

Paper Reference(s)

**1027–1032/02, 3027–3032/02**

# **Edexcel GCSE**

## **Art and Design**

**Paper 02 – Externally Set Assignment**

**Timed Test: 10 hours**

**June 2009 Examination**

**This paper should be given to the teacher-examiner for confidential reference AS SOON AS IT IS RECEIVED in the centre in order to prepare for the Preparatory Supporting Studies.**

**Candidates have eight school weeks prior to the Timed Test in which to produce Preparatory Supporting Studies. At the beginning of the eight week period the teacher-examiner should distribute this paper to the candidates.**

**Materials required for examination**

Nil

**Items included with question papers**

Nil

### **Instructions to Candidates**

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This paper will be handed to you so that you will have **eight school weeks** to prepare for the **ten hour** Timed Test.

Instructions are given on page 2 of this paper.

You should study these instructions carefully when you receive this paper.

The Theme for the Externally Set Assignment and some ideas to help you are given from page 3 onwards.

This booklet contains the Theme for the Externally Set Assignment for the following specifications:

1027/3027 Unendorsed

1028/3028 Fine Art

1029/3029 Three Dimensional Design

1030/3030 Textiles

1031/3031 Photography

1032/3032 Graphic Design

### **Information for Candidates**

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Your teacher will inform you of the dates and times when you will complete your Externally Set Assignment.

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## **Instructions**

### **Externally Set Assignment**

The Externally Set Assignment consists of two parts:

- **Preparatory Supporting Studies**

These are produced in response to the theme presented on page 3 of this paper. You have **eight school weeks** before your timed test to allow you to think about this theme and investigate and experiment with ideas in preparation for the timed test. The supporting studies you produce during this period are a compulsory part of the Externally Set Assignment. However, your teacher will be able to teach, guide and support you during this planning period.

- **Timed Test**

This consists of **ten hours** working under examination conditions, producing your own unaided work in response to the theme. During this time you are expected to take into the timed test any preparatory supporting studies which you have produced in the eight week period. Your teacher can help you during this ten hour period with technical problems such as working space, materials and equipment. The work you do in your timed test must be your own unaided work.

**Your Externally Set Assignment is worth 40% of your total mark.**

The theme this year is:

## **I, ME, MINE**

### Exploring and Developing the Theme

This theme can be explored in many ways and covers all endorsements. Discuss the theme with your teacher and make sure that you produce evidence to cover the four Assessment Objectives. Remember that each Assessment Objective is worth 25% of your final mark for this paper.

The four Assessment Objectives (which may be covered in any order) are:

- Record observations, experiences and ideas in forms that are appropriate to intentions.
- Analyse and evaluate images, objects and artefacts showing understanding of context.
- Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- Present a personal response, realising intentions and making informed connections with the work of others.

The starting points on the following pages are suggestions.

You may work from any one of the starting points or you may develop a relevant starting point of your own that explores the theme '**I, me, mine**'.

# **I, ME, MINE**

## **OBJECTS**

A collection of objects may stand for an aspect of a person's life.

Do you have memorabilia, treasures or gifts that are meaningful to you, that reflect your mood or feelings and that you could use as a starting point?

Do you have a collection of souvenirs that bring to mind memorable periods in your life?

Some artists showed different aspects of objects simultaneously. They moved away from imitating nature and aimed to show what was known about an object rather than as it appeared at a particular moment or from a particular position.

## **PEOPLE**

Artists often make images of themselves and those around them.

Could self portrait studies provide you with an opportunity to produce effective and sensitive images of your view of yourself?

Portraits of members of your family or friends, past and present, might offer a chance for you to explore their personality and mood.

Facial expressions, gestures and body language could form the focus for figure studies or portraits.

An accidental or prearranged meeting or brief encounter might help you to develop a response.

## **ACTIVITIES**

Personal actions, interests and events could provide starting points.

Could you explore and communicate your feelings about journeys, memorable social interactions with friends, unforgettable meal times, sporting and exercise activities or hobbies?

Leisure interests that you, your family or friends may be involved with could provide a focus for your work.

## **PLACES**

Interiors and/or exteriors.

A number of artists have aimed to capture the immediate visual impression of places concentrating on light and atmosphere.

Does your personal living space at home reflect who you are and offer an interesting setting for you to explore and describe?

Do your local surroundings, the countryside, the city, town or village in which you live, have a special appeal for you?

Are there places that you have visited that are memorable? Are there places that you hope to visit which have a particular interest for you?

## **HOPES, FEARS AND MEMORIES**

From time to time, artists have used distortion and exaggeration of shape and colour to express emotion and feelings.

The personal and secret world of your dreams and fantasies and how you feel inside is often very different from the image you show the outside world. Can you reveal this inner world?

Have you ever said 'I had the strangest dream last night'? Can you recall nightmares and wild thoughts, perhaps brought to mind through impossible and jumbled combinations of people, places and events?

Could you explore personal misfortune, worries, sadness or fear through your work?

