



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

History of Art

Assessment Unit AS 1

assessing

Module 1: Art

[AD111]

TUESDAY 16 MAY, AFTERNOON

MARK SCHEME

AS Generic Mark Scheme

Assessment Criteria	Level 1 0–12 marks	Level 2 13–24 marks	Level 3 25–36 marks	Level 4 37–48 marks	Level 5 49–60 marks
Knowledge Source, select, recall material to demonstrate knowledge effectively (AO1).	Insufficient knowledge. Recall lacking scope, depth, relevance and/or accuracy.	Limited knowledge. Recall problematic in scope, depth, relevance and/or accuracy.	Satisfactory knowledge. Recall mostly satisfactory in scope, depth, relevance and accuracy.	Good knowledge. Recall extensive, relevant and accurate, with minor lapses.	Excellent knowledge. Recall extensive, relevant and accurate.
Understanding Demonstrate understanding through analysis and make substantiated judgements and sustained discussion and/or arguments (AO2).	Insufficient understanding. Any relevant analysis, judgements, discussion and arguments unsubstantiated and/or unsustained.	Limited understanding. Any relevant analysis, judgements, discussion and arguments problematic.	Satisfactory understanding. Analysis, judgements, discussion and/or arguments mostly relevant and satisfactorily substantiated.	Good understanding. Analysis, judgements, discussion and arguments substantiated and sustained, with minor lapses.	Excellent understanding. Relevant and fully substantiated and sustained analysis, judgements, discussion and/or arguments.
Communication Present a clear and coherent response (AO3), addressing Quality of Written Communication requirements.	Insufficient communication. Unclear, incoherent and/or non-extensive, with inaccurate spelling, punctuation and/or grammar, and/or inappropriate vocabulary and/or form/style of writing.	Limited communication. Clarity, coherence, extensiveness, spelling, punctuation, grammar, vocabulary and/or form/style of writing problematic.	Satisfactory communication. Clarity, coherence, extensiveness, spelling, punctuation, grammar, vocabulary and form/style of writing mostly satisfactory.	Good communication. Clear, coherent and extensive with accurate spelling, punctuation and grammar, and appropriate vocabulary and form/style of writing, with minor lapses.	Excellent communication. Clear, coherent and extensive, with accurate spelling, punctuation and grammar, and appropriate vocabulary and form/style of writing.
Marks available for each AC	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Throughout this mark scheme:

- *insufficient* – clear that minimum required standard for an AS pass has not been achieved
- *limited* and *problematic* – unclear that minimum required standard for an AS pass has been achieved.

AS 1 Mark Scheme

Candidates' demonstrated knowledge and understanding of the indicative content will be assessed against the assessment criteria and performance descriptors within the AS Generic Mark Scheme above.

For each question, candidates must demonstrate some knowledge and understanding of the relevant 'immediate context' – within their historical contexts, closely associated artistic styles, themes, centres, movements and/or practitioners, as identified within the particular subject content section. 'Immediate contexts' shown below reproduce in full content descriptions directly relating to the questions, with the less relevant contextual content shown in summary form. The major part of each answer should not be contextual but, rather, drawn from the subject content to directly address the question.

Principal practitioners and works relevant to the examination question should be dated on first mention. Basic biographies should be provided for these principal practitioners. (To assist examiners, information within the Mark Scheme may occasionally be extensive – more than expected from any single candidate's answer.)

For archiving purposes each question is given a six-digit reference, the first three digits identifying the year (09, 10...) and examination series (1, January; 2, May–June), and the second three the unit (1–4) and section number (01–10).

AS 1 Section 1 – Greek sculpture

172.101: What for you is the single most interesting aspect of Greek sculpture? Establish contexts, refer to appropriate sculptors and works, and give reasons in support of your answer.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context
 - **Archaic**, late 8thC–c. 480 BC; Egyptian, Mycenaean and Minoan influences; technical and aesthetic developments; limestone, marble, early use of bronze; emergence of Kouros, Kore and other free-standing figures; gradually freer treatment of drapery.
- and/or
 - **Classical**, c. 480–323 BC; aggressive colonization under Alexander the Great; technical and artistic mastery; treatment clear, harmonious, restrained, generalised, idealised; narrative; refined drapery treatment; free-standing and pedimental figures, metope and frieze reliefs. Myron, Phidias, Polykleitos, and early work by Praxiteles and Lysippos.
- and/or
 - **Hellenistic**, c. 323–27 BC; fall of Greece to Rome 146 BC; technical and artistic elaboration; shift from idealism to realism; movement, emotion, drama, group compositions; most practitioners unknown; late work of Praxiteles and Lysippos.
- and in summary
 - Archaic, Classical and/or Hellenistic, as not already covered.
- Identification of required practitioners and works, and descriptions of works, for example:
 - Kritios(?) – limited evidence for attribution to the 5th C BC Athenian sculptor.
 - *Kritios* or *Kritian Boy*, c. 480 BC (marble, height 86.3 cm/34 in; Acropolis Museum, Athens).
 - Free-standing marble male nude, about half life-size. Most of the weight on the figure’s left leg; right leg relaxed and slightly forward; hips and shoulders arranged naturalistically in response. Arms missing from just above the elbows (evidence of missing lower arms being physically supported at the thighs); left foot missing from just above ankle; right leg missing from just below knee.
- and/or
 - Praxiteles (active c. 370–330 BC).
 - *Aphrodite of Cnidus* (or *Cnidian Aphrodite* or *Aphrodite of Knidos*); Imperial Roman copy, marble, 2.03 m (6ft 8ins) high; Vatican Museums, Rome.
 - Generally considered the best surviving copy from antiquity. Marble original, probably naturalistically coloured, now lost. Form of the figure softly rounded; frontal pose with weight principally on her right leg, left knee advanced, left foot withdrawn and right shoulder dropped. Her left hand grasps a discarded robe, draped over a large urn, and her right hand hovers before her genital region. To help physically support the figure, a roughly rectilinear section of marble bridges the gap between the robe, on the urn, and the figure’s left hip. The figure’s gaze slightly to her left.
- and/or
 - Practitioner unknown but probably from Rhodes.
 - *Nike of Samothrace* or *Winged Victory of Samothrace*, c. 250–180 BC (Louvre Museum, Paris);
 - Hellenistic Parian marble sculpture of female winged figure clothed in full-length chiton or gown closely moulded to the form. Head, arms and right wing missing (a replica right wing, made of plaster and based on the surviving left one, is currently attached). Pedestal in grey marble taking the form of a prow of a ship.
- and/or
 - Practitioner unknown.
 - *Old Market Woman*, 2nd C BC.

- Arms largely missing. Hellenistic depiction of old woman, stooped and wrinkled, carrying basket of fruit and/or birds; long thin belted dress, slipping off right shoulder.

- UNDERSTANDING

- Analysis/interpretation/significance/appraisal, for example:

- Kritios(?).

- *Kritios or Kritian Boy*.

- Key work exemplifying transition from Archaic to Classical. Compact upright, basically symmetrical, form with subtle but significant asymmetry – the ‘contrapposto’ (counterpoise) pose – marking advance in naturalism. Subtle rendering of tensed and relaxed muscles throughout the body testifying to acute observation. More naturalistic facial expression than hitherto (no ‘Archaic smile’) but sense also of perfected, idealised image.

- and/or

- Praxiteles.

- *Aphrodite of Cnidus*.

- Widely cited as earliest fully realised nude female in ancient Greek sculpture – nudity hitherto confined to males. A basic model for western depictions of the female nude. Intended to be viewed in the round. Ambiguous as to whether she is shown putting aside her robe, preparing to bathe, or reaching for it, in response to being viewed. Further example of use of contrapposto (counterpoise) pose, lending greater sense of naturalism after the stiffness of Archaic works, but sense also of perfected, idealised image.

- and/or

- Practitioner unknown.

- *Nike of Samothrace*.

- One of the great masterpieces of Greek sculpture, probably influenced by the *Pergamon Altar*, c. 170 BC. Imbued with power, energy and movement but also delicacy, refinement and creative imagination in the treatments of drapery, wings and female form. Probably celebrating a Rhodian naval victory, with the Nike, or goddess of victory, shown in the act of alighting on the prow of a ship, her garment blown out behind her.

- Practitioner unknown.

- *Old Market Woman*.

