

Future World: Where Art Meets Science (Tertiary)

teamLab Concepts	Key ideas	Tertiary
<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></p> <ul style="list-style-type: none"> <li>• cultivate deeper understanding and appreciation of the visual arts within social and cultural contexts</li> <li>• develop visual literacy through the critical analysis and appraisal of artists and artworks</li> <li>• increase proficiency in the use of visual arts vocabulary</li> <li>• foster self-confidence and a sense of achievement through critical appraisal of the visual arts</li> <li>• nurture a life long interest in the visual arts.</li> </ul>
<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>General Paper</b></p> <p>2.1 Understand better the world in which they live by fostering a critical awareness of continuity and change in the human experience</p> <p>2.3 Broaden their global outlook while enabling them to remain mindful of shared historical, social and cultural experiences both within Singapore and regionally</p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• develop interest in and curiosity about the past</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>General Paper</b></p> <p>2.1 Understand better the world in which they live by fostering a critical awareness of continuity and change in the human experience</p> <p><b>Geography Values</b></p> <ol style="list-style-type: none"> <li>1. develop as global citizens, seek harmony and respect others in a culturally diverse world</li> <li>2. contribute responsibly towards the building of a robust and inclusive society; and</li> </ol>

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<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>General Paper</b> 2.1 Understand better the world in which they live by fostering a critical awareness of continuity and change in the human experience</p> <p><b>Geography Knowledge</b></p> <ol style="list-style-type: none"> <li>1. the interactions and interdependence between natural environments, societies and cultures at various scales</li> <li>2. the processes that shape natural environments, societies and cultures at various scales</li> </ol> <p><b>Values</b></p> <ol style="list-style-type: none"> <li>1. be inspired by the splendour of natural environments and human ingenuity</li> <li>2. care for delicate ecosystems and understand the importance of environmentally sustainable lifestyles</li> </ol>
<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> <ul style="list-style-type: none"> <li>• cultivate deeper understanding and appreciation of the visual arts within social and cultural contexts</li> </ul> <p><b>Knowledge and Inquiry</b> <b>AO1 Understanding the Nature and Construction of Knowledge</b> Candidates will be expected to demonstrate an understanding of the nature and construction of knowledge. They will be expected to show that they have read widely and have understood and can apply the concepts involved. Candidates will be expected to demonstrate skill in selecting relevant material with which to tackle the assessment tasks.</p>

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<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 will feel ourselves and others meld with the world and become one body.</p>	<p><b>Geography Values</b></p> <ol style="list-style-type: none"> <li>1. develop as global citizens, seek harmony and respect others in a culturally diverse world</li> <li>2. contribute responsibly towards the building of a robust and inclusive society; and</li> </ol> <p><b>Art</b> Perceiving</p> <ul style="list-style-type: none"> <li>• analyse and define visual expressions in light of social and cultural contexts</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>General Paper</b></p> <p>2.1 Understand better the world in which they live by fostering a critical awareness of continuity and change in the human experience</p> <p><b>Geography</b> Knowledge</p> <ol style="list-style-type: none"> <li>1. the processes that shape natural environments, societies and cultures at various scales</li> </ol> <p><b>Art</b> Perceiving</p> <ul style="list-style-type: none"> <li>• analyse and define visual expressions in light of social and cultural contexts</li> </ul>
<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>Knowledge and Inquiry</b></p> <p><b>AO1 Understanding the Nature and Construction of Knowledge</b></p> <p>Candidates will be expected to demonstrate an understanding of the nature and construction of knowledge. They will be expected to show that they have read widely and have understood and can apply the concepts involved. Candidates will be expected to demonstrate skill in selecting relevant material with which to tackle the assessment tasks.</p>