



## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### ART AND DESIGN

OCR Set Task

# A120–A127

#### SET TASK

This paper is to be given to candidates on or after the 1 January.

Teachers are allowed access to this paper under secure conditions

Time given to candidates for preparatory work can be determined by centres.

The marks must be submitted by the deadline of 15 May.

**JUNE 2010**

Duration: 10 hours



#### INSTRUCTIONS TO TEACHERS

- Art teachers are allowed brief access to the Assessment Material before it is released to candidates to ensure adequate resources are available. This must be done in the presence of the Examination Officer.
- The 10 hours supervised set task can be then scheduled at any time provided that at least one session is at least three hours in duration.

#### INSTRUCTIONS TO CANDIDATES

- If you are taking Art and Design (A120), you must show evidence from at least two areas of study combined in your preparatory work; your outcome(s) may focus on just one of your chosen areas of study. You **must** choose a starting point from Section 1 or 2.
- If you are taking Art and Design A120, Fine Art A121, Graphic Communication A122, Photography – Lens- and Light-based Media A123, Textile Design A124, or Three-dimensional Design A125, your work must be appropriate to the endorsement you are entered for. You **must** choose a starting point from Section 1 or 2.
- If you are taking Critical and Contextual Studies (A126) you **must** choose a question from Section 3.
- If you are taking Applied (A127) you **may** produce work in 2D and 3D; this can be as part of your preparatory work or as part of your outcome(s). You **must** choose a brief from Section 4.

#### INFORMATION FOR CANDIDATES

- Your preparatory work and outcome(s) will be marked out of a total of 100 marks.
- You have time before the 10 hour examination to plan and prepare your work. You will be given a time for your preparatory work. The work done during this period should be with you when the 10 hours of supervised time begins.
- During the 10 hours of supervised time you are required to demonstrate your ability to develop your work into a composition or design, and produce your outcome(s) that relate(s) to your preparatory work and brings it to a successful conclusion.
- This document consists of 12 pages. Any blank pages are indicated.

## Guidance for Candidates

You are required to select a starting point, question or brief from the relevant section of this paper. You will then have 10 hours of supervised time in which to produce and present your outcome(s).

At the end of your 10 hours, once your preparatory work is complete you must hand this to your teacher, before the 10 hour supervised period.

This preparatory work can be used during the ten hour supervised period.

However no access will be given in between the period or after the 10 hour supervised task.

The starting points are arranged into four sections:

- Section 1: Written starting points
- Section 2: Visual starting points
- Section 3: Critical and Contextual Studies
- Section 4: Applied

You must demonstrate in both your preparatory work and your outcome(s) that you have:

- recorded your experiences and observations
- researched and explored your ideas
- used suitable materials and techniques
- shown connections between your work and that of other artists, designers or craftspeople
- selected your preparatory studies and developed them into your realised outcome(s).

When communicating in writing you are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that your meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing.

Methods of working could include as appropriate:

- working from direct observation and experience
- exploring the qualities of materials, processes and techniques
- developing a theme in a personal or imaginative way
- relating to the work of artists, designers or craftspeople
- identifying and responding to a set brief or problem and offering possible solutions or lines of enquiry.

Candidates will be assessed on their ability to do the following:

- AO1** develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding **[25 marks]**
- AO2** refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes **[25 marks]**
- AO3** record ideas, observations and insights relevant to intentions in visual and/or other forms **[25 marks]**
- 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 marks]**

## Section 1: Starting Points

### 1 Puppets

Punch and Judy, shadow puppets, glove puppets, rod puppets, ventriloquist's dummy, articulated doll, puppet show, puppeteer, manikins...

### 2 Equine

Horses, riding equipment, equestrian, riders and jockeys, gymkhana events, horse racing, stables, grooming, colts and foals...

### 3 Timepiece

Wristwatch, grandfather clock, alarm clock, sundials, egg timers, calendar, clock tower, clockwork, pendulum...

### 4 Exotic or tropical fruits

Unusual shapes or colours, textured or smooth, patterns and seed formations, starfruit, pineapples, kiwi fruit, figs, avocados, fruit cocktails, fruit juice, smoothies...

### 5 Beach activities

Beachcombing, beach ball, bucket and spade, sandcastles, volleyball, windsurfing, kite flying, collecting shells, sunbathing, swimming, fishing...

### 6 Identity

Self-portrait, team member, world citizen, country of origin, social or spiritual identity, celebrity, character, DNA, eccentricity, imposter, personality, identity card...

### 7 Structure of bones

Skeletons, joints, framework, rib cage, skulls, inter-locking bones, teeth and tusks, spine, jaw, hands and feet, fractures and breaks...

### 8 Environmental issues

Waste, dumping, pollution, emissions, recycling, global warming, sustainable energy, refuse collection, green, ecosystems, endangered species...