- Major example of Hellenistic realism. Departure from idealised goddesses – in their physical prime – of the Archaic and Classical periods. Direct observation of everyday reality. Birds/fruit possibly religious (Dionysian?) offering. Old woman’s dishevelled appearance may signify certain freedom accorded women past child-bearing age.

- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 2 – Early Renaissance Italian art

172.102: What for you is the single most interesting aspect of Early Renaissance Italian art? Establish contexts, refer to appropriate centres, artists and works, and give reasons in support of your answer.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Classical influence and rise of Humanism** Emergence from Gothic and Byzantine traditions; questioning, challenging; individualism; artist's status rises.
 - **Technical and aesthetic developments** In painting and sculpture; perspective, direct observation, personal expression, emergence of portraiture.
 - **Florence as centre** Also Padua and Siena; Duccio, Giotto, Lorenzo Ghiberti, Donatello, Fra Angelico, Paolo Uccello, Masaccio, Piero della Francesca, Andrea Mantegna, Sandro Botticelli.
- Identification of required practitioners and works, and descriptions of works, for example:
 - Giotto di Bondone (c. 1267–1337). Based in Florence.
 - 'Crucifixion', from *Scenes from the Life of Christ* frescoes, 1304–06; Cappella Scrovegni (Arena Chapel), Padua.
 - Crucified Christ centrally placed within format that is slightly wider than it is high. Shallow pictorial space with inexpertly foreshortened angels shown against blue sky. A group of figures either side, figures on left with haloes; kneeling woman on left hand side at foot of Cross; soldiers plus one haloed figure in group on right.
 - and/or
 - Masaccio (b. 1401 near Florence, d. 1428 Rome). Based in Florence, closely associated with Brunelleschi and Masolino.
 - *Trinity*, fresco, Santa Maria Novella, Florence, c. 1427–28.
 - Tall narrow format extending from ground level and containing life-size figures of God the Father, God the Son (Christ, on the cross), God the Holy Ghost/Spirit (in form of white dove/collar), Virgin Mary, St John the Evangelist, a male and a female donor, and a human skeleton.
 - and/or
 - Sandro Botticelli (c. 1444/5–1510). Leading exponent of 'poetic' strand in Florentine Quattrocento painting.
 - *Adoration of the Magi*, tempera on panel, c. 1470–75; Uffizi Gallery, Florence.
 - One of at least five major treatments of this theme by Botticelli, two earlier ones being in the National Gallery in London. Commissioned by merchant, money-changer and embezzler Guasparre del Lama, who (with white hair, wearing a light blue robe and looking out at the viewer) is depicted amid the figures on the right. Botticelli himself probably the figure on the extreme right, in the same group, also looking out at the viewer. The Medici family also represented, including Cosimo the Elder (who had died in 1446) as the elderly king kneeling before the Virgin and infant Christ. Scholars differ on identifications of, possibly, Giuliano or Lorenzo (the Magnificent). The Holy Family shown amid the ruins of a classical building fitted with a makeshift timber roof.
 - UNDERSTANDING
 - Analysis/interpretation/significance/appraisal, for example:
 - Giotto.
 - 'Crucifixion'.
 - Example of shift from Gothic and Byzantine painting traditions into Early Renaissance realism. Gold background replaced by semblance of 'real' blue skies, landscape details, and perspective/foreshortening. Figures and expressions individualised, informed by direct observation.

- and/or
 - Masaccio.
 - *Trinity*.
 - Masaccio major figure in further progression from Byzantine/Gothic traditions to Renaissance realism. Classical influences/references in the work. Earliest Renaissance painter to use Brunelleschi's discovery of scientific (vanishing point) perspective (or rediscovery; some Greek and Roman mosaics and frescoes arguably indicate knowledge of perspective), as best seen in the *Trinity*. Life-size religious figures seen from a single point in time and space corresponding with that of typical human observer standing in front of the painting (vanishing point/eye-level at foot of cross). Realistic life-size portraits of donors incorporated, at a slight remove, with the holy figures. Masaccio leading painter in use also of shading, realism, gesture, continuous narrative. Christian symbolism with Humanist influence.
- and/or
 - Botticelli.
 - *Adoration of the Magi*.
 - Increasing sense of individualism and personal expression – Botticelli's very distinctive, languidly poetic, painting style evident. High prominence given to images of the artist himself, his patrons (including at least one deceased) and their social circle, all in contemporary (Florentine) dress, within the Biblical scene (religious belief overcoming normal disjunctions of time and space).
 - General, for example:
 - Gothic and Byzantine sense of godly omniscience (conveyed by generalised, idealised or otherwise stylized imagery) challenged by Renaissance human-centred observation from single point fixed in space and time, powerfully expressed in painting by adoption of scientific perspective.
 - General rise in artist's status as discerning patrons – for reasons of self-aggrandisement, aesthetic pleasure, connoisseurship, religious belief, or whatever – seek out, support and nurture artistic talent.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 3 – European art Renaissance to Rococo

172.103: What for you is the single most interesting aspect of European art Renaissance to Rococo? Establish contexts, refer to appropriate centres, artists and works, and give reasons in support of your answer.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context
 - **Netherlands** Emergence from Gothic tradition; technical and aesthetic developments; individualism, realism, some fantasy and grotesqueness; religious and secular subjects; Jan Van Eyck, Hieronymus Bosch, Pieter Bruegel the Elder.
- and/or
 - **Baroque Flanders and France** Baroque exuberance and sensuality in painting and sculpture, Peter Paul Rubens, Pierre Puget; classical tendency within Baroque, Nicolas Poussin; pioneering landscape genre, Claude Lorrain(e).
- and/or
 - **Rococo France** Fête galantes and other aristocratic dalliances; Jean-Antoine Watteau, François Boucher, Jean Honoré Fragonard; intimate and tranquil domesticity, Jean-Baptiste Chardin.
- and/or
 - **Rococo Britain** Satirical social commentary, William Hogarth; animal anatomy and 'portraiture', George Stubbs; portraits and landscapes of the gentry, Thomas Gainsborough.
- and in summary
 - Netherlands, Baroque Flanders and France, Rococo France and/or Rococo Britain, as not already covered.
- Identification of required practitioners and works, and descriptions of works, for example:
 - Jan (or Johannes) van Eyck (c. 1390–1441).
 - *The Arnolfini Portrait* or *The Arnolfini Wedding*, 1434; oil on panel; National Gallery, London.
 - One of the earliest surviving examples of oil painting.
 - Interior with couple, possibly Giovanni di Nicolao Arnolfini and his wife Costanza Trenta, who married in 1426, or, a cousin, Giovanni di Arrigo Arnolfini and Giovanna Cenami, who married in 1447 (six years after van Eyck's death). The Arnolfinis were from Lucca in Italy; in 1434, a number of the extended family were working as merchant bankers in Bruges, in the Netherlands. Identities of the two figures and the circumstances being depicted remain unclear
 - Costanza, for instance, was dead by 1433, so her 'portrait' would have had to have been posthumous (for detailed discussion, see, for example, Carola Hicks, *Girl in a Green Gown; The History and Mystery of the Arnolfini Portrait*, Chatto, 2011). The man holds the woman's right hand, palm up, in his left hand. His right hand is raised as if in greeting or in the act of taking an oath. He wears a tabard of pine martin fur and a dark wide-brimmed hat. She a long green gown, much gathered at the waist, and trimmed or lined with squirrel fur. An embroidered white mantilla covers her head and shoulders. The room is plainly but expensively furnished. Overhead is a complex brass chandelier. To the left, a window with a cupboard below it. On the window sill and cupboard are some oranges (expensive commodities in the Netherlands at the time). On the back wall is a round convex mirror in which are reflected four people, one wearing blue. None of these is shown in the act of painting, despite the fact "Johannes de Eyck fuit hic/1434" (Johannes van Eyck was here/1434) is ostentatiously inscribed on the wall, just above the mirror. The mirror's frame has embedded in it glazed vignettes of the ten stations of the Cross. Under the mirror is a red-upholstered couch or bed, in front of which is a pair of red sandals and, towards the right, a Turkish(?) rug. A large four-poster bed, with canopy and bed covers also in red, is to the right. In the centre-foreground is a Brussels griffon (small terrier). And in the left foreground is another pair of sandals, these carved out of pale wood.

