intermediate
	Arts for Social and Cultural Development	Level 5	Communication	Intermediate
	Diversity Appreciation and Sensitivity	Level 4	Sense Making	Advanced
	Learning Analytics	Level 4		
	Learning Experience Evaluation and Enhancement	Level 5		
	Programme and Project Management	Level 5		

ADJACENT JOB OCCUPATIONS	JOB ROLE	SKILLS FRAMEWORK
		Analyst- Analytics & Customer Insights
	Courseware Developer	Training & Adult Education
	Designer	Design
	Design Researcher	Design
	Learning Consultant	Training & Adult Education
	Learning Technology Designer	Training & Adult Education

## NOTES

\* The expectation of the Arts Education Researcher to demonstrate the Creative Thinking CCS may span Intermediate to Advanced proficiency levels depending on their career path. Arts Education Researchers who are employed as part of an organisation (as opposed to freelance) may be required to demonstrate this competency at an Advanced level.

# Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
General Management	Diversity Appreciation and Sensitivity	Understand and learn about diverse groups and their interests, concerns, and behaviours to broaden educator perspectives and include diverse themes in classroom discussions and activities. Connect with students across cultures, abilities, gender, sexuality, age and other elements of diversity.		●	●	●	●	●
	Programme and Project Management	Manage the implementation and development of programmes and projects to facilitate achievement of organisation's objectives and growth.			●	●	●	
	Vendor and Partnership Management	Establish formal contracts and systems for maintaining and improving performance against established expectations.			●	●	●	
Arts Education for Community	Arts for Diversity and Wellbeing	Provide avenues for creative expression to individuals seeking to improve cognitive and emotional wellbeing through expression and reflection using artistic and creative processes.				●	●	●
	Arts for Social and Cultural Development	Develop strategies to establish partnerships and collaborations with family and community stakeholders such as community and arts centres and cultural organisations, to broaden the impact of arts education and creative expression on society and promote local heritage and cultural traditions across communities, neighbourhoods, and educational institutes.		●	●	●	●	●
Research and Innovation	Arts Education Research	Investigate a research focus and hypothesis leading to the generation of insights on current developments, trends and innovative methods of learning delivery and programme design.			●	●	●	●
Arts Learning Delivery	Coaching and Mentoring	Develop and implement coaching and mentoring approaches to address learner developmental needs, taking an empathetic approach to support the artistic development and expression of students.			●	●		
	Health and Safety	Adhere to health, safety, and hygiene standards and procedures across all learning activities and environments.	●		●	●		
	Learning Analytics	Analyse data to glean insights and drive decision making to enhance learning delivery, in accordance with governance and management policies for the handling of data at various stages of its lifecycle.			●	●	●	
	Learning Experience Evaluation and Enhancement	Evaluate student experience and address learning challenges to measure effectiveness and drive excellence across all learning activities in alignment with quality assurance policies and systems.				●	●	●
	Lesson Delivery and Classroom Management	Facilitate classroom instruction to deliver curriculum with positive learning outcomes, observe student engagement, provide environmental comfort, and deliver learning materials, and activity. Optimize learning experience through technologies.			●	●	●	●
	Lesson Planning	Prepare class materials, facilitation approach, and relevant content and activities from the curriculum, including digital aids, in advance of lesson to ensure effective delivery and instruction.		●	●	●		
	Student Relationship Management	Nurture relationships and build empathy with students to address individual learning needs across diverse groups and ensure wellbeing and psychological safety to support artistic expression and learning.		●	●	●	●	



# Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
<b>Art Form Specific Instruction</b>	Art Form Experience and Knowledge	Demonstrate artistic talent, creativity, and knowledge of concepts, processes, styles, and forms of expression in chosen art form.			●	●	●	●
	Art Form History and Culture	Understand and teach the history and cultural context of the chosen art form, including prominent artists, the historical evolution of the art form, and the background of the art form in Singapore.				●	●	
	Art Form Pedagogy	Understand and apply the instructional techniques best suited to teach the chosen art form to create positive learning outcomes.			●	●	●	
	Art Form Showcase	Understand the key products and outcomes of creative expression in chosen art form to be embedded into class practice and assessments and drive experience-based learning.			●	●	●	
<b>Arts Learning Design</b>	Arts Curriculum Design	Design and develop overall curriculum framework, including learning outcomes, art form specific pedagogy, course content and materials, structure of learning units and activities, assessment criteria, and showcase opportunities.				●	●	●
	Learning Environment Design	Create high-quality learning environments across digital, physical, and hybrid spaces that promote the achievement of desired learning outcomes conducive to the specific art form and pedagogy, including classroom format, use of technology, interior design, and learner demographic and learner style considerations.				●	●	
	Learning Strategy and Framework Development	Design learning strategy and philosophy to define best practices for how arts students will develop the desired skills, qualities, experience, and behaviours necessary to achieve their learning objectives through the curriculum.					●	●
<b>Assessment and Accreditation</b>	Accreditation Structure Management	Design accreditation structures and award learning qualifications based on assessments in alignment with accreditation requirements.				●	●	
	Assessment Design and Implementation	Design and implement assessment methods and tools to evaluate learner progress, taking into account the learning objectives of the specific art form and incorporating showcase style assessment opportunities where appropriate and as relevant to the art form, such as performances, portfolios, and exhibitions.			●	●	●	

# TSCs General Descriptor

Level	Responsibility (Degree of supervision and accountability)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)
6	Accountable for significant areas of work, strategy or overall satisfaction	Empowered to chart direction and practices within and outside of work (including professional field/ community), to achieve/exceed work results.	Complex	<ul style="list-style-type: none"> <li>Synthesise knowledge issues in a field of work and the interface between different fields, and create new forms of knowledge</li> <li>Employ advanced skills, to solve critical problems and formulate new structures, and/or to redefine existing knowledge or professional practice</li> <li>Demonstrate exemplary ability to innovate, and formulate new ideas and structures</li> </ul>
5	Accountable for achieving assigned objectives, decisions made by self and others	Provide leadership to achieve desired work results; Manage resources, set milestones and drive work.	Complex	<ul style="list-style-type: none"> <li>Evaluate factual and advanced conceptual knowledge within a field of work, involving critical understanding of theories and principles</li> <li>Select and apply an advanced range of cognitive and technical skills, demonstrating mastery and innovation, to devise solutions to solve complex and unpredictable problems in a specialized field of work</li> <li>Manage and drive complex work activities</li> </ul>
4	Work under broad direction Hold accountability for performances of self and others	Exercise judgement; adapt and influence to achieve work performance.	Less Routine	<ul style="list-style-type: none"> <li>Evaluate and develop factual and conceptual knowledge within a field of work</li> <li>Select and apply a range of cognitive and technical skills to solve non-routine/ abstract problems</li> <li>Manage work activities which may be unpredictable</li> <li>Facilitate the implementation of innovation</li> </ul>
3	Work under broad direction May hold some accountability for performance of others, in addition to self	Use discretion in identifying and responding to issues, work with others and contribute to work performance.	Less Routine	<ul style="list-style-type: none"> <li>Apply relevant procedural and conceptual knowledge and skills to perform differentiated work activities and manage changes</li> <li>Able to collaborate with others to identify value-adding opportunities</li> </ul>
2	Work with some supervision Accountable for a broader set of tasks assigned	Use limited discretion in resolving issues or enquiries. Work without frequently looking to other for guidance.	Routine	<ul style="list-style-type: none"> <li>Understand and apply factual and procedural knowledge in a field of work</li> <li>Apply basic cognitive and technical skills to carry out defined tasks and to solve routine problems using simple procedures and tools</li> <li>Present ideas and improve work</li> </ul>
1	Work under direct supervision Accountable for tasks assigned	Minimal discretion required. Expected to seek guidance.	Routine	<ul style="list-style-type: none"> <li>Recall factual and procedural knowledge</li> <li>Apply basic skills to carry out defined tasks</li> <li>Identify opportunities for minor adjustments to work tasks</li> </ul>

