

# TEACHERS WITHOUT BORDERS PROGRAMME

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**GRADE 11  
VISUAL CULTURE STUDIES  
JUNE 2019**

Time: **2 hours**

Total marks: **80**

**In this examination you will be expected to demonstrate:**

1. The use of correct art terminology
2. The use of visual analysis and critical thinking
3. Writing and research skills within an historical and cultural context
4. The placing of examples into a social and historical context

**INSTRUCTIONS:**

1. Answer all questions.
2. Answers must be numbered clearly and correctly.
3. Make sure your writing is legible.
4. Write in a clear, creative and ordered manner using full sentences.
5. Colour insert of images included.

## GLOSSARY OF TERMS USED

<b>Analyse:</b>	A detailed and logical discussion of the formal elements (such as line, colour, tone, space, and form composition etc.) of the work.
<b>Compare:</b>	Point out differences and similarities in an ordered sequence within same argument.
<b>Discuss:</b>	Present your point of view and give reasons for your statements.
<b>Explain:</b>	Clarify and give reasons for your statements.
<b>Interpret:</b>	Analyse and evaluate (give an informed opinion). Contextualize and substantiate with specific examples.
<b>State:</b>	Say directly what you think – give your opinion as well as an explanation.

### Question 1: BAROQUE

38 marks

Refer to images A and B to answer the following questions.

The work that distinguishes the Baroque period is stylistically complex, even contradictory.

1.

What is one characteristic that separates Baroque art from Renaissance art? (2)

In general, however, the desire to evoke emotional states by appealing to the senses, often in dramatic ways, underlies its manifestations.

2. List 5 qualities associated with the Baroque. (5)

grandeur, sensuous richness, drama, vitality, movement, tension, emotional exuberance, and a tendency to blur distinctions between the various arts.

Baroque art came about during the period from 1600 to 1700.

1. Select two words for each example, that best describe the expression on Judith's face and the expression of the girl reading the letter. (4)

Forceful, determined, concentrating angry.

Calm, composed, gentle smile

2. **Lines** serve many purposes in visual composition. They can divide the composition, they can direct the viewers eye, they can define shapes and they can make a statement to the feel or interpretation of the image by the viewer. Apply this information to discuss how line has been used in each composition. (2 x 3 = 6)

Image 1 – lines created by the arms of each woman form strong diagonals – adding a sense of drama and passion to the scene. These lines together with the folds and light zigzag through the composition creating tension and vigorous movement.

Image 2- line of the vertical curtain divide the composition, separating viewer from the woman reading the letter. This vertical is repeated in the vertical of the window and window frame. This is counterbalanced by the horizontal lines of the table are echoed in the horizontal line of the curtain rod. The effect on the viewer to one of calm and tranquility due to the stability of these lines.

3. Discuss how Gentileschi has used the line of sight in her painting and to what purpose. (4)

Line of sight is created by Judith's intense glare at her victim – this draws our attention to his face. This line of sight is echoed by the maidservant, whose eyes are also fixed on the victim in an uncompromising way. These two lines of sight, create two opposing diagonal lines which add to the intensity of the scene.

4. There is usually one source of **light** in Baroque art. The contrasting light and dark, such as in shadows, bring drama to the works. Both have an effect on the emotions and the intensity of the piece. With this in mind, analyse the use of light in each painting and how it effects the emotions and intensity of the piece. (2 x 3=6)

The light in Image 1 comes from the bottom left hand side of the painting and shines up onto the faces of the two women, highlighting their determined expressions. The rest of the painting is in darkness. The darkness makes the viewer aware that the act has been planned to be carried out at night – an act of secrecy and revenge.

The light comes from a window on the left. The light is gentle and soft adding to the calm serenity of the scene.

5. **Realism** is an important aspect of Baroque Art. Naturalism was also seen in Baroque art through the use of normal details unique to daily life. Describe how Vermeer emphasizes realism in his painting and pays attention to “details unique to daily life.” (3)

Realism is created through the soft gentle light which draws attention to the various textures of the objects in the painting. The table with the carpet and still life arrangement, associated with domesticity, suggest a room within a house.

6. The viewer is very much an intruder in the space. How does Vermeer suggest this through the placing of objects and furniture? (2)

The general mood of quiet suggests that the woman is reading something private and the way in which the curtain separates the viewer from the woman standing behind the table adds to this sense of intrusion.

7. Vermeer has, in this painting, revealed his awareness of the power of complimentary colours long before the Impressionists made it fashionable in the art world. Identify the two complementary colours he uses in the painting. (2)

Red and green

8. The notion **of time features** strongly in Baroque Art. Evaluate how each artist explores this notion in the respective paintings. (4)

Gentileschi by depicting the violent act of murder suggests the immediate and instant – a moment in time, never to be repeated.

Vermeer on the other hand creates a quiet, calm notion of time almost being suspended as the woman engages with the contents of the letter.

## Question 2: THE ROCOCO

9 marks

9.	<p>List 6 characteristics of Rococo painting.</p> <p><u>THE CHARACTERISTICS OF THE STYLE:</u> The Rococo style is characterized by</p> <ol style="list-style-type: none"> <li>1. pastel colours,</li> <li>2. gracefully delicate curving forms,</li> <li>3. fanciful figures,</li> <li>4. a light-hearted mood (visually and physically).</li> <li>5. The essence of Rococo art is light.</li> <li>6. Extreme highlights are placed on the subject matter and the overall work is</li> </ol>	(7)
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	<p>light in colour, effect, and emotion.</p> <p>7. Artists paid special attention to fine detail.</p> <p>8. Form is characterized by delicacy of colour, dynamic compositions, and atmospheric effects</p>	
10.	Name one Rococo artist and an example of his work.	(2)
11.		

**Question 3****NEOCLASSICISM****9 marks**

10.	<p>Give an account of influences and contributing factors that lead to the development of the Neoclassical period. (4)</p> <ul style="list-style-type: none"> <li>• The discovery of ancient artefacts at the ruins of Herculaneum and Pompeii was a big inspiration to neoclassicism. ✓</li> <li>• Neoclassicism was also created to replace the ostentatious baroque and rococo art styles. ✓</li> <li>• Neoclassicism was very important in France. The movement started as a rebellion against the rococo style, which symbolized French aristocracy rebellion against the rococo style ✓</li> <li>• The new leaders of France wished to model the government on the high virtues and moral principles of classical Rome. Therefore, neoclassical artists were commissioned to create paintings and sculptures that depicted inspirational scenes from Roman history. ✓</li> <li>• Neoclassical art emphasized courage, sacrifice, nationalism, and tradition. ✓</li> </ul>
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Refer to images A B C AND D. (see colour insert)  
 Identify which image is a Neoclassical painting and with reference to the characteristics of Neoclassicism why you selected this example. (5)

1. somber
2. objective
3. detached presentations of subject matter
4. stage-like organization of figure
5. paint surface polished
6. physical accuracy
7. form is linear – clarity of contour
8. relief-like shallow space
9. harsh clear handling of light and shadow
10. sculpturesque sharpness of modeling
11. severe simplicity
12. rigid (vertical/horizontal)
13. orderly

Image C

Image D

Image E

Image F





<b>Question 4. ROMANTICISM</b>	<b>10 marks</b>
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Complete the following sentences:

The Romantic style,

- believed that the source of artistic freedom was the imagination (1)
- was characterized by the rejection of classical forms and rules, (2)
- instead of order and logic, emphasised emotions, sentiment and spirituality, nostalgia for the natural simplicity of past ages (3)
- avoided subject matter related the growing Industrialization of Europe and aimed to return to Nature - nature the unbounded, wild and ever-changing, (1)
- sort to glorify and worship liberty, power, love, violence, the Greeks, the Middle Ages, in fact anything that aroused an intensely sufficient emotional response. (3)

<b>Question 5 IMPRESSIONISM</b>	<b>14 marks</b>
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<b>5</b>	<p><b>“Before Impressionism, no one had ever painted the true colour of sunshine and shadow, and hardly anyone had thought it worthwhile to suggest that the density of the air is not always constant, that a picture could be painted, for instance, of a landscape seen through a heavy mist or fog.”</b></p> <p><b>STATEMENT: Due to their aims, the Impressionists were able to change the course of Western art utilizing new colour theories, techniques and compositions.</b></p>	
<b>5.1</b>	<p>Discuss the new colour theories used by the Impressionists.</p> <ul style="list-style-type: none"> <li>• Warm and cool colour, advance - recede – depth</li> <li>• Not light and dark but colour intensity</li> <li>• No black</li> <li>• Shadows – all colours etc.</li> <li>• Juxtaposition of colour</li> <li>• Small dots – neutral tone</li> <li>• Large areas – intensify one another.</li> </ul>	(7)

<b>5.2</b>	Comment on the techniques used by the Impressionists. <ul style="list-style-type: none"><li>• Dots</li><li>• No blending</li><li>• Small strokes</li><li>• Blurry forms</li><li>• No line or outline but colour and brushstroke – form</li></ul>	(7)
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