- and/or
 - Jean-Baptiste Chardin (1699–1779). Painter of still lives and domestic scenes. Elected to the French Royal Academy on strength of *The Skate* (or *The Ray*), 1728.
 - *The Young Schoolmistress*, c. 1735–36.
 - Against a plain but delicately modulated grey background, a shallow interior scene with, in the left foreground, a plain wooden cabinet behind which a child, aged about five, points intently at some papers on the cabinet. On the right is a teenage girl in left profile who gazes at the child's down-turned eyes and points to the papers with a stylus held in her right hand. She wears a blue and white dress, and pink and white cap. Muted pink and white is seen also in the child's cap.
- and/or
 - George Stubbs (1724–1806).
 - *Hambletonian, Rubbing Down*, c. 1800.
 - A famous bay racehorse shown in right profile. Active pose, accompanied by groom and stable boy and shown against expanses of grass and sky. Two small nondescript buildings in background.
- UNDERSTANDING
- Analysis/interpretation/significance/appraisal, for example:
 - Van Eyck.
 - *The Arnolfini Portrait*.
 - Oil (mainly linseed oil) was used as a painting medium at least as early as the 13thC but its predominance over other mediums (tempera, fresco, watercolour...) in western painting in many respects only began with van Eyck. In this and other works he achieved hitherto unimagined levels of control and illusionary effect, especially in textures and semi-transparent glazes. Major influence on development of western painting techniques.
 - The mirror and the chandelier within the painting are especially potent symbols of van Eyck's naturalism. The latter is rendered in perfect perspective, a task that thoroughly defeated the painter David Hockney (b. 1937) when he tried to emulate it, freehand or unaided, whilst investigating painters' use of mirrors and other optical aids (see David Hockney, writer and presenter, *Secret Knowledge*, BBC2 Television, 2001; programme based on Hockney's book, *Secret Knowledge, Rediscovering the Lost Techniques of the Old Masters*, London, 2001, ISBN 0-500-23785-9).
 - Aesthetically influential. The work as a whole, with its supreme handling of texture and form, widely regarded as one of the greatest naturalistic paintings ever made. In the collection of Philip IV of Spain in Velázquez's time and considered to have been an influence on the Spanish painter's masterpiece *Las Meninas*, 1656 (King and Queen shown as reflections in a mirror centred on a back wall), which itself influenced many leading artists (Picasso, for instance, painted 58 versions of it).
 - Various interpretations: depicting a wedding, celebrating marriage, commemorating a dead spouse/beloved (the woman's facial features are quite generalised), or documenting and witnessing some kind of agreement (marital, business...). Perhaps one or both was/were not free to actually marry for religious and/or legal reasons.
 - Heavy look of the woman's stomach reflects contemporary fashion and not necessarily that she was pregnant, or, if a posthumous depiction of Costanza, perhaps signifying she died in childbirth.
 - The painting significant in depicting a contemporary, middle class, domestic scene at a time when painting subjects were generally to do with church or state.
- and/or
 - Chardin.
 - *The Young Schoolmistress*.
 - Typical of his figure paintings (produced mainly between early 1730s and mid 1750s) and very different from other Rococo artistic approaches. World of middle-class domesticity, of servants and the commonplace; austere, simple, sober, dignified naturalism; some kinship with 17thC Dutch domestic scenes.

- and/or
 - Stubbs.
 - *Hambletonian*.
 - Acutely observed ‘animal portrait’ reflecting the artist’s prolonged study of horse anatomy. Lively, energetic pose although also an unrealistic one in that both fore- and rear-right legs are off the ground simultaneously; an example of Stubbs’ compromising realism for sake of artistic composition.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 4 – French painting 1780–1870

172.104: What for you is the single most interesting aspect of French painting 1780–1870? Establish contexts, refer to appropriate movements, painters and works, and give reasons in support of your answer.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Neoclassicism** The Enlightenment; time of revolutions against religious and state establishments; Ancient Egyptian, Greek and Roman artefacts stimulate scholarly and popular interest; Academy and the Prix de Rome; reaction to Rococo; Jacques-Louis David, political as well as artistic involvement; Jean Auguste-Dominique Ingres, Neoclassical champion with Romantic tendencies.
- and/or
 - **Romanticism** Church and state give ground to private patronage; literary and exotic themes favoured; ‘cult of the individual’ given expression in rise and fall of hero-leader Napoleon; challenge to Academic artistic methods and values; sketchiness, drawing with brush, strong colour; Théodore Géricault, Eugène Delacroix.
- and/or
 - **Realism** Conflict with political and artistic establishments; egalitarian values; struggle to establish landscape genre; Barbizon School, Camille Corot, Gustave Courbet, Jean-François Millet, Honoré Daumier.
- and in summary
 - Neoclassicism, Romanticism and/or Realism, as not already covered.
- Identification of required practitioners and works, and descriptions of works, for example:
 - Jacques-Louis David (1748–1825). Leading French Neoclassical painter of his time. Strong supporter of both French Revolution, 1789, and Napoleon. Latterly exiled in Belgium and refused burial in France for political reasons.
 - *Oath of the Horatii*, 1784–85.
 - Ancient Roman theme of personal sacrifice for greater (social) good as dramatized in Corneille’s play *Horace*, 1640. David invents shallow stage-like setting with three figure-groups framed by three Roman Doric/Tuscan arches; from left to right, three Horatii brothers, each with right hand raised; father holding up three swords; three seated women and two small children. Forms clearly delineated.
- and/or
 - Théodore Géricault (1791–1824). Leader of early French Romantic painting. Independent means freed him from need to sell his work to live. His two great passions, painting and horses. Dies prematurely following riding accident.
 - *Raft of the ‘Medusa’*, 1818–19.
 - Large make-shift raft with 20 or so figures, alive and dead, shown on dark heaving sea against yellowish, stormy sky; illustrating aftermath of the French frigate *Medusa*’s foundering off Senegal, on west coast of Africa, 1816. Allegations of incompetence and cowardice against politically appointed captain who abandoned 150 to the raft, only 15 or so surviving when rescued, and 5 of them dying within a few months.
- and/or
 - Eugène Delacroix (1798–1863). His father fought the 1789 Revolution cause and was later Foreign Minister under the Directoire, but on-going speculation that his natural father might actually have been the statesman Talleyrand. Studied under Guérin at same time as Géricault. Following Géricault’s early death, Delacroix championed Romanticism against Ingres’ championing of Neoclassicism. His *Journals* testify to a fine and independent mind and are still valued for the insights they provide into the creative process. Literary influences (Dante, Shakespeare, Goethe, Byron...) often seen in his subject choice. Travels to England (1825) and Morocco (1832) influential

on his work, the latter a vehicle for an exotic strand of his subject matter. His work frequently criticised by Academicians but he was nevertheless awarded many prestigious government commissions.

■ *The Death of Sardanapalus*, 1827.

- Based on Lord Byron's play *Sardanapalus*, 1821, which in turn was based on legend of a king of Nineveh (Assyria, c. 8thC BC) who, facing defeat, orders that his city and palace be burned, his wives, concubines and favourite horses put to death, before committing suicide himself. A scene of chaos, death and destruction in the king's bedchamber. Top left, Sardanapalus, in white robes and with a full dark beard, reclines on a large dusky pink bed, its near corners in the form of golden elephants' heads, whilst a servant carries in from the left a poisoned drink with which the king will end his life. Top right, a glimpse of the city walls amid smoke and fire. Bottom right, a servant stabs to death a nude woman. Bottom left, a black servant pulls on the reins of a richly harnessed white horse whilst stabbing it in the neck.

• and/or

- Gustave Courbet (1819–77). Leading Realist artist, and activist against church, state and artistic establishments. His last years in exile in Switzerland on account of his political views.

■ *A Burial at Ornans*, 1849.

- Long horizontal format, large, life-size, scale. Open grave centre foreground. Church and civic dignitaries on left. Deceased unnamed/anonymous in title. Larger group of ordinary mourners, mostly in black, centre and right. Human skull and white dog prominent to right of grave.

• UNDERSTANDING

• Analysis/interpretation/significance/appraisal, for example:

- David.

■ *Oath of the Horatii*.

