

Edexcel GCSE

Art and Design (Short Course)

Unit 2: Externally Set Assignment in Art and Design

June 2010 – Examination

Preparatory period: Approximately 20 hours

Sustained focus: 10 hours

Paper Reference

5FA04–5GC04

You do not need any other materials.

Instructions

- This paper should be given to the teacher-examiner for confidential reference AS SOON AS IT IS RECEIVED in the centre in order to plan for the candidates' preparatory studies period.
- This paper is also available on the Edexcel website from January 2010.
- Centres are free to devise their own preparatory period of study prior to the 10 hours of sustained focus.
- **The paper may be given to candidates as soon as it is received, at the centre's discretion.**

Edexcel GCSE (Short Course) in Art and Design: Fine Art (5FA04)

Edexcel GCSE (Short Course) in Art and Design: Three-Dimensional Design (5TD04)

Edexcel GCSE (Short Course) in Art and Design: Textile Design (5TE04)

Edexcel GCSE (Short Course) in Art and Design: Photography – Lens and Light-based Media (5PY04)

Edexcel GCSE (Short Course) in Art and Design: Graphic Communication (5GC04)

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Candidate guidance

Your teacher will be able to teach, guide and support you as you prepare your personal response. You may also complete preparatory work without direct supervision.

The preparatory period

The process of producing work for assessment may begin once you receive this paper. You should develop your response to the theme in a personal, creative way.

The preparatory period consists of approximately 20 hours. You should be producing supporting studies, developing, refining and recording your ideas towards the final outcome(s).

The period of sustained focus

The period of sustained focus consists of no more than **ten hours** working under supervised examination conditions, in an appropriate studio setting, producing your final outcome(s) in response to the theme.

During this time you should refer to your supporting studies. You may also continue to develop and refine your personal response(s) to the theme.

Teachers will be able to support you with matters such as working space, materials and equipment. However, teachers will not be able to give you feedback about your work in progress or suggest how you might improve or develop your outcome(s).

The Externally Set Assignment is worth 40% of the GCSE.

Your teacher will inform you of the dates and times when you will complete your ten hours of unaided work for the Externally Set Assignment.

Exploring and Developing the Theme

The theme this year is:

Recreation

*amusement – sport – pastime – hobby – play – pleasure – leisure – relaxation
fun – enjoyment – entertainment*

Discuss the theme with your teacher and make sure that you produce evidence to cover the four Assessment Objectives. Remember that each Assessment Objective is worth 25% of your final mark for this paper.

The four Assessment Objectives are:

- develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- record ideas, observations and insights relevant to intentions in visual and/or other forms
- present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Evidence for these objectives may be produced in many ways.

Your work could develop from experimenting with materials and then move on to recording observations. You could start by recording observations in a range of ways. You could begin to develop your response to the theme by investigating and analysing the work of artists and designers and then move on to recording observations or experimenting with materials and techniques.

Suggested Starting Points and Contextual References

The starting points and contextual references on the following pages, are suggestions to help you think about possible ideas, preferred ways of working and a personal creative approach to this year's theme. You may prefer to use a starting point of your own and explore and respond to other artists, websites and publications that relate to the theme '**Recreation**'.

Recreation

PEOPLE

Artists frequently make images of people relaxing. Could figure studies of yourself, your family or friends relaxing offer you a starting point?

Could you explore character or frame of mind when observing people taking part in sports, pastimes or other kinds of recreation?

Could a successful individual involved in sport or entertainment provide you with a focus or inspiration for your work?

Opportunities for your recreation or amusement may depend on other individuals or groups having to work. Could their special clothing or equipment provide you with a helpful starting point?

People relaxing could be watching or listening to others at work. Could a situation where you study both audience and performers offer you a chance to develop your response to the theme?

PLACES

Some leisure pursuits call for a special interior setting. Could the inside of a café, concert hall, amusement arcade, theatre or club provide you with a starting point for a situation where you and other people are able to relax after a period of hard work?

Could studies of your own room allow you to present a response that describes a place where you can relax?

Studies of a room in your home that is shared by others in your family, for example the kitchen, dining room or living room, could allow you to present a response that describes a place where you and others can relax.

Is there a special place in a city, town, village or part of the countryside where you and other people go to unwind?

