

MUSEUM-BASED LEARNING

RESOURCE FOR TEACHERS

The Learning Gallery: Once Upon This Island

The Learning Gallery presents artworks selected to promote engagement and discussion of broader issues through contemporary art.

Once Upon This Island is the latest show exploring the stories and lives that surround us and abound on this island-nation. Featuring selected works from the Singapore Art Museum (SAM)'s permanent collection as well as new commissions, *Once Upon This Island* raises pertinent and timely questions on what it means to live in contemporary Singapore – an urbanised, ever-changing city-state and island, set between peninsula and archipelago, and navigates ideas of:

- Home
 - Community
 - Identity
 - Memory
-

How to use this Resource

Through the lenses of twelve Singaporean and Singapore-based artists, *Once Upon This Island* celebrates fifty years of Nation Building. With the exception of two commissioned artworks, the other 17 artworks are from SAM's permanent collection.

This resource consists of:

- Lesson plans which covers
 - 3 artworks from SAM's permanent collection by Singaporean artists, Sarah Choo Jing, Jing Quek and Jason Wee
 - 1 commissioned artwork by Singapore-based artist, Vicente Delgado
- Suggested resources, manipulatives and materials required
- Annex which consists of
 - SAM museum etiquette
 - SAM reflection worksheets

Artwork 1

Learning Gallery 1

Artwork title:

The Hidden Dimension II

Artist: **Sarah Choo Jing** | Medium: Interactive Installation

Area of Study: **Self and Immediate Environment**

Theme: **Home**

Level/Duration: **P4 | 15mins**

View the artwork on Google Cultural Institute: <http://bit.ly/2aevcqs>

Enduring Understanding

Artists take inspiration from their own experiences to convey messages.

Essential Questions

- How did the artist show the dynamics of various relationships with self/surroundings/objects and family?
- How does art help in identifying values and beliefs in a family?
- How does usage of this medium communicate ideas and feelings?

Art Vocabulary

- **Contemporary art:** Art made and produced by artists living today/during our lifetimes.
- **Perspective:** Process of representing on a plane or curved surface the spatial relation of objects as they might appear to the eye to give the illusion of depth and distance.
- **Media art:** Artworks that depend on a technological component to function.

Students Learning Outcomes

- To make effective connections between self and the environment.
- To reflect on their own situation at home.
- List 5 – 10 words to describe the idea of a family and list at least 5 words to describe this artwork.
- Compare similarities and differences between an ideal family and the family in the artwork.

Materials required

- Sketchbook/paper

Artwork 1

Learning Gallery 1

Artwork title:

The Hidden Dimension II

Artist: **Sarah Choo Jing** | Medium: Interactive Installation

Instructional Objectives

Students will be able to:

- Reflect and express thoughts of an ideal family through words

Remarks:

Teacher to be sensitive to the emotional needs of students as words listed might reflect the lack of an ideal situation in their families, and may cause some discomfort.

Students will be able to:

- Practise close looking through description of the family situation as observed in the artwork
- Engage in collaborative learning
- Compare similarities and differences between an ideal family and the family in the artwork
- Reflect on their situation at home
- Discover the artwork by making connections between various aspects of the artwork
- Discuss the artwork using the inquiry-based approach

Remarks:

Teacher to be sensitive to the emotional needs of students as not all students have the same family structure, and the discussion may cause some discomfort. Teacher to assure students that loneliness may be seen in positive light as well.

Lesson Description

1. Without facing the artwork, teacher to have students seated in Learning Gallery 1, with their backs facing the artwork.
2. **Activity 1: individual work.**
This activity can be done in their sketchbooks or on paper.
3. **Teacher to ask,**
 - a. What comes to mind when you think of *family*?
 - b. List 5 – 10 words that may be associated with an ideal family. Have a heading titled “list of words associated with a family” and write your list of words in your sketchbook/paper.
 - c. Share with the class what are some words you have thought.
4. Teacher to have students sit in front of the artwork by turning around to face the artwork.
5. Teacher to ask students to silently observe the artwork and draw students’ attention to the noticeable pause in the video.
Note: the total video duration is 1 min 5 sec.
6. **Activity II: group work (think-group-share).**
Teacher to have students sit in groups of five.
7. **Teacher to ask,**
 - a. What are some words you may use to describe the situation you observe here? In your groups of five, think of at least 5 words to describe the situation in this artwork. In your sketchbook/paper, write your list of words under a heading titled “List of words associated with this artwork”.
 - b. Share with each other what are some differences between this list and the previous one.
 - c. How can one tell this is a family?
Suggested answers: the moment everyone looks up there seems to be a connection; the background of the artwork is the same etc.
 - d. Does this scene look familiar to you? Can you relate what you observe in the artwork to your life? Explain how it is related to your life.
 - e. What makes you say that the first list you have drawn up is an ideal family scenario and this artwork is symbolic of a real family situation?
 - f. What do you think the artist is trying to convey through this artwork?
8. **Teacher to give more information,**
 - a. The title of this artwork is *The Hidden Dimension II*. What do you know about the meanings of these words?
 - b. Why do you think the artist named this artwork as such?
 - c. What do you think is the artist’s intention?

