

think! contemporary

A museum-based school programme that advocates learning through art

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The Think Contemporary Programme is a multi-visit, museum-based school programme that advocates learning through art.

First developed together with Haig Girls' School, the Think Contemporary Programme has since grown to involve several participating schools. It integrates school curriculum with museum visits, using artworks from SAM's permanent collection such as the Learning Gallery as primary resources for the classroom teaching and learning of Art, Humanities and English Language. This programme also infuses Character Citizenship Education (CCE) and the development of 21st Century competencies.

Aimed at using art as a learning tool, this programme uses a multi-disciplinary approach to nurture students' critical thinking skills during the course of the programme, in addition to the school's syllabus.

This publication consists of teaching and educational resources created by Haig Girls' School, Geylang Methodist School (Primary), Mayflower Primary School and St. Anthony's Primary School for teachers to use before, during and after the museum visits.

Materials created by teachers of

In partnership with



how to use this book

This publication consists of:

1. Lesson plans for teachers' reference.
2. Resources for teachers' reference or for printing as reading materials for students.
3. Worksheets for teachers to print for students to work on during the lesson.
4. Annex, which consists of Pre-museum Guide, Museum Etiquette Guide and reflection sheets. The Pre-museum guide may be used to recapitulate the assembly talk, and the reflection sheets can be used after every chapter.

Lessons are arranged according to artwork for easy reference.

For detailed information on SAM artworks listed, please download the Learning Gallery Guide at <http://www.singaporeartmuseum.sg/downloads/exhibition-guide-once-upon-this-island.pdf>

Please refer to the following icons when using this book:



Step/Component/Time/Location



Purpose



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Chun Kaifeng

Not Much to See

2014

LED lighting, automotive paint and clear coat on acrylic

Navy blue (strap), white (base), and black (edge)

27 x 9 x 5 cm (each)

Singapore Art Museum collection

Exhibition Guide: page 14 – 15

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
<p>Home</p> <p>Level / Duration</p> <p>Primary 4 / 60 minutes in SAM Learning Gallery 1</p> <p>Topics / Text / Skills</p> <p>Social Studies Places of heritage in Singapore</p> <p>English Use of writing and representing skills to convey meaning which reflects critical thinking</p> <p>Art Art discussion, interpretation and appreciation skills; Journalism</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> • Appreciate the success of the HDB housing scheme in Singapore • Use vocabulary to describe and explain the concept of their ideal home • Discuss artwork using the inquiry-based approach • Rediscover everyday objects that have been often overlooked or taken for granted by observing and making connections between various aspects of the artwork • Understand that we meet our fundamental needs for shelter by altering the physical environment we live in (Progress in housing conditions) 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> • Collaborative learning • Inquiry-based learning • Basic comprehension practice • Dialogue about an artwork • Writing and representing • Critical thinking 	<p>SEL</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making <p>CCE</p> <ul style="list-style-type: none"> • Resilience • Responsibility • Active Community Life • National and Cultural Identity <p>NE</p> <ol style="list-style-type: none"> 1. Singapore is our homeland; this is where we belong. 2. We must ourselves defend Singapore. 	<p>Chun Kaifeng, <i>Not Much To See</i></p> <p>Resources</p> <ul style="list-style-type: none"> • Worksheet 1 (Art) • Worksheet 2 (Art) • Worksheet 3 (Eng)



**Step 1 /
ART /
20 min /
SAM Learning
Gallery 1**



Teacher to bring pupils to the artwork **Not Much to See** by Chun Kaifeng in Learning Gallery 1.

Activation of Background Schema

Teacher to engage pupils in an Art Discussion using the inquiry-based approach. Through this approach, pupils will be engaged in describing, analysing and interpreting the artwork. Pupils to jot down the points of discussion in their worksheet 1 (Art).

During the discussion, teacher to:

- Give wait time to pupils
- Accept all pupils' responses

Activity

After the discussion, teacher to have pupils refer to their worksheet 2 (Art). Pupils are to think of 5 everyday objects that are often overlooked or taken for granted and draw them in the blank space provided.

Teacher deepens the discussion by asking pupils to think of how the fast-paced lives of Singaporeans have led to many people taking everyday objects for granted.

- “Does Singapore still look the same as it was in the 80s and 90s? What makes you say that?”
- “Many everyday objects have been often overlooked in Singapore. What are some of them? What are their functions?”
- “Why do you think lights are placed around this pair of Tat Sing slippers? Who do you think could have worn such slippers?”
- In place of such footwear, what do you wear these days?”
- “What are some mundane objects in your homes which have been overlooked or forgotten?”



Activation of background schema is done to draw pupils into the museum lesson, preparing them mentally and helping them to focus on the lesson.

The use of the inquiry-based approach for Art Discussion allows pupils to be engaged through discovering, noticing connections and being involved in critical thinking. **Wait time is given** to allow pupils to think critically and formulate their responses before contributing their ideas.



Worksheet 1
(Art)

Worksheet 2
(Art)

<p>Step 2 / ENGLISH & SOCIAL STUDIES / 40 min / SAM Learning Gallery 1</p>	<p>Upon completion of the art analysis, teacher to ask pupils the following question based on the tagline in the artwork:</p> <ul style="list-style-type: none"> • “What do you think the tagline <i>Not Much to See means?</i>” <p>Teacher to:</p> <ul style="list-style-type: none"> • Give wait time to pupils • Accept all pupils’ responses <p>During discussion, teacher to facilitate and guide the flow of the discussion, encouraging communication and leading pupils to understand that a tagline is a small amount of text that conveys an idea or thought and is a catchphrase, to clarify a point or create a dramatic effect.</p> <ul style="list-style-type: none"> • “What other taglines can you think of?” (Some examples include Subway – Eat Fresh, KFC – Finger Lickin’ Good, Nike – Just Do It., KIT KAT – Have A Break, Have a KIT KAT). • “It is also possible for some brands to have more than 1 tagline such as Coca-cola – ‘We’ve got a taste for you’; ‘Things Go Better With Coke’, ‘Open Happiness’, ‘Have a Coke and Smile’. What does each tagline convey?” 	<p>The teacher as a facilitator allows for guided discovery (ACoLADe) to take place, where the teacher poses questions and supports the learning process, enabling pupils to learn about the artwork without prior or explicit instruction. The encouragement of communication amongst pupils allows for learning-focused interaction (CLLIPS) where the teacher actively engages pupils by encouraging participation in their learning, thus boosting their confidence in the use of language and promoting collaboration among learners. By creating their own taglines, pupils are exposed to the use of language to fulfil different purposes. This activity also develops their critical thinking, imagination and enjoyment of writing and representing by helping them observe and process the different ways in which language is used to convey meaning and affect viewers’ thoughts and feelings. By sharing their interpretations with each other verbally, pupils learn to become effective communicators as they actively and purposefully interact with their peers and contribute to meaning-making through the offering of alternative viewpoints.</p> <p>The use of the Making Thinking Visible (MTV) strategy allows pupils to be engaged in learning as their learning experiences stretch their thinking, promote interconnectedness and develop independent thinking. Thinking is stretched when pupils acquire a deep understanding of what they learn and develop higher order thinking skills through meaningful learning experiences.</p>
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 <p>Step 2 / ENGLISH & SOCIAL STUDIES / 40 min / SAM Learning Gallery 1</p>	 <p>Activity Teacher to pair pupils up and have them sit back-to-back against each other.</p> <p>Teacher to have pupils refer to the two photographs in their worksheets (i.e. Entrance and Classroom of Mayflower Primary School) and create their own taglines to represent their feelings towards the school (macro-level) and their classroom (micro-level). Thereafter, pupils will face their partners and exchange their worksheets with each other. Both partners will look at each other's taglines and share their interpretations of the taglines with one another. Pupils will make use of the MTV strategy 'What Makes You Say That?' to elicit responses which reflect stretched and critical thinking from their peers.</p> <p>Teacher to have several pupils share their taglines with their peers and have their peers interpret their taglines.</p>		 <p>Worksheet 3 (Eng)</p>
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Response Journal

Respond to the guiding questions below. You may choose to respond by writing or drawing.

DESCRIBE

Take a minute to look at the artwork. Let your eyes wander over it freely.

What do you see, feel, hear or smell in the work of art? Observe and describe in detail.

ANALYSE

(Support with evidence from the artwork)

How was the artwork put together?

ANALYSE

(Support with evidence from the artwork)

Can you relate what you see in the artwork

a) to your life?

b) to what you are studying in school?

How does it make you feel?

INTERPRET

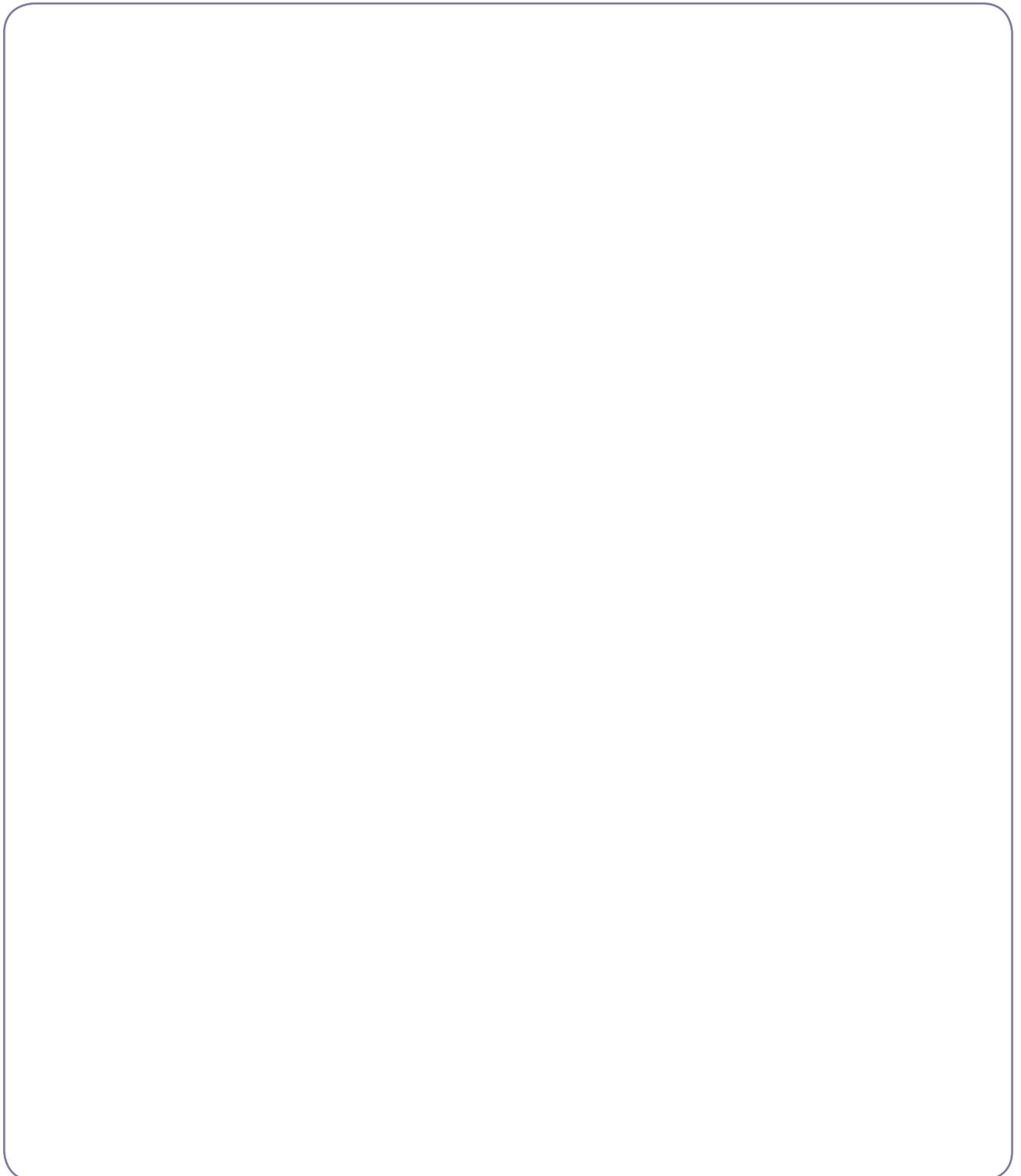
(Support with evidence from the artwork)

What message is the artist trying to convey to us in the artwork?

How does the message relate to your life?

Ideation

Think of 5 everyday objects that are often overlooked or taken for granted and draw them in the space provided below. These may include items that you use everyday or objects in your house which you have forgotten about.



