

GCSE Art and Design

Standards Booklet 2020



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GCSE (9-1) Art and Design 2016 New Specification

The following sequence shows the 2020 standard live work samples in merit order for each component; 15 samples for Component 1 (Personal Portfolio) and 15 samples for Component 2 (ESA title 'Reflection'). Each sample shows a selection of images that exemplifies the salient characteristics of the standard mark.

Pearson - GCSE Art and Design 2016 - Assessment Taxonomy

How to use the Taxonomy in conjunction with Assessment Grid

The first stage is to decide in which performance level the candidate's work should be placed. When assessing work for each component, teachers should make a holistic judgement using the descriptors in the taxonomy, to establish which performance level matches most closely the candidate's work. The candidate should be placed in the performance level that best exemplifies the characteristics of their work. Candidate's work that falls between two performance levels must achieve all the keyword descriptors in the lower level and some in the level above. Where this happens, teachers must use their professional judgement to decide which performance level is most appropriate using a 'best-fit' approach.

Performance levels	BELOW GCSE LEVEL (0)	Level 1 LIMITED	LIMITED/ BASIC	Level 2 BASIC	BASIC/EMERGING COMPETENT	Level 3 EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 4 COMPETENT & CONSISTENT	COMPETENT & CONSISTENT/ CONFIDENT & ASSURED	Level 5 CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	No rewardable material	Unstructured Clumsy Disjointed Minimal Elementary	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Deliberate Methodical Superficial Unrefined Simplistic Tentative	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Reflective Predictable Growing control Broadening Endeavour Safe	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
	0 marks	1 – 12 marks	13 14 15 marks	16 – 24 marks	25 26 27 marks	28 – 36 marks	37 38 39 marks	40 – 48 Marks	49 50 51 marks	52 – 60 marks	61 62 63 marks	64 – 72 marks

After a performance level has been established, the next stage is to use the assessment grid to decide a mark within the performance level. Read the 'Instructions for use' which accompanies the assessment grid prior to establishing a mark for each assessment objective and total mark.

GCSE Art and Design assessment grid

Instructions for use

You should use the assessment grid on the next page to assess all student work for both components and all titles.

- The assessment grid assesses the four Assessment Objectives equally.
- The four Assessment Objectives are in the first column, with performance descriptors running across the grid.
- The levels of performance head the six remaining columns.
- The six levels of performance each contain three marks.
- There is a maximum of 18 marks available for each Assessment Objective.
- Note that 0 marks should be awarded where work has not achieved the required standard for this qualification.

The descriptors in the assessment grid should be understood as follows:

- **Limited** – insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas.
- **Basic** – some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas.
- **Emerging competent** – knowledge, understanding and skills are generally adequate but safe.
- **Competent and consistent** – knowledge, understanding and skills are secure and cohesive throughout.
- **Confident and assured** – knowledge, understanding and skills are effective and focused throughout.
- **Exceptional** – knowledge, understanding and skills are in-depth, perceptive and accomplished throughout.

When assessing student work you should:

- refer to published visual exemplars to establish a secure understanding of how descriptors relate to practical evidence;
- use the bulleted descriptors in each box to determine which level of performance the evidence meets best, working through each Assessment Objective separately;
- use the descriptors holistically; there is not one mark available per descriptor;
- decide whether the evidence 'just' meets, 'mostly' meets or 'fully' meets the descriptors in the level of performance to determine the appropriate mark within the level of performance;
- use a best-fit approach to award the mark that corresponds most closely to the descriptors that have been met where evidence for an Assessment Objective meets descriptors from two or more different levels of performance;
- determine a mark out of 18 for each Assessment Objective and either circle the relevant mark or write it in the far right-hand column;
- add the marks for each Assessment Objective together for a total mark out of 72.

Centre number:

Title:

Candidate name:

Areas of study:

Subject code:

Candidate number:

GCSE assessment grid – you should use this assessment grid to assess all student work for both components and all titles

Assessment Objectives	0	Level 1 LIMITED ABILITY <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Level 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Level 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Level 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Level 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Level 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>			
		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
AO1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO1 mark
Develop ideas through investigations, demonstrating critical understanding of sources	No rewardable material	<ul style="list-style-type: none"> Development of ideas through investigations shows limited ability The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows emerging competence The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows competent and consistent ability The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows confident and assured ability The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them 			
AO2	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO2 mark
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	No rewardable material	<ul style="list-style-type: none"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection Limited ability to explore ideas through a process of experimentation and review Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection Basic ability to explore ideas through a process of experimentation and review Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Emerging competence in ability to refine work, driven by insights gained through exploration of ideas and reflection Emerging competence in ability to explore ideas through a process of experimentation and review Emerging competence in ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection Competent and consistent ability to explore ideas through a process of experimentation and review Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection Confident and assured ability to explore ideas through a process of experimentation and review Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas Exceptional ability to explore ideas through a process of experimentation and review Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			
AO3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO3 mark
Record ideas, observations and insights relevant to intentions as work progresses	No rewardable material	<ul style="list-style-type: none"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Limited ability to record relevant to intentions 			<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Basic ability to record relevant to intentions 			<ul style="list-style-type: none"> Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Emerging competence in ability to record relevant to intentions 			<ul style="list-style-type: none"> Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Competent and consistent ability to record relevant to intentions 			<ul style="list-style-type: none"> Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Confident and assured ability to record relevant to intentions 			<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Exceptional ability to record relevant to intentions 			
AO4	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO4 mark
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	No rewardable material	<ul style="list-style-type: none"> Limited ability to produce a personal and meaningful response Limited ability to realise intentions Realisations demonstrate limited understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response Basic ability to realise intentions Realisations demonstrate basic understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Emerging competence in ability to produce a personal and meaningful response Emerging competence in ability to realise intentions Realisations demonstrate emerging competence in understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Competent and consistent ability to produce a personal and meaningful response Competent and consistent ability to realise intentions Realisations demonstrate competent and consistent understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Confident and assured ability to produce a personal and meaningful response Confident and assured ability to realise intentions Realisations demonstrate confident and assured understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response Exceptional ability to realise intentions Realisations demonstrate exceptional understanding of visual language through application of formal elements 			
Total																				

Recording of marks for all GCSE work							Total marks out of 72 for each component	
Component	AO1 mark: indicate a mark out of 18	AO2 mark: indicate a mark out of 18	AO3 mark: indicate a mark out of 18	AO4 mark: indicate a mark out of 18				
Component 1 Personal Portfolio	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 1			
Component 2 Externally Set Assignment	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 2			

Component 1 Fine Art

Standard Mark - 59

	A01	A02	A03	A04	Total
Mark	15	15	15	14	59
Level	5	5	5	5	
	Fully confident and assured ability	Fully confident and assured ability	Fully confident and assured ability	Mostly confident and assured ability	

Keyword descriptors from the taxonomy:

Advanced
 Convincing
 Comprehensive
 Focused

Perceptive
 Refined
 Resolved

Examiner comments:

- The development of ideas is convincing and focused throughout and reflects a strong connection to contextual sources.
- Ideas are refined and reflected upon, through experimentation and exploration, whilst embracing a range of techniques.
- There is a confident and assured ability to record observations and insights through drawing, painting and stencil work.
- Annotation is perceptive, supporting the overall development of ideas.
- The candidate has realised their intentions through an engaging and refined response.



LINO PRINTING METHOD

... TO CREATE THE IMAGE OF A ...

HOUSING.

... TO CREATE THE IMAGE OF A ...

POVERTY.

... TO CREATE THE IMAGE OF A ...

INSPIRATION ARTISTS

... TO CREATE THE IMAGE OF A ...

BATIK

... TO CREATE THE IMAGE OF A ...

PLASTIC FUSING

... TO CREATE THE IMAGE OF A ...

BONDWEB TRANSFER

... TO CREATE THE IMAGE OF A ...

DO YOU OWN AN EMPTY PROPERTY OR A HOME?

... TO CREATE THE IMAGE OF A ...

THE HEONG GALLERY

... TO CREATE THE IMAGE OF A ...

WHY PAY MORE?

... TO CREATE THE IMAGE OF A ...

DEVELOPING ideas

Transient living

invisible lifestyle

I AM HERE Social Housing Project

I LIVE HERE

MATERIAL EXPERIMENTS

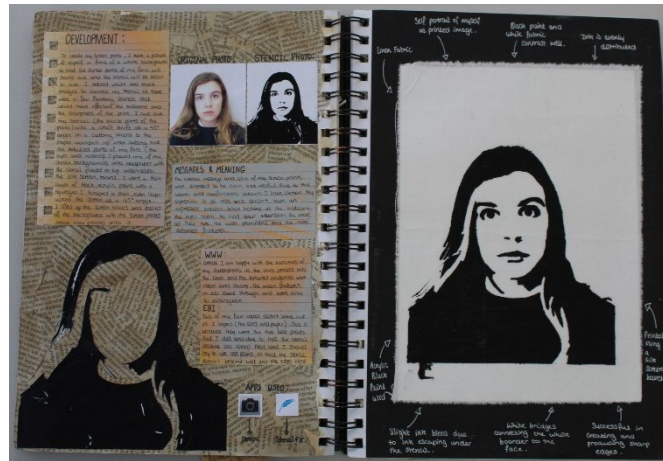
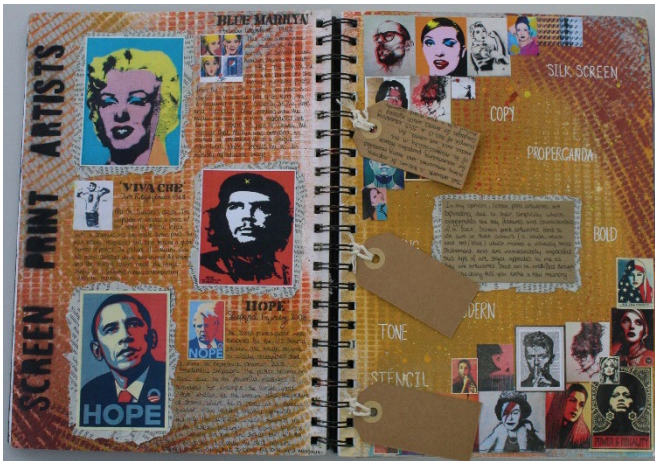
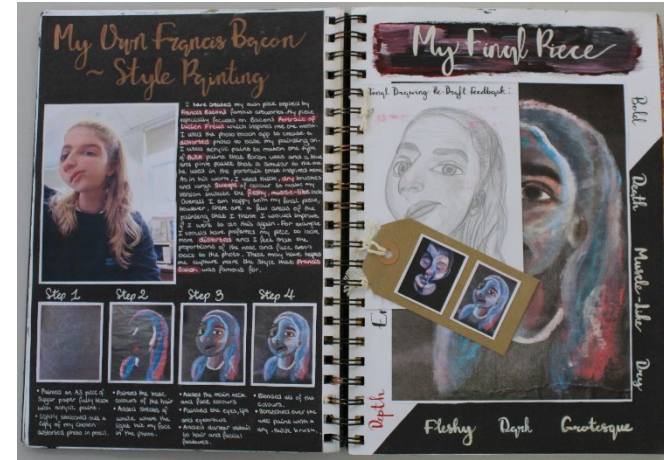
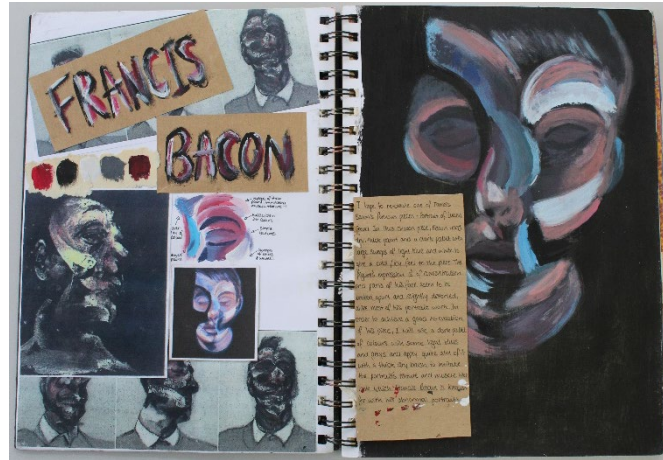
... TO CREATE THE IMAGE OF A ...

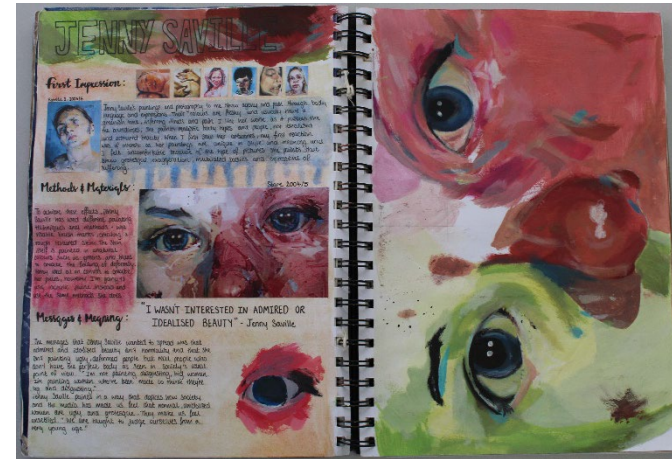
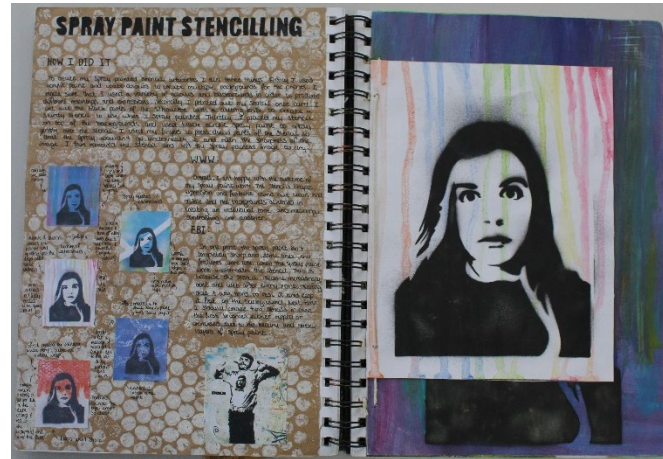
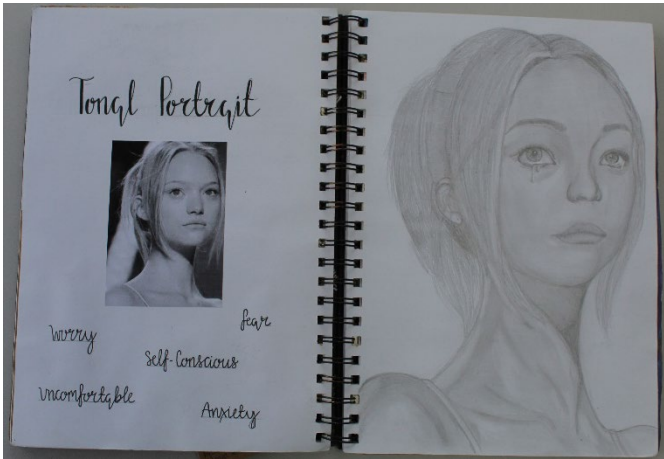
CAROLINE WALKER - TARM 10:30 SOUTHALL 2017

... TO CREATE THE IMAGE OF A ...

