

UNIVERSITY *of* CAMBRIDGE  
International Examinations

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# 9704 Art & Design AS/A Level

Paper 1: Controlled Test

Standards and Exemplar Work June 2010



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**ART AND DESIGN**

9704/01

Paper 1 Controlled Test

May/June 2010

15 hours

To be given to candidates, at the discretion of the Art Teacher, on receipt by the Centre. Candidates must have **at least three weeks'** preparation time. The controlled test can be scheduled at any time provided that it is completed no later than 5 June 2010.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number, name and question number on the top right-hand corner of the front of **each** sheet of paper.

Choose **one** of the options given overleaf from **any** of the sections. Your work for this paper **may** or **may not** be related to work submitted for Components 2, 3 or 4.

Preparatory studies must be taken into the examination room and **must** be submitted for external assessment together with your final examination work. The submission will be assessed as a whole. The preparatory work must consist of not more than **four** sides of paper (two sheets) no larger than A1 size on which smaller works may be mounted. You may work on smaller paper if you choose.

The examination assesses your response to visual stimuli and involves direct observation from primary sources, recording, analysis and 2D and/or 3D development.

At the end of the examination, fasten all your work securely together at the top left-hand corner of each sheet.

All questions in this paper carry equal marks.

This document consists of 3 printed pages and 1 blank page.

2

Choose one of the following questions from any section.

Record, analyse and develop your ideas from direct observation and personal experience.

**Section A** is appropriate for any Area of Study and may be chosen by any candidates, particularly those who prefer an open-ended starting point.

**Section B** is appropriate for any Area of Study and may be chosen by any candidates, particularly those who prefer a specific starting point.

**Section C** may only be chosen by candidates who prefer to be offered a specific design brief.

**Section A**

- 1 Pollution
- 2 Bodywork
- 3 Root and branch
- 4 Relaxation
- 5 Construction or deconstruction
- 6 Backlighting

**Section B**

- 7 Several large flower stems arranged in a transparent container near to an ornate box overflowing with jewellery and adornments. One item of jewellery or one flower-head is placed separately in front.
- 8 A coat, jacket or shirt hangs over the back of a chair. A hat or a small bag is placed on the seat of the chair, and a pair of boots or shoes on the floor beneath. A folded umbrella or sunshade leans against the chair.
- 9 The whole or the upper half of a person dressed in the costume and headdress for a ceremony.
- 10 An outside eating area with a table, chairs and sunshade at a café or in a garden or courtyard.
- 11 Interpret the whole or any part of this extract.

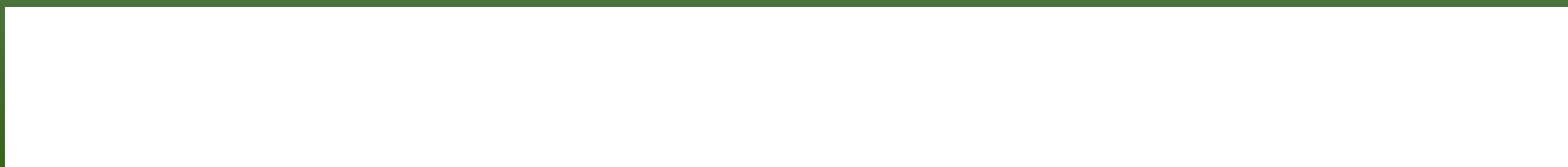
'On the day before the celebrations the family travelled into the city. In the evening they arrived at the rented apartment on the top floor of a block close to the centre. From a balcony they could look down on the roofs and gardens of the surrounding area. Visible between two buildings was the corner of the main street, where a man at an illuminated stall was selling banners, flags and souvenirs.'

## Section C

- 12 A holiday company named **WATERSIDE** offers a range of resorts specialising in specific activities, such as fishing, sailing, swimming, surfing, diving and skiing. Design three logos for distinct activities using the company name. Show how each logo will be included with additional text and images of your choice in the layout of three separate leaflets.
- 13 Design the cover and a double page layout for the inside of a pamphlet for an association concerned with the preservation of the architectural heritage of your country or region. You may use any title, text or images which refer to the preservation of buildings in particular locations.
- 14 From observations of floral specimens indigenous to your region, design a large banner to be carried by two people at the opening parade of a flower festival.
- 15 Design the costumes for two participants in a ballet based on the idea of toys, dolls and puppets being magically brought to life.

# EXEMPLAR 100 — Q4

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	25
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	25
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	25
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	25
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	100







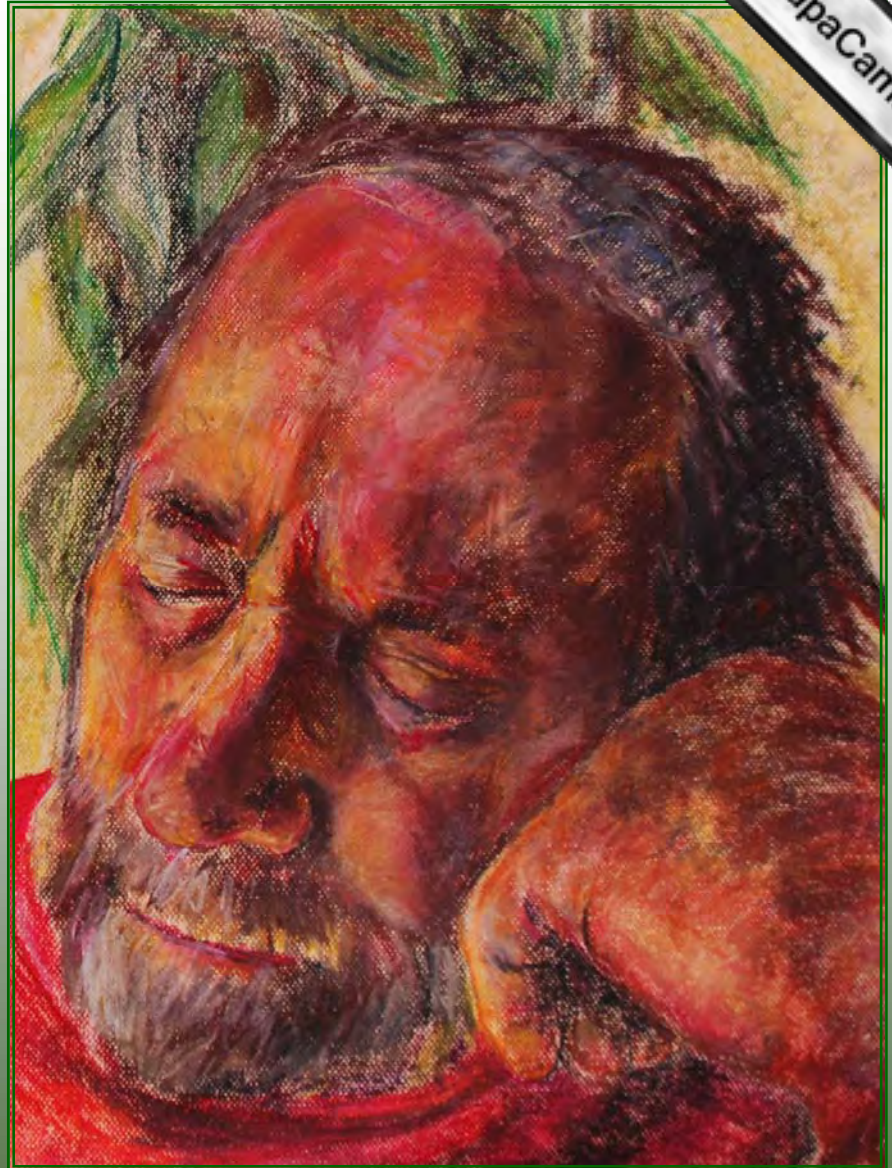
## PREPARATORY STUDIES











**PREPARATORY STUDIES**





# EXEMPLAR 96 — Q15

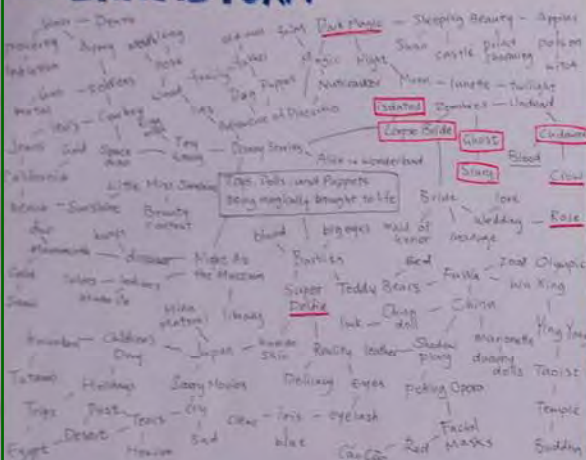
Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	24
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	24
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	24
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	24
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	96





# START FROM HERE

## 1. BRAINSTORM



I picked the ideas of 'Isolated', 'Corpse', 'Eerie', 'Scary' and 'Carnival'. And I am using 'Love', 'Role', 'Wedding' and 'Ballroom' as inspirations.

## 2. THEME

Every ballroom scene has a story. My story happens in a very delicate small toyshop, in the shop there are many lovely toys, and dolls of all kinds. The whole shop gives the customers a sense of sweet home. However, at the corner, there are two scary corpse dolls imported from Japan. Since no kids want to buy them, they are left in the corner, getting older and dirtier day by day. One more special thing about the shop, the toys all come alive magically in the night. All the other toys, beside the two corpse dolls, would play and have fun together. The two dolls are isolated because all the other dolls hate them, as they look so scary. They attack the two dolls and won't play with them. What they don't know is the two dolls are actually very kind and sweet inside despite their horrifying appearance. The story aims to portray how sad and lonely the two dolls are because the other dolls refuse to get to know them deeply. By that the story also aims to come across the idea that we should not judge people merely by how they seem.

For the clothing side, since the main idea is that the dolls are corpses, I aim to create a dark, mysterious, and eerie chilling feeling. But when people calm down and take their second looks of the dresses, they will find them very romantic and pretty. Moreover, since it is for a ball dance, I think the dress should be as light, and as dramatic, as possible.

## 3. PERFORMANCE LINK

These two photos (1 & 2) are taken by me in the 2007 School Chinese New Year Celebration. This is a musical about a toy brought all the other toys to life at night. Inspired me...

## 4. ARTIST LINK 1



Artist Link 1 - Zhang Peng

Zhang Peng is a 28-year-old Chinese photographer who was born in Shandong province, China. He graduated from China Central Academy of Fine Arts in 2005. Through all his work, Zhang is trying to tell the story of how the Chinese 70s generation grew up under huge stress, pain, and harm. His photographs frequently feature young girls and blood. I can sense the fear, tension, and helplessness from his films. However, Zhang managed to keep his work beautiful in a cold, dark, extreme way.

He used computer to alter the proportion of the young girls a lot. He enlarged their eyes and made their bodies seem smaller. This made the girls look like dolls. The settings and make-ups are scary and sad. These girls in his films are all alone and seemed isolated. However, some of the girls do not seem scared or sad, none of them is crying. On the other hand, they seemed tired and exhausted. It feels like they are getting use to the pain, the stress, the isolation, and the torture. They no longer have the strength to fight for things they want, so they are leaning backwards and accepting whatever that is coming.

Zhang's work inspired me a lot when it comes to decide my theme to answer the question, I was inspired by the idea of a girl is being isolated and wishing to rejoin the group. However, she does not know how.



The photograph on the left is named "Eerie Girl" (in Chinese girl-name). Zhang photographed this 120x120cm work in 2007. The girl in the photo is wearing wedding dress. Her face and her make up appear empty and scary. However, the white setting is very romantic.



This is what I would like to do. The photograph on the right is named "Eerie Girl", Zhang took this in 2007. This girl looks very lonely and with the blood in her bathtub, she looks wounded. This photograph is titled "The idea of a doll which looks young, and being attacked".



## 5. LAYOUT 1

I started the idea of something Gothic and Old Victorian. I loved the design for next inspired by the 1900s. Age clothes and combine it with leather and lace gloves and leggings. I don't see myself alot in the design so I want detailed and structured. The top is made of plastic like material which is hard and gold transparent lace sleeves and about neck section. At the bottom part there are ruffles of the dress and a pair of transparent lace loose trousers.



I did a more detailed sketch after... The bottom part is changed in the end. I added another layer under the skirt. It is like a ballroom dress fabric. It has volume and further layers of lace. The bottom part is transparent. However, think the bottom would be restricted from a lot of ruffles by this ball dress. So I am going to remove this layer.







# 6. ARTIST LINK 2

Artist Link 2: Alexander McQueen

(Text partially linked to: wikipedia.org, images from: style.com)

Lee Alexander McQueen was a British fashion designer known for his unconventional designs and shock tactics. He was born on 17 March 1939 in Lewisham, London, and committed suicide on 11 February 2010 when he was only 40. McQueen worked as the head designer at Givenchy for five years before founding the Alexander McQueen and McQ labels. McQueen's dramatic designs, worn by celebrities including Björk, Lady Gaga and Rihanna, met with critical acclaim and earned him the Britten Designer of the Year award four times.

McQueen served an apprenticeship with Savile Row tailors Anderson & Sheppard when he was 18, before joining Cleives & Hawkes and, later, the theatrical costumers Angela and Barmana. The skills he learned as an apprentice on Savile Row helped earn him a reputation in the fashion world as an expert in creating an impeccably tailored look. At the age of 20, he spent a period of time working for Koji Tatsuno before travelling to Milan, Italy and working for Romeo Gigli. McQueen returned to London in 1994 and later received his master's degree in fashion design in Central Saint Martins College of Art and Design.

McQueen's work has been consistently dramatic and very innovative. I can see the theme of darkness through out all his collections. When I saw the pieces come down the runway, they are all very pretty but I can sense pessimism and pressure from the clothes. They are very different from some designs by other designers, which might be joyful and sexy. McQueen's ideas are very influential for my theme, as I also want my designs to seem depressed, sad, dark, but still beautiful and romantic.



I saw this article in the March issue of VOGUE CHINA. And I was very inspired by his 1998 Fall winter ready to wear collection. I loved the opening.



The photograph on the left is the opening of the 98 Fall/Winter RTW collection. The fine ring encircles the model. The setting created an atmosphere like hell. The model looks like a romantic devil in the dress, evil but still very sexy and pretty. The way McQueen blends darkness and evil with elegance and beauty is really inspiring to me. I want my design to have the same effects when people firstly see it.



The five pieces are from Alexander McQueen's 98 FW RTW collection. The first piece on the left is the one I like most. The use of lace made the dress so romantic while being crazy and evil. This is where I want to start with my designs. I was inspired by the wrap and strips at the bottom of the second piece, and the ruffled elements like the third piece. I like the pose of the model for the fourth piece, and the dark at the same time. The top of the fifth piece is very hard but still romantic, this is also relevant.

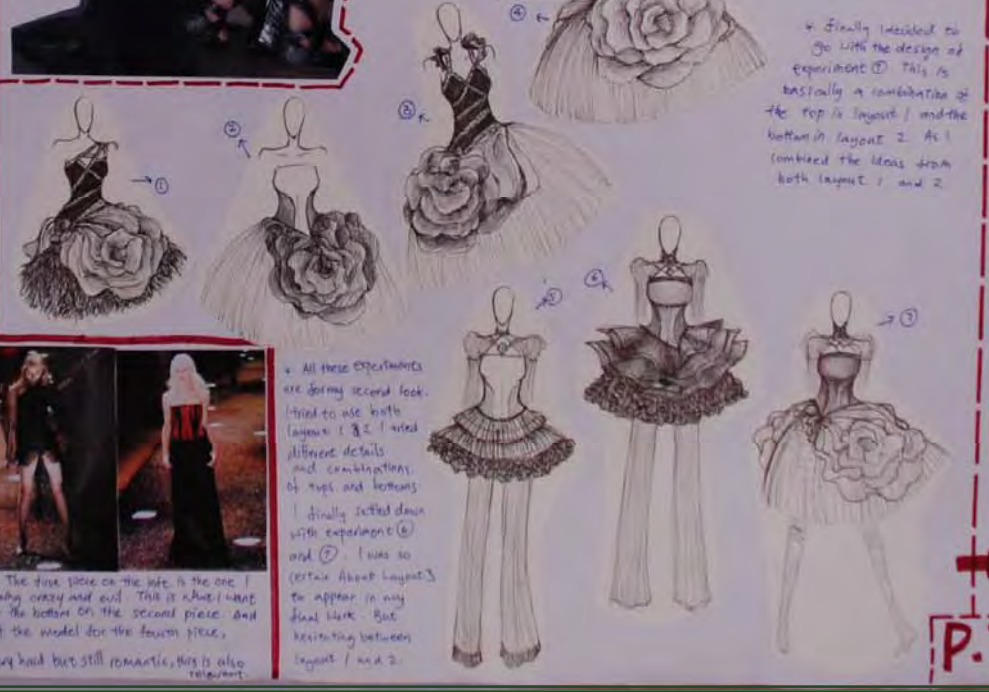
# 7. EXPERIMENTS (and an extra Secondary Resource)



This is an advertisement in March issue of Vogue China. This is a dress by Dior. I like the transparent design of the top. And I used it in my design as well. So it is a great influence.

