

TEACHERS GUIDE

Nep Sidhu: Shadows in the Major Seventh



FOR ELEMENTARY GRADES
With Big Ideas Curriculum Connections

Nep Sidhu and Nicholas Galanin, *No Pigs in Paradise* (2016),
detail (Photo courtesy of Anchorage Museum, Alaska). Textiles
by Sidhu and adornment by Galanin.

Dear Teachers

This guide is a classroom resource, designed to support teachers and students attending the exhibition, *Nep Sidhu: Shadows in the Major Seventh*, on display at the Surrey Art Gallery from April 9 to June 12, 2016. The Teachers Guide contains exhibit information, as well as activities that will prepare your students for their Gallery visit and engage them in classroom discussion afterwards. These activities reinforce the ideas and processes explored in the exhibition—specifically the themes of personal symbolism and ornamentation—and provide continuity between the gallery visit and classroom. The pre-visit activity addresses the themes of calligraphy and personal symbolism, the hands-on Art Encounter Workshop offered at the Surrey Art Gallery explores ornamentation and patterning, and the post-visit activity addresses the themes of balance and architecture.

The activities in this guide are adaptable to different grade levels and require a minimum of materials. The guide also provides vocabulary, a resource section, and links to the new BC Curriculum in the areas of Arts Education, English Language Arts, and Mathematics. We hope that you enjoy exploring and creating art with your students using this guide.

Sincerely,
Amelia Epp, Interpretive Programmer

ABOUT THE SURREY ART GALLERY

Surrey Art Gallery is the second largest public art gallery in the Metro Vancouver region. Internationally recognized, the Gallery showcases diverse contemporary art practices including digital and sound art and exhibits renowned local, national, and international artists. The Surrey Art Gallery's mission is to engage the public in an ongoing dialogue about issues and ideas that affect our numerous communities as expressed through contemporary art, and to provide opportunities for the public to interact with artists and the artistic process.

To receive announcements about exhibitions and related events at the Gallery, sign up for our e-newsletters at www.surrey.ca/arts-signup. The City of Surrey also has an e-newsletter specifically for teachers: www.surrey.ca/enews.

SCHOOL PROGRAMS

The Gallery's school programs develop an appreciation for, understanding of, and excitement about contemporary art. Visit the Gallery's website to learn about our school programs and the resources that we offer for teachers: www.surrey.ca/galleryeducation.



IN THIS GUIDE

About the Surrey Art Gallery	2
About the Exhibition	3
Vocabulary	4
Suggested Pre-Visit Activity	5
Suggested Post-Visit Activity	8
Curriculum Connections for Gallery School Programs	14
Online Resources	16
Surrey Art Gallery Information and Map	18

Nep Sidhu and Nicholas Galanin, *No Pigs in Paradise* (2016), detail (Photo courtesy of Anchorage Museum, Alaska). Textiles by Sidhu and adornment by Galanin.



Nep Sidhu, *Malcolm's Smile* (2015), Wool, poly-cotton, aluminum, Exhibition tour and Opening Reception at the Surrey Art Gallery, Photo by Glen Chua.



Nep Sidhu, Collection of *Paradise Sportif* (2013-2014), detail, Photo by Mark Woods (courtesy of the Frye Art Museum, Seattle).

ABOUT THE EXHIBITION

Nep Sidhu: Shadows in the Major Seventh

April 9 – June 12, 2016

For many of us, clothes are such an everyday part of life, but for Toronto-based artist Nep Sidhu, they embody histories and values of connectedness, empowerment, and cultural exchange. Nep Sidhu's solo exhibit shows work that bridges textiles and mixed media with music, architecture, social justice, and the divine feminine.

Originally a welder by trade who comes from a long line of storytellers, Sidhu describes himself as “someone who connects things in the world.” His non-commercial clothing line *Paradise Sportif* is informed by modern and ancestral garment design. Made with materials and processes like embroidered silk, embossed leather, and wool chenille, these garments are worn by pioneering personalities in the critically-acclaimed music group Shabazz Palaces and the arts collective Black Constellation.

His *Confirmation* paintings incorporate chromed steel and aluminum geometrical pattern work with early Arabic-based calligraphy. Also influenced by early architectural forms, *Malcolm's Smile* is a trio of cotton and wool prayer rugs with macramé that honours African American civil rights activist Malcolm X.