- Neoclassical severity of form and message – sacrifice for greater social good – contrast strongly with dreamy indolence of immediately preceding Rococo work. Classical influence apparent in form and theme. Product of lengthy and systematic academic painting method (preparatory studies, compositional drawings, composition transferred to painting surface, monochromatic underpainting, colour glazes gradually built up, details and highlights added). The work commissioned on behalf of Louis XVI but, in the view of many commentators, playing a part in stirring revolutionary feelings that climaxed 4–5 years later, eventually leading to the execution of Louis. Stressed social, rather than individual, dimension/issues.

• and/or

- Géricault.

■ *Raft of the 'Medusa'*.

- Romantic focus shifts towards the individual and the darker side of nature, including human nature, but the *Raft of the 'Medusa'* also has contemporary, politically confrontational theme. Meticulously researched and observed forms passionately rendered, but arguably also less than completely truthful in glossing over the murders and cannibalism committed by some of the survivors. Criss-crossing diagonals and skewed, fractured pyramidal structure in the composition express survivors' alternating hope and despair; no reassuring verticals or horizontals; colour composition of 'bruised human flesh'.

• and/or

- Delacroix.

■ *Death of Sardanapalus*.

- A dynamic, turbulent and richly exotic scene, very different in subject, feel and treatment from what would be expected of Neoclassicism. Sense of 'drawing with the brush' – colour and form developed simultaneously. Brushwork very evident, emphasising personality/role of artist as intermediary between viewer and subject. Colour composition predominantly of reddish pink, gold and white offset against dark background. Languid figure of the king passively observing the violence and mayhem surrounding him. Erotic as well as exotic connotations; luxury and extravagance.

- and/or
 - Courbet.
 - *A Burial at Omans.*
 - Notably large scale of work given over to an ordinary, unnamed person's funeral was widely interpreted at the time as tantamount to political incitement, challenging the established orders of church and state. Courbet's 'down-to-earth' socialism and realism emphasized by the horizontal format and, centre foreground, the open grave, a human skull and a dog. His painting technique very direct, fresh, intuitive, and at odds with the prescribed academic method.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 5 – British painting 1780–1850

172.105: What for you is the single most interesting aspect of British painting 1780–1850? Establish contexts, refer to appropriate movements, painters and works, and give reasons in support of your answer.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Watercolour landscape painting** Dutch influence; working outdoors directly from nature; exploiting spontaneity, fluidity and aesthetic economy of watercolour medium; John Crome, Thomas Girtin, John Sell Cotman.
- and/or
 - **Romantic landscape** Influenced by Claude Lorrain(e) and Dutch landscapists; working outdoors directly from nature; challenge to Academic artistic methods and values with increasing importance given to the sketch and other aesthetic innovations; various reflections on landscape in an increasingly industrial and urban age; John Constable, J. M. W. Turner, Samuel Palmer.
- and/or
 - **Academicism** Artists content for most part to work within the broad artistic and philosophical traditions associated with the High Renaissance; Henry Raeburn, William Etty, Edwin Landseer.
- and/or
 - **Independents** Attention turned on inner worlds of fantasy, belief, obsession, dread; Henry Fuseli, William Blake, Richard Dadd.
- and in summary
 - Watercolour landscape painting, Romantic landscape, Academicism and/or Independents, as not already covered.
- Identification of required painters and works, and descriptions of works, for example:
 - John Sell Cotman (1782–1842).
 - *Aqueduct of Chirk*, c. 1804; watercolour.
 - Watercolour composed of large flat planes of colour; clear, clean structures. Direct observation of the landscape motif.
 - J. M. W. Turner (1775–1851).
 - *Rain, Steam and Speed, the Great Western Railway*, 1844; oil on canvas.
 - Train approaching in sharp perspective over a bridge/viaduct. Another arched bridge/viaduct visible on the left. Train, sky, clouds, rain and steam very loosely rendered with little concern for fine detail.
 - William Etty (1787–1849).
 - *The Combat: Woman Pleading for the Vanquished*, 1825; oil on canvas.
 - Large horizontal-format shore scene with sea, dark blue sky and clouds in background. In immediate foreground, two men fighting. Figure on the left on his knees, with his broken sword on the ground before him, and about to be struck with a sword by the right-hand figure. A woman has her arms around the victor's waist and pleads for him to show mercy. Figures nude or semi-nude. White and dark pink silk draperies.
 - Richard Dadd (1817–86).
 - *The Fairy Feller's Masterstroke*, 1855–64; oil on canvas.
 - A small 'fantasy' work by the probably schizophrenic artist, showing a close-up of daisies and other small plants among which are some thirty 'fairies', one of whom wields an axe, about to split what looks like an acorn. Dadd had become mentally unhinged during an arduous journey through the Middle East, following which, in 1843, he murdered his father and spent the rest of his life in mental institutions. He continued to paint to the end of his life.

- UNDERSTANDING
- Analysis/interpretation/appraisal, for example:
 - Cotman.
 - *Aqueduct of Chirk*.
 - Sense of place married to Classical sense of pictorial structure and design. Austerely decorative, exploiting economy and vivacity of the watercolour medium. ‘Truth to materials’ attitude can be related to use of the medium by later painters, such as Cézanne, John Marin or Georgia O’Keeffe.
- and/or
 - Turner.
 - *Rain, Steam and Speed, the Great Western Railway*.
 - Notably unacademic in painting method and disdain for detailed visual recording. Expressive brushwork, vibrant colour composition and dramatic diagonals affirm the artist’s Romanticism. Emphasis given to imagination and creative interpretation. Anticipating abstraction. Nature, the British landscape and weather, used as pretext for near-abstract approach. Man-made ‘cloud’ (of steam) produced by train also symbolic of driving force behind the Industrial Revolution. Turner’s technique and aesthetic approach informed by extensive studies directly from nature, and usually done in watercolour.
- and/or
 - Etty.
 - *The Combat*.
 - Influence of Venetian school, and especially Titian, apparent in the colours and tones of the figures and drapery. Strong tonal contrasts; detailed, energetic, strained anatomies.
- and/or
 - Dadd.
 - *The Fairy Feller’s Masterstroke*.
 - A miniaturist’s accomplishment of technique and sense of realistic detail put to service of a vivid/unhinged imagination. Various kinds of speculation possible on relationship between rationality and creativity. Dadd could be seen as anticipating Surrealism.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 6 – Lens-based art 1850–1945

172.106: Compare and contrast two examples of lens-based art 1850–1945, establishing relevant contexts.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Pictorial photography** Technical limitations – gradually reduced – restrict early use mostly to landscape and portrait/figure studies; two dominant views, truthful visual record or means for artistic statement; informing and informed by painting; various exploratory, documentary and expressive agenda; William Henry Fox Talbot, Julia Margaret Cameron, Ansel Adams, Jacques Henri Lartigue, Edward Steichen, Alfred Eisenstaedt, Robert Capa, Weegee (Arthur Fellig), Bill Brandt, Henri Cartier-Bresson.
- or
 - **Anti-pictorial photography** Informing and informed by abstract or semi-abstract painting; various exploratory and expressive agenda; El Lissitzky, Man Ray, Paul Strand, Alexander Rodchenko, Laszlo Moholy-Nagy.
- or
 - **Selected film directors** Dominance late 1920s to early 1950s of Classical Hollywood (or ‘continuity style’) cinema, and studio and star systems; fictive narratives working from enigma to resolution through chronological cause-and-effect conventions; variously defined genres (such as: action, western, comedy, horror, thriller, science fiction, musical, social concern); Cecil B. DeMille, Charlie Chaplin, Fritz Lang, Buster Keaton, John Ford, Sergei Eisenstein, Alfred Hitchcock, Walt Disney.
- and in summary
 - Pictorial photography, Anti-pictorial photography and/or Selected film directors, as not already covered.
- Identification of required practitioner and works, and descriptions of works, for example:
 - Henri Cartier-Bresson (1908–2004). French photojournalist, son of a wealthy textile dealer. Trained in painting and influenced by Surrealism. 1930, lived briefly as a hunter in Africa. 1931–32, bought the Leica 35mm camera that he would use throughout his photographic career; early adopter of 35mm format and “street photography” style. Renowned for capturing “the decisive moment” (title of a book he published in 1952). Unstaged, and also insisted on no post-event editing or manipulation of his images. As a photographer, interested only in people interacting with spaces (uninterested in sports, fashion, war or other such genres). 1972, ceased working as a photographer and returned to painting.
 - *Place de l’Europe, Behind the Gare St. Lazare or Gare Saint Lazare*, 1932–33.
 - Vertical format black and white photograph reportedly taken through a gap in a fence. Urban landscape with roofs, clock tower and railings in background. Against the railings, a poster or posters with the name “Railowsky” shown twice and the image of a leaping dancer shown twice. Also against the railings, beside a heap of large stones, is a workman and a wheelbarrow. Lower half, a large puddle and, lying across it, a short crudely made ladder. Off the right end of the ladder a middle-aged man leaps across the puddle, his heel and reflection just on the point of meeting. Left foreground, some broken hoops lie in the puddle. Posters, railings, workman, wheelbarrow and leaping man all reflected in the puddle against the light-toned sky.
 - *Prisoner of War Camp in Dessau, Germany or Gestapo Informer, Dessau, Germany*, 1945.
 - Horizontal format black and white photograph taken in a prisoner of war camp on the border between the American and Soviet zones, just after liberation, sometime between 21 April and 2 July 1945. An ex-prisoner, a woman in a dark dress centre right, confronts a Gestapo informer – a Belgian woman, centre left, wearing dark rumpled fatigues – who had had her sent to prison. A motley crowd of onlookers in the background, one on the extreme left still wearing

his striped prison clothes, and another, centre composition, in a paramilitary-like jacket, belt and beret (resistance fighter?). Just visible behind the onlookers, a nondescript building. Centre foreground, a plain table with identity cards of some description on it. Sitting impassively on the right is a neatly dressed, bespectacled, blonde-haired man with a pen and notepad.

• or

- John Ford (1894/5–1973; also forenamed variously as Jack, Sean, Aloysius, O’Fearn, Feeney and/or O’Feeney). Pioneering American film director (having worked as a writer and actor before directing his first film, *Tornado*, in 1917), winner of six Academy Awards and the American Film Institute’s first Life Achievement Award. Renowned especially for his distinctive compositional sense and his myth-making, genre-shaping westerns, mostly filmed in Monument Valley in Arizona and Utah, examples being: *Stagecoach*, 1939; *My Darling Clementine*, 1946; *Fort Apache*, 1948; *She Wore a Yellow Ribbon*, 1949; *Rio Grande*, 1950; and *The Searchers*, 1956. Irishness was also a recurrent theme (his parents were Irish immigrants and he was their youngest child), most notably in *The Informer*, 1935, and *The Quiet Man*, 1952. Actors he regularly featured included: John Wayne, Henry Fonda, John Carradine, Victor McLaglen, Harry Carey Jr. and Ben Johnson (the latter until 1949 when a minor quarrel soured the working relationship).

- *Stagecoach*, 1939.

- This was Ford’s first western since his *Bad Men*, 1926, and his first sound western. Writers: Ernest Haycox, Dudley Nichols and Ben Hecht. Music (including compilation of 17 American folk tunes from the 1880s): Gerard Carbonara. The film won two Academy Awards.
- 1880 and with the Apache leader Geronimo on the warpath, a stagecoach travels east-bound from Tonto, in Arizona, to Lordsburg, New Mexico Territory, through the majestic Monument Valley landscape (artistic licence taken with the geography). The passengers are a colourful mix: Dallas (Claire Trevor), a prostitute driven out of town by ladies of the Law and Order League; an alcoholic doctor, Doc Boone (Thomas Mitchell); a timid whiskey salesman, Samuel Peacock (Donald Meek); a pompous bank manager, Henry Gatewood (Berton Churchill), absconding with his bank’s deposits; a genteel and pregnant southerner, Lucy Mallory (Louise Platt), travelling to meet her cavalry officer husband; and Hatfield (John Carradine), another genteel southerner, but also a gambler. Along the way they take on board the Ringo Kid (John Wayne, in the role that began his rise to stardom), a wronged fugitive out to avenge the murders of his father and brother. Dallas and Ringo warm to one another. An eventful journey includes a prolonged full-gallop Apache attack, culminating in rescue by the US cavalry. In Lordsburg, Gatewood is arrested and Ringo shoots the murderers of his father and brother. Expecting arrest, he, along with Dallas, are sent on their way back to his ranch.

- *The Grapes of Wrath*, 1940.

- Adaptation of John Steinbeck’s 1939 novel of the same name; screenplay by Nunnally Johnson; won Ford an Academy Award for direction. Jane Darwell, playing Ma Joad, won an Academy Award for Best Supporting Actress. The screenplay reduces the novel’s cast of characters, tones down its more extreme politics, and also ends rather more optimistically.
- During the 1930s’ Great Depression Tom Joad (Henry Fonda) is hitchhiking home to the family farm in Oklahoma after being released from prison. He meets former preacher, Jim Casy (John Carradine), whose religious faith is giving way to communism. They find the farm deserted; like many in the area it has been repossessed by the bank. Tom finds his family and together they head west, to California, to find work. They encounter hardship, hunger, exploitation, corruption, violence and deaths, including Casy’s, before arriving at a workers’ transit camp run by the Department of Agriculture – the camp an exemplar of social reform. Tom leaves the family, committing himself to carry on Casy’s work for a fairer society. Ma Joad (Jane Darwell) ends the film with a powerful monologue on the ability of ordinary people to endure.

- UNDERSTANDING
- Analysis/interpretation/significance/appraisal, for example:
 - Cartier-Bresson.
 - *Place de l'Europe*.
 - Often cited as one of the great photographic images and a superb example of capturing “the decisive moment” – timing themed in the clock, leaping man and dancer, and photographer’s capturing the moment just before the leaping man and his reflection touch. “Stalking” his subjects as he did animals when he was an African hunter. Gritty urban environment (behind the Saint Lazare train station) underlined by the “Railowsky” poster(s) and the general “building site” appearance. Broken hoops relate to forms within the dancer image but also suggestive of industry (the wheel), and the fact that they are broken could be interpreted as somewhat ominous (period leading up to WWII).
 - *Prisoner of War Camp in Dessau, Germany, 1945*.
 - Table is seen with one corner towards camera, creating arrow-like lead into the composition (similar to sharply angled table central foreground in Picasso’s *Les Femmes d’Alger*, 1906–07). Two main protagonists divided by this ‘arrow’. Cartier-Bresson an ex-prisoner and resistance fighter himself. Blonde-haired clerical figure is Aryan looking, perhaps bringing to mind the obsessive documenting of the Nazis – bureaucracy that extended to the management of genocides. A snapshot on the individual human level of the regime change brought about by the Allies’ defeat of Nazism. The new order not entirely reassuring – the bullied now bullying, and beginning of Cold War era. Dessau also the 1925–32 home of the Bauhaus before the Nazis forced its closure.
 - Comparison
 - Exemplifying capturing “the decisive moment”.
 - Gritty realism.
 - Unposed.
 - Black and white imagery.
 - Contrast
 - *Place de l'Europe* image humorous, light-hearted.
 - *Dessau* image ugly, sinister undertones.
- or
 - Ford much admired for his prolificacy, artistry/craftsmanship as a filmmaker, storytelling abilities within the Hollywood tradition, and his significant role in helping shape the USA’s national self-image. In more recent years also criticised for a tendency to over-simplify complex historical events and/or social issues/themes. His vision of the American west, in his early and middle work at least, for instance, has been criticised as romanticised, male-dominated, and simplistic in its good/bad categorising of settlers/Indians (or ‘Native Americans’). His vision of Ireland similarly criticised.
 - *Stagecoach*
 - A classic western widely acclaimed, by Orson Welles among others, as one of the most influential films, in technical and other ways, ever made. Probably more than any other single film, it helped establish the modern western genre and its mythical resonances, from the opening woodblock style credits through to the alternating action and characterisation scenes, evocative music, epic landscapes, clear cut themes/issues, and laconic hero.
 - *The Grapes of Wrath*.
 - A moving and powerful artistic statement on the plight of evicted sharecroppers, and the Great Depression’s dispossessed and unemployed in general. The severity and extent of this plight arguably justifies some over-simplification of the economic and political issues. In some respects the film a more nuanced and coherent treatment of the theme than the novel.
 - Comparison
 - Black and white imagery.
 - Ordinary people in adversity.
 - Good characters in conflict with law and/or polite society.
 - Bad characters seemingly supported by law and/or polite society.