For ①②③, I tried different designs of sleeves, neck parts, waist. And the transparent lace top ② is loose while ①③ are tight. These are for layout 1.

However, I prefer my original layout more. I'll keep the waist on the waist, and the volume covering a little shoulders.



I finally decided to go with the design of experiment ①. This is basically a combination of the top in layout 1 and the bottom in layout 2. As I combined the ideas from both layout 1 and 2.

All these experiments are doing second look. I tried to use both layout 1 & 2. I used different details and combinations of tops and bottoms. I finally settled down with experiment ⑥ and ⑦. I was so certain about layout 3 to appear in my final look. But hesitating between layout 1 and 2.

# COLOUR EXPERIMENTS



These are the two color preferences that I finally settled down with. The first one has a very dark blue skirt and second one has a very dark purple skirt. Everything else is black.

P.T.O PAGE

# COLOUR EXPERIMENTS



\* These are some other colour experiments that I gave up on. Most of the colors are red, black, and blue because I like to create a sense of mystery and dark.



David  
2010.9.5

# OBSERVATIONAL STUDIES 8.



David  
2010.9.2

I painted two things that inspired my design the most. Above is a painting in watercolor of a crow. I was inspired by the darkness and mysterious feelings of the crow. And I like the volume of its feather. On the right, I paint this rose in watercolor. Rose is a symbol of Romance. I wanted my dress to look sexy but romantic at the same time. This is why I painted Rose. A lot of elements of rose appear in my design as well.

## P.T.O PAGE 4



# SOME ADDITIONAL SUPPORTING WORK

## MAKE UP & HEADWEAR DESIGN



→ these are the make up found on style.com as the John Galiano 2010 Spring/Summer RTW collection.

## ↳ TWO DRAFTS

## PAGE 5

## EXEMPLAR 94 — Q6

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	24
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	24
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	23
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	23
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	94







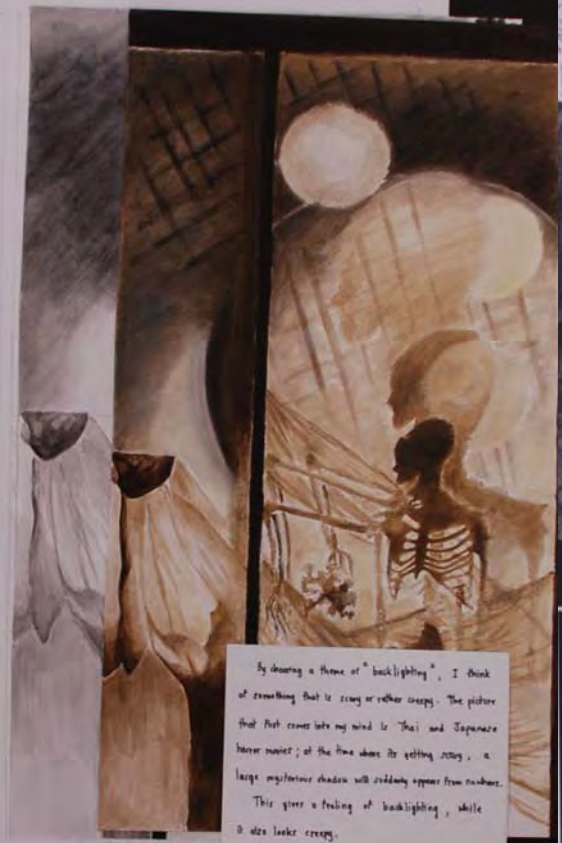
By choosing a theme of "backlighting", I think of something that is scary or rather creepy. The picture that first comes into my mind is Thai and Japanese horror movies; at the time where its getting scary, a large mysterious shadow will suddenly appears from nowhere.

This gives a feeling of backlighting, while it also looks creepy.

Backlighting perfectly fits my art style, it certainly shows a high contrast, especially at a point where light hits the objects.

## PREPARATORY STUDIES

By using warm colour like Deep Yellow, Burnt Umber and Lamp Black, giving a gloomy feel.



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Backlighting perfectly fits my art style, it contains about a high contrast, especially at a point where centre of the light source hit directly at the objects.

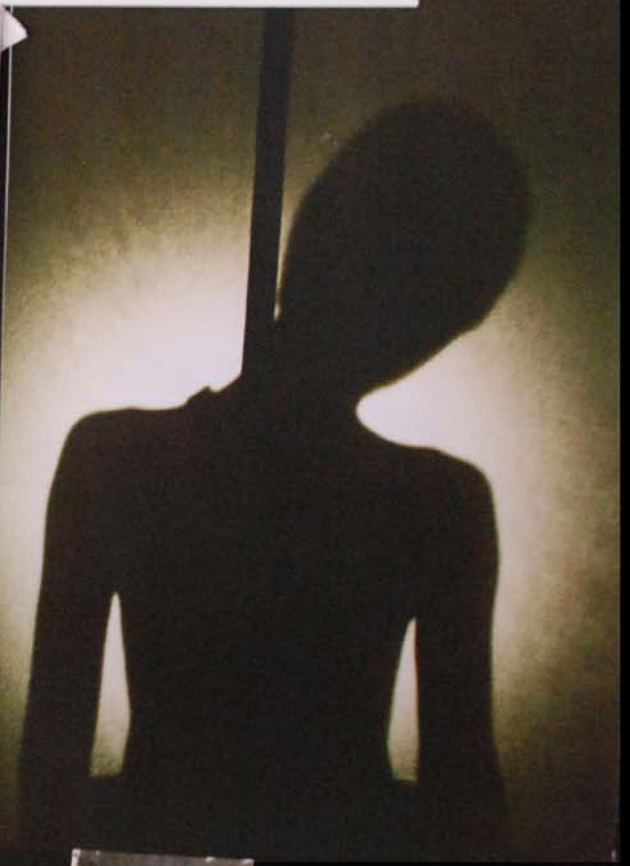


FLIP

# PREPARATORY STUDIES

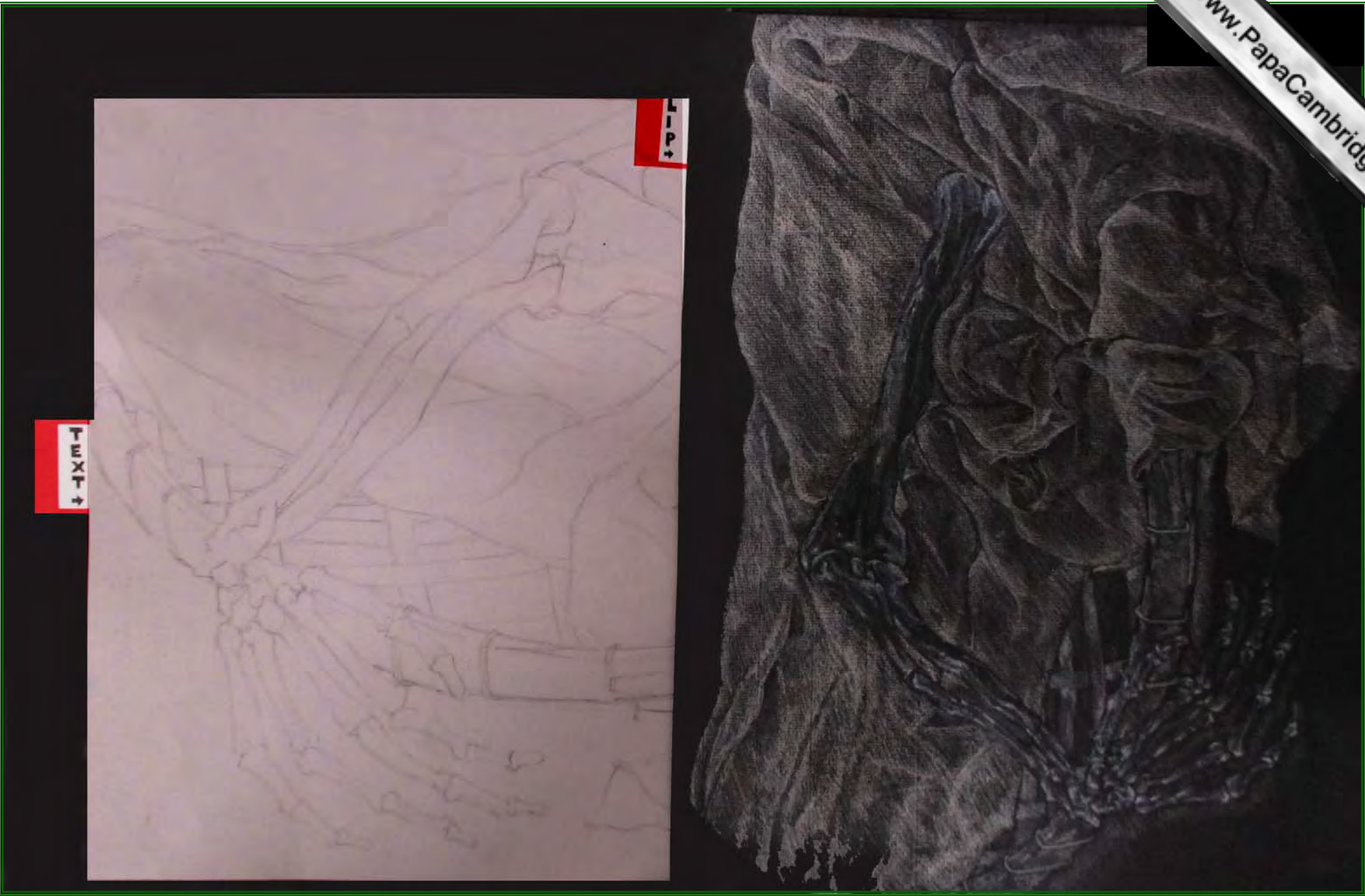


	
Orange Yellow + Titanium White	Lamp Black + Burnt Umber

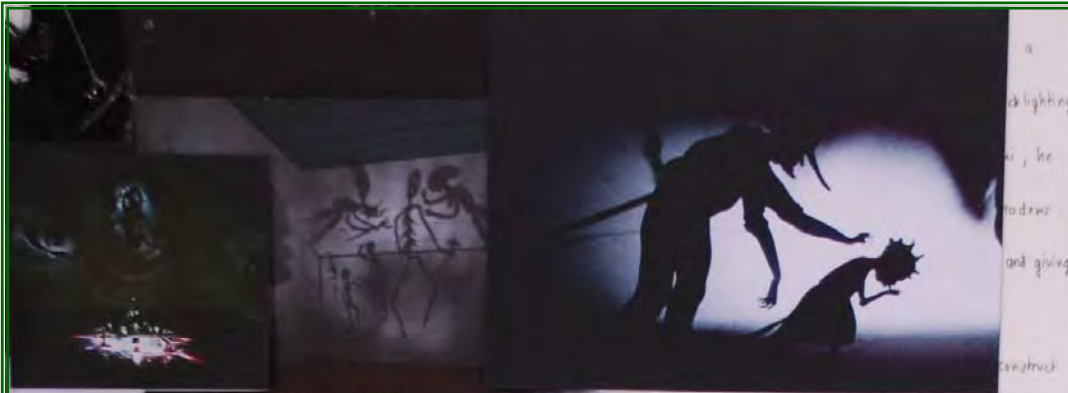


Orange Yellow and a bit of burnt umber is a good strong shadow. But I controlled my mix by using a neutral but not a neutral color. Combining with highlighting these mix especially give a slight warm shadow. These show back to my real piece.

A picture of a guy hanging my artwork is one of the best ways to show it better than I can. By using warm colors you can highlight effects naturally your own strong feeling.







his little own stages, a stages in his own little world

Kara Walker



I try to mix both Kara Walker and Christian Belpaire works, giving black and white skin as Kara Walker use black and white colour, showing the ideas of shadow, and Christian Belpaire which contrast skeleton shaped like shadow.



# EXEMPLAR 91 — Q4

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	22
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	23
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	23
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	23
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	91







My paintings compares the Art styles that are created by using water colour and Oil painting. I believe that the use of oil paint results in greater detail and shows better dimension water colour paint. Compared to oil paint aids recognition between the part of the bodies seen through water.

On the other hand, the water colour painting, my initial one, is too plain. By that I mean there is too similar of tone throughout the painting, which fails to evoke any interests from the onlooker. Moreover, the oil painting shows greater depth and relates better to the purpose of the painting; lets the viewer feel what they meant to feel (relaxation). The oil painting shows the difference between the background and the figures, making the figures being better;



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COLOUR OF WATER

	Cerulean Blue (+ white)		Cobalt Blue (+ white)
	Prussian Blue (+ white)		Sapere Ultramarine Blue (+ white)
	Prussian Viridian (+ lemon)		Teal
	Cobalt Viridian (+ lemon)		Dark teal

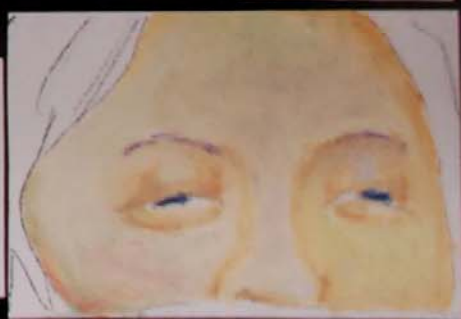


experimenting with oil painting

SKIN COLOUR

VIRIDIAN HUE

	Viridian + ochre
	Viridian + Prussian
	Lemon + Viridian + ochre + cobalt







\*ERIC ZENER

With the 2 tone colour studies (light and dark) this shows what's reflected in water. By using limited colours I emphasized the abstract shapes and tonal contrast. Looking at the shape of the water it reveals how the movement of the water is composed.

With Eric Zener's painting he shows the reflection of the outside world however abstract it seems. His images makes me feel relaxed.

She's swimming under water and can see things reflections through the water creating constantly moving and changing colours, high lights shapes and forms.



★ERIC zeners



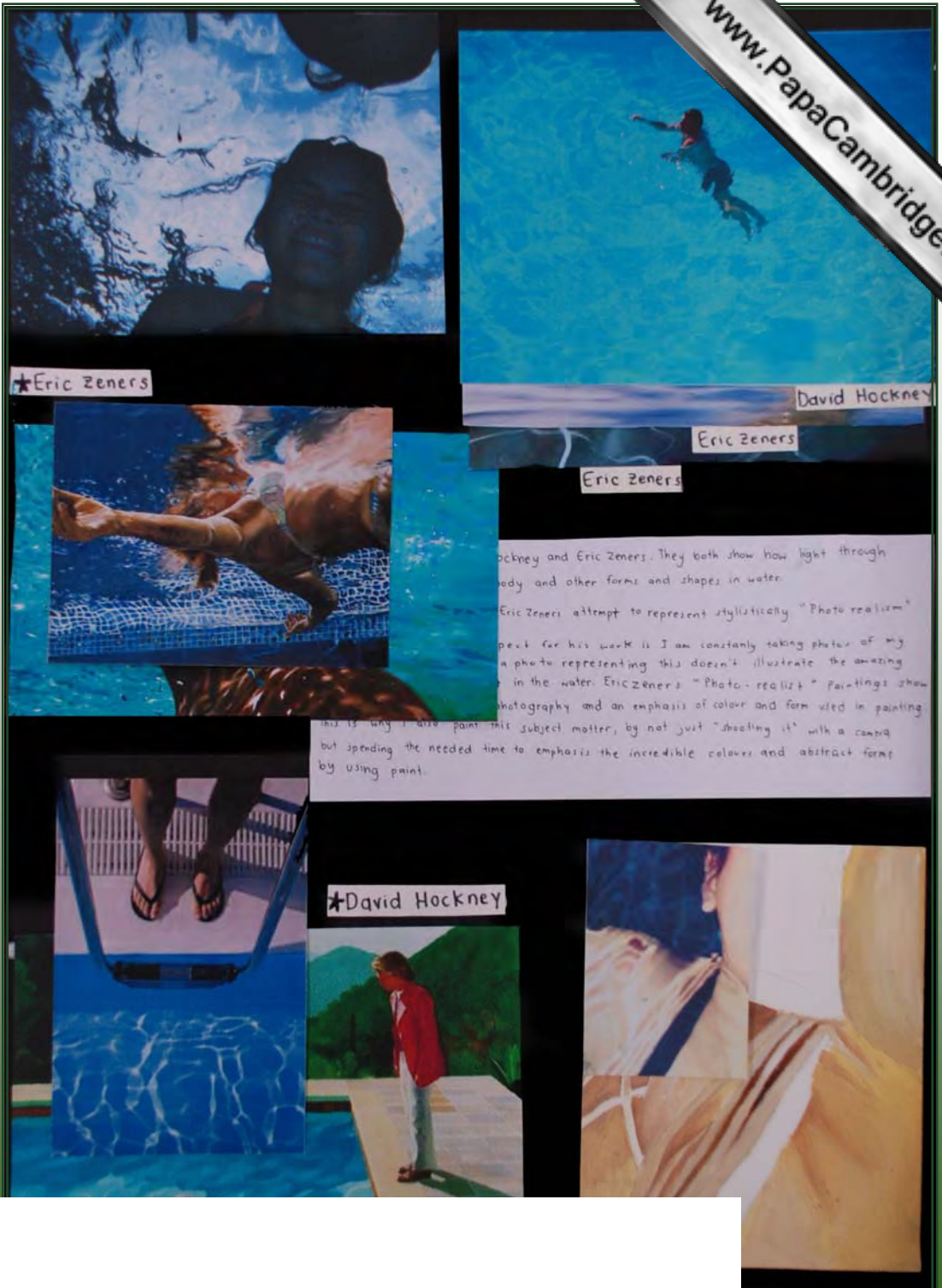
This painting reflects the abstraction and wonder one feels when looking up half and being surrounded by abstract shapes in water. Just like Eric Zener's work drawing the reflection of light. This abstraction differentiates the under water and water surface area.



