

imaginarium

Into the Space of Time
6 May – 26 August 2018 | SAM at 8Q



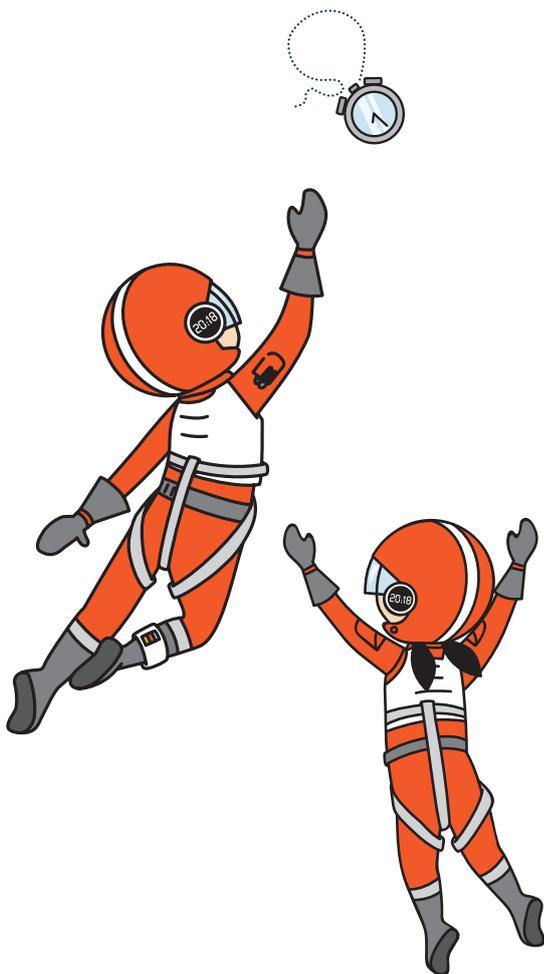
PRESCHOOL EDUCATOR'S RESOURCE

imaginarium

Into the Space of Time

Imaginarium: Into the Space of Time is the Singapore Art Museum's eighth edition of the family-friendly, children-focused exhibition. Through immersive and interactive artworks by artists from around the world, this exhibition invites you to engage your senses to explore the installations intuitively.

In considering what it really means to make space and time for someone or something, we create a safe and inclusive environment for a diverse audience. Through incidental learning, young visitors can develop respect and empathy for others, even as they observe mindfulness and museum etiquette.



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HOW TO USE THIS RESOURCE

This resource for preschool educators is to be used in conjunction with the *Imaginarium* Exhibition Guide. It focuses on five selected artworks in *Imaginarium: Into the Space of Time* and has been developed especially to encourage preschool educators to facilitate meaningful discussions with students ages 4 – 6 years old. Prior to your visit, we invite educators to read this resource and select relevant artworks for your students.

1. Read more about the artworks by downloading the *Imaginarium* Exhibition Guide which may be found at the **Current Exhibitions page** <https://www.singaporeartmuseum.sg/exhibitions/current.html>
2. Visit the museum prior to your actual trip with your students to understand the artworks and assess their suitability. Refer to the **Educational Programmes & Resources** listing to book your visit.
3. Use the **Suggested Framework** to plan your lesson in the museum.
4. Refer to the **Suggested Lesson Plan and Artworks** to create your own lesson plans.
5. Share the **SAM Museum Etiquette** with students prior to your visit.
6. Enjoy your visit!
7. Assess the impact of the visit and evaluate your students' learning.
8. Carry out service learning ideas.

SUGGESTED FRAMEWORK

This is a student-focused and process-centred learning approach based on the belief that learning driven by curiosity engages the senses, skills, feelings and memories in making meaningful connections with others, objects and their stories.

