

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2001
Educational Assessment Unit – Education Division

Form 5

ART

TIME: Extended

TEACHER'S PAPER:

1. The examination has been designed to enable the students to experience the creative process and the realization of a product.
2. Art teachers are required to stress the following points:
 - a. Creative and thoughtful considerations are essential, to deal effectively with questions from both **SECTION A** and **SECTION B**,
 - b. These considerations have a direct bearing on the quality of the students' final work, and are reflected in preliminary studies made in connection with both **SECTION A** and **SECTION B**.
 - c. Preliminary studies are to be handed in together with the final works.
3. The questions in **SECTION B** may be interpreted in any one of the following forms:
 - Painting in colour
 - Print Making
 - Textiles
 - Collage
 - Three – Dimensional work
4. Students are to be helped to organize the extended time given to their best advantage.
5. All teachers are expected to explain the contents of the examination paper.
6. The Art examination is to be conducted during the Art lesson – in the period from the 10th January to 2nd February 2001.
 - **ART TEACHERS ARE EXPECTED TO MAKE USE OF THE MARKING SCHEMES PRESENTED WITH THIS PAPER TO ASSESS THE STUDENT'S COMPETENCES.**

SECTION A : Drawing or Painting from Observation

The Art Teacher is to set up one or more arrangements of five objects each, chosen from the following list:

A pair of jeans	Wooden stool	Rolled newspaper
Rackets	Box	Mirror
Oranges and apples	Cactus	Ball(s)
Rope or chain	Glass bowl	Towel
Dry leaves	Kettle	Running Shoes

SECTION B : Composition from a Theme.

The students are asked to consider the following starting points:

1. Boarding the **Gozo Ferry**
2. The Biblical Story of the Tower of Babel tells of what happens when people cannot communicate with each other.
In today's world, is mass communication (NEWSPAPERS, TELEVISION, MOBILE PHONES...etc.) helping people to communicate better with each other? Make a composition to illustrate some of the effects of **mass communication** today.
3. **Siesta Time.** Compose an interesting picture based on personal observation in which two or more persons are resting and relaxing in surroundings familiar to you.
4. Study the work of Henri Rousseau and Paul Gauguin then create a work inspired by these stanzas.

**They hunt, the velvet tigers of the jungle,
The spotted jungle full of shapeless patches –
Sometimes they're leaves, sometimes they're hanging flowers,
Sometimes they're hot gold patches of the sun:
They hunt the velvet tigers of the jungle!**

**What do they hunt by glimmering pools of water,
By the round silver Moon, the pool of Heaven:
In the striped grass, amid the barkless trees-
The stars scattered like the eyes of beasts above them!**

India by W.J. Turner

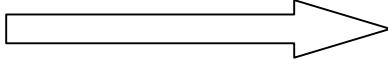
5. Dreams can be beautifully serene or terribly disturbing. Many times the quality of our dreams is surreal. The impossible can happen. All our hopes, fears, and joys intermingle. Study the work of the surrealists and then produce a work which expresses **the quality of our dreams** or which depicts a dream you have had.

6. Using a viewfinder, hold it a slight distance from one eye. Look through the hole at a tree as though it is a camera viewfinder. Then make close up sketches of **branches and leaves**. You will discover a fascinating variety of shape, tone, texture, colour and scale. Using these shapes, relationships, texture and colour evolve an abstract composition.
- **THE STUDENTS ARE ASKED TO CHOOSE ONE THEME AND DEVELOP IT INTO A PICTURE.**
 - **THE STUDENTS' WORK IS EXPECTED TO BE THE RESULT OF THOUGHTFUL DEVELOPMENT.**

MARKING SCHEME – DRAWING OR PAINTING FROM OBSERVATION

The Mark Scheme, derived from the Assessment Objectives shown in the grid below, must be used when marking the DRAWING or PAINTING FROM OBSERVATION Art exam of Section A in the Exam Paper.

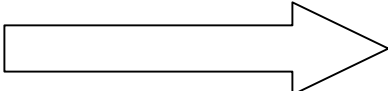
The Assessment Objectives form the basis for assessing the student's work. The scheme is designed to assess the student's competencies in doing Still Life. Each Descriptor carries 20 marks, which are divided as shown:

ASSESSMENT OBJECTIVES		No evidence	Limited and low-quality evidence	Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality	Adequate evidence and of reasonable quality	Ample and high quality evidence	TOTAL MARK
i.	Makes effective use Of form and space	0	5	10	15	20	
ii	Is aware of the importance of the depiction of the Light and Shade	0	5	10	15	20	
iii.	Brings out the Tones found in the Still Life.	0	5	10	15	20	
iv.	Brings out the Textures found in the Still Life	0	5	10	15	20	
v.	Realises a Balanced Still Life by applying sensitively the basic Art Elements.	0	5	10	15	20	
TOTAL MARK 							

MARKING SCHEME - COMPOSITION FROM A THEME

The Mark Scheme derived from the Assessment Objectives, Shown in the grid below, must be used when marking the COMPOSITION FROM A THEME Art exam in section B of the Exam Paper.

THE ASSESSMENT OBJECTIVES FORM THE BASIS FOR ASSESSING THE STUDENT'S WORK. THE SCHEME IS DESIGNED TO ASSESS THE STUDENT'S COMPETENCIES THROUGHOUT THE ENTIRE WORK PROCESS

ASSESSMENT OBJECTIVES		NO evidence	Limited and low-quality evidence	Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality	Adequate evidence and of reasonable quality	Ample and high-quality evidence	TOTAL MARK
INVESTIGATION	i. Record responses to direct experience observation and imagination	0	5	10	15	20	
	ii. Investigate visual and other sources of information						
EXPERIMENTATION	iii. Explore and use a range of media for working	0	5	10	15	20	
	iv. Review, modify and refine work as it progresses						
DOCUMENTATION	v. Respond to the works of other artists, craft-persons and designers making connections with their own work.	0	5	10	15	20	
REALISATION	vi. Realises ideas and intentions	0	10	20	30	40	
	vii. Refine and complete work						
TOTAL MARK 							

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INSTRUCTIONS TO STUDENTS

1. Read the questions carefully and consider which of them will be suitable for your competence and interest.
2. You are expected to show that your work goes through the process of **Investigation, Documentation, Experimentation** and **Realization**.
3. **Preliminary studies** are required to answer both **SECTION A** and **SECTION B**. Therefore Preliminary studies are to be handed in with your final work. Failure to do so will lose your marks.
4. Two questions are to be attempted. One question from **SECTION A**, and one from **SECTION B**.
5. The questions in **SECTION B** may be interpreted in any one of the following forms:
 - Painting in colour
 - Print Making
 - Textiles
 - Collage
 - Three – Dimensional work
6. Any reference material (primary or secondary sources) may be used. But mere copying is unacceptable.
7. Write the following information clearly on the back of your work:
 - a) Name and Surname
 - b) School and Class
 - c) Section (A or B) and question number.

The Art examination is to be conducted during the Art lesson, in the period from the 10th January to the 2nd February 2001

SECTION A : Drawing or Painting from Observation

A selection of five objects from the following list is arranged before you.

A pair of jeans	Wooden stool	Rolled newspaper
Rackets	Box	Mirror
Oranges and apples	Cactus	Ball(s)
Rope or chain	Glass bowl	Towel
Dry leaves	Kettle	Running Shoes

Study the group of objects placed before you. To understand the organization of **light and shadow, forms, colours and textures** make use of **preliminary studies**. Produce a painting or drawing of the group.

SECTION B : Composition from a Theme.

The students are asked to consider the following starting points:

1. Boarding the **Gozo Ferry**
2. The Biblical Story of the Tower of Babel tells of what happens when people cannot communicate with each other. In today's world, is mass communication (NEWSPAPERS, TELEVISION, MOBILE-PHONES...etc.) helping people to communicate better with each other? Make a composition to illustrate some of the effects of **mass communication** today.
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- **THE STUDENTS ARE ASKED TO CHOOSE ONE THEME AND DEVELOP IT INTO A PICTURE.**
 - **THE STUDENTS' WORK IS EXPECTED TO BE THE RESULT OF THOUGHTFUL DEVELOPMENT.**

YOU ARE REMINDED THAT YOU WILL BE ASSESSED ON YOUR ABILITY TO:

- (i) record responses to direct experience, observation, and imagination;
- (ii) develop ideas and investigate visual and other sources of information;
- (iii) explore and use a range of media;
- (iv) review, modify, refine and complete your work;
- (v) respond to the works of other artists, crafts-persons and designers, making connections with your own work;