## PREPARATORY STUDIES







# PREPARATORY STUDIES



## EXEMPLAR 88 — Q7

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	21
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	22
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	22
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	23
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	88







## PREPARATORY STUDIES









A composition with open jewelry box with background

# EXEMPLAR 85 — Q11

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	22
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	22
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	20
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	21
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	85



In the evening they arrived at the rented apartment on the top floor of a block close to the centre. From a balcony they could look down on the roofs and gardens of the surrounding area.





Total Frames Taken : 1488

Question:

"In the evening they arrived at the rented apartment on the top floor of a block close to the centre. From a balcony they could look down on the roofs and gardens of the surrounding area."

Focus:

- back and white
- sepia tone

Camera Specifications:

Make: NIKON CORPORATION  
 Model: NIKON D70  
 Lens: 17 - 180mm  
 + UV Protector Screen.  
 + Sunshade

Exposure Program: Manual  
 Metering Mode: Pattern  
 Flash: - Flash Function Present  
 No Fire  
 No Strobe Detection  
 No Flash Mode  
 No Red-Eye Reduction

Pixel Dimension: 1488x2240  
 Resolution: 300  
 Resolution Unit: inch

Light Source\*: Shade  
 Standard F-Stop\*: f4.5  
 Standard ISO\*: 300



Time Period Taken: 02/25/2010 - 06/42/2010  
 Adjust/Edit: Brightness and Contrast Desaturate



research

Back, White, and Everything in Between

Left: Paul Polka - interest is attracted towards the moving bicycle which comes out of focus, and the parallel bars of the staircase. Black contrast plays a big role in the lighting of this photo.

Right: Anonymous - simple, gives a sense of thought and stress.

Original Photo by us



When I write photography for me, it's one of the most interesting and inspiring aspects of the art form. We set our hobby and passion. The moment when it is expressed in words is a beautiful thing. In the end, it's all about the journey of discovery and growth.

PapaCambridge is a website that provides a wide range of services to help you with your photography. The first program is to create a website for you, which is a great way to get started. The second program is to create a website for you, which is a great way to get started. The third program is to create a website for you, which is a great way to get started.

## PREPARATORY STUDIES





Desaturation (Black and White)



Photo Filter - Sepia - 100%



Variations - Yellow (2) - Full 100%



Variations - Red (1) - Full 100%



Sepia Tone, Photo Filter, and Variations

All of these photos were filtered through Adobe Photoshop CS2, adjusting the brightness and contrast, then desaturated.



Layout Sequencing, Tiling



Each of these layouts have been filtered in Sepia Tone. Only black and white versions are printed.

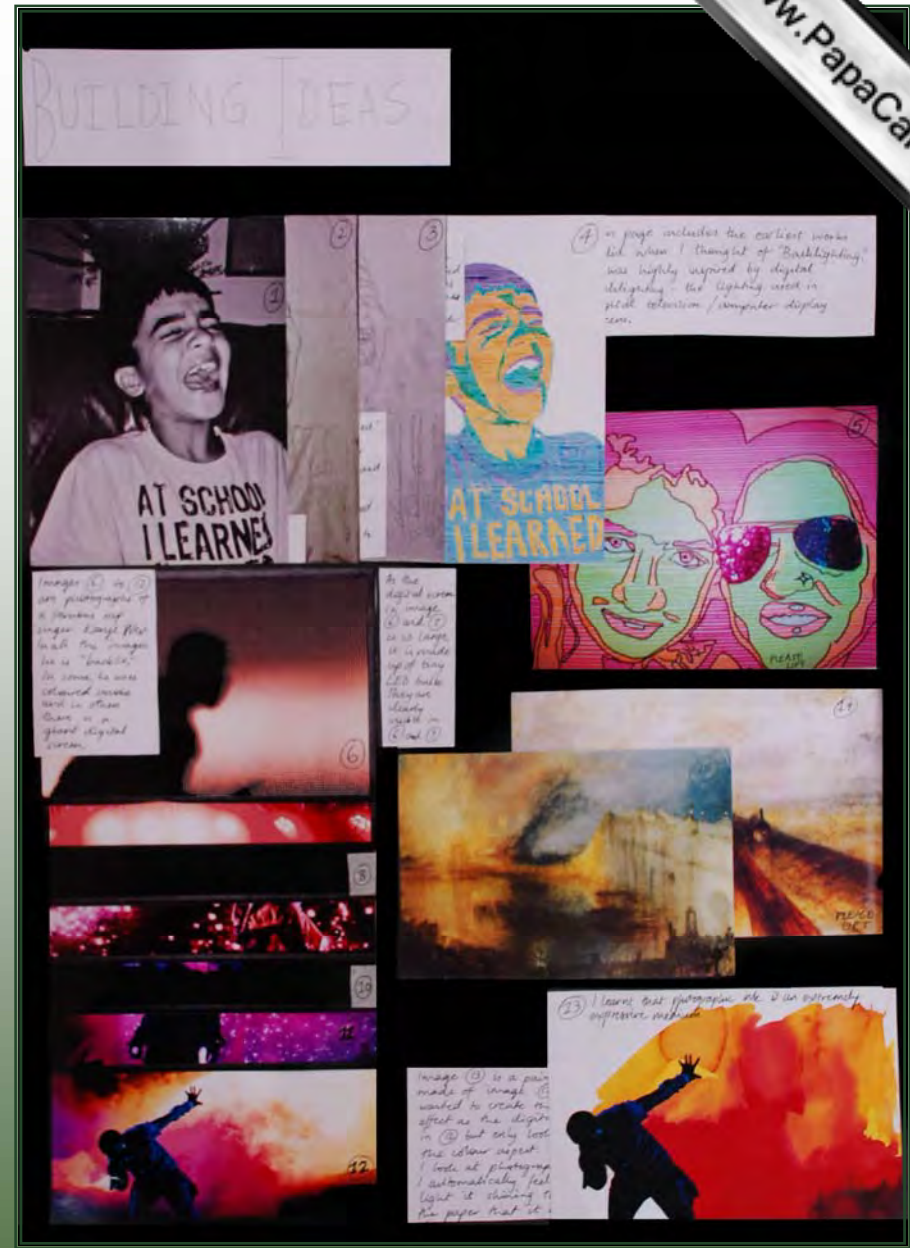


## EXEMPLAR 84 — Q6

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	21
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	21
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	21
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	21
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	84



To explore "digital art," I used a program called Photoshop. I had never used it before and it really fascinated me so I insisted. Using Photoshop seemed quite natural, I ~~must~~ say, as it offered a lot of features that media such as watercolour and photo ink and acrylic paints offered on paper. I could change the "opacity" of the paint, that would be diluting physical paint with water, and I could use different sized brushes and also different digital media such as chalk/dry pastels, crayons... A lot of things that I couldn't have done easily on paper became easy on Photoshop, but after a LOT of practise over 2 weeks after receiving our question paper. I figured that I had studied a lot of traditional media in my coursework and had to try something that fascinated ME!






# PREPARATORY STUDIES

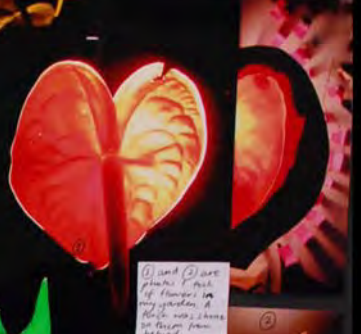
**BUILDING IDEAS (CONT.)**

*In this page I show how I connect with digital backlighting. I also have shown other thoughts of mine about "backlighting".*

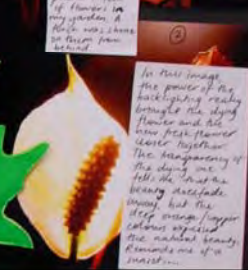
**DIY LIGHT**



*These photographs are made of a backlit maple leaf. The vibrant and transparency of the leaf makes it look like it's glowing. The edges of the leaf were painted a lighter color as backlighting does that to objects, makes edges lighter.*

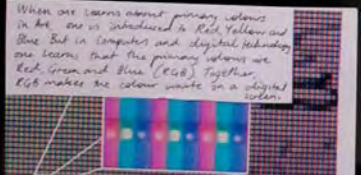


*(1) and (2) are photos I took of leaves in my garden. A backlit leaf shows its veins from behind.*



*In these images the power of the backlighting really brought the dying flower and the new fresh flower closer together. The transparency of the dying one I felt like it was being made to glow, but the deep orange/yellow colors against the natural beauty reminds me of a sunset.*

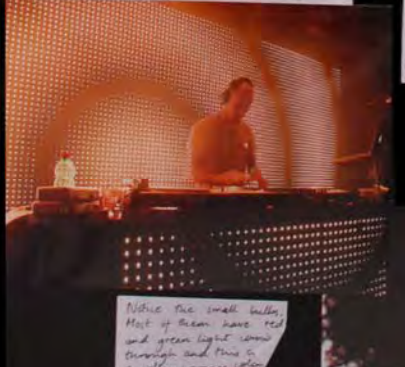
*When one learns about primary colors in Art, one is introduced to Red, Yellow and Blue. But in Computers and digital technology one learns that the primary colors are Red, Green and Blue (RGB). Together, RGB makes the colour world on a digital screen.*




**WIKI**

*I've thought about incorporating...*


*This is a photo I had of my first video game, The Nintendo Gameboy. It was the first gaming console to feature a "backlit" screen. Before the Gameboy, all gaming consoles had black and white displays and an external light source was needed to view the screen. The backlighting technology changed everything.*




*Notice the small balls. Most of them have red and green light coming through and this is a yellow one.*



*The poster is of a communist worker in '42. There is backlighting and that inspired me to use a combination like in my final composition.*



*In the picture below a woman is holding her baby. It is a bit dark to see but the baby is lit up, and looking out of the window. The backlighting from outside makes the woman seem, depending on if she's looking everywhere, for some "hope".*



# GOING FURTHER DIGITAL



③  
 paint darkening the structure until I got the ideal darkness where the structure and its details were visible but also dark enough to contrast the striking background  
 brushstrokes are shown to cause a more opaque colour

thought of ideas for my final composition. I wanted a new Metro that is coming up in Bangalore as I like Bangalore's bang of system and backlighting to this new connection. I tried to create my own explored this using a digital medium as I really love my love and passion for digital media arts and



④  
 I let the colours get intense in the building part of the picture by increasing the opacity of the brush



⑤  
 with this composition over the structure was little dead. The overhead metro structure automatically cut out the light.

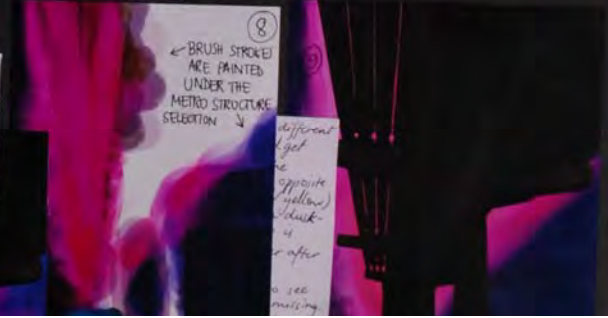
To explore "digital art," I used a program called Photoshop. I had never used it before and it really fascinated me so I started. Using Photoshop seemed quite natural, I might say, as it offered a lot of features that media such as watercolour and photo ink and acrylic paints offered on paper. I could change the opacity of the paint, that would be doubling physical paint with water and I could use different sized brushes and also different digital media such as chalk/dry pastels, crayons... A lot of things that I couldn't have done easily on paper became easy on Photoshop, but after a LOT of practise over 2 weeks after receiving our question paper I figured that I had studied a lot of traditional media in my coursework and had to try something that fascinated ME!



This was an element of image ③ (above) that I really liked. It showed the "construction" aspect as it was a metal object amidst all the concrete. It did not however fit into my final composition (below) as the angle of view was different in the final.



⑥  
 just attempt of using colours. As the colour colours, I differentiated by I could add red/yellow. I did red painting (8) by using red painting.



⑧  
 BRUSH STROKES ARE PAINTED UNDER THE METRO STRUCTURE SELECTION

different digital the opposite (yellow) brush - after a sec missing

## PREPARATORY STUDIES





# PREPARATORY STUDIES

# EXEMPLAR 79 — Q9

Personal Qualities	(i) Individual, sensitive and creative response to stimulus. (ii) Independence and confidence in concept and execution.	25	20
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques. (iv) Analysis from direct observation and personal experience.	25	20
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	20
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way. (vii) Critical judgement and cultural awareness and appreciation.	25	19
TOTAL MARK		100	79





**African Beadwork...**  
The world is a global village and we are interconnected in culture and tradition for a century.  
Many have had their curiosity about the world and the way it works in their hands.  
The world is a global village and we are interconnected in culture and tradition for a century.  
Many have had their curiosity about the world and the way it works in their hands.

African beadwork is used for ceremonial purposes in many different parts and styles. The most popular in these being beads, which is known to be that originates from the African region.



Costume and headwear from a very significant part of African identity. From celebrating ceremonies to engagements, traditional weddings to funerals, the attire worn not only captures a person's mood but also the significance of the occasion.

In the picture, for example, a Nigerian man wears a large and elaborate cap filled with feathers, known as his 'punch' or 'sokoto'. This attire is a highly important part of his culture. This cap is not just for his own pleasure but is also a symbol of his status and identity.

# Exploration of I D E E X

The most distinguished meaning of a bead is its use in African culture. Beadwork is a traditional art form that has been used for centuries in Africa. It is a form of art that is both functional and decorative. Beadwork is used to create jewelry, clothing, and other items. It is a form of art that is both functional and decorative. Beadwork is used to create jewelry, clothing, and other items.

The whole point of beadwork is to create something that is both functional and decorative. It is a form of art that is both functional and decorative. Beadwork is used to create jewelry, clothing, and other items.

There is no doubt that beadwork is a form of art that is both functional and decorative. It is a form of art that is both functional and decorative. Beadwork is used to create jewelry, clothing, and other items.



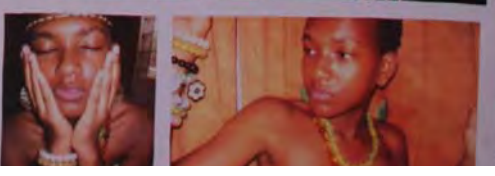
The beads themselves are made of various materials, including wood, bone, and metal. They are often painted in bright colors and are used to create intricate patterns and designs.



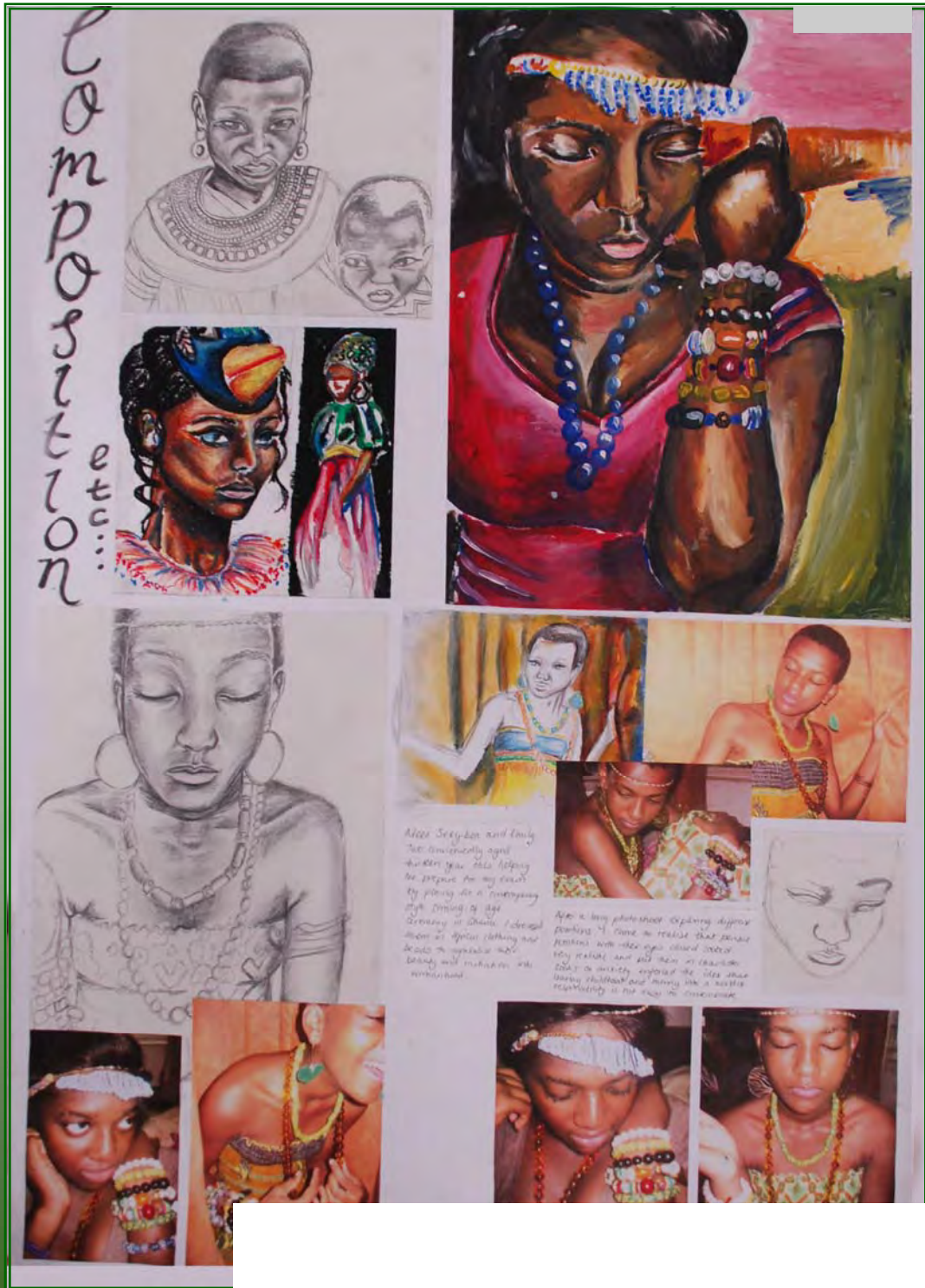
Picture 1 and picture 2 are different forms of the same traditional African attire. Picture 1 shows a young woman wearing a traditional African dress with intricate beaded patterns. Picture 2 shows a young woman wearing a traditional African dress with intricate beaded patterns.



The art, the cultural and social lifestyle of Africans give a lot of inspiration to the artist. The creative and cultural expression of costume gives meaning to certain works of art, with regards to this theme 'African Art'.

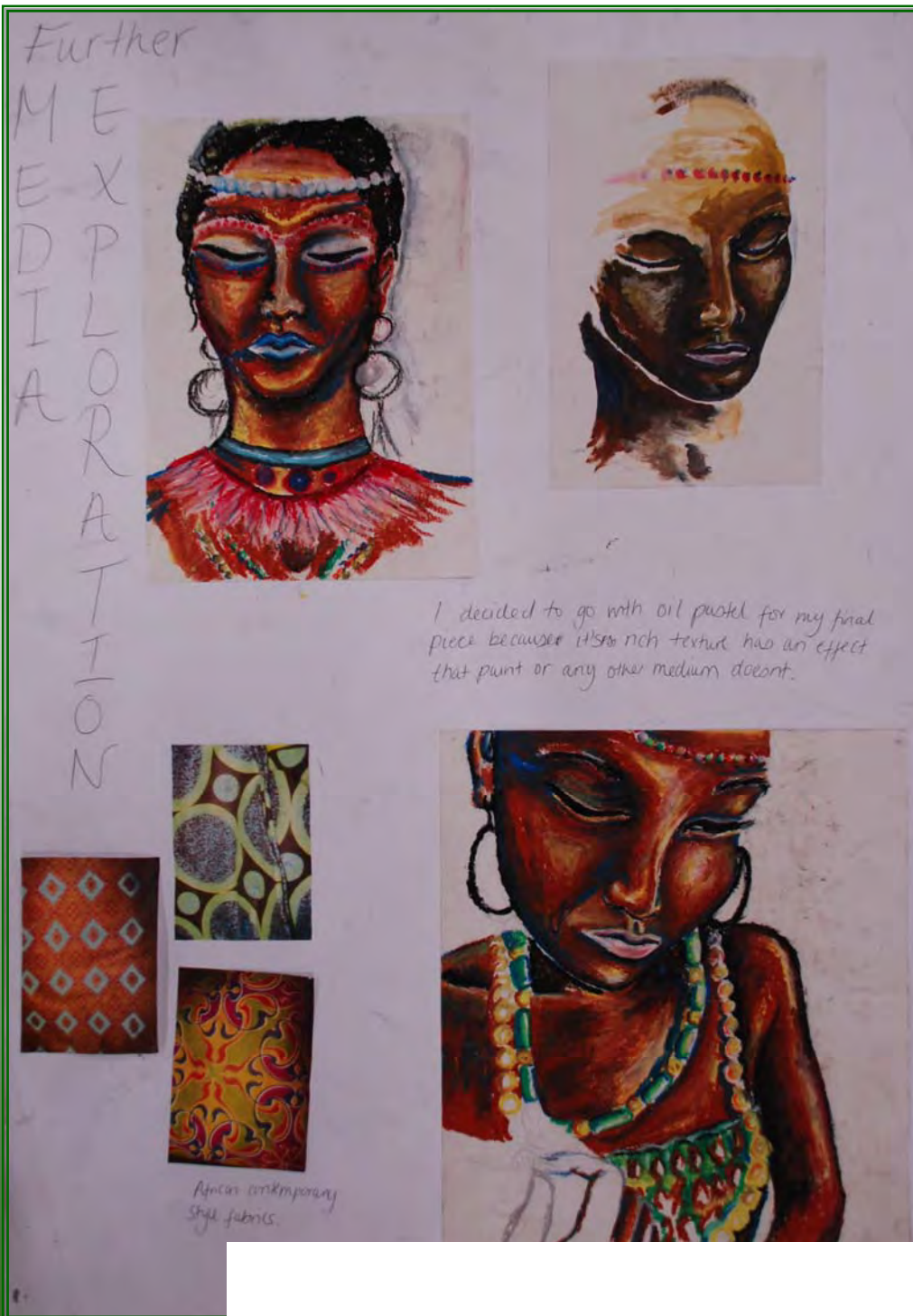


## PREPARATORY STUDIES



## PREPARATORY STUDIES





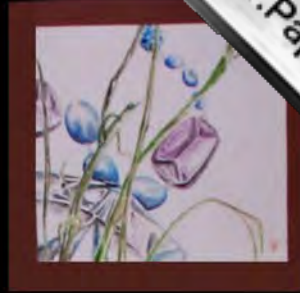
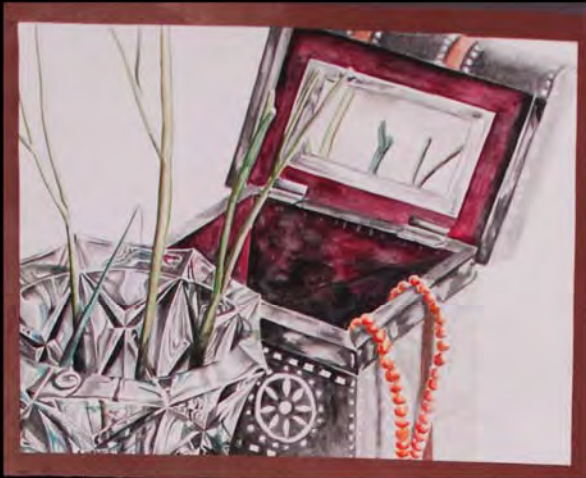
## PREPARATORY STUDIES

# STANDARD 72 — Q7

Personal Qualities	(i) Individual, sensitive and creative response to stimulus. (ii) Independence and confidence in concept and execution.	25	18
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques. (iv) Analysis from direct observation and personal experience.	25	18
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	18
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way. (vii) Critical judgement and cultural awareness and appreciation.	25	18
TOTAL MARK		100	72







MATTHEW  
2023  
The Last Dinner Party



EMMA  
2023  
The World is Blue and Red



EMMA  
2023  
The World is Blue and Red



EMMA  
2023  
The World is Blue and Red



EMMA  
2023  
The World is Blue and Red



EMMA  
2023  
The World is Blue and Red



EMMA  
2023  
The World is Blue and Red



# PREPARATORY STUDIES





# STANDARD 64 — Q4

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	17
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	16
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	16
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	15
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	64

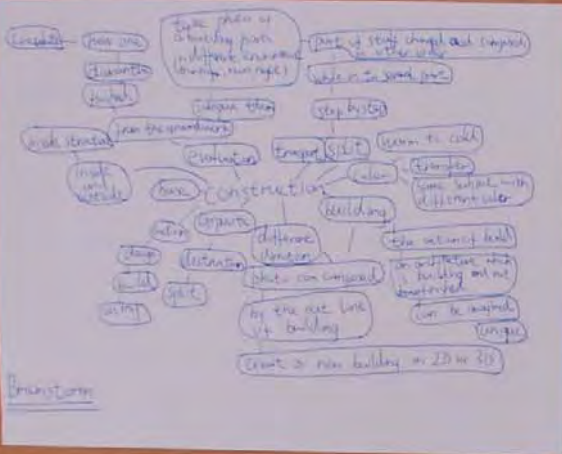
[www.PapaCambridge.com](http://www.PapaCambridge.com)

Can you find me through the window?

Can you feel my temperature?

Being constructed by a photographer. An architecture is vivid and unique.

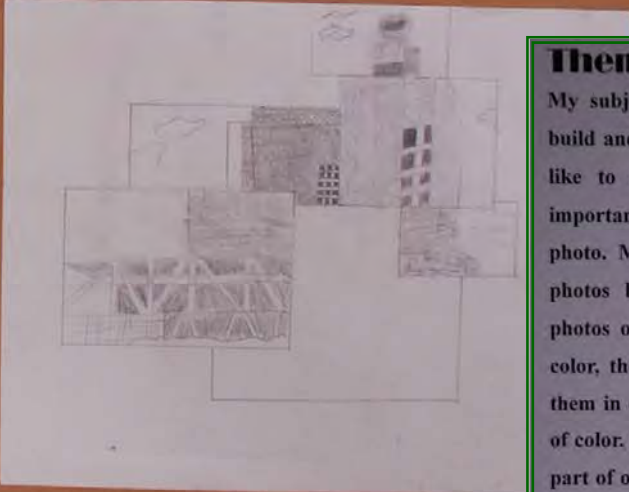
Designed by Issy



**Theme**  
 My subject is construction. It means the action of build and can also means the building itself. I would like to show it by photograph. I thought it is important to show the process of construct in my photo. My first idea came out when I was taking photos by different temperature of color. I took photos of same scene with different temperature of color, then cut out a small part of each and mixed them in order. The photo could show an overall view of color. My second idea is to take photos of different part of one building. Those photos can be taken from different direction even inside the building. After that, I will compose those photos in the original position. It is similar to Picasso's work. Show the 3D buildings on a 2D paper. My third idea is to randomly compose the taken photos of a building and remain a blank area. The blank area is left to people complete it by themselves. Everyone see his unique building in this picture.



**Layout 1**  
 The key word is construction. I would like to explain the action of building in three pictures. I took photos of a constructing building. The photos are not whole architecture but the part of architecture which is building. I will combine these photos in a random order and the photo may involve each others. In the middle of work, I want left a blank area. This area is for people to merge the whole building and take their elements into the work.



**Theme**  
 My subject is construction. It means the action of build and can also means the building itself. I would like to show it by photograph. I thought it is important to show the process of construct in my photo. My first idea came out when I was taking photos by different temperature of color. I took photos of same scene with different temperature of color, then cut out a small part of each and mixed them in order. The photo could show an overall view of color. My second idea is to take photos of different part of one building. Those photos can be taken from different direction even inside the building. After that, I will compose those photos in the original position. It is similar to Picasso's work. Show the 3D buildings on a 2D paper. My third idea is to randomly compose the taken photos of a building and remain a blank area. The blank area is left to people complete it by themselves. Everyone see his unique building in this picture.



**Layout 1**  
 I would like to cut a building and split it through the middle of each surface side. Then paste pictures into different area for color part.



**Layout 1**  
 Using Photoshop program to make the whole photo like a puzzle, and then change some color to other photos.



**Layout 2**  
 I would like to take a lot of photos of one building in same direction, and photos focus on different part of building. After the time of taking photos used for 30 minutes. Then I will compose these photos to make the picture like the original.

Draft  
 Layout

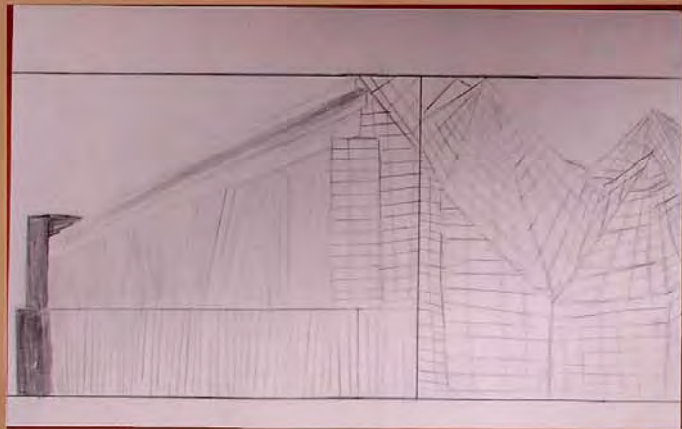




**LAYOUT 2**  
Usually we saw a building in photo at one direction. To see more parts of the building, I would like to show parts of building from different angle. Then combine them as the order of real. This idea can relate to Cubism.



**LAYOUT 1**  
Different temperature of color can make a big difference of feeling in same situation. I would like to take photos of one night place. Then combine them in one big picture.



L  
a  
y  
o  
u  
t

ex  
p  
i  
r  
e  
n  
c  
e



This is a photo I took in the Forbidden City in Beijing. The Qianlong was being repaired. The old building combine with modern work site is a little strange, but this is a necessary protection of the building. No matter what, all the steps taken can be written in the history. The construction of buildings is also part of construction of our world.



This is a photo of national stadium I took in Beijing. I set a long exposure time and "shutter" in first half of exposure-time I found the camera to get the image of stadium. Then I quickly move the camera to the front of sports lights and shock the camera. Then the smooth light line appeared on the image of national stadium.



These three photos are taken of single exposure. I set the exposure on 420. The light show a feeling of motion. You like the "trouble time".





These photos are taken at night. One is a wide-angle; I use different-angle perspectives to take these photos. As the lines diverge from center to bottom, the sense of motion of a glass gives us totally different feelings. Through these photos, I see the possibility that a photographer could have never seen on the building.

This is a special kind of "horizontal" view when I took. The photos are taken of the building's facade from a side-on angle to make it look as if it were a plane. From the perspective of the plane, this is how you get a different view of the building.

Resources

PTO







This is a series of photos of a building structure. As the building did not finished we have the maximum space to image it. In this kind of photos, everyone build their own building through guessing and imagining.