- Contrast
 - *Stagecoach*.
 - Dealing with the past.
 - *The Grapes of Wrath*.
 - Dealing with the present.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 7 – Painting 1880–1914

172.107: Compare and contrast two works of painting 1880–1914, establishing relevant contexts.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Fauvism** Active France c. 1899–1908; reaction to Impressionism; influences Post-Impressionism, Islamic art; aggressive, expressive, decorative use of intense colour; Salon d'Automne 1905 exhibition; Henri Matisse, Albert Marquet, André Derain, Maurice de Vlaminck.
- and/or
 - **Cubism in France** Challenging Greek/Renaissance canon of beauty and representation; three main phases; Early, c. 1907–09; development of Cézanne's multi-viewpoint anti-perspectivism married to African tribal art influence; High/Analytic, c. 1910–12, multifaceted, monochromatic, use of letter-forms and collage; Synthetic, c. 1913–14, more individualistic, less fragmented formally, colour returns; Pablo Picasso, Georges Braque, Juan Gris.
- and/or
 - **Futurism** Active Italy c. 1909–14; literary movement beginning; aggressively celebrating modernity, machines, dynamism, war; influenced by Cubism; Umberto Boccioni, Giacomo Balla, Carlo Carrà, Gino Severini.
- and/or
 - **Expressionism** Unique experiences uniquely envisioned, arguably reflecting the North European's sense of introspection and isolation; celebrating various kinds of 'primitivism'. Independents c. 1880–1914: James Ensor, Edvard Munch, Paula Modersohn-Becker. Die Brücke (The Bridge), active Dresden c. 1905–13: Ernst Ludwig Kirchner, Emil Nolde, Karl Schmidt-Rottluff. Der Blaue Reiter (The Blue Rider), active Munich c. 1911-14: Wassily Kandinsky, Franz Marc.
- and in summary
 - Fauvism, Cubism in France, Futurism and/or Expressionism, as not already covered.
- Identification of required practitioner and works, and descriptions of works, for example:
 - Edward Munch (1863–1944). Born into an Oslo doctor's family that suffered more than normally from physical and mental illness and early deaths, his father's religiosity adding to the misery. Mental fragility and failed relationships with women provided further subject matter for his art.
 - *The Scream or The Cry*, 1893; tempera and casein on cardboard; Nasjonalgalleriet, Oslo; one of five painted versions.
 - Predominantly orange-red sky heaving above dark blue and brown landscape. Centre foreground, a semi-abstract human figure (gender indeterminate), dressed in black, clasps hands to its skull-like head, mouth, eyes and nostrils distended. Possibly influenced by a Peruvian mummy, c. 900–1500 AD, exhibited at the 1889 Exposition Universelle in Paris and seen by Munch (and his friend Paul Gauguin). Immediately to the figure's right, a fence extends back and to the left in sharp perspective, leading the viewer's attention to two other black-clad human figures. In the far distance, a harbour with two or so sketchily rendered ships.
 - Henri Matisse (1869–1954), leader of Fauves (French for "wild beasts", so termed by Louis Vauxcelles at Salon d'Automne 1905 exhibition) and a leading artist in 20th century art as a whole. Studied under Bouguereau (briefly) and Gustave Moreau, 1892–6, along with Marquet and Rouault. Influenced by Post-Impressionists.
 - *The Joy of Living*, 1905–6.
 - Semi-abstract depiction of sixteen female and male nudes reclining, embracing, dancing or playing music in idyllic forested landscape. Trees and other forms rendered mostly by sinuous lines and large flat areas of colour, with minimal tonal variations. Scale of figures not fully consistent with perspective recession. Main horizontal plane rendered in yellow. Green tree trunk leads into composition from bottom left, with foliage flat areas of red, ochre, orange and green, leading to greens, pinks and oranges on the right. Forms of some figures highlighted by

red and green, as in the two reclining female nudes centre middle-distance and the six dancers, in a ring, centre background.

- UNDERSTANDING
- Analysis/interpretation/significance/appraisal/comparison and contrast, for example:
 - Munch.
 - *The Scream*.
 - Strident nausea-inducing curves, perspective and colour composition. Rejects Renaissance style realism/naturalism (concerned with outward appearances) for 'primitive' semi-abstract self-expression of a troubled inner reality. Contemporary with Nietzschean, Freudian, Jungian and other radical new approaches to studying our inner lives (unconscious/subconscious).
 - Matisse.
 - *The Joy of Living*.
 - Just as the scene evokes a Golden Age or Paradise, the figures appearing freed from work, clothes and social inhibitions, so Matisse here seems to celebrate his freedom as a painter from naturalistic constraints, using the pictorial elements of line, colour and tone to unashamedly aesthetic and decorative effect. As with Van Gogh before him, moving from north to south of France had major impact. The sixteen figures, including the ring of six dancers, can be seen as couples or multiple couples (the small, seemingly isolated, female figure centre foreground can be matched to the goat herder on the right, both playing pipes).
 - Comparison
 - Seeking expression through semi-abstraction (rejecting 'academic' or 'photographic' realism).
 - Informed by, and reacting against, Impressionism (both studied and worked in Paris for a time).
 - Influenced by Post-Impressionism and Symbolism, especially Gauguin.
 - Influenced by 'primitivism' and/or art of other cultures.
 - Sinuous line.
 - Strong colour.
 - Semi-abstract human figures arranged from immediate foreground into middle distance.
 - Play between pictorial flatness and spatial depth.
 - The art arguably belies the artist (both more calculating/controlling than might be supposed).
 - Contrast
 - Munch.
 - Based in northern Europe.
 - Expressive of a disturbed angst-ridden, morbid, melodramatic state of mind.
 - Expressive of a state of mind reportedly experienced by the artist at a particular time and place.
 - Narrative implied.
 - Matisse.
 - Based in southern Europe (although born and brought up in northern France).
 - Expressive of calmness, and aesthetic and sensuous pleasure.
 - Escapist, timeless.
 - Little or no narrative implied.
 - General context, for example:
 - Growth of science, technology, industry and commerce.
 - Developments in transport and communication systems.
 - Development of multi-national, multi-cultural, perspectives.
 - Questioning of religious, philosophical and – latterly – scientific certainties.
 - Influence of psychoanalysis.
 - Rise of liberal democracy.
 - Consequences of mass production, communication, and transport.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 8 – Painting 1910–1945

172.108: Compare and contrast two works of painting 1910–1945, establishing relevant contexts.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Abstraction** Representation of exterior world rejected; colour and form arranged according to formal rules; notion of ‘universal visual language’. De Stijl: for the impersonal and mechanical; Piet Mondrian, Theo van Doesburg. Bauhaus: Wassily Kandinsky, Paul Klee, Josef Albers. Suprematism and Constructivism: Kasimir Malevich, El Lissitzky, Alexander Rodchenko.
- and/or
 - **Surrealism** Active across Europe c. 1920–39; publicly launched Paris 1924; development from Dada; artistic exploration of irrational and subconscious; influenced by psychoanalysis of Freud and Jung; use of accident, chance, automatism; ‘Automatic’ Surrealism, Max Ernst, Joan Miró, André Masson; ‘Dream’ Surrealism, Salvador Dalí, René Magritte, Paul Delvaux.
- and/or
 - **School of Paris** Paris, progressive art centre; various figurative approaches; Amedeo Modigliani, Chaïm Soutine, Marc Chagall, Henri Matisse, Pablo Picasso.
- and/or
 - **North American** Armory Show, 1913; influence of immigrant European avant garde; search for an artistic American identity corresponding with USA’s rise to super-power status. Regionalism: aesthetically and politically conservative; Grant Wood, Thomas Hart Benton. Independents: Georgia O’Keeffe, Edward Hopper.
 - and in summary
 - Abstraction, Surrealism, School of Paris and/or North American, as not already covered.
- Identification of required practitioner(s) and works, and descriptions of works, for example:
 - Wassily Kandinsky (1866–1944), widely credited as first abstract artist. Initially member of Der Blaue Reiter (active in Munich c. 1911–14) before joining Bauhaus staff.
 - *Composition IV*, 1911.
 - Seemingly fully abstract, presenting autonomous bright colours and vigorous black lines, but suggestion of a blue mountain (right of centre), a rainbow (left of centre) and sky; three small rectangular red patches seen against the ‘blue mountain’.
- and/or
 - El Lissitzky (1890–1941).
 - *Beat the Whites with the Red Wedge*, 1920; poster.
 - Historical context: following the Russian revolutions of February/March and October/November 1917, civil war 1918–20 between the (Communist) Bolsheviks (Reds) and (anti-Communist) anti-Bolsheviks (Whites).
 - El Lissitzky’s poster an arrangement of upper-case Cyrillic type and various geometrical shapes in red, black and white, the most prominent being a large, sharply angled, red triangle pointing left-to-right and penetrating a white circular shape on the right.
- and/or
 - Piet Mondrian (1872–1944). A leading exponent of abstraction and member of De Stijl.
 - *Broadway Boogie-woogie*, 1942–43.
 - An example of the late modification to his mature geometrical style following his escape from Europe to New York during WWII. Square-format, hard-edge abstract using only vertical and horizontal forms and the colours white, grey, yellow, red, blue and black; narrow bands of yellow against white ground with the other colours at intervals superimposed.