Artwork title:

The Hidden Dimension II

Artist: **Sarah Choo Jing** | Medium: Interactive Installation

9. Teacher to guide discussion and lead students to understand that alienation and loneliness exists in society today and is a part of everyday life. One observation from the artwork could be that we are living in closer proximity to each other but feeling even further apart.
10. At this point, teacher may share that one of the reasons the artist made this artwork was in response to her own situation at home – her parents had been uncommunicative.
11. Teacher may emphasise that contemporary artists are constantly inspired by their own experiences, issues or things they see around them to convey messages through art.

Students will be able to:

- Evaluate their response to the artwork
- Draw conclusions about the effectiveness of this medium

12. Optional activity:

Teacher may ask,

“Imagine one segment of this scene by itself e.g. the segment with just the youngest child. What do you think this segment can mean as a stand-alone scene? Write a paragraph using the list drawn up by the class as helping words.”

13. Teacher can further analyse with students,

- a. How does the artwork make you feel?
- b. How did the artist use the art elements to make you feel this way?
- c. Do you like or dislike the artwork? What makes you say that?

14. Teacher to conclude on a positive note by asking,

- a. Everyone has a different role and responsibility in a family, even though one may have his or her own interests and priorities. How do you contribute in your family today?
 - b. The artist involved her parents in the filming process in the creation of this artwork. Do you think this brought them closer together? Why or why not?
 - c. Do you think this medium is effective in conveying ideas and feelings? Why do you say that?
 - d. It is important to have good communication amongst family members to foster healthy relationships. How may you improve on communication in your family today?
 - e. How may you change in your attitude to your family members and help improve communication in your family today?
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Artwork 2

Learning Gallery 1

Artwork title:

We Are Family

Artist: **Vicente Delgado** | Medium: Mixed Media Installation

Area of Study: **Self and Immediate Environment**

Theme: **Culture**

Level/Duration: **P4 | 15mins**

View the artwork on Google Cultural Institute: <http://bit.ly/2aHGnLF>

Enduring Understanding

Artists make use of non-traditional materials in the creation of contemporary art.

Essential Questions

- How does art make us aware of our cultural identity?
- How does choice of this material and manner of presentation affect the way you experience or interact with the artwork?

Art Vocabulary

- **Mixed media:** An artistic technique in which at least two different types of media are combined to produce an artwork.
- **Installation:** A work of art that usually consists of multiple components often in mixed media and usually exhibited in a large space in an arrangement as specified by the artist.
- **Soft sculpture:** Sculpture made of fabric, stuffing, plastic, foam, etc.
- **Primary colour:** Colours that cannot be created through the mixing of other colours. These are red, blue and yellow.
- **Complementary colour:** Two hues positioned exactly opposite each other on the colour wheel.
- **Culture:** The way of life, such as the customs, beliefs, traditions, ideas, social behaviour, habits of a particular group of people at a particular time.
- **Material:** The substance of which (an artwork) is made or composed.

Students Learning Outcomes

- To make effective connections between self, family and Singapore.
- 5 adjectives to describe emotions expressed on each unit.
- Create an artwork using materials given individually and in groups of 5.

Materials required

- 1 pipe cleaner per student for a group activity of at least 5 in a group

Artwork 2

Learning Gallery 1

Artwork title:

We Are Family

Artist: **Vicente Delgado** | Medium: Mixed Media Installation

Instructional Objectives

Students will be able to:

- Reflect and create a unique work that represents themselves

Remarks:

Each student is given 1 pipe cleaner.

Lesson Description

1. Without facing the artwork, teacher to have students seated in Learning Gallery 1, with their backs facing the artwork.
2. **Activity I: individual work.**
Teacher to give out one pipe cleaner per student and give instructions, "Think of an object that represents your unique identity. Using the pipe cleaner given, intertwine it into an object that represents you."
3. **Activity II: group work (think-group-share).**
Teacher to get students sit in groups of five and continue, "Now get together in groups of five and discuss how you can put your mini pieces together without destroying each individual piece. Try it out by intertwining your individual units together and form a mini group sculpture."
4. Teacher to have students sit in front of the artwork by turning around to face the artwork. *Note: the artwork hanging on the wall may not be touched but the soft sculptures lying on the low platform in front of the artwork may be passed around. Encourage students to use their senses to experience the artwork. Reminder to **handle these with care**, as they are also part of the artwork.*
5. **Teacher to introduce the artwork and elicit responses with the following questions/instructions,**
 - a. Spend 30 seconds to observe this artwork. Observe and tell me what do you see?
 - b. How would you describe the colours and shapes in this artwork?
Possible answers: different colours, different expressions, interlocking shapes, unique shapes, intertwining sculptures etc.
 - c. What do you notice about the features on each unit? Name five adjectives to describe the emotions expressed here.
 - d. How would you describe the overall shape? What do you think this could mean?
Possible answer: each individual unit is forced to fit into a square. Perhaps the square represents a family unit and each individual is trying to conform to this family unit etc.
 - e. How would you describe the texture? What are some differences? What do you think this could mean?

Students will be able to:

- Engage in collaborative play
- Exercise trouble-solving skills

Students will be able to:

- Describe the artwork using inquiry-based approach
- Experience an artwork using multi-senses such as sense of sight, touch and hearing
- Use descriptive vocabulary to describe emotions expressed on each unit

Artwork 2

Learning Gallery 1

Artwork title:

We Are Family

Artist: **Vicente Delgado** | Medium: Mixed Media Installation

Students will be able to:

- Understand self better
- Appreciate the importance of unity within a family

Remarks:

Teacher to be sensitive to the emotional needs of students as not all students have the same family structure, and the discussion may cause some discomfort.

Students will be able to:

- Understand another approach to piecing individual units together
- Compare and contrast various mini sculptures created with the artwork
- Appreciate the diversity and unique identity of the people of Singapore

6. Teacher to provide more information,

- a. The title of this artwork is *We Are Family*. What do you think the entire artwork represents?
- b. What do you think each individual unit represents?
- c. What do you think the interlocking structures could mean?
Possible answers: each person in a family is different but we are bonded together by common values and special bonds within a family; each person is a unique individual with unique qualities to contribute to a family etc.

7. Teacher to continue by making connections between the artwork and the mini sculptures created in Activity I and II,

- a. Now let us take a look at what you have done in Activity II. How has your group interwoven each individual unit?
- b. How effective were you in retaining the form of each individual unit during the process of combining them together?
- c. After taking a look at this artwork, are there other ways your group can interweave each unit?

8. At this point, teacher to provide more information,

- a. This artist is Vicente Delgado and he is a Spanish artist who has been based in Singapore for more than 20 years. What do you think the artist is trying to say with regards to Singapore? What do you think the artist is trying to convey through this artwork?
Possible answers: diversity, multi-racial, multi-culture society, constrained society, importance of common values as a country etc.

9. Teacher to ask,

- a. If you could bring this artwork to school, where would you put it and why?
Possible answers: at the school playground to prevent students from hurting themselves if they fall from a height; at the sick bay to cheer someone up etc.
- b. Are there any questions you might have?
Possible questions: how different would it be if the artist had painted this on canvas instead of creating such soft sculptures? How differently would I feel?

Artwork 2

Learning Gallery 1

Artwork title:

We Are Family

Artist: **Vicente Delgado** | Medium: Mixed Media Installation

Students will be able to:

- Evaluate the effectiveness of the material and manner of presentation

10. Activity III: group work (think-group-share).

Teacher to continue,

- a. If you were the artist, how would you use the materials given to create a soft sculpture to portray the themes/values we have discussed earlier?
 - b. Contemporary artists often use non-traditional materials in art making. If you were the artist, what other materials would you have used and why?
 - c. What will you title your artwork?
11. Teacher to summarise themes and values discussed. If time permits, teacher may photograph students' intertwined pipe cleaners in the Learning Gallery as a memento of this museum-based learning.

Optional Post-museum Activity

As a means of comparison with the outcomes of Activity II in order to gauge learning levels, teacher may get students to interweave their individual units together as a class, and challenge them to 'build' this differently from their first attempt (Activity II). Share with the class if there were any changes in creation/intertwining of materials after viewing this artwork.

Artwork 3

Learning Gallery 2

Artwork title:

Singapore Idols Series

Artist: **Jing Quek** | Medium: Digital Inkjet with Ultrachrome K3

Area of Study: **Singapore in the Past, Present and Future**

Theme: **Community**

Level/Duration: **P4 | 15mins**

View the artwork on Google Cultural Institute: <http://bit.ly/2anmWZx>

Enduring Understanding

Artists are inspired by the world we live in and use contemporary culture to engage the audience.

Essential Questions

- How can art help us appreciate the diversity and differences of various communities in Singapore?
- How does art make us aware of our identity as an individual and community at large?
- To what extent does art reflect culture or shape it?

Art Vocabulary

- **Background:** The part of a scene or picture that is farthest from the viewer; the part of scene that is behind a main figure or object in a painting, photograph, etc.
- **Foreground:** The part of a scene or picture that is nearest to and in front of the viewer.
- **Photograph:** A picture produced using a camera.
- **Contemporary culture:** The way of life, especially the general customs, beliefs, arts etc. of a particular group of people, which exists or occurs at present time.

Students Learning Outcomes

- Draw connections with contemporary culture
- Appreciate and understand the importance of different communities in Singapore
- Strike a pose in groups of 8/as a class and title it e.g. *Singapore Idols – Group 4xx/Class xx*.
- Conduct an interview with a grandparent, helper, person from the army or any other community group of their choice.