VISUAL ANALYSIS

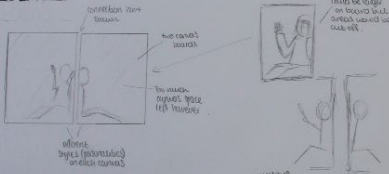
... TO CREATE THE IMAGE OF A ...



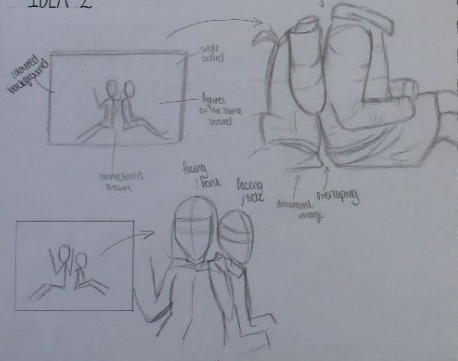


DESIGN IDEAS OVERVIEW

IDEA 1



IDEA 2



Backgrounds



- * Blue background are used a lot in Travel's artworks
- * The dark tones will show up and complement the bright yellow
- * Some of the darker colours such as the hair and outlines may be lost or hard to see.
- * could be too bright, along with the red/yellow
- * Works from the overall piece



- * Most common colour for Travel's backgrounds
- * It will show up all of the colours on the figure.
- * Can look quite bland instead of using a colour and might be less interesting to look at.



- * Most impressive colour.
- * Dark green light green.
- * Complements the yellow and the means the most out of all of the colours.
- * captures your attention.
- * Best fit colour on the eyes.



- * Show up lighter colours well.
- * Can clash with hair and outlines.
- * Complements the yellow colour.
- * Too homier looking.

Exam Plan

5 Hour Exam Wednesday 14th March 2018

Set up

- Before the exam - collect paints / colours and brushes needed
- Print of gridless photo to check from
 - Set up work area
 - Paint board background
 - Sketch out outlines and grid on board

Estimated Time Plan

- 8:55 - 9:10 - Finalise pencil outlines. Add details and finishing touches. Check proportions etc
- 9:10 - Begin painting hair on both figures.
- 9:50 - Begin painting skin areas, face and hands of realistic style figure and parts of abstract figure.
- 10:10 - Paint details on face - complete face - eyes and lips.
- 10:55 - Start yellow jacket - also details and shadows
- 12:35 - Finish jacket
- 1:25 - Start painting shirt
- 1:50 - Finish shirt, begin shoes
- 2:30 - Begin lines.
- 3:05 - End of exam

Equipment

- Acrylic paint
- Paint out of photo
- Brushes
- Masking tape
- Pallet
- Water pot
- Sketch board
- Pencil
- Rubber
- Sketchbook

Final Piece



Overall I am happy with how my final piece turned out. I was able to recreate and stay true to my design idea within the exam time limit and therefore created a solid piece. However, now that I have had an experience of developing my initial ideas into a final piece, looking back I would have prepared in a more time conscious way by considering painting larger figures so that finer details don't consume valuable exam time.



Component 1 Photography

Standard Mark - 57

	A01	A02	A03	A04	Total
Mark	14	15	15	13	57
Level	5	5	5	5	
	Mostly confident and assured ability	Fully confident and assured ability	Fully confident and assured ability	Just confident and assured ability	

Examiner comments:

- The development of ideas is convincing and shows a confident and assured ability to make personal responses through relevant investigations.
- Critical understanding of sources and context is focused and informs appropriate experimentation with photographic techniques.
- The candidate demonstrates a confident ability to record lens-based observations appropriate to their own development of ideas.
- Annotation is focused and engaged throughout.
- Meaningful responses are created by the candidate, reflecting their confident use of photo editing.

Keyword descriptors from the taxonomy:

Convincing	Refined
Comprehensive	Resolved
Focused	Perceptive



STRESSED

Polina Bachman

STRESSED
LOSS
COPE
SEEING
DEPRESSED

Plan: This photo shows mental health issues. The subject is a young woman who is stressed, sad, and depressed. The lighting is dark and moody, emphasizing her emotional state. The background is blurred, focusing attention on her face.

Analysis: The subject is a young woman with long dark hair, looking directly at the camera with a somber expression. Her face is partially obscured by shadows, creating a sense of mystery and inner turmoil. The lighting is dramatic, with strong highlights on her forehead and nose, while the rest of her face and the background are in deep shadow.

Editing: I added a dark, textured overlay to the photo, making it look more somber and mysterious. I also added some text and graphics to make it visually appealing.

TRAPPED

Christian Sumpson

Analysing

I like Christian Sumpson because of his unique style and the way he captures the human condition. His photos are often dark and moody, with a focus on the subject's face and emotions. He uses a lot of shadows and highlights to create a sense of depth and drama.

The photographer is called Christian Sumpson and his photos are often dark and moody. He uses a lot of shadows and highlights to create a sense of depth and drama. The subject is often a young woman, and he captures her in a way that is both intimate and mysterious.

Editing: I added a dark, textured overlay to the photo, making it look more somber and mysterious. I also added some text and graphics to make it visually appealing.

In The Style Of Christian Sumpson

Editing

Plan: This photo shows mental health issues. The subject is a young woman who is stressed, sad, and depressed. The lighting is dark and moody, emphasizing her emotional state. The background is blurred, focusing attention on her face.

Analysis: The subject is a young woman with long dark hair, looking directly at the camera with a somber expression. Her face is partially obscured by shadows, creating a sense of mystery and inner turmoil. The lighting is dramatic, with strong highlights on her forehead and nose, while the rest of her face and the background are in deep shadow.

Editing: I added a dark, textured overlay to the photo, making it look more somber and mysterious. I also added some text and graphics to make it visually appealing.

Polina Bachman

Analysis

Plan: This photo shows mental health issues. The subject is a young woman who is stressed, sad, and depressed. The lighting is dark and moody, emphasizing her emotional state. The background is blurred, focusing attention on her face.

Analysis: The subject is a young woman with long dark hair, looking directly at the camera with a somber expression. Her face is partially obscured by shadows, creating a sense of mystery and inner turmoil. The lighting is dramatic, with strong highlights on her forehead and nose, while the rest of her face and the background are in deep shadow.

Editing: I added a dark, textured overlay to the photo, making it look more somber and mysterious. I also added some text and graphics to make it visually appealing.

Mental Health

Editing

Plan: This photo shows mental health issues. The subject is a young woman who is stressed, sad, and depressed. The lighting is dark and moody, emphasizing her emotional state. The background is blurred, focusing attention on her face.

Analysis: The subject is a young woman with long dark hair, looking directly at the camera with a somber expression. Her face is partially obscured by shadows, creating a sense of mystery and inner turmoil. The lighting is dramatic, with strong highlights on her forehead and nose, while the rest of her face and the background are in deep shadow.

Editing: I added a dark, textured overlay to the photo, making it look more somber and mysterious. I also added some text and graphics to make it visually appealing.

Water Drop Experiment

EDIT

Plan: This photo shows mental health issues. The subject is a young woman who is stressed, sad, and depressed. The lighting is dark and moody, emphasizing her emotional state. The background is blurred, focusing attention on her face.

Analysis: The subject is a young woman with long dark hair, looking directly at the camera with a somber expression. Her face is partially obscured by shadows, creating a sense of mystery and inner turmoil. The lighting is dramatic, with strong highlights on her forehead and nose, while the rest of her face and the background are in deep shadow.

Editing: I added a dark, textured overlay to the photo, making it look more somber and mysterious. I also added some text and graphics to make it visually appealing.

HAND MANIPULATION SHOOT To Show Mental Health

Protestant Plan:

- 1. Subject with hands over face.
- 2. Edit by cutting when fingers are to show self harm and mental health problem.
- 3. Use background to enhance quality of depression.
- 4. Subject reacting to show their quality of depression.
- 5. Match and take lighting to keep the photo quite dark.

I adjusted the colour by decreasing the brightness and contrast. I also decreased the contrast to turn the photo into blue and white.

These photos show someone because these are things missing through her having her eyes close. The good thing is her fingers represent the good things her inner.

It went well because the position of all the way up her fingers and into her eye.

It would have been better if someone was better because someone was better because it would show she was not control.

Labels for the grid: "no blue background", "no blue", "leg done", "Composition black this", "good lighting", "good background", "no blue", "good lighting".

EDITING

I increased the brightness, but decreased the contrast. Decreased the saturation so that the photo into blue and white. I edited a couple and showed the photo.

It shows mental health because the sculler appeared her self harm and the blue background makes it quality of depression.

It went well because the sculler had to her fingers and they cover most of her face.

It would have been better if they were better but still night.

MENTAL HEALTH

Protestant Plan:

- 1. Subject with hands over face.
- 2. Edit by cutting when fingers are to show self harm and mental health problem.
- 3. Use background to enhance quality of depression.
- 4. Subject reacting to show their quality of depression.
- 5. Match and take lighting to keep the photo quite dark.

Christian symptoms: impaired the world of mental health. Mental health is a complex of many things. Mental health is a complex of many things.

Take a couple photos of a person's eyes to show they are looking at the camera. Mental health is a complex of many things.

Shoot using background and light to show the person. Or take a couple photos of a person's eyes to show they are looking at the camera. Mental health is a complex of many things.

Labels for the grid: "no blue background", "no blue", "leg done", "Composition black this", "good lighting", "good background", "no blue", "good lighting".

Christian Symptoms
A visual depiction of mental health

The photograph aims to focus on the person's face, showing the eyes and hands, representing a state of mental health. The person's face is the main focus, with the hands covering the eyes, symbolizing a state of mental health. The person's face is the main focus, with the hands covering the eyes, symbolizing a state of mental health.

This photograph has inspired me to take photos with different light sources for example a harsh light on the subject or a light to create a shadow. I will use hard lighting, create a shadow on the side of the subject to use the light to create a shadow showing to be. They have also inspired me to try using shadows and different levels of light to enhance the photo focus or use objects to draw the focus to a certain part of the photo like the hand. I have also inspired me to use objects to draw the focus to a certain part of the photo like the hand. I have also inspired me to use objects to draw the focus to a certain part of the photo like the hand.

The photograph is of a female subject looking towards the camera. Behind her are a hand holding her eye open. The other eye covered by hair. She is looking at the camera with a hand holding her eye open. The other eye covered by hair. She is looking at the camera with a hand holding her eye open. The other eye covered by hair.

Christian symptoms is trying to show how someone with mental health is involved through his own "visual depiction of mental health". The photo was taken to show someone who suffers from mental health and what it feels like. The photo was taken to show someone who suffers from mental health and what it feels like. The photo was taken to show someone who suffers from mental health and what it feels like.

PHOTOSHOOT TO SHOW Bipolar

Protestant Plan:

- 1. Subject with hands over face.
- 2. Edit by cutting when fingers are to show self harm and mental health problem.
- 3. Use background to enhance quality of depression.
- 4. Subject reacting to show their quality of depression.
- 5. Match and take lighting to keep the photo quite dark.

I suggest the shooting then I used the hand I edited a couple around the edge of the photo and the background.

This shoot went well because the two people both got in the scene and appeared well. It was well because the two people both got in the scene and appeared well. It was well because the two people both got in the scene and appeared well.

It would have been better if the photo was a bit brighter and the background was a bit darker. It would have been better if the photo was a bit brighter and the background was a bit darker. It would have been better if the photo was a bit brighter and the background was a bit darker.

Labels for the grid: "good lighting", "good background", "no blue", "good lighting".

PHOTOSHOOT TO SHOW Mental Health

Protestant Plan:

- 1. Subject with hands over face.
- 2. Edit by cutting when fingers are to show self harm and mental health problem.
- 3. Use background to enhance quality of depression.
- 4. Subject reacting to show their quality of depression.
- 5. Match and take lighting to keep the photo quite dark.

It would have been better if I had used the background and light to show the person. Or take a couple photos of a person's eyes to show they are looking at the camera. Mental health is a complex of many things.


It would have been better if I had used the background and light to show the person. Or take a couple photos of a person's eyes to show they are looking at the camera. Mental health is a complex of many things.

It would have been better if I had used the background and light to show the person. Or take a couple photos of a person's eyes to show they are looking at the camera. Mental health is a complex of many things.

Labels for the grid: "good lighting", "good background", "no blue", "good lighting".

Final piece planning to show Mental Health

The message behind my work is that people don't choose to suffer mental health and they're forced to live with it. My photos show the effects of mental health for example anxiety, confusion and obsessive thinking.




Tick list

- To take 2 long exposure shots in b/w where there is minimal movement captured
- Continue to shoot different subjects with shadows
- Experiment showing, popular in different ways
- 2 portrait shots to burn

I'm going to use a range of portraiture to show mental health. All the photos will be in black and white because it shows depression. I'm representing mental health by:

- Using shadows (like a fence) to show the subject is feeling trapped.
- Using double exposure to show 2 sides to one person.
- Burning faces to show the subject having confused thoughts and feeling depressed.
- Using long exposure to create blur to show confusion.




Refining For My Final Piece

It will show my message Mental Health by using a long shutter speed.

Photoshoot Plan:

- Natural lighting
- Flare, grey background
- Composing in corner of photo
- Edit into black and white
- Long exposure

Contact Sheet




Edit

I added the photo into black and white then added a vignette around the subject. I also used the exposure tool in photoshop to get rid of the graininess in the background and the subject.

The shoot will not become the final result because the blur in the photo shows how someone with mental health sees the world. It shows them being trapped.

I added to improve they showing only one person. I took my 2 photos being after their team member in the corner to show them being prisoners.




