



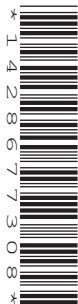
Oxford Cambridge and RSA

GCSE (9–1) in Art and Design

J170/02–J176/02 Externally set task

**To be given to candidates on or after
1 January 2024**

Time allowed: 10 hours



INSTRUCTIONS

- Choose **one** theme.
- From your theme, choose **one** starting point.
- You must demonstrate your ability to refine your ideas and produce artefact(s)/product(s)/personal outcome(s) that relate(s) to your preparatory work.

Candidates taking Art, Craft and Design (J170)

- In your preparatory work you can choose to show evidence of more than one title.
- Your artefact(s)/product(s)/personal outcome(s) can focus on one or more titles. Those titles must be included in your preparatory work.

INFORMATION

- The total mark is **80**.
- The marks for each question are shown in brackets [].
- You will have time to plan and prepare your work before the ten hours of supervised time.
- This document has **16** pages.

Guidance for Candidates

You must choose **one theme** and produce both preparatory work and one or more artefact(s)/product(s)/personal outcome(s) based on your investigations of a relevant starting point from options **(a)** to **(h)**.

You will need to produce preparatory work relevant to your chosen specialism but you may use any starting point from which to begin your investigations.

If you are taking Art, Craft and Design (J170), you **may** show evidence of **one or more** titles in your preparatory work; the artefact(s)/product(s)/personal outcome(s) may focus on just **one** title.

Your preparatory work must be used to inform the artefact(s)/product(s)/personal outcome(s) during the 10 hours of supervised time. Your preparatory work should not be amended or developed further during or after the 10 hours of supervised time. You should not bring any additional work into the supervised sessions.

Your centre will advise you of the duration of the preparatory period and the dates of the 10 hours of supervised time.

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

- recorded your experiences and observations
- researched and explored your ideas
- used appropriate materials and techniques
- shown a critical understanding of sources
- selected and presented your preparatory studies and refined these into your artefact(s)/product(s)/personal outcome(s)
- identified and referenced all collected or sourced materials.

Methods of working could include as appropriate:

- working from observation and experience
- exploring the qualities of materials, processes and techniques
- developing ideas in a personal, imaginative or representational way
- researching and showing critical understanding of sources.

Your work will be assessed against the following Assessment Objectives.

	Assessment Objective	Marks
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	20 marks
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	20 marks
AO3	Record ideas, observations and insights relevant to intentions as work progresses.	20 marks
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	20 marks

Theme 1

Kings and Queens

'Kings and Queens' have inspired and been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.

Respond to **one** of the following: (a), (b), (c), (d), (e), (f), (g) or (h).

(a) Crown, castle, throne, kingdom, chess, power, ceremony, history, monarchy, symbolic...

(b)



- (c) In **Fine Art**, Kings and Queens have featured in the work of many artists. Examples of this can be found in the work of Marcus Gheeraerts the Younger, Élisabeth Vigée Le Brun, Diego Velázquez, and Lucien Freud.
- (d) In **Graphic Communication**, Kings and Queens have provided a theme for the work of many illustrators and designers. Examples of this can be found in the work of Kavion Robinson and Patrice Murciano. Debbie Marriott, Chief Designer at the Bank of England, has created bank note designs using the theme and playing cards feature historical designs for clothing and accessories relating to Kings and Queens.
- (e) In **Photography**, Kings and Queens provide photographers opportunities to record the theme in a variety of ways. Al Vandenberg recorded street portraiture from London's King's Road. Dorothy Wilding, Julian Calder and Chris Levine have all responded to the theme.
- (f) In **Textile Design**, the theme Kings and Queens has inspired both interior and fashion designers. Zohra Opoku, Vivienne Westwood and John Galliano reference Kings and Queens in their work. The distinctive suits and accessories of London's Pearly Kings and Queens also provide examples of textile decoration that reflects the theme.
- (g) In **Three-Dimensional Design**, Kings and Queens has provided a theme for the creation of objects with both function and form. Henry Moore and Onik Agaronyan have both responded to the theme designing and making decorative artefacts and sculptural pieces. Harry Winston and Rachel Galley have created jewellery designs for the Royal Collection Shop and throughout history exterior and interior architectural designs have been influenced by the time periods and styles of Kings and Queens.
- (h) In **Critical and Contextual Studies**, artists working in a variety of formats and approaches have used Kings and Queens as a thought-provoking starting point for their work. Ancient Egyptian artefacts including the death mask of Tutankhamun and the statue of King Mankauere and Queen provide opportunities for critical investigation. 17th century European royal portrait painting could also be investigated.

