

Paper Reference(s)

1027–1032/02, 3027–3032/02

Edexcel GCSE

Art and Design

Paper 02 – Externally Set Assignment

Timed Test: 10 hours

June 2010 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

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

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 that 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:

WORK, REST, PLAY

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 '**work, rest, play**'.

WORK, REST, PLAY

PEOPLE

Studies of individuals or groups working or at leisure, wearing special clothing, or using special equipment could provide a useful starting point.

Could studies of yourself, your family, friends or work mates offer you a starting point to explore personality or mood at work, rest and/or play?

Could your admiration for a person and his or her success provide you with inspiration for your work?

Could studies of people watching or listening to others at work, rest and/or play offer a chance to explore one or more aspects of the theme in your response?

IMAGINATION

Your hopes and dreams could provide a starting point.

Do you ever imagine yourself in your ideal job or place?

Can you recall a daydream, nightmare or fantasy where unusual or mixed up combinations of people, places, objects and activities merged work, rest and/or play?

PLACES

Does a particular interior setting provide you with a starting point for situations where others work so that you might enjoy leisure time?

Could studies of a room enable you to present a response that describes a place where you work, rest and/or play?

Is there a place in a city, town, village or part of the countryside where you visit or have been to work, rest and/or play?

NATURAL WORLD

Could the natural world offer a range of different settings in which you could explore the theme?

Animals in the wild and domestic pets also work, rest and/or play.

Could animals creating homes, looking after their young and/or playing together in the countryside or urban environment provide inspiration for your work?

OBJECTS

A group of objects could enable you to explore more than one aspect of the theme.

Objects used in the preparation of food and drink for a picnic, or a packed lunch could combine to suggest both work, rest and/or play.

Could a collection of tools, objects or clothing connected with the theme offer a starting point for your response?

What objects could you assemble to provide a starting point for a response that reflects the way in which you seek to rest and relax?

ACTIVITIES

Actions and events could provide starting points for your work.

Delivering milk, newspapers, parcels, letters, stacking shelves, repairing a puncture, entertaining someone, giving a talk, travelling by land, sea or air could offer a starting point.

Could your investigation and exploration of work activities or your enthusiasm for travel, social events, sport or exercise provide a focus?

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

Abstract

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

Figurative

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

Exterior

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

Interior

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

Landscape

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

Man Made

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

Natural Form

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

Still Life

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

Human Form

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

Useful Websites

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