- and/or
 - Max Ernst (b. near Cologne, Germany 1891; d. Paris 1976). Initially intended to study philosophy and psychology. Active Dadaist in Cologne, along with Jean Arp and others, prior to becoming a Surrealist; painter, sculptor and writer. His stated artistic aim, “to find the myth of his time”.
 - *The Edge of a Forest*, 1926.
 - Example of his own frottage technique, in which a rubbing from a textured surface forms basis for further invention and manipulation. Image resembling a ploughed field, in the foreground, with a stand of brownish trees set against a green and blue sky and featuring a ‘sun’ within a red-rimmed disc. Lower part of ‘sky’ flat green, its upper edge undulating; upper part of ‘sky’ textured blue-black; ‘field’ and ‘trees’ reveal a regular ‘warp and weft’ suggesting some kind of netting or fabric was used.
- and/or
 - Pablo Picasso (1881–1973). Co-founder of Cubism and widely considered the greatest visual artist of his time.
 - *Guernica*, 1937; oil on canvas, 11½ x 25½ ft/ 3.5 x 7.77 m; Museo del Prado, Madrid.
 - Historical context: Spanish Civil War, 1936–39, between Republican and Nationalist (or Fascist) forces.
 - 1936, the beleaguered Republican government commissions a Picasso artwork for the Spanish pavilion at the Paris International Exhibition of 1937. Picasso willing but without a subject, until 28 April 1937, when, supporting General Franco’s Nationalist/Fascist forces, German and Italian warplanes bomb Guernica, the historic capital of the Basque region in Spain, killing about three thousand civilians, mostly women and children. Picasso rapidly produces an ‘easel’ painting of mural dimensions in semi-abstract monochrome, depicting, left to right: a mother wailing and holding the body of her dead child; a bull; a fallen and broken warrior; a wounded horse; an electric bulb emitting jagged rays of light; three distraught figures, one, seemingly, a woman with an outstretched right hand holding an oil lamp.
- and/or
 - Grant Wood (b. Anamosa, Iowa 1891; d. Iowa City 1942). Son of a farmer; varied training and work experience in art and design, including 14 months study 1923–4 at Académie Julian in Paris. 1925–6, painting style progressed from Impressionist to Realist. 1927, received a stained-glass commission and went to Munich to study the technique, coming under influence of Jan Van Eyck and 15th century French and German primitive painters.
 - *American Gothic*, 1930.
 - Artist’s unmarried sister Nan and his dentist Byron McKeeby posed for picture. Generally interpreted as severe mid-west farmer (right foreground) and his spinster daughter (left foreground) before a ‘carpenter Gothic’ clapperboard farmhouse. ‘Farmer’ – bald, with round steel-rimmed glasses and wearing a formal black jacket over dungarees and a collarless fully buttoned white shirt – holds a three-pointed pitchfork and stares intimidatingly directly at viewer. ‘Daughter’ – blond hair tied back, primly dressed (colonial print apron over white collared black dress and a small cameo brooch at her throat) – looks out to the right.
- UNDERSTANDING
- Analysis/interpretation/significance/appraisal/comparison and contrast, for example:
 - Kandinsky.
 - *Composition IV*.
 - Colours, shapes and forms within this painting relate directly to earlier works, including one entitled *Battle* or *Cossacks*, 1910. Red rectangular patches can be identified as Cossacks’ hats, angular black outline on ‘blue mountain’ a castle, a horse to the left. Progress towards full abstraction affirmed in the titles themselves (from representational to formal referers). Aesthetic pleasure taken from painterly elements of line, colour, shape *almost* divorced from material world.

- and/or
 - El Lissitzky.
 - *Beat the Whites with the Red Wedge.*
 - Arguably more graphic design than fine art – exemplifying Lissitzky’s Constructivist philosophy of opposing distinctions between the so-called ‘fine’ or ‘high’ arts and the ‘applied’ or ‘low’ ones. Work of propaganda for the (Communist) Red Army cause during the 1918–20 civil war with the anti-revolutionary White Army. Intended for a mass audience, many of whom were illiterate. Abstraction used as a ‘universal visual language’ to convey message of Red Army victory.
- and/or
 - Mondrian.
 - *Broadway Boogie-woogie.*
 - Mondrian seems invigorated and enthused by his escape from WWII Europe to the comparative freedom, safety and plenty of New York. The rectilinear grid pattern of New York streets and avenues may be adduced as one reason for the late modification to his mature abstract style, as seen in this and other works just before his death in 1944. He was also a jazz lover, as the title of this work suggests, and jazz’s staccato syncopations and rhythms are well expressed.
- and/or
 - Ernst.
 - *The Edge of a Forest.*
 - Title plays active role. Hallucinatory quality. Viewer encouraged to engage own imagination to try to make sense of this strange ‘landscape’. Particularly for Germanic peoples, forests have long held deep and mysterious symbolic meanings.
- and/or
 - Picasso.
 - *Guernica.*
 - Monochromatic treatment and areas of text-like patterning reminiscent of newspapers and news photographs, lending the painting an urgent and tragic quality. The bull and wounded horse strong associations with the Spanish bullfight and also with many Picasso works before and since 1937 – sometimes in the form of the man-bull or minotaur. The bull ambiguous, in symbolising maleness, life and power but also, in the bullfight, it is penetrated and killed. The wounded horse, a recurring symbol of the female for Picasso.
- and/or
 - Wood.
 - *American Gothic.*
 - Uncertainty as to whether subjects were intended to be father and daughter or husband and young wife. Formal poses reminiscent of early American portraiture. Seemingly painted as a gentle caricature or satire of small-town, mid-western, Bible-belt values. Later, during the 1930s Depression and a general isolationist mood within the U.S., widely seen, including apparently by Wood himself, as more a celebration of those same homespun values. Wood later largely eschews European, East Coast American and/or avant garde artistic influences/values.
 - General context, for example:
 - Growth of science, technology, industry and commerce.
 - Developments in transport and communication systems.
 - Development of multi-national, multi-cultural, perspectives.
 - Questioning of religious, philosophical and – latterly – scientific certainties.
 - Influence of psychoanalysis.
 - Capitalism and communism; market-led and command economies.
 - Impact of two world wars.
 - Rise of liberal democracy.
 - Influence of Feminism.
 - Consequences of mass production, communication, and transport.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 9 – Sculpture 1870–1945

