



**June 2014**

**Teachers are allowed prior access to this paper under secure conditions**

**To be given to candidates on or after 1 January**

**ENTRY LEVEL CERTIFICATE ART AND DESIGN**

**R300/02 – R306/02 OCR-set Work**

**Please refer to the separate Instructions to Teachers sheet (R300/02-R306/02/IT).**

**Duration: 10 hours**

**The marks must be submitted by the deadline of 15 May.**



#### **INSTRUCTIONS TO TEACHERS**

- Art teachers are allowed brief access to the assessment material before it is released to candidates to ensure adequate resources are available. This must be done in the presence of the Examination Officer.
- The 10 hours supervised set work can be scheduled at any time prior to the 15 May mark deadline.
- Time given to candidates for preparatory work can be determined by centres.

#### **INSTRUCTIONS TO CANDIDATES**

- If you are taking Art and Design (R300), you may focus on just one of your chosen areas of study. You **must** choose a starting point from Sections 1 or 2.
- If you are taking Fine Art, Graphic Communication, Photography – Lens and Light-based Media, Textile Design or Three-dimensional Design (R301-R305) your work **must** be appropriate to the endorsement you are entered for. You **must** choose a starting point from Sections 1 or 2.
- If you are taking Art and Design Appreciation (R306) you **must** choose a starting point from Section 3.

#### **INFORMATION FOR CANDIDATES**

- Your preparatory work and outcome(s) will be marked out of a total of **100** marks.
- You have time before the 10 hours supervised period to plan and prepare your work. You will be given a period of time for your preparatory work. The work done during this period must be with you when the 10 hours of supervised time begins.
- During the 10 hours of supervised time you are required to demonstrate your ability to develop your work into a composition or design and produce your outcome(s) that relate(s) to your preparatory work.
- This document consists of **12** pages. Any blank pages are indicated.

## Guidance for Candidates

You are required to select a starting point from the section of this paper that is relevant to the Entry Level that you are taking. You will need to produce preparatory work relevant to your endorsement. The preparatory work can be used to inform the final outcome during the 10 hours supervised time period. Materials to be used for the OCR-set Work can be prepared in advance.

You will then have 10 hours of supervised time in which to produce and present your outcome(s).

Your centre will advise you of the dates of the 10 hours supervised time.

**Once the 10 hours supervised time has started you are not permitted to continue on your preparatory work.** This is kept securely with your outcome(s) and submitted at the end of the 10 hours supervised time. You must have your preparatory work with you when the supervised time begins.

The starting points are arranged into three sections:

Section 1: Written Starting Points

Section 2: Visual Starting Points

Section 3: Art and Design Appreciation Starting Points.

You must demonstrate in both your preparatory work and your outcome(s) that you have:

- recorded your observations
- researched your ideas
- used suitable materials
- shown connections between your work and that of other artists, designers, craftspeople or relevant sources
- selected your preparatory studies and produced final outcome(s).

Methods of working could include as appropriate:

- developing your theme in a personal or imaginative way
- exploring materials, processes and techniques
- working from observation and/or your experience
- relating to the work of artists, designers, craftspeople, or relevant sources.

When writing you are expected to ensure that it is readable and that your meaning is clear.

Candidates will be assessed on the following, therefore you must show in your work that you have:

- AO1** Developed your ideas through investigations and researching the work of artists, designers, craftspeople or relevant sources. **[20 marks]**
- AO2** Explored and refined your ideas through experimenting and selecting resources, media, materials, techniques and processes. **[30 marks]**
- AO3** Recorded your ideas, observations and imagination as studies using experience, materials or writing. **[20 marks]**
- AO4** Presented your work in a personal and informed way showing the connections to the work of other artists, designers, craftspeople or relevant sources you have studied. **[30 marks]**

**SECTION 1 – Written Starting Points**

For each of the starting points, examples of some directions that you may explore are given. You can add your own ideas.

**1 Lights**

Street lights, traffic light, spotlight, flashing light, neon light, floodlight, fairy light, car light, light beam ...

**2 Forest and Woodland**

Undergrowth, tall trees, flora and fauna, foliage, natural habitat, wildlife, fruits of the forest, fungi, trails and paths ...

**3 Bugs**

Spiders, beetles, cockroaches, ants, caterpillars, greenfly, wood lice, centipedes, ladybirds ...

**4 Sky at Night**

Dusk, solar system, moon, star, eclipse, planet, comet, satellite, telescope, astronomy ...

**5 Harbours, Jetties and Moorings**

Ferry, ships, boats, canal basin, towpath, locks, ropes, buoys, fish, nets ...

**6 Markets**

Antique, flea, farmers, livestock, clothing, craft, fruit and vegetable, flower, seasonal ...

**7 Folds and creases**

Fabric, pleated, ruffled, hanging, paper, origami, scrunch, pressed, concertina ...

**8 Joints and joining**

Ball and socket, hinge, bracket, pin, weld, knot, splice, brace, chain, fix together ...

## SECTION 2 – Visual Starting Points

For each of the starting points, visual examples of some directions that you may explore are given. You can add your own ideas.

You can choose to respond to the theme, images or a combination of these.

### 9 Family Group

Many artists, designers and craftspeople have represented the Family in a variety of interesting or unusual ways.



Image A



Image B



Image C



Image D

## 10 Reflections

Many artists, designers and craftspeople portray Reflection in a variety of interesting and unusual ways.



Image E



Image F



Image G



Image H



Image I

**SECTION 3 – Art and Design Appreciation Starting Points**

Respond to **one** of the three starting points set out in this section.

- 11** Artwork and illustrations have been used in many children’s books. For example the work of Shoo Rayner in *The Ginger Ninja*, Quentin Blake in *Charlie and the Chocolate Factory* and Nicola Bayley in *The Mousehole Cat*.

From your research develop **one** of the following outcomes:

**Either:** Choose an artist who has illustrated a popular story book and explore their ideas and style.

**Or:** Produce a poster that shows how artists have illustrated and interpreted stories.

- 12** Squares, rectangles and cubes have been used in unusual and interesting ways in the work of artists, designers and craftspeople such as Sol LeWitt, Gustave Klimt, Ben Nicholson, and Piet Mondrian.

From your research develop **one** of the following outcomes:

**Either:** Produce a 2D piece that uses the style of a chosen artist, designer or craftsman to show how you have used squares, rectangles and cubes.

**Or:** Produce a print, 3D or mixed media piece that explores this theme using your selected artist(s) as inspiration.

13 Buildings in towns and cities are represented in interesting and unusual ways by artists, designers and craftspeople such as L S Lowry, Fernand Léger, Paul Klee and M C Escher.

Using the following images as a starting point, develop the theme in **one** of the following ways:

- a collage, assembled or mixed media piece of work
- a print or a textile piece
- a poster to publicise an exhibition of buildings in towns and cities
- a 2D or 3D piece inspired by a chosen artist.



Image J



Image K



Image L



Image M

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