



## **Curriculum Description for Singapore-Cambridge GCE 'A' Level**

### **HIGHER ART (Subject 9763) for examination in 2008**

#### **INTRODUCTION**

The Higher 2 (H2) Level Art syllabus is designed to provide candidates with an in-depth study in the visual arts. The breadth and depth of the syllabus cater for a wide range of interests and abilities.

The process of art making involving the use of a variety of media and technologies, as well as its role in the development of critical thinking, continue to be maintained. These aptitudes are essential in the face of the challenges of the knowledge-based and innovation-driven economy.

In addition to the practical experiences, candidates at this level, being capable of higher-level thinking, will investigate artistic conventions and concepts through the Study of Visual Arts component. Visual literacy skills such as perceiving and responding to visual images, and analysis of visual information are further enhanced and developed in this syllabus.

This document presents the aims, the framework, the learning outcomes, the content and the examination requirements of the H2 Level Art syllabus.

#### **AIMS**

The aims of the syllabus are to:

- \_ cultivate deeper understanding and appreciation of visual arts within social and cultural contexts;
- \_ encourage experimentation and innovation through exploration and creative use of materials and processes; increase proficiency in the use of art and design principles to communicate ideas and concepts; develop critical and analytical skills through research, exploration and creation of artworks; foster self-confidence and a sense of achievement through the practice of visual arts; lay the foundation for life long interest in the visual arts.

#### **FRAMEWORK**

The framework for the H2 Level Art syllabus is structured under three behavioural domains of

Perceiving, Communicating and Appreciating. These behavioural domains take into consideration the cognitive, psychomotor and affective dimensions that candidates are involved in when they are engaged in the visual arts. The three domains are interconnected and operate dynamically.

Under the domain of Perceiving, candidates respond to and interpret visual images and objects sensitively and informatively. They learn to discriminate and make connections between different visual qualities and phenomena. Through observing and analysing visual stimuli in nature, man-made environment as well as works of art, candidates

develop visual awareness and sensitivities that encourage imagination and the generation of ideas.

Under the domain of Communicating, candidates express their thoughts, experiences and feelings in visual, tactile, oral or literary forms. This involves drawing on ideas, organising information, solving problems and expressing intent and purpose. Through research, exploration and the creation of artworks, candidates develop practical as well as process skills to communicate creatively and effectively.

Under the domain of Appreciating, candidates value the visual arts as a powerful means of expression. Candidates learn to evaluate and appreciate artworks made by themselves and other artists. They are able to see the connection of the visual arts to their lives and better appreciate its significance in the wider context of culture and society. Candidates develop aesthetic and cultural awareness from which personal and cultural identities could be examined and built upon.

## **SYLLABUS CONTENT**

The H2 Level Art syllabus emphasises the development of visual literacy as well as critical and creative thinking by encouraging personal responses to art making and art appreciation. The development of abilities to create, respond to and interpret artworks is well integrated into the contents of the Study of Visual Arts, Drawing and Painting and Design Study. These three components build on the competencies achieved at Ordinary Level Art and are central to a holistic art education.

### **Design Study**

This component engages candidates in the creation of design works. Candidates will address a specific design task learning to differentiate design qualities and give form to their ideas and experiences. The Design Study provides opportunities for candidates to acquire a working understanding of design principles. It develops competency in manipulating various art media for self-expression.

Candidates would be given opportunities to explore a range of media and experiment with different techniques to realise their artistic intentions in two dimensional form.

Candidates will acquire skills such as research, experimentation and exploration, idea development, personal reflection and evaluation in the process of responding to their chosen design brief.

Preparatory studies are an integral and important part of this component. Through the preparatory studies, candidates learn to think through issues and problems and develop their abilities to translate ideas towards a specific design task.

#### **Drawing and Painting**

This component engages candidates in the creation of artworks. Candidates hone their observation skills, learn to discriminate visual qualities and give form to their ideas and experiences when they are engaged in art making. The Drawing and Painting component engages candidates to apply various art elements to a specific theme. It also develops competency in manipulating various art media for self-expression. Candidates would be given opportunities to explore a range of media and experiment with different techniques to realise their artistic intentions in two dimensional form.

Candidates will acquire skills such as research, experimentation and exploration, idea development, personal reflection and evaluation in the process of responding to their chosen theme. Preparatory studies are also an integral and important part of this component. Through the preparatory studies, candidates learn to think through issues and problems and develop their abilities to translate ideas into artworks.

