

General Certificate of Secondary Education
June 2004



**ART AND DESIGN (TEXTILES)
Controlled Test**

3204/T

To be issued to candidates four weeks prior to the examination

All teacher-assessed marks to be returned to AQA by 31 May

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

Time allowed: 10 hours

Preparatory period: 4 weeks

Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Answer **one** question.
- You have a four week preparatory period to research, investigate and develop your ideas. Your work during this period could be in sketchbooks, journals, design sheets, studies or any other appropriate form of preparation.
- You are allowed ten hours to produce your final piece or pieces.
- The work submitted for this examination must be your own unaided work.
- You must hand in your final piece(s) and the preparatory work at the end of the examination.

Information

- Your work will be marked out of 60.
- All your work, including the work done during the preparatory period, will be marked.

Advice

- You should discuss your ideas with your teacher before deciding on your starting point.
- You should make sure that any materials or equipment which you might need are available before you start your ten hours of supervised work.
- You may take all your preparatory work into the examination sessions.
- You should look at examples of the work of other artists, craftspeople and/or designers as part of your research.
- You may work on further supporting studies until you have completed your final piece(s).
- You may use any appropriate textile medium, method(s) and materials, unless the question states otherwise.

Your work will be marked according to how well you have shown evidence of:

- recording observations, experiences and ideas in forms that are appropriate to your intentions;
- analysing and evaluating images, objects and artefacts, showing understanding of context;
- developing and exploring ideas, using media, processes and resources, reviewing, modifying and refining your work as it progresses;
- presenting a personal response, realising your intentions and making informed connections with the work of others.

Choose **one** of the following starting points.

1 *Landscape*

Landscape paintings by artists such as Dufy, Sisley, Pissarro, van Gogh, Cézanne, Klimt and Turner often suggest tactile qualities similar to the effects achieved through dyeing, weaving, stitching or appliqué.

Research suitable examples of landscape painting and make studies of a familiar landscape. Explore how you could translate the various surfaces using textile skills and produce a panel which captures the tactile qualities of the scene.

2 *Collars and Cuffs*

Stylised images of stems, leaves or insects were often worked into the structure of traditional lace collars and cuffs of the seventeenth and eighteenth centuries.

From your observations of butterflies, insects, leaves or petals create a textile piece to adorn the neck or wrist.

3 *Stitched Fabrics*

The *kantha*, *ralli* and *bagh* are all examples of richly decorated Asian fabrics which are embellished using intense stitchwork. Running, chain or satin stitch are often used to outline or infill motifs of animals, flowers or good luck symbols.

Investigate appropriate images and show how your ideas could be developed through intense machine or hand stitching. Produce **one** of the following to illustrate your findings:

- (a) a cushion;
- (b) a scarf;
- (c) a bag.

4 *Mixed Media*

Fashion designers such as Gianni Versace, Vivienne Westwood and Alexander McQueen have captured a sense of extravagance in their work.

Make studies from sources such as coins, beads, wrapped sweets or festive decorations. Use your studies and a range of media and materials to make a waistcoat section, bodice panel or appropriate clothing piece which is extravagant in technique and decorative in style.

5 *Unusual Hats*

Philip Treacy produces hats which are diverse in theme and unusual in construction. For example, he created a Spanish galleon hat from feather skeletons and thread, another was inspired by a castle.

Research appropriate examples, develop your own ideas and construct an unusual hat based on **one** of the following:

- (a) buildings;
- (b) birds;
- (c) transport.

6 *Cubism*

Guitars, violins, glasses and bottles feature in the Cubist works of Braque and Picasso.

Make studies of musical instruments and other still-life objects. Use your images to make an appropriate textile piece or printed fabric which reflects the Cubist style.

7 *Differences*

Look at the suggestions below based on the starting point *Differences*. You may use one of these suggestions or you could develop your own interpretation.

- (a) The patchwork quilt is one example of a functional textile which uses different fabrics. You might explore suitable sources, regular structures and diverse fabrics and make a patchwork item which highlights the idea of *Differences*.
- (b) You could look at artefacts from different cultures and design a costume piece which captures the difference between two cultural styles.
- (c) You might make studies from your locality, either at different times of the day or in different weather conditions. From your studies you could develop and produce work which illustrates the contrast you have observed.

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE