

Student ID: _____

Name: _____

Address: _____

Postal Code: _____

For ADLC Use

GRADE CALCULATIONS

	Number missing	Percentage on work	MARKS	
			Maximum	Earned
Units/ Modules				
Projects				
EXAM				
FINAL GRADE			100	%

Date Received

Assigned Teacher

Marked by

Date

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ALBERTA DISTANCE LEARNING CENTRE

FINAL EXAM

This page must not be detached. After the exam has been written, the student and the supervisor must complete this page and return it with the exam.

STUDENT'S DECLARATION

I, _____, Student ID _____, hereby certify that

1. I have done all the work on this exam in

_____ (state subject)

without giving or receiving any help whatsoever;

2. I have written this exam at _____ (city, town, or village)

_____ (if not at a school, state where)

on _____ between the hours of _____ and _____;
(day) (month) (year)

3. This exam was written under the following conditions. (State disturbing factors such as noise, interruptions, ill health, if any; otherwise, write NORMAL.)

Student's Signature

SUPERVISOR'S DECLARATION

I, _____, _____, (profession or position)
hereby certify that in accordance with the Directions to Supervisors

1. I have supervised the writing of this exam;
2. The identity of the student was verified;
3. All work done on this exam is the student's own;
4. The student gave no assistance to any other student;
5. The statements made by the student concerning the conditions under which the exam was written are accurate.

Supervisor's Signature

ART 20**FINAL EXAM****GENERAL INSTRUCTIONS**

Total Marks: 100

General Instructions:

- You may take as much time as you require to complete this project.
- Please carefully read each question in its entirety.
- If you are uncertain of a response to a question, do not leave it blank, but instead try to respond to it, according to the knowledge you have attained in this course.
- You may access your Art 20 course material to assist you to complete this project.
- We wish you the necessary calmness, concentration and, most of all, inspiration, to effectively complete this exam. We know that you are capable of successfully achieving this!

Materials needed for Art 20 Alternative Assessment Final Exam Project:

- Pens (Ink or Ballpoint)
- Pencils, Sharpener, Eraser & Ruler
- Coloured Pencils
- Optional: Paint (including paint brushes, container of water & paper towel)
- Optional: Oil Pastels & Felt Pens

Note:

The Art 20 Alternative Assessment Project is worth **15%** of your final Art 20 course mark.

Art 20 Final Exam Evaluation:

Section	Out of	Your Score
A – Observational Drawing	10 marks	
B – Illustration of a Line of Poetry	10 marks	
C – Art Analysis	10 marks	
D – Expressive Cartoons	20 marks	
E – Create a Doodle as a Source of Inspiration	10 marks	
F – Perspective Landscape	10 marks	
G – Format Adaptation	10 marks	
H – Self-Portrait	10 marks	
I – Art 20 Reflection	10 marks	
Final Exam Score	100 marks	

10 Section A – Observational Drawing:

- Using your hand as a model, with any media of your choice, draw a composition of your hand in the entire space below.
- Remember to include as many details as possible.
- Pay attention to the different shapes of lines, textures, spaces and shadows on your hand.
- Remember to apply dimensional drawing techniques.

To achieve a score of 10 marks for Section A, the student must meet the following criteria:

- Content: The drawing fulfils the requirements of the assignment instructions.
- Creativity: The artwork is innovative and original.
- Craftsmanship: The artwork reflects deliberate control of media and quality craftsmanship. The student shows an awareness of filling the space adequately to create a unified composition.

Student Exemplar:



10 Section B – Illustration of a Line of Poetry:

- Choose one of the following lines of poetry – circle chosen poem:
 - “Tread softly because you tread on my dreams.” (William Butler Yeats)
 - “Two roads diverged in a wood, and I – I took the road less traveled by.” (Robert Frost)
 - “I wandered lonely as a cloud.” (William Wordsworth)
 - “Water, water, everywhere, nor any drop to drink.” (Samuel Taylor Coleridge)
- Illustrate your chosen line of poetry in the entire space below, with your choice of media.
- Your composition should display a variety of lines and shapes, as well as different tones and textures.

