



Enhanced Artist-in-School Scheme Briefing Session (Special Education)

10 July 2026 (Fri)

2.00 to 3.00pm

Programme Outline

- Overview
- Introduction to Enhanced AISS
- AISS Stories
- Project Requirements and Assessment Criteria
- Supportable Scope of Projects
- Funding
- Application Process & Timeline
- FAQs
- Useful Links



Overview of SPED-AISS

The Special Education Artist-in-School Scheme (SPED-AISS) supports **sustained partnerships** between Singapore arts professionals and teachers in SPED schools to **co-develop** customised arts experiences that deepen students' engagement in and through the arts.



Overview of Enhanced AISS

Importance of Traditional Arts and Multiculturalism to schools and students

Cultural Identity and Rootedness

Helps students connect with their culture and develop a stronger sense of who they are

Develop Empathy and Mutual Respect

Broadens students' perspectives and nurtures appreciation for cultures beyond their own

Keeping Traditions Alive

Ensures that traditional art forms are preserved and remain relevant to younger generations



Objectives

	SPED-AISS	[New] Enhanced AISS
Project Types	Any Art Form	Traditional Arts/ Multicultural Arts
Objectives	Project co-designed by artist and school to: • Deepen students' <u>understanding and appreciation of various art forms</u> in alignment with curriculum • Support <u>broader educational outcomes</u> by using the arts as a tool / methodology • Deepen <u>SPED teachers' knowledge</u> and enhance their skills in developing or delivering arts-based lessons, so as to cater to students' needs	Project co-designed by artist and school to: • (Traditional Arts) Deepen students' appreciation of the practices, techniques and cultural knowledge of the arts rooted in Singapore's major ethnic groups • (Multicultural Arts) Deepen students' rootedness in Singapore's multicultural identity and foster an appreciation of diverse cultural traditions through participation in the arts
Funding	Up to 90% of supportable costs, <u>capped at \$25,000</u> per school per year	Up to 100% of supportable costs, <u>capped at \$25,000 per school</u> per year

NAVAL BASE SECONDARY SCHOOL



SPED AISS Stories (Traditional Arts)

Chinese Painting Talent Development Programme

Chaoyang School with artist, Moh Kek Cheng



Photo Credit: Chaoyang School

Students in the Chinese Painting Talent Development Programme worked closely with artist Moh Kek Cheng, to explore the traditions and philosophy of Chinese painting, progressively developing their brush techniques across a range of subjects including flora, fauna, and landscapes.

The programme deepened students' appreciation of Chinese culture whilst nurturing qualities such as patience, concentration, and attentiveness. By the end of the programme, students had enhanced their artistic abilities, with their art works reflecting their growth as young artists.

Examples of Traditional Arts Programmes

Chinese	Malay	Indian
• Traditional Chinese Dance • Traditional Chinese Opera • Traditional Puppetry (glove puppets 布袋戏, string/rod puppets 木偶, shadow puppets) • Chinese Orchestra • Chinese instruments • Chinese Percussion • Chinese Calligraphy (书法) • Chinese Brush Painting (水墨画) • Paper Cutting (剪纸) • Seal Carving (篆刻) • Chinese Porcelain (青花瓷)	• Traditional Malay Dance • Traditional Malay Opera (Bangsawan) • Wayang Kulit • Malay Orchestra • Angklung • Kulintang • Gamelan • Dikir Barat • Malay Percussion • Batik Painting	• Traditional Indian Dance • Traditional Tamil Drama • Classic Indian Literature • Indian Orchestra • Indian Percussion • Rangoli Painting

The list of qualifying art forms is not exhaustive.

Schools may reach out to NAC to clarify if a proposed art form qualifies under the Enhanced AISS.

Examples of Artists/ Arts Groups with TA programmes (SPED)

- Apsaras Arts Ltd (Indian Dance)
- Yuki Lim Xiao Yun (Ethnic Fusion Dance)
- Sri Warisan (Kompang and Angklung)
- Kamal's Artshop (Batik Painting)
- Ika Zahri Bin Sarkasi (Batik Painting)
- Chang Studio (Chinese Paper Cutting, Calligraphy)
- Moh Kek Cheng (Chinese Painting)
- The Finger Players (Chinese Puppetry)

Schools may reach out to these artists/ arts groups to explore co-developing learning experiences in TA for their students. Do ensure that the specific artist(s) meets the assessment criteria for AISS.

The list of providers is not exhaustive.

SPED AISS Stories (Multicultural Arts)

Ethnic Fusion Dance

APSN Katong School with artist, Yuki Lim Xiao Yun (Rhythm 'N' Moves Studio)



Secondary 1 students from APSN Katong School performed an Ethnic Fusion Dance at the 2025 Purple Parade under the guidance of artist-educator Yuki Lim.