Artwork 3

Learning Gallery 2

Artwork title:

Singapore Idols Series

Artist: **Jing Quek** | Medium: Digital Inkjet with Ultrachrome K3

Resources

- Videos of previous reality television singing competition *Singapore Idols*
e.g. *Singapore Idol 1 (2004): 11 Finalists Song Medley*
https://www.youtube.com/watch?v=KQ8ecMdh_2E;
Singapore Idol 2 (2006): Top 8 Recap
<https://www.youtube.com/watch?v=4LJfRhBsTZY>;
Singapore Idol 2 (2006): All Because of You by Taufik Batisah
<https://www.youtube.com/watch?v=MekFvt5pijM>

Artwork 3

Learning Gallery 2

Artwork title:

Singapore Idols Series

Artist: **Jing Quek** | Medium: Digital Inkjet with Ultrachrome K3

Instructional Objectives

Students will be able to:

- Make connections with contemporary culture

Students will be able to:

- Discuss the artwork using inquiry-based approach
- Dialogue with an artwork using other senses apart from sight
- Relate to the different groups of people in the photograph
- Appreciate the diversity and differences of communities in Singapore

Lesson Description

1. Teacher to ask,

- a. What is an idol to you? What are other synonyms of the word "idol"?
- b. What about Singapore Idols? What does it mean to you?
- c. Who are the idols in your life?

2. Teacher may show some videos of previous *Singapore Idols* series and comment that this reality television singing competition was a local version of *American Idols* or *The Voice of China*.

3. Next, teacher to draw students' attention to the artwork *Singapore Idols – Aunties and Uncles* by Jing Quek in Learning Gallery 2.

4. Teacher to follow-up with,

"Spend some time looking at this artwork. What do you see in the foreground and background of this photograph?" Direct discussion towards description of the colours in the artworks, gender, age and race distribution of this group of people.

5. Activity I:

Teacher to choose one person from class and adopt one of the poses from Aunties and Uncles for 30 seconds. Teacher will ask this person, "How do you feel holding that pose?" Teacher will direct questioning to the class, "Where do you see senior citizens in such a pose?"
Possible answers: at the coffee shop, family portraits etc.

6. Teacher to continue,

"What does this pose remind you of?"
Possible answers: a class photo, formal portraits where a professional photographer briefed everyone etc.

7. Teacher may follow-up on answers,

- a. What kind of instructions would a photographer give?
- b. What instructions do you think the artist gave to this group of aunties and uncles here in the photograph?

Artwork title:

Singapore Idols Series

Artist: **Jing Quek** | Medium: Digital Inkjet with Ultrachrome K3

8. **Teacher to ask,**
- What do you notice about the expressions of the people standing here?
Possible answers: The aunties and uncles look very proud of their identity as senior citizens from their poses etc.
 - Can you name the other groups featured in the other photographs (points to *Army Boys* and *Maids*)?
 - Why do you think this series is titled *Singapore Idols*? Why do you think the artist chose this group of people to photograph? *Possible answers: They are our pioneer generation and perhaps the artist views them as our Singapore idols as they built the nation in their younger days etc.*
 - How does this artwork compare with the notions of *Singapore Idols* as a reality singing competition?
Possible answers: people in the singing competition look glamorous, young and beautiful whereas the people in this community (of aunties and uncles) look older, yet proud of their identity etc.
 - What active roles or contributions do senior citizens (army and domestic helpers) continue to play today?
Possible answers: some senior citizens take care of grandchildren, volunteer in society etc.
9. Teacher may emphasise that artists are often inspired by the world we live in and may use contemporary culture as a means to provide another perspective to understand the world.

Students will be able to:

- Understand the contributions of certain communities in Singapore which might often be overlooked
- Learn the importance of communities and their vital roles in nation-building
- Overcome stereotypes and preconceived notions of communities

10. **Teacher to lead students to understand and appreciate that these communities may be overlooked in society by asking,**
- Do you think these communities are important in Singapore? Why or why not?
 - Apart from these communities, name one other community that may be overlooked. Why do you say that?
 - What do you think the artist is trying to say through this artwork?
Possible answers: perhaps we could reflect on the hard work our grandparents have done and be more appreciative of them; we need to respect other communities such as our domestic helpers etc.
11. **Teacher to extend discussion,**
- If there was a fourth photograph of this *Singapore Idols* series, who/which community will you photograph and why? Who would you consider as Singapore idols if you were to take such a photograph?

Artwork 3

Learning Gallery 2

Artwork title:

Singapore Idols Series

Artist: **Jing Quek** | Medium: Digital Inkjet with Ultrachrome K3

Students will be able to:

- Engage in collaborative play
- Present freeze frames to the class

12. Activity II:

Teacher to direct discussion and get students pose as symbolic representation of themselves as the *Singapore Idols*. Teacher to get groups of 8 to pose and explain the concept behind their 'photograph'.

13. Optional Activity:

If time permits, each group/whole class may give their 'photograph' a title e.g. *Singapore Idols – Group 4xx/Class xx*. This may be displayed in class with a title that reflects their identity.

14. Teacher to summarise discussion and challenge preconceived notions of communities in Singapore. Teachers may emphasise the diversity and differences of various communities in Singapore and urge students to appreciate them.

Optional Post-museum Activity

Optional Activity: pair work (think-pair-share) or individual work.

Teacher to organise students (into pairs) and ask, "If you could interview either your grandparent, a domestic helper or someone from the army, what would you ask them? What do you think their responses could be? Write a paragraph of 2 – 3 lines in the shoes of either community of your choice."