# Critical Core Skills (CCSs)

## Interacting with Others

CCS	CCS Description	Proficiency Levels		
		Basic	Intermediate	Advanced
<b>Building Inclusivity</b>	Collaborate with stakeholders from different backgrounds or with different abilities, to understand the interests of diverse groups and build an inclusive work environment	Demonstrate sensitivity to the differences in diversity dimensions and perspectives	Manage relationships across diverse groups within the organisation	Oversee the develop and implement processes and practices which build an inclusive work environment and enable diverse groups to work effectively together
<b>Collaboration</b>	Manage relationships and work collaboratively and effectively with others to achieve goals	Contribute to a positive and cooperative working environment by fulfilling own responsibilities, managing interpersonal relationships and providing support to others to achieve goals	Build relationships and work effectively with internal and external stakeholders to create synergies in working towards shared goals	Establish team effectiveness and manage partnerships to create a cooperative working environment which enables the achievement of goals
<b>Communication</b>	Convey and exchange thoughts, ideas and information effectively through various mediums and approaches	Communicate with others to share information, respond to general inquiries and obtain specific information	Tailor communication approaches to audience needs and determine suitable methods to convey and exchange information	Synthesise information and inputs to communicate an overarching storyline to multiple stakeholders
<b>Customer Orientation</b>	Identify the needs of customers, both internal and external, to deliver an effective customer experience	Demonstrate an understanding of customer needs or objectives to respond in a way which delivers an effective customer experience	Build relationships with customers to anticipate needs and solicit feedback to improve the customer experience	Foster the creation of an effective customer experience
<b>Developing People</b>	Empower others to learn and develop their capabilities to enhance their performance and achieve personal or professional goals	Create individual career and development plans, and support co-workers in performing their work activities	Develop and coach team members to identify and leverage their strengths to enhance performance	Foster a conducive environment to enable employees' professional and personal development, in alignment with the organisation's objectives and goals
<b>Influence</b>	Influence behaviours, beliefs or attitudes in order to achieve desired outcomes and solutions	Demonstrate empathy to understand the feelings and actions of others and communicate in ways that limit misunderstandings and influence others on operational issues	Develop relationships with stakeholders to build confidence, alignment and communicate desired purpose, goals or objectives	Build consensus with stakeholders to achieve desired outcomes on matters of strategic importance

# Critical Core Skills (CCSs)

## Staying Relevant

CCS	CCS Description	Proficiency Levels		
		Basic	Intermediate	Advanced
<b>Adaptability</b>	Exercise flexibility in behaviours or approaches to respond to changes and evolving contexts	Modify behaviours and approaches to respond to changes and evolving contexts	Manage change in evolving contexts	Foster a culture of flexibility that caters to changes and evolving contexts
<b>Digital Fluency</b>	Leverage digital technology tools, systems, and software across work processes and activities to solve problems, drive efficiency and facilitate information sharing	Perform work processes and activities using identified digital technology tools, systems and software	Identify opportunities and evaluate risks of integrating digital technology tools, systems and software across work processes and activities	Drive the creation of a digital culture and environment, educating stakeholders across the organisation on the benefits and risks of digital technology tools, systems and software
<b>Global Perspective</b>	Operate in cross-cultural environments, demonstrating an awareness of the wider global context and markets to identify potential opportunities and risks	Demonstrate an understanding of global challenges and opportunities to work effectively in a cross-cultural environment	Develop global networks and determine impact of global context and trends on the organisation's vision, objectives and operating climate	Lead the resolution of the challenges of operating in a cross-cultural environment and build the organisation's capabilities to compete in a global environment
<b>Learning Agility</b>	Deploy different learning approaches which enable continuous learning across different contexts to drive self-development and the achievement of long-term career goals	Identify opportunities and targets for learning to facilitate continuous career development	Deploy various learning approaches in different settings to maximise opportunities for learning and self-reflection and measure their impact on the achievement of career goals	Establish an organisational culture of continuous learning to encourage the adoption of new learning approaches and identification of new learning opportunities
<b>Self Management</b>	Take ownership of managing one's personal effectiveness, personal brand and holistic physical, mental, emotional and social well-being	Exercise self-awareness by monitoring own behaviours and ways of working in personal and professional capacities, and implement techniques for improvement	Analyse own well-being and personal effectiveness to develop strategies to regulate self and build personal brand	Evaluate strategies to manage own well-being, personal effectiveness and personal brand

