

Future World: Where Art Meets Science (Primary and Secondary)

teamLab Concepts	Key ideas	Primary/Secondary
<p>Digitalised Art – We believe that the digital domain can expand art</p>	<p>Digital Technology Releases Expression from Substance and Creates an Existence with the Possibility for Transformation</p> <p>Expansion and Space Adaptability</p> <p>Digital Technology Has Allowed Us to Express Change in Itself</p>	<p><b>Art</b>  <i>Domain: See</i>  <i>Competencies: Observe – Inquire</i>  <i>Key stage 1 / Primary 1 and 2:</i>                      LO1: Identify simple visual qualities in what they see around them  <i>Key stage 2 / Primary 3 and 4:</i>                      LO2: Ask questions and gather information to make meaning of what they see  <i>Key stage 3 / Primary 5 and 6:</i>                      LO1: Gather information and make informed links between the use of visual qualities and intentions</p> <p><i>Domain: Appreciate</i>  <i>Competencies: Connect – Respond</i>  <i>Key stage 1 / Primary 1 and 2:</i>                      LO6: Show interest in looking at a variety of artworks                      LO7: Talk about what they see, feel and experience using art vocabulary  <i>Key stage 2 / Primary 3 and 4:</i>                      LO6: Demonstrate eagerness to find out more about art</p>
<p>Ultrasubjective space – Pre-modern knowledge and ancient Japanese spatial</p>	<p>The World as a Japanese Painting (a sense of spatial awareness interpreted in premodern Japanese art)</p> <p>Ancient Japan’s Spatial Awareness as Ultrasubjective Space</p> <p>How the Human Eye Sees (people use their eyes like an extremely weak camera)</p>	<p><b>History</b>  <b>Secondary</b>                      Values and Attitudes – Student will</p> <ul style="list-style-type: none"> <li>• appreciate the importance of the past in understanding the present</li> <li>• understand how external events shape thinking and value systems at different times and space</li> </ul> <p><b>Social Studies</b>  <b>Primary</b>                      Skills - Students will be able to:</p> <ul style="list-style-type: none"> <li>• appreciate cultural diversity;</li> <li>• recognise that beliefs shape one’s thinking;</li> </ul>
<p>Relationships Among people – changing the relationships among people: making the presence of others a positive experience</p>	<p>Digital art has the ability to change the relationships among people who are present within the same space. If the interaction of other people with an artwork creates change that we feel is beautiful, then the presence of others can in itself become a positive element.</p> <p>In this way, the search for new relationships between people may be able to go beyond art, potentially creating new relationships between cities and individuals, as well as new ways to bring peace among people.</p>	<p><b>Art</b>  <i>Domain: Appreciate</i>  <i>Competencies: Connect – Respond</i>  <i>Key stage 1 / Primary 1 and 2:</i>                      LO6: Show interest in looking at a variety of artworks                      LO7: Talk about what they see, feel and experience using art vocabulary  <i>Key stage 2 / Primary 3 and 4:</i>                      LO6: Demonstrate eagerness to find out more about art</p> <p><b>Character and Citizenship Education</b>  <i>Domain: Family</i>                      Focus: Strengthening Family Ties                      LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect</p> <p><i>Domain: Community</i>                      Focus: Understanding our community and Building an Inclusive Society                      LO6: Value Singapore’s social-cultural diversity, and promote social cohesion and harmony</p> <p><i>Domain: School</i>                      Focus: Fostering Healthy Friendships and Team Spirit                      LO7: Care for others and contribute activity to the progress of our community and nation</p>

		<p><b>Social Studies</b></p> <p><b>Primary</b></p> <p>Knowledge - Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognise that everyone is unique;</li> <li>• identify the different roles that people play in the groups that they belong to</li> <li>• recognise that people can share common attributes in a group;</li> </ul> <p>Skills – Students will be able to</p> <ul style="list-style-type: none"> <li>• consider the ethical effects of one’s actions and the impact on others so as to make informed decisions and carry out appropriate actions;</li> <li>• show curiosity to learn more about the world they live in;</li> <li>• show care for the community and the environment;</li> <li>• develop a sense of belonging to one’s community and country; and exercise responsibility and integrity in the access and use of information.</li> </ul> <p><b>Secondary</b></p> <p>Skills - Students will be able to:</p> <ul style="list-style-type: none"> <li>• empathise and care for others and the environment in which they live;</li> <li>• appreciate the importance of harmony through embracing diversity;</li> <li>• respect differing views when in dialogue with others;</li> </ul>
<p>Digitised Nature – Nature becomes Art</p>	<p>By turning nature into art we can gain a sense of the continuity of nature, that humans do not usually perceive.</p>	<p><b>Science</b></p> <p><b>Primary</b></p> <p>Cycles</p> <ul style="list-style-type: none"> <li>• Show an understanding that different living things have different life cycles (Plants, Animals)</li> </ul> <p><b>Geography</b></p> <p>The syllabus intends for students to develop <b>knowledge</b> of:</p> <ul style="list-style-type: none"> <li>• components of physical and human environments</li> <li>• relationships and interactions between and within physical and human phenomena at local, regional and global scales</li> </ul> <p>Through their geographical training, students should develop:</p> <ul style="list-style-type: none"> <li>• an interest in, and valuing of, the ways that the environment supports life;</li> <li>• a sense of appreciation, care and responsibility for the quality of the environment; and</li> </ul>
<p>Transcending Boundaries – removing boundaries between artwork</p>	<p>Boundaries are created when ideas and concepts are materialized in the real world.</p>	<p><b>Art</b></p> <p><i>Domain:</i> See</p> <p><i>Competencies:</i> Observe – Inquire</p> <p><i>Key stage 1 / Primary 1 and 2:</i></p> <p>LO1: Identify simple visual qualities in what they see around them</p> <p><i>Key stage 2 / Primary 3 and 4:</i></p> <p>LO2: Ask questions and gather information to make meaning of what they see</p> <p><i>Key stage 3 / Primary 5 and 6:</i></p> <p>LO1: Gather information and make informed links between the use of visual qualities and intentions</p>
<p>Body immersive – dissolving the boundary between the body and the artwork</p>	<p>With immersion of the body into the artwork, the boundary between the self and the artwork becomes ambiguous. And, through that experience, the boundary between the self and the world begins to disappear.</p> <p>Because our presence and the presence of others can cause change in the shared world of the artwork, it is possible that we</p>	<p><b>Character and Citizenship Education</b></p> <p>Domain: Family</p> <p>Focus: Strengthening Family Ties</p> <p>LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect</p> <p>Domain: Community</p> <p>Focus: Understanding our community and Building an Inclusive Society</p> <p>LO6: Value Singapore’s social-cultural diversity, and promote social cohesion and harmony</p>

