



**Green Zeng**

*Siapa Nama Saya?* from the 'Chinese School Lessons' series  
2012

Oil and silkscreen on wood panel

122 x 244 cm

Singapore Art Museum collection

Exhibition Guide: page 16 – 17

## Pre-SAM

**TASK:** Find out how public/national policies contribute to making Singapore a united nation.

**SUBJECT(S):** Art, National Education

### CONNECT

Have students do some preparation before the lesson; ask them to find out about Singapore's ethnic integration policy. During the lesson, use the following questions as reference for a discussion:

- What are the existing ethnic integration policies in present day Singapore?
- What are the factors that contribute to the making of such policies?
- How do these policies impact the way people think and live?

### EXTEND

Working together as a group, have students reflect and share how these policies affect their current lives. If possible, get them to explore whether these policies have positively or negatively affected them.

### CHALLENGE

Let students try and come up with their own policies to make Singapore more united.

## In-SAM

**TASK:** Make connections between visuals and impact of racial integration in Singapore.

**SUBJECT(S):** Art, National Education

### SEE

Ask students to work together in pairs (Student A & Student B). Student A will lead Student B blindfolded into the gallery, and they will sit down back to back, with Student A facing Green Zeng's *Siapa Nama Saya?*. Student B to remove his/her blindfold. Within 10 minutes, Student A will describe the artwork while Student B draws the artwork without asking any questions.

### THINK

After completing the drawing, both students are to compare the drawing with Green Zeng's *Siapa Nama Saya?* and spot the missing details. Encourage students to express their thoughts about the ideas and concepts behind the artwork. Teachers can elicit response from the students through the following prompts:

- There are 3 uniforms in the artwork. What is unique about them? Do you know which school these uniforms are from?
- The artwork looks almost like a repetition of uniforms and words, with slight differences. What are these differences and what is the meaning behind them?
- There are only a few colours in this artwork. Are the colours an integral part of the artwork? If the colours are changed, would the meaning behind the artwork be different too?

### WONDER

Ask students to suggest ways to adapt selected elements of the artwork such that the meaning behind the artwork changes from examining issues of history and identity in Singapore to that of a truly integrated multi-cultural society. Students can think about:

- Elements of art: line, shape, colour, etc.
- Principles of design: contrast, harmony, repetition, etc.

## Post-SAM

**TASK:** Develop and communicate ideas effectively through creating a piece of art.

**SUBJECT(S):** Art

### CREATE

Green Zeng uses language, uniform and the chalkboard to express issues of history and identity in Singapore. Using *Slapa Nama Saya?* as a reference, have the students produce an artwork that expresses the identity of a Singaporean Student in the 21<sup>st</sup> century. Students can think about:

- The issues faced in their educational pursuit
- Selecting objects that represent their identity and issues
- Juxtaposing the selected objects with one another to express issues

## SOVA supplement

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

**ARTWORK(S):** Chua Mia Tee, *National Language Class*, 1959

Green Zeng draws a connection between *Siapa Nama Saya?* and Chua Mia Tee's *National Language Class* through common subject matter such as education, language, ethnicity, etc. Start a discussion through comparison.

First, task students to look at Chua Mia Tee's *National Language Class* quietly for at least 1 minute. Have students list 10 words/phrases that come to their mind.

Next, let them look at Green Zeng's *Siapa Nama Saya?* quietly for at least 1 minute. Get them to list 10 words/phrases that come to their mind.

Have the students share their list of words with the class. Following the sharing, have students debate which artwork is more effective in reflecting national concerns?

## Further Readings:

**Green Zeng's Website**

<https://greenzeng.wordpress.com/>

**Green Zeng's artist statement and biography**

Available [here](#).

**Chinese School Lessons series by Green Zeng**

Available [here](#).

## Materials created by:

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