Creating Taglines

Create your very own taglines to represent your feelings towards the school and the classroom.
Write them on the lines provided:



Image courtesy of Charmaine Wong



Image courtesy of Charmaine Wong

Community



Dawn Ng

From left to right

Mamashop

2012

Archival inkjet print collage, edition 3/3

160 x 120 cm

Singapore Art Museum collection

HDB Corridor

2012

Archival inkjet print collage, edition 3/3

160 x 120 cm

Singapore Art Museum collection

Exhibition Guide: page 26 – 27

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
<p>Community</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Understand how life in Singapore today is shaped by what happened in the past. Appreciate the changes that have taken place at the Singapore River. Identify personal Singapore stories and pick elements or imageries that can be translated into a cohesive diorama that depict The Singapore Story. Share and relate personal stories and experiences between friends. Document thoughts and art-making processes. Make connections and develop an understanding of art in the local context. 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Collaborative learning Effective art discussion Inquiry-based learning Artful Thinking Routine: Claim, Support, Question Oral presentation 	<p>SEL</p> <ul style="list-style-type: none"> Self-awareness Social awareness Relationship management <p>CCE</p> <ul style="list-style-type: none"> Respect Integrity Responsibility 	<p>Dawn Ng, <i>HDB Corridor</i></p> <p>Dawn Ng, <i>Mamashop</i></p> <p>Resources</p>
<p>Primary 4 / 120 minutes in class / 90 minutes in Learning Gallery 2</p> <p>Topics / Text / Skills</p> <p>Social Studies The Singapore Story / <i>Stories of Early Singapore</i> (Textbook 4A Chapter 1)</p> <p>English Oral Presentation; Discussion and presentation skills to convey meaning that reflects critical thinking</p> <p>Art Art discussion skills; Artwork making – creating a diorama</p>			<ul style="list-style-type: none"> Worksheet 1 (Art) Worksheet 2 (Eng) Worksheet 3 (Art) Worksheet 4 (Art) Worksheet 5 (Eng) <p>For teachers</p> <ul style="list-style-type: none"> Pop Up Diorama Tutorial Additional questions 	



**Step 1 /
ENGLISH & ART /
60 min /
Classroom**



Teacher to lead pupils to reflect on the following essential questions:

- “How does art make us more aware of our own identity?”
- “How do artists show the diversity and dynamics of the various relationships in their artworks – relationship with self, surrounding, objects and community?”
- “How does art help us in identifying the beliefs and values cherished by our immediate community or community at large?”
- “How does art communicate ideas and feelings?”

Teacher to conclude that artists use visual language in the form of symbols to convey their messages and intentions.

Teacher to use the following guiding questions to guide pupils towards the art activity:

- “Is there anything unique or special in your neighbourhood?” (Suggested responses: favourite food stalls, group events)
- “What are your neighbours like?”
- “What kind of local gatherings and events are there around your neighbourhood?” (Suggested responses: Mid-autumn Festival, weddings at the void deck, funerals at the void deck, Residents’ Committee events, Chinese New Year fairs)
- “What stories and memories can you recall?”

Activity

Teacher to group pupils into groups of four or five and lead the pupils to create a simple frame using the given materials. This activity could be varied by giving instructions to:

- Create multiple layers in the diorama
- Have additional materials brought from home



The teacher as a facilitator allows for guided discovery (ACOLADE) to take place, where the teacher poses questions and supports the learning process, enabling pupils to learn about the artwork without prior or explicit instruction .

The encouragement of communication amongst pupils allows for learning-focused interaction (CLLIPS) where the teacher actively engages pupils by encouraging participation in their learning, thus boosting their confidence in the use of language and promoting collaboration among learners . In getting pupils to **share stories and relate their experiences** to their peers, pupils will be able to identify personal stories and pick elements or imageries that can be translated into a diorama to depict The Singapore Story.



Pop Up Diorama Tutorial (<http://littlegreenbox.wordpress.com/2012/11/07/pop-up-diorama-tutorial/>)

Pre-cut diorama frames, magazines, glue stick, scissors, coloured paper

<p>Step 2 / ART & SOCIAL STUDIES / 90 min / SAM Learning Gallery 2</p>	<p>Teacher to bring pupils to Learning Gallery 2 and introduce the artist, Dawn Ng to pupils:</p> <p><i>“Dawn Ng was born in Singapore in 1982, and graduated from the Slade School of Fine Art, London and Georgetown University, Washington, where she acquired skills in drawing, painting, photography as well as writing. She has a background in advertising, and held her first solo collage exhibition titled ‘Singapore Cuts’ in 2009. Her works have also been presented at the Singapore Art Show (2009), Blackout (2009), and at A Curious Teepee (2011).”</i></p> <p>Using the Artful Thinking Routine: Claim, Support, Question, teacher to prompt pupils to observe the 2 artworks by Dawn Ng:</p> <ul style="list-style-type: none"> • Claim Allow pupils two minutes to observe Dawn Ng’s artworks. Pupils will write down their explanation or interpretation of some aspects of the artwork. • Support Pupils will discuss and pen the things they see, feel and know about their claim. • Question Encourage pupils to ask a question related to their claim. For example, teacher could ask, <i>“What’s left unexplained? What new questions do your claims raise?”</i> <p>Teacher to facilitate a discussion on the points raised by pupils. Pupils will complete the worksheet.</p> <p>Next, teacher to have pupils brainstorm a list of 12 questions about the artwork or about a topic inspired by the artworks. An example could be a discussion about the social function of Mamashops and the customer-client relationship that takes place at Mamashops in comparison with a convenience stall. This discussion could be broadened to a close looking of the social functions of other community spaces in Singapore. Pupils will jot down points in the second worksheet.</p>	<p>The use of Artful Thinking Routine “reveals and encourages the process of reasoning by asking pupils to formulate an interpretation of something and support it with evidence. By pushing pupils to ask questions about their interpretation, it helps pupils see that reasoning is an ongoing process that is as valuable for raising questions as it is for providing answers.”</p> <p>The routine works particularly well when used during group work as every pupil is given the opportunity to participate and because they invariably build on each other’s ideas, pupils see the power of shared inquiry.</p> <p>In brainstorming about questions to ask about an artwork or a topic, pupils will have to think critically and generate ideas appropriate to the artwork or topic. The teacher as facilitator will guide pupils to learn how to select relevantly from the ideas generated. This selection of ideas will enable pupils to move from a more narrative approach to more creative ways of using these ideas to develop their voice in writing.</p>	<p>Worksheet 1 (Art)</p> <p>Worksheet 2 (Eng)</p>
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**Step 3/
ART /
30 min /
Classroom**



Teacher to inform pupils that the diorama created in class will be used to create an artwork, called *The Singapore Story*. Teacher to guide pupils in their choice of suitable individuals or objects, and the scene and era that pupils wish to portray in the diorama.

Teacher could ask the following questions to facilitate the artwork making process:

- *“Identify the individuals who are unique to Singapore.”*
- *“Name some individuals who have made an important contribution to Singapore.”*
- *“Share and discuss some activities that you enjoy with your family and friends in your community.”*
- *“Can you think of objects or places that symbolise The Singapore Story?”*
- *“Where would you like to bring your friend from another country to if he or she visits Singapore?”*
- *“Which era of Singapore’s 50 years of rich history would you like to be in? Why?”*

Activity

Teacher to hand out pupils’ diorama frames. In the same group of four or five, pupils will do research about Singapore’s past, present and how they envision Singapore will be like in future. Pupils have to clearly demonstrate how their dioramas illustrates a Singapore story, by carefully choosing symbols that reflect the theme and ideas selected by their group. They will experiment with different materials available for their artmaking session. Pupils may add any additional materials without eliminating the given set.



Pupils’ diorama frames

Magazines, glue stick, scissors, coloured paper, printed materials

Worksheet 3 (Art)

<p>Step 4 / ENGLISH & SOCIAL STUDIES / 30 min / Classroom</p>	<p>Teacher to lead pupils to craft their artists' statement:</p> <ul style="list-style-type: none"> • <i>"What motivates you to make art?"</i> • <i>"How did you make your artwork? What tools, materials, and techniques did you use?"</i> • <i>"What does your art mean to you?"</i> <p>Pupils to jot down points in their worksheets.</p> <p>Teacher to get pupils to upload photographs of their dioramas, including their research materials, on the online platform, EDMODO, using the iPads provided.</p> <p>Teacher to guide pupils to a creative writing session of My Singapore Story. Pupils will jot down points in their worksheet and do a presentation about their dioramas, based on the points they have discussed in their groups.</p>	<p>6 iPads Worksheet 4 (Art) Teacher Resource (Guide for Worksheet 4) Worksheet 5 (Eng)</p> <p>Using EDMODO serves as a platform for discussion and as supplementary material for pupils' oral presentation.</p>
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Materials created by
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Artful Thinking

Claim

Support

Question

Design a background setting for the interior of your box.

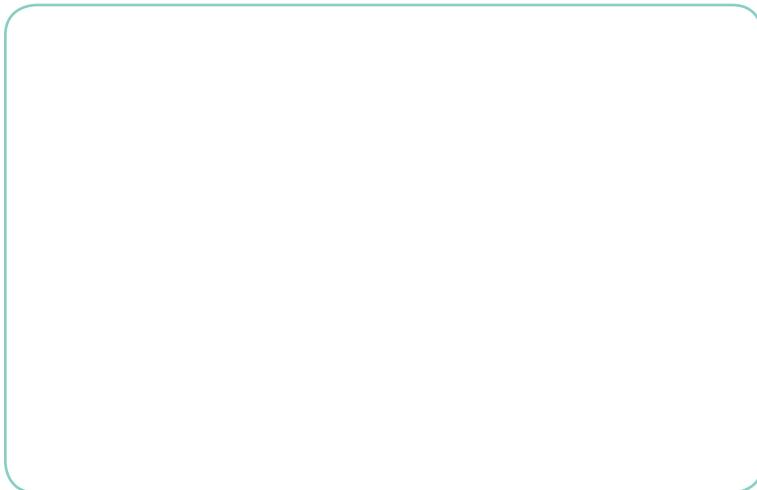
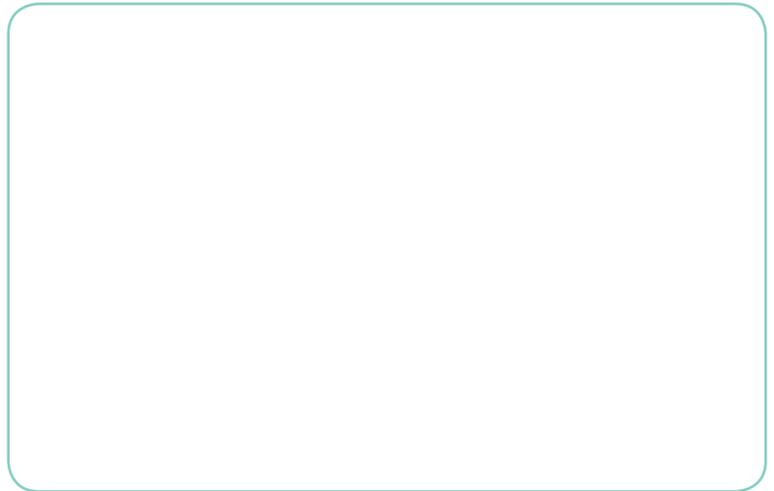
Design characters and set objects for your diorama. You can consider using clay, construction paper or any other material you can think of.

Artist Statement

Write one sentence to answer each section.

Motivation

Why did you make this artwork?
What motivates you to make art?

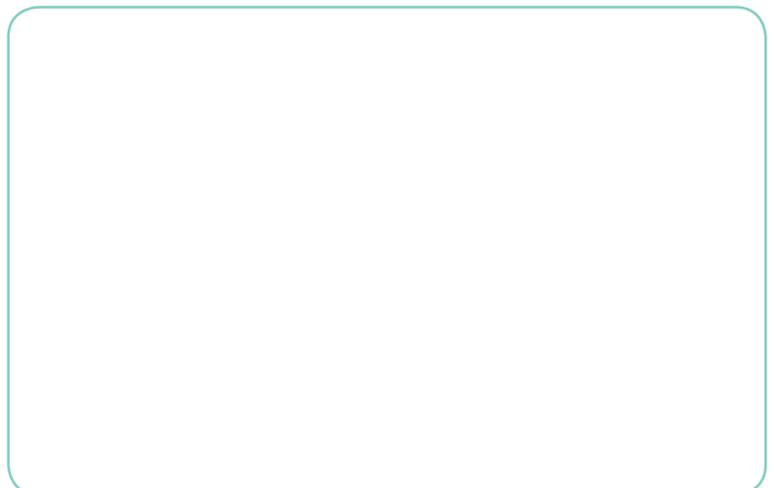


Looking at a specific piece

How did you make this artwork?
What tools, materials, and techniques did you use?

What does art mean to you?

Using "I" statements, connect the artwork to its meaning and your inspiration.



Name: _____ Class: _____ Date: _____

Presentation

Jot down your presentation points here. Some helping questions are provided for you.

Describe the era of your diorama.
(Year, day/night, scene)

Why did you choose that era?

Describe the background scene.

Describe the characters in your diorama.
(Include materials used and why)

What is your story?



Additional Questions

These are additional questions that would guide students to craft a more detailed artist statement.

1. Title of my artwork.
2. Why do I like to make art?
3. What did I do?
(Describe the artwork, including the medium, subject matter, and inspiration.)
4. My artwork was inspired by whom or what?
5. What happened along the way?
(Did anything interesting or unusual happen? Was there a problem along the way?)
6. Did I solve any problems in the process?
7. Did the artwork turn out the way I had expected it to? Why or why not?
8. What did I learn through the art project/art making?
9. What would I do different next time?
10. Why is this piece important to me?
11. Use the elements and principles of design to describe your work.
12. Do you know anyone else who uses this technique, medium, style or subject?