Contextual Reference

Niklaus Troxler	Paula Rego
Helen Chadwick	Elizabeth Frink
Gustav Klimt	Ingrid Pollard

www.saatchi-gallery.co.uk
www.henricartierbresson.org
www.mishabittleston.com/artists/giacomo_balla/
www.autograph-abp.co.uk/
www.whitecube.com/artists/quinn/
www.yinka-shonibare.co.uk

Bill Brandt: A Biography: Paul Delany
Lucian Freud, 1996-2005: Lucian Freud, Sebastian Smee
A Brief History of Art: Flame Tree Publishing
Giacometti: Yves Bonnefoy
Jenny Saville: Simon Schama
Greek Designs (British Museum Pattern Books): British Museum

Contextual Reference

Georges Seurat	Michelle Teran
Walter Sickert	Katsushika Hokusai
Gwen John	J M W Turner

www.vangoghmuseum.nl
www.boylefamily.co.uk
www.thelowry.com
www.capegallery.co.za/patrick_holo-cv.htm
www.bbc.co.uk/radio4/hometruths/kidsdens.shtml
www.fairringgold.com/ringgold/default.htm

The Photography Book: Ian Jeffrey
That's the Way I See It: David Hockney
Ando Hiroshige: Adele Schlombs
Edward Hopper: Carol Troyen, Judith A. Barter
Fantasy Rooms: Laurence Llewelyn-Bowen

Recreation

NATURAL WORLD

Could the natural world offer a range of different settings in which you could explore the theme of recreation?

Wild or domestic animals at rest and play might provide inspiration for your work.

Walking a dog or feeding pets, as a way of relaxing, could provide you with a helpful starting point.

Woodland, parks, gardens or the seaside might provide opportunities to explore the theme of recreation by looking at and recording your observation of birds, animals, trees, plants or the landscape.

OBJECTS

Could equipment or objects connected with recreation offer a starting point for your response to the theme?

What kind of objects could you assemble to provide a starting point for a response that reflects the ways in which you rest and unwind?

Could an assortment of clothing, headgear or footwear be a sign of a leisure activity?

A collection of objects could make it possible for you to investigate several aspects of the theme. Items used in the preparation of food and drink for a picnic, or a packed lunch, could combine to suggest both relaxation and the work required to prepare for taking a welcome break.

Contextual Reference

Nicola Henley	Louise Bourgeois
Elizabeth Blackadder	Robin Paris
Nicola Hicks	Anish Kapoor

www.tate.org.uk
www.okeeffemuseum.org
www.sculpture.org.uk/
www.kmaloneceramics.clara.net/
www.bbc.co.uk/springwatch/

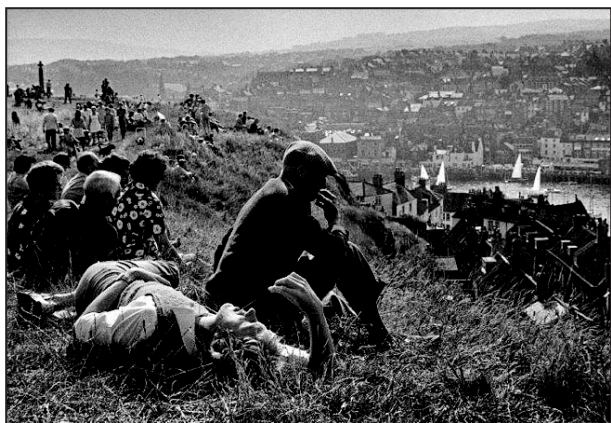
A Walk Across England: Richard Long
Anish Kapoor: Baume, Nicholas
Coyote Speaks: Wonders of the Native American World: Ari Berk
Land Art: The Earth as Canvas: Michael Lailach
Yellowstone Tales from the Wild: BBC Natural History DVD