Along with his family and local volunteers, Sidhu helps at a school for young girls and boys in Punjab. His father and uncle started the Sher-e-Punjab Sports Academy as a way to counter the series of problems that were happening at a socio-economic level: declining self-value, failing school systems, drug abuse, and illiteracy. The girl's boxing program at the academy is garnering a lot of media attention for its state and national successes. His elaborate gowns *No Pigs in Paradise*, made in collaboration with Alaska-based Tlingit/Unanga꥕ artist Nicholas Galanin, are a way Sidhu's textile practice furthers the symbolic importance of the girls' progress: “I've decided to collaborate with Nicholas because we both have a connection to the protection and empowerment of the women in our communities who face different challenges but need restoration. In being believers in the harmony of nature's divine balance, we see an opportunity within textile to be able to point to that power and alignment.”

Read more about the exhibition online:

<http://www.surrey.ca/culture-recreation/19030.aspx>.

surrey
art gallery

TEACHERS GUIDE

VOCABULARY

Adornment: Something that adds attractiveness; ornament; accessory.

Balance: 1. The state of having your weight spread equally so that you do not fall; 2. The equal distribution of visual weight in a design; 3. Mental and emotional steadiness; 4. Stability produced by even distribution of weight on each side of the vertical axis.

Bird's-eye view: An elevated view of an object from above, with a perspective as though the observer were a bird, often used in the making of blueprints, floor plans, and maps.

Calligraphy: Artistic, stylized, or elegant handwriting or lettering.

Garment: An item of clothing.

Geometric: Composed predominantly of simple geometric forms, such as circles, rectangles, triangles, etc.

Logo: A graphic representation or symbol of a company, name, trademark, abbreviation, etc., often uniquely designed for ready recognition.

Mughal Gardens: Mughal gardens are a group

of gardens built by the Mughals in the Persian style of architecture. Significant use of rectilinear layouts are made within the walled enclosures. Some of the typical features include pools, fountains and canals inside the gardens. The Mughals were obsessed with symbol and incorporated it into their gardens in many ways. The standard Quranic references to paradise were in the architecture, layout, and in the choice of plant life; but more secular references, including numerological and zodiacal significances connected to family history or other cultural significance, were often juxtaposed. The numbers eight and nine were considered auspicious by the Mughals and can be found in the number of terraces or in garden architecture such as octagonal pools. A well known example of Mughal gardens are those surrounding the Taj Mahal in Agra, India. The Taj Mahal and the surrounding gardens were constructed in the 1640s.

Ornamentation: Things added to something to provide decoration.

Pattern: A repeated form or design especially that is used to decorate something .

Script: The letters or characters used in writing by hand; handwriting, especially cursive writing.

Symbol: A thing that represents or stands for something else, especially a material object representing something abstract.

Symmetry: The quality of something that has two sides or halves that are the same or very close in size, shape, and position: the quality of having symmetrical parts.

Textile: Any cloth or goods produced by weaving, knitting, or felting.

Text: The actual wording of anything written or printed.

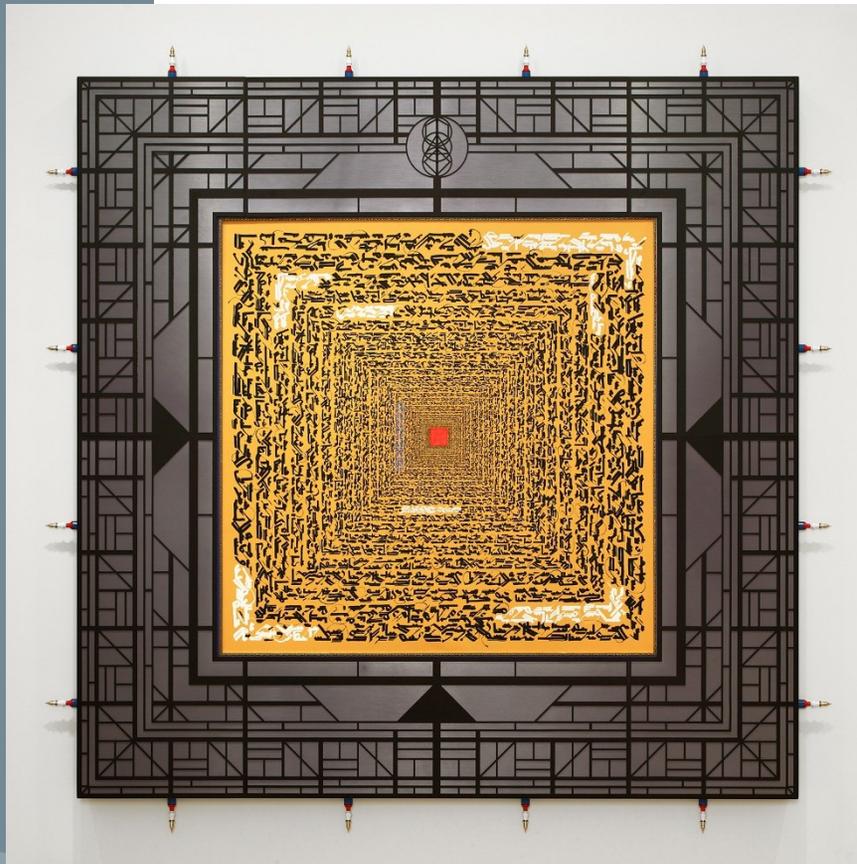
SUGGESTED PRE-VISIT ACTIVITY: Mirrored Name Design