Identity



Green Zeng

Siapa Nama Saya? from the series 'Chinese School Lessons'

2012

Oil and silkscreen on wood panel

122 x 244 cm

Singapore Art Museum collection

Exhibition Guide: page 16 – 17

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
<p>Identity</p> <p>Level / Duration</p> <p>Primary 4/ 120 minutes in class / 45 minutes in SAM Learning Gallery 2</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Describe how our leaders and the people of Singapore contributed to Singapore's journey towards independence Understand how self-government was granted to the people of Singapore Appreciate the changes that have taken place in Singapore over the past decades Describe vividly through speech and writing the thoughts, feelings and reactions of the people of Singapore as the nation strived for independence Interpret and integrate information from a variety of sources (e.g. pictures, videos, timelines etc.) Engage pupils in meaningful Art discussions using Artful Thinking Routines 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Artful Thinking Routines (See, Think, Wonder) Think-pair-share Round-Robin Brainstorming Visual Thinking Strategies 	<p>NE</p> <ol style="list-style-type: none"> Singapore is our homeland; this is where we belong. No one owes Singapore a living. We preserve racial and religious harmony. We have confidence in our future. <p>21st Century Skills</p> <ul style="list-style-type: none"> Collaboration & cooperation 	<p>Green Zeng, <i>Siapa Nama Saya?</i> from the series '<i>Chinese School Lessons</i>'</p> <p>Resources</p>
<p>Topics / Text / Skills</p> <p>Social Studies Chapter 5 (TB and WB 4B)</p> <p>English Stimulus Based Conversation (Memories, Loved Ones) & Role Play; Creative Writing</p> <p>Art Art discussion skills</p>				<ul style="list-style-type: none"> Social Studies Textbook and Workbook 4B (Chapter 5, Activity 1 – 3) <ul style="list-style-type: none"> Worksheet 1 (Eng) Worksheet 2 (Eng & SS) Worksheet 3 (Eng & SS) For teachers <ul style="list-style-type: none"> Guiding Questions Big Idea No. 5 Chua Mia Tee - a social realist <p>Additional resources</p> <ul style="list-style-type: none"> Artful Thinking Photographs

 <p>Step 1 / ENGLISH / 60 min / Classroom</p>	 <p>Teacher to show pupils a picture of <i>National Language Class</i> by artist Chua Mia Tee and to guide them in exploring possible settings and contexts using Visual Thinking Strategies. Teacher may also consider using Artful Thinking as another strategy to guide conversations for <i>National Language Class</i>.</p> <p>Teacher to reveal the actual setting and context that the artist had in mind when he created the artwork and share with pupils the historical background of national language classes conducted in the 1950s and 1960s.</p> <p>Teacher to lead pupils to consider the effectiveness of having a national language to unify the country.</p> <p>Teacher to engage pupils in a class discussion about the possible thoughts and feelings of the class attendees who are of different racial and linguistic backgrounds as they attended the classes for the first time. Pupils will explore the possible responses people could have had when told of the need to learn the National Language in order to maintain peace and order in the country.</p> <p>Pupils will complete their worksheets by the end of this discussion.</p> <p>Activity Teacher to guide pupils to write a class-dictated story that describes from a 1st person perspective, what a character in the picture would have experienced and how he would have felt.</p>	 <p>To understand and express through writing the needs and struggles of people as the nation fought for independence. This provides a background for the pupils to appreciate the meaning behind Green Zeng's artwork <i>Siapa Nama Saya?</i>. (Note: Green Zeng had drawn inspiration from <i>National Language Class</i> in his creation of this artwork)</p>	 <p>Guiding Questions Chua Mia Tee - a social realist Artful Thinking</p> <p>Worksheet 1 (Eng)</p>
<p>Step 2 / SOCIAL STUDIES / 60 min / Classroom</p>	<p>Teacher to show <i>National Language Class</i> to pupils again and to lead them to explore its historical context as they 'see, think and wonder' about it.</p>		

	<p>Activity Teachers to discuss with pupils about the need for a national language in the 1960s and to guide pupils to create a timeline which highlights the significant historical events that took place from 1948 to 1961.</p> <p>Teacher to discuss the merger and separation, and the reasons behind it:</p> <ul style="list-style-type: none"> • <i>“How have our leaders contributed to Singapore’s progress?”</i> <p>Teacher to show pupils a set of photographs which depict Singapore’s journey towards Independence and guide pupils to draw conclusions about the country’s progress as they observe the details in the photographs.</p> <p>Teacher to relate the relevance of a national language in the 21st century. Read aloud with class Big Idea No. 5 by Kishore Mahbubani.</p>	<p>To explore the needs and struggles of the nation during that time.</p> <p>To learn about the history of Spore from 1948 to 1960s and have a better understanding of the political structures and struggles before self-government was granted to Singapore..</p> <p>To learn about Singapore’s journey towards independence and how our leaders and pioneers have contributed to the journey.</p>	<p>Social Studies Textbook and Workbook 4B (Chapter 5, Activity 1 and 2)</p> <p>Guiding Questions</p> <p>Photographs</p> <p>Big Idea No. 5</p>
<p>Step 3 / ENGLISH & SOCIAL STUDIES / 45 min / SAM Learning Gallery 2</p>	<p>Teacher to bring pupils to the artwork <i>Siapa Nama Saya?</i> by artist Green Zeng and engage pupils in Artful Thinking Strategy – See, Think, Wonder. Pupils will complete the Museum Worksheet.</p> <p>Teacher to discuss the texts and objects in the artwork that are symbolic – ‘What is my name’, ‘Malay’, ‘Malaya’, ‘Malaysia’, the languages used, and to link the colours of the uniforms in the artwork to the Singapore flag. The discussion should focus on identity, importance of language for identity and education, and the colours on the Singapore flag:</p> <ul style="list-style-type: none"> • <i>“What do you see? What do you think about what you see? What do you wonder?”</i> • <i>“What do the words mean? Would you ask yourself this question, “What is my name?”</i> • <i>“Why are the words expressed in three different languages?”</i> • <i>“What do you observe about the uniforms? What do the uniforms tell you about the owners’ background?”</i> • <i>“What do you think the colours, white and red, signify?”</i> • <i>“What do you think the artist is trying to tell us?”</i> 	<p>To enable the pupils to appreciate the present by learning about the past.</p> <p>To learn how Singapore has changed socially over the years.</p>	<p>Worksheet 2 (Eng & SS)</p>

			
	<p>Teacher to engage pupils in thinking about how Singapore has developed over the years from a Malay fishing village to an immigrant society before she gained Independence.</p> <p>Teacher to explain to pupils that the people then had different views about the separation and to guide them to consider the reasons behind their views, <i>“Why do you think many people were pro-separation? What do you think are the concerns of those who were not?”</i> Pupils will discuss why some people were pro-separation, while others were against it.</p> <p>Teacher to draw pupils to the three different languages on the artwork again and ask, <i>“English is the official language used in Singapore although Malay is our National Language due to our historical background. How do you think Singapore has changed as a nation in terms of our use of the languages? What impact does this have on our nation?”</i></p> <p>Activity Pupils will discuss and chart out how Singapore has changed socially from 1948 to 1965.</p>		
<p>Step 4 / ENGLISH & SOCIAL STUDIES / 60 min / classroom</p>	<p>Teacher to ask pupils to reflect on what they have learnt during the museum lessons using the Think-Pair-Share strategy. Pupils to write their reflections in their worksheets.</p> <p>Teacher to guide pupils in observing the changes that have taken place in Singapore and its impact on Singaporeans and others who live in the country.</p>		

	<p>Important points for discussion</p> <ul style="list-style-type: none"> • The Singaporean identity • The languages we use • Our schools and education system: <i>“How have schools changed?”</i> • The way we approach and receive foreigners and new ideas from other parts of the world • For foreign pupils: <i>“How successfully have you integrated into Singapore? What difficulties do you encounter? How do you think they can be overcome?”</i> • For local pupils: <i>“How do you receive your friends from overseas? How can you learn from them?”</i> <p>Teacher to invite the foreign pupils in the class to share with their classmates their historical background, culture and ways of living in their hometowns. Teacher to facilitate discussion about the need to remain united as one country despite social changes in Singapore:</p> <ul style="list-style-type: none"> • <i>“This class is made up of pupils from different countries. In what ways have we put aside our differences to work together as a family?”</i> • <i>“In what ways do you think Singapore has changed as a nation? What do you think are the impacts of the changes?”</i> • <i>“How should we, as a nation, cope with changes?”</i> 	<p>To reflect on the changes brought about by urbanisation and globalisation</p> <p>Important points for discussion:</p> <ul style="list-style-type: none"> • Togetherness • Celebrating diversity • Tolerance for one another • Teamwork and cooperation • Open-mindedness and willingness to learn from others <p>Points for reflection:</p> <p>Pupils will ponder and discuss:</p> <ul style="list-style-type: none"> • How I can contribute towards achieving a better world when I grow up? • How can I put aside my differences to cooperate and work together better to create a better environment? 	<p>Social Studies Textbook and Workbook 4B (Chapter 5, Activity 3)</p> <p>Worksheet 3 (Eng & SS)</p>
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Identity**Worksheet 1**

English

Siapa Nama Saya?

Name: _____ Class: _____ Date: _____

See, Think, Wonder

A. Observation

Study the artwork for 2 minutes. Observe the details and write them down in the chart below.

Use the chart below to list the people, places (where) and activities in the artwork. Think of appropriate words or phrases to describe the people, the places and the activities that the people are involved in.

People / Places	Activities

B. Inference

Based on what you have observed above, list three things you might infer from this artwork. What do you think the characters are thinking? How are they feeling?

C. Wonder

1) What questions do you have when you look at this artwork?

2) Where and how can you find the answers to your questions?

Identity

Worksheet 2

English, Social
Studies

Siapa Nama Saya?

Name: _____ Class: _____ Date: _____

See, Think, Wonder

Study the artwork, *Siapa Nama Saya?* by Green Zeng carefully. Think about these 3 questions as you quietly observe and study the artwork. Then record your observations and thoughts in the chart below.

What do you see?
What do you think about that?
What does it make you wonder?

BEFORE	
SEE	
THINK	
WONDER	

AFTER	
SEE	
THINK	
WONDER	

What do you think the artist wants to say through his work? Do you think his work reflects the situation in Singapore now? Why or why not?

Identity

Worksheet 3

English, Social
Studies

Siapa Nama Saya?

Name: _____ Class: _____ Date: _____

Reflection

Let us reflect on the discussion we had on the artwork *Siapa Nama Saya?* by Green Zeng during the museum visit. Compare Singapore in the late 1950s to 1960s and Singapore now. What changes have you noticed? What has caused these changes?

AREAS	THEN	NOW
The people's identity as Singaporeans, not Malaysians		
The languages used in Singapore		
Our schools and education system		
The way we approach and receive foreigners and new ideas from other parts of the world		

Can you think of other areas in which you have observed changes?



Guiding Questions



Image Courtesy of National Gallery Singapore, Singapore

Chua Mia Tee, *National Language Class*, 1959, Oil on canvas, 112 x 153 cm, Collection of National Gallery Singapore

TEACHER'S SCRIPT	PURPOSE	REMARKS, IF ANY
<p>I am going to show you an artwork. The artist's name is Chua Mia Tee and he completed the artwork in 1959.</p> <p>Look at the artwork for 2 minutes. Write down the details that you observe and fill in the details in Section A of the worksheet.</p>	<ul style="list-style-type: none"> To provide basic information about the artist and time period. To develop pupils' visual thinking skills. 	<p>The title of the artwork will be revealed at the later part of the class activity.</p> <p>Rationale: Revealing the title of the artwork too early gives away the theme of the artwork and limits the pupils' imagination.</p>
<p>Imagine that you are trying to describe the art work to a blind person.</p> <p>Describe the setting and the characters. Where do you think this place is?</p> <p>How many people are there? Do they all look and dress similarly? What do they have with them? Are they all doing the same thing? What activity do you think they are having?</p> <p>How do you think the different characters are feeling? What could they be thinking about?</p>	<ul style="list-style-type: none"> To encourage pupils to examine the artwork closely and use appropriate vocabulary to describe the setting and characters vividly. To draw pupils' attention to the different roles played by the individuals and helps them to predict the nature of the activity and the experiences of the characters. To prepare pupils for the Class-Dictated Writing Activity – they will describe and explain from a 1st person perspective what was happening in the classroom and the thoughts, feelings and reactions of the main characters. 	<p>Note: There are 10 individuals in this artwork. One lady is leaning against the wall and is being blocked by the man who is standing. You can see her pair of calves and shoes.</p>
<p>They seem to belong to a group. Is there someone leading the group or activity?</p> <p>Look at the man standing in front of a board and wearing a white shirt. Who do you think he is? What is he doing?</p>	<ul style="list-style-type: none"> To draw pupils' attention to the man standing in front of the chalkboard and the scribbles on the board. To guide pupils to infer that he is likely a teacher. 	<p>This is an important link to the selected artwork.</p>
<p>The title of this artwork is <i>National Language Class</i>.</p> <p>[Teacher shares briefly with pupils the historical background of the National Language classes.]</p> <p>The people in the group are learning, the National Language, Malay. What do you think the teacher would teach them in this lesson? Observe the learners. Are they Malays?</p>	<ul style="list-style-type: none"> To explain the social setting of this artwork - Malay Language lesson for Chinese learners. To stimulate interest and create the awareness of often taken-for-granted knowledge. 	<p>Hello, how are you? [Apa khabar?]</p> <p>Have you eaten? [Awak sudah makan?]</p> <p>What is your name? [Apa nama awak?]</p> <p>How old are you? [Berapa umur awak?]</p> <p>What is your school? [Apa nama sekolah awak?]</p>

<p>Teacher writes a couple of questions in Malay on the board] These are the common questions the learners learned in their first few lessons. Do you think it is easy for non-Malay speakers to learn them?</p> <p>Can the Malay pupils think of a few other commonly used sentences/questions that we must all learn to live in a Malay-speaking community?</p>		
<p>What can you infer from the expressions on the learners' faces? Are they interested in the lesson? Are they keen to learn the language? Write down your inference in Section B of the worksheet.</p> <p>What other questions do you have when you look at the artwork? What do you think is the artist's purpose in creating the artwork? Record your questions in Section C.</p>	<ul style="list-style-type: none"> • To guide pupils to make inferences and provide reasons or evidences to support inferences. 	
<p>We are going to write a class dictated story based on the artwork. We will write at least two paragraphs.</p> <p>First, let's imagine ourselves to be one of the characters in this picture as we are going to write a first-person narrative.</p> <p>Who should it be? Describe his/her posture and expressions. How do you think he/she feels about this class? What does he/she think of the other characters and their thoughts and feelings?</p> <p>Let's start writing. Remember to describe the setting, the characters, and what you think they were doing, feeling and thinking richly.</p>	<ul style="list-style-type: none"> • To encourage pupils to think critically and be curious about the context and purpose of the artwork. • To get pupils to immerse in the chosen character's thoughts and feelings towards the class. • To encourage pupils to describe the setting and characters vividly. 	