Resource

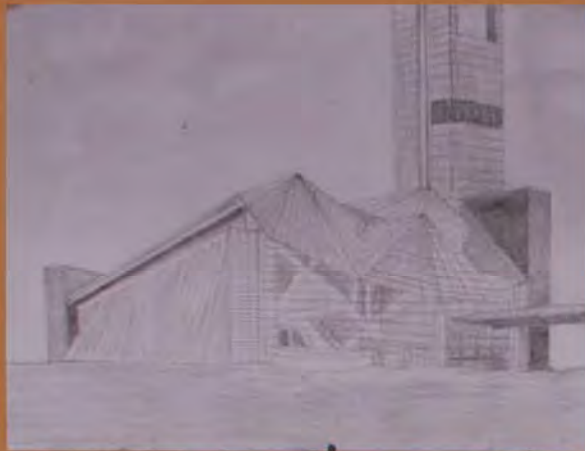


Here is a series of photos of roads of Shanghai street, when I took these photos inside the subway, the road is like a big sea. The thick and thin lines split the sky and road. The same road can each others make a strange combination, just like with the photos.



These two photos are some of seeing Great Britain. It just shows a clear image. The lights because they are like have some light. Also it gives a feeling of surprise.





### Cubism

Cubism was a 20th century avant-garde art movement, pioneered by Pablo Picasso and Georges Braque.

In cubist artworks, objects are broken up, analyzed, and re-assembled in an abstracted form—instead of depicting objects from one viewpoint, the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context. Often the surfaces intersect at seemingly random angles, removing a coherent sense of depth. The background and object planes interpenetrate one another to create the shallow ambiguous space, one of cubism's distinct characteristics.



This is a building relate to cubism

### Georges Braque

Georges Braque (13 May 1882 – 31 August 1963) was a major 20th century French painter and sculptor who, along with Pablo Picasso, developed the art movement known as Cubism.

Braque's paintings of 1908–1913 began to reflect his new interest in geometry and simultaneous perspective. He conducted an intense study of the effects of light and perspective and the technical means that painters use to represent these effects, appearing to question the most standard of artistic conventions. In his village scenes, for example, Braque frequently reduced an architectural structure to a geometric form approximating a cube, yet rendered its shading so that it looked both flat and three-dimensional by fragmenting the image. He showed this in the painting "Houve at L'estaque". In this way, Braque called attention to the very nature of visual illusion and artistic representation.

Observational study

Artist Link

### Pablo Picasso

Pablo Picasso (25 October 1881 – 8 April 1973) was a Spanish painter, draughtsman, and sculptor. He is best known for co-founding the Cubist movement and for the wide variety of styles embodied in his work. Analytic cubism (1909–1912) is a style of painting Picasso developed along with Georges Braque using monochrome brownish and neutral colors. Both artists took apart objects and "analyzed" them in terms of their shapes. Picasso and Braque's paintings at this time have many similarities. Synthetic cubism (1912–1919) was a further development of the genre, in which cut paper fragments—often wallpaper or portions of newspaper pages—were pasted into compositions, marking the first use of collage in fine art.



Le guitariste by Pablo Picasso



Pablo Picasso, Three Musicians (1921)

I think Picasso is my favorite but because I don't work with Cubism

By 1910, Picasso and Braque had developed Cubism into an entirely new means of pictorial expression. In the initial stage, known as Analytical Cubism, objects were deconstructed into their components. In some cases, this was a means to depict different viewpoints simultaneously; in other works, it was used more as a method of visually laying out the FACTS of the object, rather than providing a limited mimetic representation. The aim of Analytical Cubism was to produce a conceptual image of an object, as opposed to a perceptual one.

In late 1906, Picasso started to paint in a truly revolutionary manner. Inspired by Cézanne's flattened depiction of space, and working alongside his friend Georges Braque, he began to express space in strongly geometrical terms. These initial efforts at developing this almost sculptural sense of space in painting are the beginnings of Cubism.

### What's Color Temperature?

Standard unit for color temperature is Kelvin (K). Technically, color temperature refers to the temperature to which one would have to heat a theoretical "black body" source to produce light of the same visual color. All other lights, since they are not comparisons to a black body radiator, should be referred to as having a correlated color temperature. The higher temperature of black body the more blue part in the spectrum and the less red part in the spectrum. In other word Low color temperature implies warmer (more yellow/red) light while high color temperature implies a colder (more blue) light. For example the color of incandescent lamp is warm white color. The color temperature of it is 2700K. The color temperature of fluorescent lamp is 6500K. The color temperature of flashlight is 5500K.

For photography, The Color temperature is the important aspect. The color temperature of Sunlight in a whole day is different. However from 9 am to 4 pm the color temperature of Sunlight is about 5500K. So we call that time color temperature of Sunlight as standard color temperature.



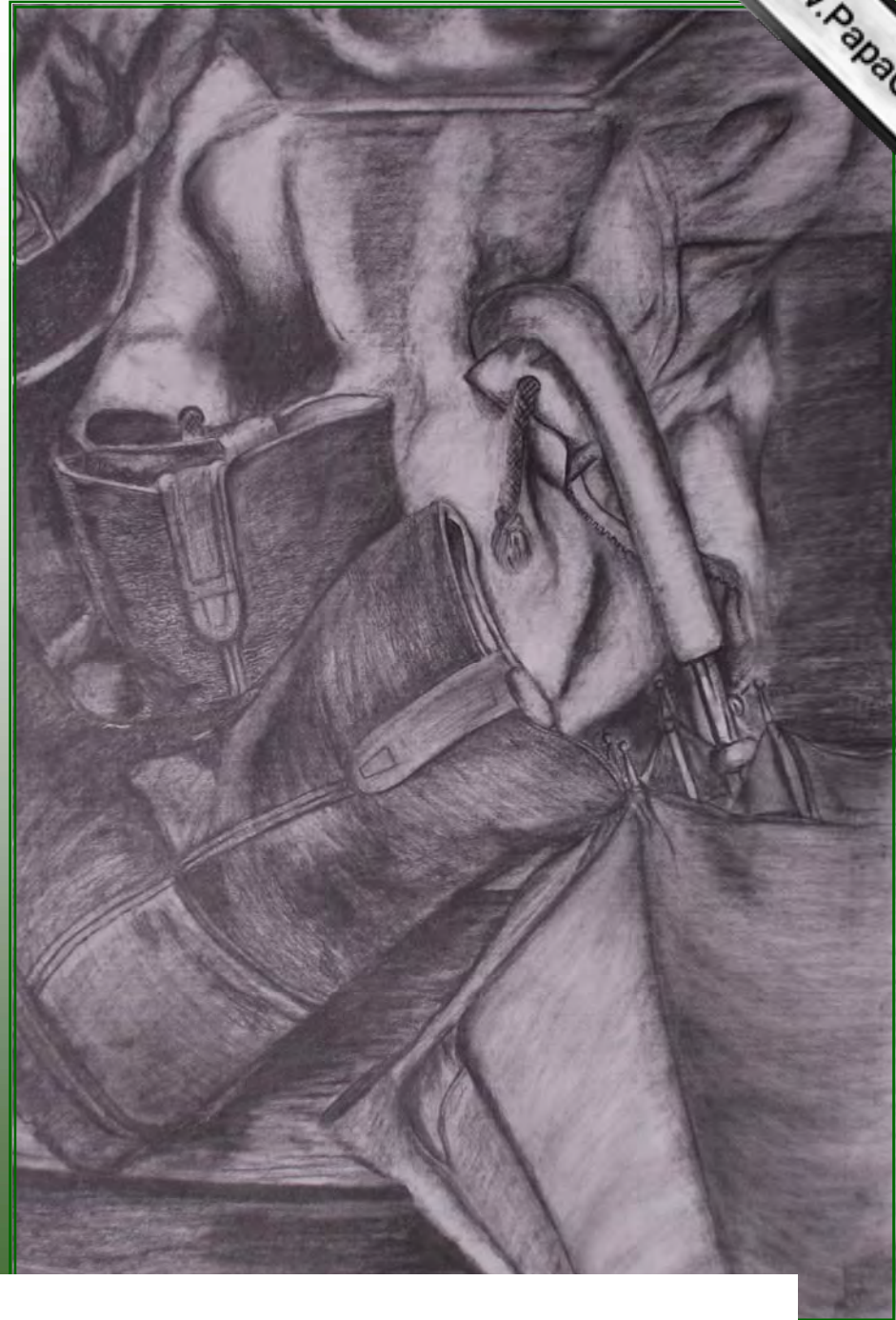
Georges Braque, Woman with a Guitar

Influence



# STANDARD 63 — Q8

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	16
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	16
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	16
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	15
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	63



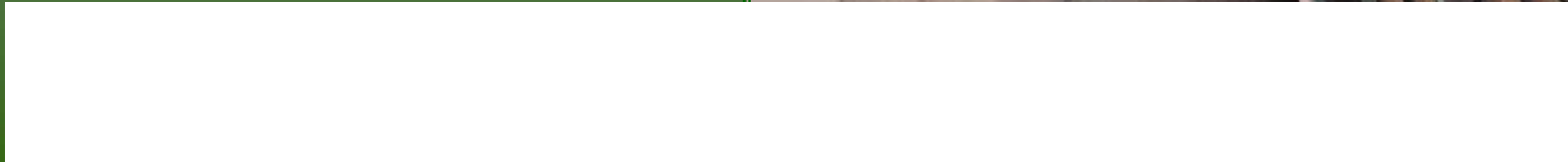






# STANDARD 61 — Q5

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	15
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	15
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	16
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	15
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	61



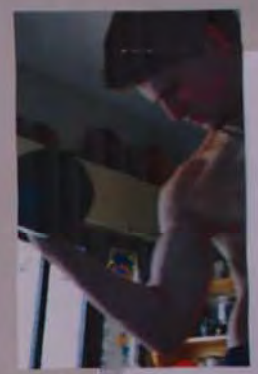


Art & Design  
9704/01

Construction

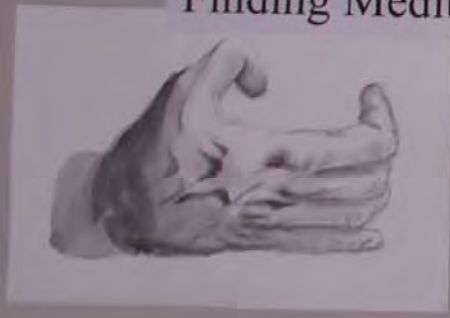


Finding Color Scheme



Finding Position

Finding Medium



Best medium: pencil with  
black ball-point for high  
contrast, watercolor wash





Texture Study



Hand Study



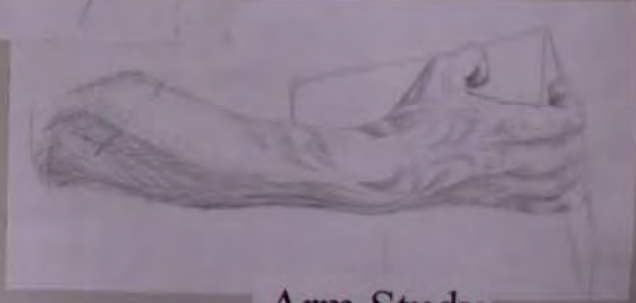
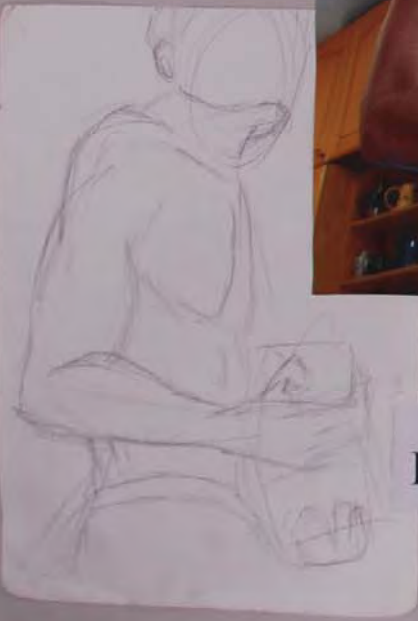
Head Study



Notan Study  
(Gray Scale)



Page Layout Study



Arm Study

2 of 2



## EXEMPLAR 58 — Q15

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	15
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	15
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	14
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	14
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	58





Rossetti

The contemporary designer of ballet costume and footwear inspired my work.



This little puppet was so cute, I wanted to design one, but when I decided to commission it...



Another one of Rossetti's designs



Flurry research - I shaped this skirt and took a photo of it.



I then made two drawings of it.







(a)



(f)



(j,k,l) use J-needle, all pencil and pastel drawing!

In (j,k,l) did the reflections of the ballerina



one of my ideas was to have leaves in my final design but I decided against it.



(b)

I took material (a) and made this (b) ballet outfit. I took pieces (g,h,i) of all the images and the final dress.

(f,g,h,i) are like samples I experimented with. In (g) I used paper to illustrate the dress.



(c)



(d)



(g)



One of the rough sketches resembling big ruffles.



Final! (e)



(h)



(i)

I used the computer to digitally manipulate the basic picture of the ballerina.





I liked the idea of Tigger, so I decided to design an outfit for his female counterpart.



Possible mask →

Primary research which gave me my basic idea.



I wanted to do 'something tigger', so I designed these costumes with the mask, tail and shoes.



A possible mask,

ears and tail →



I did an Secondary research photos which built on the idea of Tigger.







These designs gave me an idea for the second design. I found most of the things I like were Tinkerbell.



Color sketches for Tinkerbell.



Designs D-M all possibilities moving towards designing Tinkerbell's final piece.



Another inspiration picture.

Another inspirational design. Tinkerbell, as we know her.



An idea for what to Tinkerbell which I am still exploring.

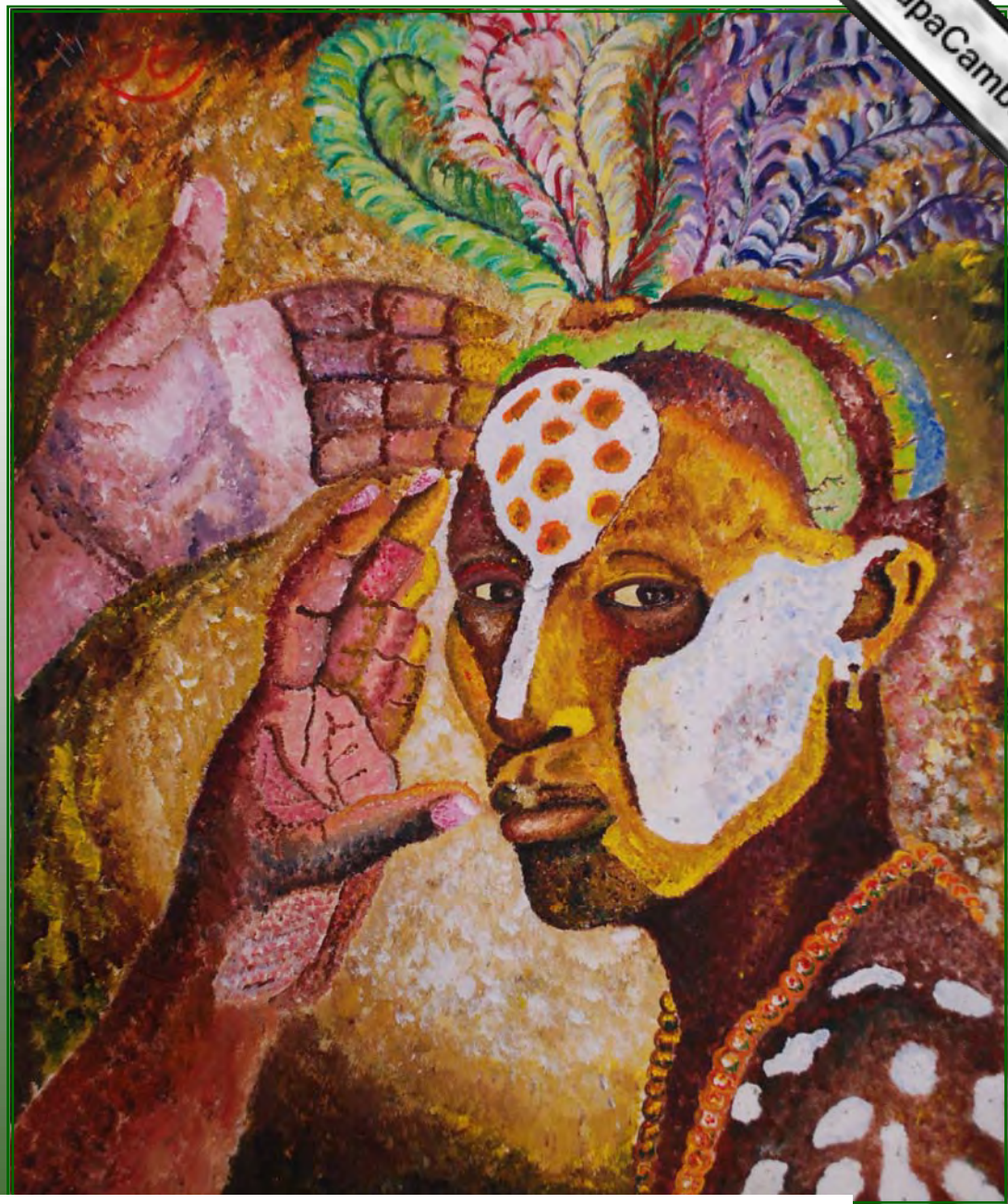


Secondary research. A picture of Tinkerbell.