THEMES: Calligraphy, Symmetry, Personal Symbolism

OBJECTIVES

To explore key ideas and artistic elements – calligraphy, symmetry, and personal symbolism – as addressed in the exhibition *Nep Sidhu: Shadows in the Major Seventh*. Students will learn a simple transfer technique using graphite (pencils).

Nep Sidhu,
Confirmation B (2013-
2014), ink on paper,
paint, anodized
aluminum, Photo by
Mark Woods (courtesy
of the Frye Art
Museum, Seattle).



BIG IDEAS FROM THE BC CURRICULUM

- People create art to express who they are as individuals and community. (Grade 1, Arts Education)
- Creative expression is a means to explore and share one's identity within a community. (Grade 4, Arts Education)
- Creative expression develops our unique identity and voice. (Grade 2, Arts Education)
- Artists experiment in a variety of ways to discover new possibilities and perspectives. (Grade 5, Arts Education)

ACTIVITY

The class will create a mirrored version of their own name (see diagram on page 9) using a simple transfer technique. Students will consider ways in which script can be used as a design element and will embellish their designs using symbols and colours representative of themselves.

SUGGESTED PRE-VISIT ACTIVITY: Mirrored Name Design

THEMES: Calligraphy, Symmetry, Personal Symbolism

DISCUSSION & INTRODUCTION

The exhibition at the Surrey Art Gallery, *Nep Sidhu: Shadows in the Major Seventh*, features numerous works that incorporate text. Some of the text is written in English using letters and printing that can easily be read by the viewer, such as the text included in the items of clothing from the *Paradise Sportif* series. Other examples of text take a calligraphic form, meaning that the letters have been written in a style that is artistic and stylized. In Arabic and other cultures calligraphy is a highly revered art form in its own right. The *Confirmation* series of works incorporates an early form of Arabic calligraphy called Kufic that Nep Sidhu spent months learning. Even viewers who read Arabic may not be able to decipher all of the text included in these works. Nep Sidhu uses calligraphy and text in his artworks to serve as a design element and to convey meaning through the written word.

To spark ideas for their Mirrored Name Design, ask the students to brainstorm definitions for the following words: calligraphy, text, and script (see the vocabulary list on page 4 for definitions). Share with students examples of different types of calligraphy from around the world. Show the students the image of Nep Sidhu's artwork *Confirmation A*, found on page 17. If any of your students read Arabic, ask if they're able to read the calligraphic script. Ask your students to consider how the artist has used text in this artwork: What kind of design has the

artist created using text? Why do you think the artist chose to write this text in this way? Is it possible to read the smallest text in the center of the design? Is it possible to convey an idea or feeling by changing your style of writing, or by creating a shape or design with text? Discuss the meaning of the word symmetry (see the vocabulary list on page 4 for definitions) with your students and ask if they can find symmetry within the work *Confirmation A*.

MATERIALS

- Pencils
- Erasers
- Coloured pencils
- Optional: Black fineliners
- 8.5"x11" white printer paper (1 sheet per student)

PROCESS

Explain to the students that they will create a written version of their own name. They will invent a unique style of writing and will add decoration and colour to represent themselves through design. Through transferring their text, they will create a symmetrical design.



Nep Sidhu, Collection of *Paradise Sportif* (2013-2014), detail, Photo by Mark Woods (courtesy of the Frye Art Museum, Seattle).