To achieve a score of 10 marks for Section B, the student must meet the following criteria – responses will vary:

- Content:** The artwork(s) is expressive and imaginative, and fulfils the requirements of the assignment instructions.
- Creativity:** The artwork is innovative, original, well thought out, and thoroughly developed.
- Composition:** The artwork demonstrates an excellent understanding of composition incorporating, when necessary, several of the design elements and principals (line, shape, colour, balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).
- Craftsmanship:** The artwork reflects deliberate control of media and quality craftsmanship. The student shows an awareness of filling the space adequately to create a unified composition.

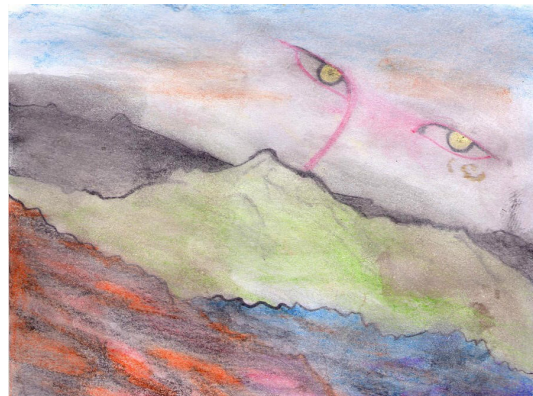
Student Exemplars:



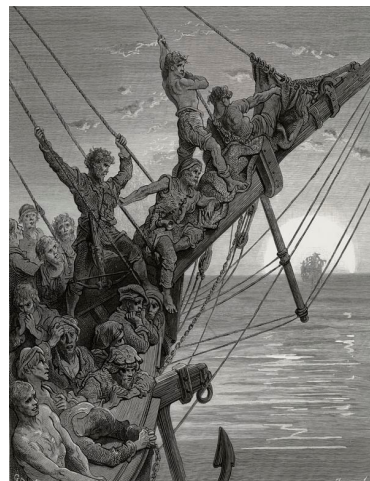
“Tread softly because you tread on my dreams.”



“Two roads diverged in a wood, and I – I took the road less traveled by.”



“I wandered lonely as a cloud.”



“Water, water, everywhere, nor any drop to drink.”

Section C – Art Analysis:

- Using the following Artwork Image, respond to the below Art Analysis questions.

To achieve a score of 10 marks for Section C, the student should respond to the following questions – responses may vary.



A Starry Night, Vincent van Gogh, Oil on Canvas, 1889.

- Discuss the following Elements of Art, as they are found in the artwork:

- Line:

Vertical lines such as the cypress tree and church tower softly break up the composition without retracting from the powerful night sky. Swirly lines are used to create the wind in the night sky. The horizontal lines of the sky act as directional movement indicators, leading the viewer's gaze across the top of the composition.

- Shape:

This is a 2-D composition. The cascade of circles in the sky indicates the shape of stars.

- Texture:

Van Gogh has simulated or implied texture in the hills, trees, and the dark bush – the thickness of the texture makes it almost touchable. The painted lines in the sky and on the tree in the foreground of the painting look three-dimensional. The texture creates contrast, and makes the hills and stars in the painting seem emphasized and on a different plane from the rest of the elements.

- Colour:

The use of white and yellow creates a spiral effect and draws attention to the sky. Van Gogh uses color to convey emotion. Cold colors are used to set the cool night – e.g. various shades of blue dominate the painting. The bright yellow of the stars and moon repeat, creating rhythm and balance in the composition. The yellows contrast against the blues seen in the night sky and the village, which makes the yellow hue stand out more. The balance of dark and light also creates harmony throughout the painting.

e. Value:

This artwork does not have enough value to accurately show volume. The moon and the dark bush are both void of variation in value, making them look less realistic. But, the hills in the back of the painting use value correctly as they fade from medium blue to dark navy, which coincidentally makes them appear rounded.

f. Form:

The Starry Night has little real form as it is two-dimensional, but it does have suggested form in the roundness of the hills.

g. Space:

Space is effectively used in this artwork, as all of the elements fill the page in a comprehensive manner. The cypress tree creates the illusion of space as it is bigger than the small city, because it is closer to the viewer.

