

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2005
Educational Assessment Unit – Education Division

Form 5	ART	TIME: Extended
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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 4th February 2005

SECTION A : Drawing or Painting from Observation

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

A pair of jeans	Stool or box	Garden tools
Files	Utensils	Mirror
Fruit	Cactus	Ball
Thick paintbrush	Hand bag	Cloth
Wrapped object	Reflecting pot	Vegetables

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

SECTION B : Composition from a Theme.

Consider the following starting points:

1. The woman in this painting (Picture 1) looks mysterious. She is nearly hidden by the bold pattern of her clothes and the swirling, curving design of the background. Only her face and hands can be seen as she gazes out of the picture looking for someone or something. Gustav Klimt made his pictures look like brilliantly coloured mosaics. He loved to use gleaming gold and silver, perhaps because his father was a silversmith who made designs in precious metals.
Make a painting, mosaic or collage entitled “**The Mysterious Butterfly**”.
2. Edward Munch’s Painting ‘The Scream’ (Picture 2a) is based on a frightening experience felt one evening while the artist was out for a walk. Maltese artist Ray Pitre also painted a series of paintings on the subject (Picture 2b).
Make a painting entitled “**A Dreadful Experience**” considering recent experiences of people who are suffering.
3. Soccer, netball, basketball, hockey, volleyball are all modern team sports. The atmosphere of such sporting events fascinates many people. How might the **Cubist** have treated this subject? Would the **Futurist** have been intrigued by the magical atmosphere of colour, rhythm and movement?
Make your own studies of sporting events and from these evolve **an abstract composition**.
4. **Stained glass windows** are usually associated with churches and gothic cathedrals. Look carefully at the stained glass windows in one of our local churches. Notice both the themes depicted and the colours and lettering used. Notice also the brilliancy of the colours as light passes through the stained glass. See how the images are sectioned with hard edges, to hold the glass in place. Carefully take note of any lettering and identify the style used.

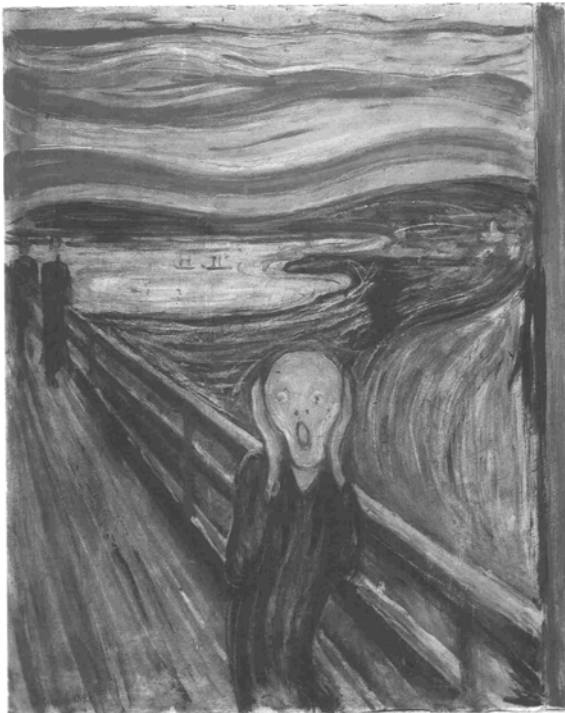
Create a work in full colour depicting a stained glass window showing a **religious theme** of your choice. You may include words in your work in the appropriate style.

5. 'I met a lady in the meads,
Full beautiful – a faery's child,
Her hair was long, her foot was light,
And her eyes were wild.

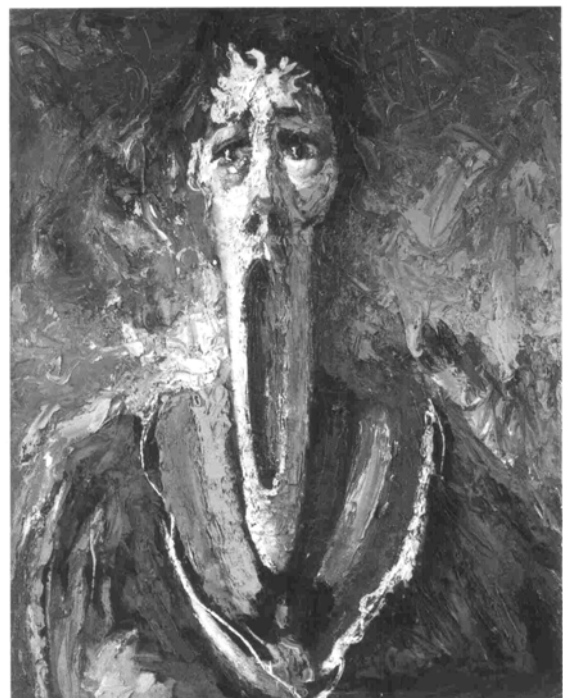
I made a garland for her head,
And bracelets too, and fragrant zone,
She looked at me as she did love,
And made sweet moan.'

Make a painting inspired by these verses by English poet John Keats in his poem '**La Belle Dame Sans Merci**'.

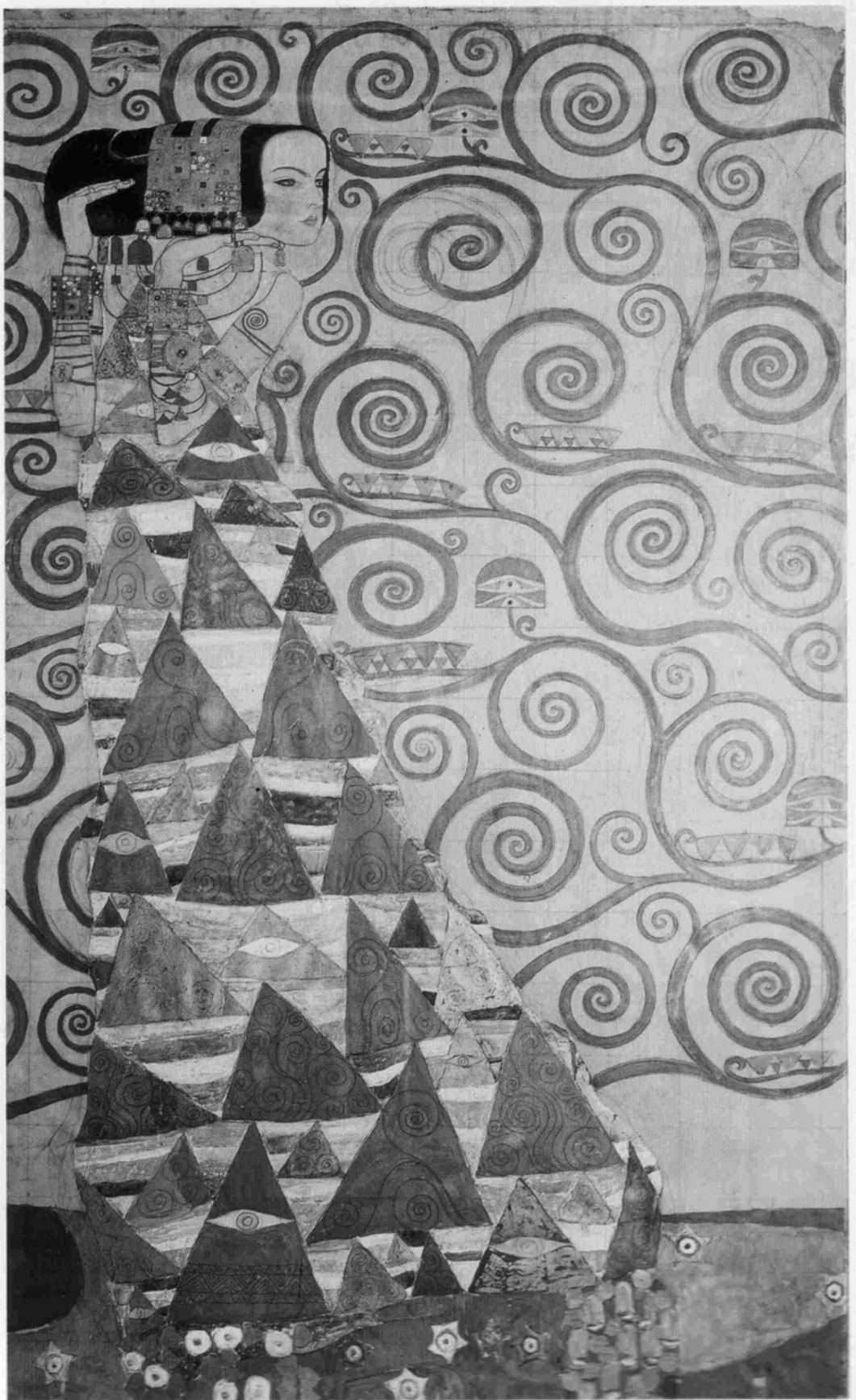
- **THE STUDENTS ARE ASKED TO CHOOSE ONE THEME AND DEVELOP IT INTO A PICTURE.**
- **THE STUDENTS' WORK IS EXPECTED TO BE THE RESULT OF THOUGHTFUL DEVELOPMENT.**



Picture 2a – “The Scream”
by Edward Munch



Picture 2b – “Screaming Man”
by Ray Pitre



Picture 1 – “Expectations”
by Gustav Klimt