SUGGESTED PRE-VISIT ACTIVITY: Mirrored Name Design

THEMES: Calligraphy, Symmetry, Personal Symbolism

PROCESS CONTINUED

Ask your students to consider how they might write their own names in order to convey aspects of their own personality:

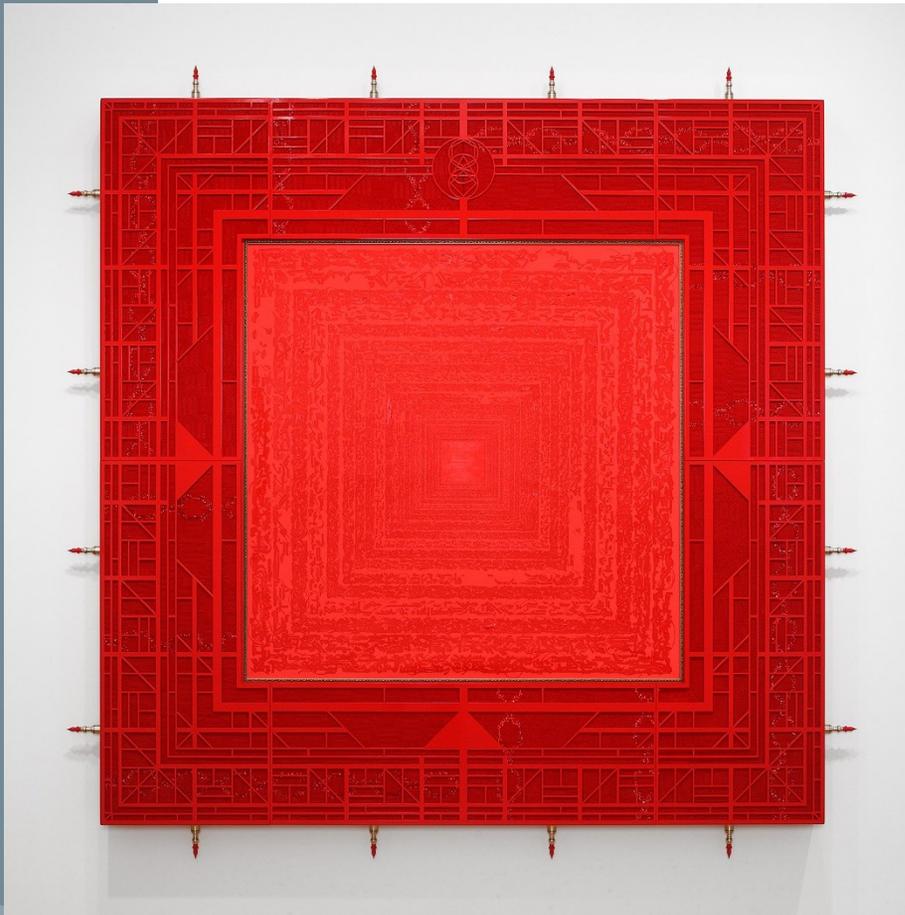
- Will your letters be stretched apart, squished together, connected, smooth, jagged, rounded, etc.?
- Do you want others to be able to read your name? Or do you want the text to be unreadable?

Guide your students through the steps on page 9 to create a mirrored version of their own written name. Once they have transferred their original text to create a symmetrical design, have your students darken the transferred text using pencil.

Ask your students to consider the following questions:

- What types of designs could you add to your text to represent aspects of your personality?
- What colours might you add to your design to further represent your personality?
- Will your finished design be symmetrical?

Nep Sidhu,
Confirmation C
(2013-2014), ink on
paper, paint,
anodized aluminum,
Photo by Mark
Woods (courtesy of
the Frye Art Museum,
Seattle).



SUGGESTED PRE-VISIT ACTIVITY: Mirrored Name Design

THEMES: Calligraphy, Symmetry, Personal Symbols

CONCLUSION

Display the finished Mirrored Name Designs together on a table or on a bulletin board. Encourage the students to spend time observing each other's designs. What visual details did their classmates include in their designs to provide information about their personalities? Are they able to read their classmates' names or are there some names that are unreadable?

When students visit the exhibition *Nep Sidhu: Shadows in the Major Seventh*, look for artworks in which the artist has used calligraphy and text. Can they find examples of text that is readable and text that is unreadable? What types of designs has the artist created using text? Has the artist used text to create a certain feeling or visual effect?

Nep Sidhu and Nicholas Galanin,
No Pigs in Paradise (2016), detail
(Photo courtesy of Anchorage
Museum, Alaska). Textiles by
Sidhu and adornment by
Galanin.

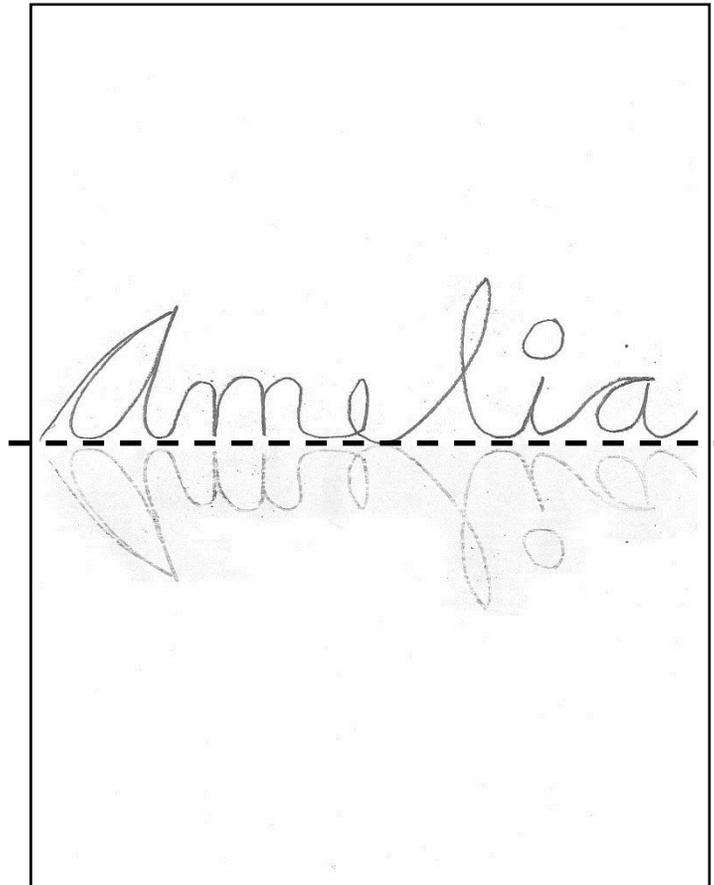


SUGGESTED PRE-VISIT ACTIVITY: Mirrored Name Design

THEMES: Calligraphy, Symmetry, Personal Symbols

DIRECTIONS AND

SAMPLE MIRRORED NAME:



1. Fold paper in half, widthwise.
2. Open paper and print or handwrite name along the fold line. Press hard using a dark, thick pencil (no mechanical pencils).
3. Fold paper along folded line and use a pencil to scribble over the back side of the entire printed area of the name.
4. Unfold paper to reveal the transferred name, mirrored on opposite side of paper.
5. Darken the text and add design elements, colour using pencil crayon or markers, and add definition using fineliners.

— — — , Fold paper along dashed line then write name along this line.

Nep Sidhu, *Affirmation as it was told by she* (2014), mixed textile, paint, Photo by Mark Woods (courtesy of the Frye Art Museum, Seattle).

SUGGESTED POST-VISIT ACTIVITY: Personal Garden Design

THEMES: Balance, Ornamentation, Architecture



OBJECTIVES

To explore the themes of balance, symmetry, and ornamentation in relation to the exhibition *Nep Sidhu: Shadows in the Major Seventh*. Students will design their own symbols and incorporate them into an original garden design, represented in a diagram drawn from a bird's-eye view.

BIG IDEAS FROM THE BC CURRICULUM

- Exploring works of art exposes us to diverse values, knowledge, and perspectives. (Grade 4, Arts Education)
- Works of art influence and are influenced by the world around us. (Grade 5, Arts Education)
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. (Grade 3, Arts Education)
- We can describe, measure, and compare spatial relationships: Objects and shapes have attributes. (Grade 2, Mathematics)

ACTIVITY

Students will consider ways to represent the concept of balance through shape and design. They will create their own garden design inspired by traditional Mughal gardens, as represented in the artwork of Nep Sidhu. Students will draw a garden design from a bird's-eye view.

SUGGESTED POST-VISIT ACTIVITY: Personal Garden Design

THEMES: Balance, Ornamentation, Architecture

DISCUSSION & INTRODUCTION

Many of the artworks in the exhibition *Nep Sidhu: Shadows in the Major Seventh* incorporate architectural elements, including garden design. In his clothing designs and other works, Nep Sidhu also explores diverse cultural practices of adornment and ornamentation. For example, in the textile work *Affirmation as it was told by she*, Nep Sidhu represents his mother clothed in a dress form that follows the geometry and structure of a traditional Mughal garden (to learn more about Mughal gardens, see the vocabulary list on page 4). The garden design represents his mother's devotion to nature. Balance, which is an important theme explored in Nep Sidhu's work, is reflected in this image through the symmetrical garden design.

MATERIALS

- One 8.5"x11" sheet of white construction paper for each student
- Ruler
- Pencils
- Erasers
- Pencil crayons

PROCESS

Invite the students to reflect on their experiences visiting the exhibition *Nep Sidhu: Shadows in the Major Seventh*. What stands out to them about this exhibition? Remind them of the textile work *Affirmation as it was told by she*. Show students the image of this artwork found on page 18. Ask them to examine the image and to consider the following questions:

- Why do you think Nep Sidhu chose to represent a garden as a piece of clothing?
- What do you notice about the garden design?
- What types of shapes can be found in the garden design?
- What types of colours can be found within this garden? What plants might be found within this garden?

