FORM 5  ART  TIME: Extended

TEACHER’S PAPER:

1. The examination will consist of three sections.
   - **Section A:** Work from Observation (80 marks)
   - **Section B:** Imaginative Picture Making (80 marks)
   - **Section C:** Presentation of a Portfolio of Work (40 marks)

2. The examination has been designed to enable the students to experience the creative process and the realization of a product.

3. Art teachers are required to stress the following points:
   a. Creative and thoughtful considerations are essential, to deal effectively with questions from both **SECTION A** and **SECTION B**.
   b. These considerations have a direct bearing on the quality of the students’ final work, and should be reflected in preliminary studies made in connection with both **SECTION A** and **SECTION B**.
   c. Preliminary studies are to be handed in together with the final works.

4. 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

5. Students are to be helped to use the extended time given to their best advantage.

6. All teachers are expected to explain the contents of the examination paper to the students.

The Art examination is to be conducted during the Art lesson – in the period from the 6th January to the 31st January 2014.

- **ART TEACHERS ARE EXPECTED TO MAKE USE OF THE MARKING SCHEMES PRESENTED WITH THIS PAPER TO ASSESS THE STUDENT’S COMPETENCIES.**
SECTION A: Drawing or Painting from Observation

The Art Teacher is to set up one or more arrangements of five objects each, chosen from the following list:

- Glass bottles  
- Plant  
- Sea Shells  
- Cap/Hat  
- Clock  
- Pebbles  
- Basketball  
- Carrots  
- Tools  
- Tennis racket  
- Log  
- Box  
- Books  
- Onions  
- CD player/Radio

Study the group of objects placed before you. Make use of preliminary studies to show the organisation of light and shadow, forms, colour and textures. Produce a painting or a drawing of the group.

SECTION B: Composition from a Theme.

The students are asked to consider the following starting points:

1. Giovanni Schranz uses diffused light and honeyed shades to picture the bobbing passenger boat, in fig 1. A strong breeze animates the boat’s sails and whips up a lively sea just outside the entrance to the Grand Harbour. Using the genre of painting associated with the Schranz family, make a painting entitled “The Hardships of Sea Life”.

2. Roaring engines, chequered flag, speeding racing cars, pit lanes, diligent engineers, industrious mechanics, daring drivers provide a unique atmosphere and endless excitement at curvilinear racing tracks. Make investigations and working sketches of these elements at a car racing track. From these studies develop an abstract composition entitled “Grand Prix” showing the excitement, the courage, the passion, the colour and the mood of these events.

3. People have dreamed of flight for thousands of years but it is only in the past century that we have been able to glide through the air in powered aircrafts. However it is fascinating to think that about five hundred years ago, a man called Leonardo Da Vinci was making detailed sketches of simple flying machines (fig. 2). He was always dreaming up new ideas, and his sketchbooks are filled with sketches and diagrams of these fantastic ideas. Make a painting entitled “Fantastic Flying Machines Today”.

4. Surrealist artists like Giorgio de Chirico (fig. 3), René Magritte (fig. 4) and Salvador Dalí (fig. 5) used their dreams and imagination to create eccentric and bizarre artworks, often using recognizable ‘real’ everyday objects. Play with your imagination by sketching everyday objects of your choice while changing the scale and perspective of the objects. Use your sketches to create an artwork entitled “Bizarreness”.
5. Can you imagine what it would be like if all food had the same flavour? Variety spices up life! What would life be like if we were all the same? By exploring different facial features, skin tones and hair types, create a mask in 2-D or 3-D entitled “Celebrating Human Diversity”.

- STUDENTS ARE ASKED TO CHOOSE ONE THEME AND DEVELOP IT INTO A FINAL WORK.
- THE STUDENTS’ WORK IS EXPECTED TO BE THE RESULT OF THE CREATIVE PROCESS.

Fig. 1 – Gozo Boat – Giovanni Schranz
Fig. 3 – Song of Love – Giorgio de Chirico

Fig. 4 – Personal Value – René Magritte

Fig. 5 – The persistence of memory – Salvador Dalí
The Marking Scheme, derived from the Assessment Objectives shown in the grid below, must be used when marking the DRAWING or PAINTING FROM OBSERVATION Art exam of Section A in the Exam Paper.

The Assessment Objectives form the basis for assessing the student’s work. The scheme is designed to assess the student’s competencies in doing Still Life. Each Descriptor carries 20 marks, which are divided as shown:

<table>
<thead>
<tr>
<th>ASSESSMENT OBJECTIVES</th>
<th>No evidence</th>
<th>Limited and low-quality evidence</th>
<th>Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality</th>
<th>Adequate evidence and of reasonable quality</th>
<th>Ample and high quality evidence</th>
<th>TOTAL MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Makes effective use of form and space</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>ii. Is aware of the importance of the depiction of the Light and Shade</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>iii. Brings out the Tones found in the Still Life</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>iv. Brings out the Textures found in the Still Life</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>v. Realises a Balanced Still Life by applying sensitively the basic Art Elements</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL MARK
The Marking Scheme derived from the Assessment Objectives, shown in the grid below, must be used when marking the COMPOSITION FROM A THEME Art exam in section B of the Exam Paper.

THE ASSESSMENT OBJECTIVES FORM THE BASIS FOR ASSESSING THE STUDENT’S WORK. THE SCHEME IS DESIGNED TO ASSESS THE STUDENT’S COMPETENCIES THROUGHOUT THE ENTIRE WORK PROCESS.

<table>
<thead>
<tr>
<th>ASSESSMENT OBJECTIVES</th>
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<tbody>
<tr>
<td>i. INVESTIGATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record responses to direct experience observation and imagination</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate visual and other sources of information</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>iii. EXPERIMENTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore and use a range of media for working</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Review, modify and refine work as it progresses</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>v. DOCUMENTATION</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to the works of other artists, craft-persons and designers making connections with their own work</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>vi. REALIZATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realise ideas and intentions</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>vii.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Refine and complete work</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
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TOTAL MARK
DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Curriculum Management and eLearning Department
Educational Assessment Unit

Annual Examinations for Secondary Schools 2014

FORM 5 ART TIME: Extended

Name: _______________________________ Class: _______________

INSTRUCTIONS TO STUDENTS

1. The examination will consist of three sections.
   - **Section A**: Work from Observation (80 marks)
   - **Section B**: Imaginative Picture Making (80 marks)
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2. Read the questions carefully and consider which of them will be suitable for your competence and interest.

3. You are expected to show that your work goes through the process of **Investigation, Documentation, Experimentation** and **Realization**.

4. **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 cause you to lose marks.

5. Two questions are to be attempted, one question from **SECTION A** and one from **SECTION B**.

6. The questions in **SECTION B** may be interpreted in any one of the following forms:
   - Painting in colour
   - Print Making
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   - Collage
   - Three – Dimensional work

7. Any reference material from primary or secondary sources may be used but mere copying is unacceptable.

8. Write the following information clearly at the back of your work:
   a) Name and Surname
   b) School and Class
   c) Section (A or B) and question number.

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

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