



**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

## Pre-SAM

**TASK:** Examine how ordinary objects can be used as a form of artistic expression to address cultural and social issues.

**SUBJECT(S):** Art

### SEE

Ask students to describe what they see in the following artworks:

**Marcel Duchamp** *Bicycle Wheel*, 1951 and **Marcel Duchamp** *Fountain*, 1917.

### THINK

Encourage students to think about displaying seemingly ordinary objects as works of art. Examples of leading questions include:

- Do ordinary objects have important uses/functions?
- Are some uses/functions more important than others?
- Must art have a use/function?
- What makes a bicycle wheel or a urinal art?
- Is it difficult to define what objects can become a piece of art, and what objects cannot?

### WONDER

Ask students to think about the difference between *Bicycle Wheel* (Transformed object) and *Fountain* (Readymade).

Select an object and have students look beyond its usual context/usage; contemplate it in the following situations:

- In relation to another object(s)
- Taken out of its familiar context
- A single detail is removed or altered

## In-SAM

**TASK:** Explore links between the use of everyday objects in art and **Chun Kaifeng's *Not Much To See***.

**SUBJECT(S):** Art

### DISCUSS

Ask students to think about the following:

- Can anything be considered art?
- Are the status of these slippers elevated just because it is in a gallery space or lit?
- Would you regard these slippers as an artwork if you encountered them in a different setting?

### CREATE

First, have students capture and Instagram an everyday /ordinary object within the museum compound. Students can think about the following while looking for the object:

- What makes this ordinary object significant?
- Why is this object of particular importance to you?
- How would you display this object as a piece of art?
- Will you alter its form?
- What will you title this artwork?

Use the following and hashtag your picture: #AfterChunKaiFeng #SingaporeArtMuseum #SAMLearningGallery #MadeForSAM. Next, write a brief caption to explain how and why you have transformed this object into a work of art.

### PRESENT

Have the students share their Instagram pictures and brief captions with their classmates in the gallery, next to **Chun Kaifeng's *Not Much To See***.

## Post-SAM

**TASK:** Explore alternative perspectives (of everyday found objects) through creative writing.

**SUBJECT(S):** Art, Literature

### WRITE

Task students to write a creative piece based on one day in the 'life' of an artwork. Before they start, choose one Instagram picture with the hashtag #AfterChunKaiFeng and imagine the 'life' of an object. They can write a poem or short story about this imagined life. Students can consider the following:

- The object's relationship with its human owner OR environment OR everyday life, and the journey that led to its place in the museum.
- Give the object a distinctive voice that will encourage the reader to look at the object from an alternative angle.
- Give your creative piece a title.
- Have fun and try to inject humour, suspense OR drama!

## SOVA supplement

**TASK:** Draw links between the Study Of Visual Arts (SOVA) and contemporary artwork in the museum.

**ARTWORK(S):** Marcel Duchamp, *Fountain*, 1971

Marcel Duchamp is one of the key figures of modern art. He had a series of works called 'readymades'. Students are to research to find out what is meant by a 'readymade'.

Get the students to compare Duchamp's *Fountain* with Chun's *Not Much To See*. Here are some questions to get them started:

- Is Chun's work a readymade?
- What are the similarities and differences between the two artworks?
- How does the way in which Chun's work is displayed play a part in your reception of it?
- List out the reasons why each piece is considered a work of art.

Duchamp turned a standard urinal 90 degrees, signed it, and called it art. Chun remade the common slipper, lit it up and elevated its status. Students can consider creating their own artwork from an object they use in their student life. Get them to think about how they can use their artwork to challenge perceptions and pre-conceived notions of what can be art.

## Further Readings:

Chun Kaifeng's Website

<http://www.chunkaifeng.com/>

Feature on Chun Kaifeng receiving the Singapore Art Exhibition 2009 Prize

Available [here](#).

## Materials created by:

Farhana Wahianuar and Firdaus Sukor from Tanjong Katong Girls' School

In collaboration with SAM Education team