



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

Pre-SAM

TASK: Discover the diversity and dynamics of human relationships.

SUBJECT(S): Art, National Education

Working together as a group, students can select an artwork to discuss the Family. Some examples include:

- **Frida Kahlo**, *My Grandparents, my parents and I*, 1936
- **Georgette Chen**, *Family Portrait*, 1960-65
- **Hendra Gunawan**, *Family Portrait*, 1968
- **Zhang Xiaogang**, *Bloodline: The Big Family*, 1998

ANALYSE

Get each group to come up with 5 different words to describe the family relationship(s) in the selected artwork. Then, identify evidence from the artwork to support their claim. Some questions that may prompt their observations:

- What do the position/placement of the family members say about their relationship with one another?
- How do the way the family members stand/sit say about them?
- What clues did the attire of the family members provide?
- What does the background of the family portrait tell you about the family?

Have the students share their findings with the class.

OBSERVE

Task students to conduct observational research on their own family. Get them to record their findings on a piece of A4 drawing paper. They are to divide the paper according to the number of family members living with them. Have the students fill in observations/sketches about each family member in their own sections. Possible guiding questions:

- What does each family member do daily? (Working/studying)
- Who do they interact with?
- How do they spend their free time?
- Do they have a personal space at home? Where is it? When do they spend their time there?
- What happens when you go in and occupy the space with them?

In-SAM

TASK: Explore links between the use of everyday objects in art and **Sarah Choo's** *The Hidden Dimension II*.

SUBJECT(S): Art

OBSERVE

Split the students into 7 different groups and assign each group to observe a different family member in the artwork. They are to point out visual clues in the artwork that contributes to the description of the family member. Have them share their observations with the class. Examples of helping questions include:

- Who is this person and what is his/her role in the family?
- What is he/she doing?
- How is he/she dressed?
- What is the space in which this family member is standing/sitting?
- What are the objects found around/near him/her?
- Who is he/she placed near to?
- What is the relationship of this person with the rest of the family?

CREATE

Following the same concept of **Sarah Choo's** *The Hidden Dimension II*, on different pieces of A4 paper, sketch your family members in the space they spend most of their time, at the activity they do most often. Join the different pieces of paper together to form a composite drawing.

Post-SAM

TASK: Interpret and compose a family portrait.

SUBJECT(S): Art

CREATE

Before they start, ask the students to recap the visit to SAM and recall how the 7 family members are portrayed through their dressing, surrounding and placement. Get them to review their own sketch made at the museum. Have them decide on the emotion/mood/feelings they want to project through their artwork, such as communication, love, respect, etc. Encourage students to come up with a few different compositions and get their family members to pose for a photograph. Students can choose to do a collage of photographs or a posed studio shot.

SOVA supplement

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

ARTWORK(S): Rene Magritte, *Personal Values*, 1952

Have students research on **Rene Magritte** and the meaning behind his artwork, *Personal Values*.

Both artists use realistic representation of people and objects in their artworks to offer a different perspective and meaning of the world we live in. Their works project an alternate sense of reality. Task the students to compare the techniques employed by each artist and make an assessment on which artist did it better. Have students debate about which artist was more successful in expressing their intention through the artworks?

Ask the students to use their home as a setting to create an image depicting their way of life. They are to include surrealistic elements in the artwork, in the style of Rene Magritte. They can use any medium of their choice.

Further Readings:

Sarah Choo Jing's Website

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

Videos of Sarah Choo's works

Available [here](#)

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