



Samoa Secondary Leaving Certificate

VISUAL ARTS

2018

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours & 10 minutes

INSTRUCTIONS

1. You have 10 minutes to read **before** you start the exam.
2. Write your **Student Education Number (SEN)** in the space provided on the top left hand corner of this page.
3. **Answer ALL QUESTIONS.** Write your answers in the spaces provided in this booklet.
4. If you need more space, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

CURRICULUM STRANDS		Page	Time (min)	Weighting
STRAND 1:	LEARNING ABOUT OUR ENVIRONMENT-PEOPLE	2	26	15
STRAND 2:	ELEMENTS AND PRINCIPLES OF ART SPACE AND MOVEMENT	6	54	29
STRAND 3:	PATTERNS OF OCEANIA-ABORIGINAL ART	12	25	14
STRAND 4:	THE PRINCIPLES OF GRAPHICS DESIGN AND ILLUSTRATION-ILLUSTRATION OF LEGENDS	15	25	14
STRAND 5:	THE LANGUAGE OF MULTI-MEDIA ART MODELING AND CARVING	19	50	28
TOTAL			180	100

Check that this booklet contains pages 2-27 in the correct order and that none of these pages are blank.

HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

1. **Define** what is meant by the word 'portrait'.

SL 1

2. **Identify** what is Contemporary Art?

SL 1

3. **Name** TWO major portrait artists.

SL 1



Figure 1: Henri Matisse, 'Music" 1939,

4. **Describe** the art elements used in the portrait painting 'Music' by the famous French artist Henri Matisse.

SL 2



Figure 2: Lalovai Peseta, 'Respect' acrylic on canvas

5. **Analyse** the portrait "Respect" by Lalovai Peseta, 2017, and tell what it tells you about life and the culture of Samoa today.

SL 3

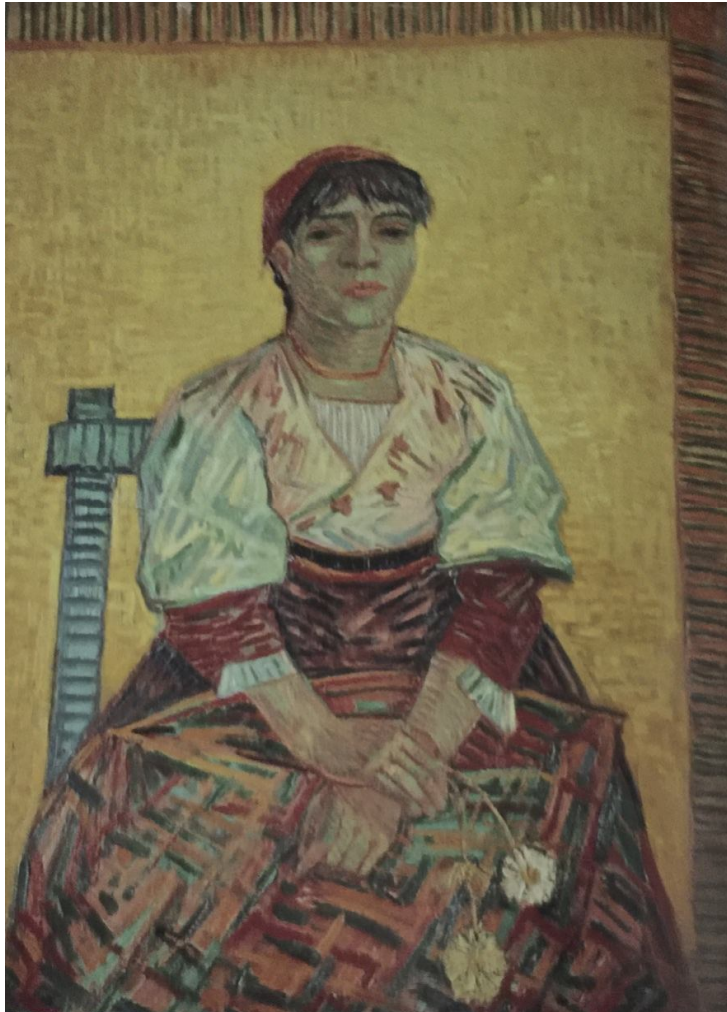
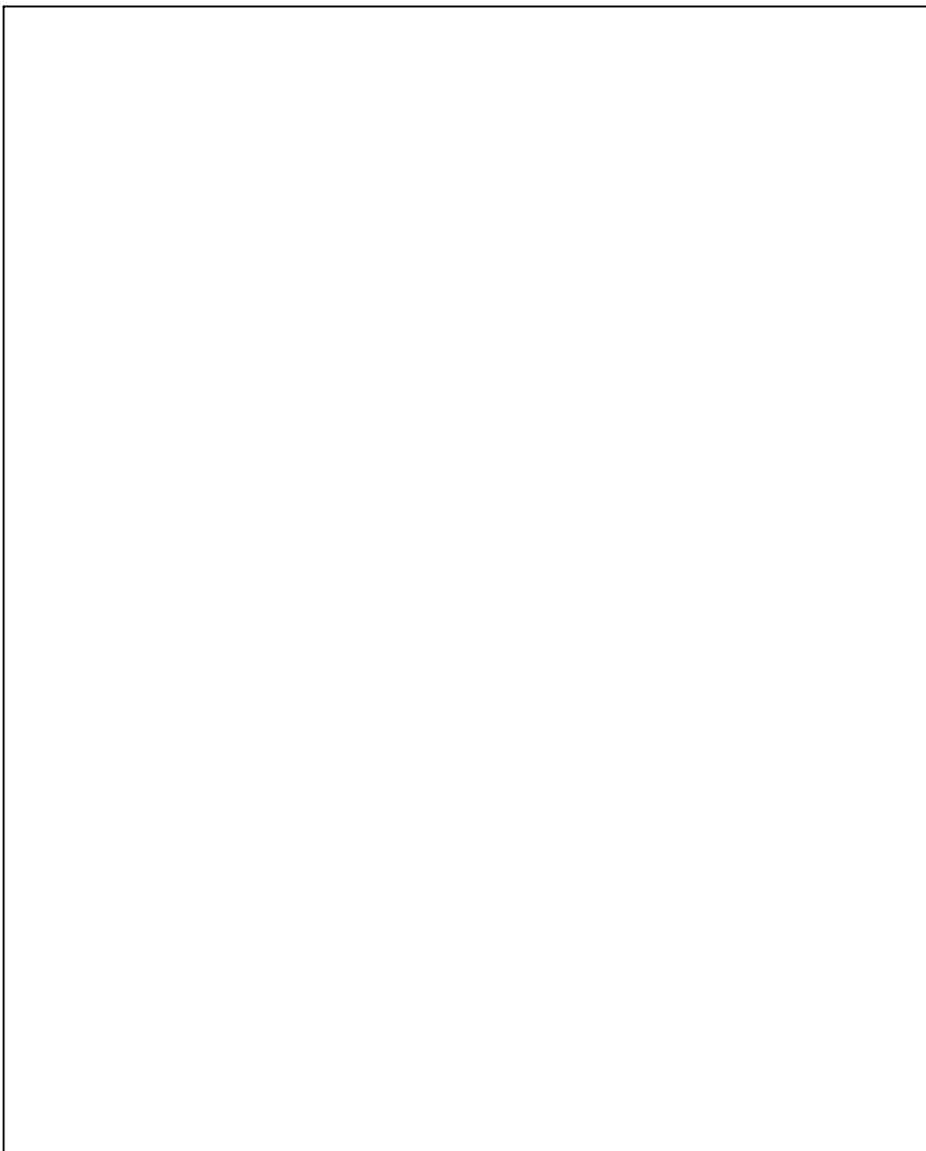


Figure 3: Vincent van Gogh, "The Italian Woman" 1887

6. **Interpret** the portrait 'The Italian Woman' by Vincent van Gogh, 1887; talk about his use of colours and other visual arts elements and principles.

SL 3

7. **Sketch** a pencil portrait of a seated person in the box below.



SL 4

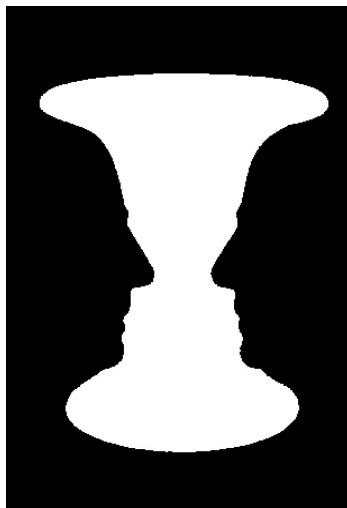
8. **Define** what ‘Space’ in an artwork.

SL 1

9. **Identify** what does ‘Linear Perspective’ creates in an artwork.

SL 1

10. **Label** the positive and negative spaces in the diagram below.



SL 2

11. **Describe** one way that you can create the illusion of space in a still-life picture.

SL 2

12. **Outline** the role of 'movement' in an artwork.

SL 2

13. **List** TWO ways of creating movement in an artwork.

SL 2

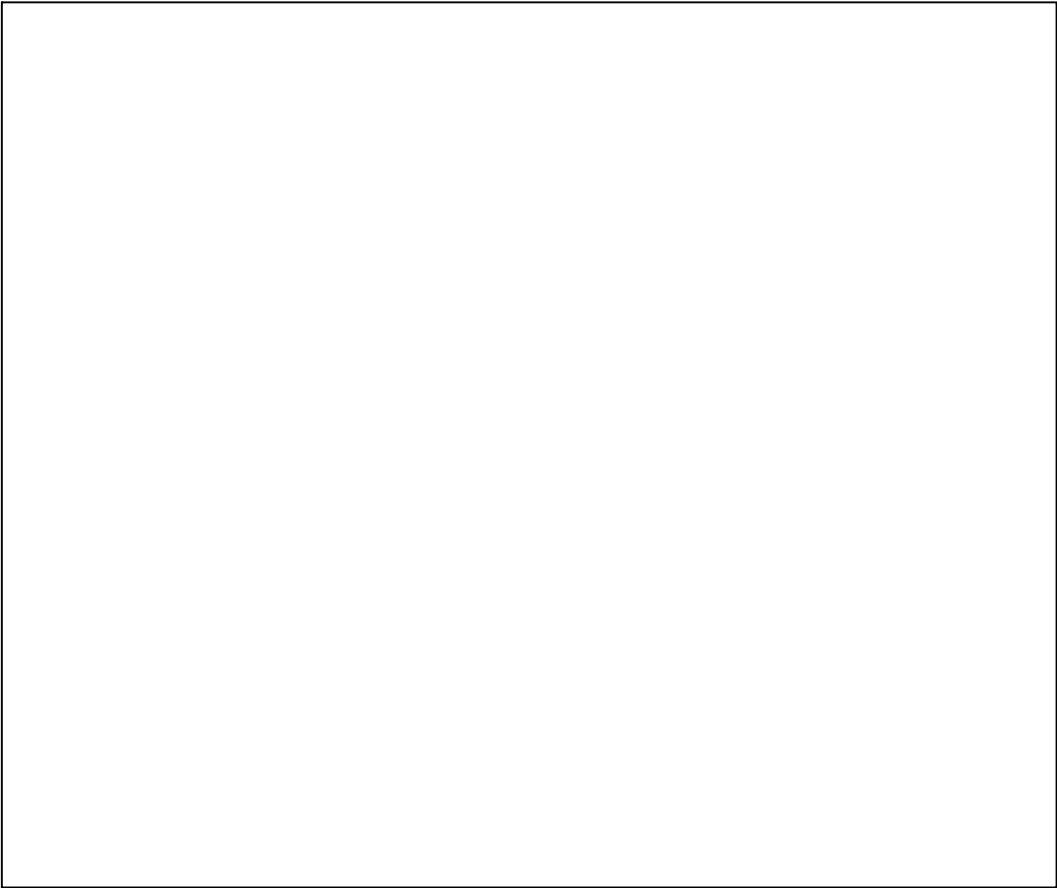


Figure 4: Edvard Munch, "Snow Falling in the Lane" 1906.

14. **Analyse** how Norwegian artist Edvard Munch used perspective, to create the illusion of depth on his painting, 'Snow Falling in the Lane,' 1906.

SL 2

15. Draw a tropical landscape that shows linear perspective in the space below.



SL 3

16. Interpret the painting 'Ola' (2017) by Samoan artist Fatu Feu'u. What art elements and principles he has used to convey visual movement and energy in this artwork? This large painting is based on the Kermadec Ocean Sanctuary one of the New Zealand Governments largest protected marine sanctuary.



Figure 5: Fatu Feu'u, 'Ola'. painting 2017,

SL 3

17. **Explain** what art elements Spanish artist Pablo Picasso used to create tension and fear in his most famous painting “Guernica”, 1937.



Figure 6: Pablo Picasso, “Guernica” 1937,

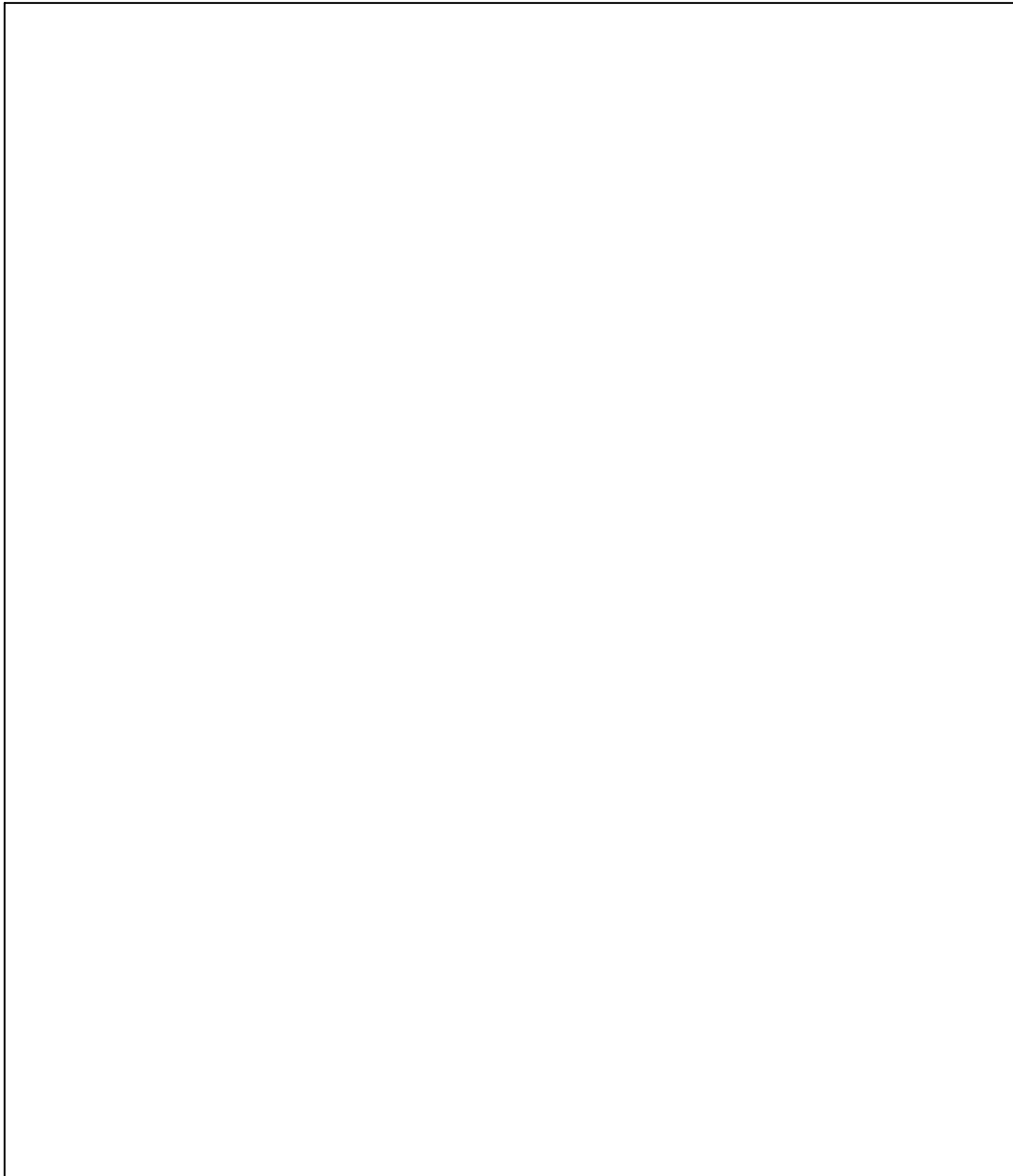
SL 3

18. **Critically analyse** how Picasso uses symbols to show the uselessness and pain of war in his painting Guernica.

SL 4

19. **Sketch ideas** for a poster based on the theme 'Save our Oceans' and use the art elements of line in your poster.

SL 4



20. Identify what country Aboriginal people live in.

SL 1

21. List different natural materials the Aboriginal artists use for making artworks.

SL 2

22. Describe what is meant by, 'Aboriginal Dreaming, or Dream Time.'

SL 2

23. Outline what we learn about Aboriginal culture through their art.

SL 2

24. Describe this painting by Jampijinpa Ross and use the chart below that shows the meaning of some Aboriginal symbols.

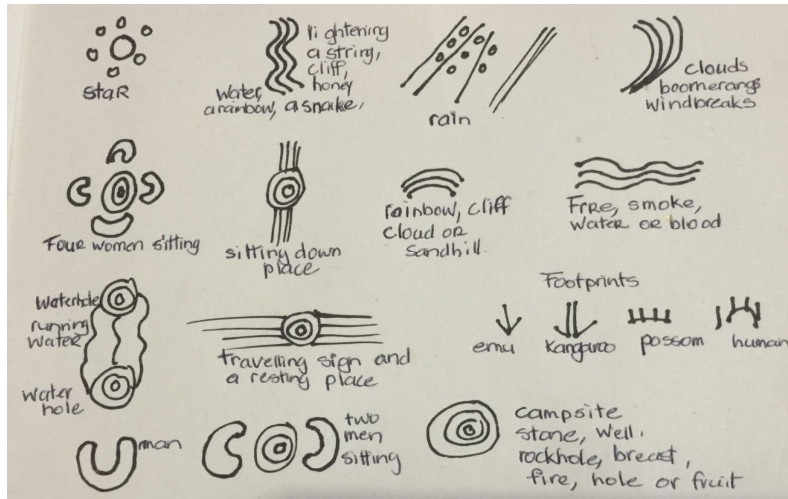


Figure 7: Chart of symbols

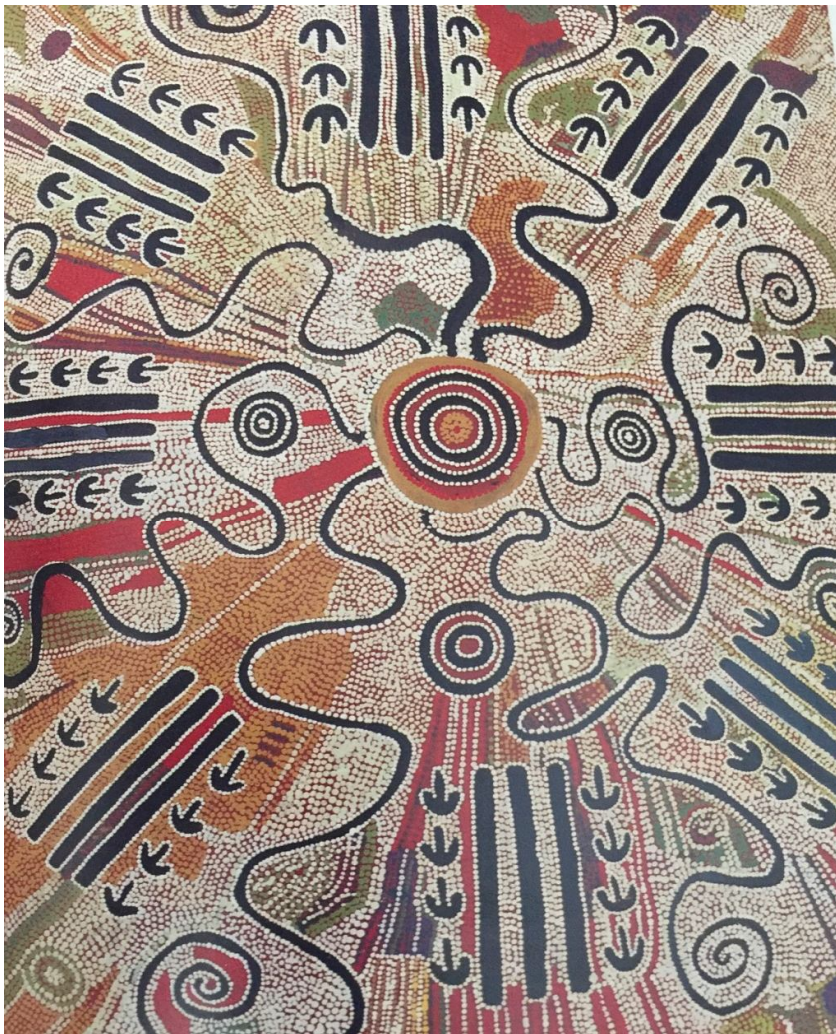
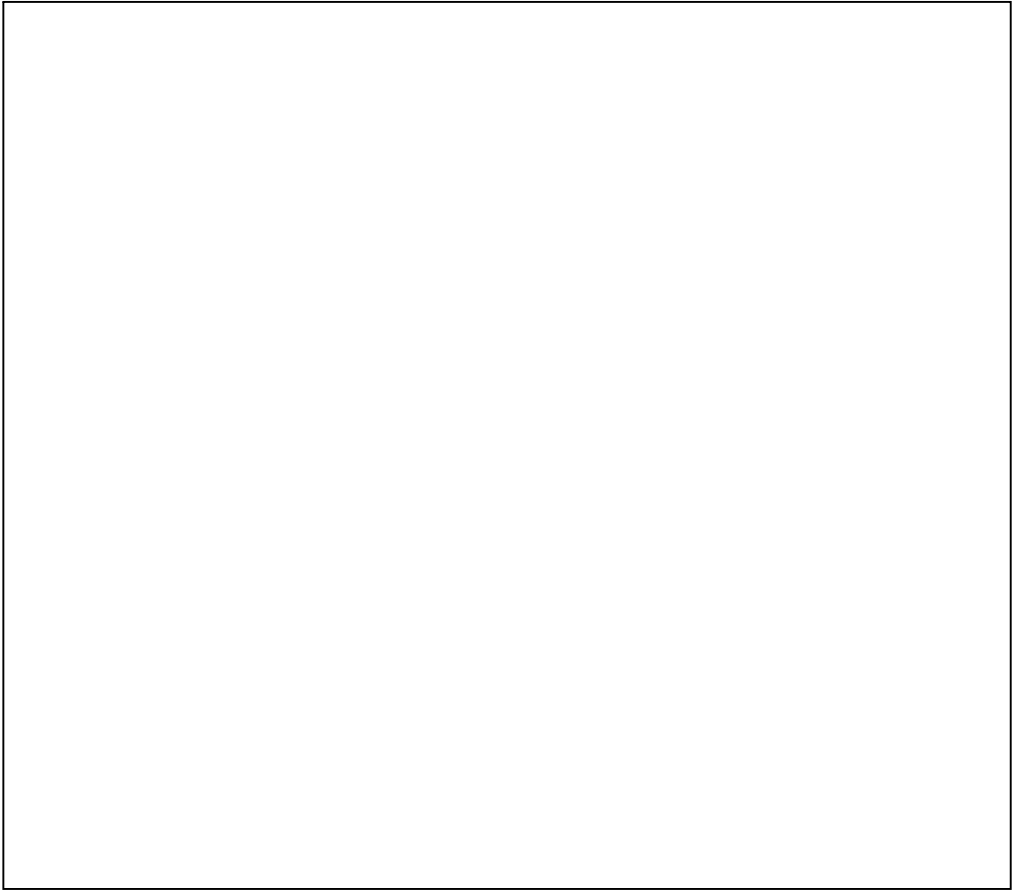


Figure 8: Darby Jampijinpa Ross from Warlpiri, Yuedumu, Northern Territory, 'Emu Dreaming', 1987

SL 3

25. Use the chart below to draw your own Aboriginal inspired dreaming story using Aboriginal symbols and colours.



SL 4

26. Define the term 'illustration'.

SL 1

27. List suitable art media that can be used for illustration.

SL 2

28. Describe the type of language the writer should use for

- A children's book
- A Samoan Legend

SL 2

29. Explain why it is important to have children read in their own Samoan language and see illustrations of pictures that tell of their own environment.



Figure 8: Examples of children's books in the Samoan language

SL 3

30. Explain what is going on in the TWO illustrations below and why children will relate to these stories and illustrations.

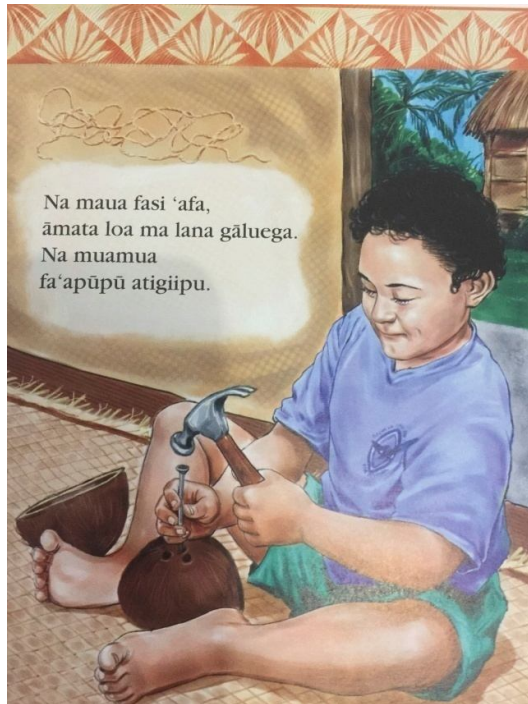


Figure 9: 'O Se'evae ipu I Simona" book illustration by Gus Sinaumea Hunter, words by Margaret Ah Tune.



Figure 10: 'O le Mata a Teli,' Story by So'oletauoatua Oka Fauolo, illustrations by Momoe von Reiche

SL 3

31. Draw FOUR quick illustrations (thumb sketches) for a Samoan children's storybook and put word captions in each sketch.

SL 3

32. Define what THREE dimensional art is.

SL 1

33. Identify TWO different types of materials suitable for sculpture.

SL 1

34. Name a famous Renaissance sculptor and painter.

SL 1

35. List the different tools that are used for making sculptures and carvings.

SL 2

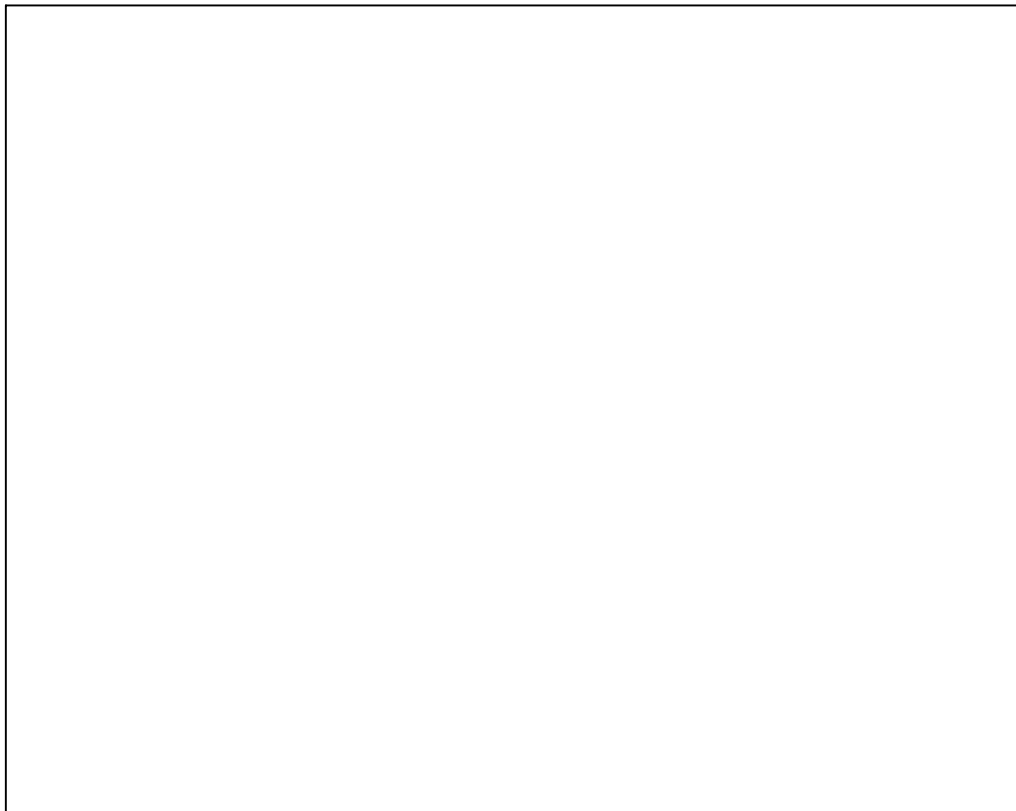
36. Describe the traditional Samoan art form that uses a wooden relief board as part of the art making process.

SL 2

37. **Explain** the difference between low and high relief carvings.

SL 2

38. **Illustrate** (draw) a traditional object that would be used during Samoan ceremonies by Samoan Matai.



SL 2

39. Interpret the carved doors at the Tanoa Hotel designed by Pelenato Liufau and the students of Leulumoega School of Fine Art, giving special focus to the cultural symbols and meaning.



Figure 12: Carved Doors by Pelenato Liufau and students of Leulumoega School of Fine Art, 2018.

SL 3

40. Discuss this large sculptural installation by Samoan artist Fatu Feu'u.



Figure 12: Fatu Feu'u, Kone 7, wood macrocarpa, 2007

SL 3

41. **Explain** how Michelangelo Buonarroti has expressed harmony and balance, and movement, in this sculpture, "The Florentine Pieta."



Figure 14: Michelangelo Buonarroti, "The Florentine Pieta."