Refining For My Final Piece

It will show Mental Health by using long exposure.

Photoshoot Plan:

- Natural lighting
- Flare, grey background
- Composing in corner of photo
- Edit into black and white
- Long exposure

Contact Sheet

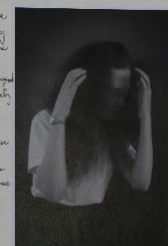


Edit

I used lightroom to turn the photo into black and white. I added a vignette to make the subject stand out. I also used the exposure tool in photoshop to get rid of the graininess in the background and the subject.

The shoot will become the final result because the blur in the photo shows how someone with mental health sees the world. It shows them being trapped.

I added to improve they showing only one person. I took my 2 photos being after their team member in the corner to show them being prisoners.



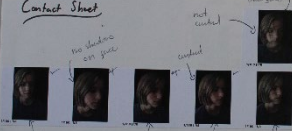
Refining For My Final Piece

It will show Mental Health by using a shadow of wire.

Photoshoot Plan:

- Natural lighting
- Flare, grey background
- Composing in corner of photo
- Edit into black and white
- Long exposure

Contact Sheet

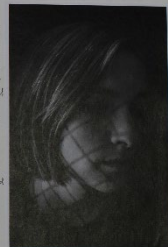


Edit

I used lightroom to turn the photo into black and white. I added a vignette to make the subject stand out. I also used the exposure tool in photoshop to get rid of the graininess in the background and the subject.

The shoot will not become the final result because the blur in the photo shows how someone with mental health sees the world. It shows them being trapped.

I added to improve they showing only one person. I took my 2 photos being after their team member in the corner to show them being prisoners.




Refining For My Final Piece

It will use a shadow to show the message Mental Health.

Photoshoot Plan:

- Natural lighting
- Flare, grey background
- Composing in corner of photo
- Edit into black and white
- Long exposure

Contact Sheet




Edit

I used lightroom to turn the photo into black and white. I added a vignette to make the subject stand out. I also used the exposure tool in photoshop to get rid of the graininess in the background and the subject.

The shoot will not become the final result because the blur in the photo shows how someone with mental health sees the world. It shows them being trapped.

I added to improve they showing only one person. I took my 2 photos being after their team member in the corner to show them being prisoners.




Refining For My Final Piece

It will show bipolar by using double exposure.

Photoshoot Plan:

- Natural lighting
- Flare, grey background
- Composing in corner of photo
- Edit into black and white
- Long exposure

Contact Sheet

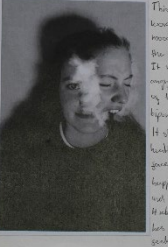


Edit

I used lightroom to turn the photo into black and white. I added a vignette to make the subject stand out. I also used the exposure tool in photoshop to get rid of the graininess in the background and the subject.

The shoot will not become the final result because the blur in the photo shows how someone with mental health sees the world. It shows them being trapped.

I added to improve they showing only one person. I took my 2 photos being after their team member in the corner to show them being prisoners.



Refining For My Final Piece

I will show Rippler to show the message of Mental Health by using double exposure.

Photoshoot Plan:

- double exposure
- edited by layering two photos
- edit into black and white
- light showing on both the faces
- studio lighting

Contact Sheet

I used Photoshop to layer the two photos, used the screen tool to make edges of the faces and used post photo opacity of the other then I dissolved into black and white and inverted the contrast.

The editing used will increase the opacity of the faces, is blurring out by the other one, used the white layer show how quickly their feelings and change who they were together.

It shows my message of mental health because the two layered photos show how just people who have together disappear mental things.

Refining For My Final Piece

I will show Mental Health by burning the faces and hand manipulating the photo.

Photoshoot Plan:

- Burn background
- subject layering into camera
- burn faces
- contrast composition
- edit into black and white

Contact Sheet

I used Photoshop to burn the faces and contrast is good. The composition is also good because the 1/4 the bottom of the photo.

I show my message of mental health because the hand part in the subject's face shows she is being caught by feelings she is always getting her mind.

I edited two photos using Photoshop to change the colour, contrast and saturation. I also burned the exposure to increase the photo brightness.

Mental will become the colour and contrast is good. The composition is also good because the 1/4 the bottom of the photo.

Refining For My Final Piece

I will show my message of Mental Health by using wire.

Photoshoot Plan:

- Subject masked
- layering at camera
- use wire over your first gear in front.
- Burn background
- studio lighting

Contact Sheet

I used Photoshop to add the photo, I removed the brightness and the white to make the white less bright than I added in opacity to make the edges darker and the subject stand out. I dissolved the photo to form the photo and black and white.

It used will because the subject is in front and the wire is behind and they are bright white and dark from the dark then background. The white being white the camera white shows the wire being so high.

It relates to mental health because the woman shows she's getting trapped behind something and that's why her face's only.

Refining For My Final Piece

I will use wire over the subjects face to show the message of Mental Health.

Photoshoot Plan:

- Fixing the focus
- wire over face
- edit into black and white
- Burn background
- studio lighting
- large depth of field

Contact Sheet

I used Photoshop to add the photo.

- Dissolved subject to turn into black and white
- burned contrast
- brightness adjust to make wire stand out
- inverted contrast
- added opacity

This used will because the wire is out of focus and is bright white, which contrasts to the dark background. It also used will because the wire goes over the subject's mouth. The wire mental health because the wire represents the subject's feeling trapped and wants to die. It is also quite a dark photo which means the quality of depression seems stronger.

Refining For My Final Piece

I will use a tape measure to show the message Mental Health.

Photoshoot Plan:

- Use tape measure
- Burn background
- layering at camera
- edit into black and white
- Subject masked

Contact Sheet

This sheet used will because the tape measure represents to the end of the dark photo. This shows the eye and nose, the message of mental health and camera.

It represents mental health because she is trapped in the tape measure, which is the end of her life and it is all she can think about.

Refining For My Final Piece

I will show Mental Health message by using a tape measure.

Photoshoot Plan:

- Masked lighting
- contrast subject
- Burn background
- edit into black and white
- Tape measure around subject

Contact Sheet

I used light room to increase the contrast and from the photo into black and white. I also increased the white to make the tape measure stand out. Finally I added in opacity.

This used will because the tape measure is in front of the subject and represents the subject's life. It also used will because it's not too close to the subject, which is in the background.

It represents camera because all the subject was there is a low angle and quite bright in a high measure because they're surrounded with the light.

A Shoot To Show Change In a Place

Photoshoot Plan:

- Landscape orientation
- Natural lighting
- Multiple exposure
- Keep in colour

Show change because the area in the photo will show calmness and business.

Editing

I used Photoshop to cut out the buildings and signs and layer them in and use the brush tool to draw the sky.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

It would be better if the road road was bigger and busier.

I show the present because the digital collage has more to do and the buildings are taller and the sky is blue.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

Emulsion Transfer

I used wood because I was inspired by Jon Measures who printed onto wood and painted on it.

The equipment I needed was:

- emulsion
- printed photo
- wood
- paint brush
- damp sponge
- Hairdryer

Transfer Step By Step

- 1) Paint on wood and an image
- 2) Place the image face down onto the wood
- 3) Flatten the photo and dry
- 4) Use the sponge to remove the paper

It went well because I like the colours more because they are faded and gentle which is because of the grey emulsion. The lines are more soft to look at and the edges aren't as neat which shows the wood underneath.

I am going to retry it with white emulsion and add colour after onto it like Jon Measures.

Experimenting with colour and Emulsion Transfer

Development

I have shown my message by using long exposure shows time passing and the change in a city multiple exposures - the layers show development a digital collage - shows how parts of places develop.

I am going to keep showing my message through digital collage editing but I will try using long exposure photos in the collage because it will show time passing.

I am going to look at two photographers called Lynette Jackson and Giacomotti Costa because I think Giacomo Costa's style could show how cities are becoming bigger. And I like the colours Lynette Jackson uses.

I have chosen the message development because Cambridge's population is growing. The population has increased by 15% in the last decade from 129000 to 150000, so the city has to expand and become more modern even though it is famous for being old.

I have been influenced by Jon Measures because he shows the complexity of cities and prints on wood. Beomisk Won and Sven Pormmer also inspired me because I like how they edit their photos.

A Shoot To Show Development with Time

Photoshoot Plan:

- Keep in colour
- Multiple exposure
- Natural lighting portrait orientation
- Long exposure photo

Shows development because the long exposure will show time passing and the buildings developing.

Editing

I used Photoshop to cut out buildings and signs and layer them in and use the brush tool to draw the sky.

It would be better if the road road was bigger and busier.

I show the present because the digital collage has more to do and the buildings are taller and the sky is blue.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

A Shoot To Show Development

Photoshoot Plan:

- Portrait orientation
- Natural lighting
- Layer photos
- Edit into black and white

It will show change because one of the photos will be of stairs showing buildings getting taller as a place develops.

It went well because the buildings line up and work well on top of each other. The sky is also good.

It shows development because the older building on the bottom and the stairs show how buildings get taller and denser.

It sounds interesting because there is a place in the window. And the bottom building isn't tall enough.

Editing

I used Photoshop to cut out the buildings and signs and layer them in and use the brush tool to draw the sky.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

I want to make the long exposure photo work well into the photo and the parts layer well in the edit.

Planning My Final Piece

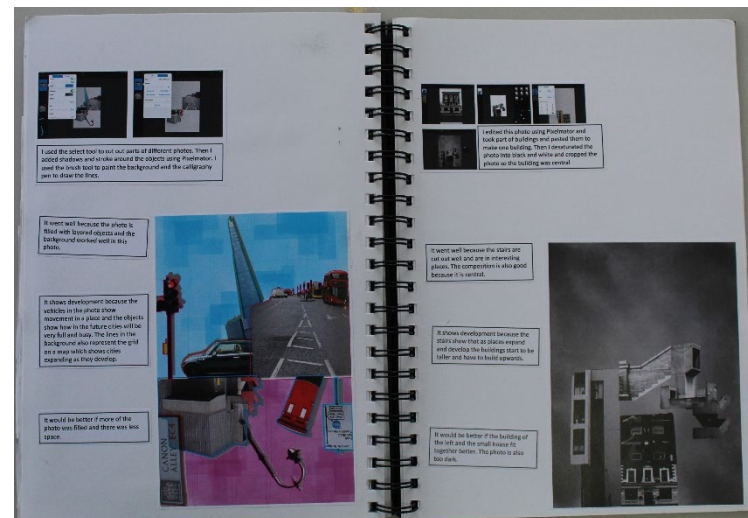
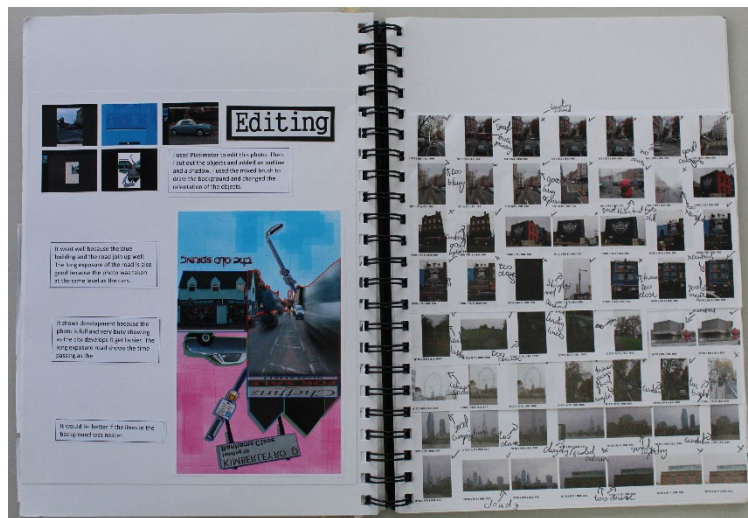
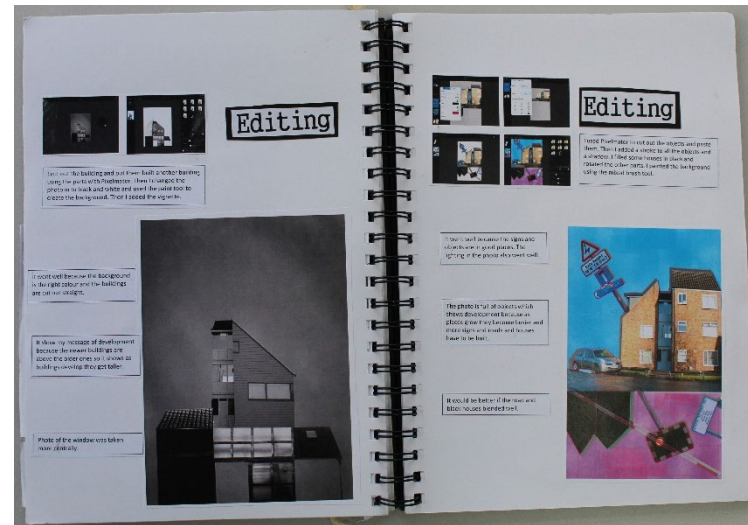
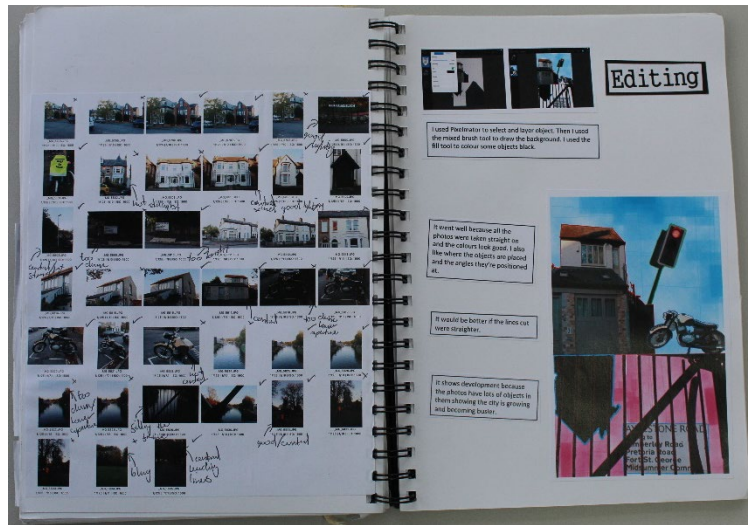
I have been inspired by Jon Measures because he prints his work onto wood and Beomisk Won because of the way he edits photos.