## Section 2: Visual Starting Points

Candidates can choose to respond to either the theme, the statements, the images, or a combination of these.

### 9 Self-portrait

Many artists such as the examples shown below ... have portrayed themselves in a variety of interesting or unusual ways.



Image A



Image B



Image C



Image D



Image E



Image F



## 10 Bridges

Bridges, archways and aqueducts have been a popular source of inspiration for artists.

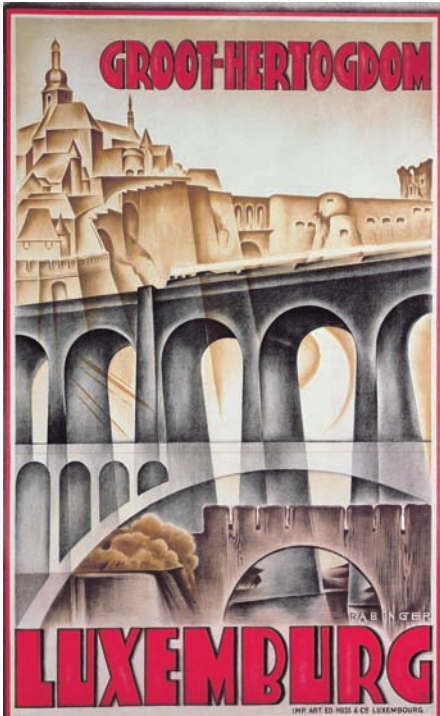


Image G



Image H



Image I



Image J

**Section 3: Critical and contextual**

A response should be made to **one** of the three questions set out in this section.

Your response to any of the questions in this section **must** contain your own 2D or 3D work (this may be specified for particular questions) along with some written analysis or supporting text.

- 1** Futurist sculpture and painting attempted to portray ideas of movement and modern life. From your research develop **one of the following outcomes**:

**Either:** Compare at least two artists who show different ways of explaining these ideas.

**Or:** Plan an exhibition of six selected works that show movement as the main theme.

- 2** People eating and meal times have been a continuing theme for artists such as Caravaggio, Van Gogh, Burra, Picasso, Bonnard and De Hooch. From your research develop **one of the following outcomes**:

**Either:** Make a series of 2D studies that compares the style or approach of two artists.

**Or:** Produce either a series of prints or a 3D piece or painted details that explore the theme.



3 Some artists distort the human form to emphasise feelings and emotional states such as pain or fear. Using the following four images as a starting point develop the theme in **one** of the following ways:

- an assembled, collaged or mixed media piece of work.
- a small illustrated booklet.
- a guide to an exhibition showing how three artists show emotional states.



Image K



Image L



Image M



Image N



## Section 4: Applied

A local authority has decided to celebrate the history and impact of transport on the community.

The primary aim of the scheme is to sponsor artists, designers and craftspeople to produce work that will be located in an appropriate situation, using material and processes in keeping with the theme and potential outcomes.

The brief also requires the artist to propose a suitable location, such as, train stations, airports, ferry terminals, road traffic islands, tram or bus stations, bicycle tracks and canals.

The local authority will look for the following qualities in the proposed artworks

- location and scale.
- materials used in construction or making
- links to the chosen method of transport
- creative responses to the theme

The following photographs are provided to illustrate existing artwork that has been produced in response to similar briefs.



Image O



Image P



Image Q



Image R



Image S



Image T

The local authority are offering commissions for art and craft work as well as inviting designers to submit designs for the following briefs:

- 1 Explore, develop and produce designs for a mixed media artwork to be displayed in the concourse of a railway station. The design should be based on the history, engineering and power of railway engines. The final piece should fit onto a wall 5 m. x 5 m. Materials should not protrude more than 200 mm. from the surface. You are required to produce scaled artwork that explores the theme using appropriate materials.
- 2 Explore, develop and produce designs for a 3D artwork to be displayed in the immediate vicinity of an airport terminal building that explores the idea of flight. It must fit into a 10 m. x 10 m. space.
- 3 Explore, develop and produce designs in two or three dimensions for a mural to be situated in a ferry building. The work should respond to the shape and structure of sea-going vessels. You should produce client design proposals in two or three dimensions.
- 4 Explore, develop and produce designs for a set of four stamps that commemorate the history of cycling. The designs, which can take the form of prints, should explore imagery of bicycles and cyclists. You are required to produce designs for all three stamps and one scaled artwork in an appropriate medium.
- 5 Explore, develop and produce designs for a three dimensional work of art which reflects the role of motor vehicles in the movement of people and goods today. This is to be sited in the centre of a traffic roundabout. You should produce design proposals that include examples of finished artwork and a scale model.
- 6 Explore, develop and produce designs for an illustrated brochure promoting a commemorative public work of art that derives its inspiration from your selected mode(s) of transport. The artwork is to be located within your local community and the brochure must include a site map. You should produce design proposals that include examples of finished artwork.

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