Revealing your likes, dislikes, ambitions or personal points of view could provide a suitable starting point.

Could you communicate that strong sense of a time and place associated with a vivid memory of an incident in your life?

The following lists give examples of artists, designers and craft workers who have produced work that falls under the general headings and they may inspire you as you explore the theme of ‘**I, me, mine**’.

### **Abstract**

Mark Rothko  
Jasper Johns  
Howard Hodgkin  
Kurt Schwitters  
Joan Miró  
Franz Kline  
Wassily Kandinsky  
Sonia Delaunay  
Annette Morgan

### **Figurative**

Henry Moore  
Leon Kossoff  
Pierre-Auguste Renoir  
Paul Gauguin  
Peter Blake  
Jan Vermeer  
Carel Weight  
Henri Rousseau  
Edward Burra

### **Exterior**

Boyle Family  
David Hockney  
Georges Seurat  
Ando Hiroshige  
Katsushika Hokusai  
Walter Sickert  
J M W Turner  
Thomas Girtin  
John Davies

### **Interior**

Pierre Bonnard  
Vincent van Gogh  
John Bratby  
Anthony Green  
Edward Hopper  
Richard Hamilton  
Edouard Vuillard  
Camille Pissarro  
René Magritte

### **Landscape**

Maurice de Vlaminck  
Paul Cézanne  
Claude Monet  
Carol Naylor  
L S Lowry  
Raoul Dufy  
Robert Delaunay  
Maurice Utrillo  
Martin Parr

### **Man Made**

Eduardo Paolozzi  
Richard Estes  
Jean Tinguely  
Claes Oldenburg  
Andy Warhol  
Michael Craig-Martin  
John Salt  
Joe Tilson  
Grayson Perry

### **Natural Form**

Minor White  
Georgia O’Keeffe  
Andy Goldsworthy  
Lisa Milroy  
Jean Arp  
Richard Long  
Robin Paris  
Elizabeth Blackadder  
Anish Kapoor

### **Still Life**

Paul Cézanne  
Vincent van Gogh  
Juan Gris  
Pablo Picasso  
Fernand Léger  
Henri Matisse  
Man Ray  
Georges Braque  
Chaim Soutine

### **Human Form**

Alberto Giacometti  
Lucian Freud  
Jenny Saville  
Paul Gauguin  
Gustav Klimt  
Egon Schiele  
Bill Brandt  
Henri Cartier-Bresson  
Paula Rego

## Useful Websites

The Artchive – [www.artchive.com](http://www.artchive.com)  
The British Museum – [www.thebritish-museum.ac.uk](http://www.thebritish-museum.ac.uk)  
Centre Pompidou – [www.cnac-gp.fr](http://www.cnac-gp.fr)  
Crafts Council – [www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)  
Design Museum – [www.designmuseum.org.uk](http://www.designmuseum.org.uk)  
Guggenheim – [www.guggenheim.org](http://www.guggenheim.org)  
Imperial War Museum – [www.iwm.org.uk](http://www.iwm.org.uk)  
The Lowry – [www.thelowry.com](http://www.thelowry.com)  
The Metropolitan Museum of Art – [www.metmuseum.org](http://www.metmuseum.org)  
Minneapolis Institute of Arts – [www.artsmia.org](http://www.artsmia.org)  
The Museum of Modern Art – [www.moma.org](http://www.moma.org)  
National Galleries of Scotland – [www.natgalscot.ac.uk](http://www.natgalscot.ac.uk)  
The National Gallery – [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  
National Media Museum – [www.nationalmediamuseum.org.uk](http://www.nationalmediamuseum.org.uk)  
National Portrait Gallery – [www.npg.org.uk](http://www.npg.org.uk)  
Natural History Museum – [www.nhm.ac.uk](http://www.nhm.ac.uk)  
The New Art Gallery Walsall – [www.artatwalsall.org.uk](http://www.artatwalsall.org.uk)  
New British Artists – [www.newbritishartists.co.uk](http://www.newbritishartists.co.uk)  
The Photographers' Gallery – [www.photonet.org.uk](http://www.photonet.org.uk)  
Pitt Rivers Museum – [www.prm.ox.ac.uk](http://www.prm.ox.ac.uk)  
Royal Academy – [www.royalacademy.org.uk](http://www.royalacademy.org.uk)  
San Francisco Museum of Modern Art – [www.sfmoma.org](http://www.sfmoma.org)  
Science Museum – [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)  
Tate Online – [www.tate.org.uk](http://www.tate.org.uk)  
Victoria and Albert Museum – [www.vam.ac.uk](http://www.vam.ac.uk)  
Walker Art Center – [www.walkerart.org](http://www.walkerart.org)  
The Whitworth Art Gallery – [www.whitworth.man.ac.uk](http://www.whitworth.man.ac.uk)  
Yorkshire Sculpture Park – [www.ysp.co.uk](http://www.ysp.co.uk)

**The starting points on the previous pages and the artists and websites listed are intended to be helpful suggestions, you may however enjoy exploring alternatives with your teacher.**

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