Resources

Background Information for Teachers

Big Idea No. 5: Speak the National Language

by Kishore Mahbubani

<http://www.straitstimes.com/opinion/big-idea-no-5-speak-the-national-language>

Chua Mia Tee - a social realist

by st - ART lovin

<http://st-art-lovin.blogspot.sg/2011/01/chua-mia-tee-social-realist.html>

Artful Thinking

Thinking Palette, Circle of Viewpoints

by Harvard Graduate School of Education

http://pzartfulthinking.org/?page_id=2

Photographs

Covering date: 1956

Mahmud Awang Collection, courtesy of National Archives of Singapore

<http://www.nas.gov.sg/archivesonline/photographs/record-details/b774b2a4-1162-11e3-83d5-0050568939ad>

Covering date: 16/09/1963

Mahmud Awang Collection, courtesy of National Archives of Singapore

<http://www.nas.gov.sg/archivesonline/photographs/record-details/b7779ebe-1162-11e3-83d5-0050568939ad>

Home



Jing Quek

From left to right

Singapore Idols – Army Boys

2006

Digital Inkjet with Ultrachrome K3, edition 3/5 + 1 A.P.

121.9 cm x 175.3 cm

Singapore Art Museum collection

Singapore Idols – Aunties & Uncles

2006

Digital Inkjet with Ultrachrome K3, edition 2/5 + 1 A.P.

121.9 cm x 175.3 cm

Singapore Art Museum collection

Singapore Idols – Maids

2009

Digital Inkjet with Ultrachrome K3, edition 3/5 + 1 A.P.

121.9 cm x 177.8 cm

Singapore Art Museum collection

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Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
<p>Home, Nation</p> <p>Level / Duration</p> <p>Primary 4 / 90 minutes in class / 60 minutes in SAM Learning Gallery 2</p> <p>Topics / Text / Skills</p> <p>Social Studies <i>The Early Settlers</i> (Textbook 4A Chapter 2)</p> <p>English Use of writing and representing skills to express thoughts and feelings through free-writing</p> <p>Art Art discussion, interpretation and appreciation skills; Photojournalism</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Understand that Singapore is made up of different communities Address the constructions of identity and stereotypes and challenge these preconceived notions <ul style="list-style-type: none"> Understand importance of marginalized communities Identify other marginalized communities Discuss the artwork using the inquiry-based approach Create a freeze frame depicting their very own Pupil Idol Series Understand the role early settlers played in building Singapore and the issues they faced Relate similar issues/contributions by different communities Learn that different communities come together to build and move a country forward Discover by observing and making connections between various aspects of the artwork 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Collaborative learning Inquiry-based learning Self-directed learning Journal writing Dialogue about an artwork Experiencing a piece of art using the senses Representing the learning experience physically and emotionally through dramatization / role play 	<p>SEL</p> <ul style="list-style-type: none"> Social Awareness Relationship Management Responsible Decision Making <p>CCE</p> <ul style="list-style-type: none"> Respect Harmony Care <p>Socio-Cultural Sensitivity and Awareness</p> <ul style="list-style-type: none"> National and Cultural Identity <p>NE</p> <ol style="list-style-type: none"> We must uphold meritocracy and incorruptibility. We must preserve our racial and religious harmony. 	<p>Jing Quek, <i>Singapore Idols Series</i></p> <p>Resources</p> <ul style="list-style-type: none"> Worksheet 1 (Eng) Worksheet 2 (SS) Worksheet 3 (Art) Pupils' Journals <p>For teachers</p> <ul style="list-style-type: none"> Marshall Cavendish Online (McOnline) (http://www.mconline.sg)

 <p>Step 1 / ENGLISH / 30 min / Classroom</p>	 <p>Teacher to show pupils the artwork Singapore Idol Series by Jing Quek.</p> <p>Based on the photographs of the three communities of people (<i>Singapore Idols</i> Series – <i>Aunties & Uncles</i>, <i>Army Boys</i>, <i>Maid</i>s), pupils are to write a journal entry based on their perceptions or preconceived notions of these communities.</p>	 <p>Writing of the journal entry is done to allow pupils to document their thoughts/preconceived notions prior to the museum visit so that they can be addressed during the museum visit. Penning their thoughts down through free-writing enables them to share their true thoughts and feelings openly without the fear of being judged.</p>	
<p>Step 2 / ENGLISH / 15 min / SAM Learning Gallery 2</p>	<p>Teacher to bring pupils to the artwork <i>Singapore Idols</i> Series in Learning Gallery 2.</p> <p>Activation of Background Schema</p> <p>Teacher to engage pupils in a discussion to consolidate all their perceptions or preconceived notions of the three communities of people based on their pre-written journal done before the museum visit.</p> <p>As pupils share their ideas with one another, they are to jot down the various current perceptions/stereotypes in the form of a word splash in their worksheets.</p> <p>Teacher to play the role of a facilitator and guide the flow of the discussion to address the constructions of identity, stereotypes and communities, particularly within Singapore.</p> <p><u>Follow-up Activity for Post-Museum Lesson</u></p> <p>Teacher to have pupils conduct individual research at home on these three communities of people to gain a deeper understanding of them.</p>	<p>Activation of background schema is done to draw pupils into the museum lesson, preparing them mentally and helping them to focus on the lesson.</p> <p>A word splash as a preview activity is done to generate pupils' interest in the topic/notion of Marginalized Communities through the integration of vocabulary study, use of creativity and elements of design. It allows pupils to actively search for associations between words and visuals.</p> <p>The teacher as a facilitator allows for guided discovery (ACoLADe) to take place, where the teacher pose questions and supports the learning process, enabling pupils to analyse the artwork and think about the meaning behind it more deeply without prior or explicit instruction .</p> <p>The encouragement of communication amongst pupils allows for learning-focused interaction (CLLIPS) where the teacher actively engages pupils by encouraging participation in their learning, thus boosting their confidence in the use of language and promoting collaboration among learners .</p>	<p>Worksheet 1 (Eng)</p>

<p>Step 3 / SOCIAL STUDIES / 15 min / SAM Learning Gallery 2</p>	<p>Upon completion of the word splash, teacher to lead pupils to understand and appreciate that these are communities of people who make up the 'face' and landscape of Singapore, yet they may often be overlooked in society.</p> <p>Teacher to ask pupils the following guiding questions based on the artwork and have them write down their responses in their worksheets:</p> <ul style="list-style-type: none"> • <i>“Do you think these communities of people are important to Singapore? Why / Why not? What makes you say that?”</i> • <i>“Apart from these people, name at least one other community whom you feel may have been overlooked. What makes you say that?”</i> <p>Teacher to have several pupils share their responses with their peers.</p>	<p>Guiding questions are developed to help pupils gain a deeper understanding of the content, be engaged in thoughtful inquiry and serve as an impetus for pupils to initiate a social action. Through this, pupils would develop an appreciation of the country they live in as they learn how different communities of people contributed to the growth and development of Singapore</p>	<p>Worksheet 2 (SS)</p>
<p>Step 4 / ART / 30 min / SAM Learning Gallery 2</p>	<p>Teacher to facilitate an art discussion on Singapore Idol Series with the pupils using the inquiry-based approach. Pupils to jot down the points of discussion in their worksheets.</p> <p>Teacher to discuss with pupils that everyone has a right and dignity to live in Singapore, even marginalised communities that may not appear to contribute to Singapore financially or economically:</p> <ul style="list-style-type: none"> • <i>“What does Singapore Idols mean to you?”</i> • <i>“Why do you think the artist titled this artwork Singapore Idols? Do you agree with the artist?”</i> • <i>“What are these communities’ contributions to and for Singapore?”</i> • <i>“You have named at least one other community whom you feel has been overlooked. Are they important to our country? What makes you say that?”</i> <p>Activity Teacher to group pupils into groups of 6 to 10 each and have them create their very own Pupil Idol Series based on the communities they have thought about.</p>	<p>The inquiry-based approach to art appreciation engages pupils to discover through thinking and making connections between various aspects of the artwork.</p>	<p>Worksheet 3 (Art) Marshall Cavendish Online (McOnline) (http://www.mconline.sg)</p>

			
<p>Step 5 / ENGLISH / 60 min / Classroom</p>	<p>Each group to present their freeze frame to their peers and explain the concept behind their 'photograph'. Teacher to take a photograph of each freeze frame and upload them on Social Learning Wall via McOnline so that pupils are able to access the photographs and download them for keepsake.</p>	<p>Post-Museum Lesson After pupils have conducted their individual research, teacher to conduct a second round of discussion with the class to address stereotypes pupils may have and challenge their preconceived notions of these communities of people.</p>	<p>A second round of discussion allows the teacher to consolidate and reinforce the learning that took place both prior to and during the museum trip and address any questions or unaddressed preconceived notions that pupils might still have.</p>

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Word Splash

Look at the words “The Elderly”, “Army Boys” and “Maids” on this page. Choose words or phrases that describe your thoughts towards these communities of people and write them in the spaces provided below.

The Elderly

Army Boys

Maids

Reflection

Are these communities of people important to Singapore? Why? Write your response in the map below.



Name one community of people in Singapore whom you feel has been overlooked. What makes you say that? Write your response in the space provided below.

I think the _____ are often overlooked

because

Response Journal

Respond to the guiding questions below. You may choose to respond by writing or drawing.

DESCRIBE

Take a minute to look at the artwork. Let your eyes wander over it freely.

What do you see, feel, hear or smell in the work of art? Observe and describe in detail.

ANALYSE

(Support with evidence from the artwork)

How was the artwork put together?

ANALYSE

(Support with evidence from the artwork)

Can you relate what you see in the artwork

a) to your life?

b) to what you are studying in school?

How does it make you feel?

INTERPRET

(Support with evidence from the artwork)

What message is the artist trying to convey to us in the artwork?

How does the message relate to your life?

Identity



Nguan

From left to right, top to bottom

Untitled work from the 'Singapore' series
2012

Archival pigment print, edition 1/5 + 2 A.P.

100 x 100 cm

Singapore Art Museum collection

Untitled work from the 'Singapore' series
2013

Archival pigment print, edition 1/5 + 2 A.P.

100 x 100 cm

Singapore Art Museum collection

Untitled work from the 'Singapore' series
2013

Archival pigment print, edition 1/5 + 2 A.P.

100 x 100 cm

Singapore Art Museum collection

Untitled work from the 'Singapore' series
2011

Archival pigment print, edition 1/5 + 2 A.P.

100 x 150 cm

Singapore Art Museum collection

Untitled work from the 'Singapore' series
2013

Archival pigment print, edition 1/5 + 2 A.P.

