Component 2 – Fine Art
Level 4
Candidate 3
Fine Art – Level 4

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>Total</th>
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<tbody>
<tr>
<td>10</td>
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<td>40</td>
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Examiner comment:
AO1: Just competent and consistent ability – Level 4
AO2: Just competent and consistent ability – Level 4
AO3: Just competent and consistent ability – Level 4
AO4: Just competent and consistent ability – Level 4

Total of 40 marks overall.
FLOW

IN CO-OPERATION

CONNECTED

JOINTLY

DEPENDENT

MEET

CLOSELY

TOGETHER

SIDE-BY-SIDE

AS ONE

540 marks
40 marks
formation linear

40 marks
RATIONAL IDEA ONE

Marking tape is used to block out the whiteness of the paper to stop ink from getting onto it. (marking tapes are in different widths)

- A fluorescent ink (orange) is used to paint all over the A3 sized paper. (Some are diluted)
- A line plate is used to make different patterns. The lines from the two plates is roughly 90° to the fluorescent orange shade.

As this is my first trial, a random color is used. However, I noticed that the colors from 99 cent are really bright and are able to catch people's attention. Therefore, a fluorescent orange was used.

Line plate 2

To determine the lines of the orange at 99 cent (horizontal) so that different width fit best, and also the space between the lines.

- These lines of the plate resemble the vertical lines at 99 cent. The poles that support the floor.
BRIDGET RILEY

The basis of op art movement was a form of geometric abstraction, which was in a way "unpredictable and not obviously related to the real world.

Riley's introduction of color to her more mathematicizing was a source of the black and white painting. Based on the disruption of linear elements, 1s and 0s could be found for color. The perception of 0 is neutral — each color is affected by the color next to it.

Printed from my and the distance between the lines that are closer together, being more dense and concentrated, and the wider apart ones less dense and spread out.

This illustrates the structure of the Egyptian connection.

Edexcel

40 marks
Time Management

- This management was my biggest issue on the exam. Although we had around 5 hours to finish a piece, I wasn’t able to finish and further develop the piece. This was because I didn’t make a plan nor do I have any time.
- At the end, we had 15 hours, however, I would have to develop the game further and use it. It would also allow me to fill in the remaining time.
- To improve, I plan on working on separate pieces in the exam and I wouldn’t have to work on the whole piece at once. This would also help me complete the game in time.

Shaping the Piece

- At first, my plan was to have a separate piece. However, using the idea of the first piece, I could develop the second piece easily.
- To do this, I plan on working on separate pieces and using the idea of the first piece as a foundation.

Evaluation #2

- The idea of the box is that it is my favourite piece. This idea comes from my previous work with using boxes to create a visual effect.
- The idea of the box is that it is also a symbol of my love for architecture. I have always been fascinated by the way architects use boxes to create a visual effect.

Evaluation #1 & Changes in the Exam

- During the exam, I made some minor changes to the way I approached the exam. I decided to work on different tasks and use different techniques.
- I used my previous knowledge to build on the ideas I had in the exam. I used my previous knowledge to build on the ideas I had in the exam. I used my previous knowledge to build on the ideas I had in the exam.
40 marks
40 marks