

This paper is to be handed to candidates on THURSDAY, 3 MAY

ART

DESIGN

ORDINARY LEVEL

THURSDAY, 10 MAY, MORNING 9.30 - 12.00

100 marks are assigned to this paper

Please read the following instructions and carry them out.

- (a) You are allowed to use whatever art materials, design source materials and tools as may be required to complete the test.
- (b) On all drawing sheets write the following information.
- * Your examination number and level.
 - * The name of your chosen design proposal.
 - * The number of the Question you have answered.
- (c) At the end of the examination you will be provided with an Art envelope (white) into which you will place the following.
- * Preparatory Sketches, if any apply. This must be signed and dated, by your Art Teacher/Principal.
 - * One Preliminary Sketch identified as such.
 - * One Proposed Design.
- (1) *A Preparatory Sketch* on one side of one A2 page 0 marks.
This is your memory aid completed by you during the week previous to the examination, and brought into the examination centre to assist you. It must be signed and dated by your Art Teacher/Principal stating it to be your unaided work. The contents may be a selection of personal interpretations and researched ideas based on the question chosen. All drawings/sketches may be annotated and show how ideas for a piece of design work have been generated.
- (2) *A Preliminary Sketch* on one side of one A2 page 20 marks.
You must complete this Sketch during the examination. There should be further significant development of your ideas selected from any design preparatory sketches. It should consider all aspects of the 2D or 3D design work as appropriate to the chosen design.
A direct copy from the Preparatory Sketch will not gain any marks.
- (3) *The Final Proposed Design* 80 marks
This piece of Design work is completed on the day of examination.

Total 100 marks

OVER →

DESCRIPTIVE PASSAGE

Containing starting points

Patricia always likes to go for a walk in the rain and wind. She likes to feel the rain on her face and the wind blowing her hair. She was home from college for the November weekend and sat in her bedroom gazing out. She was meant to be studying for an exam in two weeks time but her eyes were carried to the sheets of rain passing her window and to the sound of the howling wind. Autumn had arrived and the lawn was strewn with leaves of many shapes and colours. “This wind will turn all the trees into skeletons’, she thought to herself as she put on her boots and her blue rain coat. When the family dog, Ruairi, an Irish terrier, saw her getting ready he wanted to come too and danced around her feet, his red curly hair bobbing as he barked and jumped. “All right so, come along” said Patricia, as she pulled the hood of her coat over her blonde hair.

She decided to walk around the garden first and then go through the gate that led to the fields. At the end of the garden a group of silver birch trees stood against the grey sky, still retaining some of their now yellow leaves, their silvery white bark creating vertical lines of light swaying in the driving rain. Beneath them, half hidden amongst the slashing, dark red, sword-like leaves of the phormium, peeped the saucer leaves and delicate pink flowers of cyclamen. Further along the path towards the gate Patricia could see that some of the roses had bright red pips and other large leaved plants and withered and retreated underground for the winter, leaving curled dead leaves as reminders of their summer glory. Brown ornamental grasses shook frantically, while some smaller plants sheltered under the protecting cover of larger neighbours. “It is a few weeks since I was home and the garden has changed completely”, Patricia thought to herself, as she wondered how many different yellows she could see, and how well nature had combined the oranges, browns and fading greens all around her. “This is like a frantic, coloured dance”, she thought as she passed the grey beehives, standing solid against the stone wall, their precious occupants asleep for the winter, unaware of the frenzied activity outside their door. When she reached the gate to the field Patricia could see the shapes of the cattle huddled together, their backs to the wind, waiting for the weather to change. She could see that the brown calf of last summer was now a very large animal and had grown a hairy winter coat to keep him warm. As she walked through the field Patricia heard her father starting the tractor and she saw the great big geometric blue shape emerging through the rain, bringing hay for the cattle. The cattle heard the noise too and came running. Patricia could see the changing patterns of black and white, brown and white and the paler white of the big Charolais calves running past. Ruairi was in hot pursuit.

Patricia returned to the house by the lily pond and stopped to see if the fish had gone aside. The surface of the water jumped with the force of the falling rain but she could see the orange fish under the yellowing leaves of the waterlilies and behind the long spiky green plants that floated on the surface. “I’ll get some food for them before I go in”, she said and headed for the garden shed followed by the faithful Ruairi, now thoroughly wet and muddy.

Make a design for one of the following crafts, basing your design on a theme suggested in the above passage.

1. **Lettering and Calligraphy:**

Design a piece of calligraphy based on the part of the descriptive passage that appeals to you. You may incorporate images, decorative motifs, expressive words and lettering to illustrate your design.

or

Design a poster for the Ploughing Championships, 2001.

2. **Lino-Cutting and Printing:**

Using nature as your theme make a design suitable for a print based on the descriptive passage. You may use a maximum of three colours.

3. **Fabric Printing:**

Make a design for curtain material for a child's bedroom. Your design may be printed as a block print, a screen print, as a stencil, or a batik. Use at least three colours and incorporate overprints in your design.

4. **Embroidery:**

Choose any starting point from the descriptive passage and base a design suitable for embroidery on it. The design may be for a cushion cover, table cloth or scarf. Give colour details. Work in colour and give brief details of stitches and techniques to be used.

5. **Weaving:**

Choose any starting point from the descriptive passage and design a woven textile suitable for a cushion or rug fabric. Allow the chosen theme from the descriptive passage to influence the style of weaving, the variety of pattern, yarn and colour combinations. Give brief details of weaving techniques to be used, where possible.

6. **Pottery:**

Choose any starting point from the descriptive passage and design a vase 20 cm high. The vessel can be functional or decorative.

or

Design a piece of ceramic sculpture suggested by the descriptive passage. Give brief details of techniques to be used in making the piece and on the glaze and finish.

OVER →

7. **Puppetry:**

Choose any starting point from the descriptive passage **OR**

Choose one of the following themes.

- (a) "Waiting in the rain"
- (b) "A puppy" **or** "calf".

Design a puppet from an idea suggested by one of the above themes. Your design should show how the puppet is to be completed giving brief details of materials, colour, decoration and finish.

8. **Bookcraft:**

Choose any starting point from the descriptive passage **OR**

Choose one of the suggested themes from the descriptive passage.

- (a) Shades of Autumn.
- (b) Summer glory.

Design a book cover for one of the above themes. Give brief details of the layout, and any graphic information, which may appear on the cover.

9. **Advertising Design:**

Design a poster based on any starting point in the descriptive passage or use the following heading, "Ornamental" grasses. Give brief details of layout, style of type/lettering, colour and finish.

10. **Modelling and Carving:**

Take the following theme "The wind will turn all the trees into skeletons". Give brief details of the materials used in the design of your piece of modelling or carving.

11. **Stage Sets:**

Design a stage set to an appropriate scale based on either a play, pageant or theatrical event suggested by the descriptive passage.

or

Take the following theme "The ghosts of Autumn" and design a backdrop and costumes to suit your theme. Give brief details of materials, colours etc.