

Exhibition/Artwork Segment	Section Introduction	Curriculum Links
<u>Outbreak: Epidemics in a Connected World</u> A customisable “Do-It-Yourself” exhibition from the Smithsonian Institution, USA.	Discover how human, animal and environmental health—referred to as “One Health”—are inexorably connected, how pathogens can spread from wildlife to humans and why some outbreaks become epidemics.	<u>IB PYP</u> Where we are in place and time Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
<u>Cao Fei</u> <i>Isle of Instability, 2020 – 2022.</i>	The artist developed the idea of using her everyday lived experience to create an artwork from items that had suddenly become incredibly important to her. Using videos, drawings, photographs and objects, Cao Fei created a multi-media installation that delves into the psychological repercussions of collective confinement and reflects on the realities of daily life under such extraordinary circumstances.	How we express ourselves Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. How the world works Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
<u>Luke Jerram</u> <i>Coronavirus – COVID-19, 2020, glass sculpture.</i> <i>Oxford AstraZeneca Vaccine, 2020, glass sculpture.</i>	British artist Luke Jerram created a <i>Coronavirus—COVID-19</i> —glass sculpture in tribute to the huge global scientific and medical efforts made to combat the pandemic. The Coronavirus model is based on the latest scientific data and diagrams of the virus and was created using glassblowing techniques and materials often used for making medical and scientific glassware.	How we organise ourselves Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

<p>Heman Chong <i>Circuit Breaker Paintings, 2020.</i> <i>Circuit Breaker in Singapore (Day 23) 29.04.2020</i> <i>(Old Airport Road Food Centre)</i> <i>Walk 10 of 23 (Ambient Walking), 2020.</i> <i>Circuit Breaker in Singapore (Day 45) 21.05.2020</i> <i>(Blk 19 Upper Boon Keng Road)</i> <i>Walk 19 of 23 (Ambient Walking), 2020.</i></p>	<p>The circuit breaker period in Singapore was sudden and unprecedented and resulted in a great deal of anxiety for many. At a time when people were turning to everyday tasks to cope with the anxiety caused by the pandemic, artist Heman Chong continued to paint. Working on one canvas a day, Chong painted the motif of hazard tape across the surface of some of his previous paintings.</p>	<p>IB MYP</p> <p>Art</p> <ul style="list-style-type: none"> • Make purposeful connections between investigation and practice • Understand the relationship between art and its contexts • Respond to and reflect on art • Deepen their understanding of the world <p>Design</p> <ul style="list-style-type: none"> • Enjoy the design process, and develop an appreciation of its elegance and power • Develop respect for others' viewpoints and appreciate alternative solutions to problems <p>Individuals and societies</p> <ul style="list-style-type: none"> • Appreciate human and environmental commonalities and diversity • Understand the interactions and interdependence of individuals, societies, and the environment • Understand how both environmental and human systems operate and evolve • Identify and develop concern for the well-being of human communities and the natural environment • Act as responsible citizens of local and global communities • Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live
<p>Nonzuzo Gxekwa and Pierre Le Riche <i>Untitled 02, 2020</i>, part of The Mask Project. <i>Nonzuzo Gxekwa, Untitled 06, 2020</i>, part of The Mask Project. <i>Untitled 04, 2020</i>, part of The Mask Project. <i>Untitled II (pride mask in fuchsia), 2020</i>, part of The Mask Project. <i>Pierre Le Riche, Untitled VI (mask in yellow, blue and green), 2020</i>, part of The Mask Project. <i>Untitled IV (mask in blues), 2020</i>, part of The Mask Project.</p>	<p><i>The Mask Project</i> is a collaboration between South African artists Nonzuzo Gxekwa and Pierre Le Riche, established during the COVID-19 lockdown in South Africa in 2020. During one of the strictest lockdowns in the world, the artists worked together remotely to create a body of work incorporating the now ubiquitous medical mask, with decorative elements from African culture.</p>	

<p>Eun Vivian Lee <i>The Diary of 2020, 2020.</i></p>	<p>From January 2020, Singapore/New York-based contemporary artist Eun Vivian Lee worked on a 10-metre paper installation, <i>Diary of 2020</i>, using pigment paint made from seashells. Initially an idea conceived just like any of her other artistic endeavours, this work later evolved into a project that reflected her everyday response to the uncertainty and fear that she felt during the pandemic. A short documentary video provides further insights into the artist and her working process.</p>	<p>Physical health and education</p> <ul style="list-style-type: none"> • Build positive relationships and demonstrate social responsibility • Reflect on their learning experiences <p>Sciences</p> <ul style="list-style-type: none"> • Apply language skills and knowledge in a variety of real-life contexts • Develop sensitivity towards the living and non-living environments reflect on learning experiences and make informed choices <p>IBDP Geography</p> <ul style="list-style-type: none"> • Develop an understanding of the dynamic interrelationships between people, places, spaces, and the environment at different scales • Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including: <ul style="list-style-type: none"> ○ acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes ○ synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved <p>Philosophy</p> <ul style="list-style-type: none"> • Examine critically their own experiences and their ideological and cultural perspectives • Appreciate the diversity of approaches within philosophical thinking
<p>Ivetta Sunyoung Kang <i>Tenderhands Video Performance Instruction #39, 2020 – current.</i></p>	<p>South Korean/Canadian interdisciplinary artist, Ivetta Sunyoung Kang, found herself exploring new ways to ease the anxiety she felt during this period of uncertainty and confusion. <i>Tenderhands</i> is a series of instructions handwritten on Post-it® notes that Kang has been producing on a daily basis since the beginning of the global lockdowns.</p>	
<p>Nanyang Technological University, Singapore <i>Nanotech Microbial Mask Invention</i></p>	<p>Nanyang Technological University, Singapore developed a reusable 'nanotech mask' that is able to filter 99.9 per cent of bacteria, viruses and particulate matter.</p>	

		<ul style="list-style-type: none"> • Apply their philosophical knowledge and skills to the world around them <p>Social and cultural anthropology</p> <ul style="list-style-type: none"> • Apply anthropological understanding in order to reflect on their own lives and experiences, as well as those of others, transforming their actions in the world <p>Biology/Chemistry/ Physics</p> <ul style="list-style-type: none"> • Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge <p>Environmental systems and societies</p> <ul style="list-style-type: none"> • Acquire the knowledge and understandings of environmental systems and issues at a variety of scales • Appreciate the dynamic interconnectedness between environmental systems and societies • Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues • Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge • Engage with the controversies that surround a variety of environmental issues <p>Visual Arts</p> <ul style="list-style-type: none"> • Understand the dynamic and changing nature of the arts • Explore and value the diversity of the arts across time, place, and cultures
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