



## EXHIBITION DISCOVERY ACTIVITY

'Concrete Euphoria, HDB Flat'  
by Mintio

Designed for students aged 16 and above  
[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 What is your first impression of this artwork? What does this artwork bring to mind?**

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

**Q2 How do you think this artwork was created by the artist?**

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

**Q3 How does the image change, depending on the distance you stand from the artwork?**

- View a text closely and offer interpretations of it

**Q4 This work is from a series entitled Concrete Euphoria. 'Euphoria' means a feeling of intense excitement and happiness. Are you surprised about this title? Why or why not?**

- Evaluate information based on sufficiency of information
- Make connections to previous knowledge and experience

**Q5 How important do you think it is to know the title of a work of art?**

- Make generalisations at a critical level

**Q6 Examine the work closely. Describe what you see and sketch any patterns or shapes that stand out.**

- Make personal interpretations of a text

**Q7 What message or meaning do you think the work conveys?**

- Transference of understandings to new contexts

**Q8 Now that you have been able to study the work more closely, think again about how it has been created. What processes do you think the artist has used to create the finished image that we see?**

- Evaluate information based on sufficiency of information

- Make connections to previous knowledge and experience

**Q9 Explore other works by this artist in the exhibition. How are they similar and different?**

- 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

**Q10 Which of the three artworks by this artist do you prefer – and why?**

- Evaluate information or line of thought based on reasons
- Respond to a text with reasons, simple judgement and personal interpretations

**Q11 Considering your initial reaction to the artwork, has your point of view shifted? If so, how has it changed? What made you change your mind?**

- Interpret and integrate information

**Q12 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

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](http://www.britishcouncil.sg/creative-education)