1. Identify a **Big Idea**.
2. Think about the **Essential Questions**. These are questions which probe for deeper meaning and aim to stimulate thought, to spark more questions and to develop critical thinking and problem-solving skills.
3. Craft **Guiding Questions**. Select suitable facilitation strategies for close looking and discussion.
 - a. E.g. Making Thinking Visible strategy
 - i. What do you see? / What do you know?
 - ii. What (do you see or know that) makes you say that?
 - b. E.g. See, Think, Wonder approach
 - i. I *see* a ...
 - ii. I *think* this may be ...
 - iii. I *wonder* if ...
 - c. E.g. I Spy
 - i. I spy with my little eye something ... e.g. red/ an army boy/ a pink cactus/ a brown leaf/ circle/ that begins with the letter [m]/ soft
 - ii. Description could include colours, shapes, numbers, words, spelling, phonics, rhymes, adjectives, textures etc.
4. Supplement this with more specific guiding questions.
5. Identify suitable museum activities for students to internalize and make sense of the artworks. This may be thought of in terms of **Learning Areas** and **Senses**.
6. Carry out the **Service Learning Ideas** back in school. This is a teaching method which combines meaningful service to the community as part of the curriculum. Students reflect on their museum experience which is a part of their school curriculum and apply what they have learnt to the real world. This reinforces meaningful connections between their learning and their service, and further develops critical thinking and problem-solving skills.

SUGGESTED LESSON PLAN

BIG IDEA

Art helps develop empathy for others.

ESSENTIAL QUESTIONS

- How can understanding of different people and cultures develop empathy?
- How can we create safe and inclusive environments for everyone through art?

LEARNING OUTCOMES

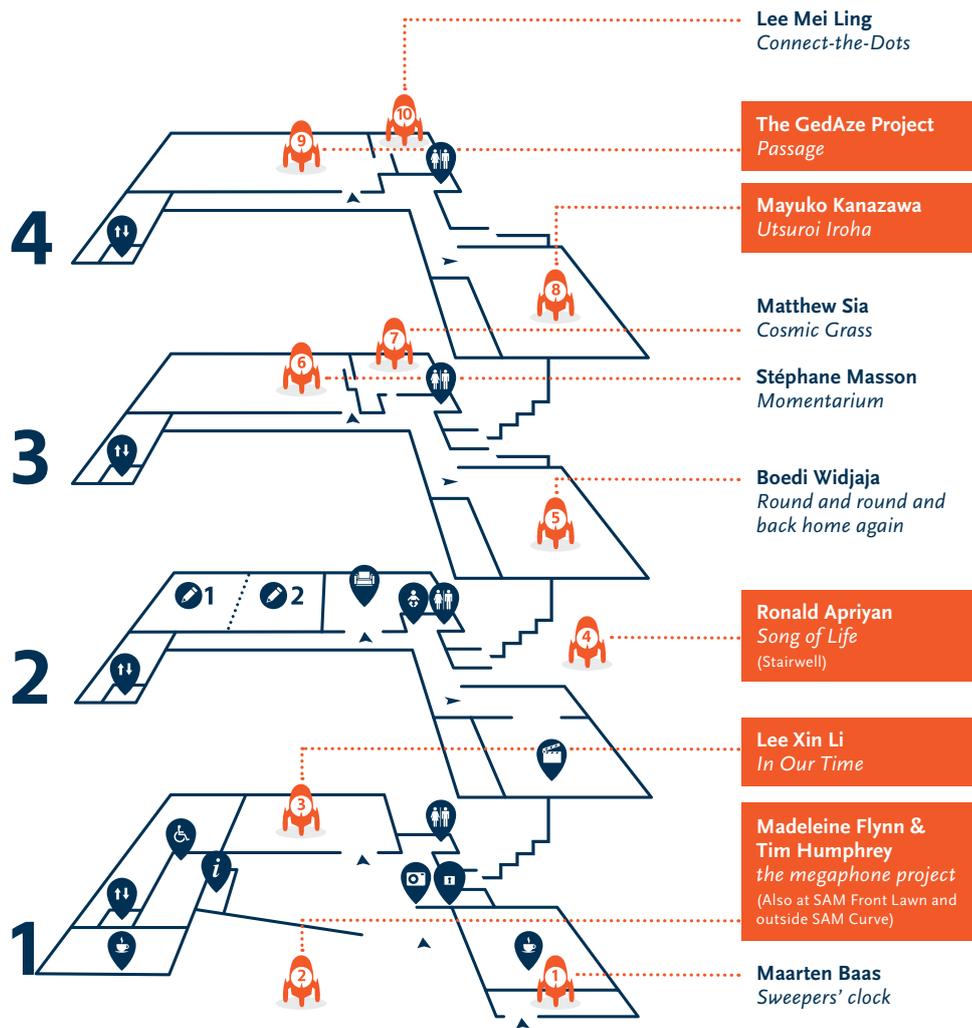
Students will be:

- Aware of their own thoughts, feelings and surrounding environment.
- Respectful of the ideas and opinions of others.
- Understand what it means to make time and space for others.
- Able to learn to accept and respect differences.

