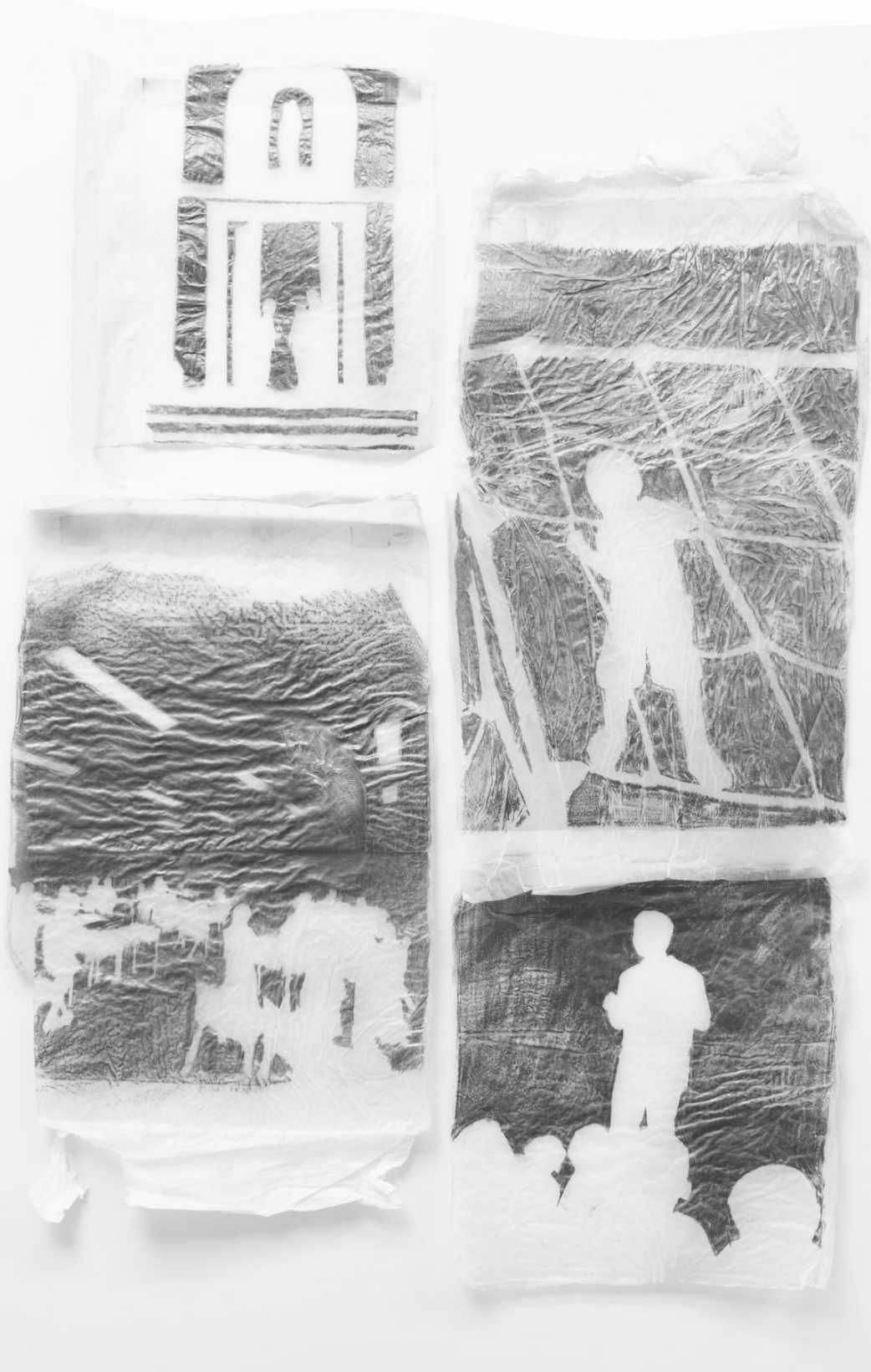


# Learning with the Artists



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***in\_between***

Glue, tissue paper, Graphite

*in\_between* explores our perception of negative space and the subtle interplay between the tangible and intangible. Drawing from diverse scenes of my personal experiences, the work reflects on the significant shift of transitioning from a student to teacher. The work resonates with the evolving narrative of becoming, embracing life's transformative power within transitions. It prompts viewers to recognise the equal relevance of visible and unexpressed elements in existence, inviting them to explore the narratives embedded within the individual images.

# Activity 1: FUN GUESSING GAME

(Suitable for lower, middle and upper primary students)

Look at the artwork, *in\_between*. Can you guess where the activity in this work might have taken place?



☐ In the school hall



☐ At the swimming pool



☐ On the road



☐ At the Padang



☐ In the classroom

## Activity 2: LET'S OBSERVE

*(Suitable for lower, middle, and upper primary students)*

- 1) Look at the art work quietly for at least 30 seconds. Let your eyes wander.
- 2) Choose two images and list 5 words or phrases about any aspect of the chosen images.
- 3) Repeat Steps 1 & 2: Look at the images again and try to add 5 more words or phrases to your list.
- 4) How did you recognise the people, places and things in the artwork?

## Activity 3: DISCUSSION TIME

(Suitable for upper primary students)

The spaces around us can be described as either positive or negative. Positive space is often the subject of an artwork, such as a person, landscape, or object. Negative spaces are the areas around the subject. In a black and white drawing, painting or photograph, artists would usually use black to represent the positive spaces and white for the negative spaces.

Share it with your partner.

- 1) In this artwork *in\_between*, the artist has chosen to reverse, and used black as negative space and white as positive space. What might be his reasons for doing so?
- 2) Do you think there is a good visual balance between the positive and negative spaces in the artwork? What makes you say that?
- 3) How does the artwork make you feel? What makes you say that?




## Activity 4: HANDS-ON ACTIVITY:

*(Suitable for middle and upper primary students)*

**Materials needed:** Paper, pencil and a chair. You may choose another object if you do not have a chair.

Let's start:

- Choose a chair. Take a moment to observe its shape, form, and the space it occupies.
- Position a sheet of paper next/near the chair. Observe the positive space (the chair itself) closely. Focus on the lines and shapes.
- Draw the outline of the positive space of the chair on your paper.
- Examine the **surrounding space** where the chair is placed. This represents the negative space. Use your pencil to fill in the negative space with shading, or patterns, creating a contrast with the positive space.
-  Repeat this process with another object, exploring how positive and negative spaces interact in each composition.

### Reflection:

Do you think negative space is important? How can an awareness of it help you in your drawing?



## Activity 5: GALLERY BINGO GAME:

*(Suitable for lower, middle and upper primary students)*

Work individually or in a group to explore the digital art exhibition. Have your **Bingo worksheet** in hand. Take your time to observe each artwork carefully.

As you encounter artworks that match the terms or themes on your Bingo worksheet, mark off by writing down the titles in the corresponding squares with a pencil.

If you or your group members mark off a full row horizontally, vertically, or diagonally, approach your teacher and say "Bingo" quietly... shhhh...

an artwork on environmental awareness	relationships	layers of acrylic sheets	batik-inspired
found objects	a sculpture	layering of papers	a still life
an artwork which involves fabric	belongings	shadows	an artwork that makes you happy
sounds	an artwork with a group of people	the art of weaving	digital art