I have experimented editing in the style of Beomisk Won and for my final piece I am going to create edits inspired by Beomisk Won. I will also edit my photos using digital collage and then print them on wood.

My ideas will refer to past present and future because one of the photos in the digital collage will be long exposure representing the time passing. There will be other photos layered on top with show pieces being developed. The photos inspired by Beomisk Won will show past, present and future because there will be older buildings on the bottom and taller buildings showing the development and growth in the future.

I am going to:

- I am going to take a range of photos of modern buildings they will be taken straight on and some will be tilted the frame and some will be taken at an angle.
- I will continue to refine my stacking of buildings by using Photoshop. I will only use grey backgrounds, not colour.
- I am going to take photographs of buildings, road signs and roads to continue editing my digital collages.
- Continue practicing emulsion transfer for my final piece.
- Develop an idea to present my work to emphasise my message on development.



Component 1 Fine Art

Standard Mark - 57

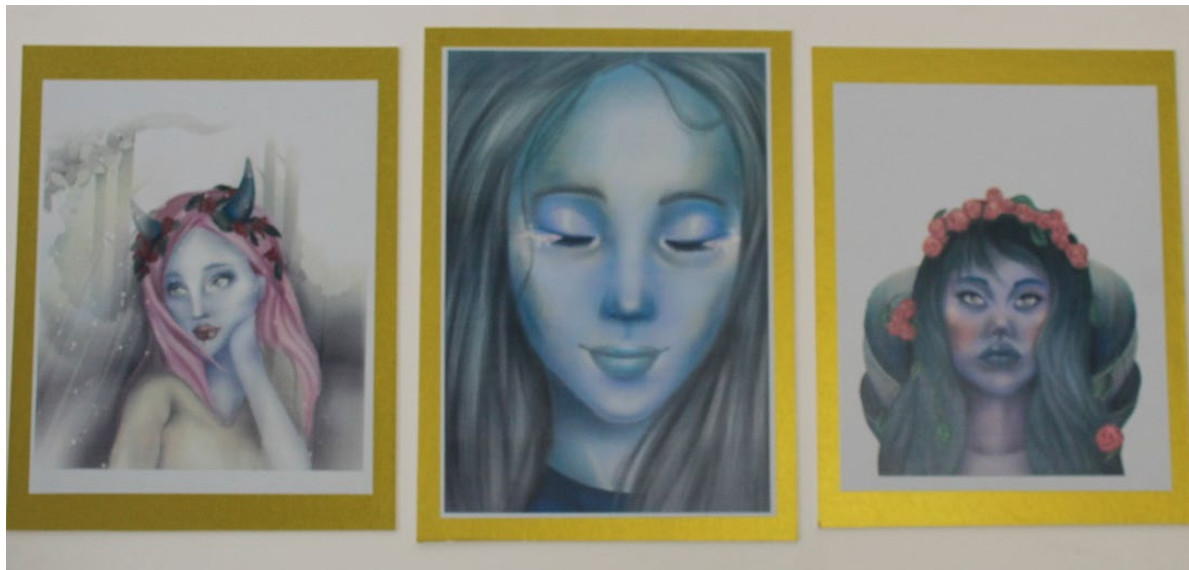
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Mark	14	14	15	14	57
Level	5	5	5	5	
	Mostly confident and assured ability	Mostly confident and assured ability	Fully confident and assured ability	Mostly confident and assured ability	

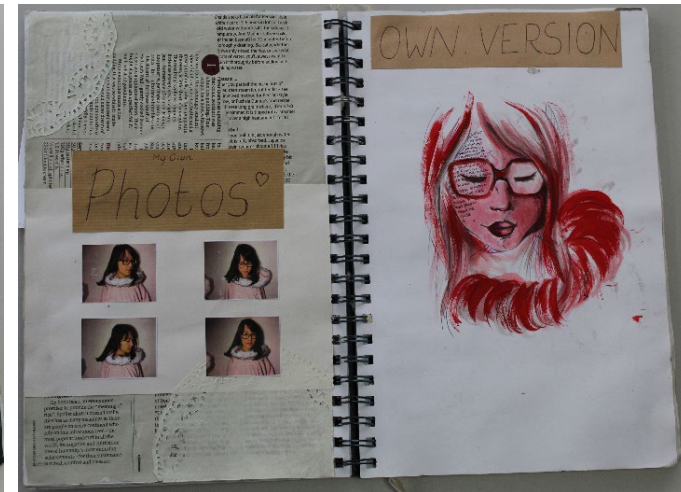
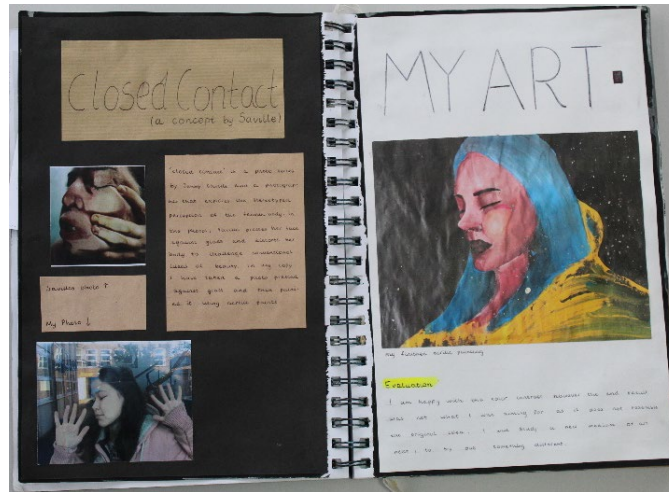
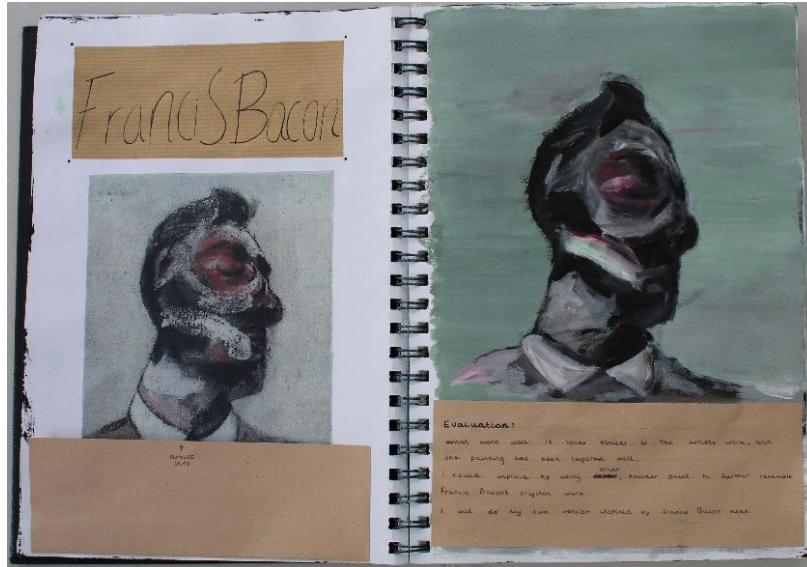
Keyword descriptors from the taxonomy:

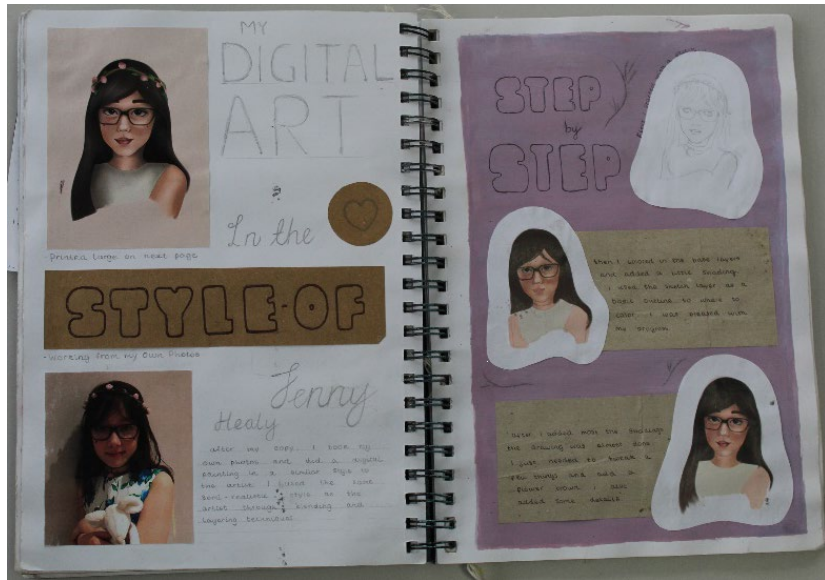
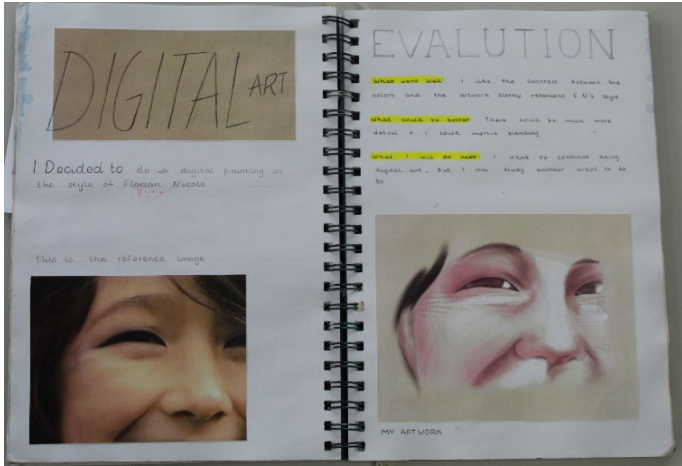
Advanced	Focused
Convincing	Refined
Comprehensive	Resolved

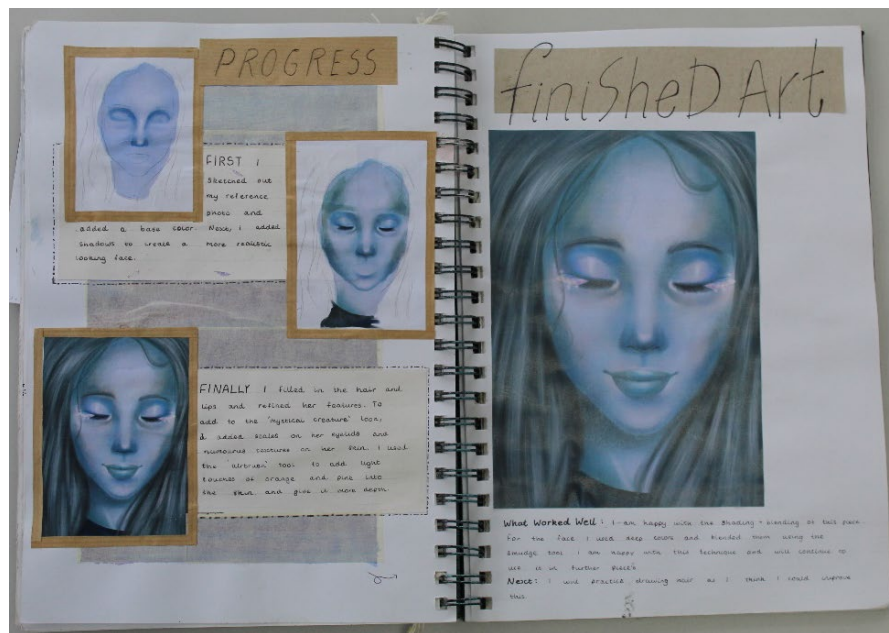
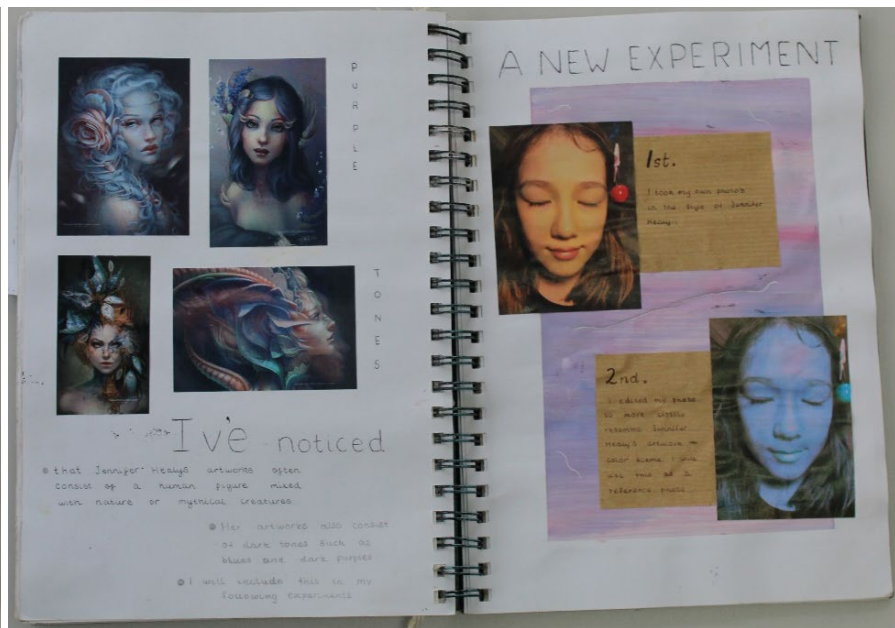
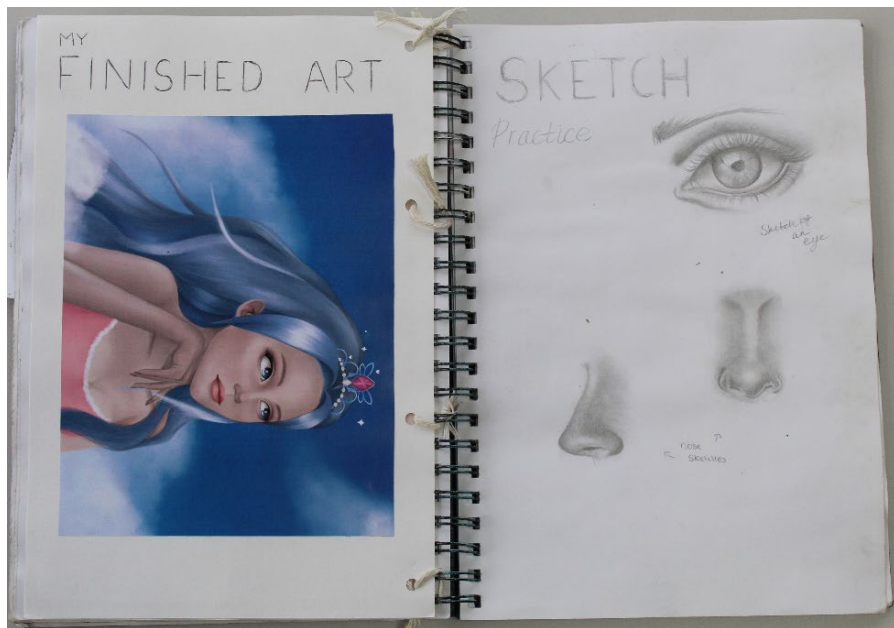
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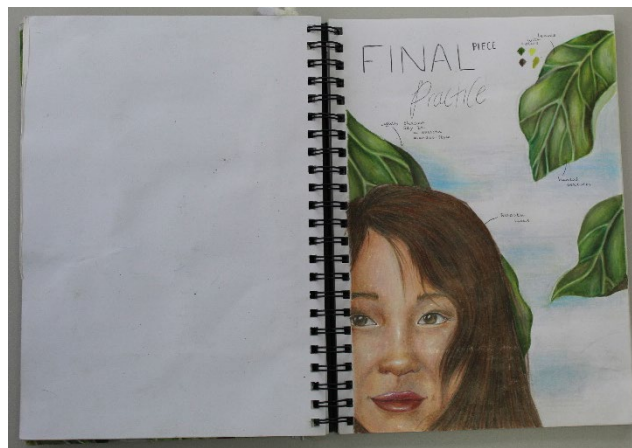
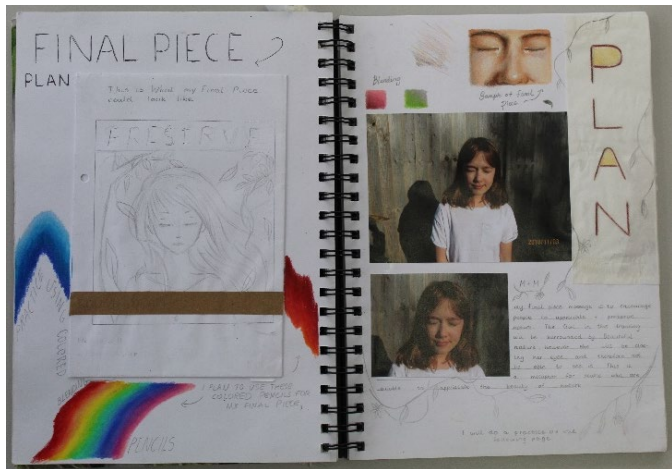
- The candidate has produced a convincing and comprehensive body of work that reflects genuine enquiry.
- Relevant techniques are developed, including digital practices that inform and refine their visual investigations and experiments.
- Annotation is relevant and reflects a confident and assured critical understanding of sources.
- Refinement of techniques and ideas are convincing and comprehensive.
- The candidate is able to produce resolved outcomes that demonstrate a confident and assured understanding of visual language.











