



Expressive Arts

42601

Examination Presentation Paper

To be issued to candidates on or after XXXX

For this paper you must have:

- a Record Sheet for working processes material (enclosed).

Time allowed

- Preliminary preparation period (up to 12 hours), followed by the development of and completion of practical work (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 the one chosen for submission as part of the Controlled Assessment.
- The final presentation must integrate **two** art forms.
- You must work either 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.
- Length of presentations of performances will vary according to the combination of art forms chosen. Presentations must be **no longer** than 15 minutes, but for some combinations of art forms a considerably shorter time may be more appropriate.
- You will need to provide evidence of your working processes in developing your work towards the final presentation. This evidence is to be listed on the Record Sheet provided.

Information

- Before the start of the 15-hours time allocation for the development of and completion of your practical work, you will be allowed up to 12 hours to carry out relevant research to investigate the topic chosen and to do some preliminary planning. This work may be undertaken outside the classroom.
- Your teacher may assist you in reading the paper and providing information during this preliminary preparation period.
- No teacher assistance is permitted during the 15-hours time allocation for developing and completing your practical work. All this work must be carried out under teacher supervision.
- The maximum mark for the Examination Presentation is 80. You will be awarded a mark out of 40 for your working processes and a mark out of 40 for your final presentation.

Advice

- It is recommended that you use only art forms studied during your course.

42601

Area of Study A: FROM PAST TO PRESENT**THE POETRY OF RUMI****Passing, passing**

*Passing, passing
 The blossom gives way to the fruit;
 Both are necessary,
 One passes into another.
 Bread exists to be broken
 To sustain its purpose,
 The grape on the vine
 Is wine in the making,
 Crush it and it comes alive.*

Mathnavi, 2930

A beggar smiled at me

*A beggar smiled at me and offered me alms
 In a dream last night, my heart sprang with delight
 His beauty and grace which shone from his tattered
 Presence took me by storm until I woke at dawn.
 His poverty was riches, it covered my body in silk.
 In that dream I heard the beckoning sighs of lovers,
 I heard soft cries of agonizing joy saying: "Take this,
 Drink and be complete!" I saw before me a ring
 Jewelled in poverty and then it nested on my ear.
 From the root of my surging soul a hundred tremors
 Rose as I was taken and pinned down by the surging sea.
 Then heaven groaned with bliss and made a beggar of me.*

Divan, 2015

The two poems printed above are by Mevlana Jalaluddin Rumi, a 13th Century Sufi poet, translated from the Persian they were written in. It is possible to find many other Rumi poems.

Sufism is a devout religious way of life based on Islamic principles.

Rumi shares similarities with Shakespeare. He produced a large literary output which is still read today. Thousands of admirers visit Konya in Turkey every year, a place that was important to Rumi.

Rumi was not only a poet but a spiritual leader of the Mevlevi Order of Sufis. The Mevlevi Order of Sufis is closely linked to the ecstatic dance (*sema*) of the Whirling Dervishes, which is performed annually in Konya on the 17th December, to celebrate Rumi's wedding night (the *Urs*) when he passed into the presence of God.

Area of Study A: FROM PAST TO PRESENT (continued)

Further stimuli based on the topic of ‘The Poetry of Rumi’:

- celebrating the continuity of life based on the transformation images in ‘Passing, passing’
- the significant consequences of the appearances of a spirit-beggar character like that in ‘A beggar smiled at me’
- elements of the trance-dance and the costumes worn by the Whirling Dervishes
- the traditional border patterns used to illumine Islamic texts