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Theme 2

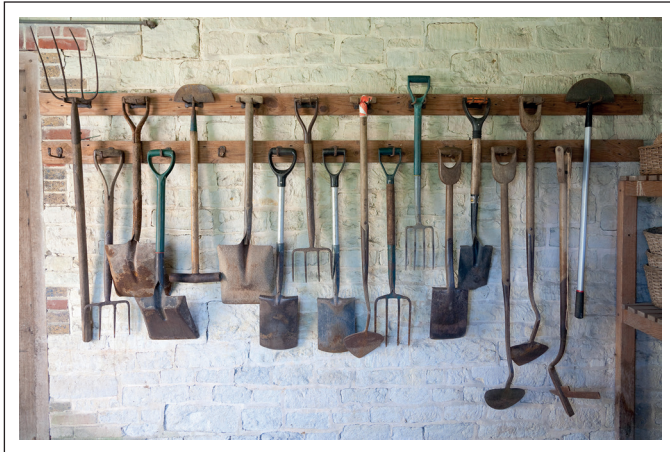
Garden

'Garden' has been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.

Respond to **one** of the following: (a), (b), (c), (d), (e), (f), (g) or (h).

(a) Tools, shed, lawn, seeds, flowers, weeds, water garden, vegetables, wildlife, botanical...

(b)



- (c) In **Fine Art**, garden has featured in the work of many artists providing opportunities to depict the theme in a variety of ways. Claude Monet, Paul Cézanne, Isabelle Menin and George Shaw have responded to the theme.
- (d) In **Graphic Communication**, garden has provided designers opportunities to communicate visual ideas and messages. The 18th century landscape architect Capability Brown created many drawn designs for both formal and informal gardens. The site Dribbble provides examples of the theme interpreted by a range of designers and creative professionals. Studio Sutherland created brand identities associated with the theme.
- (e) In **Photography**, garden has provided photographers opportunities to record and create imagery associated with the theme. Examples of which can be found in the work of Imogen Cunningham, the '*Cottingley Fairies*' of Elsie Wright and Frances Griffiths, and the screen prints of Ivor Abrahams.
- (f) In **Textile Design**, garden has provided a theme for a range of inventive designs. Examples of which can be found in William Morris's handmade embroideries and tapestries. Kate Turnbull, Lucienne Day and Corrinne Young have all created textile designs on the theme.
- (g) In **Three-Dimensional Design**, artists, craftspeople and designers often respond to garden. The annual Royal Horticultural Society Chelsea Flower Show exhibits designs for gardens that often include elements of three-dimensional design. Sculpture Parks including Jupiter Artland and the Yorkshire Sculpture Park all exhibit examples of design associated with the theme. The manufacturers of play materials LEGO have a range of construction toys where garden has been used as the theme.
- (h) In **Critical and Contextual Studies**, artists working in two and three dimensions have used garden, in the creation of their work. Chinese garden paintings could be compared to the contemporary work of both Bunny Guinness and Dan Pearson. The Hanging Gardens of Babylon and Egyptian tomb paintings depicting garden designs may also provide opportunities for investigation.

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Theme 3

Celebrity

'Celebrity' has been interpreted or portrayed by artists, designers and craftspeople in many interesting or unusual ways.

Respond to **one** of the following: (a), (b), (c), (d), (e), (f), (g) or (h).

(a) Fame, fortune, personality, talent, fans, entertainment, social-media, privacy, harassment, fake-news...

(b)



