



General Certificate of Education
Advanced Level Examination
June 2010

Art and Design (Fine Art)

ARTB4

Unit 4 Externally Set Assignment

To be issued to candidates on 1 February 2010 or as soon as possible after that date.
All teacher-assessed marks to be returned to AQA by 31 May 2010.

For this paper you must have:

- 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 must show evidence of personal work relating to your chosen question.
- You must show evidence of research and of investigating and developing ideas. This should include visual work and, if appropriate, annotations or written work. Sketchbooks, workbooks and/or journals may be included.
- Practical responses to the work of other artists, designers and craftspeople must show development in a **personal** way.
- The work submitted for this unit must be produced **unaided**.
- You must **not** produce work for this unit after the 15 hours of supervised time.

Information

- The maximum mark for this paper is 80.
- All questions carry equal marks.
- This paper assesses your understanding of the relationship between the different aspects of Art and Design (Fine Art).
- There is no size restriction on work produced for this paper.
- 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 your starting point.
- You may use any appropriate fine art media, method(s) and materials, unless the question states otherwise.

This paper will test your ability to:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as your work develops
- record in visual and/or other forms, ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on your work and progress
- present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

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

Choose **one** of the following questions.

1 *The Urban Environment*

The urban environment has provided a rich source of material for artists such as Charles Sheeler, Paul Strand and the Boyle Family. Their work focused on aspects of light, structure, shape and texture. Develop your own response, making reference to appropriate work by others.

2 *Caricature*

Philip Guston, Romare Bearden and Stuart Pearson Wright have created images that are strongly influenced by caricature. Their images often have a political and/or a social dimension. Consider examples and develop work based on a theme of your choice in which caricature plays an important role in your representation of the human figure.

3 *Contrasting Surface Qualities*

The contrasting qualities of different surfaces can be seen in a range of work. You might like to look at 17th century Dutch still-life paintings, the sculptures of Barbara Hepworth and the paintings of Fiona Rae and Peter Doig. Look at examples and produce work in which contrasting surface qualities are a significant feature.

4 *Identity*

Frida Kahlo explored the nature of identity, in her work, by changing her appearance and surroundings. Artists such as Francis Bacon and Lucian Freud have explored the nature of identity through portrait studies that go beyond superficial appearance. Consider appropriate work and develop your own response.

5 *Islamic Art and Architecture*

The art and architecture of the Islamic world can provide a rich source of study for artists. Decoration, symmetry and harmony are essential features. Look at appropriate examples and develop a personal response to this theme based on your research.

6 *Performance*

Degas and Toulouse-Lautrec responded in different ways to the contrasting qualities of light, tone and colour observed in performances. A number of contemporary artists have used performance to express their ideas, often using video to record their work. Develop a personal response to this theme, making reference to the work of others.

7 *Colour in a High Key*

Artists such as Erich Heckel, Sonia Delaunay and Frank Stella have exploited the expressive potential of using colour in a high key. Research appropriate examples and produce two- or three-dimensional work in which colour in a high key plays a significant role.

8 *The Human Condition*

Artists such as Goya, Munch and Zadkine have produced work that reveals aspects of the human condition in often challenging ways. Their different responses go beyond the superficial when dealing with political and social issues. Look at examples and explore this idea in your own way.

END OF QUESTIONS

There are no questions printed on this page