Task

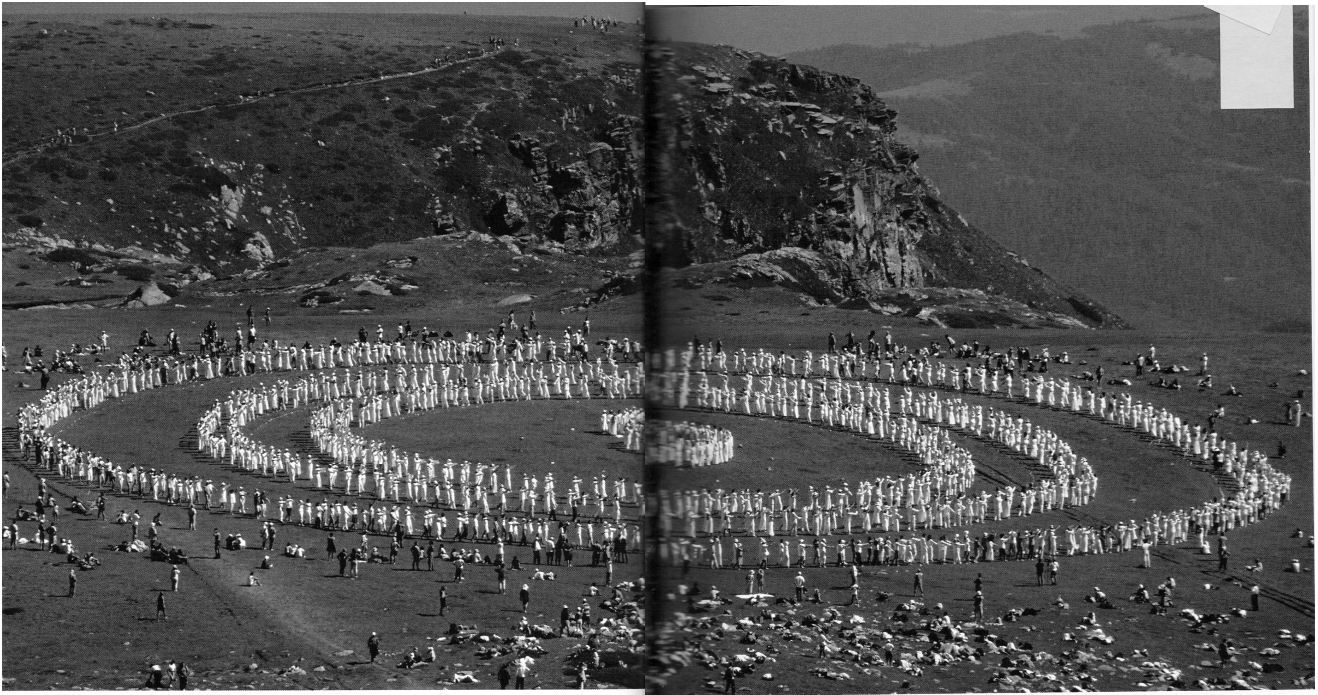
The stimuli for this Area of Study are given on page 1 and above.

Create a presentation, integrating two art forms, in response to one or more of the stimuli for the topic of ‘The Poetry of Rumi’.