CONTEXT

1. Ask students to imagine they are going on a journey into another dimension.
 - As travellers through time, who or what are they bringing with them?
 - This time travel may bring them back to the past or blast them to the future. It may also bring them to another place. Where would they like to go?
 - How are they getting to their destination? What sort of vehicle are they travelling in?
2. Tell students they are going to explore some artworks in the Singapore Art Museum's exhibition, *Imaginarium: Into the Space of Time*.
 - Whether they travel backwards, forwards or sideways in time, they must always remember to follow the Laws of Time Travel (i.e. SAM Museum Etiquette).
 - Ask students what other time travel rules they could add.
 - Ask students to be constantly aware of their own thoughts, feelings and surroundings and get them to pair up with a buddy to ensure safe travel.
3. Students are now prepared for time travel and may explore the artworks.

SUGGESTED ARTWORKS



LEGEND

- Information & Ticketing Counter
- Cafe / Restaurant
- Lift
- Imaginarium Short Films (Moving Image Gallery)
- Time Machine (The Original Selfie Machine)
- Quiet Room
- Diaper Changing Station
- Washroom
- Locker
- Workshop Space



MADELEINE FLYNN & TIM HUMPHREY

the megaphone project

2007 – 2018
 Site-specific installation with sound, steel, wood and electronics, interactive and pre-recorded sounds
 Dimensions variable
 Collection of the Artists
 Singapore Art Museum commission

Brief Description of Artwork

This is an interactive installation of 14 red megaphones – 1 at the SAM Front Lawn, 1 at SAM Curve Courtyard, 2 large ones and 10 smaller ones at 8Q Plaza. Of the 10 smaller megaphones, 5 may record and play back recorded voices and sounds. The other megaphones at 8Q Plaza may only play back recorded voices and sounds.

LEARNING AREAS

Social & Emotional Development

Get students to make new friends and share their megaphones by taking turns to interact with it.

Aesthetic & Creative Expression

Hum a tone in unison to create a class symphony.

Language & Literacy

Search for the five megaphones which may record sounds and record an encouraging message for their classmates. Students could also learn patience as the recorded sounds do not play back immediately.

SENSES

Sight

Spot the similarities and differences between the megaphones.

Sound

Discover recorded voices and ambient sounds.

Touch

Feel the texture of the megaphones.

Feelings

Students to reflect on their experiences after interacting with the artwork.

GUIDING QUESTIONS

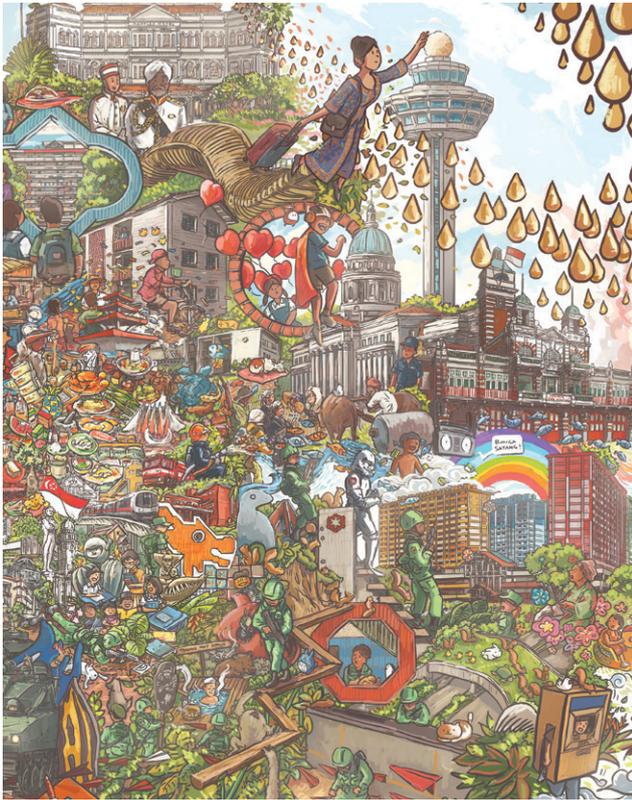
Ask students:

- What do you see here?
What do they resemble?
- Are you supposed to listen to them or speak into them?
How can you tell?
- What else can you do with them?
How could these be used to aid your time travel?
- Which do you like best? Why?
- Who would you like to communicate with through this artwork? Why?

POTENTIAL SERVICE LEARNING IDEAS

- Get seniors and students to co-record positive messages as a giveaway for the seniors.
- Choose an object which may be used as a form of communication and get students to create their own version. Perform a tune using this newly created artwork for an underserved community such as for seniors, who may take this chance to make new friends and develop a more positive outset and outlook on life.

Post your visits to SAM on your school's Facebook or Instagram pages and tag #imaginariumsG #singaporeartmuseum



LEE XIN LI

In Our Time

2018
 Site-specific installation
 Vinyl print, fabric, bean bags
 (in collaboration with doob Bean Bags)
 Dimensions variable
 Collection of the Artist
 Singapore Art Museum commission

The artist's participation is supported by DP Architects

Brief Description of Artwork

This artwork consists of 3 components – illustrations printed for the wall mural and on fabric, materials such as books, postcards and paper planes hung from ceilings and a drawing corner where students may respond to the question “If you could be anyone in any place and time, who would you imagine yourself to be?”

LEARNING AREAS

Discovery of the World

Recount personal stories of cultural and historical icons, architectural buildings, nature and pop culture to your students.

Social & Emotional Development

Identify childhood objects, places, pop culture icons and share stories with their classmates.

Aesthetic & Creative Expression

Students to imagine who they could be at any place and time and sketch it using the paper provided.

Language & Literacy

Describe an object in the artwork to their classmates. See if they can guess it!

Numeracy

Counting and spotting people and objects (I SPY).

Motor Skills Development

Clip drawings onto the wall using the pegs provided.

SENSES

Sight

Show a cropped picture of a character and get students to find it. Ask students to imagine what could have happened earlier in this scene or right after that. This encourages close looking and may be a starting point for dialogue.

GUIDING QUESTIONS

After playing the I SPY game, **ask students:**

- As Time Travellers, find some objects that could help you in your time travel. E.g. aeroplane, helicopter, fighter jet etc.
- Tintin is a reporter gifted with a detective's investigative skills and Wonder Woman is a strong Amazonian warrior princess who fights for justice. Both Tintin and Wonder Woman had traits which they used to help others. What traits would you like to have to help others?

POTENTIAL SERVICE LEARNING IDEAS

- Learn patience by caring for plants and tending to them every day.
- Learn more about the conservation of heritage buildings in Singapore at <https://www.ura.gov.sg/Corporate/Get-Involved/Conserve-Built-Heritage>.

📌 📷 Post your visits to SAM on your school's Facebook or Instagram pages and tag #imaginariumsG #singaporeartmuseum



RONALD APRIYAN

Song of Life

2018

Series of 3 acrylic paintings on wall and video

371.5 x 458.4 cm

Video duration: 7:51 min

Collection of the Artist

Singapore Art Museum commission

Brief Description of Artwork

This artwork comprises three murals painted directly onto the walls of the three stair landings of SAM at 8Q. They depict a child-like character growing up amongst family and friends. Each mural was inspired by a different song from the artist's childhood.

A video documenting the artist's inspiration and artwork process, together with children singing the songs in Bahasa Indonesia, may be found on the top floor.

LEARNING AREAS

Discovery of the World

Similarities and differences between cultures and traditions in Southeast Asia.

Social & Emotional Development

Respect of other cultures.