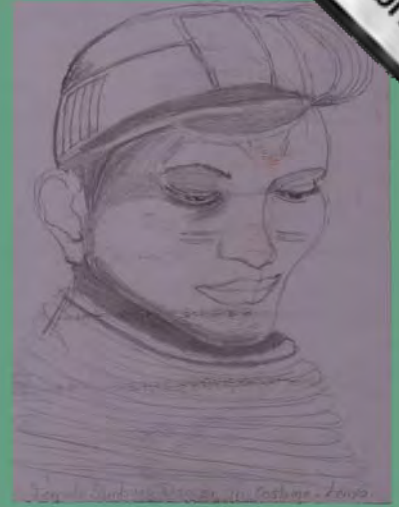
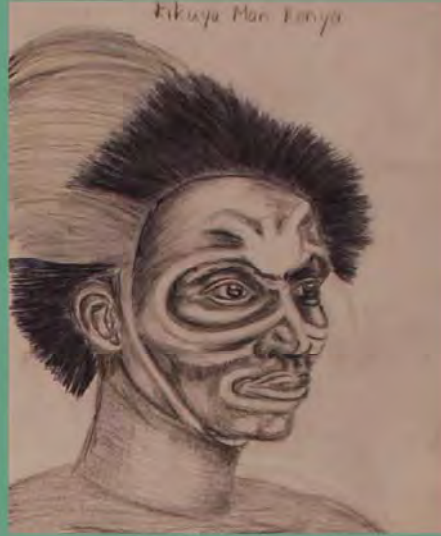


# EXEMPLAR 56 — Q9

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	14
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	14
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	14
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	14
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	56











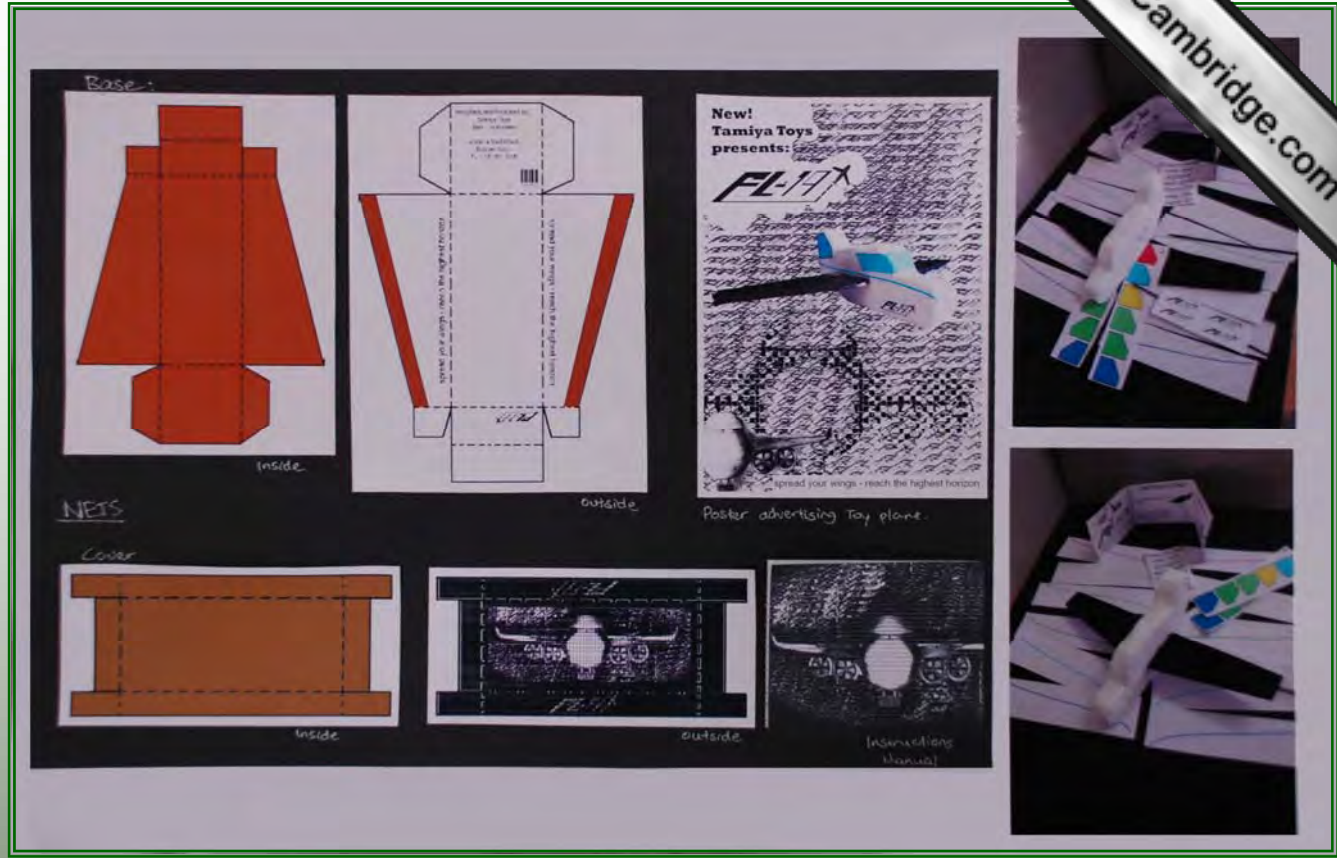




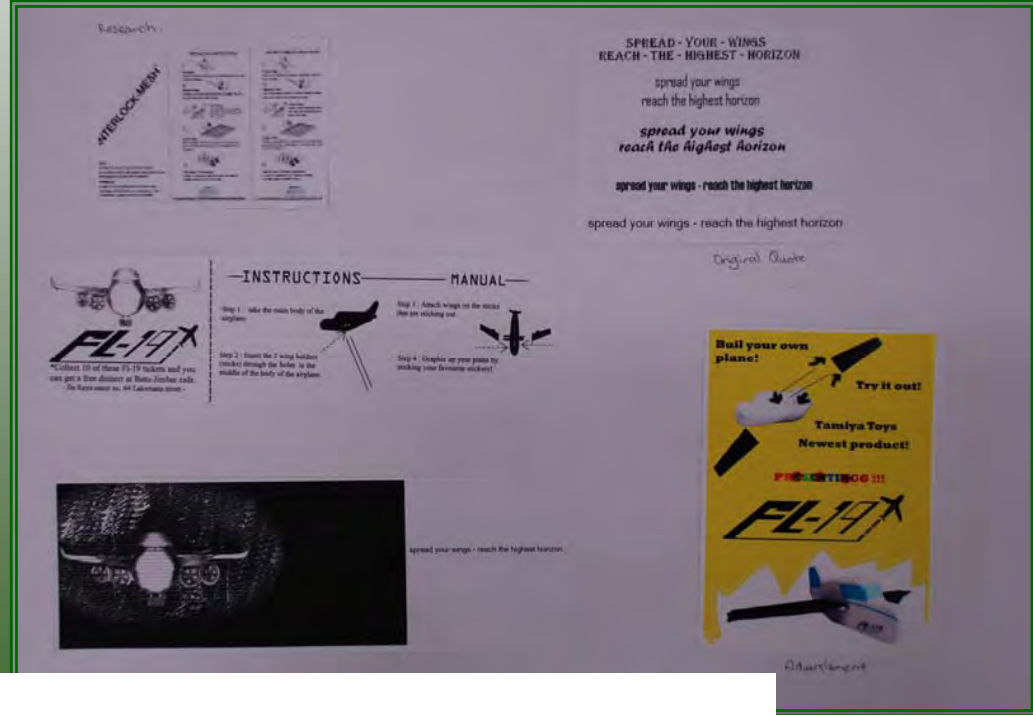
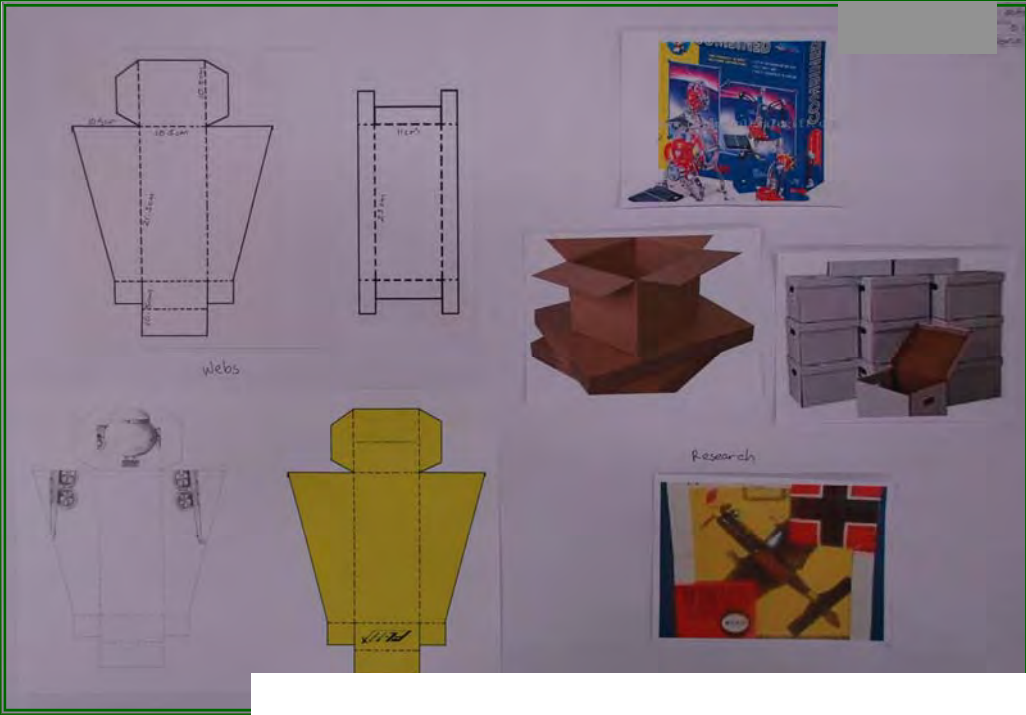
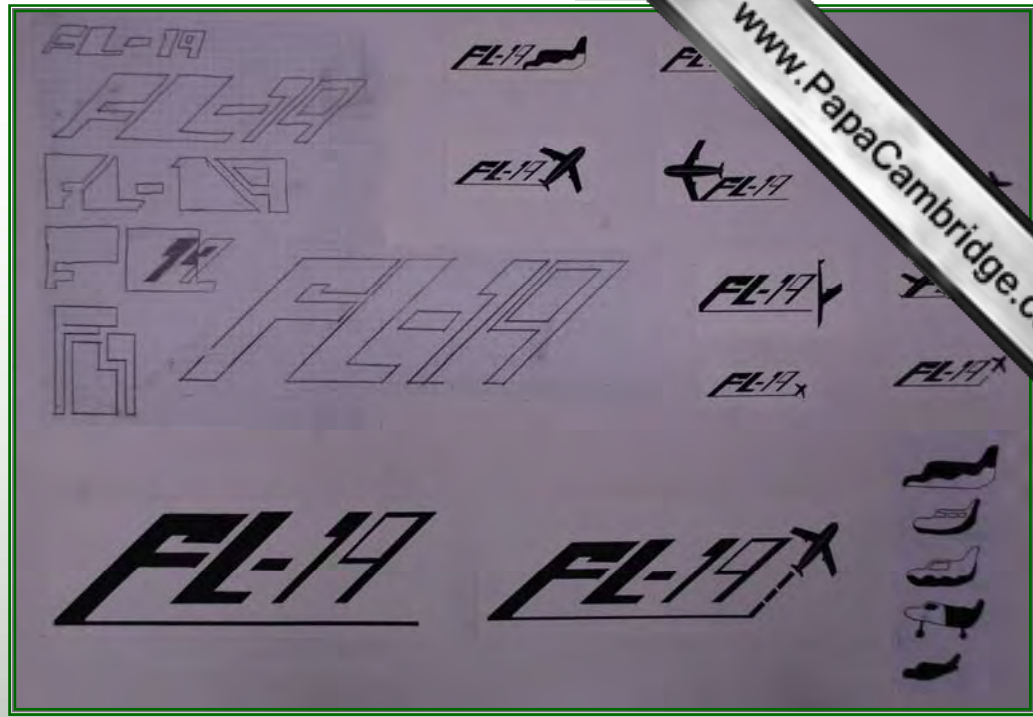
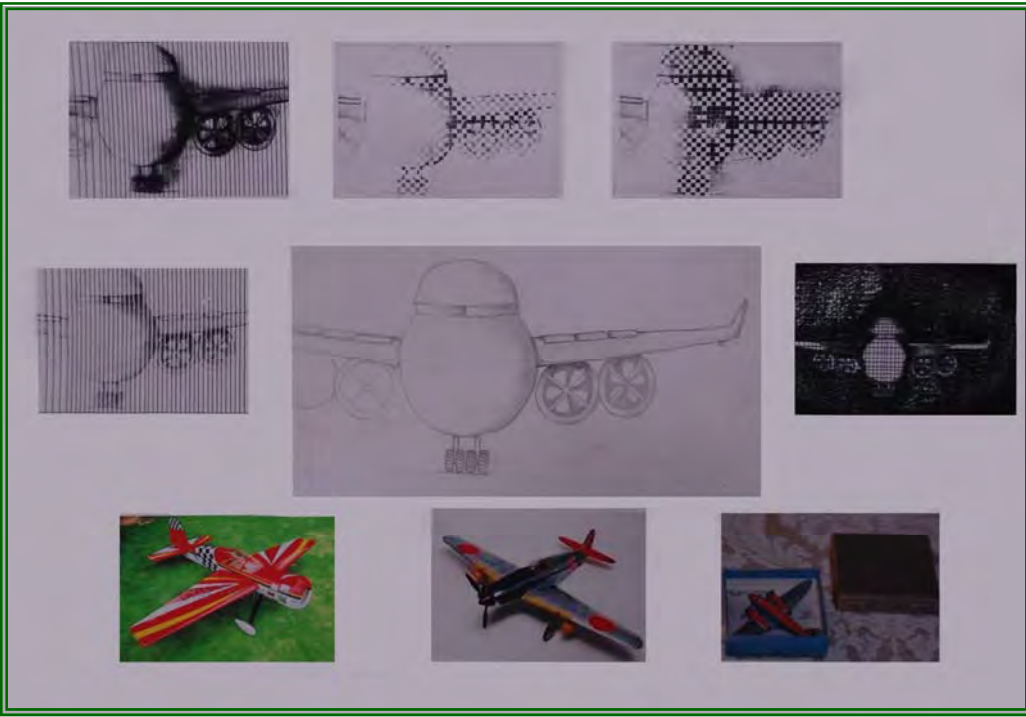
## PREPARATORY STUDIES

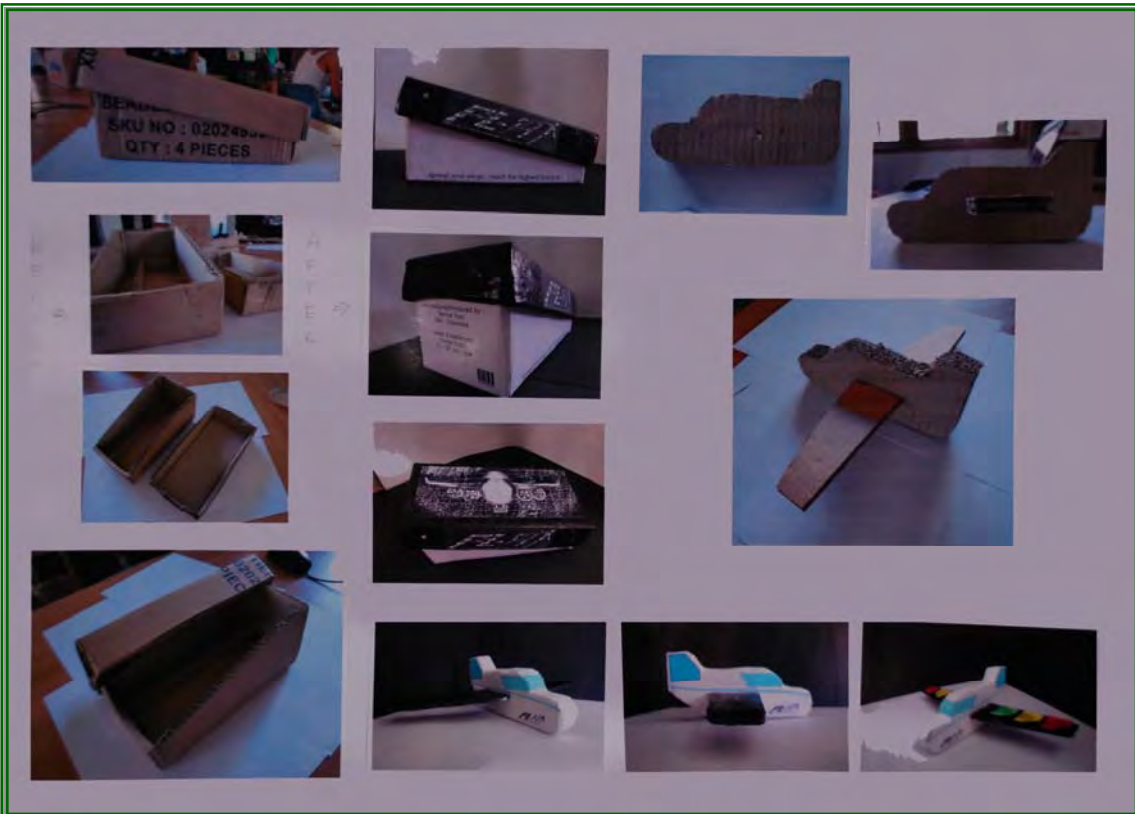
# EXEMPLAR 50 — Q5

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	12
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	14
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	12
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	12
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	50