- (c) In **Fine Art**, celebrity has featured in the work of many artists. Examples of this can be found in the work of Andy Warhol, Jonathan Yeo, Richard Phillips and Alice X. Zhang. Replaceface featuring the work George Dawe provides another example of the theme in Fine Art.
- (d) In **Graphic Communication**, designers and illustrators have often used the theme of celebrity to inspire advertising, multimedia art, exhibition and web design. Ruth Ansel, Jessica Walsh and Shepard Fairey have created designs with celebrity in mind. Toni Augustian celebrity illustrations and the kinetic typography movie titles of Saul Bass also provide examples of the theme.
- (e) In **Photography**, celebrity has been represented and explored in the work of many photographers. David Bailey and Andy Gotts have recorded unusual portraits of celebrity in their work. Corrine Day, Sam Taylor-Johnson and Rankin have also interpreted the theme through photographic recording.
- (f) In **Textile Design**, celebrity has often inspired designs for both decorative and fashion garments. Zandra Rhodes has created a range of garments for celebrities and both Victoria Beckham and Serena Williams have launched their own fashion brands. The New York Metropolitan Museum of Art's annual Met Gala provides an opportunity for designers to work with celebrities to create formal fashion designs.
- (g) In **Three-Dimensional Design**, celebrity has often provided inspiration and also clients for a range of three-dimensional designs. Prosthetic make-up artist Kazuhiro Tsuji has created oversized sculptures of famous celebrities and in contrast, Bvlgari, Societe Cartier and David Yurman have all created jewellery designs on the theme.
- (h) In **Critical and Contextual Studies**, artists working in two and three dimensions have responded to celebrity in different ways. Elizabeth Peyton and Tai-Shan Schierenberg have both painted celebrities in their work. Contextual material investigated could include the art work created by celebrities such as Lucy Liu, David Bowie and Dennis Hopper.

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Theme 4

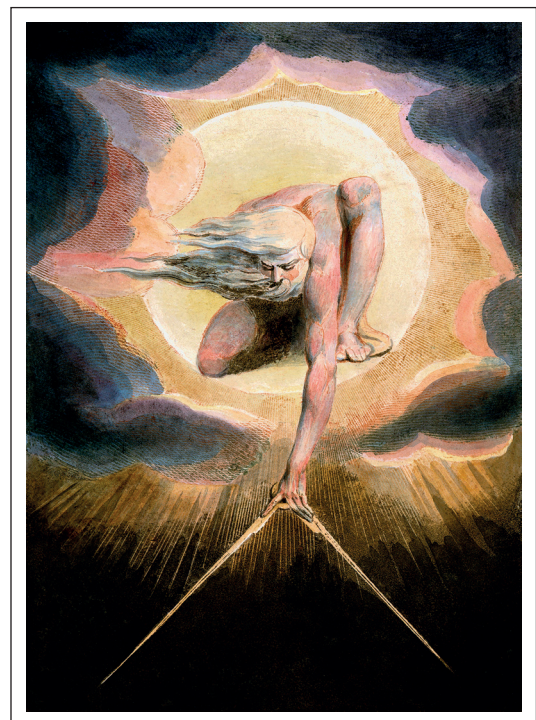
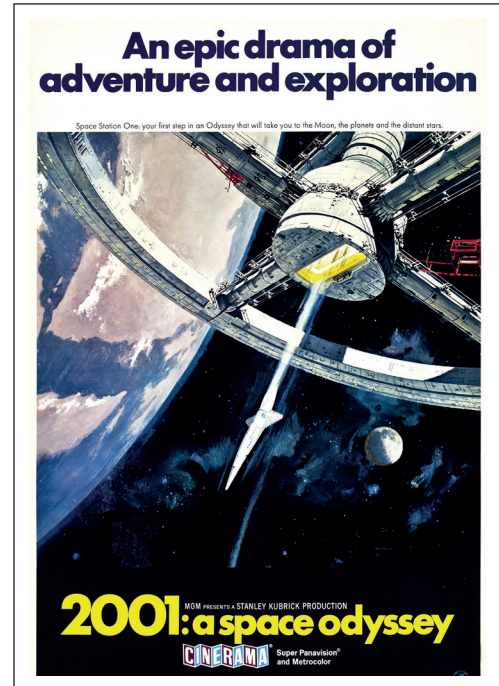
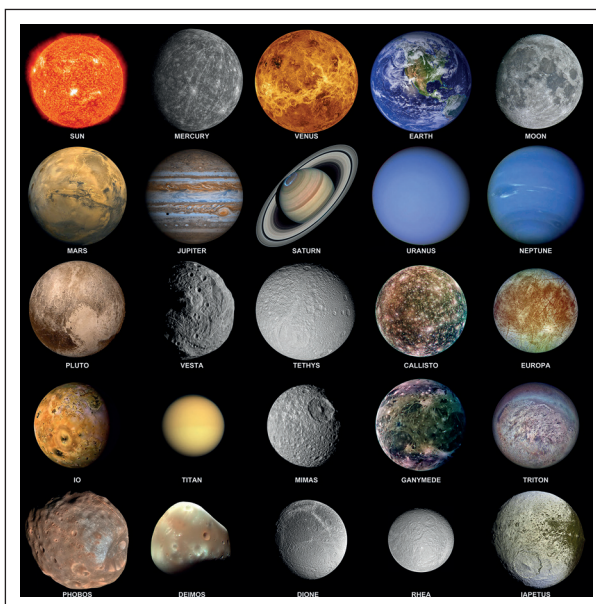
Space

‘Space’ has been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.