Language & Literacy

Lyrics in Bahasa Indonesia and in English (translated).

Numeracy

Counting and spotting people and objects (I SPY).

SENSES

Sight

Colours and shapes.

Sound

Listen to the songs in the video. Get students to name songs they are currently learning in school.

GUIDING QUESTIONS

Ask students to "step inside" the shoes of any character or object. Remind them that there are no right or wrong answers and everyone needs to respect one another's opinions and ideas.

After playing the I SPY game,

ask students:

- What is this character/object *thinking*?
- What is this character/object *feeling*?
- What do you think this character/object will *do next*?

Did you know?

One of the murals was inspired by the song *Bintang Kecil*, which translates to *Twinkle Little Star*, and the title sounds like a familiar English lullaby *Twinkle, Twinkle Little Star*.

Twinkle, Twinkle Little Star and *Baa, Baa, Black Sheep* actually share the same tune! This tune is an old French melody called *Ah! Vous Dirai-Je, Maman* (Ah! Shall I tell you, Mother?). Mozart composed a set of 12 improvisations based on this tune.

POTENTIAL SERVICE LEARNING IDEAS

- Play traditional games and introduce food from different Southeast Asian cultures.
- Teach students how to greet one another in different Southeast Asian languages.
- Sing nursery songs in different Southeast Asian languages.
- Learn a song comprising various languages and perform this during International Friendship Day on 30 July 2018.

Post your visits to SAM on your school's Facebook or Instagram pages and tag #imaginariumSG #singaporeartmuseum



MAYUKO KANAZAWA

Utsuroi Iroha

2014

Interactive installation with painting and animation on canvas, Kinect, handy camera, iPhone, PCs, projectors and speakers

Artwork and sounds by Mayuko Kanazawa Engineering by Ichi Kanaya, Masataka Imura, Shinji Tanaka and Yu Shimura

Dimensions variable

Collection of the Artist

Brief Description of Artwork

The word *Utsuroi* means a change in seasons, *Iro* means colour and *ha* means many leaves. Put together, the title of this artwork could mean a change in seasons, filled with colour and leaves.

This interactive artwork uses Kinect technology to sense movements. Activating the sensors creates different responses.

SEASON	ACTION	RESPONSE
Spring	Wave arms	6 kinds of flowers will bloom
Summer	Strike a pose	7 types of mythological animals will appear
Autumn	Jump	Animals preparing for hibernation will appear in the autumn forest
Winter	Stay still	4 persons will appear as snowman

LEARNING AREAS

Discovery of the World

Understand the Japanese culture and the importance of co-existing with nature.

Social & Emotional Development

Sharing and teamwork.

Aesthetic & Creative Expression

- Identify animals and nature
- Changes in colour for different seasons

Language & Literacy

Storytelling.

Numeracy

Counting and spotting people and objects (I SPY).

SENSES

Sight

Discover what happens when standing in front of the artworks.

Sound

Pay attention to the sounds. How do they convey the moods of the seasons?

GUIDING QUESTIONS

Before entering the gallery, tell students they are now going out of Singapore and may be experiencing changes in weather. Get them to observe the scenes and list what they have observed after experiencing the artwork.

Ask students:

- Observe the changes and spot the animals and nature. Do you like being in nature? Why or why not?
- How do you feel in front of the different seasons?
- Do you notice any change in your emotions when there are weather changes in Singapore?
- Do you notice any accompanying sounds? How does it make you feel?
- What if the artist did not use sounds? How would it impact your experience of the artwork?
- Why do you think the artist chose to have people interacting with nature?
- How do you interact with nature in Singapore?

POTENTIAL SERVICE LEARNING IDEAS

- Give back to nature by caring for the environment, such as recycling or tending to a plant.
- Research on the Japanese culture and find out the importance of nature to them.

Post your visits to SAM on your school's Facebook or Instagram pages and tag #imaginariumSG #singaporeartmuseum



THE GEDAZE PROJECT

Passage

2018
 Yarn, repurposed fabric, found, personal
 and fabricated objects
 Dimensions variable
 Collection of the Artists
 Singapore Art Museum commission

Brief Description of Artwork

This installation of stars, comets and wearable crochet helmet is made of yarn and fabric. Squeaky toys have been sewn into the yarn to bring to mind toys given to young children, and by association, one's childhood.