100 x 100 cm

Singapore Art Museum collection

Exhibition Guide: page 4 – 5

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
<p>Identity</p> <p>Level / Duration</p> <p>Primary 4 / 60 minutes in class / 50 minutes in SAM Learning Gallery 1</p> <p>Topics / Text / Skills</p> <p>Social Studies Textbook 4A Chapter 5</p> <p>English Use of writing and representing skills to express thoughts and feelings through creative writing</p> <p>Art Art appreciation skills</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Understand the role early settlers played and the issues they faced Appreciate that the first early settlers contributed significantly in building national identity Use vocabulary to describe possible feelings experienced by early settlers when they first came to Singapore Do a role play of different characters Discuss the artwork using basic art vocabulary (elements of art) 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Cooperative learning <ul style="list-style-type: none"> Role Play Compare and Contrast <ul style="list-style-type: none"> Artful Thinking Routines (See, Think, Wonder) Visible Thinking Routine (I used to think... But now, I think...) Critique the art work in response to their learning 	<p>SEL</p> <ul style="list-style-type: none"> Social Awareness Relationship Management <p>CCE</p> <ul style="list-style-type: none"> Responsibility Harmony Respect 	<p>Nguan, <i>Untitled work from the 'Singapore' series</i></p> <p>Resources</p> <ul style="list-style-type: none"> Worksheet 1 (SS) Worksheet 2 (Art) Worksheet 3 (SS) Worksheet 4 (Eng) Worksheet 5 (SS)



Step 1 /
SOCIAL STUDIES /
60 min / Classroom



Teacher to discuss with pupils about the contributions of various early settlers and the context surrounding their circumstances.

Activity

Using the Visible Thinking Routine “I used to think... But now, I think...” strategy, teachers will encourage discussion:

- “When we began this study about early settlers, you had some initial ideas about who they were and why they had to leave their hometowns. Take a minute to think back about what you used to think about our early settlers and share with your partner, beginning your sentence with ‘I used to think...’”
- “Now think about how your ideas of early settlers and their reasons for migration to Singapore has changed. Discuss this in pairs, starting your sentence with, “But now, I think...””

Teacher to have several pupils share their ideas verbally with the class.

Next teacher will engage pupils in a discussion:

- “Why do you think early settlers had to leave their hometowns and arrive in Singapore?”
- “How do you think early settlers felt when they first came to Singapore?”
- “How would you feel if you had to leave your home and move to another place?”

Pupils to jot down reasons for early settlers leaving their hometowns in their worksheets.



To expose pupils to reasons for early settlers’ migration to Singapore and the challenges they faced.

To encourage empathy for the early settlers.

The use of **Visible Thinking Routine “I used to think... But now, I think...”** allows pupils to reflect on their thinking about who the early settlers were and their reasons for leaving their hometowns, and explore why this thinking has changed. By examining and explaining why their thinking has changed, pupils are developing their reasoning abilities and recognising cause and effect relationships.



Social Studies
Textbook 4A
Chapter 5

Worksheet 1
(SS)

<p>Step 2 / ART & SOCIAL STUDIES / 25 min / SAM Learning Gallery 1</p>	<p>Teacher to bring the pupils to the artwork <i>Untitled work</i> from the 'Singapore' series by artist Nguan in Learning Gallery 1.</p> <p>Activation of Background Schema Teacher to engage pupils in an Art Discussion using the Artful Thinking Routines – See, Think, Wonder. Pupils to jot down points of discussion in their worksheets.</p> <p>During the discussion, teachers to:</p> <ul style="list-style-type: none"> • Give wait time to pupils • Accept all pupils' responses <p>Activity After the discussion, teacher to have pupils refer to their Worksheet 3 (SS). Teacher to ask leading questions to encourage pupils to notice the palpable sense of alienation observed in each photograph,</p> <ul style="list-style-type: none"> • <i>"How do you think the characters in each photograph ended up in this context?"</i> • <i>"What do you think the characters are doing and thinking about?"</i> • <i>"Imagine you are a character in this artwork. How would you feel?"</i> • <i>"Why do you say that?"</i> • <i>"Why do you think the characters feel that way?"</i> <p>Teacher to continue to lead discussion to help pupils see that this sort of isolation and alienation observed in the photographs are possibly similar to that felt by early settlers when they first came to Singapore.</p> <p>Teacher to explain that the artist Nguan tries to capture everyday street scenes of Singapore, and the sense of isolation and solitude in the city. However, the sombre themes explored in this artwork belies the untold stories and personal histories waiting to be unfolded.</p> <p>Pupils to jot down points in their worksheets.</p>	<p>Worksheet 2 (Art)</p> <p>Worksheet 3 (SS)</p> <p>Activation of background schema is done to draw pupils into the museum lesson, preparing them mentally and helping them to focus on the lesson.</p> <p>The use of the inquiry-based approach for Art Discussion allows pupils to be engaged through discovering, noticing connections and being involved in critical thinking. Wait time is given to allow pupils to think critically and formulate their responses before contributing their ideas.</p>
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 <p>Step 3 / ENGLISH & SOCIAL STUDIES / 25 min / SAM Learning Gallery 1</p>	 <p>Activity Teacher to group pupils into groups of 8 to 10 each and have them create their own Diamante Poem based on one of the photographs, <i>Untitled work</i> from the 'Singapore' series by Nguan. Teacher to explain that Diamanté is a word of French origin and means like a diamond. This poem is a seven-line poem, shaped like a diamond. Teacher to have some groups present their poems to their peers. Teacher to refer pupils to their worksheet and explain that this homework involves conducting an interview of their grandparent, relative or anyone who lived during the 1960s to find out about their past compared to current time. Pupils have to make comparison of how that has contributed to Singapore's identity.</p>	 <p>Having pupils read aloud their poems inspired by scenes of Singapore allow them to express their feelings, thoughts and creativity through this creative writing task . Creation of diamanté poem is a fun and engaging way to introduce new nouns, adjectives, verbs and phrase. In having pupils share their ideas with their peers, the teacher provides a rich environment for communication that will explicitly foster listening and speaking skills. At the same time, pupils are actively engaged as the teacher encourages participation in their learning, boosting their confidence in the use of language .</p>	 <p>Worksheet 4 (Eng) Worksheet 5 (SS)</p>
<p>Step 4 / SOCIAL STUDIES & ART / 60 min / Classroom</p>	<p>Teacher to recap about the museum visit and draw pupils' attention to Nguan's artwork, <i>Untitled work</i> from the 'Singapore' series. Teacher to ask leading questions to get pupils to observe objects and surroundings that are unique to Singapore in the photographs. Some examples could be the playground, the hawker centre, the public telephone, the public buses, the medical shop under the void deck, and Singapore's coast line. Teacher to group pupils of different Mother Tongue into groups of 4 or 5, and get pupils discuss their interview findings with each other. Teacher to explain that this conglomeration of early settlers helped create Singapore's identity. In their groups, get pupils do a role play of different characters to experience the difficulties of communicating in their native language, challenges that might arise and how they can be overcome. Teacher to have groups to present this in front of their peers.</p>	<p>Having pupils conduct an interview allow them to write and represent factual recounts of incidents and explain how they happened . In having pupils share their ideas with their peers, the teacher provides a rich environment for communication that will explicitly foster listening and speaking skills. At the same time, pupils are actively engaged as the teacher encourages participation in their learning, boosting their confidence in the use of language .</p>	<p>Worksheet 5 (SS)</p>

Materials created by

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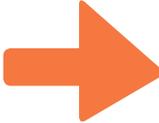
SAM Education team

Cause and Effect

Why do people leave their hometowns?

List some reasons that forced the early settlers to leave their homes (CAUSE) and the impact of that on Singapore (EFFECT) in the table below.

CAUSE	EFFECT



Identity

Worksheet 2

Art

*Untitled from the
'Singapore' Series*

Name: _____ Class: _____ Date: _____

See, Think, Wonder

Spend a minute observing the photographs *Untitled works from the 'Singapore' series* by the local artist Nguan. What do you *see*? What do you *think* is happening? What do you *wonder* about it?

SEE

THINK

WONDER

Identity

Worksheet 3 Social Studies

*Untitled from the
'Singapore' Series*

Name: _____ Class: _____ Date: _____

Observation

After observing the photographs *Untitled work from the 'Singapore' series*, choose one photograph and fill in the boxes below.

Feelings of character(s)

Why do you say so?

Why do you think the characters feel this way?

Name: _____ Class: _____ Date: _____

Create a Poem

After viewing *Untitled work* by Nguan, choose one photograph and discuss in groups the nouns, verbs, adjectives and phrase that best describes this photograph.

1. One noun

2. Two adjectives related to the noun above

3. Three verbs related to the noun above

4. Another noun that is observed in the chosen photograph

5. Two adjectives related to the second noun

6. Three verbs related to the second noun

7. One four-word phrase or four nouns that are related to the topic

This could also be related to the first and/or second noun.

A diamante poem is a seven-line poem, shaped like a diamond. 'Diamanté' is of French origin and means 'like a diamond'. In your groups, fill in the poem frame below using the words you listed previously.

Beginning topic - a noun

Adjective

Adjective

Verb

Verb

Verb

A four-word phrase or four nouns

Verb

Verb

Verb

Adjective

Adjective

Ending topic - a noun

Identity

Worksheet 5

Social Studies

*Untitled from the
'Singapore' Series*

Name: _____ Class: _____ Date: _____

Let's interview!

How was life like in the past? How is it any different now? How have our early settlers contributed to the nation's identity?

Interview your grandparent, relative or anyone who lived during the 1960s to find out about their past in comparison to current time. How has that contributed to creating a Singaporean identity?

For each category, write at least two facts about the past and two facts about the present time.

PAST		PRESENT	
FOOD		FOOD	
TRANSPORT		TRANSPORT	
GAMES		GAMES	
LANGUAGE		LANGUAGE	

Home



Sarah Choo Jing

The Hidden Dimension II

2013

Multimedia installation, edition 3/5

Dimensions variable, video duration 1:05 mins (looped)

Singapore Art Museum collection

Exhibition Guide: page 6 – 7

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
Home, Nation				
Level / Duration				
Primary 4 / 60 minutes in SAM Learning Gallery 1	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Interpret a narrative text based on the multimedia installation <i>The Hidden Dimension II</i> and answer basic comprehension questions that follow. Discuss the artwork using the inquiry-based approach Discover the artwork by observing and making connections between various aspects of the artwork Use descriptive vocabulary to describe their ideal home environment Appreciate the adaptability and resilience of the people of Singapore 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Collaborative learning Inquiry-based learning Basic comprehension practice Dialogue about an artwork Experiencing a piece of art using the senses 	<p>SEL</p> <ul style="list-style-type: none"> Self-Awareness Relationship Management Responsible Decision Making <p>CCE</p> <ul style="list-style-type: none"> Responsibility Care Respect Active Community Life <p>NE</p> <ol style="list-style-type: none"> Singapore is our homeland; this is where we belong. We have confidence in our future. 	<p>Sarah Choo Jing, <i>The Hidden Dimension II</i></p> <p>Resources</p> <ul style="list-style-type: none"> Worksheet 1 (SS) Worksheet 2 (Eng) Worksheet 3 (Art)
<p>Topics / Text / Skills</p> <p>Social Studies <i>Mr HDB</i> by Ho Lee-Ling (Textbook 3 Book 3)</p> <p>English Reading and Representing: Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation</p> <p>Art Art discussion, interpretation and appreciation skills</p>				

 <p>Step 1 / SOCIAL STUDIES / 15 min / SAM Learning Gallery 1</p>	 <p>Teacher to bring pupils to the multimedia installation <i>The Hidden Dimension II</i> in Learning Gallery 1.</p> <p>Activation of Background Schema Teacher to have pupils look at the interactive installation and refer to their worksheets.</p> <p>Activity Pupils are to do a word splash on the concept of home. In the word splash, pupils are to write words and phrases that describe their ideal home environment.</p> <p>Teacher to have several pupils share their ideas with their peers.</p>	 <p>Activation of background schema is done to draw pupils into the museum lesson, preparing them mentally and helping them to focus on what the lesson is about.</p> <p>The multimedia installation is used as a stimulus to activate pupils' prior knowledge and challenge their assumptions on the concept of home. A word splash as a preview activity for this multimedia installation is then done to generate pupils' interest in the topic/notion of Home through the integration of vocabulary study, use of creativity and elements of design. It allows pupils to actively search for associations between words and visuals.</p>	 <p>Worksheet 1 (SS)</p>
<p>Step 2 / ENGLISH / 25 min / SAM Learning Gallery 1</p>	<p>Teacher to have pupils read a comprehension passage (narrative) inspired by the multimedia installation <i>The Hidden Dimension II</i> and complete the questions (basic items) based on the passage.</p> <p>Teacher to go through the answers of the passage together with the pupils.</p> <p>Teacher to engage pupils in a discussion based on the passage:</p> <ul style="list-style-type: none"> • <i>"How many of you are able to relate to Mary's family in the story?"</i> • <i>"In what way(s) is/are your family similar to Mary's?"</i> <p>Teacher to play the role of a facilitator and guide the flow of the discussion, encouraging communication and leading pupils to understand alienation and solitude that exists in today's society; to understand that loneliness is a part of modern life everywhere, that we are living in closer proximity to each other than ever but feeling further apart.</p>	<p>The comprehension passage allows pupils to actively construct meaning from a range of print (comprehension text) and non-print (multimedia installation) sources that they read and view, helping them comprehend closely and critically . The teacher as a facilitator allows for guided discovery (ACoLADE) to take place, where the teacher pose questions and supports the learning process, enabling pupils to analyse the artwork and think about the meaning behind it more deeply without prior or explicit instruction . The encouragement of communication amongst pupils allows for learning-focused interaction (CLLIPS) where the teacher actively engages pupils by encouraging participation in their learning, thus boosting their confidence in the use of language and promoting collaboration among learners .</p> <p>Teacher to be sensitive to the emotional needs of pupils during the discussion as some of them might come from dysfunctional homes. Teacher to assure pupils that solitude can sometimes be a positive aspect of life too.</p>	<p>Museum Worksheet 2 (Eng)</p>

