



EXHIBITION DISCOVERY ACTIVITY

'En Passant' by Adeline Kueh

Designed for students aged 13 to 16 years
[Link to the Singapore English Curriculum](#)

Experience in the arts plays a valuable role in helping students to achieve their potential as learners and participate fully in their community and in society as a whole. The arts provide a natural vehicle through which students can explore and express themselves and through which they can discover and interpret the world around them. Participation in the arts involves intense engagement, development of motivation, builds confidence and develops creative and critical ways of thinking, learning and knowing.

The Discovery Activity gives your students practice in English Language Learning: '**Viewing, Speaking, Reading, Writing and Representing**'. Fostering students' communication skills is key to language learning. Students need to use oral and visual communication as well as reading and writing to gain new learning from the Discovery Activity. They need to communicate their understanding of what they have learned. The activities are designed to generate responses from pupils that reflect the **MOE English Language Syllabus**. Students are provided with opportunities to develop 21st century skills, rich language experiences, creative thought and critical thinking. In carrying out the Discovery Activity, students are guided along a pathway, immersing them in these important skills. There are no right or wrong answers to the activities. Each student is situated with a particular cultural perspective and unique personal experiences and these will interact with their exploration of an artwork. Responding to a work of art is a discovery process. The objective of this Discovery Activity is to encourage students to think beyond their usual boundaries, to question and to be creative.

Critical thinking provides a lens for learning that is an integral part of 21st century classroom practice. Students, through critical viewing and appreciation, are provided the context to respond to a non-print text, forming opinions with reasons, simple judgement and personal interpretations. Students apply critical viewing by focusing on implied meaning, higher order thinking, judgement and evaluation. This Discovery Activity allows students to monitor their own thoughts and feeling while assessing visual texts.

The arts encourage students to be responsible and critically literate members of their community and society as a whole. Students can learn to approach issues and present ideas and points of view in new ways. In Singapore, the **text-type 'Exposition'** is taught from Primary 5 and continues to the end of Secondary. The Discovery Activity provides a context to use the form and language of exposition. The series of questions in the Discovery Activity allows students to make connections between their own experiences and the art they view, develop, share and justify

personal points of view, and respond knowledgeably and sensitively to other perspectives. The Singapore syllabus stipulates that teachers should 'provide opportunities for pupils to express their personal thoughts and feelings creatively', and 'allow pupils to present, explain and justify their point of view so as to persuade the reader [or listener] to accept the pupil's point of view'.

On page 3 is a list of the questions posed in the Discovery Activity and the suggested curriculum outcomes/objectives/expectations addressed by each question.

Specific Language Learning Outcomes

Listening and Viewing

- Use appropriate skills and strategies to process meaning from non-print texts
- Use appropriate skills and strategies to evaluate non-print texts

Reading and Viewing

- Process and comprehend age-/year level-appropriate non-print texts at literal and inferential levels
- Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation

Speaking and Representing

- Use appropriate skills, strategies and language to convey and construct meaning during interactions

Writing and Representing

- Produce a variety of texts for creative, personal, academic and functional purposes, using appropriate register and tone

Text Type: Exposition

- Present, explain and justify point of view
- State the writer's point of view
- Elaborate on or explain the writer's point of view with relevant examples or evidence

Q1 List three words that come to mind when you look at this photograph.

- Make connections to previous knowledge and experiences
- Interpret and integrate information

Q2 What do you feel, when you view this photograph?

- Reflect on what they view to become critical readers and viewers

Q3 Why do you think the artist has presented the artwork on such a small scale?

- View a text closely and offer interpretations of it

Q4 What grabs your attention in the photograph? What stands out for you?

- Evaluate information based on sufficiency of information

Q5 What country do you think the woman is in? Why do you think that?

- Make generalisations at a critical level
- Make connections to previous knowledge

Q4 Look carefully at the woman and her pose. What does the way she is dressed and is standing tell you about her?

- Make personal interpretations of a text
- Identify and analyse techniques used in a visual text to achieve a variety of purposes

Q5 Think about the woman and her story. Where do you think she might have travelled from, and where might she be going to?

- Make personal responses to a text
- Establish criteria for responding to a visual text

Q6 Do you like the photograph 'En Passant'? Why or why not?

- Respond to a text with reasons, simple judgement and personal interpretations

Q7 Now go and find two other artworks by different artists in the exhibition that share similarities with this one. Focus on the use of shape, colour, space and subject (key elements of visual art).

AND

Q8 Next, find two other artworks by different artists in the exhibition that are very different from this photograph. Again, look in particular at the artist's use of shape, colour, space and subject.

- Gather information from a wide range of non-print resources
- Relate a text to a similar/contrastive work
- Interpret and integrate information from a variety of sources

Q9 Think of three questions you would like to ask the artist.

- Pose critical questions based on what is read or viewed
- Interpret and integrate information

Q10 Now that you have spent time viewing and responding to the photograph, choose three new words that come to mind about the artwork.

- Make connections to previous knowledge and experiences
- Interpret and integrate information

Materials developed by Laraine Bamrah and Martin Yakabuski, Teacher Training and Development, British Council, Singapore, in partnership with ArtScience Museum.



For further information about the British Council Creative Education Programme and details of our free Teacher Creativity workshops: www.britishcouncil.sg/creative-education