LEARNING AREAS

Discovery of the World

Outer Space and matter that lies beyond Earth.

Social & Emotional Development

Teamwork.

Numeracy

Counting and spotting people and objects (I SPY).

Motor Skills Development

- Putting on the wearable helmets
- Gently squeezing the squeaky toys

SENSES

Sight

Colours, shapes and patterns.

Sound

Squeaky toys.

Touch

Textures.

GUIDING QUESTIONS

After playing the I SPY game,

ask students:

- What do you notice about the colours and textures used in this artwork?
- Observe the shapes of these objects. What do you think they could be?
- What do you need as a Time Traveller? Can they find the astronaut's helmet?
- Some artworks suspended have toys sewn into them. Can you find them? What sounds do they make? How does it make you feel? What does it remind you of?
- Lie down on the little islands made up of comets. What do you see?

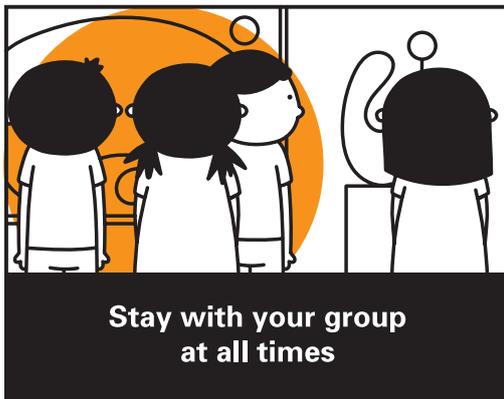
POTENTIAL SERVICE LEARNING IDEAS

- Donate toys which are still in good condition to the underserved communities such as children's homes.
- Tell other children from the other preschool centres that they have travelled through time e.g. get students to recount their experiences, sing a song or display their craft activities inspired by this visit.
- Find out what occupations get to travel to Outer Space and get children to dream of their ambitions.

Post your visits to SAM on your school's Facebook or Instagram pages and tag #imaginariumSG #singaporeartmuseum

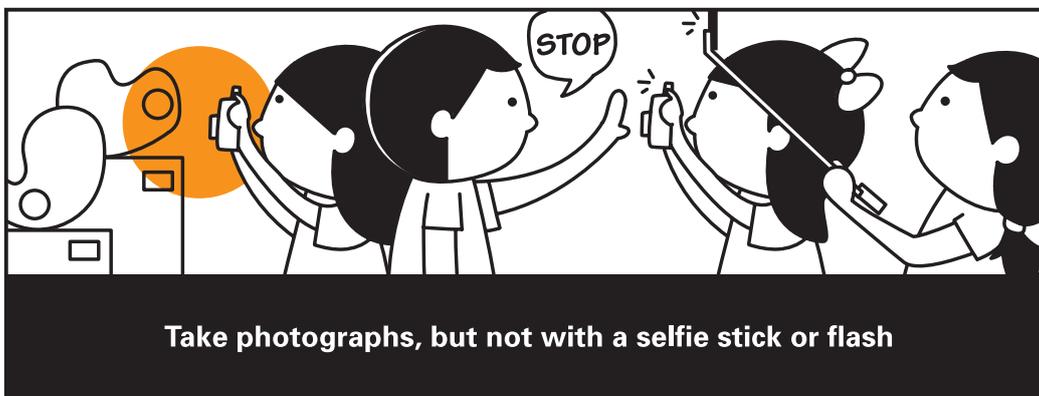
SAM MUSEUM ETIQUETTE

5 things **TO TAKE NOTE** of at the Singapore Art Museum



SAM MUSEUM ETIQUETTE

5 things **TO DO** at the Singapore Art Museum



EDUCATIONAL PROGRAMMES & RESOURCES

A Traveller's Guide Through Time

6 May – 26 Aug 2018

Available for sale at the SAM at 8Q Lobby or from The Vending Machine at SAM (24h)

\$2

Running out of time and need some ideas to engage your little ones?