## **Study of Visual Arts**

The study of Art is enhanced and reinforced by critical learning experiences in the Study of Visual Arts. The awareness and critical appraisal of artists/ artworks and the context in which artworks are made allow candidates to experience and engage with the visual arts in greater breath. The Study of Visual Arts emphasises the development of critical thinking skills such as description, analysis, interpretation and evaluation.

It provides candidates with the opportunities to respond to and discover insights from artists/artworks. These learning experiences inculcate in candidates greater appreciation for the visual arts and its role in society.

The content for the Study of Visual Arts is organised along two broad themes: Visual Arts & Representations and Visual Arts & Society. The theme of Visual Arts & Representations provides a broad framework for the investigation of form and content and touches on ideas and concepts underpinning visual representation. The theme on Visual Arts & Society draws on the diverse realms of human experience to examine Art as a system for the communication of social values, beliefs and opinions.

The topics and the list of artists/artworks under the themes are as follows:

Visual Arts & Representations

- Realistic Representations
- Abstract Representations
- New Media Representations

Visual Arts & Society

- About People
- About Society
- About Culture

## **EXAMINATION REQUIREMENTS**

Candidates will be required to offer all three papers.

Paper Description Examination Duration Weighting Requirement

Paper 1 Study of Visual Arts 3 hours 40%

Paper 2 Drawing & Painting 3 hours 30%

Paper 3 Design Study 3 hours 30%

Compulsory

## **WEIGHTING AND ASSESSMENT OF PAPERS**

Level Requirement Assessment Weighting

Paper 1 (Study of Visual Arts) 40%

Compulsory

3 hours

Section A:

2 structured questions will be set, each accompanied by a visual stimulus.

Section B

2 structured comparison questions will be set, each accompanied by a pair of visual stimuli.

### Section C

2 essay questions will be set.

Candidates must answer one question in Section A, one in Section B and one question in Section C.

### Paper 2 (Drawing & Painting) 30%

Compulsory

3 hours

Paper given three weeks in advance, six themes will be set and candidates are to make a response to one theme.

Preparatory studies not amounting to more than five

A3 sheets of paper must be submitted.

### Paper 3 (Design Study) 30%

'A'

(H2)

Compulsory 3 hours

Paper given three weeks in advance, six stimuli will be set and candidates are to make a response to one stimulus.

One unit comprising the finished artwork and not more than five sheets of A3 preparatory studies must be submitted.

## **DESCRIPTION OF PAPERS**

### Paper 1: Study of Visual Arts

The Study of Visual Arts allows candidates to apply their understanding of social and cultural contexts in the analysis, interpretation and evaluation of artists/artworks. Candidates are expected to have good knowledge and understanding of the artists/artworks listed in the syllabus content under the two broad themes, Visual Arts & Representations and Visual Arts & Society. Through responses to visual stimuli and essay questions, candidates demonstrate their abilities to critically analyse issues, themes or problems significant to Art practices. Candidates will also be able to draw links with their direct experience or environment in order to form personal opinions about the artists/artworks. Candidates should note that the visual stimuli referred to in the question paper may not all come from the content list of artists/artworks and should be prepared to apply their skills of visual literacy to unseen, related works.

The Study of Visual Arts paper consists of Section A, Section B and Section C.

#### Section A

Two structured questions, each accompanied by a visual stimulus.

#### Section B

Two structured comparison questions, each accompanied by two visual stimuli.

#### Section C

Two essay questions.

Candidates are to attempt one question from Section A, one question from Section B and one question from Section C.

## ASSESSMENT OBJECTIVES

The three assessment domains applied to the Study of Visual Arts paper are:

- 1 Artistic Perception and Interpretation
- 2 Cultural and Aesthetic Appreciation
- 3 Personal Response

The following assessment objectives stated in the three domains define a range of assessable qualities and skills which can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

### 1. Artistic Perception and Interpretation

Candidates should be able to:

- critically analyse and interpret artworks in light of their social and cultural contexts;
- make informed judgements about the artists' use of visual elements in their works in relation to their intentions.

### 2. Cultural and Aesthetic Appreciation

Candidates should be able to:

- exhibit an insightful knowledge of the artists/artworks in terms of the styles and techniques employed;
- demonstrate perceptive skill in drawing relationships between issues, themes and problems encountered by artists and their own culture.

### 3. Personal Response

Candidates should be able to:

- demonstrate critical thinking and consistent inquiry into issues, themes and problems;
- exhibit personal opinions and creative responses towards issues, themes and problems discussed.

## Paper 2: Drawing and Painting

The Drawing and Painting Paper enables personal and creative expression and interpretation of concepts/ideas and feelings to a given theme.