<p>Step 3 / ART / 20 min / SAM Learning Gallery 1</p>	<p>Teacher to lead an art discussion on <i>The Hidden Dimension II</i> using the inquiry-based approach to describe, analyse, interpret and evaluate the artwork.</p> <p><u>Describe</u> Teacher to allow pupils some time to look at the artwork before asking open-ended questions.</p> <ul style="list-style-type: none"> • <i>“What do you see, feel hear or smell in this work of art? Observe closely and describe in detail.”</i> • <i>“Who is the artist?”</i> • <i>“What is the title of the artwork? Why do you think the artist named this artwork as such?”</i> <p><u>Analyse</u> Teacher to ask pupils to support their answers with evidence from the artwork. Clarify and probe by asking “What makes you say that?”</p> <ul style="list-style-type: none"> • <i>“How was the artwork put together?”</i> • <i>“How does the artwork make you feel?”</i> • <i>“How did the artist use the art elements (objects, colours, shapes, lines etc.) to make you feel this way?”</i> • <i>“Can you relate what you see in the artwork to your life or to the world? Explain how it is related to your life/world.”</i> <p><u>Interpret</u> Teacher to ask pupils to support their answers with evidence from the artwork. Clarify and probe by asking “What makes you say that?”</p> <ul style="list-style-type: none"> • <i>“What do you think is going on in this artwork?”</i> • <i>“What idea is the artist trying to convey to us in this piece of artwork?”</i> • <i>“What does it mean to you?”</i> 	<p>The inquiry-based approach to art appreciation engages pupils to discover through thinking and making connections between various aspects of the artwork.</p> <p>Teacher to be sensitive to the emotional needs of pupils as this lack of communication might be a common display in homes. Teacher may use this artwork to emphasise the importance of healthy communication to foster better relationships in families.</p>	<p>Worksheet 3 (Art)</p>
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At this point, teacher may share that one of the reasons the artist made this artwork was in response to her situation at home – her parents had been uncommunicative. Apart from creating artworks inspired by things they observe, contemporary artists also create works in response to situations in their lives.

Teacher to have several pupils share their ideas with their peers. Pupils to jot down the points of discussion in their worksheets.

Evaluate

Teacher to sum up the discussion by asking pupils the following probing questions:

- “Do you like this artwork? What do you like or dislike about this artwork?”
- “Would you say the artist was successful in communicating through this artwork?”

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Word Splash

What is your idea of home? Choose words or phrases that describe your ideal home environment and write them in the space provided below.



1. Write a word from Paragraph 1 which has the same meaning as the word 'thought'.



2. Mary had no one to talk to because _____.



- (a) she was alone at home
- (b) she was busy playing in her castle
- (c) she did not feel like talking to anyone
- (d) everyone in her family was preoccupied with something

()

3. List two sounds that Mary could hear in her home.



(i)

(ii)

4. What did Mary long for?



5. According to the passage, how many family members did Mary live with?



- (a) six
- (b) five
- (c) four
- (d) seven

()

For Q6-7, tick (✓) whether the statements are true or false. Refer to the passage to help you. The first example has been done for you.



Statement		True	False
Example	Mary was lonely.	✓	
6.	Mary talked to Grandma all the time.		
7.	Mary was not close to her family.		

8. Which family member did Mary try talking to?



9. Which adjective best describes Mary?

Tick (✓) your chosen answer.



- sad
- shy
- happy
- playful



Vocabulary List

confide	(verb) to tell something secret or personal to someone who you trust
consistent	(adjective) always behaving or happening in a similar, especially positive, way
long for	(verb) to want something very much
melancholic	(adjective) expressing feelings of sadness
mend	(verb) to repair something that is broken or damaged
sorrow	(noun) a feeling of great sadness
territory	(noun) an area that an animal or person thinks belongs to them

Response Journal

Respond to the guiding questions below. You may choose to respond by writing or drawing.

DESCRIBE

Take a minute to look at the artwork. Let your eyes wander over it freely. What do you see, feel, hear or smell in the work of art? Observe and describe in detail.

DESCRIBE

Who is the artist?

What is the title of this artwork?

Why do you think the artist named this artwork as such?

ANALYSE

(Support with evidence from the artwork)
How was the artwork put together?

ANALYSE

(Support with evidence from the artwork)
Can you relate what you see in the artwork
a) to your life?
b) to what you are studying in school?
How does it make you feel?

INTERPRET

(Support with evidence from the artwork)

What message is the artist trying to convey to us in the artwork?

How does the message relate to your life?

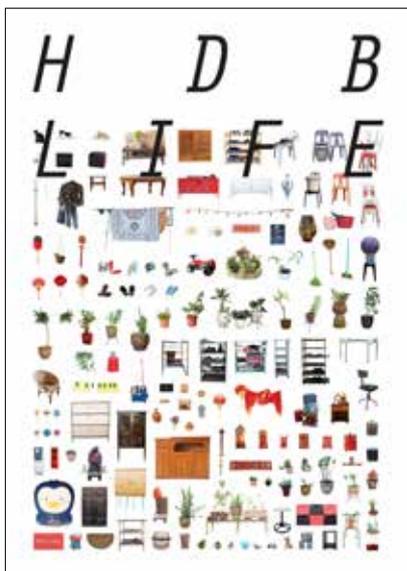
EVALUATE

Do you like this artwork?

What do you like or dislike about this artwork?

Would you say the artist was successful in communicating through this artwork?

Home



Shin Lin

HDB Life

2014

Interactive installation

Dimensions variable

Collection of the Artist

Singapore Art Museum commission

Exhibition Guide: page 8 – 9

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
<p>Home</p> <p>Level / Duration</p> <p>Primary 4 / 90 minutes in class / 60 minutes in SAM Learning Gallery 1</p> <p>Topics / Text / Skills</p> <p>Social Studies <i>Mr HDB</i> by Ho Lee-Ling (Textbook 3 Book 3)</p> <p>English Writing and Representing: Convey points of view about the world and/or fictional worlds</p> <p>Art Art discussion, interpretation and appreciation skills; Sketching/drawing of the ideal home and family life</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Appreciate the success of the HDB housing scheme in Singapore Understand the difference between a house and a home Understand that we meet our fundamental needs for shelter by altering the physical environment we live in (progress in housing conditions) Use vocabulary to describe and explain the concept of their ideal house Discuss artwork using the inquiry-based approach Observe and make connections between various aspects of the artwork 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Collaborative learning Dialogue about an artwork Experiencing a piece of art using the five senses Creating an artwork in response to their learning Honing their descriptive writing skills Representing their learning experiences emotionally and physically through role play/ dramatization 	<p>SEL</p> <ul style="list-style-type: none"> Social Awareness Relationship Management <p>CCE</p> <ul style="list-style-type: none"> Responsibility Harmony Respect Active Community Life Socio-Cultural Sensitivity Awareness <p>NE</p> <ol style="list-style-type: none"> No one owes Singapore a living. We have confidence in our future. 	<p>Shin Lin, <i>HDB Life</i></p> <p>Resources</p> <ul style="list-style-type: none"> Worksheet 1 (Eng) Postcards & Stickers (Shin Lin, <i>HDB Life</i>) Colour Pencils, Stationery, Stickers

 <p>Step 1 / ENGLISH / SOCIAL STUDIES / ART/ 30 min</p>	 <p>Teachers to highlight the conceptual difference between “Home” and “House” and that “Flat” is a subset of “House” . Teaches to explain that “Home” differs from “House” in that it includes the element of family bonding and warmth. The latter pertains only to the physical aspects of a shelter.</p>	 <p>Teachers to grasp highlight of lesson and be sensitive to the emotional aspects of pupils whilst in the discussion of “Home” as some pupils might come from dysfunctional homes. Pupils are engaged in learning when they feel safe in a stimulating and productive learning environment. An emotionally safe climate is created when the teacher demonstrates sensitivity, enthusiasm, helpfulness, fairness and encouragement .</p>	
<p>Step 2 / ART / 60 min / Classroom</p>	<p>Teacher to bring pupils to the interactive installation HDB Life in Learning Gallery 1.</p> <p>Activation of Background Schema Teacher to have pupils look at the interactive installation and engage them in a discussion:</p> <ul style="list-style-type: none"> • “Do you think it is important for Singapore to have HDB flats? Why/Why not? What makes you say that?” • “How would you feel if the HDB flat you lived in had to be demolished for urbanization purposes?” <p>During the discussion, teacher to:</p> <ul style="list-style-type: none"> • Give wait time to pupils • Accept all pupils’ responses <p>Teacher to play the role of a facilitator and guide the flow of the discussion, encouraging communication and leading pupils to learn to appreciate and be proud of the success of the HDB housing scheme in Singapore.</p>	<p>Activation of background schema to draw pupils into the museum lesson, preparing them mentally and helping them to focus on what the lesson is about.</p> <p>Wait time is given to pupils to allow them to think critically and formulate their responses before contributing their ideas. The teacher as a facilitator allows for guided discovery (ACoLADe) to take place, where the teacher poses questions and supports the learning process, enabling pupils to learn about the artwork without prior or explicit instruction . The encouragement of communication amongst pupils allows for learning-focused interaction (CLLIPS) where the teacher actively engages pupils by encouraging participation in their learning, thus boosting their confidence in the use of language and promoting collaboration among learners .</p>	

Step 3 /
SOCIAL STUDIES /
10 min /
SAM Learning
Gallery 1

Teacher to bring pupils to the interactive installation **HDB Life** in Learning Gallery 1.

Activation of Background Schema

Teacher to have pupils look at the interactive installation and engage them in a discussion:

- *“Do you think it is important for Singapore to have HDB flats? Why / Why not? What makes you say that?”*
- *“How would you feel if the HDB flat you lived in had to be demolished for urbanization purposes?”*

During the discussion, teacher to:

- Give **wait time** to pupils
- Accept all pupils’ responses

Teacher to play the role of a facilitator and guide the flow of the discussion, encouraging communication and leading pupils to learn to appreciate and be proud of the success of the HDB housing scheme in Singapore.

Activation of background schema to draw pupils into the museum lesson, preparing them mentally and helping them to focus on what the lesson is about.

Wait time is given to pupils to allow them to think critically and formulate their responses before contributing their ideas.

The teacher as a facilitator allows for guided discovery (ACoLADe) to take place, where the teacher poses questions and supports the learning process, enabling pupils to learn about the artwork without prior or explicit instruction . **The encouragement of communication amongst pupils** allows for learning-focused interaction (CLLIPS) where the teacher actively engages pupils by encouraging participation in their learning, thus boosting their confidence in the use of language and promoting collaboration among learners .

 <p>Step 4 / ART / 30 min / SAM Learning Gallery 1</p>	 <p>Pupils are given three minutes to look at the objects in the installation. Teacher to ask pupils if the objects look familiar and if their families placed similar objects outside their house.</p> <p>Activity Pupils think about the objects they would like to place outside their HDB flat. Using their own stickers, drawing and colouring materials and stickers at HDB Life by artist Shin Lin, pupils create the exterior of their ideal HDB unit on a postcard and slot it into the interactive installation.</p> <p>Teacher to facilitate an art discussion by asking the pupils:</p> <ul style="list-style-type: none"> • “What items have you chosen? Why did you choose these objects?” • “What do you think might happen if you place too many things outside your flat?” <p>During the discussion, teacher to:</p> <ul style="list-style-type: none"> • Give wait time to pupils • Accept all pupils’ responses <p>Activity After completing their postcards, teacher to ask pupils:</p> <ul style="list-style-type: none"> • “Now imagine that you are inside an empty flat. What objects/furniture would you place in your ideal house?” • Pupils to refer to their worksheets and draw the objects/furniture that they would like to have in the interior of their ideal HDB unit. <p>Teacher to ask leading questions to encourage pupils to notice the absence of people in the HDB flat that they have designed:</p>	 <p>The creation of their ideal HDB unit exterior allows pupils to experience and learn about the artwork in a fun and engaging way.</p>	 <p>Postcards & Stickers (Shin Lin, <i>HDB Life</i>) Colour pencils, stickers, and other stationery can be brought and used to decorate postcards further</p>
		<p>The creation of their ideal HDB interior facilitates pupils to express their design of the ideal house.</p> <p>This activity then serves as a stimulus for the discussion of the notion of “Home” (see Step 1. on page 3 of lesson plan above for further details).</p>	

<p>Step 5 / ENGLISH / 20 min / SAM Learning Gallery 1</p>	<ul style="list-style-type: none"> • “Now that you have finished creating/designing the exterior and interior of your ideal house, what else is missing from this supposedly perfect house?” • “Is it important to have people in a home? Why?” • “Who are the people in an ideal home?” <p>After pupils have finished designing/decorating the interior of their ideal HDB unit, teacher to have pupils write a paragraph of at least 50 words explaining the concept / describing the special features of their ideal house.</p> <p>Teacher to have some pupils volunteer and share their ideas with their peers.</p> <p>(Optional) Teacher to further extend the previous discussion of ‘House’ and ‘Home’ (carried out by the Art teacher). The teacher may ask the following questions to facilitate a discussion.</p> <ul style="list-style-type: none"> • “What do you think of the sentence ‘My house is not a home’ ”? • “Why was Kit Chan’s song named ‘Home’ and not ‘House’?” 		Worksheet 1 (Eng)
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Materials created by