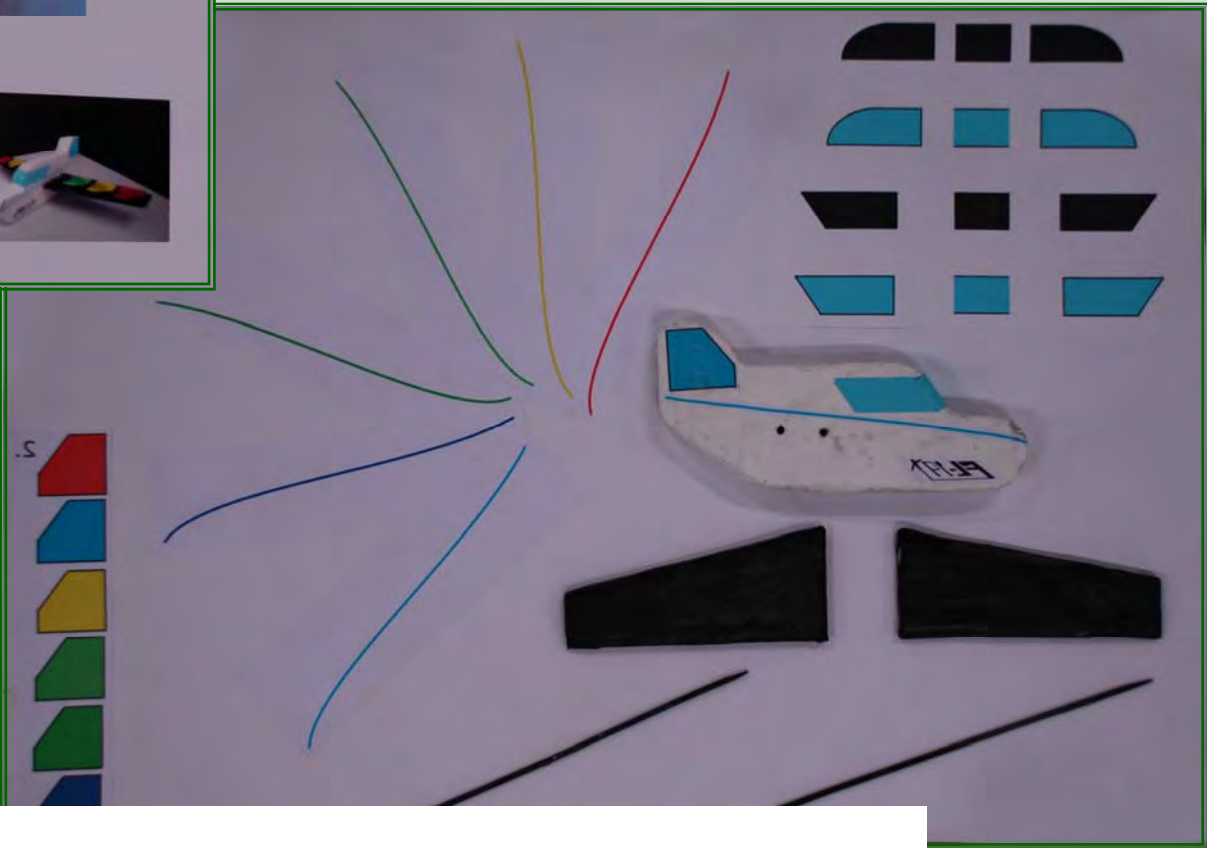








# PREPARATORY STUDIES





# EXEMPLAR 48 — Q7

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	13
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	12
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	11
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	12
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	48



In my finale piece I also used oil paint. I made it more lively by using shouting colors.



Here I used oil paint on canvas. I painted a sea-though jug with different kinds of flowers, a jewellery box with jewellery in it and a bango. I used Blue, Black, Brown, yellow, Orange, Green, grey, white oil paint.

Here I used oil paint on canvas. I painted a sea-though jug with different kinds of flowers, a jewellery box with jewellery in it and a bango. I used Blue, Black, Brown, yellow, Orange, Green, grey, white oil paint.





Here I drew everything in pencil and then used water colour paint to create this beautiful still life.



Here I drew my flower with an HB pencil and coloured it with orange and pink watercolour paints.



Here I did the same as my first flower but added a bit of blue and green pencil colour.



Here I did the same as the still life above but I used a lot of blue and green watercolour paint to create a different still life.



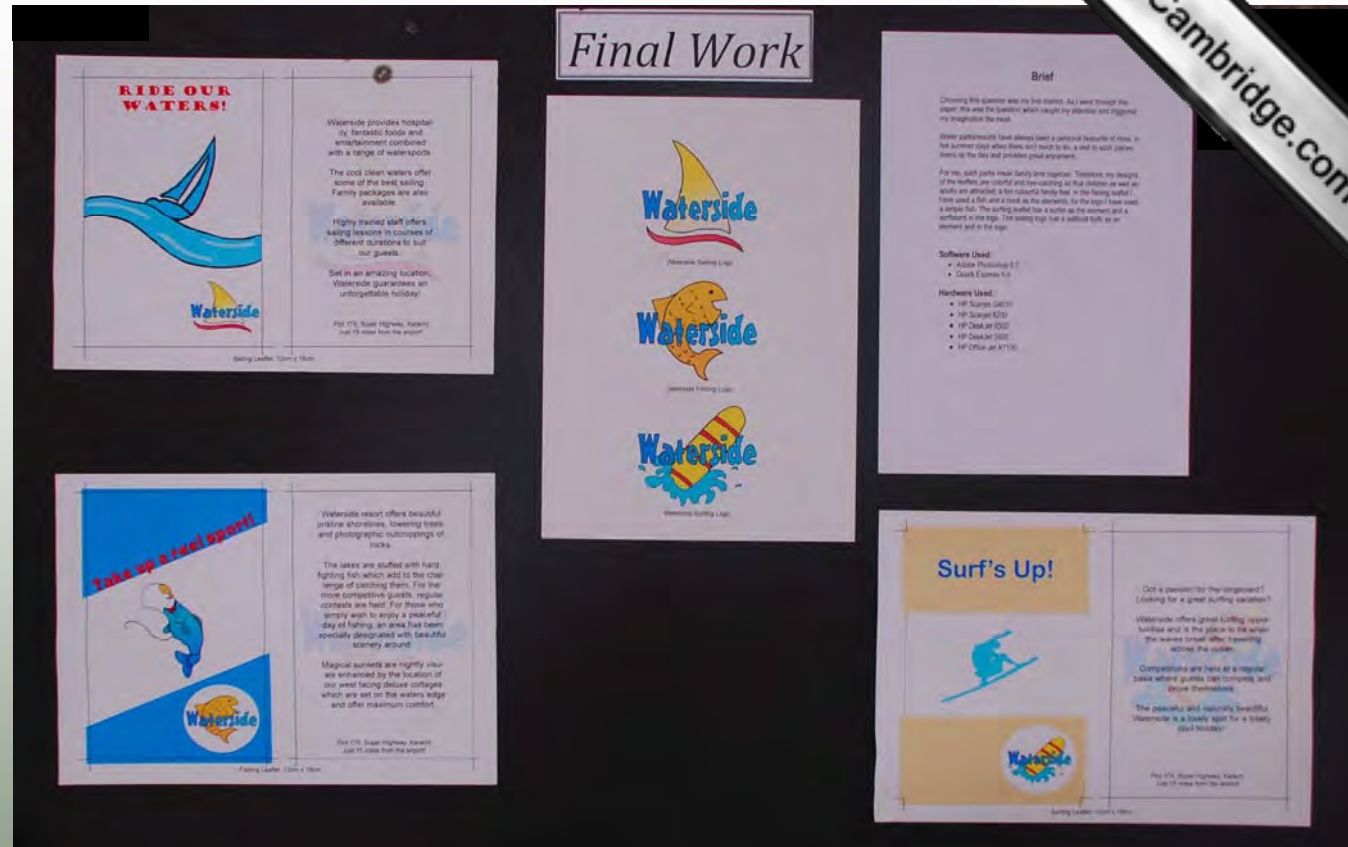
Here I did a drawing of a yellow and orange flower with green leaves.



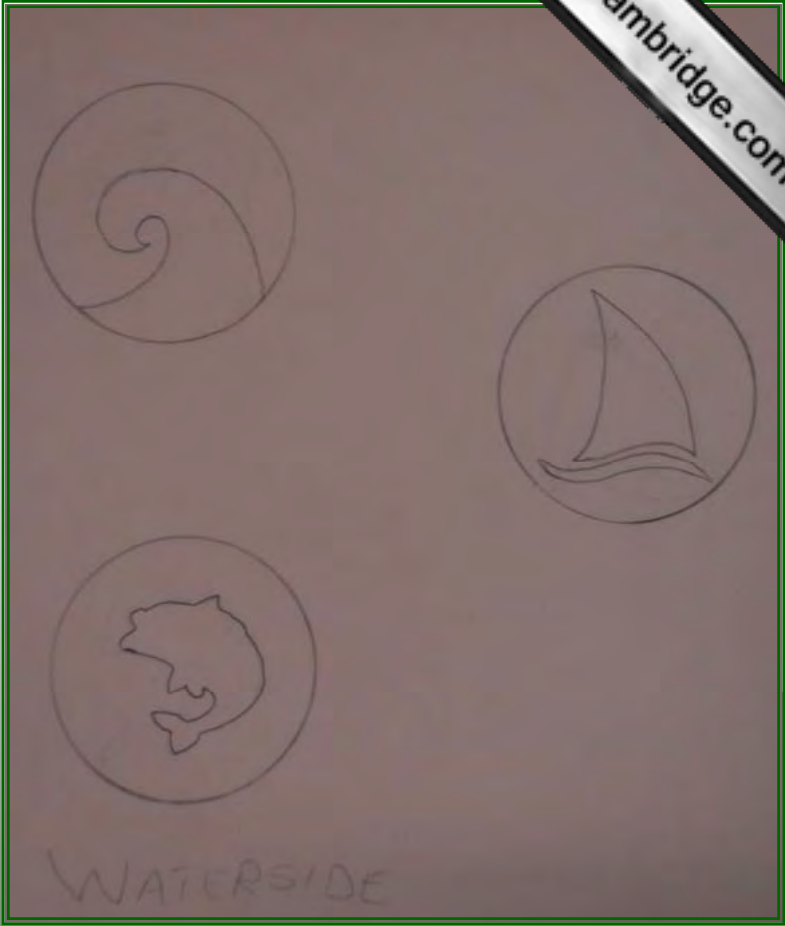
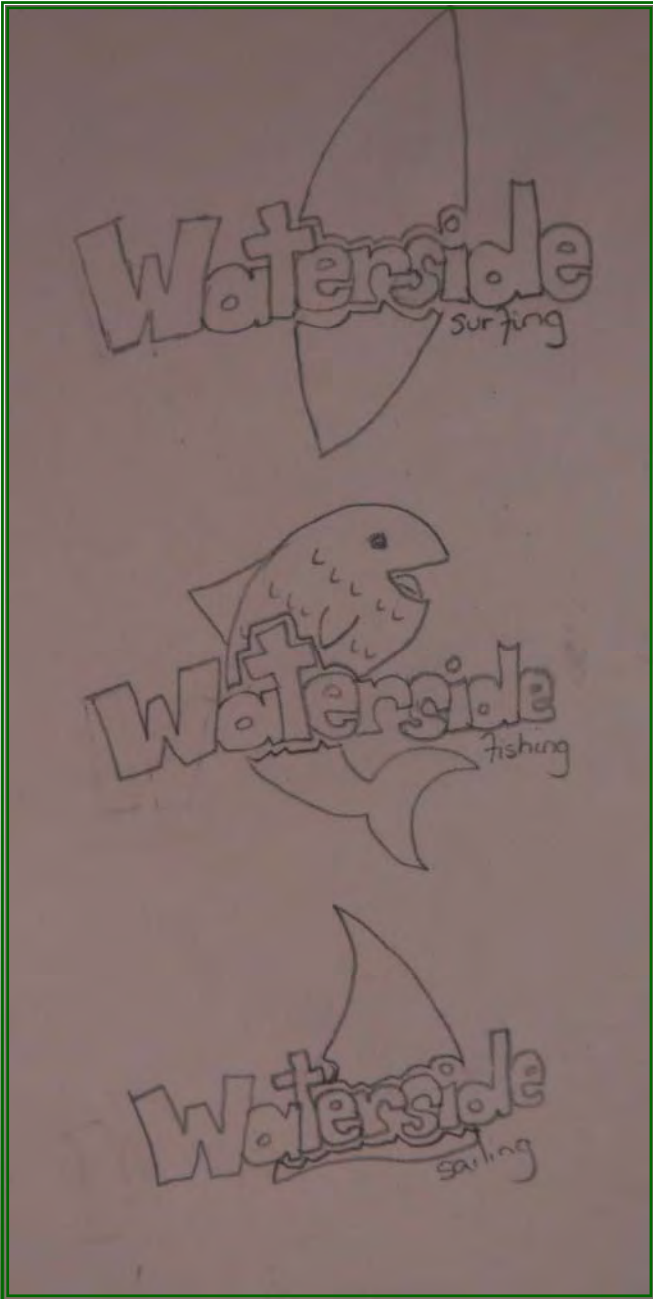
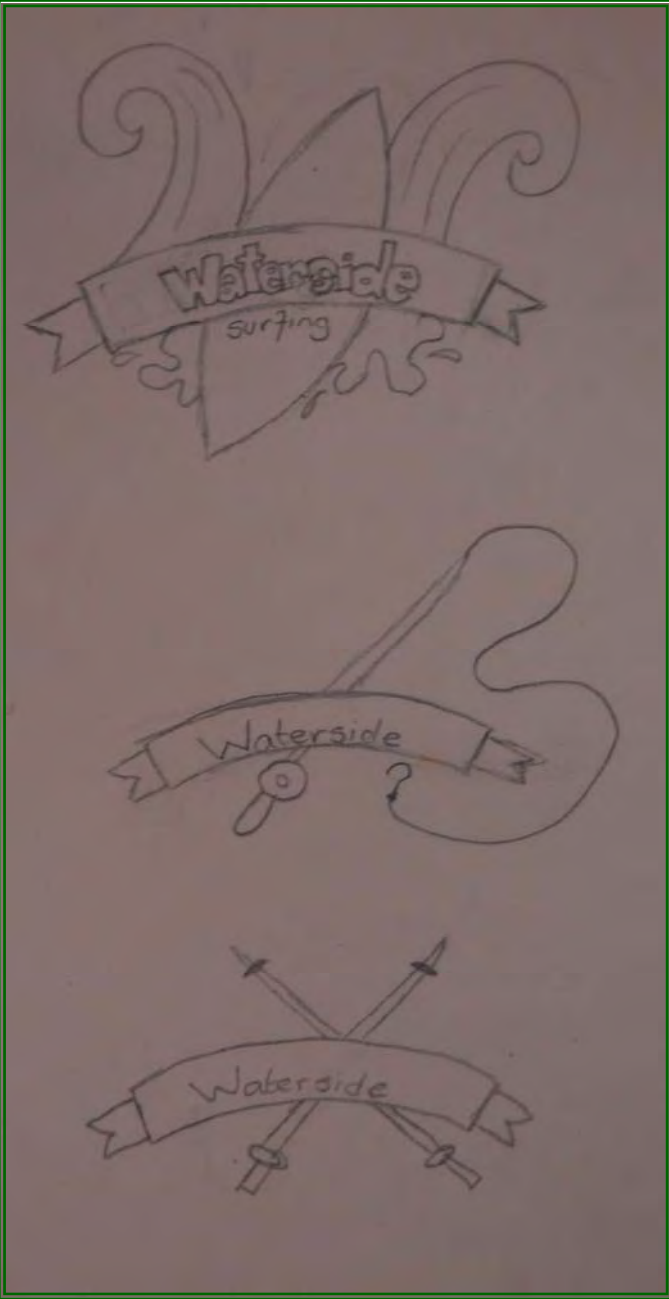
Here I used a lot of orange and red watercolour paint to create a sunflower.