Brainstorm with the students a definition of the word "symmetry." Ask the students: Is this garden symmetrical?

Share with the students that Nep Sidhu was inspired by traditional Mughal gardens in designing this artwork. Describe some features of Mughal gardens and, if possible, share with them some images of the gardens surrounding the Taj Mahal as a real-life example.

SUGGESTED POST-VISIT ACTIVITY: Personal Garden Design

THEMES: Balance, Ornamentation, Architecture

PROCESS CONTINUED

Next, share with the students that Nep Sidhu explores the concept of balance in his artwork. Ask the students to consider this concept:

- What is balance? Consider balance in terms of weight, design, life, etc.
- How can balance be reflected in a design?
- Is balance reflected in Nep Sidhu's garden design? If so, how?

Have students design a shape that is symmetrical and that represents the concept of balance. Explain to the students that they will create their own symmetrical garden design that reflects the concept of balance. They will incorporate their original shape into the garden design. They will draw their garden from a bird's-eye view, similar to the perspective in Nep Sidhu's artwork. Ask the students to include following elements within their garden designs:

- Fountains
- Tiles
- Pathways
- Garden beds
- Trees
- Shrubs
- Pools

Have the students draw their garden designs in pencil on an 8.5"x11" sheet of white construction paper. They can then add plants and colour to their garden using pencil crayon.

Ask them to consider the following questions:

- How will you incorporate your original shape into your garden?
- How will you reflect the concept of balance in your garden using shape, line, and pattern?
- How will you reflect the concept of balance in your garden using colour?

When finished ask the students to give their garden designs a title.

CROSS-CURRICULAR LINK

For students who are learning about perimeter and area, ask them to calculate the perimeter and area of the various sections of their garden.

CONCLUSION

Display the finished garden designs as a collection on a bulletin board. Give the students time to observe each other's work. What similarities do they notice amongst the garden designs? What differences do they notice? Ask the students to choose one other person's artwork and to imagine that they can shrink down and enter the garden. How do they feel inside that place?



Nep Sidhu, *Affirmation as it was told by she* (2014), mixed textile, paint, detail, Photo by Mark Woods (courtesy of the Frye Art Museum, Seattle).

CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop, or self-guided tour in conjunction with the exhibitions supports Big Ideas and Learning Standards in the British Columbia Arts Education Curriculum for grades K-7. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curricular areas.

K-7 ARTS EDUCATION CURRICULAR COMPETENCIES

KINDERGARTEN - GRADE 2

- Explore elements, processes, materials, movements, technologies, and techniques of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore artistic expressions of themselves and community through creative processes
- Observe and share how artists use processes, materials, movements, technologies, tools, and techniques
- Reflect on creative processes and make connections to other experiences
- Express feelings, ideas, stories, observations, and experiences through the arts
- Describe and respond to works of art
- Experience, document, perform, and share creative works in a variety of ways
- Express feelings, ideas, and experiences in creative ways
- Experience, document, perform, and share creative works in a variety of ways

GRADES 3 - 4

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore identity, place, culture, and belonging through arts experiences
- Reflect on creative processes and make connections to personal experiences
- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Observe, listen, describe, inquire, and predict how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Express feelings, ideas, and experiences through the arts
- Describe and respond to works of art and explore artists' intent

GRADE 5 - 7

- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Observe, listen, describe, inquire, and predict how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Express feelings, ideas, and experiences through the arts
- Describe and respond to works of art and explore artists' intent

CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop, or self-guided tour in conjunction with the exhibitions supports Big Ideas and Learning Standards in the British Columbia Arts Education Curriculum for grades K-7. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curricular areas.

K-7 ENGLISH LANGUAGE ARTS CURRICULAR COMPETENCIES

KINDERGARTEN - GRADE 3

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Plan and create a variety of communication forms for different purposes and audiences

GRADES 4-7

- Exchange ideas and perspectives to build shared understanding
- Identify how differences in context, perspectives, and voice influence meaning in texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts

CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop, or self-guided tour in conjunction with the exhibitions supports Big Ideas and Learning Standards in the British Columbia Arts Education Curriculum for grades K-7. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curricular areas.