Artwork 4

Learning Gallery 2

Artwork title:

Self-Portrait (No More Tears, Mr. Lee)

Artist: **Jason Wee** | Medium: Plastic Shampoo Bottle Caps

Area of Study: **Singapore in the Past, Present and Future**

Theme: **Identity**

Level/Duration: **P4 | 15 mins**

View the artwork on Google Cultural Institute: <http://bit.ly/2asYSPi>

Enduring Understanding

- Artists make use of non-traditional materials in the creation of contemporary art.
- Artists often make works to respond to a cultural climate and are sensitive to the ways in which materials convey and make meaning in art.

Essential Questions

- How does choice of this material and manner of presentation affect the way you experience or interact with the artwork?
- How can understanding of the context of an artwork affect the materials used?
- How do strategies in art appreciation/visual literacy in art help one in critical interpretation and examination of an artwork?

Art Vocabulary

- **Portrait:** a painting, photograph, drawing, etc. of a person or of a group of people that usually only includes the person's or group of people's head and shoulders.
- **Self-portrait:** a picture, photograph, drawing etc. that is done by oneself.
- **Installation:** a work of art that usually consists of multiple components often in mixed media and usually exhibited in a large space in an arrangement as specified by the artist.
- **Positive space:** the main focus of a picture
- **Negative space:** the background of the main focus of a picture
- **Neutral colour:** a colour that is neither warm nor cool in colour theory. Such colours result from the combination of two complementary colours. It is also sometimes applied to colours not included in the colour wheel and not associated with a hue, such as browns, blacks, greys and whites.

Artwork 4

Learning Gallery 2

Artwork title:

Self-Portrait (No More Tears, Mr. Lee)

Artist: **Jason Wee** | Medium: Plastic Shampoo Bottle Caps

- **Hue:** the distinct characteristic of colour. Pure hues can be combined with white or black to produce tones.
- **Tone:** describes the lightness or darkness of a colour, as opposed to the actual colour itself.
- **Shade:** a dark value of a colour, as opposed to a tint. Shades of a particular colour are made by adding black.
- **Tint:** a colour hue with white added i.e. a lighter value of a colour.
- **Context:** the situation or group of conditions within which something exists or happens, and that can help explain an event.
- **Visual literacy:** the ability to construct meaning from symbols and images and to communicate through visual means.

Students Learning Outcomes

- To dialogue with an artwork using critical and analytical skills
- To understand the struggles the forefathers of modern Singapore went through in order to achieve independence as a nation-state
- To work together as a team and use bottle caps given to form a portrait

Manipulatives for Activity Option 1

8 bottle caps per student for group activity of at least 5 in a group.

Reminder to tidy up the gallery space after use of this manipulative.

Email education@singaporeartmuseum.sg to request for the manipulative.

Materials required for Activity Option 2

Grid paper (Annex A), pencils

Resources

Pre-museum/In-gallery Resources

- 1 **Tromarama, *Zsa Zsa Zsu (Edition 3/5)***, 2007, Music Video (stop-motion animation), 4:42, Singapore Art Museum Collection
See Pg 25 of the Short Guide for artwork image:
https://www.singaporeartmuseum.sg/downloads/Learning_Gallery_People_And_Places_Exhibition_Guide.pdf
Refer to <https://www.youtube.com/watch?v=QEsfjRQ4qn8> for the stop-motion animation.
- 2 **Terra Bajraghosa, *Liberty Lead the Pixel (After E. Delacroix)***, 2009, Acrylic on canvas, 195 x 245 x 5cm, Singapore Art Museum Collection
Terra Bajraghosa, *Boom Box Liberty*, 2009, Acrylic, 170 x 100 x 60cm, Singapore Art Museum Collection
See Pg 31 of the Short Guide for artwork image:
https://www.singaporeartmuseum.sg/downloads/Learning_Gallery_People_And_Places_Exhibition_Guide.pdf

Artwork 4

Learning Gallery 2

Artwork title:

Self-Portrait (No More Tears, Mr. Lee)

Artist: **Jason Wee** | Medium: Plastic Shampoo Bottle Caps

- 3 Other artists who use unusual materials to create portraits:
 - <http://beautifuldecay.com/2013/12/13/vik-muniz-three-artists-use-unusual-materials-create-stunning-portraits/>
 - <http://apexhsart.blogspot.sg/2013/12/non-traditional-portraits-part-3.html?m=1>
 - <https://www.pinterest.com/pin/186406872050535182/>
 - <https://www.pinterest.com/pin/326792516681065354/>
(see related pins below)
 - <http://portfolios.risd.edu/gallery/6414537/Foundation-Year-Fall>
(see ink portrait inspired by Chuck Close)
 - <http://www.telegraph.co.uk/gardening/10938455/Andy-Murray-portrait-created-from-flowers-for-Wimbledon.html>