Zip through the space of time with this Traveller's Guide and discover what time means to different people and cultures. Suitable for children and the young at heart, use the guiding questions in the Traveller's Guide to explore the worlds that present themselves in this *Imaginarium*.

Traveller's Kit

6 May – 26 Aug 2018

Available for sale at the SAM at 8Q Lobby or from The Vending Machine at SAM (24h)

\$5

Calling all dauntless Time Travellers, get ready to travel through time with this specially-packed Traveller's Kit! Consisting of *A Traveller's Guide Through Time*, a magical four-colour pencil and an exclusive "I Am a Time Traveller" badge, seize the moment and get this Traveller's Kit before you embark on your travels.

Tour for Educators

25 May 2018, Friday | 4pm – 5:30pm | SAM at 8Q Lobby

Free with registration at

<https://educators-tour-into-the-space-of-time.eventbrite.sg/>.

Interested in finding out how you may use contemporary art to engage your students? Join SAM Education Manager, Shirley Khng, as she shares the ideas and concepts behind the artworks in *Imaginarium*. This session will help prepare educators who are intending to bring their students for a visit to the exhibition.

Start Small Dream Big at SAM: A Tour and Briefing for Preschool Educators

24 May 2018, Thursday

2pm – 3:30pm | 4pm – 5:30pm* | SAM Glass Hall

Free with registration at

<https://ssdb-sam-into-the-space-of-time.eventbrite.sg>.

What does it mean to make space and time for someone or something? How can we encourage our students to create safe and inclusive environments for everyone?

Join SAM Education Manager, Shirley Khng, as she shares the ideas and concepts behind the artworks in *Imaginarium*. This consultative session and tour will help prepare preschool educators on board the *Start Small Dream Big* programme embark on their projects in their centres.

Note: Session will not proceed if total sign-up is below minimum number of participants. Registration opens till one day before the event. **This session is exclusive to preschool educators on board ECDA's Start Small Dream Big.**

* educators can sign up for either session.

Self-directed School Visits

1 June – 26 August 2018 (Weekdays)

10am – 7pm (Mondays – Thursdays)

10am – 9pm (Fridays) | SAM at 8Q

Educators may guide students on an independent tour of *Imaginarium* with these available resources:

- Reading this Guide for Preschool Educators
- Purchasing *A Traveller's Guide Through Time*
- Attending the *Start Small Dream Big at SAM: A Tour and Briefing for Preschool Educators*

A preparatory visit to the exhibition is recommended.

To book a slot for your school, download and complete the School Visit Booking Form before emailing education@singaporeartmuseum.sg. Booking forms must be received 3 weeks in advance. Visit <https://www.singaporeartmuseum.sg/education#school-visits-self-directed> to download the School Visit Booking Form.

EDUCATIONAL PROGRAMMES & RESOURCES

School Workshops

1 June – 26 August 2018 (Weekdays)

10:30am or 2:30pm | SAM at 8Q

\$15

Inspired by the artworks of *Imaginarium*, these educational workshops offer students a holistic contemporary art experience. Workshop content ranges from learning about specific art techniques to craft-making that encourages originality and teamwork. Each workshop includes a guided tour of the exhibition, followed by a hands-on activity component.

Visit <https://www.singaporeartmuseum.sg/education#preschool> for more details.

These workshops are for school bookings only. To make a booking, please download and fill up the Educational Workshop Booking Form, and send it to education@singaporeartmuseum.sg. Each workshop accommodates a minimum of 20 participants and a maximum of 40.

Quiet Hour at SAM

6 May – 26 Aug 2018, Mondays – Thursdays

9am | SAM at 8Q

In aiming to be diverse yet inclusive, we hope to better cater to students with special needs by creating a more conducive environment for their visits. During Quiet Hour at SAM, special-needs groups from Special Education schools can visit the museum an hour before usual gallery hours to enjoy the artworks with fewer distractions.

This programme is for schools who have children with special needs only and requests must be received at least 4 weeks before the date of visit. Schools are highly encouraged to arrange for a preparatory visit to *Imaginarium* prior to the actual visit.

Email education@singaporeartmuseum.sg for more details.

