

This paper should be handed to candidates on 13 June 1997

ART

IMAGINATIVE COMPOSITION or STILL LIFE - HIGHER LEVEL

FRIDAY, 20 JUNE - 2.30 - 5.00 P.M.

100 marks are assigned to this paper.

Write your Examination Number clearly in the space provided on the drawing paper. Write the title of the paper - "Still Life" or "Imag Comp" - on the drawing sheet immediately below your Examination Number. You may work on the reverse side of the paper if you wish. The use is allowed of tracing paper, coloured papers, texturing materials or other materials normally required to answer the question. Candidates who select Still Life are required to bring appropriate objects of their own selection and set up their own groups in time for the commencement of the examination.

DESCRIPTIVE PASSAGE

Containing Starting Points.

Tracey and Pat have been dropped off at the school gates by their mother. They're late, and as they rush up the path laden down with heavy school and sports bags, the bell rings. When they finally get to their classrooms teachers and students have settled down to work. In the art room, everyone is setting up their own still-life objects in groups that provide contrasts of shape, texture, colour and form. Paul has found rusty metal objects and set them up beside shiny polished metal and stainless steel objects. Sharon has set up a jar of withered, dry flowers and leaves beside a well cared for pot plant, vigorous and full of life. Mark has a vase of irises with a mirror propped up beside or behind them in order to use the object and its reflection in his painting. Other students are using this mirror device along with arrangements of mixed flowers and greenery, cacti and decorative jars and vases. Angela has put a half-peeled apple and its curled peelings beside other fruit and vegetables on check and patterned cloths. Someone else has cut an orange into segments and arranged these on a patterned plate. Full lemons contrast with halved ones beside a fruit juicer and an elegant tea-pot. Pat is making an arrangement with bananas, some of which are quite unripe, still with traces of acid green on their yellow skins; others are over-ripe and mottled with dark streaks and spots. The rigid forms of factory-made, moulded polystyrene packing material contrasts with sea-shells, driftwood, crushed drinks cans and other found objects in Jane's arrangement.

In the library, students are researching projects and essays or just browsing through books and magazines for ideas. Tracey finds the following paragraph full of visual possibilities:

Something very odd went on last October in the grounds of Lismore, the Duke of Devonshire's gaunt Irish castle. Tall, gleaming spikes shot out of hedges, shoals of blue jellyfish were washed up beside herbaceous borders and transparent twists hung like bats from the roofs of Paxton's greenhouses. In the yew walk, the butler has a disconcerting encounter with a great, swaggering purple sea urchin. Crossing the croquet lawn, housemaids came face to face with jostling herds of huge turquoise blobs. Creatures from outer space, it seemed, were calling on the Cavendishes.

[by Sarah Howell, 1996]

Seán has finished his essay on the French Revolution and is now browsing through books on ancient cities; pictures of ruined temples in hot, dry places catch his attention - some of their columns and statues still standing after thousands of years, others toppled over and broken in the sands.

Much later that evening, many of the students go for a swim at the local swimming pool. The surface of the blue water is turbulent and wavy as people splash and plunge. Some swim lengths and others dive expertly while learners try to keep afloat in the shallow end. A life-guard sits in a high chair, surveying all the activity. The swimming lanes are marked out with ropes and plastic markers; the water shimmers under the fluorescent lights. Coloured swimming hats and bright swim-wear contrast with the blue tiling of the pool.

As much as he likes the swimming pool, Mark would prefer to be at the sea-side, diving from rocks, jogging along the water line where the waves break over pebbles, sand and sea-shells. Better still, he would prefer to be hiking with his brother, sister and friends along the cliffs, or cycling along the country lanes.

ONE QUESTION ONLY TO BE ATTEMPTED

Select a starting point from the above passage.

1. Draw or paint a picture you have in mind after reading the descriptive passage.

or

2. Draw or paint a Still Life group of objects contained in or suggested by the descriptive passage.

or

3. Make an abstract composition suggested by the descriptive passage.