Post-museum Activity Resources

Singapore's separation from Malaysia

- Videos of Singapore's separation from Malaysia:
<https://www.youtube.com/watch?v=cS4RprX8ink>;
<https://www.youtube.com/watch?v=sS7HNNyeGoA>
- Readings and photographs of Singapore's separation from Malaysia:
<http://eresources.nlb.gov.sg/history/events/dc1efe7a-8159-40b2-9244-cdb078755013>
- Interview with Lee Kuan Yew:
<https://www.youtube.com/watch?v=VexrmTacOAA>
- Reading about the Federation of Malaya:
<http://eresources.nlb.gov.sg/history/events/72e9ebe6-7a0f-4512-aa48-3da99d598525>

Johnson & Johnson

- Tagline of Johnson® & Johnson's NO MORE TEARS®
<https://www.johnsonspprofessional.com/johnsons-baby/no-more-tears>
- Image of Johnson's® bottle
<https://www.johnsonsbaby.com/baby-wash/johnsons-soothing-vapor-baby-bath>

Artwork 4

Learning Gallery 2

Artwork title:

Self-Portrait (No More Tears, Mr. Lee)

Artist: **Jason Wee** | Medium: Plastic Shampoo Bottle Caps

Instructional Objectives

Students will be able to:

- Understand the implications and meanings of portraiture

Students will be able to:

- Describe and analyse an artwork

Students will be able to:

- Discuss the artwork using inquiry-based approach
- Analyse and exhibit critical thinking skills
- Understand Singapore's national history prior to independence
- Evaluate the effectiveness of this material in conveying meanings and messages

Lesson Description

1. Teacher to ask,

- a. What do portrait and self-portrait mean?
 - b. When and why do people commission others to create self-portraits?
 - c. What are some materials you may use to create self-portraits?
2. Teacher to show artworks by artists who use unusual materials to create portraits (refer to pre-museum/in-gallery resources).

3. Teacher to draw students' attention to the artwork *Self-Portrait (No More Tears, Mr. Lee)* by Jason Wee in Learning Gallery 2.

4. Teacher to elicit responses by observation of art elements,

- a. Observe this installation and tell me what do you see?
- b. What materials did the artist use to create this artwork?
- c. Where do you find such bottle caps?
- d. Make a guess how many bottle caps the artist used to create this artwork? *8,000*
- e. How would you describe the colours and shapes in this artwork?

5. Teacher to provide more information about the tagline of this brand, "These are bottle caps from the manufacturer *Johnson & Johnson's* and the tagline of this brand is NO MORE TEARS. Have you or your siblings used this brand?"

6. Teacher to continue,

- a. Part of the title of this artwork is *No More Tears, Mr. Lee*. Can anyone make a guess as to why the artist chose to name it so? Why do you think the artist used this specific material in this artwork?
Possible answers: the bottle caps are from this brand Johnson & Johnson's etc.
- b. Who do you think is the Mr Lee the artist refers to? Observe the artwork closely. Who is the person portrayed in this artwork?
- c. What did this person do for Singapore?
- d. Why do you think the artist used this phrase *No More Tears* in reference to Mr Lee Kuan Yew?
Possible answers: the historic moment in Singapore's history when our founding father, then Prime Minister Lee Kuan Yew, shed tears on national television during Singapore's separation from the Federation of Malaysia on 9 August 1965 etc.

Artwork 4

Learning Gallery 2

Artwork title:

Self-Portrait (No More Tears, Mr. Lee)

Artist: **Jason Wee** | Medium: Plastic Shampoo Bottle Caps

7. **Teacher to continue discussion about choice of materials with regards to the concept behind the artwork,**
 - a. Do you think this material is effective in conveying meanings/ messages? Why or why not?
 - b. If you were the artist, what materials would you choose to create a self-portrait? Why have you chosen this specific material?
 - c. If you were the artist, how else would you have presented the artwork? How is your presentation different in one's experience of the artwork?
 - d. If you were asked to create a portrait of a family member/friend/ prominent person in Singapore, what materials would you use and why?
8. **Teacher to draw links with the notions of a self-portrait as discussed earlier,**
 - a. We had discussed about self-portraits earlier and what they mean. The full title of this artwork is *Self-Portrait: No More Tears Mr. Lee*. Why do you think the artist chose to title this artwork a self-portrait?
Possible answers: the artist saw himself as a father figure to others etc.

Students will be able to:

- Create a portrait using unconventional materials (as opposed to traditional mediums such as paint)
- Exercise problem-solving skills
- Engage in collaborative learning

Remarks:

Each student is given 8 bottle caps for a group work of at least 5 to a group.

9. **Activity Option 1:**
Teacher to get students sit in groups of 5 and hand out the bottle caps to each group. These are pre-packed into 40 bottle caps per packet.
Get students to form a portrait using the bottle caps given,
 - a. How else can you form a portrait using the bottle caps given?
 - b. What are some features you can find on a face?
 - c. How many bottle caps do you need to form a portrait?
 - d. How can you use bottle caps to create various tones, tints and shades?
10. **Activity Option 2:**
Teacher may opt to have grid paper given to each student (see Annex A). These must be printed earlier back in class and they are not provided in the gallery. Encourage each student to create their own portrait by colouring in the grid units. Teacher may challenge students to form a self-portrait.
11. **Optional extension activity:**
Teacher may photograph each group's portrait and upload them onto e-platforms.