Component 1 Fine Art

Standard Mark - 51

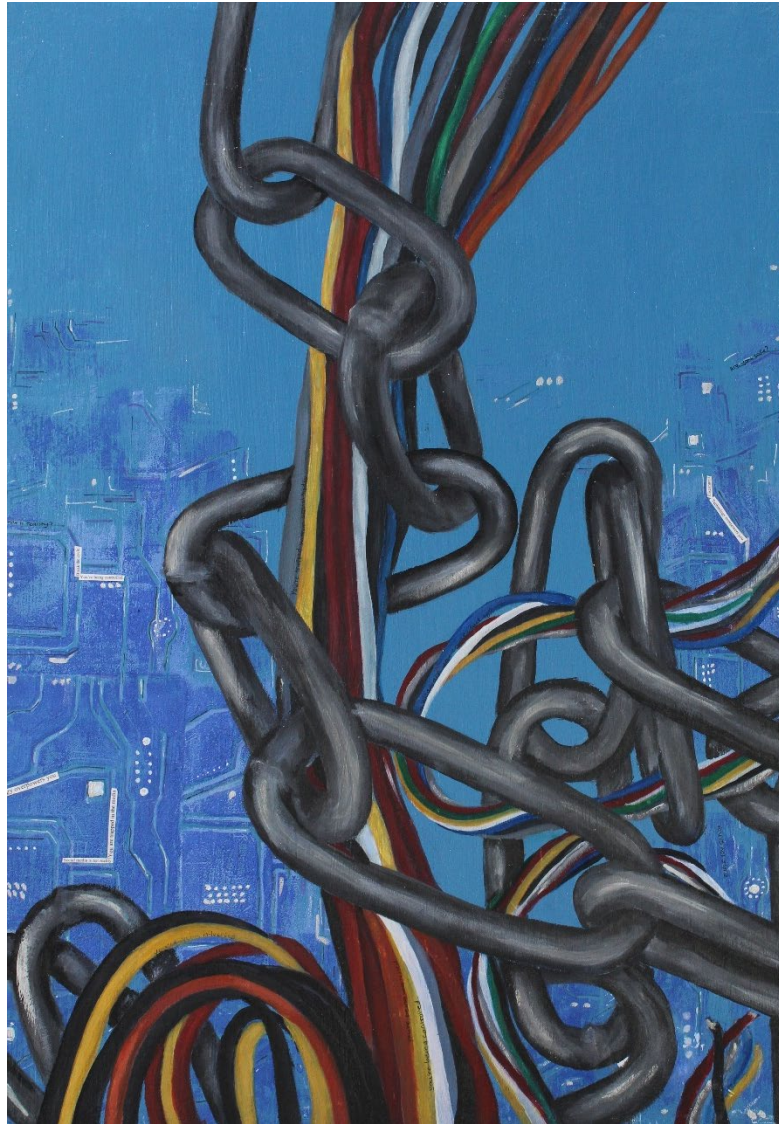
	A01	A02	A03	A04	Total
Mark	13	13	12	13	51
Level	5	5	4	5	
	Just confident and assured ability	Just confident and assured ability	Fully competent and consistent ability	Just confident and assured ability	

Keyword descriptors from the taxonomy:

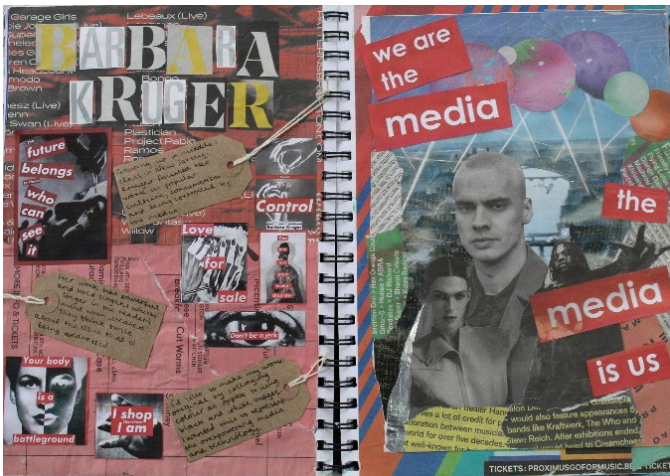
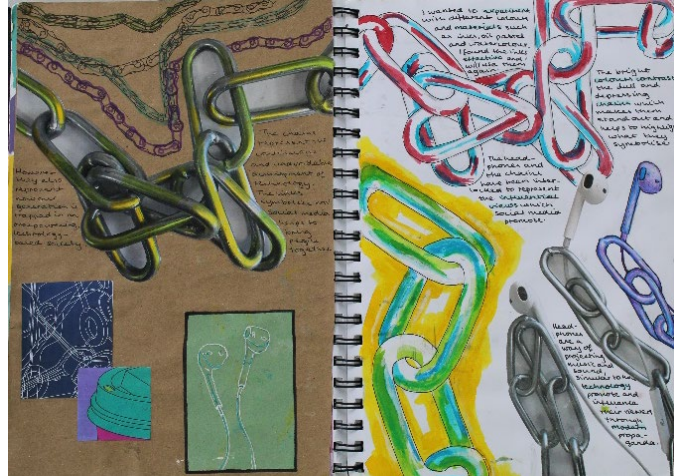
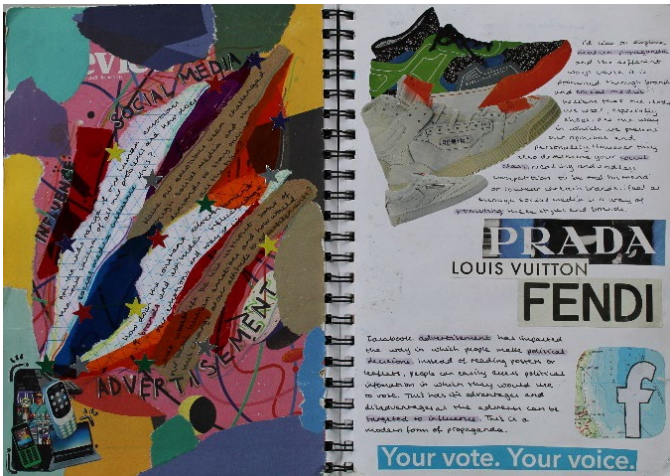
Informed	Skilful
Purposeful	Thoughtful
Secure	Cohesive
Engaged	Refined
	Comprehensive

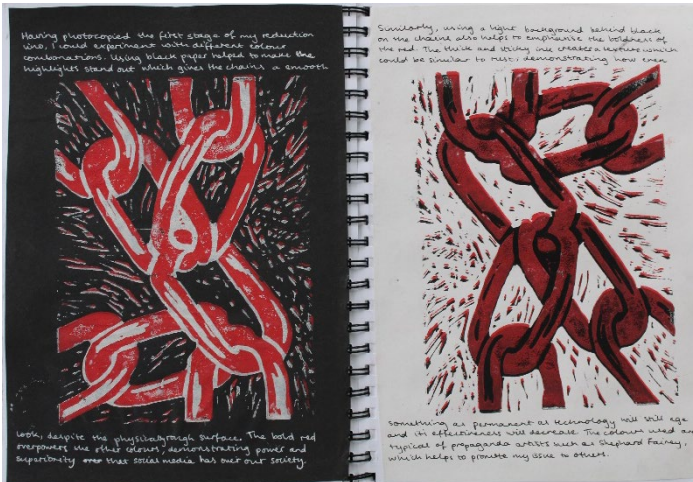
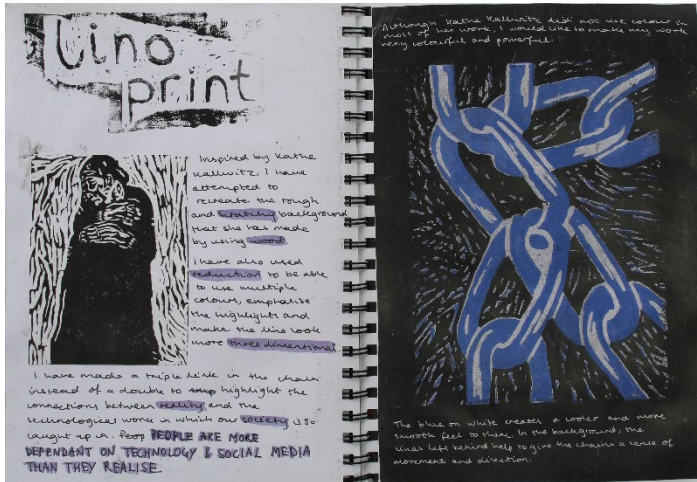
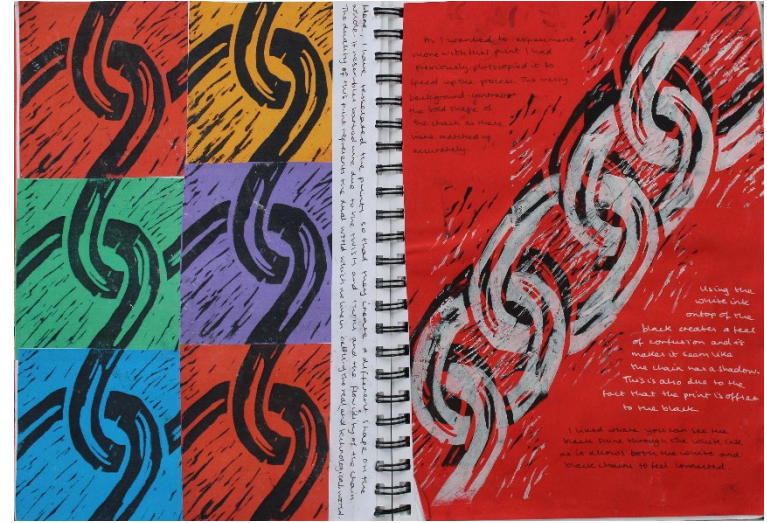
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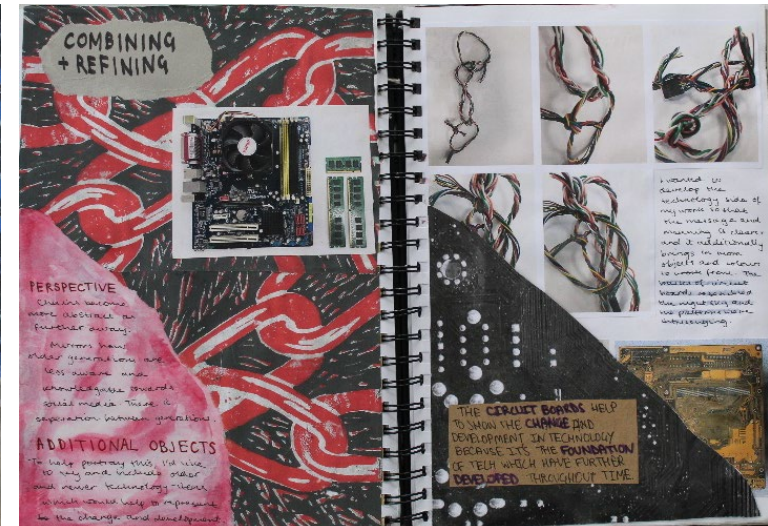
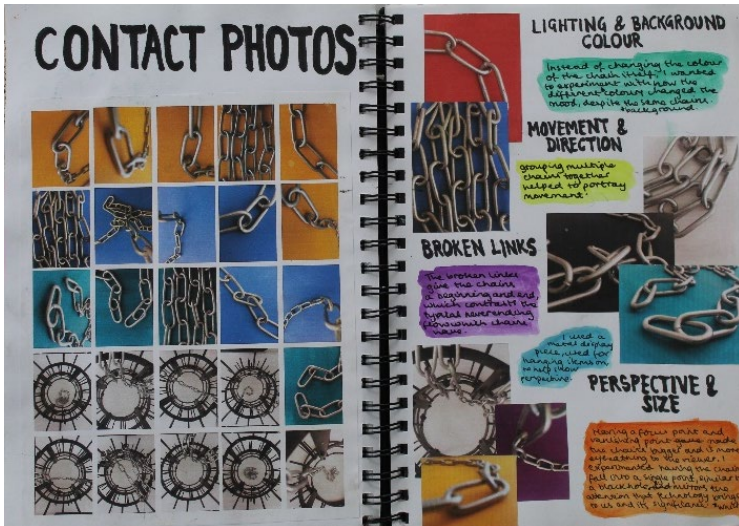
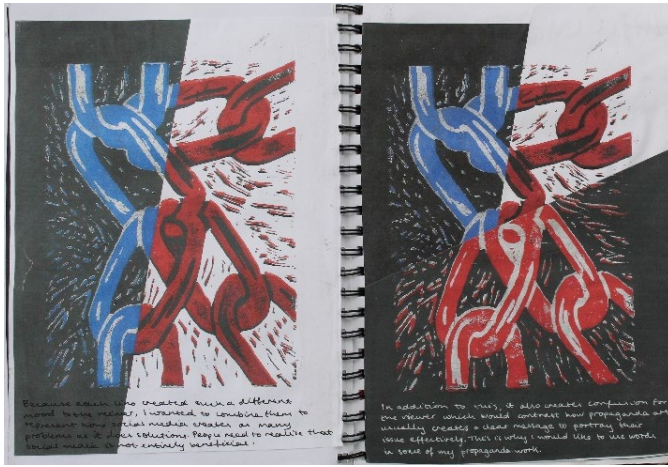
- The candidate develops ideas creating a comprehensive body of work.
- Observations are recorded with skill, supported with purposeful annotation.
- The candidate is engaged in the process of refining ideas through experimenting across a range of mediums and techniques.
- Refined responses are presented through informed and confident development of ideas.