	<p>will feel ourselves and others meld with the world and become one body.</p>	<p><b>Social Studies</b></p> <p><b>Primary</b></p> <p>Knowledge - Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognise that everyone is unique;</li> <li>• identify the different roles that people play in the groups that they belong to</li> <li>• recognise that people can share common attributes in a group;</li> </ul> <p><b>Secondary</b></p> <p>Skills - Students will be able to:</p> <ul style="list-style-type: none"> <li>• empathise and care for others and the environment in which they live;</li> <li>• appreciate the importance of harmony through embracing diversity;</li> <li>• respect differing views when in dialogue with others;</li> </ul>
<p>Time continuity</p>	<p>Humans cannot recognize time longer than their own lifespans. In other words, there is a boundary in our understanding of the long continuity of time. Shapes have been created by nature over many months and years and have been molded by the interactions between people and nature. We can perceive this long duration of time in these shapes themselves.</p>	<p><b>Art</b></p> <p><i>Domain:</i> See</p> <p><i>Competencies:</i> Observe – Inquire</p> <p><i>Key stage 1 / Primary 1 and 2:</i></p> <p>LO1: Identify simple visual qualities in what they see around them</p> <p><i>Key stage 2 / Primary 3 and 4:</i></p> <p>LO2: Ask questions and gather information to make meaning of what they see</p> <p><i>Key stage 3 / Primary 5 and 6:</i></p> <p>LO1: Gather information and make informed links between the use of visual qualities and intentions</p> <p><b>Science</b></p> <p><b>Primary</b></p> <ol style="list-style-type: none"> <li>1. Diversity             <ul style="list-style-type: none"> <li>• Show curiosity in exploring the surrounding living and non-living things by asking questions.</li> <li>• Value individual effort and team work by respecting different perspectives</li> </ul> </li> <li>2. Cycles             <ul style="list-style-type: none"> <li>• Show an understanding that different living things have different life cycles (Plants, Animals)</li> </ul> </li> <li>3. Interactions within the environment             <ul style="list-style-type: none"> <li>• Show concern by being respectful and responsible towards the environment and the organisms living in it</li> <li>• Show concern for Man’s impact on the environment</li> </ul> </li> </ol> <p><b>Lower Secondary</b></p> <p>Diversity</p> <ul style="list-style-type: none"> <li>• Evaluate the impact of human activities and technologies on the environment</li> </ul> <p><b>Geography</b></p> <p>Through their geographical training, students should develop:</p> <ul style="list-style-type: none"> <li>• an interest in, and valuing of, the ways that the environment supports life;</li> <li>• a sense of appreciation, care and responsibility for the quality of the environment; and</li> </ul>

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<p>Co-creation – collaborative creation</p>	<p>Today, in education and everyday life, however, creativity is suppressed rather than encouraged. Furthermore, many people are addicted to smartphones. Their brains may be connected to someone via the smartphone, but their body remains thoroughly isolated. The opportunity to nurture joint collaborative activity has in this respect decreased.</p>	<p><b>Art</b> <i>Domain:</i> See <i>Competencies:</i> Observe – Inquire <i>Key stage 1 / Primary 1 and 2:</i> LO1: Identify simple visual qualities in what they see around them <i>Key stage 2 / Primary 3 and 4:</i> LO2: Ask questions and gather information to make meaning of what they see <i>Key stage 3 / Primary 5 and 6:</i> LO1: Gather information and make informed links between the use of visual qualities and intentions <i>Domain:</i> Appreciate <i>Competencies:</i> Connect – Respond <i>Key stage 1 / Primary 1 and 2:</i> LO6: Show interest in looking at a variety of artworks LO7: Talk about what they see, feel and experience using art vocabulary <i>Key stage 2 / Primary 3 and 4:</i> LO6: Demonstrate eagerness to find out more about art</p> <p><b>Character and Citizenship Education</b> <i>Domain:</i> Community <i>Focus:</i> Understanding our community and Building an Inclusive Society LO6: Value Singapore’s social-cultural diversity, and promote social cohesion and harmony</p>
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