Photo Credit: APSN Katong School

Project served to cultivate students' understanding and appreciation of Malay, Chinese and Indian Dance. Students were introduced to the music and learned skills and techniques of these various ethnic dance forms. The three ethnic dance steps were then combined to form one choreography.

Through the programme, students developed stronger self-esteem and body awareness, and gained a deeper appreciation of the different arts and cultural traditions.

Other Possible Multicultural Arts Projects

- Students learn from two experienced practitioners who are seasoned in Batik painting and Chinese painting and learn to combine artistic practices across these distinct art forms.
- Drama programme that draws inspiration from Malay folktales and allows students to gain a deeper understanding of the rich tradition of Malay folktales and engage with the values, themes and context of Malay culture.
- Photography programme with a focus on equipping students with photography skills and representing Singapore's cultural identity through visual storytelling. Students will work on creating a digital portfolio that reflects Singapore's diverse ethnic traditions.



Project Requirements and Assessment Criteria

Project Requirements

1. Work with a *local artist with artform and pedagogy qualifications and experience
2. Minimum 12 interaction hours with the same group of students
3. Must not replicate programmes on the NAC-AEP Directory

*Singapore Citizen or Permanent Resident OR employed by a local arts organization.



Students from Rainbow Centre Margaret Drive School participating in a creative dance project with Faye Lim from Rolypoly Family.
Photo Credit: Rainbow Centre Margaret Drive School

AISS vs NAC-AEP

Refer to the following to identify the best-fit scheme to support your project's design and learning outcomes:

	AISS	NAC-AEP Directory
Customisation	Co-design a <u>fully customised</u> programme to meet specific learning needs of your students	• An assembly programme, talk, excursion, or workshop that is readily available from existing Arts Providers • Some NAC-AEPs are customisable (duration, no. of sessions, add-on components)
Approval/ Administrative Process	Requires NAC's approval of application and submission of mid-term/ post-project reporting documents	Pre-approved and listed on directory
Duration	Provide <u>at least 12 interaction hours</u> with the artist for the same group / cohort of students, across one to two years	Programme can be as short as one session
Teacher- training	Programme can focus on teacher-training	Not available

Assessment Criteria

1. Suitability of Proposed Artist(s) (60%)

A) Artform Expertise:

- Artist possesses a recognised professional qualification from an arts institution (minimally a Diploma)
- Artist has trained with an established training provider in the art form
- Artist has a good track record of relevant local and / or international industry experience
- Artist has strong industry repute, e.g. is a [Cultural Medallion](#) or [Young Artist Award](#) recipient

B) Pedagogical Expertise

- Artist has pedagogical qualifications relating to the student profile involved in the project
- Artist demonstrates a good track record of relevant teaching experience relating to student profile

Assessment Criteria

2. Artistic and Educational Merit (40%)

- Programme achieves stated AISS/ Enhanced AISS objectives
- Programme is appropriately pitched to the target student profile (age / learning needs) with student-centric strategies
- Programme has multiple opportunities for students to demonstrate evidence of learning (E.g. showcase, portfolio, meaningful sharing of reflections)
- Programme has opportunities for students to interact meaningfully with the artist (E.g. through one-to-one feedback or gaining industry insights)





Supportable Scope of Projects

Supportable Scope of Projects

Target Student	AISS projects can support students' needs for the following school programmes: • Cohort level e.g. Junior/ Seniors • CCA • Curriculum e.g. music lessons • Talent Development
Teacher Training	• Programme can focus solely on teacher training to deepen SPED teachers' knowledge and enhance their skills in developing or delivering arts-based lessons, so as to cater to students' needs.

Component	Details	Funding
Combined-Schools Projects	• Co-developed between all partner schools • 1 coordinating school to take charge of application process	• Funding of combined-schools projects is capped at combined schools' funding caps • For AISS projects between mainstream and SPED, projects will be funded at up to 90% of qualifying AISS project costs/ 100% for Traditional Arts or Multicultural Arts Projects
Multi-Year Projects	• Multi-year projects may take place for <u>up to two years</u> • It is recommended that the school has partnered the same artist(s) under AISS previously	• Funding cap for projects across calendar years will be based on two years of funding • The funding cap will also take into consideration funding for previous Multi-Year projects that are being implemented

Funding

Funding

	AISS	[New] Enhanced AISS
Support	Up to 90%	Up to 100%
Grant Cap	\$25,000	\$25,000
Total Annual Funding	Schools may submit multiple projects across both project types and access <u>up to \$50,000</u>	

Additional support from Toteboard Arts Grant

For opt-in schools, Tote Board Arts Grant can be used to subsidise up to 70% of remaining qualifying costs.

Scenario

School submitted 3 AISS projects:

Project A Enhanced AISS – Batik programme for Sec 1 Art lessons

Project B Enhanced AISS – Ethnic Dance for Sec 2 cohort

Project C Regular AISS – Hip Hop Dance Programme for Dance CCA students

AISS Project	Supportable Costs	Grant
Project A Enhanced AISS	\$20,000	\$20,000 (100% of supportable costs, up to \$25K)
Project B Enhanced AISS	\$10,000	\$5,000 (as the remaining supportable amount is \$5K)
Project C Regular AISS	\$30,000	\$25,000 (90% of supportable costs, up to \$25K)
Total Grant amount for the school	\$50,000	

Qualifying Costs

- NAC provides funding for artist fees and *qualifying material costs only.
- The following costs are not supported under the AISS:
 - × Transportation
 - × Equipment maintenance
 - × Installation costs
 - × Venue rental
 - × Assets, e.g. equipment (such as kiln, iPad), software, purchase of licenses, instruments.

*Do note that short-term rental can be considered.

Disbursement Schedule

Depending on the grant quantum, the grant will be disbursed in two or three instalments:

Grant Quantum	1 st disbursement	2 nd disbursement	3 rd disbursement
Less than \$20,000	80% of grant quantum upon award and acceptance of grant	20% of grant quantum upon successful completion of project and submission of post-project report	nil
Equal to or more than \$20,000, and for multi-year projects	50% of grant quantum upon award and acceptance of grant	30% of grant quantum upon submission of mid-term report	20% of grant quantum upon successful completion of project and submission of post-project report

NAC is exploring alternative models of providing the grant to schools e.g. reimbursement model. Schools will be notified should there be any changes to the existing process.

Reporting Requirements

1. **Post-Project Report** including schools' confirmation of consent for media release of photographs for students whose faces are visible, and an expenditure report
2. At least 3 high-resolution **photographs** of the AISS sessions in progress

Note: For multi-year projects, and projects with grant of equal to or more than \$20,000, a **mid-term report** is required.

- All templates will be available for download on the [AISS webpage](#).
- All documents are to be submitted within three months of project completion.
- While receipts do not need to be submitted, please retain them for audit purposes.

Application Process

Application Process

STEP 1: Complete **Annex A** with proposed artist(s) (download from the [AISS webpage](#))

STEP 2: Fill in [Online Application Form](#) (attach completed Annex A)

[Revised] Application Window

Application window opens from 10 Aug 2026

- For projects that start from Term 1, 11 Jan 2027: apply by 12 Oct 2026
- For projects that start from Term 2, 22 Mar 2027: apply by 20 Nov 2026
- AISS projects are to begin no earlier than Monday, 11 January 2027.
- Schools will be notified of results in batches from October 2026 to February 2027.

Timeline

Application

1. Establish programme focus based on AISS objectives
2. Identify suitable artist(s) with reference to assessment criteria
3. Apply for AISS (with co-developed programme outline, budget and artist(s)' CV) by 12 Oct 2026

During Project

1. Capture photos of students & artist(s)
2. Submit a Change Request, if any
3. Observations by NAC

Post-Project

1. Submission of **Post-Project Report** within 3 months
2. Submit claims for Tote Board Arts Grant in the Annual Expenditure Report

Notification of Results

1. Schools will be notified of results in batches from Oct to Dec.
2. Sign and return Letter of Offer (within two weeks)

Mid-Term Report

[For multi-year projects & projects equal to or more than \$20K]

Submission of **Mid-Term Report**

Change Requests

- If there are any changes to the project, inform NAC in writing at least seven working days prior to the execution date
- **Example of changes:**
 - learning objectives, scope of project (teacher-training, student profile)
 - reduction in student / teacher numbers above 20%
 - materials including material costs which impacts lesson objectives
 - artist (artist hours, artist fees)
 - project completion date



FAQ

FAQ

Is there a list of recommended Arts professionals?

- NAC does not have a recommended list of artists for schools to provide flexibility to schools.
- For Traditional Arts programmes, you may take reference from the list of examples of arts orgs in the earlier slide.
- You may also consider working with an artist who has strong industry repute, e.g. is a [Cultural Medallion](#) or [Young Artist Award](#) recipient and can reach out directly to them.
- Do ensure that the artist meets the assessment criteria.
- If the school does not have an artist in mind to work with, suggest to purchase existing NAC-AEP programmes instead of applying for AISS.



FAQ

Is it possible to engage a company rather than one specific artist? Can my project involve more than one artist?

