

General Certificate of Secondary Education
June 2008



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

3202/T

To be issued to candidates four weeks prior to the examination

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

For this paper you must have:

- 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 fine art 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 *Portraits*

Artists have often made portraits that use visual clues to help the viewer to understand more about the person. Look at examples such as *The Arnolfini Portrait* by van Eyck, *Dorothy Mary Crowfoot Hodgkin* by Maggi Hambling, *The Ambassadors* by Holbein or *Las Meninas* by Velasquez.

From your studies of such examples make your own portrait of someone you know well, using your own visual clues.

2 *Impressionism*

Impressionists such as Degas, Manet and Pissarro were fascinated by glimpses of everyday life and captured these in their paintings.

Research appropriate examples and produce work in any media based on your views of modern life.

3 *Everyday Objects*

Artists have responded to everyday objects in different ways. Examples can be seen in Dutch still-life paintings, Cubist collages and Pop art sculptures. Actual objects are often used in contemporary assemblages and installations.

Explore some of the different ways that objects have been used in works of art and develop your own response in any media.

4 *Japan*

Bright colours, surface textures and dramatic compositions are key features of the art of Japan. Examples can be seen in masks for *No* dramas and religious rituals, as well as in woodblock prints by artists such as Hiroshige and Hokusai.

Look at appropriate examples and produce **one** of the following:

- (a) a mask for a drama or ritual
- (b) a print based on a local landscape
- (c) a sequence of pictures on a theme of your choice.

5 *Lens-based Media*

Artists such as Richard Billingham, Jeremy Deller, William Kentridge and Jeff Wall have made use of film, video or photography to explore issues of personal concern.

Investigate the ways in which artists have used lens-based media to explore and respond to these issues. Use any appropriate media to develop your own response to something about which you feel strongly.

6 *Decoration*

Artists such as Gaudí, Hundertwasser and Ruth Piper have emphasised decorative qualities in their work.

From your research into appropriate examples produce work that explores decoration in **one** of the following:

- (a) figures in an interior
- (b) town or cityscape
- (c) a group of objects.

7 Traditions

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

- (a) Many societies celebrate their beliefs or customs through festivals, dances and other ceremonies. You could research the traditional events of a particular country and develop work based on events where you live.
- (b) You might explore the traditional techniques and materials used by artists in some cultures as the basis for your work.
- (c) Hats and other forms of headgear are often worn as part of the traditions of a particular culture. You could research examples of different kinds of headgear and produce your own to be worn for a particular event.

END OF QUESTIONS