Artwork 4

Learning Gallery 2

Artwork title:

Self-Portrait (No More Tears, Mr. Lee)

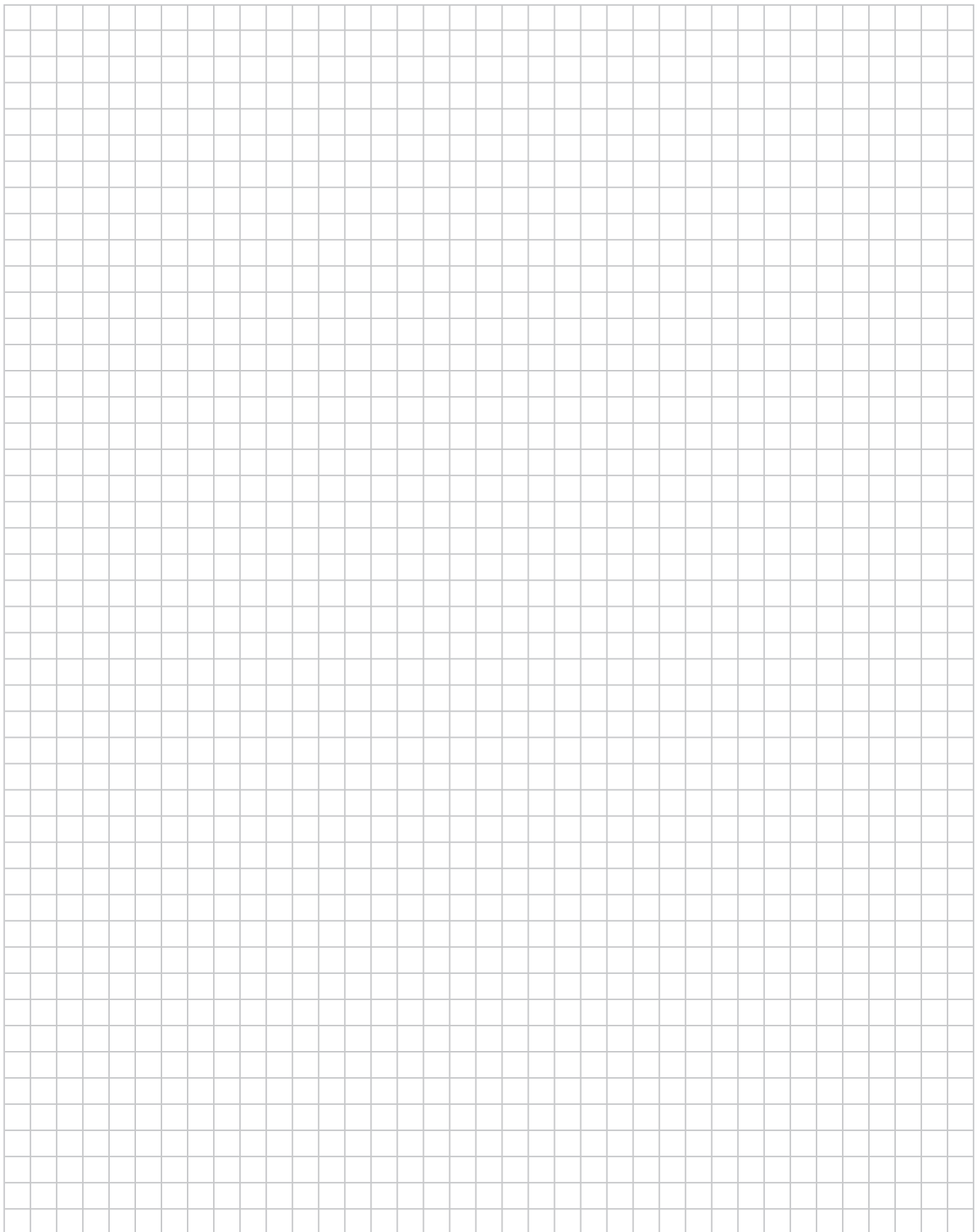
Artist: **Jason Wee** | Medium: Plastic Shampoo Bottle Caps

12. Teacher to draw learning points from the activity and summarise discussion points. Teacher may emphasise the use of non-traditional materials by contemporary artists and evaluate its effectiveness in conveying meanings/messages. Teacher may briefly mention about Singapore's history and the contributions and sacrifices the forefathers of Singapore went through to build modern Singapore.

Optional Post-museum Activity

Linking with the Social Studies syllabus, teacher may elaborate about the factors surrounding the merger and separation between Singapore and Malaysia (Social Studies Textbook 4B Chapter 5). Teacher may show videos of our founding father Mr Lee Kuan Yew during our separation from Malaysia and elaborate on the conscious decision by the artist in his choice of material to the tagline and the historic moment in Singapore's history.