# Critical Core Skills (CCSs)

## Thinking Critically

CCS	CCS Description	Proficiency Levels		
		Basic	Intermediate	Advanced
<b>Creative Thinking</b>	Adopt diverse perspectives in combining ideas or information and making connections between different fields to create different ideas, improvements and solutions	Connect ideas or information to propose and test ideas, improvements and solutions which challenge current assumptions or ways of working	Integrate multiple ideas and information from across various fields to develop solutions and new ways of working which address specific issues and deliver impact	Cultivate a culture of innovation and creativity across the organisation to push boundaries and reshape goals and possibilities
<b>Decision Making</b>	Choose a course of action from several alternatives developed through a structured process in order to achieve intended goals	Follow processes to make decisions which achieve intended goals using given information and guidelines	Implement structured decision making processes and analyse multiple sources of information to propose solutions	Define decision making criteria, processes and strategies and evaluate their effectiveness
<b>Problem Solving</b>	Generate effective and efficient solutions to solve problems and capitalise on new opportunities	Identify problems and implement guidelines and procedures to solve problems and test solutions	Determine underlying causes of problems and collaborate with other stakeholders to implement and evaluate solutions	Anticipate potential problems to drive a culture of continuous improvement which seeks to turn problems into opportunities across the organisation
<b>Sense Making</b>	Leverage sources of qualitative and quantitative information and data to recognise patterns, spot opportunities, infer insights and inform decisions	Organise and interpret information to identify relationships and linkages	Analyse information and data and uncover patterns, opportunities and impacts	Evaluate relationships, patterns and trends to inform actions and generate wider insights
<b>Transdisciplinary Thinking</b>	Apply concepts from multiple disciplines, and synthesise different areas of knowledge and insights to guide decisions, foster cooperation and drive continuous improvement	Explore concepts from outside one's field of expertise to supplement one's knowledge, proficiency and work practices	Identify opportunities for transdisciplinary collaboration and knowledge transfer to facilitate the integration of knowledge from different disciplines	Endorse collaboration and the integration of knowledge across disciplines to make decisions and solve problems within and outside the organisation

# Self-Employed Persons Competencies (SEPCs)

SEPC	SEPC Description	Proficiency Levels		
		Basic	Intermediate	Advanced
<b>Entrepreneurship</b>	Develop and nurture a vision and purpose for entrepreneurial ventures and explore strategic business opportunities including proposal writing, pursuing new leads and spotting opportunities, networking, and regularly engaging with arts communities, patrons, and sponsors	Pursue new business opportunities, collaborations, and artistic endeavours in line with professional goals and vision by creating and launching arts-related products/services to target audiences and customers	Formulate strategies to expand entrepreneurial ventures and introduce creative work to various audiences and communities in line with artistic goals and unique value proposition	Lead continuous growth and improvement of artistic and business endeavours through continuous innovation, creativity, and agility, and by inspiring audiences and customers
<b>General Financial Management</b>	Develop and execute a financial strategy and plan to manage budget and revenues. This includes a foundational understanding of budgeting, taxation, and reading and preparing financial statements	Execute operations within set budget parameters, documenting necessary paperwork for the preparation of financial statements	Utilise analysis of current and historic arts projects to control costs and provide the basis for forecasting and benchmarking for future project needs	Leverage emerging technology and best practices to guide financial management initiatives to optimise financial management to reduce costs and maximise revenue
<b>Legal, Contract and Negotiation Management</b>	Ensure terms of work are fair, transparent and in all parties' best interests. This includes the development of legally binding contracts outlining the description of services, payment terms and termination clauses, and negotiating for "win-win" terms that meet the needs of the SEP(s) and the client(s)	Develop and manage contracts such as terms of services and employment in compliance with regulatory requirements and outlining basic contractual terms	Promote fair terms of service and freelance employment through transparent and clear contractual agreements and effective dispute management	Lead greater equitability in contracts for freelance employment by identifying new trends in freelance contracting and championing best practices, in addition to building greater awareness of rights and legal protections for SEPs
<b>Personal Brand Management</b>	Define and create a brand rooted in personal and professional values and art form expertise among desired target audiences through social media and other channels	Communicate personal and professional artist brand through social media and digital marketing initiatives	Drive strategic communication with key target audiences through social media to showcase a personal brand, unique signature approach, and creative value proposition	Inspire and connect with target audiences by developing an engaging brand that aligns with artistic values and professional goals, utilising social media and innovative personal branding techniques to build a community of followers
<b>Portfolio Career and Project Management</b>	Organise and prioritise deliverables to manage time across projects, identify the capacity for new opportunities and ensure alignment of work to personal creative brand and professional objectives	Oversee small projects and programmes in alignment with artistic and business objectives, including management of timelines, resources, risks, and stakeholders	Drive medium scale projects and programmes, allocating resources, managing interdependencies, and engaging with key stakeholders on project progress and outcomes	Develop arts portfolio strategy to identify professional goals, prioritise impactful projects, and define key performance metrics

