

KULLEĠĠ SAN BENEDITTU

Secondary School, Kirkop

HALF YEARLY EXAMINATION – 2015/2016

Form 3

ART AND DESIGN

TIME: Extended

EXPLORING AND DEVELOPING THE THEME OF

TOYS

The examination will consist of Exploring and Developing a Theme through five sections through the following assessment objectives:

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| A. Recording ideas and Observation. | 20 marks |
| B. Developing Ideas. | 15 marks |
| C. Using resources, media and materials. | 15 marks |
| D. Making a personal, informed, and meaningful response. | 20 marks |
| E. Presentation of a portfolio of Work. | 30 marks |

The total mark for this exam paper is: 100 marks

SECTION A: RECORDING IDEAS AND OBSERVATION

1. Brainstorming: write all initial notes and ideas about the theme.

2. Observational drawings from primary sources.

The students will be presented with a group of objects consisting of a variety of toys containing different colours and distinctive characteristics from the last three decades. Preliminary studies will be carried out and developed into a final work.

Furthermore, students will be encouraged to bring their own selection of toys in order to enrich their studies.

When drawing keep in mind to:

- Make effective use of form and space,
- Be aware of the importance of the light and shade,
- Bring out texture found in the objects/artefacts being drawn,
- Realise a balanced observational drawing using the basic art elements.

3. Drawings from secondary sources and photographs.

In this section you are asked to further develop a set of drawings to:

- Record responses to direct experiences from observation or imagination,
- Investigate visual and other sources of information.

SECTION B: DEVELOPING IDEAS

A **toy** is an item that can be used for play, generally used by children and pets. Different materials are used to make toys enjoyable to both young and old. Many items are designed to serve as toys mainly made for children; others are produced primarily as collector's items and are intended for display only.

The origin of toys is prehistoric; dolls representing infants, animals, and soldiers, as well as representations of tools used by adults are readily found at archaeological sites. The origin of the word "toy" is unknown, but it is believed that it was first used in the 14th century.

Topic examples one could tackle:

- Choose two random sections from your still-life/studies and create an enlargement consisting of a unified composition.
- Taking different sections from numerous toys create your own imaginary toy making a creative assembly out of the selected parts.

1. Explore information related to work of other artists, designers and craft people.

- Make sure to respond to works of other artists, craft-people in connection with your own work by adding sketches or notes;

2. Analyse and understand your sources to further develop ideas in a personal way.

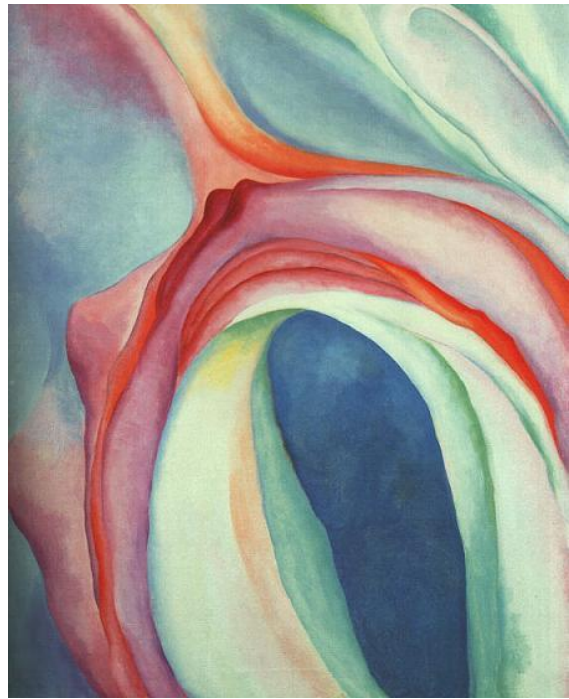
- The following images can help you think about possible ideas and can be used as a starting point. You are meant to explore and respond to other images.



Sarah Graham



Robert Bradford (sculpture)



Georgia O'Keefe



Jeff Clemens

SECTION C: USING RESOURCES, MEDIA AND MATERIALS

- 1. Select and experiment with appropriate resources, media, materials, techniques and processes.**
- 2. Review, modify and refine work as it progresses.**

SECTION D: MAKING A PERSONAL, INFORMED AND MEANINGFUL RESPONSE

- 1. Realise ideas and intentions.**
 - Demonstrate analytical and critical understanding as a response to your theme.
- 2. Refine and complete work.**

SECTION E: PRESENTATION OF A PORTFOLIO OF WORK

The Art Portfolio is to contain evidence of the study skills developed during the scholastic year. These skills include investigation, documentation, experimentation, realisation, aesthetic awareness and spontaneous and Intuitive work.

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| END OF EXAM |
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