Annex A



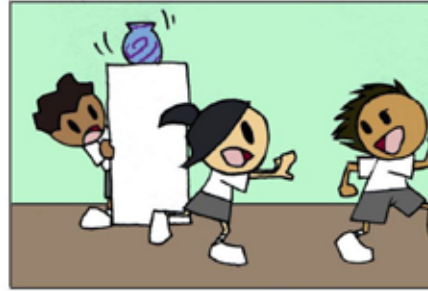
SAM Museum Etiquette

When in the Singapore Art Museum...

DON'T...



Don't touch the artwork or walls



Don't run or play in the galleries



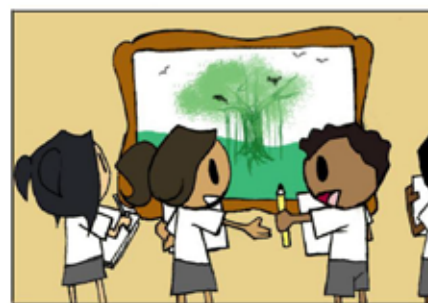
Don't talk loudly in the galleries as you may disturb other visitors



Don't eat inside the museum



Don't use flash when taking photographs



Do not write on or against the wall

SAM Museum Etiquette

When in the Singapore Art Museum...

DO...



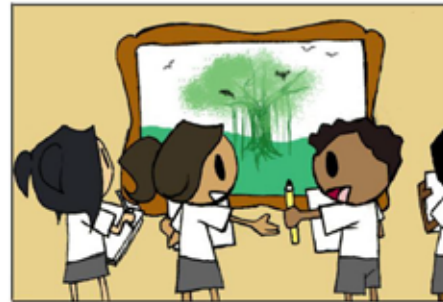
Stay with your group at all times



Pay attention to the guided tour



Use the drinking fountain and toilet facilities properly



Use pens or pencils to draw and take notes



Use the brochures and gallery guide to learn more about the artwork



Store your bags in the bag cage (but keep your valuables on you!)

SAM Reflection Worksheet 1

How did

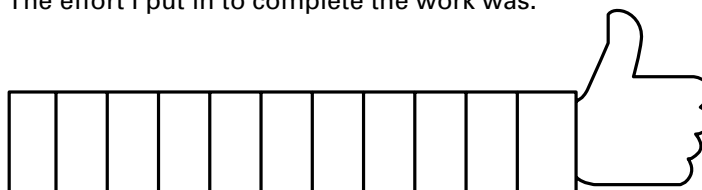
_____ do?

Date:

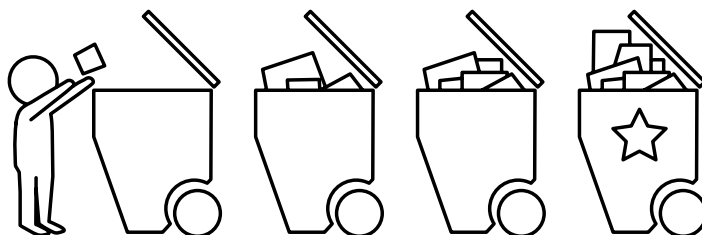
The work I completed today was:



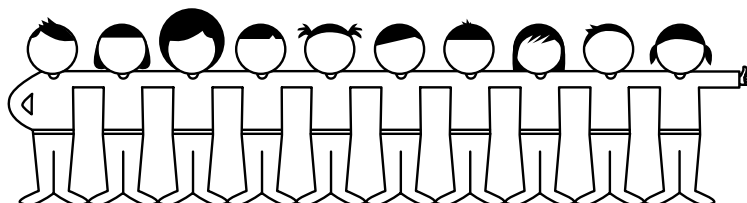
The effort I put in to complete the work was:



The effort I put in to cleaning up was:



Working with others was

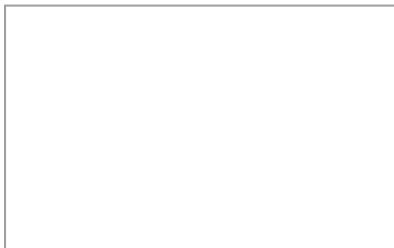


SAM Reflection Worksheet 2

_____ 's

museum trip log

Date:



Artwork: _____

Artist: _____

Year of creation: _____

Materials: _____

The artwork looked: _____

I found out that:

1. _____

2. _____

3. _____

My favourite part was:

My least favourite part was:

An artwork/project idea I got from this was: _____

MUSEUM-BASED LEARNING

RESOURCE FOR TEACHERS

LEARNING GALLERY: *ONCE UPON THIS ISLAND.*

This Museum-based Learning Resource is created by the Singapore Art Museum in conjunction with the exhibition Learning Gallery: *Once Upon This Island.*

7 Oct 2014 – 2017

This museum-based learning is a programme piloted by the Ministry of Education (MOE) Arts Education Branch in collaboration with the Singapore Art Museum.

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SAM Education team

Tan Shir Ee
Shirley Khng Lee Shan

SAM Design team

Stephanie Wong

Please direct all enquiries to:

Singapore Art Museum
71 Bras Basah Road
Singapore 189555
www.singaporeartmuseum.sg