

General Certificate of Education
June 2004
Advanced Level Examination



ART AND DESIGN (THREE-DIMENSIONAL DESIGN) ARE7 Unit 7 Controlled Test

To be issued to candidates up to four weeks prior to the start of the examination.
The examination may be conducted any time between 1 March and 31 May 2004.
All teacher-assessed marks to be returned to AQA by 31 May 2004.

In addition to this paper you will require:
appropriate art materials.

Time allowed: 15 hours

Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Answer **one** question.
- You will have four weeks to carry out preliminary studies. This should include visual work and, if appropriate, annotations or written work. Preliminary studies must show evidence of personal work relating to your chosen question. You may continue with further supporting studies until you have completed your examination work. Sketchbooks can be included.
- Practical responses to the work of other artists, designers and craftspeople must show development in a **personal** way.
- Your work during the 15 hour examination must be produced **unaided and under supervision**.

Information

- The maximum mark for this paper is 60.
- All questions carry equal marks.
- This paper assesses your understanding of the relationship between the different aspects of Art and Design (Three-Dimensional Design).
- There is no size restriction on work produced for this examination.
- You are allowed technical assistance with casting, kiln firing and all machine processes, including welding.
- The time required for the preparation of materials, the building of armatures, technical assistance and casting should **not** be counted as time allowed.
- You should make sure that any fragile, temporary or ceramic work is photographed, in case of accidents.

Advice

- You may discuss your ideas with your teacher before deciding on a starting point.
- You may include written annotations or an evaluation of your work.
- You may use any appropriate three-dimensional medium, method(s) and materials, unless the question states otherwise.

This paper will test your ability to:

- record observations, experiences, ideas, information and/or insights;
- analyse and evaluate sources, such as images, objects, artefacts and texts;
- develop ideas using appropriate materials and techniques, and analyse methods and outcomes;
- present a personal response, relating your work to that of other artists, designers or craftspeople.

The questions below should be seen as starting points for personal investigations in which you make reference to critical and contextual material with which you are familiar.

Answer **one** question.

1 *Different Levels*

Many designers for the stage, film, television, landscape and urban environment have used the principle of different levels connected by walkways and/or staircases to dramatic effect. Examples may be found in situations as varied as 18th century garden terraces, the fire escapes and balconies in a setting of ‘West Side Story’ and, the hi-tech scaffolding and platform constructions for ‘Top of the Pops’. Develop work in any appropriate three-dimensional materials based on different levels.

2 *Layering*

Many natural forms are constructed in layers. Manufactured structures can be made stronger by adding layers of reinforcement or by weaving together flexible materials. Consider artists such as David Mach and David Nash and, contemporary three-dimensional designers and craftspeople who have used materials such as clay, paper, fabric and veneer to create forms that are built up in layers. Develop functional or non-functional work which explores the concept of ‘layering’.

3 *Memorials, Plaques and Trophies*

Memorials, plaques and trophies are used to mark political events, natural disasters, major accidents, sporting achievements and award ceremonies. Investigate existing examples and develop a three-dimensional form that reflects the nature of the event that you have chosen to mark.

4 *Exhibition*

Films such as ‘Star Wars’ and ‘2001: A Space Odyssey’ offered exciting possibilities to three-dimensional designers, while Eduardo Paolozzi and Jacob Epstein have produced robotic and mechanistic sculptures. A science park intends to mount an exhibition for young children of space-age artefacts, both genuine and imagined. Explore appropriate sources and design a three-dimensional feature in any suitable material to welcome visitors to the exhibition. You should include a visualisation of your idea within its setting.

5 *Japanese Design*

The discipline, order and style of traditional Japanese art forms have influenced a number of designers such as Charles Rennie Mackintosh and Bernard Leach. More recently, Japanese designers have established a reputation for innovation and quality in a wide range of consumer products. Research examples and develop three-dimensional work which is inspired in some way by 'Japanese Design'.

6 *Kinetic Sculpture*

Jean Tinguely, Alexander Calder and Naum Gabo are artists who have explored movement and sound in their three-dimensional work. The effects of water and wind often contribute to this type of work. Design and make, in model form, a kinetic structure suitable for a location of your choice. You should include a visualisation of your work within its setting.

7 *Proportion*

Issues of proportion and the division of space have continued to intrigue artists, designers and architects since classical times. The Greeks explored natural and mathematical orders while designers and craftspeople of the Bauhaus pursued a simplicity of form that relied heavily on arrangements of shapes in space. Consider how these issues have been explored and develop your own work in any appropriate three-dimensional medium.

8 *Fusion*

Designers such as Carl Fabergé and Wahei Ikezawa, and the sculptor Brancusi have explored the concept of bonding two or more materials together in their work. Research appropriate examples and produce your own designs in media of your choice.

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE