Future World: Where Art Meets Science

teamLab Concepts	Key ideas	Preschool curriculum links (suggested)
Digitalised Art – We believe that the digital domain can expand art	Digital Technology Releases Expression from Substance and Creates an Existence with the Possibility for Transformation Expansion and Space Adaptability Digital Technology Has Allowed Us to Express Change in Itself	**Learning area: Aesthetics and Artistic Expression** **Learning Goal 4:** Share ideas and feelings about art and music and movement *Art* • *Observe art as it occurs in nature and talk about it* • *Look at different forms of art and talk about them*
Ultrasubjective space – Pre-modern knowledge and ancient Japanese spatial	The World as a Japanese Painting (a sense of spatial awareness interpreted in premodern Japanese art) Ancient Japan's Spatial Awareness as Ultrasubjective Space How the Human Eye Sees (people use their eyes like an extremely weak camera)	**Learning area: Discovery of the world** **Learning Goal 1: Show an interest in the world they live in** • *Observe and be aware of the world they live in* - *similarities and differences in the environment (e.g. living things, non-living things)*
Relationships Among people – changing the relationships among people: making the presence of others a positive experience	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. 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.	**Learning area: Discovery of the world** **Learning Goal 3:** Develop a positive attitude towards the world around them • *Impact of Man's actions on themselves, others and the world they live in* **Learning area: Social and emotional development** **Learning Goal 2:** Manage their own emotions and behaviours • *Be aware that their actions can have both positive and negative effects on self and others* **Learning Goal 3:** Show respect for diversity • *Show respect to the people that they interact with* **Learning Goal 4:** Communicate, interact and build relationships with others • *Show appreciation and care for others* • *Work and play cooperatively in a group* • *Build relationships with others*

Digitised Nature – Nature becomes Art	By turning nature into art we can gain a sense of the continuity of nature, that humans do not usually perceive.	**Learning Area: Discovery of the world** **Learning Goal 3:** Develop a positive attitude towards the world around them • *Importance of responsibility, care and respect for living things and the environment*

Transcending Boundaries – removing boundaries between artwork	Boundaries are created when ideas and concepts are materialized in the real world.	**Learning Area: Discovery of the world**
		Learning Goal 1: Show an interest in the world they live in
		• *Use the five senses, simple tools/ technology (e.g. magnifying glass, gardening tools, camera) to explore the world they live in*
		• *Observe and be aware of the world they live in*
		  - *similarities and differences in the environment (e.g. living things, non-living things)*
		  - *patterns and changes that occur in the environment (e.g. day and night, growth and life cycles, past and present events)*

Body immersive – dissolving the boundary between the body and the artwork	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. 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.	

Time continuity	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.	**Learning Area: Discovery of the world**
		Learning Goal 1: Show an interest in the world they live in
		• *Observe and be aware of the world they live in*
		  - *similarities and differences in the environment (e.g. living things, non-living things)*
		  - *patterns and changes that occur in the environment (e.g. day and night, growth and life cycles, past and present events)*
		Learning Goal 3: Develop a positive attitude towards the world around them
		• *Impact of Man's actions on themselves, others and the world they live in*

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Co-creation – collaborative creation	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.	**Learning area: Social and emotional development** **Learning Goal 4:** Communicate, interact and build relationships with others • *Show appreciation and care for others* • *Work and play cooperatively in a group* • *Build relationships with others*

Suggested Teaching Strategies that can be employed at Future World

Aesthetics and Artistic Expression

Using themes	Themes can be very useful in guiding children's creative expressions, especially in the early stages of development, to provide a focus for their thinking and imagination. In the later stages of development, themes can also be used to reinforce art skills and techniques that the children have been exploring in their learning experiences. A theme can be a topic (e.g. sea creatures, plants, vegetables) or a story.
Using stimuli	Stimuli can come in many forms. Objects, pictures and photographs that are colourful appeal strongly to children and can be used to encourage observations of details. Music and stories can also be used to provoke imagination and new ideas. These stimuli can inspire children to think beyond their immediate surroundings when creating their artworks.

Discovery of the world

Using Print media, technology and interactive media	Technology and interactive media are tools that can promote effective teaching and learning when they are selected, used, integrated and evaluated intentionally and in developmentally appropriate ways. Photographs, videos, DVDs, movies, slides television programmes, e-books, the Internet, software programmes, applications (apps), and other computer simulations of things linked to a topic/theme in discussion can be used and shown to the children to extend and expand their knowledge about the world.
Modelling a sense of wonder and care for the environment	Teachers' interest and appreciation of the natural world and the environment will spark and sustain children's curiosity of their environment. When a teacher is an interested, curious and respectful observer, children's awareness of the environment would be modelled after the teacher's example. The teacher's own sense of wonder and interest in finding out more about something is vital as it demonstrates the behaviour and skills the teacher wants for the children. Children also imitate and display positive attitudes towards the environment by observing adults' reaction and behaviour. Through adults' responses towards rocks, shells, plants, animals, cultures of different races and habits of disposing trash, recycling and reusing scrap materials, children learn to care for and respect the environment.

Social and emotional development

Modelling positive behaviour	A practical way for children to learn a concept or skill is by seeing and doing. As such, teachers can model behaviours such as being empathetic, admitting mistakes that they make and taking responsibility for their actions. Teachers can enhance the learning of a social skill or disposition by making explicit what they are doing.
Engaging children in small group activities	When children work and play in pairs or small groups, they develop important social skills. They learn how to interact politely with others, work cooperatively, listen to one another and negotiate or resolve conflicts that are likely to arise.

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