2. Where does the artist place emphasis in the artwork?

The emphasis in The Starry Night is the bright yellow moon...the lines of the sky lead one to moon, as well as the bright colour of the moon attracts the viewer's attention.

3. What is the mood of the artwork?

It seems that Van Gogh is contrasting life and death with luminous stars and a gloomy, peaceful village – thus, the mood of the artwork is rather sad and somber, but also a bit of joy with the vibrancy of the moon.

4. Is there a message that the artist is trying to convey in this artwork?

The artwork seems to depict hope. It seems that Van Gogh was trying to convey that even with darkness it is still possible to see light – like in the windows of the houses, and with shining stars filling the sky – no matter how dark life gets, there is always light to guide you. Thus, I sense a strong message of hope, which Van Gogh conveys through the bright lights of the stars shining down over the dark landscape at night.

5. Does this artwork appeal to you? Describe the reason why or why not.

This artwork really appeals to me. I am transfixed by its swirls and stars and by the emotions I felt within myself when I gaze at this painting. I look to the swirls and the sky, and I feel like I am floating on the cool midnight current of the small, articulate brushstrokes. I look at the stars and I feel their radiating light through the warmth of their bright color. I see the black cypress tree, with its branches erupting upwards to the sky, and I tell myself that dark times cannot destroy me. I see the ordinary town and I am reminded to never forget where I came from.

20 Section D – Expressive Cartoons:

- In each of the four boxes, draw a cartoon portrait of a person depicting the expressive emotion (mood) indicated.
- Try to use the entire framed space – you may use pen or pencil.

To achieve a score of 20 marks for Section D (5 marks for each frame), the student must complete the following frames as outlined in the above instructions – responses will vary:

Student Exemplar:



Happy



Angry



Excited



Scared

10 Section E – Create a Doodle as Source of Inspiration for a Composition:

- Using a pencil, ink pen, or coloured pencil (or you may use all three together), create a doodle that fills on the entire space below.
- Your doodle should contain a variety of shapes, textures, tones, patterns and line qualities.

To achieve a score of 10 marks for Section E, the student must meet the following criteria –responses will vary:

- Content: The artwork(s) is expressive and imaginative, and fulfils the requirements of the assignment instructions.
- Creativity: The artwork is innovative, original, well thought out, and thoroughly developed.
- Composition: The artwork demonstrates an excellent understanding of composition incorporating, when necessary, several of the design elements and principals (line, shape, colour, balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).
- Craftsmanship: The artwork reflects deliberate control of media and quality craftsmanship. The student shows an awareness of filling the space adequately to create a unified composition.

Student Exemplar:



10 Section F – Perspective Landscape:

- Using coloured pencils or paint, create an 1-point or 2-point perspective landscape (i.e. outdoor scene – it may be fantasy/dream-like/bizarre).
- Your composition should include various elements, including texture, dimension and perspective. Use the entire space provided below.
- You may compose your drawing by turning the page sideways.

To achieve a score of 10 marks for Section F, the student must meet the following criteria –responses will vary:

- Content: The artwork(s) is expressive and imaginative, and fulfils the requirements of the assignment instructions.
- Creativity: The artwork is innovative, original, well thought out, and thoroughly developed.
- Composition: The artwork demonstrates an excellent understanding of composition incorporating, when necessary, several of the design elements and principals (line, shape, colour, balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).
- Craftsmanship: The artwork reflects deliberate control of media and quality craftsmanship. The student shows an awareness of filling the space adequately to create a unified composition.