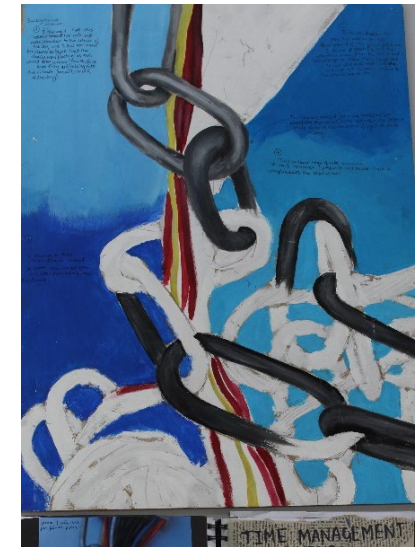
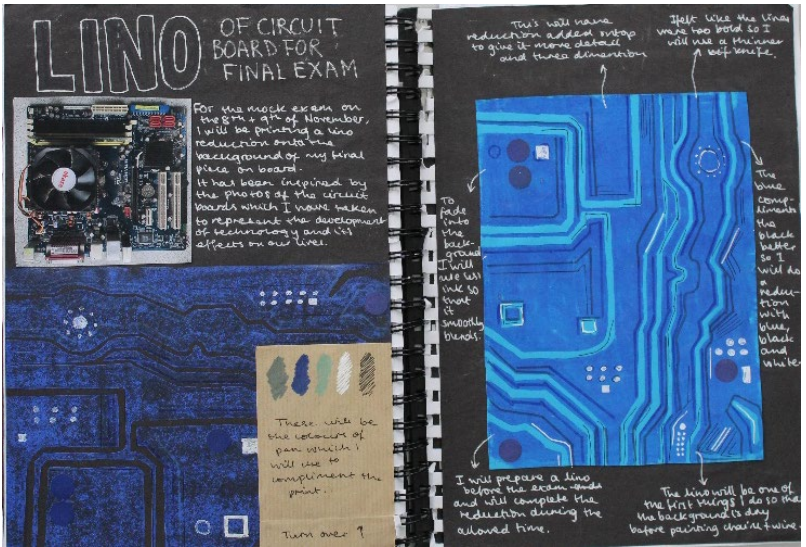
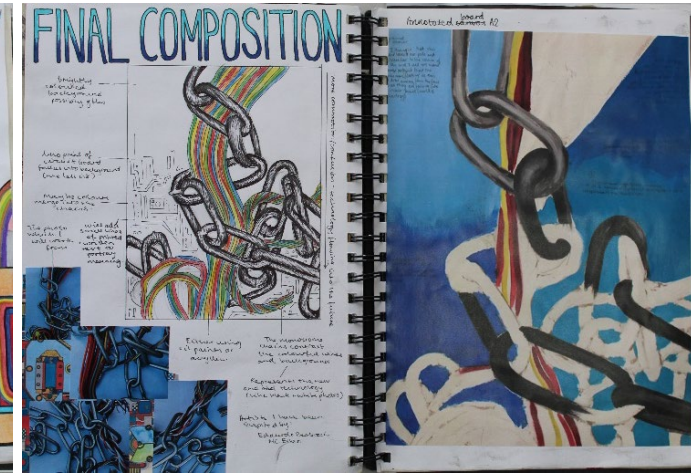
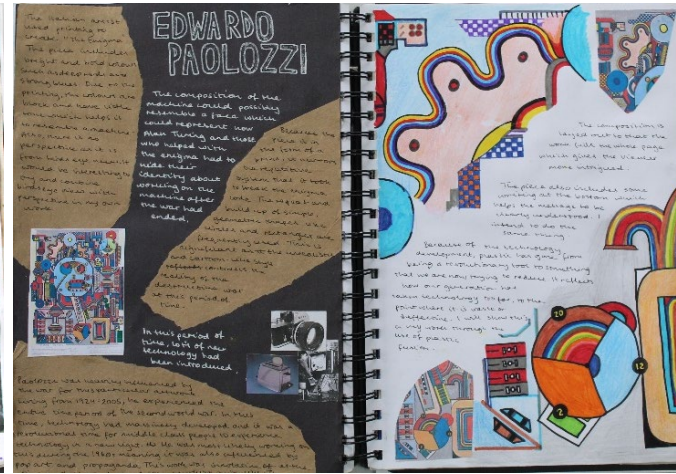
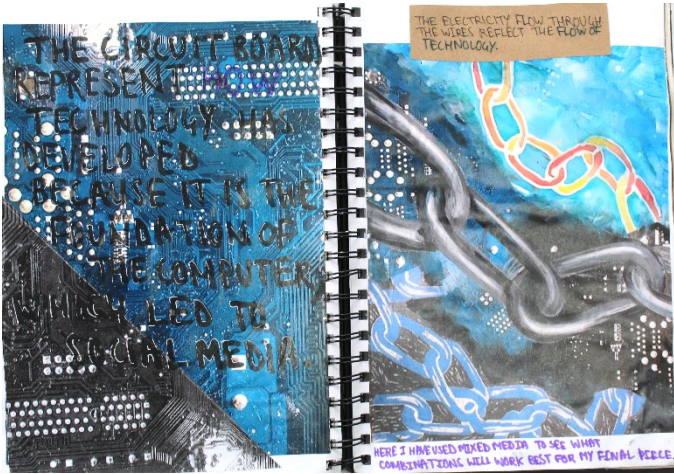


Standard Mark - 51









Component 1 Fine Art

Standard Mark - 48

	A01	A02	A03	A04	Total
Mark	12	12	12	12	48
Level	4	4	4	4	
	Fully competent and consistent ability	Fully competent and consistent ability	Fully competent and consistent ability	Fully competent and consistent ability	

Keyword descriptors from the taxonomy:

Informed

Skilful

Purposeful

Thoughtful

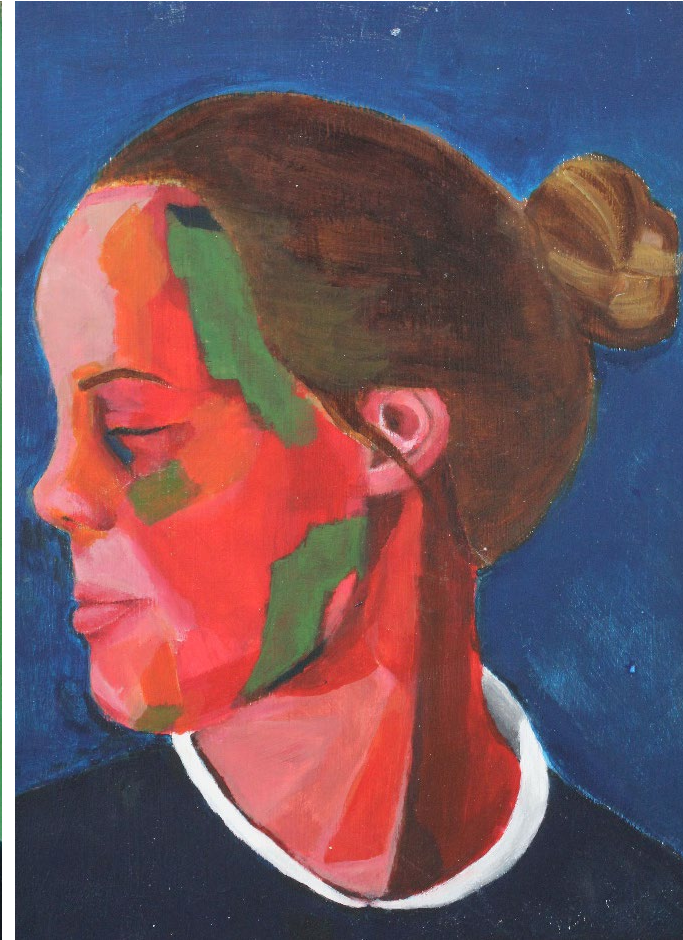
Secure

Cohesive

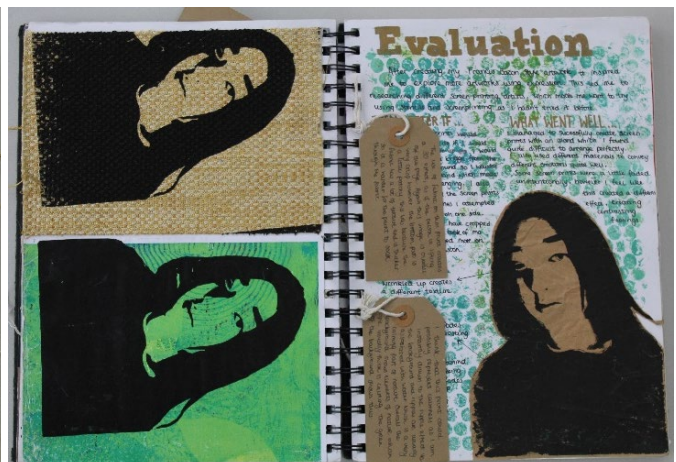
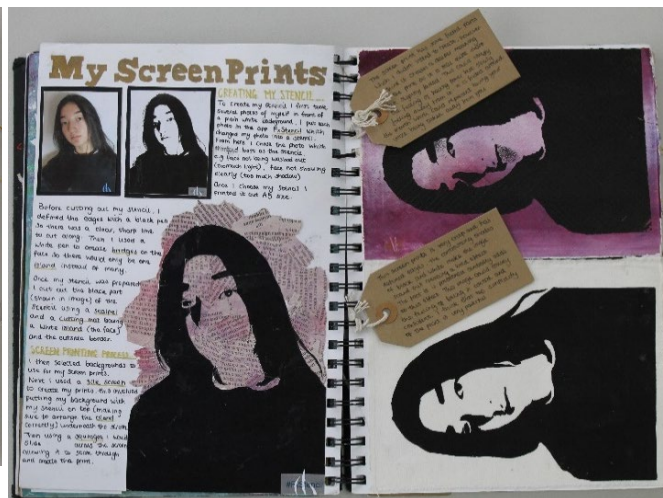
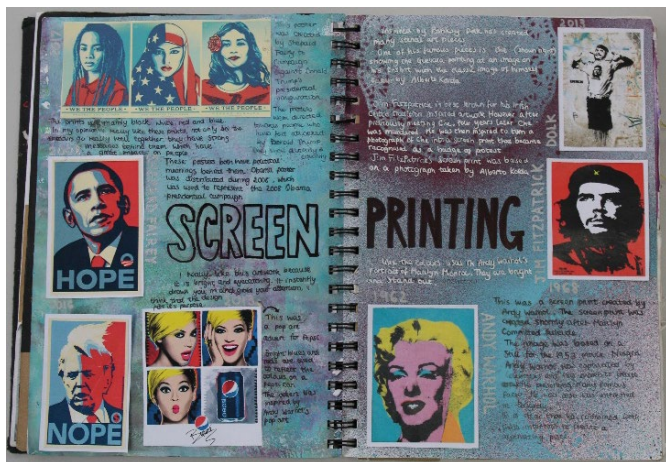
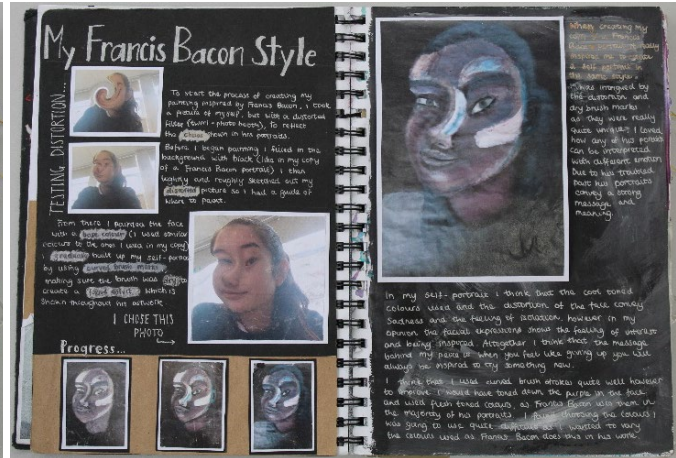
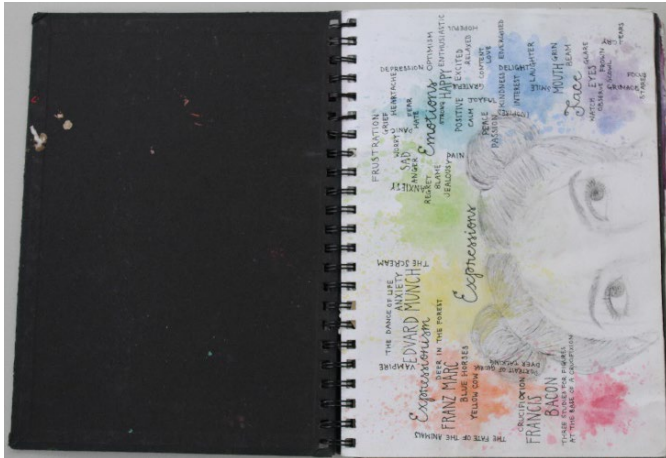
Engaged

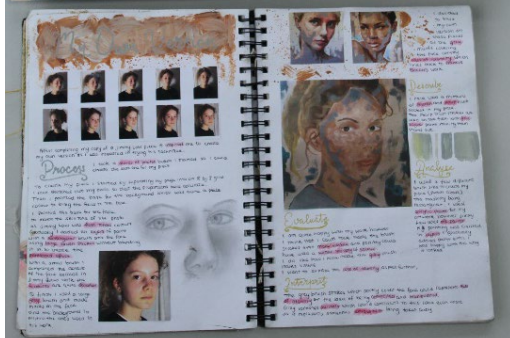
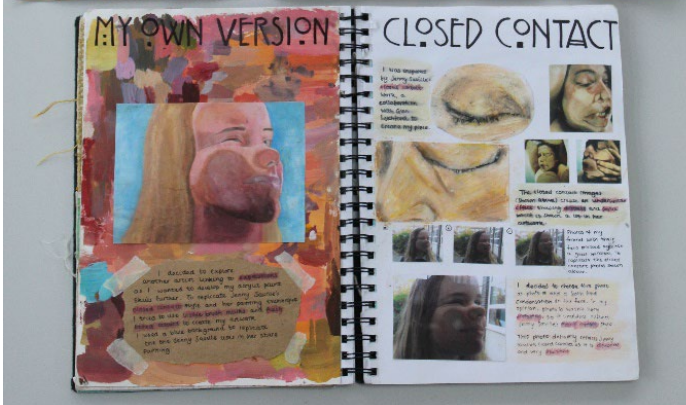
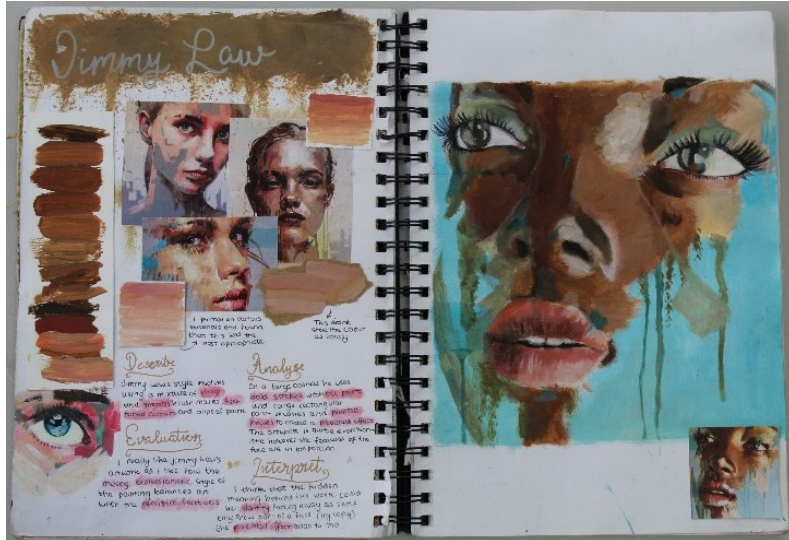
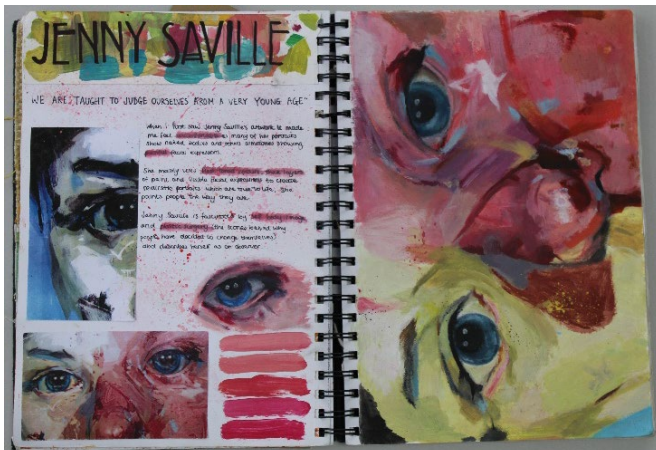
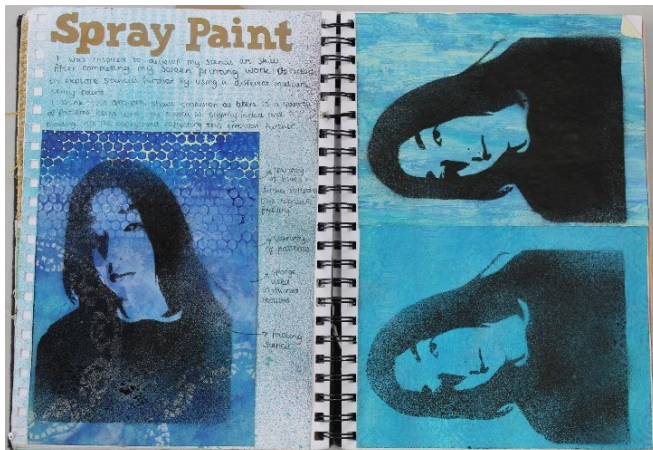
Examiner comments:

- Knowledge, understanding and skills are cohesive throughout, particularly within their painting.
- There is evidence of competent and consistent ability to select and experiment with a diverse range of materials and techniques.
- Annotation gives insights into the candidate's developing ideas. The candidate thoughtfully refines their ideas through exploration of media and review of processes.
- Realisations are informed and thoughtful and reflect the rigour of the skilful process led experimentation.



Standard Mark - 48





Initial ideas...

For my initial piece I used the colour red to create a sense of **urgency**. The face is very pale and almost featureless, with the only colour being the red on the lips. The use of red with white makes the face look like a mask.

Simon Birch

- Blurred
- Faded
- Isolation
- Loss of Identity
- uncompleted faces
- distortion

Describe
I have used bright **colours** to bring them to board in sharp **contrast** with the rest of the piece.

Analyse
I like how my piece created due to the use of **strong** brush strokes and using **white** layers of paint that was done to keep the **unrealistic** and **sharp** with paint. To improve the piece I would add more **strong** colours to create **contrast**. I would also move the shading on more neutral.

SIMON BIRCH

Describe
I have created an experimental painting in the style of Simon Birch. I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Analyse
To create my piece I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Evaluate
I like the colors of my piece as I think they are very strong and they are very different to each other.

Interpret
The painting shows a sense of depth and texture. The use of red and white makes the face look like a mask.

Backgrounds

I am going to use the color for the background in order to replicate Simon Birch's style (brown).

IN THE STYLE OF SIMON BIRCH

Describe
I have created an experimental painting in the style of Simon Birch. I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Analyse
To create my piece I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Evaluate
I like the colors of my piece as I think they are very strong and they are very different to each other.

Interpret
The painting shows a sense of depth and texture. The use of red and white makes the face look like a mask.

Backgrounds

I am going to use the color for the background in order to replicate Simon Birch's style (brown).

MY OWN VERSION 2

Describe
I have created an experimental painting in the style of Simon Birch. I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Analyse
To create my piece I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Evaluate
I like the colors of my piece as I think they are very strong and they are very different to each other.

Interpret
The painting shows a sense of depth and texture. The use of red and white makes the face look like a mask.

Backgrounds

I am going to use the color for the background in order to replicate Simon Birch's style (brown).

Standard Mark - 48

MY OWN VERSION 3

Describe
I have used bright colors to bring them to board in sharp contrast with the rest of the piece.

Analyse
I like how my piece created due to the use of strong brush strokes and using white layers of paint that was done to keep the unrealistic and sharp with paint. To improve the piece I would add more strong colors to create contrast. I would also move the shading on more neutral.

Evaluate
I like the colors of my piece as I think they are very strong and they are very different to each other.

Interpret
The painting shows a sense of depth and texture. The use of red and white makes the face look like a mask.

Backgrounds

I am going to use the color for the background in order to replicate Simon Birch's style (brown).

FURTHER EXPERIMENTATION

Describe
I have created an experimental painting in the style of Simon Birch. I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Analyse
To create my piece I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Evaluate
I like the colors of my piece as I think they are very strong and they are very different to each other.

Interpret
The painting shows a sense of depth and texture. The use of red and white makes the face look like a mask.

Backgrounds

I am going to use the color for the background in order to replicate Simon Birch's style (brown).

Eyes...

I have focused on the eyes and the overall structure of the face. I have used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Describe
I have created an experimental painting in the style of Simon Birch. I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Analyse
To create my piece I used a range of colors to create a sense of depth and texture. The use of red and white makes the face look like a mask.

Evaluate
I like the colors of my piece as I think they are very strong and they are very different to each other.

Interpret
The painting shows a sense of depth and texture. The use of red and white makes the face look like a mask.

Backgrounds

I am going to use the color for the background in order to replicate Simon Birch's style (brown).

FINAL PIECE IDEAS

The first board Second board Third board

For my final piece I wanted to include **human bodies** style however I enjoyed all three aspects so it's work is I am going to incorporate all three different styles.

One piece will be painted realistically and the painted stomach and the last one in between.

The material that I will be using is **acrylics** I have used it for all my other three experiments and prefer the smoother texture to canvas as it creates **realistic**.

Message and Meaning: **Showing the process of being born**
The contrast painting (on the first board) using **bold colours** shows a happy expression regardless the painting represents a person who is happy and content with themselves showing their **true self**.

The second board is a balance between the bold and realistic, flesh tones colour, this represents a person slowly losing their identity as they are in a transitioning state.

The last painting will be very focused with realistic colours showing that a person has transitioned where their consciousness is blending in with society (identity).

THE COLOURS WILL REPRESENT A PERSONS IDENTITY

PLAN

I am going to take my three paintings on the final experiments I have done. Remembering the feedback I give myself.

Board one Board two Board three

1 hour 30 min - paint second face (balance)
1 hour 30 min - paint third face (flesh colour)
1 hour 30 min - check if there is anything I need to add (neck and jawline)

Message and Meaning: **Showing the process of being born**
The contrast painting (on the first board) using **bold colours** shows a happy expression regardless the painting represents a person who is happy and content with themselves showing their **true self**.

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PLAN

I am going to take my three paintings on the final experiments I have done. Remembering the feedback I give myself.

Board one Board two Board three

1 hour 30 min - paint first board (flesh colour)
1 hour 30 min - paint second face (balance)
1 hour 30 min - paint third face (flesh colour)
1 hour 30 min - check if there is anything I need to add (neck and jawline)

Message and Meaning: **Showing the process of being born**
The contrast painting (on the first board) using **bold colours** shows a happy expression regardless the painting represents a person who is happy and content with themselves showing their **true self**.

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THE COLOURS WILL REPRESENT A PERSONS IDENTITY

BOARD 1 - BOLD COLOUR EXPERIMENT

Further experimentation

meaning: The **realistic** and **bold** expressions along with the **bold colours** will show that the person is content with life and happy in their own skin as their **true colours** (personality) as showing through.

Highlighted areas pale pink

(shading) dark areas fleshy (nose)

Attempt 1: I chose a section of face and experimented with fleshy bold colour.

I like the red fleshy colours - Shows a slight sense of vulnerability reflected in Jenny Saville's paintings.

too many purple tones

The shading needs to be more accurate to create depth.

brush strokes could be a little sharper

Attempt 2: I really like the fleshy tones used - reflects being stripped down to who you truly are - true identity.

colours are bolder

could be more of a variety in colour

heads more visible brush marks

More colour swatches (focusing on fleshy colour bright and bold)

yellow has become brownish

orange is too brown

colours aren't as bright as I would like

Final Practices...

BOARD 2

Right eye... bold

mouth... bright

face... geometric

LOSS OF IDENTITY

BOARD 3

neck... naturalistic

face... flesh toned colours

BOARD 1...