Turn over for the next Area of Study

Area of Study B: PEOPLES AND PLACES

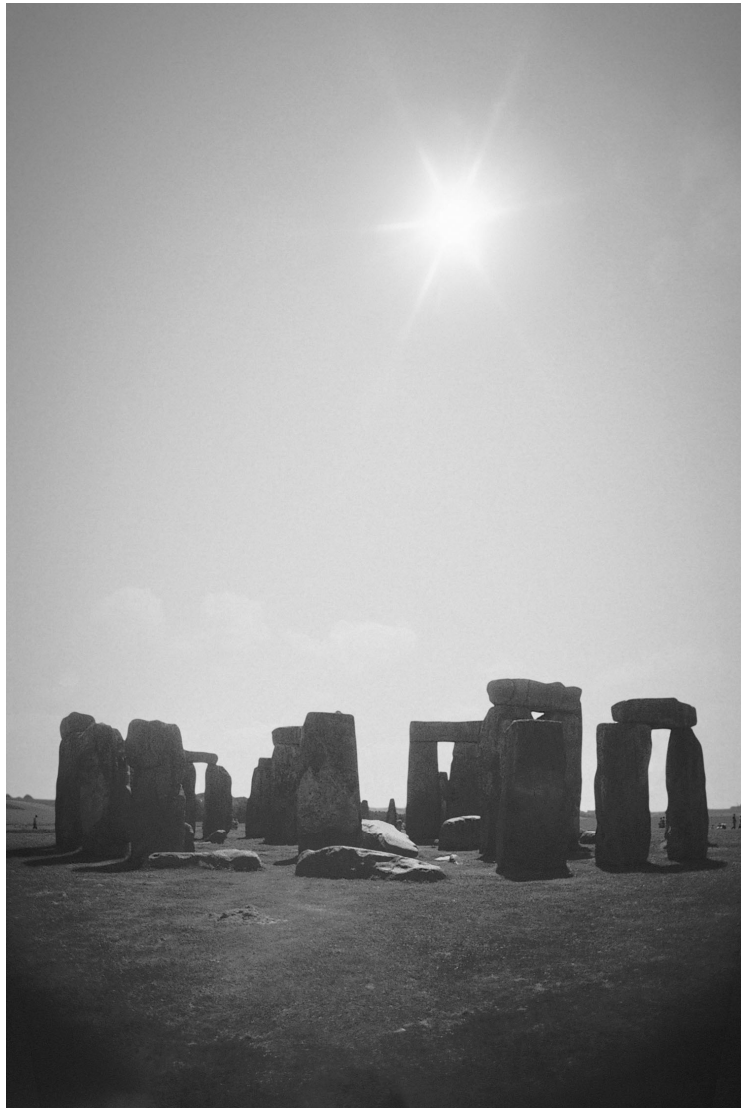
PLACES TO WORSHIP THE SUN



Paneurythmic dancing in the Rila Mountains, Bulgaria.

In this place, specially chosen for its high energy vibrations, about 1000 members of the White Brotherhood come together once each year to greet and honour the rising sun and celebrate its spiritual significance with a mass ritual of dance and chanting.

Area of Study B: PEOPLES AND PLACES (continued)



Stonehenge in brilliant sunlight.

These images show two special places which people use to pay homage to the sun, one from ancient times, one modern day. Although science can largely describe what light is and how the sun generates and transmits the massive energy which supports life on earth, the very existence of the sun remains one of the great mysteries. Archaeologists generally agree that the stone circles scattered throughout Britain are evidence of this.

Area of Study B: PEOPLES AND PLACES (continued)

Further stimuli based on the topic of ‘Places to worship the sun’:

- the brilliant light of the sun and contrasting impenetrable darkness symbolising an inner struggle of opposing forces
- the habitual exodus of Britons at holiday times to places where they can soak up the sun, and their behaviour patterns and rituals when they get there
- the shape and forms and settings of ancient standing stones and stone circles
- paintings by Constable and Turner, and others, depicting the different moods of Stonehenge using weather effects

Area of Study B: PEOPLES AND PLACES (continued)

Task

The stimuli for this Area of Study are given on pages 4 to 6.

Create a presentation, integrating two art forms, in response to one or more of the stimuli for the topic of 'Places to worship the sun'.

Turn over for the next Area of Study

Area of Study C: UNIVERSAL THEMES**THE SEASONS***Spring**Summer**Autumn (Fall)**Winter*

The qualities of the seasons, their moods, their influence upon nature, the way they influence our lives, events associated with them and the characteristic weather conditions of each season are the inspiration for music, and lyrics of songs, of every type.

Elements of the music of the seasons can suggest character, colour, shape, tempo, sound, tone or words.

Some well-known songs and pieces of music inspired by the seasons are:

- The Four Seasons, Antonio Vivaldi
- The Rite of Spring, Igor Stravinsky
- Summertime, from Porgy and Bess, George and Ira Gershwin
- In the Bleak Midwinter, (Christmas Carol), Gustav Holst, Christina Rossetti
- A Winter's Tale, David Essex

Further stimuli based on the topic of 'The Seasons':

- the poem 'Ode to Autumn' by John Keats
- beliefs about death and rebirth expressed in seasonal religious festivals, especially in relation to autumn and spring and the winter solstice, such as Ramadan and Eid ul-Fitr, Diwali, Hanukkah, Samhain and Beltane, Lent and Easter
- the film 'The Wicker Man' – Anthony Shaffer, 1973 and Neil LaBute, 2006
- paintings by Pieter Bruegal and Joos de Momper of winter landscapes, using the image as a backdrop, mood or setting

Area of Study C: UNIVERSAL THEMES (continued)

Task

The stimuli for this Area of Study are given on the opposite page.

Create a presentation, integrating two art forms, in response to one or more of the stimuli for the topic of 'The Seasons'.

There are no questions printed on this page

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Page 2 Poems by Rumi, from *Rumi – Words of Paradise*, selected and translated by Raficq Abdulla, published by Frances Lincoln Limited, © 2008.

Page 4 Photograph of paneurythmic dancing – By Basil Pao, from *New Europe* by Michael Palin, published by Weidenfeld and Nicolson, an imprint of The Orion Publishing Group.

Page 5 Photograph of Stonehenge - by licence from the Jupiter Photos Website.

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