This paper is given to candidates three weeks in advance to allow for preparatory studies to be made and items to be considered. The preparatory studies, amounting to not more than five A3 sheets of paper must be submitted to illustrate the different possible interpretations, exploration and development of ideas. These can be in the form of drawings, sketches, research information/data, reproduced images and written notes. Candidates who do not submit the preparatory studies may not have the full range of marks made available to them.

Six themes will be set, of which candidates should attempt one. The themes will give candidates the necessary latitude to make a personal response. Candidates may choose to interpret the given theme in a representational or non-representational manner. However, the bases for the interpretations must be shown in the preparatory studies. The interpretations must be informed by the object/specimen/images which should act as the starting point and whose traces should remain apparent in the resultant composition. Candidates may employ any appropriate media and techniques to realise their artistic intentions.

Examples of themes:

Example 1: "Something Blue"

Candidates may do a representational or non-representational interpretation of the given theme. The interpretation may be realised as a direct observational study, a cubist analysis of the relevant object/s, a figurative portrayal of someone in a pensive mood.

Example 2: "Twister"

Candidates may do a representational or non-representational interpretation of things that twirl, e.g. telephone cables, hair curlers or bandages unravelling.

## ASSESSMENT OBJECTIVES

The four assessment domains applied to Paper 2: Drawing and Painting components are:

- 1 Investigation and Interpretation of Theme/stimulus
- 2 Aesthetic qualities
- 3 Control of Materials and Technical Processes
- 4 Personal Response

The following assessment objectives stated in the four domains define a range of assessable qualities and skills that can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

### 1 Investigate and Interpret the Theme/Stimulus (25%)

Candidates should be able to:

- demonstrate an understanding and creative interpretation of the chosen theme/stimulus
- record their exploration of theme/stimulus and show their development and evaluation of ideas or concepts
- show a relevant and consistent inquiry through critical thinking and reflection

### 2 Show Aesthetic Qualities (25%)

Candidates should be able to:

- illustrate an understanding of art elements and principles
- make aesthetic judgements appropriate to the chosen idea/concept

### 3 Control Materials and Technical Processes (25%)

Candidates should be able to:

- apply and manipulate materials appropriately
- demonstrate technical competency in handling the media
- demonstrate creative use of materials and processes

### 4 Demonstrate Personal Response (25%)

Candidates should be able to:

- exhibit a personal engagement in the preliminary/supporting studies and an original input in the final artwork
- impress with personal vision and commitment in the development of the intention
- demonstrate curiosity and innovation

## Paper 3: Design Study

The Design Study enables the candidates to analyse a design brief, and to arrive at an appropriate solution by producing a design on paper. The paper is given to candidate's three weeks in advance to allow the choice of question to be considered and preparatory studies to be made. The preparatory studies, amounting to not more than five A3 sheets of paper, must be submitted to show consideration given to: research and development of ideas for the chosen question. Candidates who do not submit preparatory studies may not have the full range of marks available to them.

Six questions will be set of which the candidate should attempt one. The following choices will be offered:

- a) Design using Lettering
- b) Illustration and Calligraphy
- c) Environmental Design
- d) Interior Design
- e) Fashion Design
- f) Fabric Design

### ASSESSMENT OBJECTIVES

The four assessment domains applied to Paper 1: Design Study are:

- 1 Exploration and Development of Ideas/Concepts
- 2 Aesthetic qualities
- 3 Selection and Control of Materials and Technical Processes
- 4 Personal Response

The following assessment objectives stated in the four domains define a range of assessable qualities and skills that can be demonstrated by candidates at this level.

The domains as assessment criteria are as follows:

- 1 Explore and Develop Ideas/Concepts (25%)

Candidates should be able to:

- demonstrate an understanding and creative interpretation of the chosen theme/stimulus
- record their exploration of theme/stimulus and show their development and evaluation of ideas or concepts
- show a relevant and consistent inquiry through critical thinking and reflection

## 2 Show Aesthetic Qualities (25%)

Candidates should be able to:

- illustrate an understanding of art elements and principles
- make aesthetic judgements appropriate to the chosen idea/concept

## 3 Select and Control Materials and Technical Processes (25%)

Candidates should be able to:

- apply and manipulate materials appropriately
- demonstrate technical competency in handling the media
- demonstrate creative use of materials and processes

## 4 Demonstrate Personal Response (25%)

Candidates should be able to:

- exhibit a personal engagement in the preliminary/supporting studies and an original input in the final artwork
- impress with personal vision and commitment in the development of the intention
- demonstrate curiosity and innovation