Student Exemplars:



1-Point Perspective Landscape



2-Point Perspective Landscape

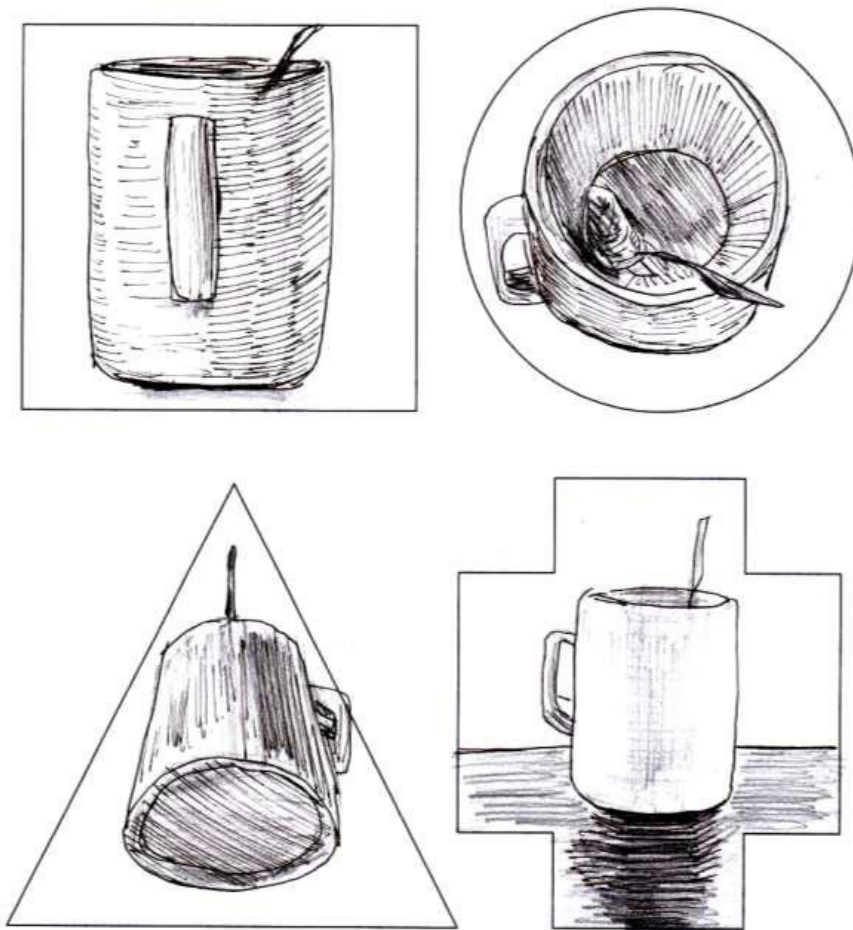
10 **Section G – Format Adaptation:**

- Look for an object you can observe and draw in the room where you are completing this project (e.g. plant, beverage container, computer, desk, etc.).
- In each of the following 4 formats, draw, in pencil, the **same** object, but adapt it to appear **best** in each of the 4 formats – your drawings can be naturalistic or abstract.

To achieve a score of 10 marks for Section G, the student must meet the following criteria – responses will vary:

- **Content:** The drawing fulfils the requirements of the assignment instructions.
- **Creativity:** The artwork is innovative and original.
- **Craftsmanship:** The artwork reflects deliberate control of media and quality craftsmanship. The student shows an awareness of filling the space adequately to create a unified composition.

Student Exemplar:



Include the name of the item you have chosen to draw: Cup/Spoon

Are your drawings naturalistic or abstract? Naturalistic

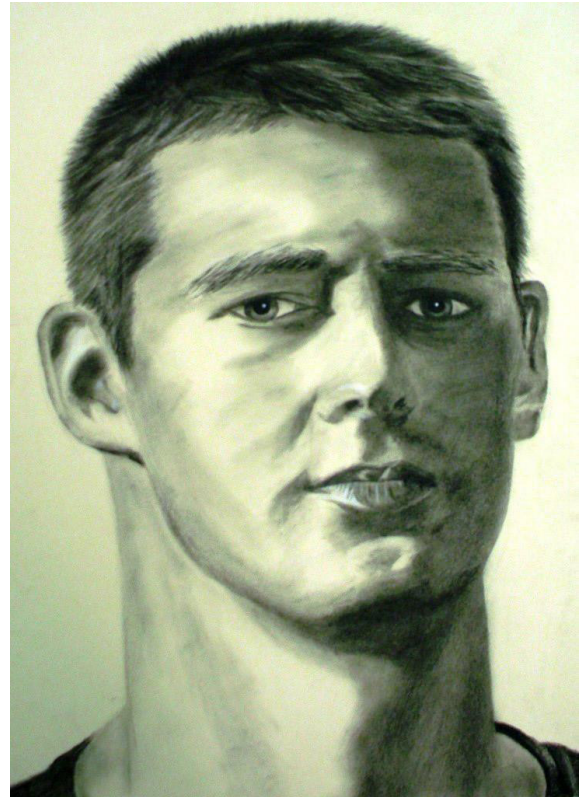
10 Section H – Self-Portrait:

- Using coloured pencils, felt pens, paint, and/or pastels, create a composition of your self-portrait (your own face) – you may draw from memory, or you may use a mirror.
- Use the entire space below. You may wish to sketch your portrait in pencil first, or you may just directly colour in your composition.
- Remember to include as many details as possible that reflect how you think you look like.
- Also remember to include the effects of texture, shadows and dimension.

To achieve a score of 10 marks for Section H, the student must meet the following criteria – responses will vary:

- **Content:** The artwork(s) is expressive and imaginative, well thought out, and thoroughly developed.
- **Composition:** The artwork demonstrates an excellent understanding of composition incorporating, when necessary, several of the design elements and principals (line, shape, colour, balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition)
- **Craftsmanship:** The artwork reflects deliberate control of media and quality craftsmanship. The student shows an awareness of filling the space adequately to create a unified composition.

Student Exemplars:



10 Section I – Art 20 Reflection:

- In the provided space below, write two to three paragraphs describing your experiences in Art 20.
- For example: What did you enjoy the most? What did you struggle with? What are your strengths and weaknesses? What artistis/artwork did you enjoy reviewing? What are your future artistic goals?

To achieve a score of 10 marks for Section I, the student should compose a self-reflection, based on the outlined above instructions – responses will vary.

Student Exemplar:

Art 20 has been quite an experience for me. A tough, rewarding and inspiring experience. I learned more about Art than I ever thought I really could, and a boat load more about creativity itself. My aspirations have always been about writing and creating worlds through words, but I've learned that the worlds I want to create can only be enhanced by exploring different mediums. My own skill levels at drawing, painting and sculpting are fledging at best but the levels of creativity these activities embolden are incredible.

In the future I always wanted to make a novel at worst, and a series at best. I'll never stop trying to draw and doodle. It's a fun experience and I shouldn't let myself lose it. Closing off the taps to creativity really does tend to slow the whole metaphorical creative system.

In my own personal skills, I need lots of improvement. I need to practice depth in my drawings and paintings the most. Many of my early attempts at assignments I've needed to rip up and recycle because I wasn't satisfied with the result of how flat a lot of my drawings are. I honestly need to research and begin practicing exercises to refine my lines and overall composition.

There are a lot of artists I admire in the world, but the ones that stand tallest to me are the ones closest to my heart. My dear friend Riki, and my own Grandmother. My friend has a very strong style and a discipline for drawing and expressing herself. She was very helpful for me while I was beginning my course without a thought in my mind on how to proceed. She taught me persistence until my work was complete and tried to help me as best as she could with the technical understanding of most drawing techniques.

She said "If you tear it up too early, you wouldn't know how it looked when it was finished" and that line always stuck with me.

There are a few meaningful issues I want to talk about with my art of all forms. Growing up I developed a very strong case of anxiety. It's been a struggle to live with my whole life, and living in a world where people can still be in denial or ignorance of mental issues can be rough some days. Art, I feel, is one of those ways to share these feelings of anxiety with others to help them understand. Art is a very emotional and sometimes spontaneous things and can be a perfect way to explain the otherwise un-explainable.

Ultimately, I believe I am closer than ever to developing a true personal style in my drawing. I found a style of drawing that I enjoy and I'm excited to move forward with it. Art 20 was a huge jump for me. I knew next to zero about Art, and now I feel like I can at least express myself a bunch more.

END OF EXAM
Total Marks: 100

ADLC

Alberta Distance
Learning Centre

adlc.ca
1-866-774-5333
info@adlc.ca

Alberta Distance Learning Centre
Box 4000 4601 – 63 Avenue
Barrhead, Alberta T7N 1P4