K-7 ARTS MATHEMATICS CURRICULAR COMPETENCIES

KINDERGARTEN - GRADE 3

- Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations
- Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)
- Plan and create a variety of communication forms for different purposes and audiences

GRADES 4-7

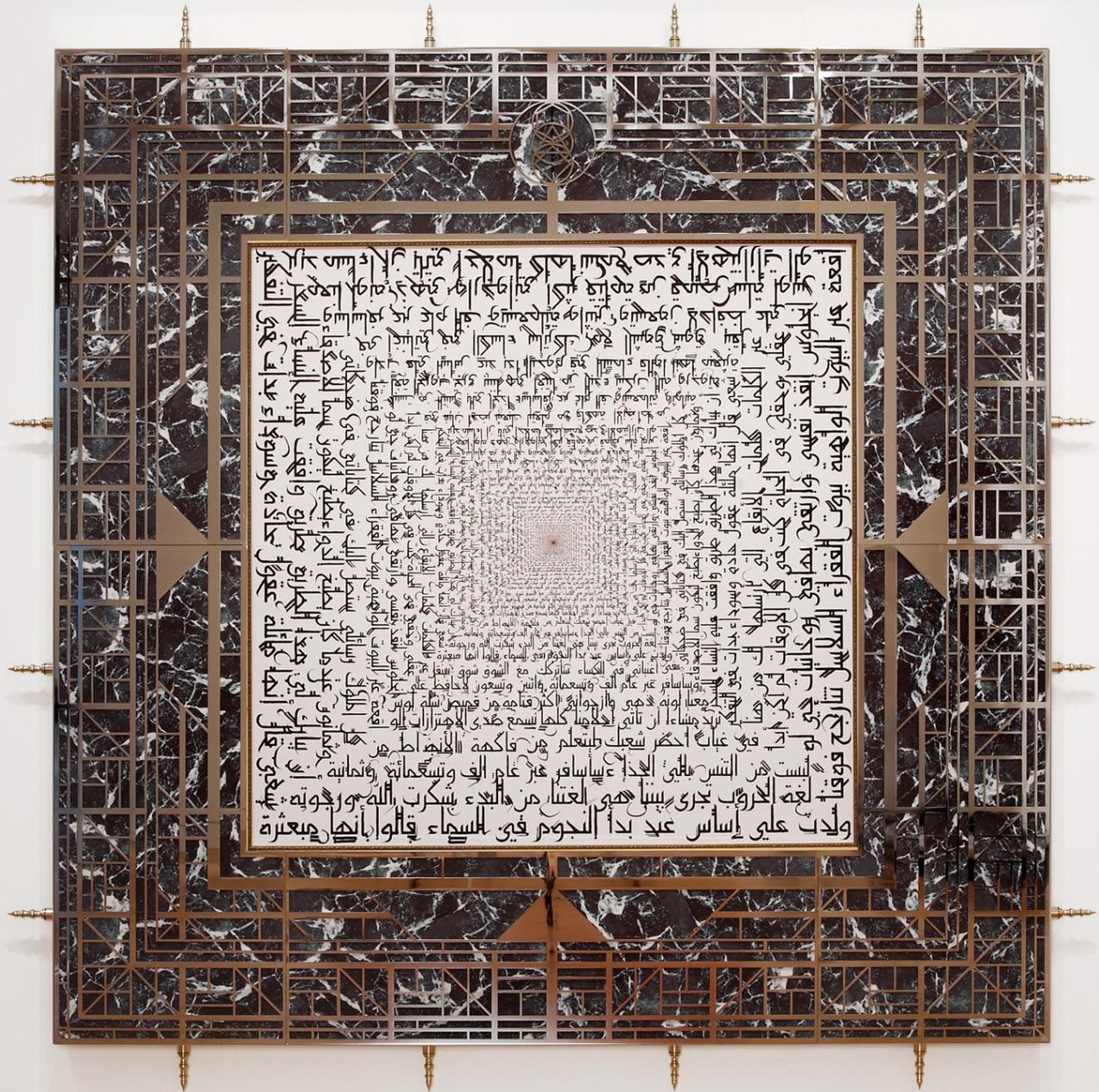
- Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations
- Estimate reasonably
- Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)
- Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community

NEP SIDHU

- <http://www.nepsidhu.com/>
- <http://www.wonderingsound.com/feature/black-constellation-nep-sidhu-interview/>
- <http://www.cbc.ca/beta/arts/the-world-of-nep-sidhu-where-afro-futurism-combines-with-punjabi-tradition-1.3182910>

RELATED RESOURCES

- Nicholas Galanin: <http://galan.in/>
- Malcolm X Biography: <http://www.biography.com/people/malcolm-x-9396195>
- Nation of Islam: https://en.wikipedia.org/wiki/Nation_of_Islam
- Sikhism (The Five Ks): <http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml>
- Black Constellation: <http://pitchfork.com/features/article/9530-event-horizon-black-constellations-revolutionary-now/>
- Black Constellation Video: Sparkles: <https://vimeo.com/63987075>
- Afrofuturism: <https://en.wikipedia.org/wiki/Afrofuturism>
- Khalsa: <https://en.wikipedia.org/wiki/Khalsa>