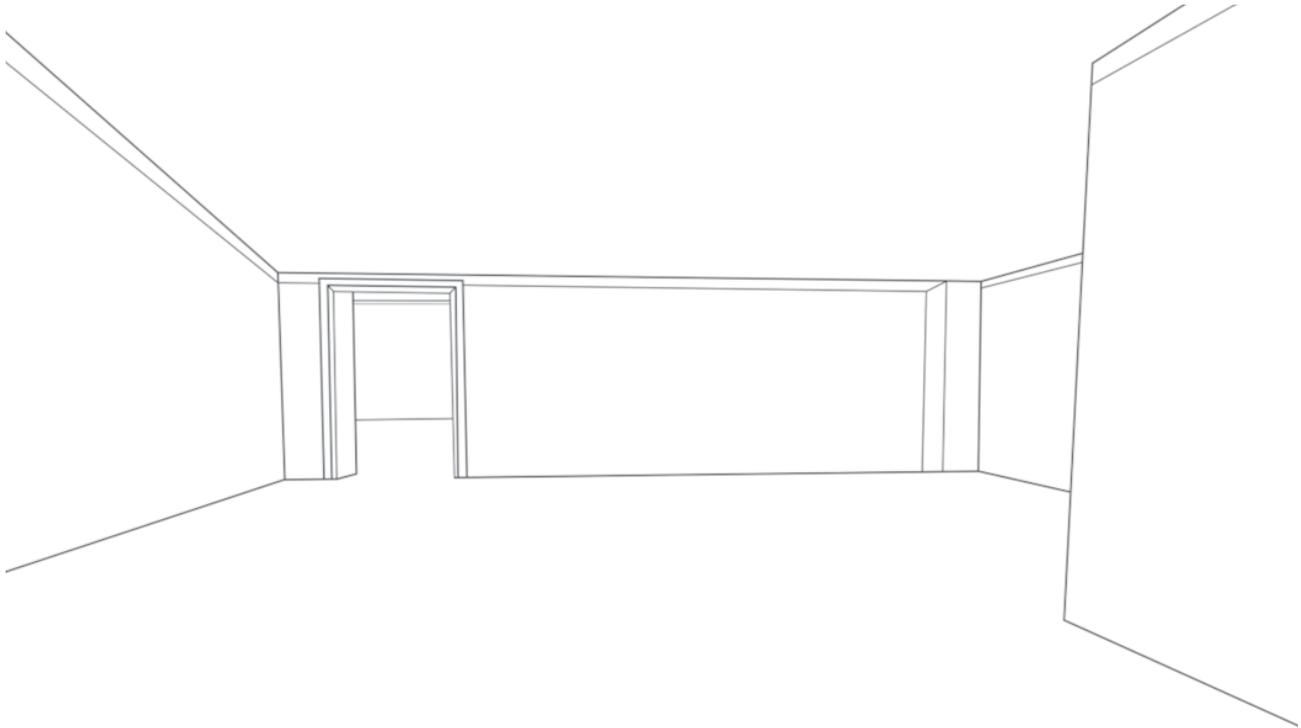
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Descriptive Writing

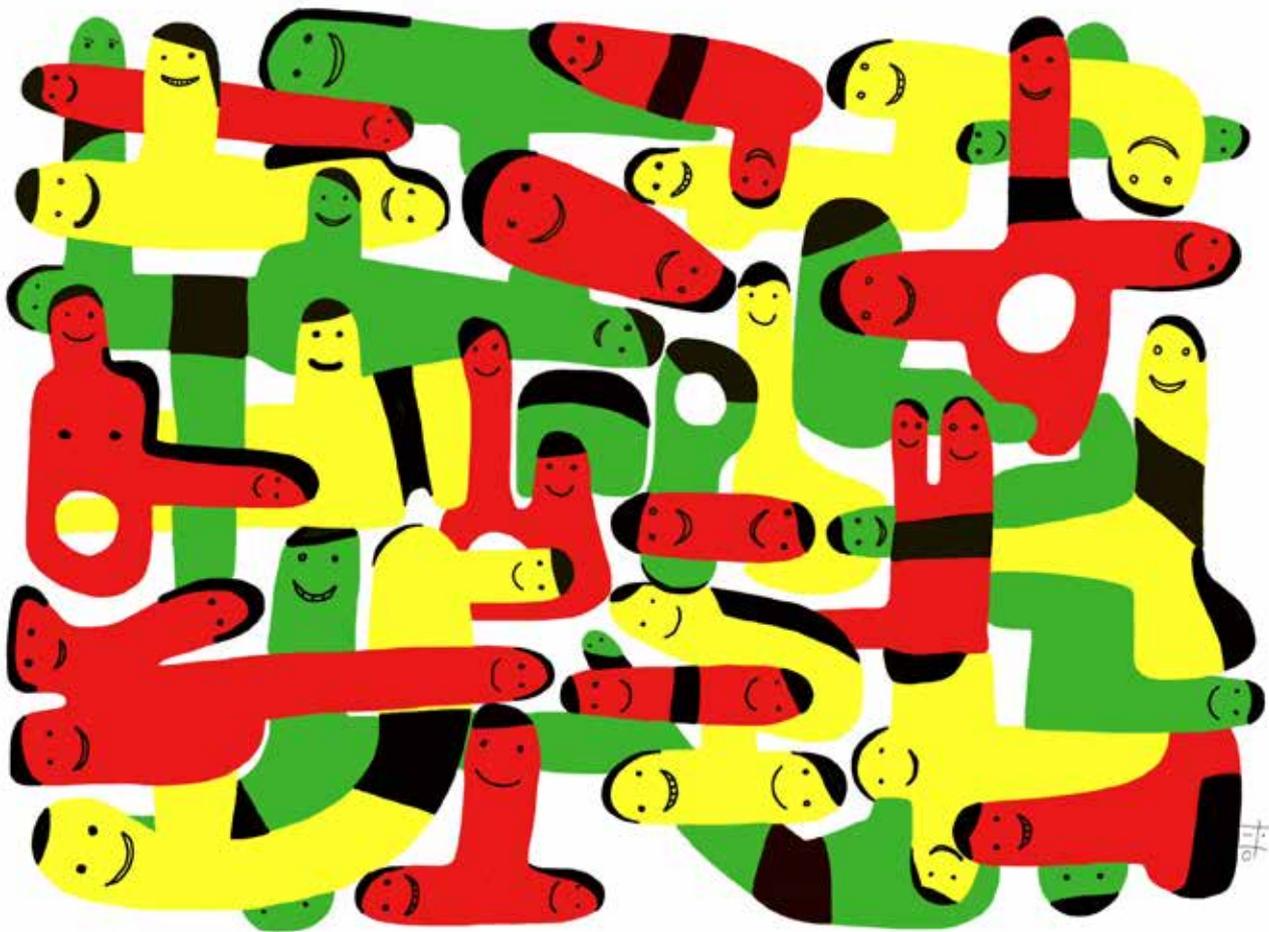
Imagine you are inside an empty HDB flat. What are some things or furniture you would like to have in your ideal house? Draw them in the space provided below:



Artwork courtesy of Reitanna-Seishin, <http://reitanna-seishin.deviantart.com/>

Write a paragraph of at least 50 words to explain the design or describe the special features of your ideal house.

Heritage



Vicente Delgado

We Are Family

2014

Mixed media installation

Dimensions variable

Collection of Artist

Singapore Art Museum commission

Exhibition Guide: page 10 – 11

Lesson Plan

Theme	Objectives	Strategies	SEL / CCE / NE	Artworks from Learning Gallery: <i>Once Upon This Island</i>
Heritage				Vicente Delgado, <i>We are Family</i>
Level / Duration				Resources
P4 / 120 minutes in class / 45 minutes in SAM Learning Gallery 1	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Interpret and integrate information from a variety of sources (e.g. pictures, videos, timelines etc.) Engage pupils in meaningful Art discussions using Artful Thinking Routines 	<p>By the end of the lesson, pupils should have been engaged in:</p> <ul style="list-style-type: none"> Artful Thinking Routines (See, Think, Wonder) Alber's 5 Questions Think-pair-share Round-Robin Brainstorming 	<p>NE</p> <ol style="list-style-type: none"> Singapore is our homeland; this is where we belong. No one owes Singapore a living. We preserve racial and religious harmony. We have confidence in our future. <p>21st Century Skills</p> <ul style="list-style-type: none"> Collaboration & cooperation 	<ul style="list-style-type: none"> 6 iPads Printed images of pupils' human sculptures, found objects <p>For teachers</p> <ul style="list-style-type: none"> <i>The Crayon Box That Talked</i> Video <i>The Crayon Box That Talked</i> Script Puppet Template <p>Alternative resources</p> <ul style="list-style-type: none"> <i>The Story of the Rainbow</i> <i>The Importance of Ten Fingers</i>
<p>Social Studies Chapter 5 (TB and WB 4B)</p> <p>English Stimulus Based Conversation (Memories, Loved Ones) & Role Play</p> <p>Art Art discussion skills; Artwork making – creating a finger puppet</p>				



**Step 1 /
ART & ENGLISH/
60 min / Classroom**



Teacher to play a video clip on *The Crayon Box That Talked*, a poem by Shane DeRolf.

After watching the video clip, teacher to engage pupils in a discussion:

1. “*What happened at the beginning of the video?*”

Possible response(s):

- The colours could not get along with one another.
- The colours did not like one another as each felt it was very different from the rest.
- The colours were arguing with one another.

2. “*What happened after the little girl decided to apply various colours onto her paper?*”

Possible response(s):

- A beautiful picture was created.
- Every colour had a part to play in the picture.
- Yellow became the sun.

3. “*What can we learn from this story?*”

Possible response(s):

- We should cooperate with each other.
- Everyone has his or her own talents.
- If we work as a team, we can achieve more.

4. “*Have you ever had the experience of working on a project or doing something challenging together with someone? What values/ lessons have you learnt from the experiences?*”

5. “*What is one value/ school value you have learnt from this video?*”



To encourage the pupils to explore how they could work together and contribute to their class/group despite their differences.

To promote the idea that families are created because of the special bonds and common goals that their members share.

To enable the pupils to see that the people they share their lives with could become their families.

Important points for discussion:

- Celebrating differences (diversity)
- Respect for one another
- Teamwork and cooperation
- Family



The Crayon Box That Talked
Video

The Crayon Box That Talked
Script

Alternative resources

	<p>Teacher to discuss with pupils about their understanding of the concept of 'family', and the different ways of identifying and living with 'family':</p> <ol style="list-style-type: none"> 1. <i>"What makes a family?"</i> 2. <i>"In each family, everyone has his or her own unique talents or abilities. What is your unique ability or talent? What about those whom you consider your family members? What unique qualities do they have?"</i> <p>Possible response(s):</p> <ul style="list-style-type: none"> • A family could be made up of loved ones, friends in school, pets, or even people from all parts of the world (the global family). <p>Activity Teacher to direct pupils to their worksheets and ask pupils to create two finger puppets, one of themselves and one of a family member. The finger puppets will highlight one personal quality of each person.</p> <ol style="list-style-type: none"> 3. <i>"Are you able to categorise the puppets? How would you categorise them?"</i> <p>Suggested response(s):</p> <ul style="list-style-type: none"> • The colours, shapes, emotions etc. of the puppets. <ol style="list-style-type: none"> 4. <i>"What does it mean to be a Singaporean? What does it mean to be a part of this world?"</i> 	<p>Teacher to be sensitive to the emotional aspects of pupils as not all pupils have the same family structure.</p> <p>Puppet Template</p> <p>Based on any similarity between themselves and one family member, teacher leads pupils to appreciate two concepts:</p> <ol style="list-style-type: none"> 1. the importance of having common goals/dreams as a country 2. the need to work not only as a group or a country, but also as one world. 	
<p>Step 2/ ART & ENGLISH/ 45 min/ SAM Learning Gallery 1</p>	<p>Teacher to bring pupils to the interactive artwork <i>We Are Family</i> in Learning Gallery 1. After getting pupils to sit on the floor, teacher will pass the soft sculptures around, and encourage pupils to use their senses to fully appreciate the artwork.</p> <p>Teacher to engage pupils in a discussion about the tactile qualities of the soft sculptures. (E.g. Type of material, textures, weight etc.)</p>	<p>To understand the importance of celebrating diversity and having tolerance for others in a multiracial society.</p> <p>To understand the importance of teamwork and cooperation for Singapore's progress as a nation.</p> <p>To convey or express thoughts, feelings, values and ideas through the arts by manipulating soft sculptures and bodies as a unique medium.</p>	



Teacher to direct pupils' attention to the artwork on the wall and engage them in an art discussion using a combination of two strategies – See, Think, Wonder & Alber's 5 Questions:

1. "What do you see?"

Possible response(s):

- Colourful soft toys
- 4 colours (Red, blue, green & yellow)
- Different shapes
- Facial features (Eyes and mouth)
- Some of the heads are sticking out of the holes
- The artworks on the wall are made of different materials from the soft toys we touched

2. "What do you think is going on? Why do you think so? How do you know this?"