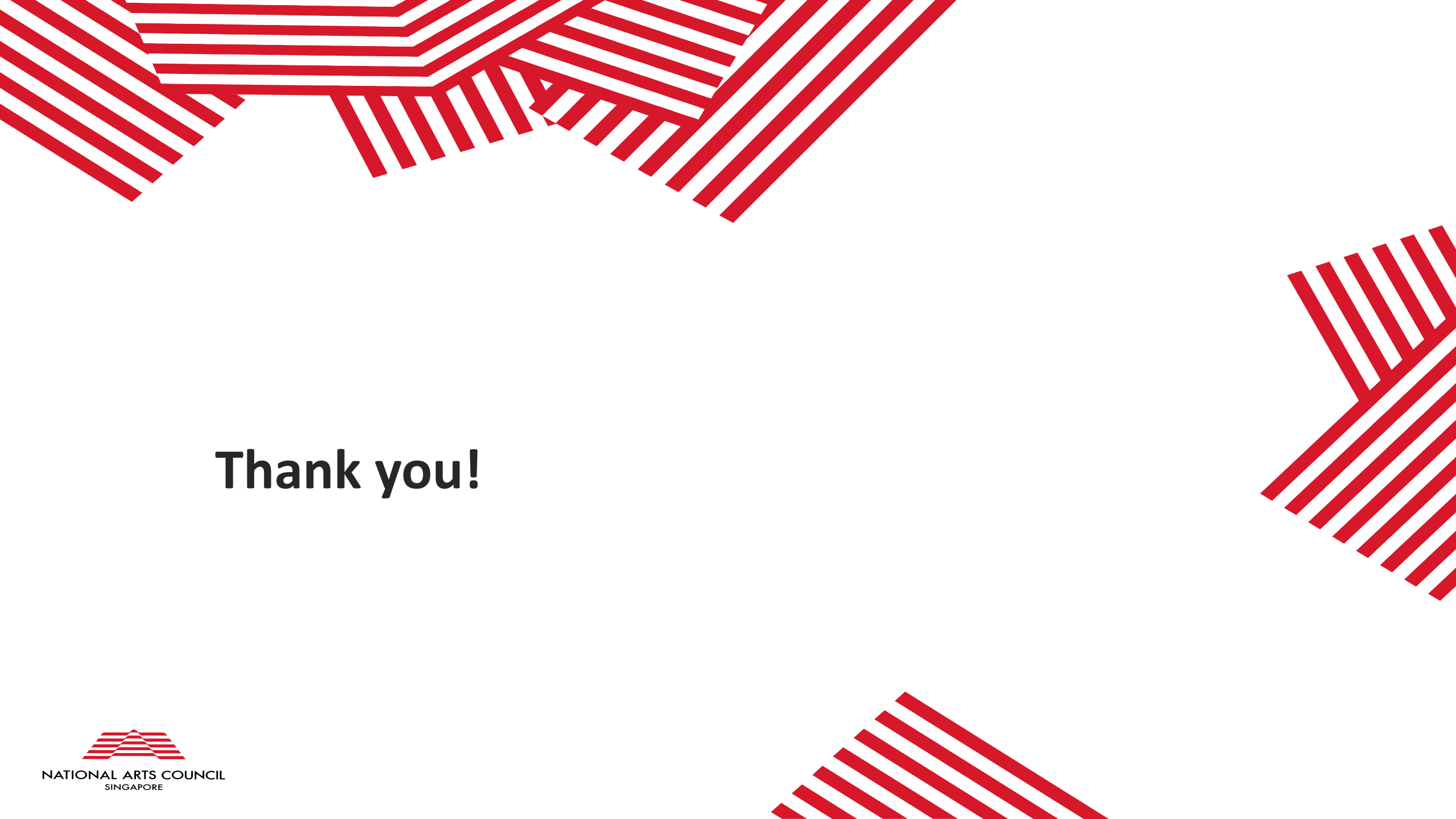
- NAC assesses the CVs of **specific instructors** to ensure a minimum standard of proficiency; we are unable to do this if only generic company details are submitted.
- Please ensure that you share the CVs of the specific artists who will be conducting the programme.
- **Applicants may submit multiple artist CVs for evaluation** (E.g. inter-disciplinary projects involving artists across multiple art forms, instances where there is a main and relief instructor).



Useful Links

- Please visit the [AISS webpage](#) to reference AISS documents:
 - Grant Guidelines
 - Annex A
 - Post-Project/ Mid-Term Report Template
 - Media Release Form
- [Cultural Medallion](#) & [Young Artist Award](#) Recipients
- Should you have any questions, or wish to discuss your application in detail, please contact us at nac_aep@nac.gov.sg





Thank you!