### Body of Work

<table>
<thead>
<tr>
<th>Sculpture</th>
<th>High Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td><strong>Found – altered – made</strong></td>
</tr>
</tbody>
</table>

![Sculpture Image]

**Detail**

![Detail Image]

**Detail**

![Detail Image]

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![Image of sculpture](image1)

**Detail**

![Image of detail](image2)
**Body of work**

**Sculpture**

| NO. OF WORKS: | 2 |
| SIZE: | 80cm in height |

**High Band 6**

**Found – altered – made**

**On what terms should we consider the body of work?**

**What is the student trying to do?**

**What is the effect of the body of work on us?**

The body of work consists of a beautifully crafted collector’s cabinet on castors with six drawers/shelves.

Each shelf holds three related objects – the found, altered and made of the title. The work is accompanied by a well-crafted book that acts as both documentation for each of the objects and as a conceptual amplifier for the collection. The work is interactive and the audience is able to view the work by opening the drawers to investigate the objects or is able to view it distanced by the protective perspex. There is an obvious reference to the 19th century museological gaze and the collector’s museum within a box. The cabinet is visually stimulating but has an inherent simplicity and serenity.

**Explanation**

**In what ways are conceptual and material practice represented?**

There is strong evidence of the student’s ongoing process of refinement of the body of work. The carefully dimensioned spaces that are defined by the clear perspex sides and shelves confine the apparently related but somewhat enigmatic objects and invite the audience to share the inventory of experiences within the cabinet. The entries in the book document the histories of each object and the objects then begin to act as identifiers that act as recollections of places, sensations and associations. When they are viewed with the shared experiences gained from the book, the objects loose their simple identities and gather collective associations and allegorical suggestions.

**Judgement**

**How does the student’s conceptual and material practice compare to the descriptive statements in the marking guidelines?**

This work embraces the ethos of the new syllabus with its strong concept meshed with material practice and integrating documentation to broaden the audience experience of the work. Sculpturally, the cabinet maintains interest from all viewpoints and the degree of finish of the work adds to its quality of preciousness and enhances its concept. Each piece can be viewed and enjoyed separately. However, it is the way that the personal myths and fictions within the journal can be viewed to help transform simple objects into episodes of experience, that further engages the audience.
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**Sculpture** | **High Band 6**
---|---
**Title:** | **FOUND – altered – made**
Title: FOUND – ALTERED – MADE
**Body of work**

**Sculpture**  
**High Band 6**

**Title:**  
**Found – altered – made**