172.109: Compare and contrast two works of sculpture 1870–1945, establishing relevant contexts.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Cubism and Futurism** Challenging Greek/Renaissance canon of beauty and representation. Cubism: Picasso, Henri Laurens, Jacques Lipchitz, Constantin Brancusi. Futurism: Umberto Boccioni.
- and/or
 - **Dada** Active Zürich, Berlin, Cologne, New York, c. 1915–22; break with all traditions of artistic creation, including manual craftsmanship; use of accident, chance, readymade, performance; Jean (Hans) Arp, Marcel Duchamp.
- and/or
 - **Surrealism** Active across Europe c. 1920–39; publicly launched Paris 1924; development from Dada; artistic exploration of irrational and subconscious; influenced by psychoanalysis of Freud and Jung; Max Ernst, Joan Miró, Jean (Hans) Arp, Alberto Giacometti.
- and/or
 - **Independents** From Realism/Impressionism to Abstraction; Auguste Rodin, Henri Gaudier-Brzeska (Gaudier), Jacob Epstein, Pablo Picasso, Henry Moore, Barbara Hepworth.
- and in summary
 - Cubism and Futurism, Dada, Surrealism and/or Independents, as not already covered.
- Identification of required practitioner and works, and descriptions of works, for example:
 - Max Ernst (b. near Cologne, Germany 1891; d. Paris 1976). Initially intended to study philosophy and psychology. Active Dadaist in Cologne, along with Jean Arp and others, prior to becoming a Surrealist; painter, sculptor and writer. His stated artistic aim, “to find the myth of his time”. Began working in sculpture c. 1935, his major pieces dating from 1944, whilst living in U.S.A.
 - *An Anxious Friend*, 1944; bronze, cast 1957 from plaster original (now destroyed); Guggenheim Museum.
 - Found objects used to create this small cartoon-like rectilinear figure.
 - Joan Miró (b. near Barcelona 1893, d. Palma de Mallorca 1983). Painter, sculptor and printmaker loosely associated with Surrealism 1924–29. Raised and trained as an artist in Barcelona. Moved to Paris 1919–20, meeting fellow countryman Picasso. Influenced by Cubism. From 1920, tended to spend winters in Paris and summers in Montroig, Spain. Produced found-objects sculpture in early 1930s, ceramics and other sculptural forms in 1940s, and large sculpture in 1960s and ‘70s. Spoke of “wanting to kill painting”.
 - *Moonbird or The Lunar Bird*, 1944–6; enlarged 1966; cast in bronze 1967.
 - Very curvilinear abstract form with various knobs and protrusions.
- and/or
 - Henri Gaudier-Brzeska (b. Henri Gaudier, near Orléans, France 1891; d. Neuville-Saint-Vaast, France 1915). French sculptor and draughtsman closely associated with London-based Vorticists and especially renowned for his ‘primitive’ style of direct carving. Son of a carpenter; no formal training. Influenced by Rodin, Cubism, Epstein, and Chinese and other ethnic art seen in visits to the British Museum and Victoria and Albert Museum. Visited London 1906 and 1908 before settling there, 1910–14, with Polish writer Sophie Brzeska. He and Brzeska combined their names c. 1911 but never married. Enlisted in French army at outbreak of WWI and received decoration for bravery. Killed in the trenches 1915.

- General context, for example:
 - Growth of science, technology, industry and commerce.
 - Developments in transport and communication systems.
 - Development of multi-national, multi-cultural, perspectives.
 - Questioning of religious, philosophical and – latterly – scientific certainties.
 - Influence of psychoanalysis.
 - Capitalism and communism; market-led and command economies.
 - Impact of two world wars.
 - Rise of liberal democracy.
 - Influence of Feminism.
 - Consequences of mass production, communication, and transport.
- Any other valid content to be identified at the standardising meeting and credited.

AS 1 Section 10 – Irish art 1900–1945

172.110: Compare and contrast two works of Irish art 1900–1945, establishing relevant contexts.

Indicative content

Answers should include the following:

- KNOWLEDGE
- Immediate context:
 - **Academic painting and sculpture** Artists content for most part to work within the broad artistic and philosophical traditions associated with the High Renaissance; John Lavery, Rosamund Praeger, James Humbert Craig, William Orpen, John (Seán) Keating, Frank McKelvey, John Luke, Tom Carr.
- and/or
 - **Modernist painting and sculpture** Artists questioning Eurocentric and Renaissance artistic values, conventions; ‘technically introverted’, emphasising aesthetic and formal elements; various avant garde influences. Post-Impressionism: William Conor, Roderic O’Conor, Grace Henry, Jack Butler Yeats, Paul Henry. Cubism: Evie Hone, Mainie Jellett, Norah McGuinness, Nano Reid; Surrealism, Newton Penprase.
- and in summary
 - Academic painting and sculpture or Modernist painting and sculpture, as not already covered.
- Identification of required practitioner and works, and descriptions of works, for example:
 - (Sir) William Orpen (b. Co. Dublin 1878; d. London 1931), Irish/British painter loosely associated for a time with Irish Celtic Revival. Official War Artist during WWI. Highly successful portrait painter in Edwardian Britain. Critical reputation declined as his financial success grew, but now some signs of recovery.
 - *The Holy Well*, 1916; tempera on canvas, National Gallery of Ireland.
 - One of his ‘allegorical’ paintings. Almost twenty figures, about half nude or semi-nude, shown against a barren landscape, with a strong blue of the sea or a lake in the middle distance. Corbelled-stone beehive huts and a Celtic cross on the right suggest this is a place of Irish pilgrimage, although the predominantly warm canvas-coloured hues resemble more a Mediterranean setting. Top-left, the painter Seán Keating (1889–1977), a prominent supporter of the Irish Celtic Revival and also Irish independence, truculently poses against a bare tree. Immediately beneath him the holy well. A monk or priest stands before it, hands and head uplifted whilst receiving naked penitents.
- and/or
 - Jack Butler Yeats (1871–1957). Having begun as an illustrator, progressed through Post-Impressionism into a personal form of Expressionism similar to that of his friend, the Austrian Expressionist painter, Oskar Kokoschka (1886–1980). Sympathetic politically to Irish independence.
 - *Communicating With Prisoners*, c. 1924.
 - Historical context: probably painted during or shortly after the Irish Civil War, 1922–23 (the conflict between those supporting the Anglo-Irish Treaty of 1922, that established an independent Irish Free State within the British Empire, and those opposed to it. Various women supporters of the anti-Treaty, or Republican, cause imprisoned in Kilmainham Jail.
 - Centre foreground, a group of eight women, their backs to the viewer, are seen looking towards the top of a high round tower, part of Kilmainham Jail, where women prisoners have gathered at the windows. A poster covered wall or hoarding is in the left foreground; one partly visible advertising poster showing a female figure, dressed in orange with white collar and cuffs, pointing towards the right. Beyond the foreground women a muted blue silhouette of buildings against a hazy sky.

- UNDERSTANDING
- Analysis/interpretation/significance/appraisal/comparison and contrast, for example:
 - Orpen.
 - *The Holy Well*.
 - By Academic standards, somewhat flat and decorative treatment, reminiscent of the Symbolist paintings of Puvis de Chavannes (1824–98). Choice of tempera perhaps a factor in the slight ‘primitivism’ here. Painted at the outset of WWI and also at a time of great political tension in Ireland. Orpen himself had divided Irish-British loyalties and *The Holy Well* can be interpreted as critical of Irish Catholicism and Republicanism. The Mediterranean–Irish disjunction, like the religiosity–nudity references (also seen in Puvis de Chavannes), possibly reflects his feeling of no longer being at home in the country of his birth.
 - Yeats.
 - *Communicating With Prisoners*.
 - Attention directed towards the small and indistinct forms of the women prisoners and the distance between them and their supporters. Yeats uses various means to this end, including: the orange-clad pointing arm in the poster, the gazes of the supporters; warm foreground colours contrasting with bluish in the tower, distant buildings and sky; strong tonal contrasts in the foreground and weak in the distance; foreground detail contrasting with simplified forms in the distance. Paint quite freely and loosely applied, but not yet to the degree seen in his mature Expressionist style.
 - Comparison
 - Irish setting.
 - Addressing indirectly or directly contemporary social and political tensions.
 - Referencing Modernism.
 - Contrast
 - *The Holy Well*.
 - Allegory.
 - Timeless, or out-of-time, quality.
 - Ambiguous as to Irish or Mediterranean-type setting.
 - Tightly linear painting technique (tempera).
 - *Communicating with Prisoners*.
 - Realism.
 - Time-specific.
 - Place-specific.
 - Loose painting technique (drawing with the brush; oils).
 - General context, for example:
 - Growth of science, technology, industry and commerce.
 - Developments in transport and communication systems.
 - Development of multi-national, multi-cultural, perspectives.
 - Questioning of religious, philosophical and – latterly – scientific certainties.
 - Influence of psychoanalysis.
 - Capitalism and communism; market-led and command economies.
 - Impact of two world wars.
 - Rise of liberal democracy.
 - Influence of Feminism.
 - Consequences of mass production, communication, and transport.
- Any other valid content to be identified at the standardising meeting and credited.