



Viva Exam – Art & Design– HT 1

Your **Viva exam** supports you in developing your confidence, self-expression and curricular understanding.

It does so by improving your **oracy**.

When a university student writes a thesis (their final paper or exam), they have to defend what they have written whilst their professors ask questions. This is often referred to as a **Viva exam**.

Viva is short for **Viva Voce**, this is the Latin for ‘**with living voice**’, or in other words **spoken** not written.

Across this Half Term you will prepare for a **Viva exam** on the curricular area we are studying, this will be **instead** of your End of Term exam.

Your teacher will support you in **preparing** by **suggesting** what you may speak about, **providing** materials to support you, **checking** in on your planning and progress and giving you **feedback** after you have spoken so that you know what you have done well and what you will need to improve, next time.

This pack contains the basic materials and guidance you need to prepare for your **Viva exam**.

‘Viva’ Exam – Art & Design – Key Stage 3 – Half Term 1

Student Name and class:

Expectations:

- To present an **oral critical appreciation** on a **single piece of artwork** selected from three options set by the teacher.
- To speak **unaided and without interruption**, for one minute and thirty seconds.
- To **accept and respond** to at least one unknown question following your speech.

Resources Permitted:

- Use this guide, as well as the suggested research sources, to craft your presentation and create a set of notes to practice and deliver your **Viva exam**.
- You are permitted to use these cue card notes and scaffolded written structures when delivering your exam, however, higher marks will be received for speaking without aides.

Marking and Grading:

As with your end of term assessment, your **Viva exam** will be given a 0-9 grade. Students should always aim to meet or exceed their target grade. However, there is no need to feel bad if you don't, all this means is that you are learning and making progress!

Your total marks will be multiplied by five to produce a percentage, just like you get in your other end of term exams. The teacher will then convert this percentage so that your termly report can show a grade in this area. **Viva exams** are marked in four categories; please see the mark scheme below:

Mark:	Preparation	Level 3 – Award 4-5 Marks
		Complete and exemplary evidence of written preparation.
		Level 2 – Award 2-4 Marks
Mark:	Timing and Content	Purposeful but incomplete evidence of written preparation.
		Level 1 – Award 0-2 Marks
		Limited or no written evidence of preparation.
Mark:	Manner and Presentation	Level 3 – Award 4-5 Marks
		Speaks for the full allocated time, without pause or interruption.
		Speaks exclusively on the subject selected, is precise, concise and purposeful.
Mark:	Response to questioning	Speaks without the use of any written or visual aids.
		Level 2 – Award 2-4 Marks
		Speaks for more than half of the allocated time, with limited pause or interruption.
Mark:	Grade	Speaks exclusively on the subject selected, but lacks precision and focus at times.
		Level 1 – Award 0-2 Marks
		Speaks for less than half of the allocated time and or fails to focus on the subject and lacks purpose.
Mark:	Boundaries:	Level 3 – Award 4-5 Marks
		Projects and modulates consistently, uses rhetorical skill, body language and positioning throughout and with exemplary effect.
		Level 2 – Award 2-4 Marks
Mark:	Level:	Projects well but modulates and uses body language inconsistently, increasing evidence of rhetorical skill.
		Level 1 – Award 0-2 Marks
		Fails to project or modulate voice, use of body language is limited, rhetorical skill is largely unevidenced.
Mark:	Mark out of 20	0-1
		2-3
		4-5
Mark:	Level:	6-7
		8-9
		10-11
Mark:		12-13
		14-15
		16-17
Mark:		18-20
	Total Mark:	Level:

Overview:

During this **Viva exam** you will need to plan and prepare to **speak on a piece of artwork** set by the teacher. This will be in the form of a **critical appreciation presentation**, using the structure provided for you. You will also need to answer at least one question (which you won't know in advance) from the audience, in other words, your peers and teacher.

- 1. Stage 1 – Research and investigate the artwork. Use the notes and guidance in this pack.**
- 2. Stage 2 – Plan your critical appreciation speech and condense this plan into notes.**
- 3. Stage 3 – Practice your speech, learn to do it without notes and with greater confidence.**
- 4. Stage 4 – Share your speech with parents, peers and your teacher, for feedback.**
- 5. Stage 5 – Deliver your speech to the class and your teacher.**

Stage 1

When researching and investigating the artwork, you should:

- Read all the information given to you by your teacher.
- Learn the **KEY TERMS** of the main subject and themes of the artwork, and their meanings.
- Learn all about the artist so that you can explain who they are.
- Consider the **CONTEXT** of WHEN, HOW and WHY the artwork was made.

Stage 2

When planning your critical appreciation speech, you should consider:

- A hook, how will you begin your speech so as to captivate your audience?
- Rhetorical devices. How will you use rhetorical questions, metaphor, hyperbole, analogy and other devices in your speech?
- Precision and timing: what will the purpose of your speech, its key theme, be? How will you capture this in the time you have?

Stage 3

When practicing your speech, you should:

- Practice repeatedly those parts you are weakest in. Do not waste time practicing again and again, what you already know.
- Watch and listen to yourself, for instance speak out loud, use a mirror, record yourself. You will need to be comfortable with the sound of your own voice and the value your opinion carries.
- Focus on pace, rhythm, modulation and tone, as much as the content of your speaking. Become comfortable pausing throughout your speech, rather than saying 'um'.

Stage 4

When sharing your speech, you should consider:

- What are the initial reactions of others? Do they seem more interested in some parts of the speech than others?
- What questions are people asking you afterwards? Could these be questions that are likely to be asked of you on the day?
- What feedback does your audience give you on the use of your voice, your body language and communication style? Are you confident and present enough?

