DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Department of Curriculum Management
Educational Assessment Unit

Annual Examinations for Secondary Schools 2014

FORM 3 ART AND DESIGN TIME: Extended

EXPLORING AND DEVELOPING THE THEME: SEASONS

TEACHER’S PAPER

Teachers are to guide students throughout a Creative Process, by following the five sections containing the assessment objectives below:

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 examination paper is: 100 marks

SECTION A: RECORDING IDEAS AND OBSERVATION

1. Write all initial notes and ideas about the theme.

Teachers are to encourage students to record initial ideas in different ways, e.g. through brainstorming and discussion of the Theme.

2. Observational drawings from primary sources.

On considering the students’ range of abilities, teachers are to be flexible in their approach. As long as the selected objects relate to the Theme, some students may choose to deal with:

- the still-life set up by the teacher;
- objects displayed as part of the Art room’s resources;
- objects brought from home.

The students are encouraged to continue sketching at home as long as the objects they choose are related to the development of the Theme.
The following is a suggested list of objects related to the Theme:

- Fruit and Flowers
- Swimming-goggles
- Scarf
- Boots
- Gardening tools
- Bucket, Spade, Shells
- Leaves and Branches
- Umbrella

Teachers are to remind students 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.

Teachers are to encourage students to use secondary sources to further develop a set of drawings to:

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

Thus students may choose to draw on site from museums / natural environments / public places or get inspired from internet sources, photographs and pictures.

SECTION B: DEVELOPING IDEAS

What is the theme SEASONS?

Teachers may opt to suggest titles to students according to their ability.

The theme Seasons may be applied to:

- the periods into which the year is naturally divided by the earth’s changing position in regards to the sun, and which are marked by varying length of day and night, by particular conditions of temperature, weather…
- the stages of life…childhood, teenage, middle age, maturity, old age …
- the fortunes and conditions of life…happiness, wealth, poverty, sadness…
- some special celebration during the year, e.g. St. Martin, Christmas, Carnival, Easter…
- the period of the year often devoted to a particular business, sport, or amusement…Rock Festivals, Sporting Events, Fashion Parades, Hunting…
- colour, contrasts, patterns, rhythms, textures, moods, forms…
To further develop the Theme, teachers are to remind students to show evidence of research, analysis and connections of images throughout their creative process, thus guiding students to:

1. **Explore information related to work of other artists, designers and craft people.**
   - Make sure to respond to works of other artists, designers and 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 could be used as a starting point. You are meant to explore and respond to other images.

![G. Arcimboldo, ‘Four Seasons’](image1)

![M. G. Dodds, ‘Four Seasons’](image2)

![P. Gaugin, ‘Where do we come from, What are we, Where are we going?’](image3)
SECTION C: USING RESOURCES, MEDIA AND MATERIALS

Teachers are to encourage students to use different processes, techniques and practices, such as: drawing, painting, printing, collage, sculpture, textiles, photography, digital art where applicable. Thus, students are reminded to:

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

SECTION D: MAKING A PERSONAL, INFORMED AND MEANINGFUL RESPONSE

Teachers are to remind students to realise their intentions in a creative way and hence:

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. A Sketch-book/Art Journal should be included in the Art Portfolio.

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**Note for teacher:**

Assessment for portfolio – guidelines for distributing marks according to overall level of attainment.

The study skills are: Investigation, Documentation, Experimentation, Realisation, Aesthetic Awareness and Spontaneous and Intuitive Work.

**Investigation:**

This deals with exploration, research and communication of ideas, feelings, thoughts and solutions about the theme being tackled.
Documentation:
This deals with record keeping. The student records from experience, observation and imagination by drawing, photography, keeping notes and collections related to the work in progress. Documentation can take the form of keeping files, working diaries, journals and sketchbooks. It should also show the appreciation of artists’ works and art history.

Experimentation:
This deals with discovering ways to put ideas and solutions into practice by using materials, tools and techniques in creative and innovative ways.

Realisation:
The above steps lead to the creation of final works which could be an image, a form or a product.

Aesthetic Awareness:
This deals with making connections to works of art, craft and design related to the work being carried out, using the visual elements and practising the right skills and techniques.

Spontaneous and Intuitive Work:
The portfolio should also contain evidence of spontaneous and intuitive work where the student creates from personal experience and from the joy of handling materials and media.
The Marking Scheme, derived from the five sections containing the Assessment Objectives shown in the grid below, must be used when marking the Art & Design Exam.

### LEVEL DESCRIPTORS

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence</td>
<td>Limited and low-quality evidence</td>
<td>Limited evidence but of reasonable quality</td>
<td>Good quality evidence</td>
<td>High quality evidence</td>
<td>Outstanding quality evidence</td>
</tr>
</tbody>
</table>

Teachers are to refer to Level descriptors above to encircle grade appropriately in each Criteria box, of which total mark leads to the Overall Mark of 100 marks. The Scheme is designed to assess the student’s competencies throughout the entire Creative Process.

### CRITERIA FOR ASSESSMENT OBJECTIVES

<table>
<thead>
<tr>
<th>CRITERIA FOR ASSESSMENT OBJECTIVES</th>
<th>TOTAL MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes effective use of form and space</td>
<td>Is aware of the importance of the light and shade</td>
</tr>
<tr>
<td>A. Recording Ideas and Observation</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Adds sketches showing research of information related to work of other artists, designers and craft people</td>
<td>Explores ideas through sketches and notes showing connection to the work of other artists, designers and craft people</td>
</tr>
<tr>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Experiments with different processes, techniques and practice</td>
<td>Selects appropriate resources, media and materials</td>
</tr>
<tr>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Makes use of preparatory sketches creatively</td>
<td>Realizes ideas and intentions through personal notes and sketches</td>
</tr>
<tr>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Investigation</td>
<td>Documentation</td>
</tr>
<tr>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>E. Portfolio of Work.</td>
<td>/30</td>
</tr>
</tbody>
</table>

**OVERALL MARK** /100
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EXPLORING AND DEVELOPING THE THEME: SEASONS

STUDENT’S PAPER

The examination will consist of a Creative Process to explore and develop a Theme through the five sections containing the following assessment objectives:

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 examination paper is: 100 marks

SECTION A: RECORDING IDEAS AND OBSERVATION

1. Brainstorm and discuss the theme: write all initial notes and ideas about the theme.
2. Observational drawings from primary sources.

Look at the set group of objects in the Art room. You can also choose other objects to focus on, as long as they are related to the THEME. While exploring the objects, keep in mind the basic Art Elements of: FORM & SPACE; LIGHT & SHADE; TEXTURE; BALANCED COMPOSITION.

Suggested list of objects:

- Fruit and Flowers
- Swimming-goggles
- Gardening tools
- Scarf
- Swimming-goggles
- Bucket, Spade, Shells
- Leaves and Branches
- Boots
- Umbrella
SECTION B: DEVELOPING IDEAS

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 and/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.

G. Arcimboldo, ‘Four Seasons’

M.G.Dodds, ‘Four Seasons’

P. Gaugin, ‘Where do we come from, What are we, Where are we going?’
SECTION C: USING RESOURCES, MEDIA AND MATERIALS

1. Using primary and secondary sources (photographs and pictures), 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. A Sketch-book/Art Journal should be included in the Art Portfolio.

END OF EXAM