SL 3

42. Compare and contrast these sculptures made from recycled materials.



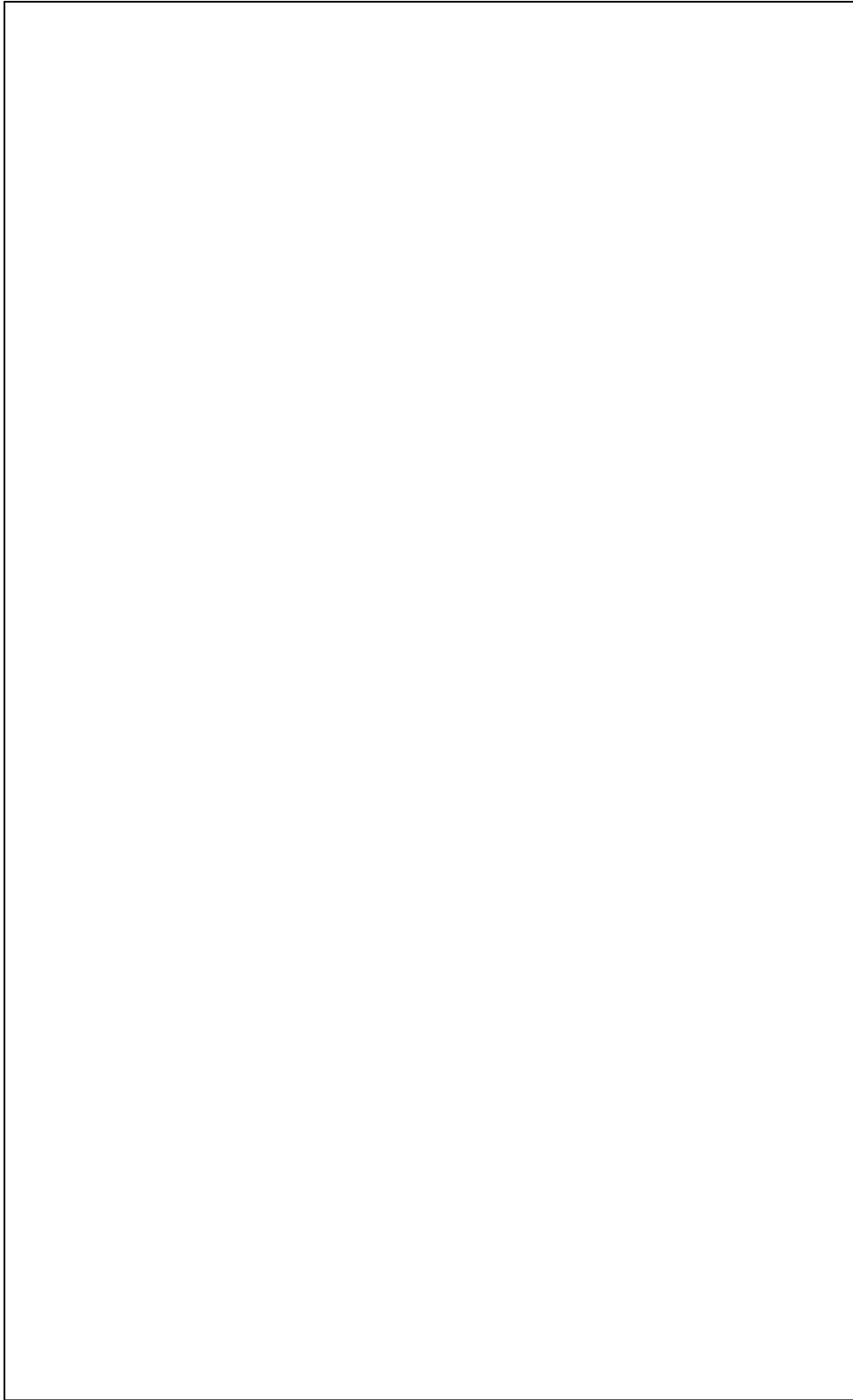
Figure 15: Michel Tuffery, "Trailing Tangaroa."



Figure 16: by 'washed ashore' source Google

SL 4

43. **Design and draw** a recycled sculpture based on Samoan marine life, using the recycled ideas shown in Question 42.



SL 4

STUDENT EDUCATION NUMBER									

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2018

(For Scorers only)

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STRAND 1: LEARNING ABOUT OUR ENVIRONMENT - PEOPLE	15		
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STRAND 3: PATTERNS OF OCEANIA – ABORIGINAL ART	14		
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TOTAL	100		