Contextual Reference

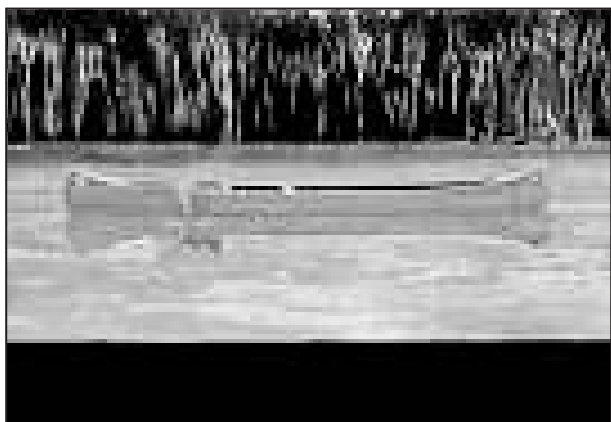
Paul Cézanne	Stephen Jones
Michael Craig-Martin	Man Ray
Jane McKeating	Tony Cragg

www.museupicasso.bcn.es
www.manraytrust.com
www.juangrispaintings.com
www.liverpoolmuseums.org.uk/walker/collections/20c/milroy.aspx
http://en.wikipedia.org/wiki/National_costume
www.vam.ac.uk/vastatic/microsites/1231_vivienne_westwood/

Fernand Léger: Bois, Hedel-Samson
Braque: Karen Wilkin
Matisse: Gilles Neret
Giorgio Morandi: Karen Wilkin



Ian Berry
Whitby – Yorkshire



Peter Doig
Canoe-Lake



Anish Kapoor
Six Secret Places



Henri de Toulouse-Lautrec
Moulin Rouge: La Goulue



Andy Goldsworthy
Wichita Arch

Recreation

IMAGINATION

Do you ever imagine yourself at leisure in your ideal place? Your hopes and dreams could provide initial ideas for the theme.

You could use an invented occasion for ideas for your art work.

Can you bring to mind a nightmare or fantasy where unusual or mixed up combinations of people, places, objects and activities interrupted your attempt to rest?

Could you use a fictional, poetic or lyrical description of a situation in which people relax as a starting point for your response to the theme?

ACTIVITIES

Actions and events may provide starting points for your art work. Could your enthusiasm for journeys, social events, games, exercise or pastimes provide a focus for your creative work?

Cooking, reading a book or magazine, repairing machinery, playing a musical instrument, celebrating or travelling, could offer starting points.

Packing your bags, waiting for a bus or train, getting ready to go out, could provide ideas for your response to the theme.

Could visiting the hairdresser, buying new clothes, meeting up with friends reflect your preparation for recreation?

Contextual Reference

Su Blackwell	Edward Burra
Henri Rousseau	Marc Chagall
John Galliano	Leonora Carrington

www.brandler-galleries.com
www.henry-moore-fdn.co.uk
www.waterman.co.uk
www.nationalgalleries.org
www.sublackwell.co.uk
www.designmuseum.org/design/john-galliano

Carel Weight: Mervyn Levy
Peter Blake: Natalie Rudd
Willy the Dreamer (Willy the Chimp): Anthony Browne
Edmund Dulac, Kay Nielsen, Arthur Rackham – Age of Enchantment: Rodney Engen

Contextual Reference

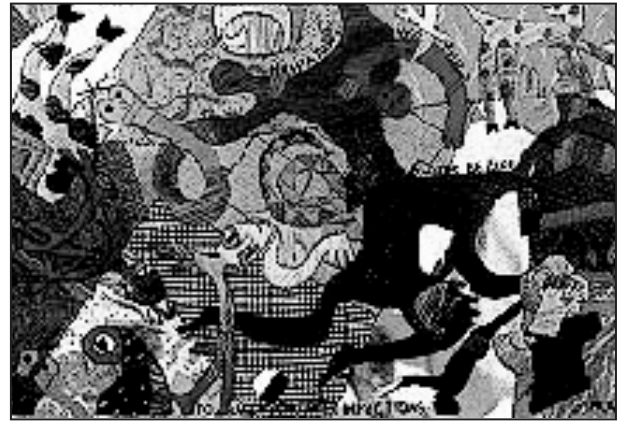
Pierre-Auguste Renoir	Cindy Sherman
Dmitrii Bulanov	John Salt
Henri Gaudier-Brezska	Grayson Perry

www.moma.org
www.nationalgallery.org.uk
www.bruecke-museum.de
www.oldenburgvanbruggen.com
www.octobergallery.co.uk/
www.ltmcollection.org/posters/index.html

Art Now: Taschen
Kirchner: Norbert Wolf
Delaunay: Hajo Duchting
Andy Warhol: Klaus Honnef



**William Roberts
Hampstead Fairs**



**Lee Mallerich
She Keeps Us in Stitches**



Fernand Léger – Card Players



Robert Delaunay – Runners



**Grayson Perry
Sunset from a motorway**

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