

EXPRESSIVE ARTS
Controlled Test Paper

3261/T

To be issued to candidates on or after 1 January 2005

<p>In addition to this paper you will require: a Controlled Test Evaluation Booklet.</p>

Time allowed: Investigation Period
Controlled Test (up to 15 hours)

Instructions

- You must choose **one** Area of Study from those given on pages 2 to 9. The Area of Study chosen must be different from those submitted for Coursework assessment.
- The final presentation must integrate **two** art forms.
- You must complete an evaluation during the Controlled Test.
- No teacher assistance is permitted during the Controlled Test. This work must be under teacher supervision.

Information

- You will be given time to plan and investigate your response during the Investigation Period. This work may be undertaken outside the classroom.
- Your teacher may assist you in reading the paper and providing information during the Investigation Period.
- You may write notes on the blank pages of the Evaluation Booklet at any time during the Investigation Period and the Controlled Test.

Advice

- In your presentation, it is recommended that you use only art forms studied during your course.
- You may work individually or in a group of no more than five. If you work in a group, it must be possible to identify your work for assessment purposes. If your presentation is a performance, it must last no longer than 15 minutes.
- The maximum mark for the Controlled Test is 80. Mark allocations are shown below. There are equal marks for each of the questions.

Developing Ideas – 30 marks	Presentation – 40 marks	Evaluation – 10 marks
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Area of Study 1: THEMES

Image from *Star Wars – Episode 1 – The Phantom Menace*

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EITHER (a) Create a presentation in response to the image, integrating **two** art forms.

OR (b) Integrate **two** art forms, using, if you wish, any of the following suggestions as a starting point.

- Using the idea of space travel, create an original song in which the lyrics explain your feelings as you step on to an undiscovered planet.
- Choreograph and perform a dance in which the motifs depict a variety of environments. Project original video images to aid communication of place.
- Various stages in life are called “Rites of Passage”. As we transfer from one life phase to another, this can appear to be similar to undertaking a journey. Write and perform a short episodic drama that reflects the emotions at each transition.

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Area of Study 2: ISSUES

Bullying

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EITHER (a) Express your ideas in response to the article, integrating **two** art forms.

OR (b) Integrate **two** art forms, using, if you wish, any of the following suggestions as a starting point.

- When transferring to secondary school from their junior schools, children are often concerned about bullying. Create a video that demonstrates and dramatises how pupils should deal with bullying.
- Design and produce a series of images, incorporating poetry, depicting the misery of being bullied and the relief felt when, having told the appropriate people, the bullying stops.
- Bullying sometimes occurs at work. Create a dramatic presentation about stamping out bullying in the workplace. Use original songs to communicate the inner feelings of the characters.

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Area of Study 3: FROM PAST TO PRESENT

Oh What a Lovely War

For copyright reasons, the printed stimulus material cannot be reproduced in electronic format.

Oh What a Lovely War was first performed in 1963. The production serves as a chronicle of the First World War. The script uses songs and documents of the period.

EITHER (a) Express your ideas in response to the extract by integrating **two** art forms.

OR (b) Integrate **two** art forms, using, if you wish, any of the following suggestions as a starting point.

- Using the extract as an introduction, create a dance/drama that highlights and communicates the differences for officers and the ranks in the trenches of the Somme.
- With the aid of authentic photographs of the time, create a video or slide show that chronicles the life of a soldier in the First World War. Create an original sound track to accompany the images.
- Create a 3D sculpture of a First World War soldier. Incorporate into the artefact your version of a letter that has been written to a family member.

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Area of Study 4: PEOPLES AND PLACES

Carnival in Rio



Rio de Janeiro has the biggest and best known pre-Lenten carnival in the world - its most colourful event is the *Samba School Parade*. The *Samba* schools taking part in the parade are composed overwhelmingly of poor people from the city's sprawling suburbs. Every carnival, Rio's *Samba* schools compete with each other and are judged on every aspect of their presentation by a jury. Each *Samba* school must base its effort around a central theme. Sometimes the theme is an historical event or personality. Other times, it is a story or legend from Brazilian literature. The costumes must reflect the theme's historical time and place. The *samba* song must recount or develop it, and the huge floats must detail the theme in depth.

Brazilian folk dance and folk drama are rich forms of popular artistic expression. Subject, rhythm, costume, and choreography reveal the three principal components of the nation's culture in a complex interaction. There are dozens of Brazilian folk dances - everything from dramatization of the early wars between the Portuguese and the Indians (*Caboclinhos* and *Caiapós*) performed in the states of Pernambuco and Alagoas, to the *Cavalhada* of Pirenópolis in the state of Goiás, a theatrical pageant, lasting three days, which depicts the fight between the Christians and the Moors on the Iberian Peninsula. The *Cavalhada* survives from the tradition of medieval tournaments.



Carnival in Rio

Look at the stimuli on the opposite page.

EITHER (a) Express your ideas in response to the photographs and information by integrating **two** art forms.

OR (b) Integrate **two** art forms, using, if you wish, any of the following suggestions as a starting point.

- Central to the carnival theme are the historic wars and samba rhythms. Choreograph and perform a dance that depicts the martial arts of South America. Create an original samba score to accompany the dance.
- Costumes for the Carnival are elaborate and colourful and are based on characters from Brazilian folklore. Re-tell a Brazilian folk story in your own words, using costumed puppets that you have created.
- In contrast to the splendour of the Carnival, many people in Rio de Janeiro live in poverty. Write and produce a short film depicting a beggar's view of the Carnival.

END OF QUESTIONS

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Area of Study 1 Frontispiece from *Star Wars – Episode 1 – The Phantom Menace*, Carlo Espejo (1999), Tribute Publishing Inc. © Lucas Film Publishing and Lucas Licensing.

Area of Study 2 Article from *Issues: Why do people join gangs?*, Julie Johnson (2001), Hodder Children's Books. ISBN 0 7502 2761 3. Text reproduced by permission of Hodder and Stoughton Limited. Photograph reproduced by permission of the model and her parent.

Area of Study 3 Extract from *Oh What a Lovely War*, Theatre Workshop, Charles Chilton and members of the original cast (1965), Methuen Drama. ISBN 0-413-30210-5.

Area of Study 4 Pictures and text extract from *Brazil in Brief* published by the Brazilian Embassy, Cultural Section. Information provided by the Permanent Mission of Brazil to the OAS. Reproduced from www.oas.org/children/folclore/Brasil/Brasil.html (webpage of the General Secretariat of the Organisation of American States).

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