# CCSs and SEPCs General Descriptor

Proficiency Level	Responsibility (Degree of supervision and accountability)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)	Typical Sample Action Words
<b>Advanced</b>	Accountable for significant areas of work, strategy or overall satisfaction	Empower to chart direction and practices to exceed objectives / results	Complex	<ul style="list-style-type: none"> <li>Synthesise breadth and depth of knowledge to influence thinking, present new ideas and push boundaries</li> <li>Drive innovative and solution development to address complex issues or problems</li> <li>Role model the competency across complex, varied situations</li> </ul>	Direct, Evaluate, Assess, Guide, Formulate, Drive, Design, Synchronise, Establish, Lead
<b>Intermediate</b>	Work under broad direction  Accountable for performances of self and others	Exercise judgement  Adapt and influence stakeholders to achieve work performance	Less Routine	<ul style="list-style-type: none"> <li>Evaluate diverse information and demonstrate advanced knowledge within a broad work area</li> <li>Facilitate the implementation of innovation and integrate ideas to solve less routine problems</li> <li>Share knowledge, guiding others where required</li> </ul>	Plan, Develop, Monitor, Analyse, Review, Implement, Recommend
<b>Basic</b>	Work under supervision and guidance  Accountable for a set of broader tasks or performance or self	Use limited discretion to respond to issues  Work with others to contribute to work performance	Routine	<ul style="list-style-type: none"> <li>Apply understanding and knowledge when performing differentiated work activities</li> <li>Follow instructions and guidelines to carry out activities and solve routine problems</li> </ul>	Consolidate, Conduct, Collate, Operate, Support, Prepare, Perform, Deploy

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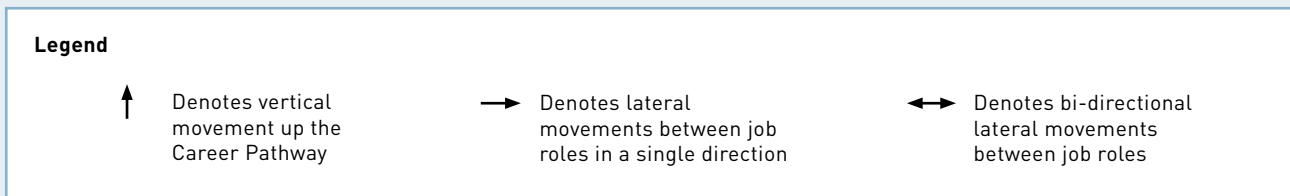
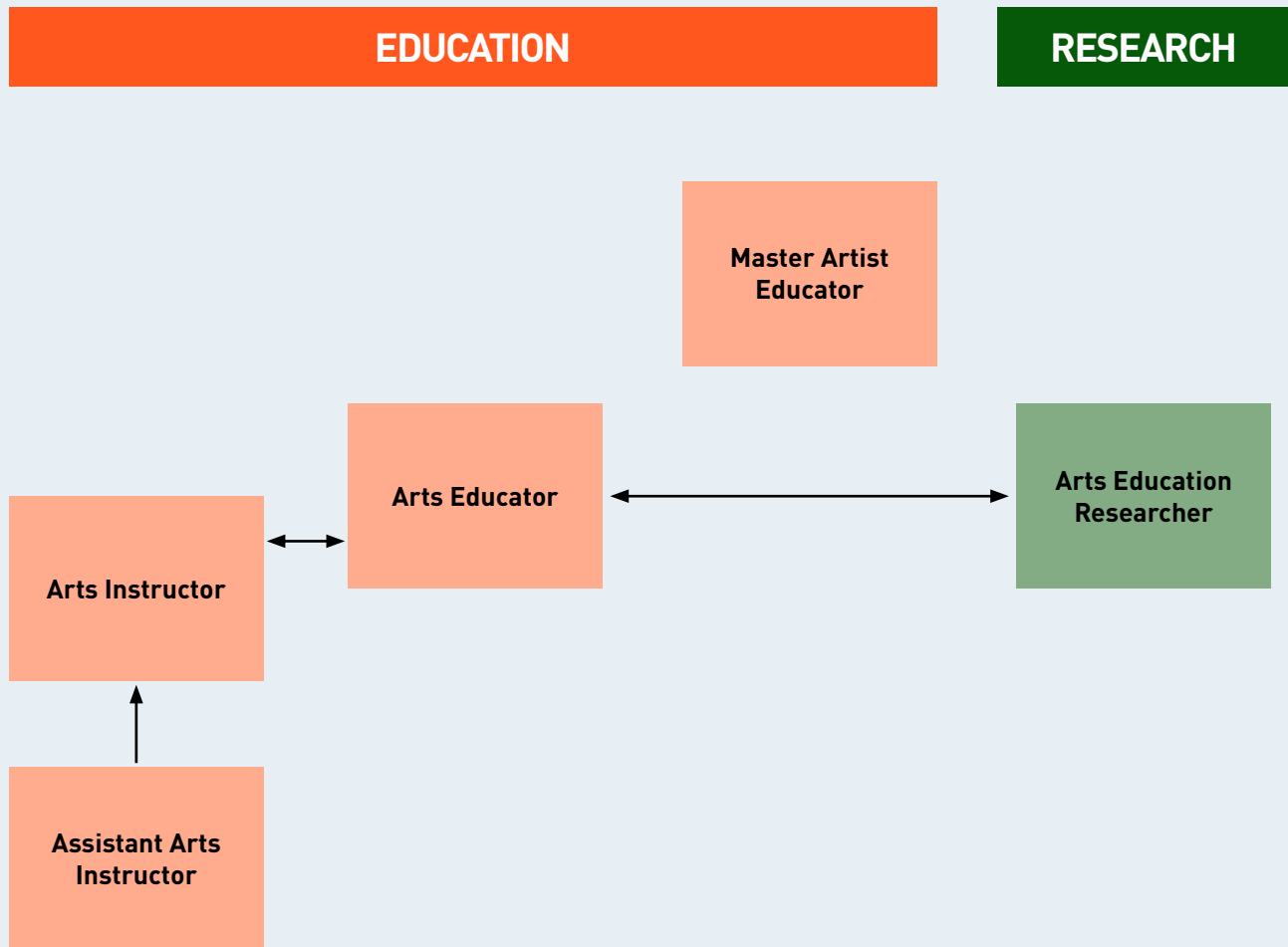
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# SKILLS FRAMEWORK FOR ARTS (ARTS EDUCATION)

## Career Map



The Career Map serves as a reference to reflect the available job roles and possible career pathways in the Arts (Arts Education) sector, which may vary depending on each organisation's structure and business context. The career progression pathways would depend on individual performance, capability, experience, aspiration, as well as company needs.



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