Suggested response(s):

- They are intertwined together and this suggests that they are interacting with one another

3. "Does the interlocking of the sculptures remind you of any toy/ game that you have played with?"

Possible response(s):

- Jigsaw puzzles, interlocking cubes, Lego, loom bands.
- The soft sculptures represent a group of people having fun/ mingling together. They are smiling/they look happy.

	<p>4. <i>“Can you tell me more?”</i></p> <p>Possible response(s):</p> <ul style="list-style-type: none"> • They have different facial expressions • Some of them have holes • One of them reminds me of ... <p>5. <i>“What does it make you wonder about?”</i></p> <p>Possible response(s): I wonder...</p> <ul style="list-style-type: none"> • why they are placed in a square? • why they are in different colours? • if their shapes represent something? <p>6. <i>“What questions do you still have?”</i></p> <p>Possible response(s):</p> <ul style="list-style-type: none"> • Could the artist have painted this on a canvas instead of creating soft sculptures like this? Would I have felt differently? <p>Activity Teacher to arrange pupils into groups of four each and lead pupils to think of values inspired by the artwork. Using their bodies and the soft sculptures available, groups will create human sculptures by standing, sitting or lying on the floor, to portray the values discussed. Teacher to go around to take photographs of the sculptures created. Pupils will work in their groups to think of a title for their human sculptures.</p> <p>7. <i>“If these soft sculptures were humans, what values do you think they are trying to show us?”</i></p> <p>Possible response(s):</p> <ul style="list-style-type: none"> • Togetherness • Celebrating diversity • Tolerance for one another • Teamwork and cooperation • Family 		6 iPads
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<p>Step 3 / ART / 60 min / Classroom</p>	<p>8. <i>“If you were the artist, how would you use the soft sculptures and your own bodies as the medium to create a human sculpture that shows the values that you have discussed earlier. Use the iPad given to take a photo of your group’s sculpture and give it a title.”</i></p>		
<p>Teacher to recapitulate the museum lesson and the main points of discussion:</p> <ul style="list-style-type: none"> • Togetherness • Celebrating diversity • Tolerance for one another • Teamwork and cooperation • Family <p>Teacher to have pupils (in their same groups of four each) use the photographs of their human sculptures taken at SAM to create a 3D sculpture using found materials. This should reflect the values discussed in the museum.</p>	<p>Materials created by</p> <p>Anwara Khatun Chen Xiangling, Jess Esther E.Tzy Kwei Gidwani Poojalal Harjinder Krishnan Lisa Wong Hsiao Sien Mabel Yeo-Adriadi Rasyidah Mohamed Idrus Yeo Yu Nian, Nikki Yoong Yung Mui, Audrey Zuraidah Abdul karim from Haig Girls’ School</p> <p>With edits from SAM Education team</p>		<p>Printed images of pupils’ human sculptures</p> <p>Found objects</p> <p>Scissors</p> <p>Glue</p> <p>Sticky tapes/ masking tapes</p> <p>Cardboard/ wooden bases for sculptures</p>



Teacher Resources

The Crayon Box That Talked

Video

Poem by Shane DeRolf

Directed by Tim Webb

<https://vimeo.com/23111919>

Script

Readers' Theatre Adaptation of ***The Crayon Box That Talked***

by Shane DeRolf

<http://www.thecurriculumcorner.com/thekindercorner/wp-content/pdf/colors/readerstheater.pdf>

Alternative Resources

The Story of the Rainbow

by Anne Hope

<http://www.cyc-net.org/today2000/today000330.html>

The Importance of Ten Fingers

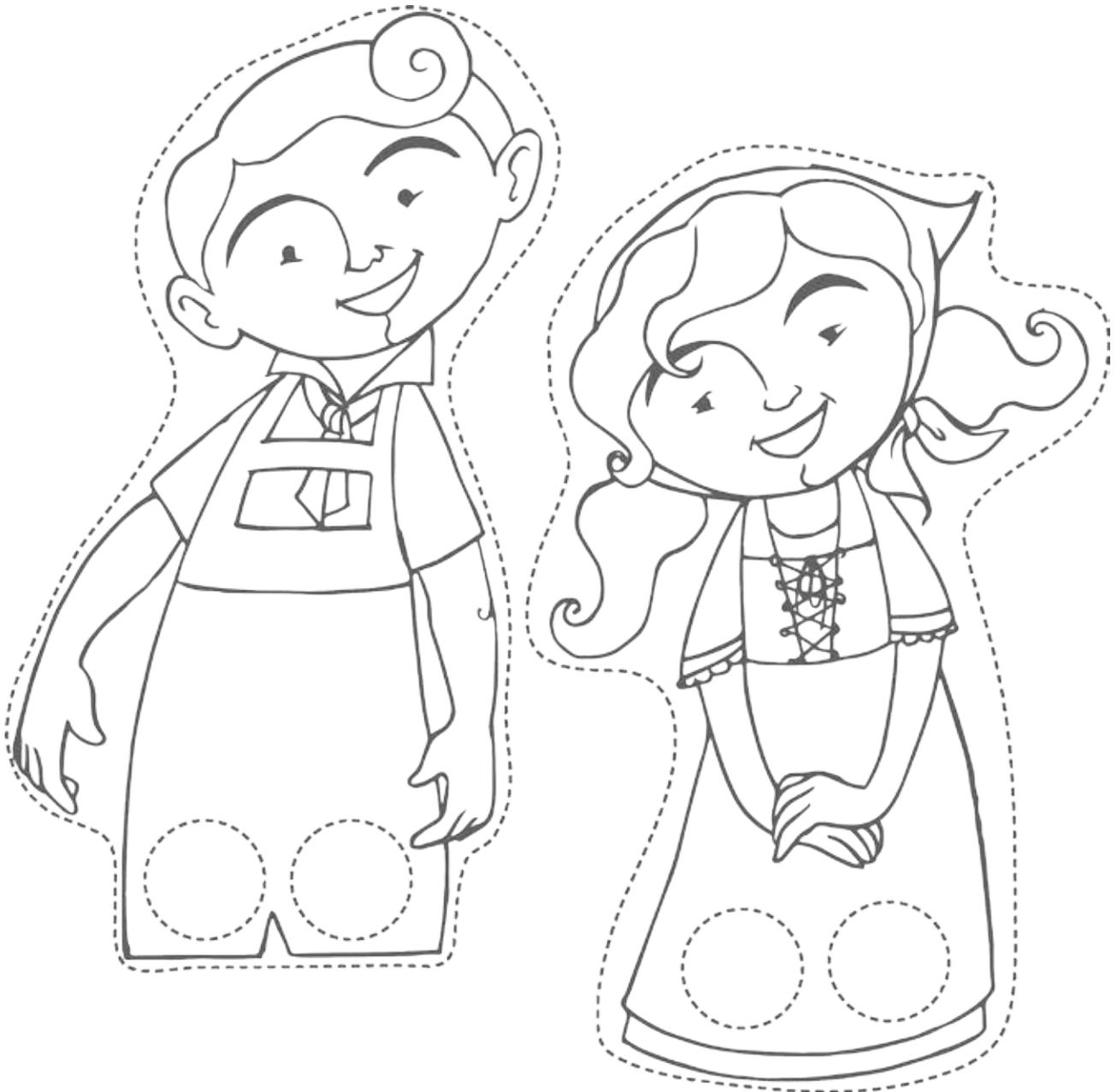
by Alexandra Loom

<http://alexandrasloom.com/the-importance-of-ten-fingers/>



Puppet Template

1. Draw your puppets on some heavy paper or card stock.
2. Colour the puppets.
3. Cut them out on the dotted lines.
4. Put your fingers through the holes to make their legs. Now you can make the puppets walk, or run, or do anything you can think of. Have fun!





Annex

Pre-museum Guide



Safaruddin Dyn

Maxwell Road

2009

Acrylic on canvas

120 x 90 cm

Singapore Art Museum collection



Jing Quek

Singapore Idols Grasscutters

2006

Photograph

52 x 77.5 cm

Singapore Art Museum collection



Eko Nugroho

It's all About Coalition

2008

Bronze

190 x 60 x 60 cm

Singapore Art Museum collection



Jane Lee

Status

2009

Mixed Media

420 x 537 x 144 cm

Acquired with the support of BinjaiTree

Foundation in honour of Chia Yew Kay

Singapore Art Museum collection



Melati Suryodamo

Exergie - Butter Dance (Sao Paolo)

2000

Lambda prints, edition 1/5,

37 x 54.5 cm (each)

Single-channel video, edition 2/3,
duration 6:23 mins

Singapore Art Museum collection



Sopheap Pich

Cycle

2004-2008

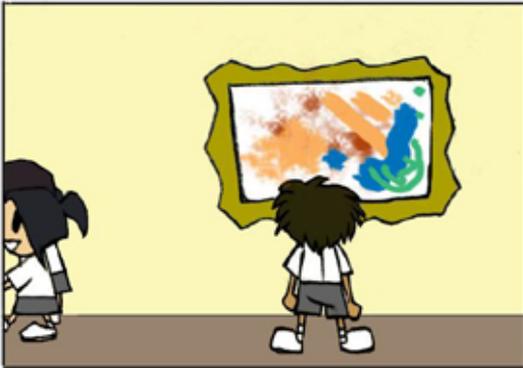
Rattan and wire

453 x 275 x 90 cm

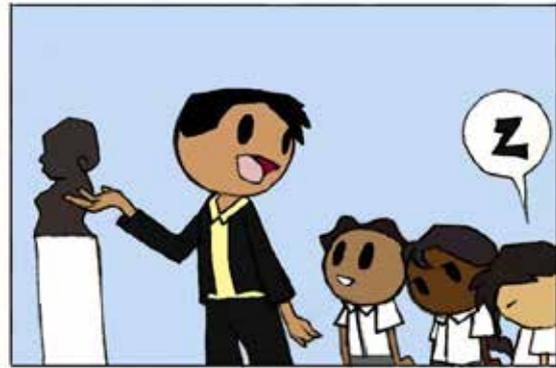
Singapore Art Museum collection

➔ When in the Singapore Art Museum ...

DO...



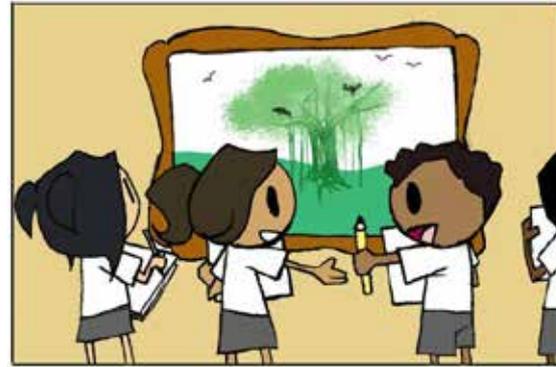
Stay with your group at all times



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



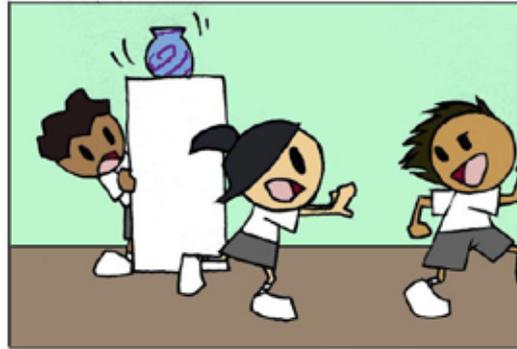
Store your bags in the bag cage (but keep your valuables on you!)

➔ When in the Singapore Art Museum ...

DON'T...



Don't touch the artwork or walls



Don't run or play in the galleries



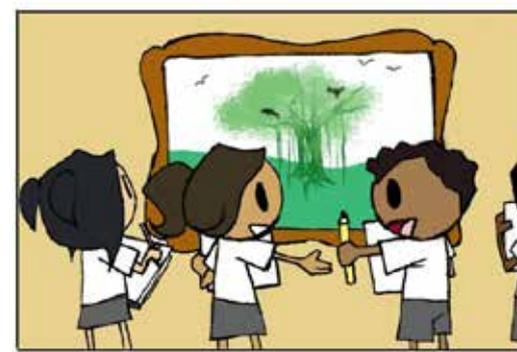
Don't talk loudly in the galleries as you may disturb other visitors



Don't eat inside the museum



Don't use flash when taking photographs



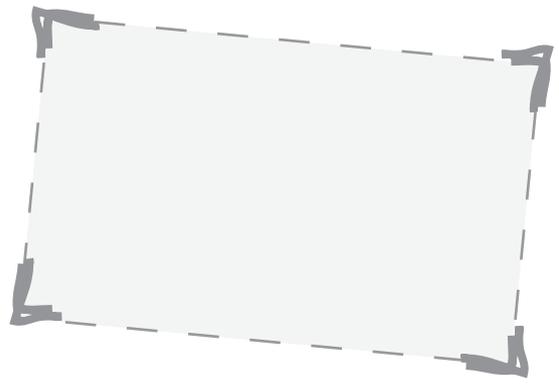
Do not write on or against the wall

_____ '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 _____

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