Stage 5

When delivering your speech, you should:

- Have notes with you in case you get stuck but attempt to go by memory as much as possible.
- Position yourself in the room, standing, at the front, use the space and consider walking around it as you speak.
- Focus on the faces of your audience, look for signs as to whether they are engaged or excited, consider whether you need to modulate your tone, increase volume, or lean more heavily on a rhetorical device.

'Viva' Exam – Art & Design – Supporting Materials

CRITICAL means thinking and analysing.

APPRECIATION means having our own opinion. Expressing a preference.

ANALYSING means studying and searching for information.

Therefore, to deliver a successful presentation you must analyse the artwork you selected and describe it to the audience using the framework below, including expressing your personal opinion.

Critical Appreciation Framework

KEY TERMS:

- **RESEARCH** – to find out about an artwork.
- **OBSERVE** – to examine an artwork with our eyes.
- **DESCRIBE** – to explain how an artwork looks and the key elements.
- **CONTENT** – the subject and features of an artwork.
- **FORM** – the composition, shapes and patterns you can see.
- **PROCESS** – how an artwork was made; the materials and techniques used.
- **MOOD** – the emotions and feelings evoked by an artwork.

STEP 1:

- **RESEARCH** and **OBSERVE** the artwork set for your Viva exam. Find out who created it and when. Find out style the artwork is and note everything about it. Use the resources your teacher has given you.

STEP 2:

- Write a bank of relevant **KEY TERMS** related to the artwork, that **DESCRIBE** it. Use the **CONTENT; FORM; PROCESS; MOOD** structure. Below is an example:



CONTENT Fields; trees; bushes; mountains; sky; clouds; grass; nature; countryside scene; France; summer's day.	FORM Swirly shaped clouds; triangular trees; wavy branches; foreground; midground; background; rule of thirds; minimal perspective; linear brushstrokes; repeated patterns.
PROCESS Oil paint; canvas; landscape aspect; a range of warm and cool colours; thick, bold brushstrokes; impasto; layering; blending; highlights; tints, shades and tones.	MOOD Peaceful; calming; mysterious; solitary; turbulent; forceful; warming; meditative.

Vincent Van Gogh (1853-1890)
A Wheatfield With Cypresses, 1889

STEP 3:

- Using the information on page 3 and the sentence starters below, write the first draft of your **Viva** and show it to your teacher. Be prepared to make notes based on their **FEEDBACK**.
- **REDRAFT** your **Viva**, making improvements based on your notes. You may need to go through this process a few times until you are happy with your **Viva**.

STEP 4:

- Again, using the guidance on page 3, make sure you are ready to deliver your **Viva exam** on the appropriate date. **Well done and good luck!**

SUGGESTED SENTENCE STARTERS: you don't have to use these but they may help to get you started.

The artist we have studied is named....

They were born in... (if dead then... and died in..) and is (nationality)....

The artwork we have looked at is called (TITLE)...and was made in (year)...

In this artwork we can see....

The **CONTENT** of this artwork shows...

The **FORM** of this artwork shows...

When considering the **PROCESS** of making this artwork, I can tell that the artist has used...

When considering the **MOOD** of this artwork, I feel...

The artist has used their signature style of...

This artist was part of the ... art movement, which... (describe the genre and style) ...

Use conjunctions - so... because... as...

This artwork makes me feel....

I think the artist was feeling.... because...

Considering the artist's other work, I can see...

Their fascination with...

Their work is unique because...

Their work also relates to the work of... (compare with another artist) ... by...

At this time in history...

‘Viva’ Exam – Art & Design – Year Group and Artworks

Select one artwork from the list below for your **Viva Exam**.

Expectations:

- To present an **oral critical appreciation** on a **single piece of artwork** selected from the options below.
- To speak **unaided and without interruption**, for one minute and thirty seconds.
- To **accept and respond** to at least one unknown question following your speech.

Year 7 Options – Vincent Van Gogh (1853-1890)

1. **A Wheatfield with Cypresses - 1889**
2. **The Starry Night - 1889**
3. **Bedroom in Arles - 1888**

Year 8 Options – Alma Thomas (1891-1978)

- **Resurrection - 1966**
- **Red Abstraction - 1960**
- **Apollo 12 “Splash Down” - 1970**

Year 9 Options – Georgia O’Keeffe (1887-1986)

- **Red Canna - 1915**
- **Music, Pink and Blue - 1918**
- **Abstraction (sculpture) - 1946**

Research Guidance

Ensure you are using the guidance below when researching your artwork:

- Use appropriate sources to obtain your research information. For example:
 - <https://artsandculture.google.com/>
 - <https://artuk.org/>
 - Artists’ websites e.g. <https://www.okeeffemuseum.org/>
 - Official gallery websites e.g. <https://www.tate.org.uk/>
 - You can even use YouTube to watch examples of good oracy skills.
- Make sure that you are regularly looking at the artwork, as this is a visual subject!
- Connect with the artwork on a personal level. It’s ok to say why you like *or do not like* the work.
- Find out as much as you can about the time and place in which the artist works/ed, as this gives important contextual information about the work.
- If you need help, please see your class teacher. The Visual Arts department is open to all students after school every Monday.

Unknown Questions

Ensure you are prepared to answer at least one question after your presentation.

This may be something specific about the artwork, something about the artist or the art movement, or even about your personal response to the work. For example: Why did you choose this artwork? What is your favourite aspect of this artwork? Which other artists do you like from that time and place? This will require you to thoroughly recall your information from your research and investigation and express a personal opinion.

Written Preparation Notes

Chosen Artwork:

Facts about the artwork:

Facts about the artist:

Key Terms Table:

<u>CONTENT</u>	<u>FORM</u>
<u>PROCESS</u>	<u>MOOD</u>

Notes:

Notes: