



Rewarding Learning

**General Certificate of Secondary Education
2013**

Art and Design

Unit 2:
Working to a Stimulus

[G9071]

DATE OF ISSUE TO CANDIDATES:

MONDAY 14 JANUARY, 2013



G9071

INSTRUCTIONS TO CANDIDATES

You will receive this paper on Monday 14 January, 2013. The final outcome for Unit 2 "WORKING TO A STIMULUS" must be completed by Friday 12 April, 2013.

Detailed instructions for the externally set "WORKING TO A STIMULUS" are given on page 2 of this paper.

Study them carefully before you start your work.

The Theme and Stimuli can be found on pages 3 to 9.



WORKING TO A STIMULUS

INSTRUCTIONS TO THE CANDIDATE

For Unit 2, which is an externally set paper, you are required to respond to the theme and produce work which meets the four assessment objectives. You are also required to present your work for marking and moderation.

You may produce fine art or design work in two and/or three dimensions in your preparatory work which supports your intended final outcome. A minimum of 15 hours should be spent producing preparatory work. You must complete your final outcome within a set period of 10 hours, so the media, materials, techniques and processes you work in should be chosen carefully.

The time period which you are allowed to produce investigation/research work and develop ideas is January to March. Your teacher will give you exact instructions for the completion and submission of your preparatory work.

The time period allowed to complete the final outcome is a 10 hour period set between **MONDAY 11 MARCH 2013 – FRIDAY 12 APRIL 2013**

Your teacher will give you exact instructions for the arrangements made for your 10 hour period during the above dates.

ALL THE WORK PRESENTED FOR THIS EXAMINATION MUST BE YOUR OWN WORK

The following are the four Assessment Objectives which your work must meet.

Assessment objectives		% weighting
AO1	Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding	25
AO2	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	25
AO3	Record ideas, observations and insights relevant to their intentions in visual and/or other forms	25
AO4	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements	25

These four assessment objectives are interrelated.

There is one theme for Unit 2 – Working to a Stimulus

What makes me who I am?

No other person is exactly the same as me. I am a very special person, one of a kind, who is different from everyone else. There will never be another me. I am an individual, a person with an identity all of my own.

Have you ever thought about what makes you who you are? Is it just about the way you look or what you wear which makes you, “You”? Perhaps being you has something to do with where you live or what school you go to. Maybe you are special because of your family and your friendships, your lifestyle, interests and talents or your hopes and dreams.

As you grow older you change. Who you were in the past is not the same as who you are now or who you will be in the future but you will still be, “You”.

Think about what makes you who you are, what has created your own identity and made you so unique.

The ideas suggested on the following pages are presented in 3 sections. This is to help you respond in a personal way.

THESE ARE NOT INTENDED TO BE QUESTIONS.

Choose to work from one of the suggestions in any of the sections, or use one of your own ideas in response to the theme “What makes me who I am?”

Work in any medium or combination of media. You should make references and connections to relevant artists, designers or craft workers who have influenced your work. Some suggestions are included at the end of each section.

Section 1

Who am I?

Many things make you the person you are: your looks and personality, your likes and dislikes and all your feelings and emotions. Think of how your moods change. What puts a smile on your face or makes you frown, laugh out loud, tingle all over or feel shivers down your spine?

**joker, bubbly, serious, fun-loving
happy-go-lucky or head-in-the-clouds
dance and music mad, sporty
internet surfer or pet lover
afraid of your own shadow
loves surprises or superstitious
quiet as a mouse, live wire
whizz kid or bright spark
happiness, sadness
fear, excitement or anger**

Memories from the past, your interests, hobbies and activities as well as your ambitions, dreams and hopes all play a part in making you who you were, who you are and who you will become.

**childhood keepsakes, souvenirs and photographs
favourite toys, gifts and books
prized possessions, medals, team badges
certificates and trophies
talents, skills and abilities
career plans, fantasies, desires and future dreams**

Being a part of other people's lives and living in a place gives you a feeling of belonging. It helps create a sense of who you are. Think of what you are like with your friends and family, where you go and what you do.

**home and family
city, town or village
school life, classmates
friends and relationships
clubs and teams
experiences, events, outings
holidays and celebrations**

What ideas do you have?

Here are some suggestions:

- **Think about how you enjoy yourself with your friends. What do you do? You could create a photographic montage or digital diary of these moments in your life.**
- **You could produce an imaginative outcome to describe how personal memories, images and possessions are part of your life.**
- **“Work, rest and play”. Perhaps you could create a 2 dimensional or 3 dimensional piece which describes how you spend your time.**

Here are some references you may find helpful:

“Face of Mae West”, Salvador Dali

“La Belle Epoque 11”, Terry Bradley

“Self Portrait with Bandaged Ear”, Vincent Van Gogh

“10 Marilyns”, Andy Warhol

“Robert Littman Floating In a Pool”, David Hockney

“Gymnast”, Janos Lukacs

“Soccer”, Michael Harrison

“The Red Shoes”, Deborah Bays

“Prom Dress, March 19, 1949”, Norman Rockwell

“Scream”, Alison Hoffman www.artistrising.com

“Crowded Faces”, Lilia Mazurkevich www.liliamazurkevich.com

“What dreams may come”, Helene Kippert www.helenekippert.com

“The Two Fridas”, Frida Kahlo

Ceramics: “Two Children Born on the Same Day”, Grayson Perry

Photography: www.thisisventure.co.uk

“Portrait of Teen Girl with Dog”, Lonnie Duka

Venetian Masks: Liberty Musica Mask; Satiro Baroque Mask

Section 2

You are what you buy, what you eat, what you wear

The objects you decide to buy, what you choose to eat and the clothes you like to wear say a lot about the person you are. The choices you make are part of your lifestyle. Your choices create your image and style and make others see you as you are.

unusual, cool, trendy or stylish
making a fashion statement
dressing up or dressing down
chips with everything, snack food
fast food or healthy eater
iPods, video games, mobile phones
books, magazines and concert tickets
footwear, make-up
hats and scarves
tee shirts, skinny jeans and sports gear

Your possessions and the objects you desire describe how you like to live. They are what make you feel comfortable and enjoy what you do. The things you buy become part of the person you are.

killer heels, false eyelashes
designer labels
beach bag, swimsuit and sunglasses
running shoes, ipod and woolly hat
football strip, match tickets and club scarf
football crazy, sun worshipper
fitness fanatic, great outdoors adventurer
shopaholic, rock star
party animal or bookworm

What ideas do you have?

Here are some suggestions:

- **Perhaps you could design or make a room interior, create a product for yourself or produce a fashion item which says everything about your style and who you are.**
- **You could create a sculptural piece or drawings and colour studies of the foods you like to eat.**
- **You may want to visually record your favourite shops or the places you enjoy relaxing in, having fun in or eating in.**

Here are some references you may find helpful:

“Nighthawks”, Edward Hopper

“Ice Skating Rink with Skaters”, Ernst Ludwig Kirchner

“Popcorn”, Linda Apple

“Giant Hamburger”, Claes Oldenburg

“Egg Sculpture”, Jeff Koons

Interior Design: www.mydeco.com/design

www.look4design.co.uk

Photography: “Active Lifestyles”, “Action and Sports”, Timothy Armes

www.timothyarmes.com

Product Design: www.j.me.co.uk

Graphic Design: www.freakingnews.com

Body Art: forum.xcitefun.net/body-painting-ancient-art-modern-bodies.1251.html

Product Design: recycledbydesign.com:

www.goethe.de:

“Play Station Chair”, 2000, Jerszey Seymour

“Stellar Lighting Range”, Kal Chottai

Fashion Design: Vivienne Westwood; www.viviennewestwood.co.uk

Nicholas Kirkwood; www.nicholaskirkwood.com

Alexander McQueen; www.alexandermcqueen.com

Stella McCartney; www.stellamccartney.com:

Shoe Design: United Nude; www.unitednude.com

Hat Designers: Steve Harrison; www.stevharrison.com.au

Stephen Jones; www.stephenjonesmillinery.com

Section 3

My community and society

The rich culture of the past is part of the community you live in. This connects you to the traditions, customs and celebrations of your family and community.

fairs and markets
bunting and bands
fireworks, costumes and masks
music, song and dance
legends, myths, folklore and story-telling
warriors, giants and fairy people
magic, spells, poets and saints
festivals and holidays
sporting heroes and home grown talent

Some traditional food and drink are still part of family and community life.

porridge and potatoes
candy apples, dulce and yellow man
lemonade and buttermilk
soda bread and baps
apple tarts, fruit loaves and tea breads
stew, cabbage and bacon

The landscape and the built environment are part of your life.

mountains, forests and glens
rivers, lakes and streams
beaches, bog land, orchards and farmland
stone walls and hedgerows
monuments and statues
docks and harbours
mill and market towns
fishing villages and cities

You learn to live, work and play in a society with people from a variety of cultures and beliefs. Different food, celebrations and clothing become part of what you see, what you eat and what you know and understand.

local, multicultural and international
people, neighbours and communities
saris, kilts and kimonos
colour, pattern and style
doughnuts, muffins, bagels and pitta breads
pizza, curry, fajita and stir fry
Chinese New Year, Bollywood and Burn's Night

What ideas do you have?

Here are some suggestions:

- **You could create a textile piece, photographic work, a sculpture or a painting based on the food, style, colour, pattern and art of people from different cultures.**
- **For the tourist industry you could design postcards, textile prints, ceramic ware, jewellery or create sculptural forms based on the area you live in.**
- **Based on the myths, legends, folklore, customs and traditions in your culture, maybe you could design a book illustration or create a painting, drawing, digital imagery or a print.**

Here are some references you may find helpful:

“The Potato Digger”, Paul Henry

“Woman in Blast”, F.E. Mc William

“Archangel, Best”, Paul Wilson

“The Belfast Docks”, JB Vallely

“The Ascent of Ethiopia”, Lois Mailou Jones

“Dysfunctional Family”, Yinka Shonibare

Sculpture: “Danu agus Brigid”, Thormod Morrisson

“Druid”, Perryn Butler

Stamp Design: “Rock Legends: U2”, D5 Design

“Battle of the Somme”, Ger Garland

Poster Design: “The Giants Causeway”, Liam Blake

“The Graphic Imperative”, www.thegraphicimperative.org

Product Design: Jigsaw: “Courting Peacocks”, Rachel Arbuckle

John Rocha; www.johnrocha.ie

Photography: “A Welcome Shower”, Healy Racing Photographers

Illustration: “Warrior”, William O’Connor

“The Book of Conquests”, Jim Fitzpatrick

Stained Glass Artist: “The Eve of Saint Agnes”, Harry Clarke

Ceramics: Maura Smyth, www.maurasmyth.com

www.craftanddesigncollective.com

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