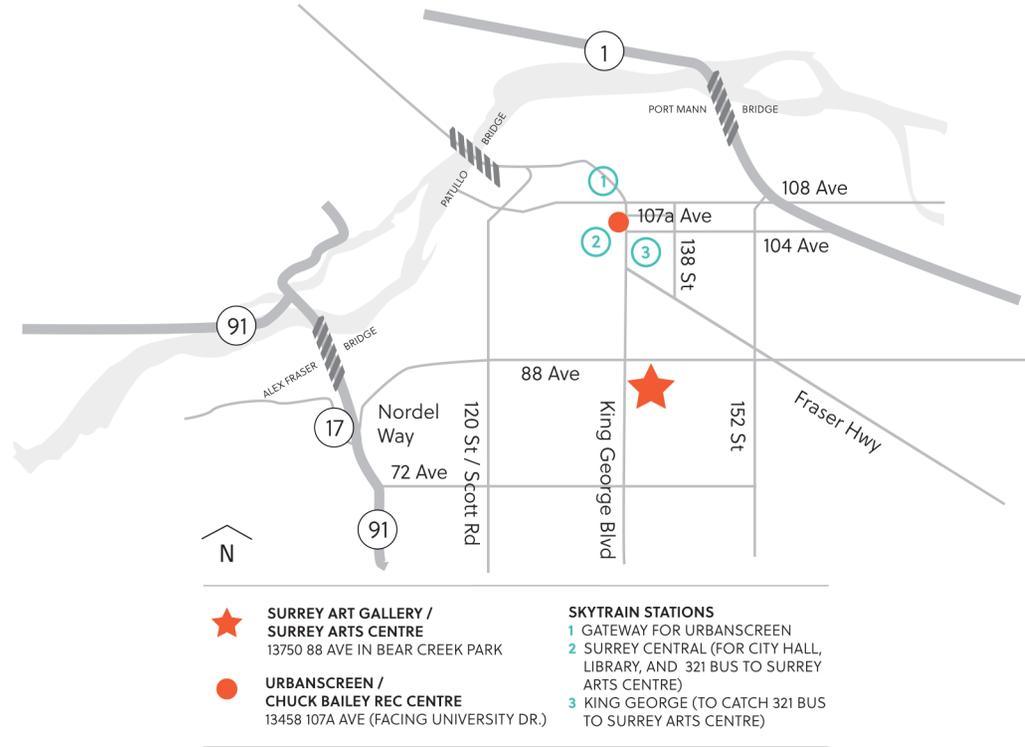


Nep Sidhu, *Confirmation A* (2013-present), ink on paper, brass, sheet veneer marble, Photo by Mark Woods (courtesy of the Frye Art Museum, Seattle).



Nep Sidhu,
Affirmation as it was told by she
(2014), mixed
textile, paint,
Photo by Mark
Woods (courtesy
of the Frye Art
Museum, Seattle).

INFORMATION / MAP



- 40 minute drive from downtown Vancouver
- 2 km walk from King George Station
- Take the Skytrain to Surrey Central Station and catch Bus #321 or #96 B-line and get off on King George Hwy at 88 Ave
- Free parking

★ SURREY ART GALLERY / SURREY ARTS CENTRE
13750 88 AVE IN BEAR CREEK PARK

● URBANSCREEN / CHUCK BAILEY REC CENTRE
13458 107A AVE (FACING UNIVERSITY DR.)

SKYTRAIN STATIONS

- 1 GATEWAY FOR URBANSCREEN
- 2 SURREY CENTRAL (FOR CITY HALL, LIBRARY, AND 321 BUS TO SURREY ARTS CENTRE)
- 3 KING GEORGE (TO CATCH 321 BUS TO SURREY ARTS CENTRE)

SURREY ART GALLERY

13750 – 88th Avenue
Surrey, BC V3W 3L1

604-501-5566
artgallery@surrey.ca
www.surrey.ca/artgallery

GALLERY HOURS

Tues, Wed, Thurs: 9am – 9pm
Fri: 9am – 5pm
Sat: 10am – 5pm
Sun: Noon – 5pm
Closed on Mondays & holidays

Admission by donation

SIGN UP FOR OUR E-NEWSLETTERS

To receive gallery exhibition and program updates, visit
www.surrey.ca/arts-signup