# EXEMPLAR 40 — Q12

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	10
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	10
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	10
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	10
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	40

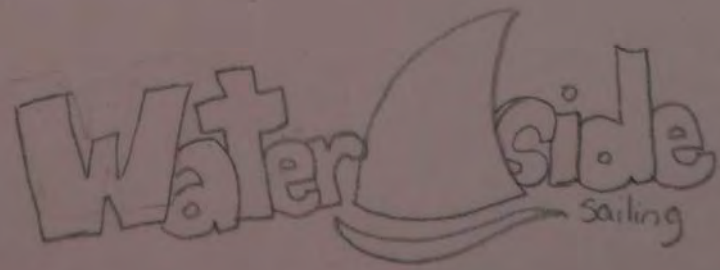
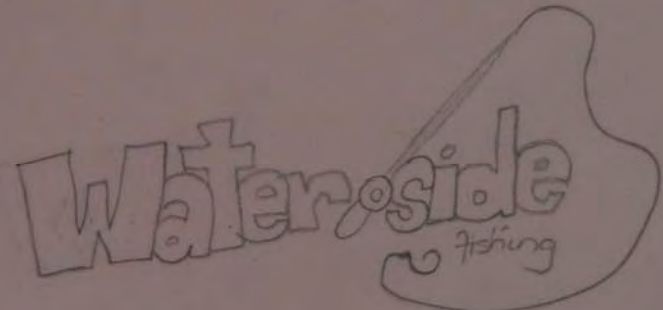






PREPARATORY STUDIES





Fishing - Take up a reel sport!

Waterside resort offers beautiful pristine shorelines, towering trees, and photographic outcroppings of rocks.

The lakes are stuffed with hard fighting fish and add to the challenge of catching them.

Magical sunsets are nightly visuals enhanced by the location of our west facing deluxe cottages which are set on the waters edge and offer maximum comfort.

Sailing Ride our waters

Waterside provides hospitality, fantastic food and entertainment combined with a range of watersports. The cool, clean waters offer some of the best sailing. Highly family packages also available. Highly trained staff offers sailing lessons in courses of different durations.

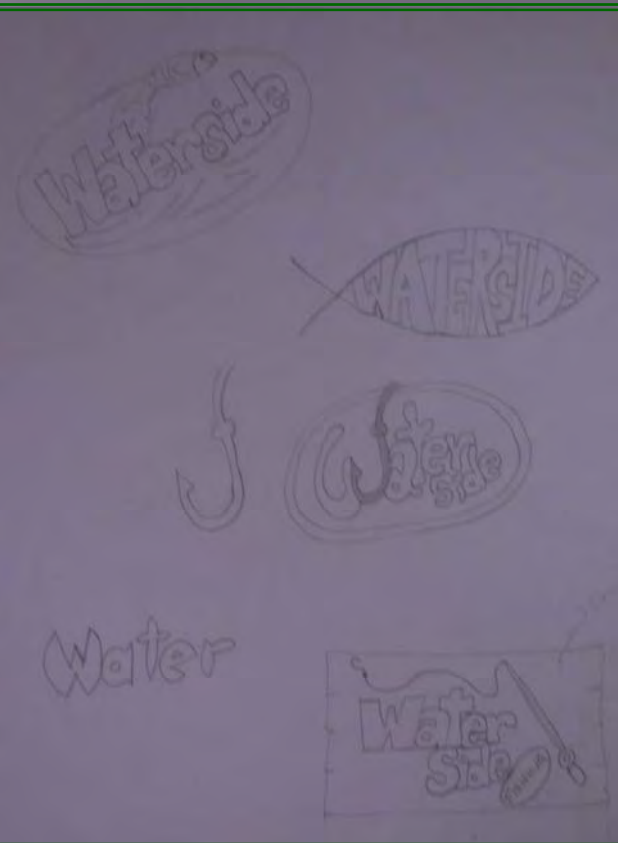
Set in an amazing location, Waterside guarantees unforgettable holidays.

Surfing

Got a passion for the longboard? Waterside offers great surfing opportunities and is the place where the waves break after travelling ocean.

Competitions are held at regular basis and guests can compete and prove themselves.

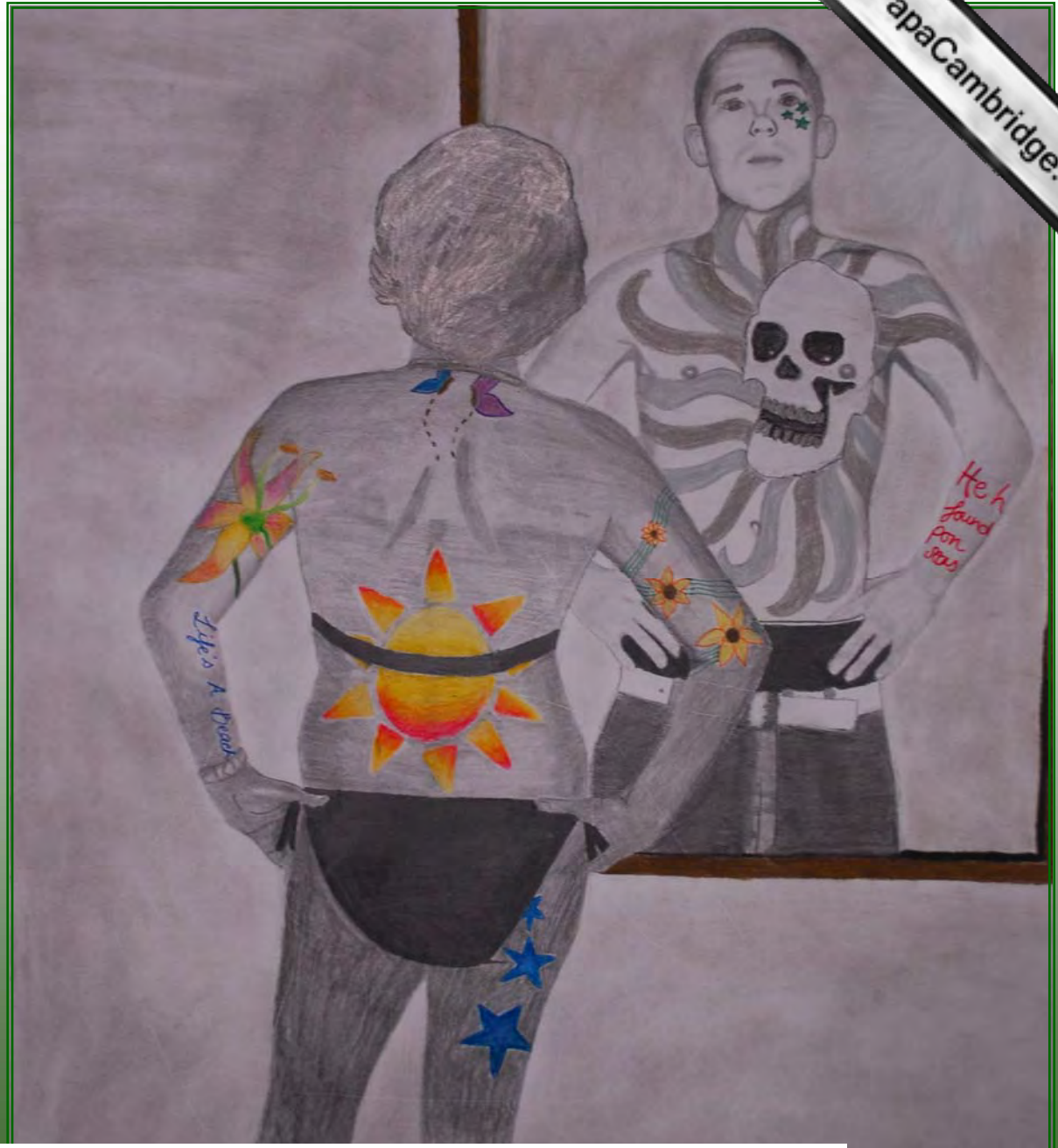
The peaceful and naturally beautiful Waterside offers is a lovely spot for a totally cool holiday.





# STANDARD 38 — Q2

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	10
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	10
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	9
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	9
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	38



For my submission I chose the topic Body Work. All I read the topic I thought of body art of tattoos. I was very interested in doing this for my award because I wanted to put on my creativity on both male and female forms. I chose tattoo designs that gave off the feeling of the Caribbean to show the different emotions that can be portrayed of island living.



All about that inspired me and always has is the tattoo artist with her own shop in Los Angeles, California called High Voltage Tattoo. From her books and her television show of her clients and the every day life of an artist encouraged me to create tattoo ideas that she helped me to create for. She says her tattoos to design and ensure that the one not only has their own but how she would want it to look meaning the best.



These tattoo designs are ideas I had of what I would see on a person from the Caribbean. The quote represents what the Caribbean stands in known for, when they the Caribbean culture. I also did various skulls in the medium of pen and marker. I chose this medium because it portrays them very boldly. I did the skull, being a sketch and pen and marker to highlight the bright colors and to accurately combine the various colors.







I created a preliminary piece of a woman's body in water because the effect of the water in the skin colors and texture is very engaging and unique and wanted to capture it. The water creates the mood of relaxation and joyful being. The blue area's charcoal point is to outline the curve of the woman's body and how the fabric would hug them in reality. I did not make poses because the masculinity to another aspect of the body art as sometimes seen as more harsh and attitude changing decisions.

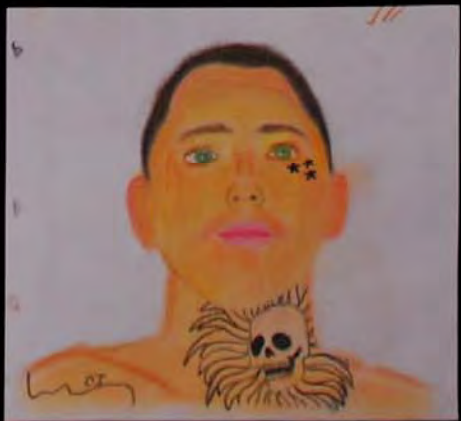


he hath founded it

He hath founded it

HE HATH

FOUNDED



The following I used charcoal and black ink. Shady wash and copper wash (orange-red). The phrase "He hath founded it upon the sea" is the opening on the side of one of the towers inside the White Sea, and the bottom part shows the explosion of the World Trade Center.

## EXEMPLAR 31— Q7

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	8
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	8
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	8
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	7
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	31





Vase & flowers with silver  
Fifty I photographed the vase to see how the skins look  
then with oil pastels I drew this.  
The jewelry box how it can look inside





Jewelry made in  
the box  
I drew some items  
that could be found  
inside the box



The jewelry box  
Using pencils and pens  
to draw how the box  
could be placed!



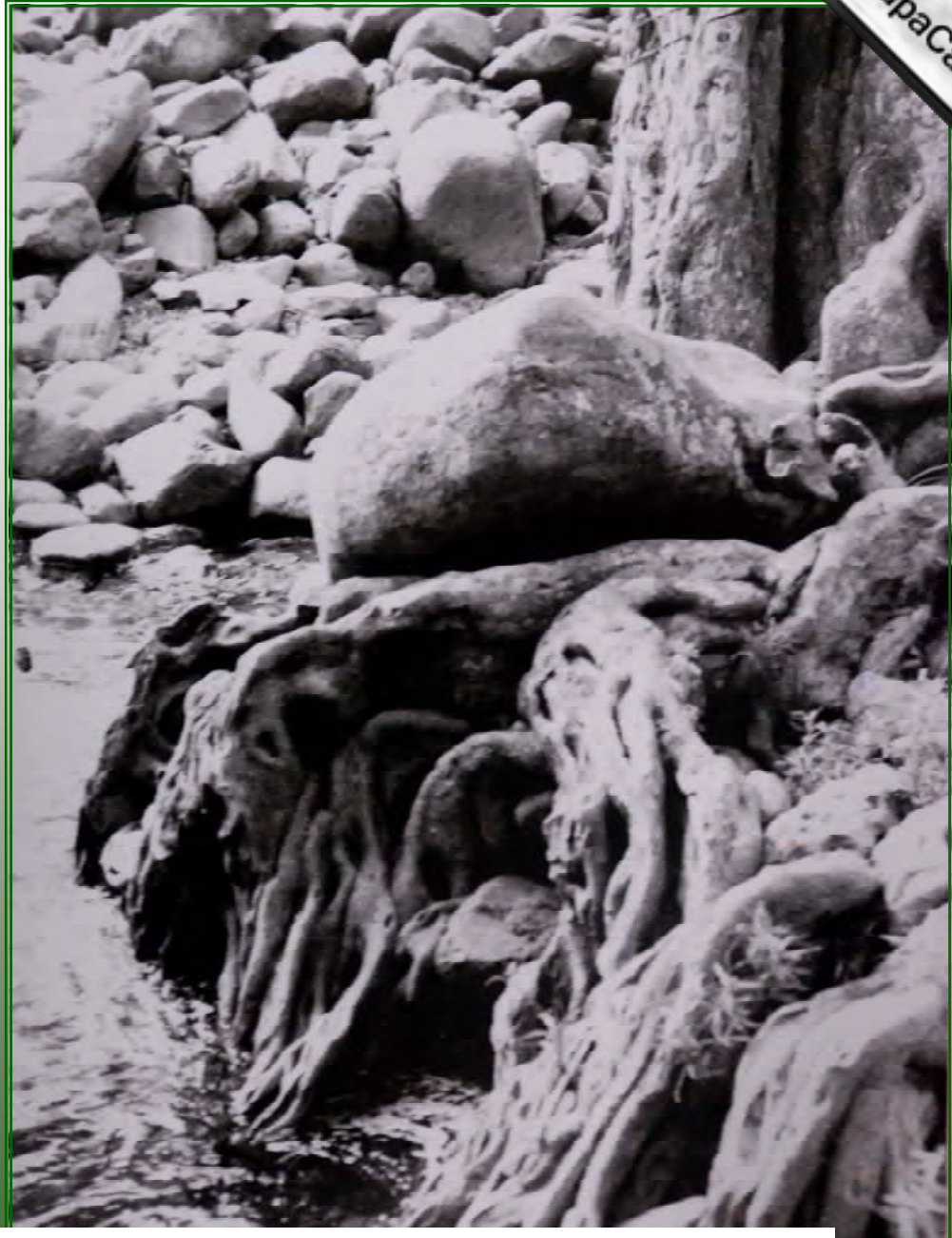
Using soft colors  
using pencils and pens  
at the pictures created in the  
vase with the flowers.





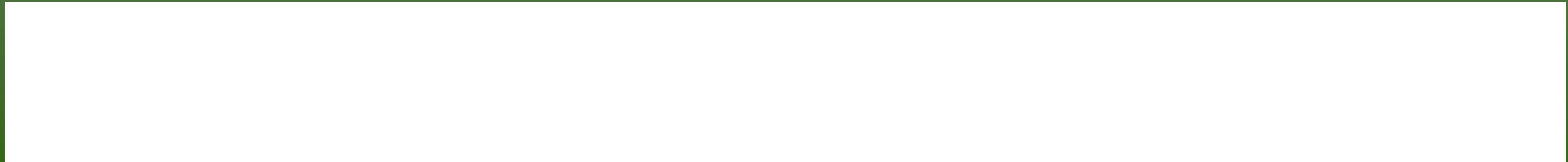
## EXEMPLAR 29 — Q3

Personal Qualities	(i) Individual, sensitive and creative response to stimulus.	25	7
	(ii) Independence and confidence in concept and execution.		
Manipulative, Artistic & Analytical Skills	(iii) Selection and control of media, processes and techniques.	25	8
	(iv) Analysis from direct observation and personal experience.		
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationship of forms in space, and their appropriate use.	25	7
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject of theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25	7
	(vii) Critical judgement and cultural awareness and appreciation.		
TOTAL MARK		100	29









# PREPARATORY STUDIES