Respond to **one** of the following: (a), (b), (c), (d), (e), (f), (g) or (h).

(a) Universe, time, moon, planets, stars, spaceship, sci-fi, astronaut, satellite, space-junk...

(b)



- (c) In **Fine Art**, space features in the work of many artists. Joan Miro, Étienne Léopold Trouvelot, Michael Kagan and Alizey Khan have all depicted the theme in a variety of ways. The theme also features the space shuttle concept art of the 1960s, and more recently in the collaborative art work of the Moon Gallery.
- (d) In **Graphic Communication**, space has provided both theme and inspiration for print designs, illustration and package designs. Both Justin Van Genderen and John Berkey have used the theme in their work. The 1950s science fiction magazine '*Thrilling Wonder Stories*' often used illustrations created by Frank R. Paul on the theme of space.
- (e) In **Photography**, space is represented in the work of many photographers. Art Kane, Adam Romanowicz and Stefan Liebermann have all responded to the theme in a variety of ways. The Chandra x-ray observatory and Juno spacecraft have recorded imagery of space whilst the Terra satellite has recorded polychromatic photographs of Earth from space.
- (f) In **Textile Design**, space has featured in a range of art, printed and soft furnishing textiles. Karen Rose and Margaret Nazon have created designs inspired by images recorded by the Hubble space telescope. Space also features in the fashion designs of André Courrèges, Paco Rabanne and Hussein Chalayan.
- (g) In **Three-Dimensional Design**, space is used as inspiration for a range of three-dimensional designs and products. Examples of this can be found in the Beyond Earth – Living Light Project which designed and transported artwork into space. Hubert G. Phipps and Juraj Hovorka created designs associated with the theme.
- (h) In **Critical and Contextual Studies**, artists working in two and three dimensions have responded to space in different ways. Examples can be found in the work of the NASA Art Program, which documented early spaceflight by artists including Robert McCall, Paul Calle and Mitchell Jamieson. The theme is also represented in the photomontage work of Mohamed Sobeha, Gary Houg and Ehsan.

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Theme 5

Shopping

‘Shopping’ has been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.

Respond to **one** of the following: (a), (b), (c), (d), (e), (f), (g) or (h).

- (a) Shopping bag, clothes, high-street, food, supermarket, trolley, window, online, department store, consumer...

(b)



- (c) In **Fine Art**, shopping has featured in the work of many artists. Richard Estes, Lisa Milroy and Doreen Fletcher have all depicted the theme in a variety of ways. Banksy's '*Show Me the Monet*' and the illustrations of Nathalie LeCroc feature the theme in their work.
- (d) In **Graphic Communication**, shopping has provided a theme for the work of many designers. Examples can be found in advertising, branding and signage for supermarkets and high street shops. Multi-media interactive designs are used for online shopping websites and mobile apps, such as Alibaba, Amazon and eBay.
- (e) In **Photography**, shopping provides a range of subject matter for many photographers and film makers. Dorothy Bohm images of London markets and shops, Edward Ruscha's series of aerial shots of American shopping centres and the photomontage imagery of Pariwat Anantachina all provide examples of the theme.
- (f) In **Textile Design**, shopping has provided a theme for a range of both innovative and creative designs. Lucy Sparrow's '*The Cornershop*', Kirsty Whitlock's and Rosie James' embroidered compositions have all responded to the theme in their textile design work.
- (g) In **Three-Dimensional Design**, shopping has been used as inspiration for a range of three-dimensional designs. Examples of this can be found in the shopping trolley designs by Plastimark and point of sale displays and product exhibitions by Arno-online. AZPML and Farshid Moussavi architects have both created interior and exterior designs based on the theme.
- (h) In **Critical and Contextual Studies**, artists, craftspeople, designers and photographers working in two and three dimensions have responded to shopping. Pieter Aertsen '*Market Scene*' 1550, Barbara Kruger's '*I shop therefore I am*', Andreas Gursky's '*99 cent*' 1999 and Laurence Brodericks '*The Bull*' 2003 located in Birmingham's shopping district, all responded to the theme in different ways.

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