

# YEAR 9 ART COURSEWORK EXEMPLARS

---

This document provides exemplars and samples of coursework, with reference to Coursework 1 requirements set in the SEC 03 Art Syllabus (2025), on pages 23-25, link below:

[https://www.um.edu.mt/data/assets/pdf\\_file/0018/470322/SEC03ArtLOFSyllabus2025.pdf](https://www.um.edu.mt/data/assets/pdf_file/0018/470322/SEC03ArtLOFSyllabus2025.pdf)

## Exemplars:

### Coursework 1,

#### General Theme: **Reading the Human Journey through Artworks.**

1. Students are to begin a **work journal** to explore and develop a topic that is in line with the general theme of this coursework: **Reading the Human Journey through Artworks**. They may seek teacher guidance to ensure that the topic chosen falls within the general theme. Below are examples of topics. Students may consider any topic that resonates with them as long as it is related to the general theme.

- By exploring historical and contemporary artworks one can see the human journey and evolution of topics such as follows:

**Archaeology**/heritage sites: pottery; stone tools/ metal tools;

**Painting** approaches: techniques, materials and styles

**Architecture**/houses/temples; Interior design/furniture/ceramics/rugs/tapestry;

Battles and Wars: ships, horses, chariots, and warriors with metal weapons;

**Civilisation** documented through Narrative art-stories/comic strips/frescos/ graffiti; Photography and filming...Physical Appearance: Clothing style/fashion design/jewellery design/hair & make-up/tattooing;

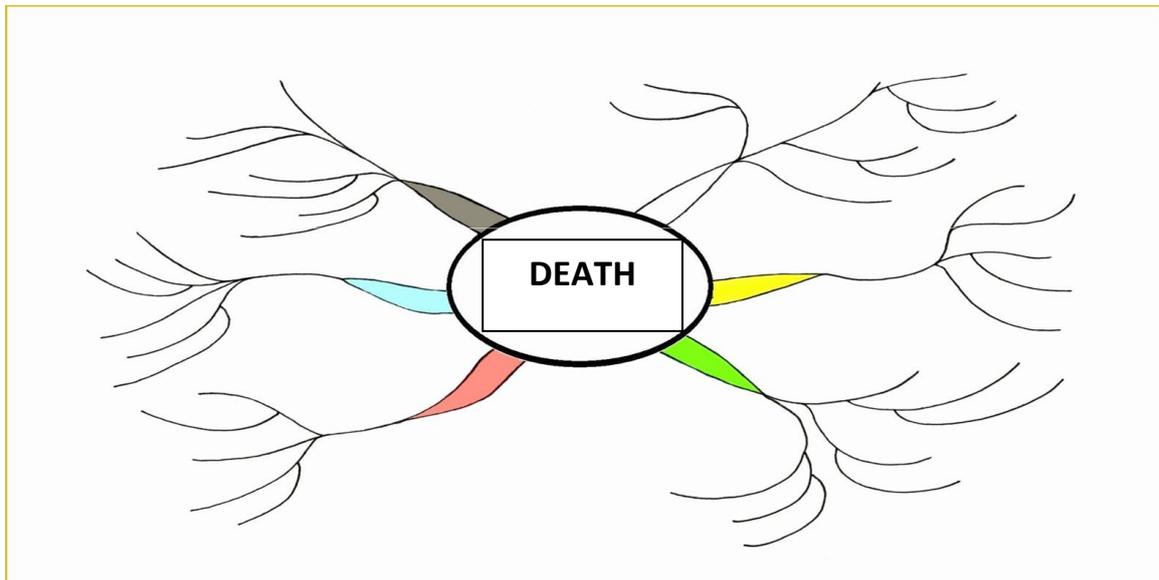
**Social structures/social class**: Portraits showing societal status/hierarchy/caricatures and facial expressions;

**Religion**: religious rituals/ statues/ symbols/ royal tombs;

**Politics**: Sculpture/public art/statues/monuments;

- Most of the above suggested topics can be merged e.g. religion and architecture-temples/tombs

2. They are to **create a mind-map** concerning their chosen topic, e.g. DEATH. This helps them to explore the topic being researched.



3. Students are to **research** from art books, internet, museums and other sources to find at least FOUR works of art that relate to their chosen topic. Each of the four artworks is to be chosen from a different era in the history of art and contemporary art. Students are to analyse the relationship of the selected four artworks within the topic being investigated.

4. They are to **attach the images** of these art works in the work journal and make short annotations (observations and interpretations) showing their response to each of the selected works. For instance, they may compare and contrast the artworks in relation to their chosen topic: 'DEATH'.



Pieter Bruegel the Elder, **The Triumph of Death**, c. 1562

*Whatever the status, no soul is immune from death.*



Pablo Picasso, **Guernica**, 1937

*The horror of Spanish attack not of 'death' as such.*



Käthe Kollwitz, **In Memoriam Karl Liebknecht**, 1920

*The living suffering the death.*

*From realistic to abstract, colourful to monochromatic depiction of death, artists have repeatedly found beauty in the concept of 'death'. Some portrayed the presence of death as sadness of those left behind, others showed the victory of death as a result of wars...yet others showed death served education. This reflects people's various ways of seeing and feeling concerning 'death'. After all, the eternal presence of death gives value to life. For the artists, painting scenes depicting the presence of death could very well have been a way of examining and confronting their own mortality.*

Dr Charmaine Zammit

*Death serving the living... progress in education and medicine.*



Rembrandt van Rijn, **The Anatomy Lesson of Dr. Nicolaes Tulp**, 1632

5. They are to further explore how their chosen topic contrasts with, and whether it is still evident in present day life. The work journal is to show evidence of the students' research and development of their chosen topic as a build-up of sketches, drawings, paintings etc. from primary and secondary sources.

6. Students are encouraged to explore and experiment with different media and materials.

7. The coursework is to be concluded by a final artwork that reflects the student's creative approach to their chosen topic. Students are free to select and use their preferred medium. The final artwork should be in full colour.

## COURSEWORK SAMPLES

Following the 1<sup>st</sup> and 2<sup>nd</sup> COPE Art Teacher Training Sessions in 2022, some Art teachers kindly offered to share their creative process of Coursework 1 related to their chosen theme. These are accessible through MEDS OneDrive, 'Art Resources' repository- Folder: 'Year 9 Art Coursework Samples', or by clicking on the following link:

[https://curriculum.gov.mt/en/digital\\_resources/Pages/Art-Resources.aspx](https://curriculum.gov.mt/en/digital_resources/Pages/Art-Resources.aspx)

The Folder 'Year 9 Art Coursework Samples' will keep being updated with the uploading of further coursework samples sent by Art teachers. These may serve as starting points to adapt from, when guiding Year 9 students with their Art coursework.

The samples are not meant as rigid ways to tackle the Art Coursework, because only the students can explore their own journey to deal with their chosen theme. While going through their thematic coursework's creative process, students are guided by their Art teacher.