Component 1 Fine Art

Standard Mark - 46

	A01	A02	A03	A04	Total
Mark	12	11	12	11	46
Level	4	4	4	4	
	Fully competent and consistent ability	Mostly competent and consistent ability	Fully competent and consistent ability	Mostly competent and consistent ability	

Keyword descriptors from the taxonomy:

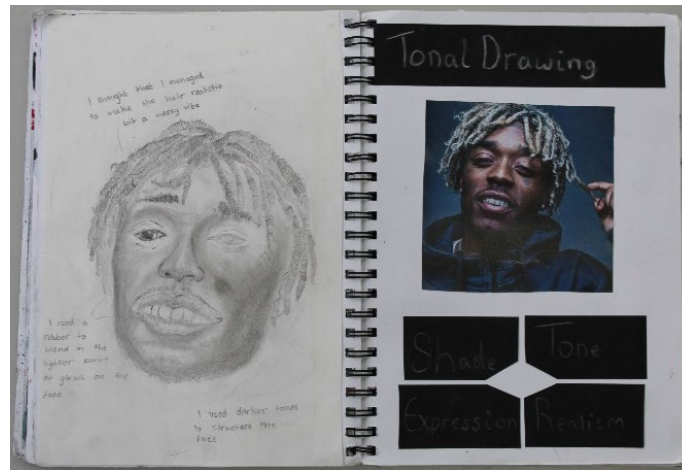
Informed	Engaged
Purposeful	Skilful
Secure	Thoughtful

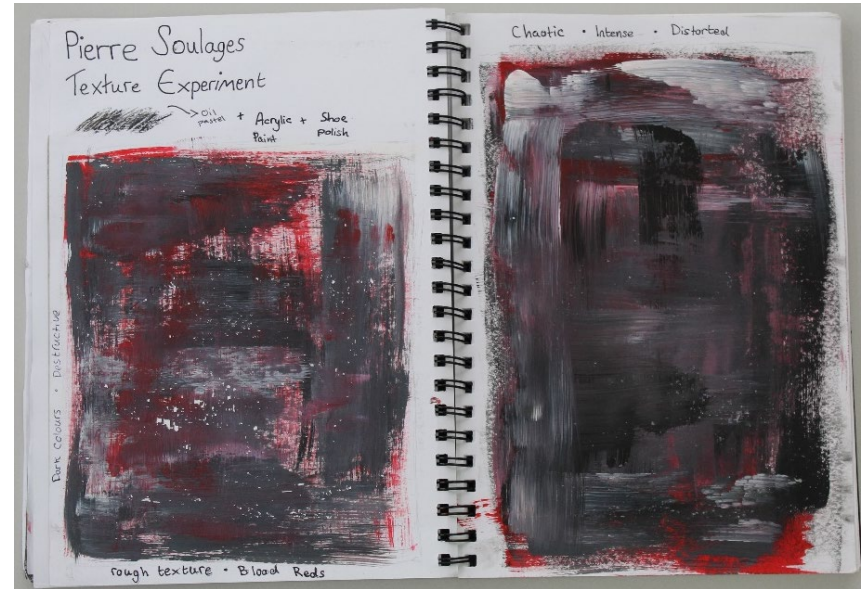
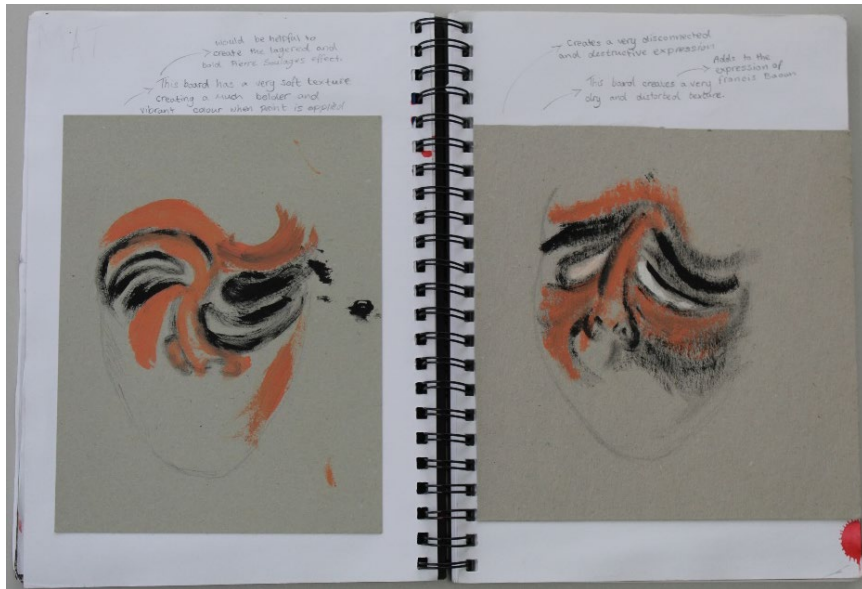
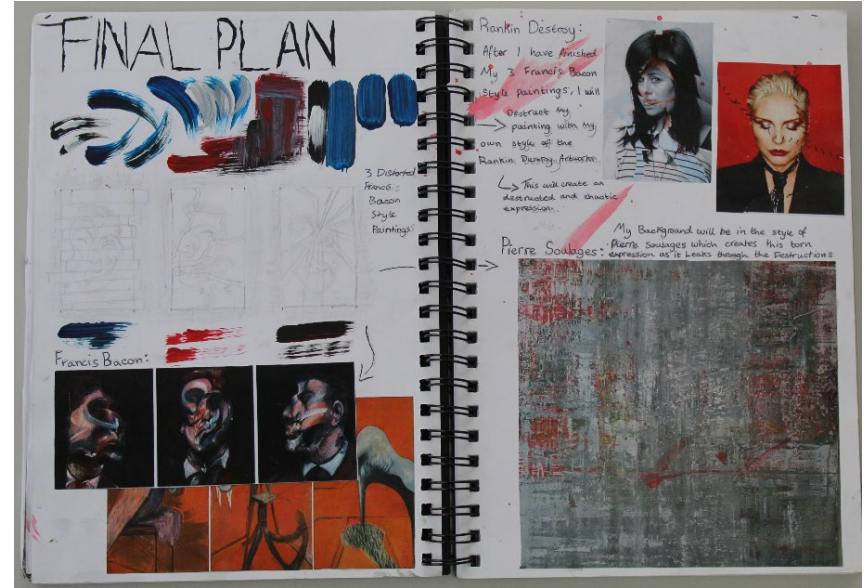
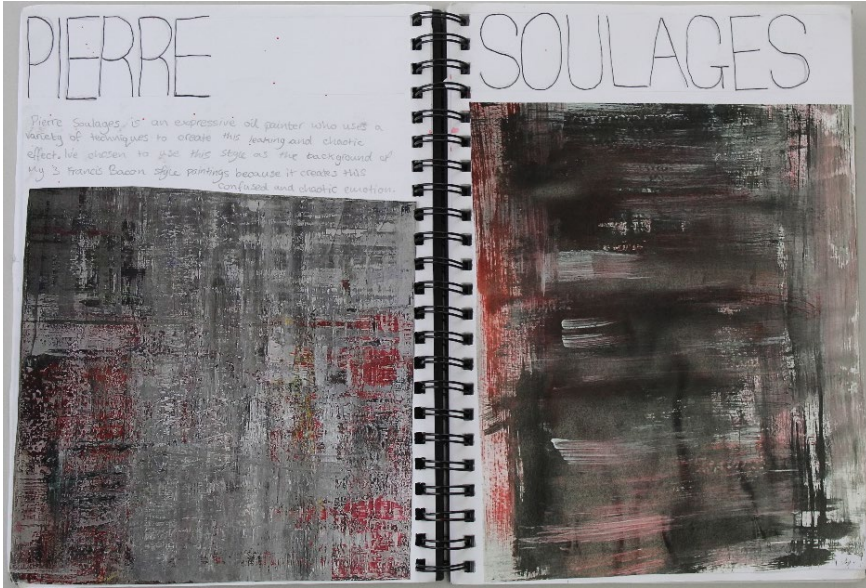
Examiner comments:

- The development of ideas is secure and thoughtful throughout and reflects a consistent understanding of contextual sources.
- Ideas are reflected upon, through experimentation and exploration, whilst embracing a range of materials and techniques.
- There is a competent and consistent ability to record observations and insights through painting, printing and collage.
- Annotation is relevant, supporting the overall development of ideas.
- The candidate has realised their intentions through an engaging and purposeful response.



Standard Mark - 46





Component 1 Photography

Standard Mark - 41

	AO1	AO2	AO3	AO4	Total
Mark	10	11	10	10	41
Level	4	4	4	4	
	Just competent and assisted ability	Mostly competent and assisted ability	Just competent and assisted ability	Just competent and assisted ability	

Keyword descriptors from the taxonomy:

Secure

Thoughtful

Examiner comments:

- There is evidence of thoughtful development of ideas that demonstrate a competent understanding of sources.
- Refinement of ideas is reflected within the consistent approach to experimenting with photo editing techniques and processes.
- Annotation is relevant and shows some reflection by the candidate within contact sheets.
- Ideas are recorded with a secure understanding of the formal elements, underpinned by sound photographic practice.
- The candidate presents meaningful responses that secure in terms of technique and narrative content.



Photoshop to show pressure in appearances:

Photoshop Plan:

- 1 Subject
- 1 Shoulder up
- 1 Natural background
- 1 Natural lighting
- 1 Natural expression
- 1 Natural hair and make-up

This will show my message by how the subject's appearance and pressure surround them and how they feel.

Goal: lighting and position
Next time I would try a different background.

Editing:
Print a 10 version of the photograph highlighted yellow. And I used a black marker to write words related to my message.

I think my words link in how to pressure in appearances and pressure to be the same as the people around you.

Next time I would use a thinner pen or digital watercolor the photograph.

This photo is my message because it shows that teenagers feel it (what they feel because of what they feel pressure to make sure and the words around the subject show the feelings).

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Pressure IN APPEARANCES

This is related to force by showing how people feel as though they have to change themselves in order to fit in order to fit in to society and feel accepted. This message also shows teenagers in particular and how they feel pressured in their mental appearance and deeper pressures.

I chose this message because it plays out a part in the lives of all teenagers, including myself, in every environment including school and socially. I also want to document the pressure people feel to appear mentally and physically a certain way to society and peers.

Most common types of pressure to teenagers which link in with pressure in appearances:

- Peer pressure
- Popularity pressure
- Weight pressure
- Skin pressure
- Sexuality pressure

23% of teenagers report skipping a meal, 39% teens say they do this one or two times a week more.

35% of teens say they have felt or do feel depressed or sad

32% of teens report feeling overwhelmed.

Steven Rosenfield has influenced me the most because he shows so clearly the "labels" that society puts on people for not being physically or mentally, a certain way. He shows that people are who they are and because of how they look it does not define them.

So far I have shown my message by writing on the body of a subject - showing how the subject feels or how they are supposed to be and what peers don't see. Writing on a mirror in front of a subject showing again how the subject feels when they look at themselves. (Social media) by cutting away the subject in a crowd of people and filling them with words that relate to both pressure and force.

Photoshop to show pressure in Appearances:

Photoshop plan:

- Groups of people
- Natural Setting
- Natural lighting
- computer editing
- Any composition

This will show my message by showing how the subject is surrounded by people they can't see so they feel forced to be the same.

Editing:
I used the quick select tool on Photoshop to select the subject and then erase them from the photograph.

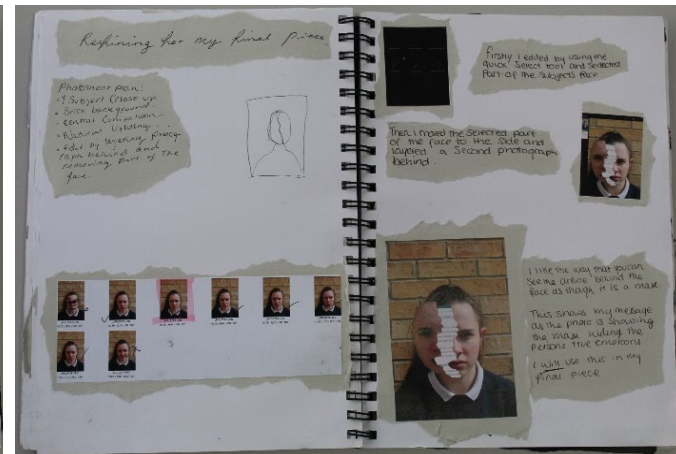
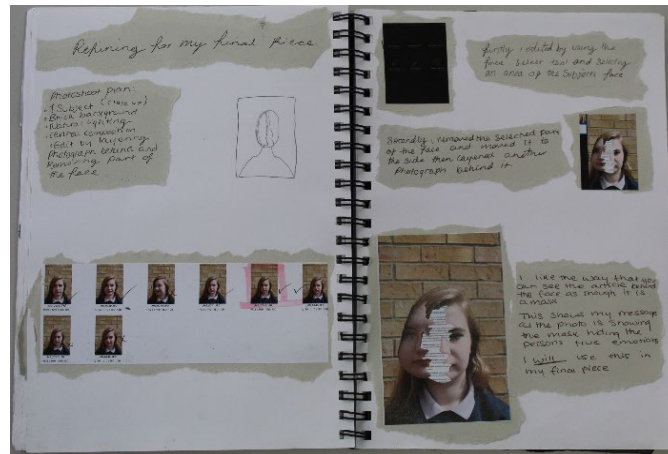
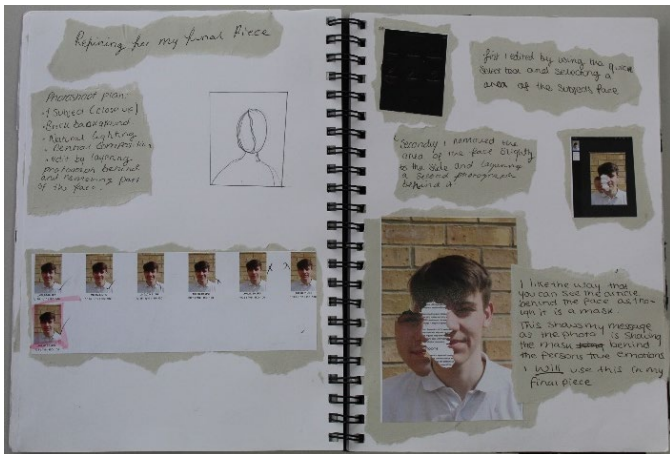
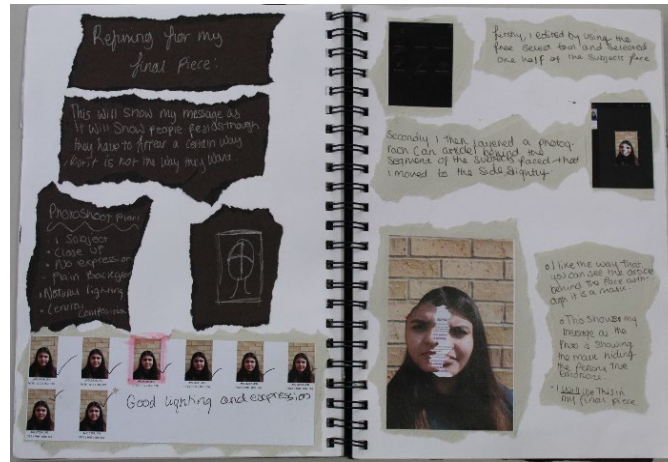
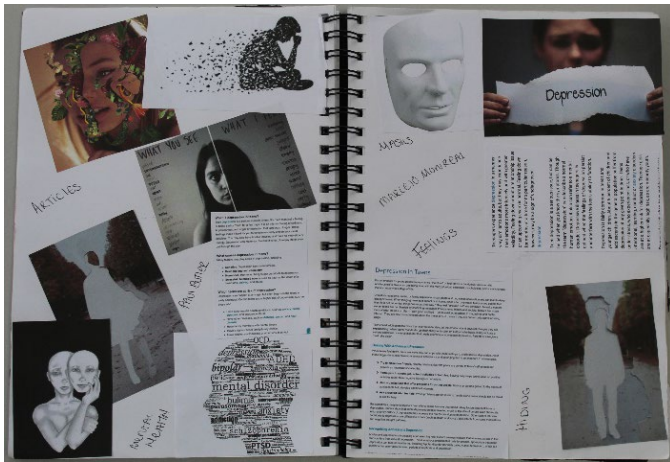
Final:
The one using the photo shows that even in a social environment a person can still feel pressure to appear normal, but not feel happy if that they fit in.

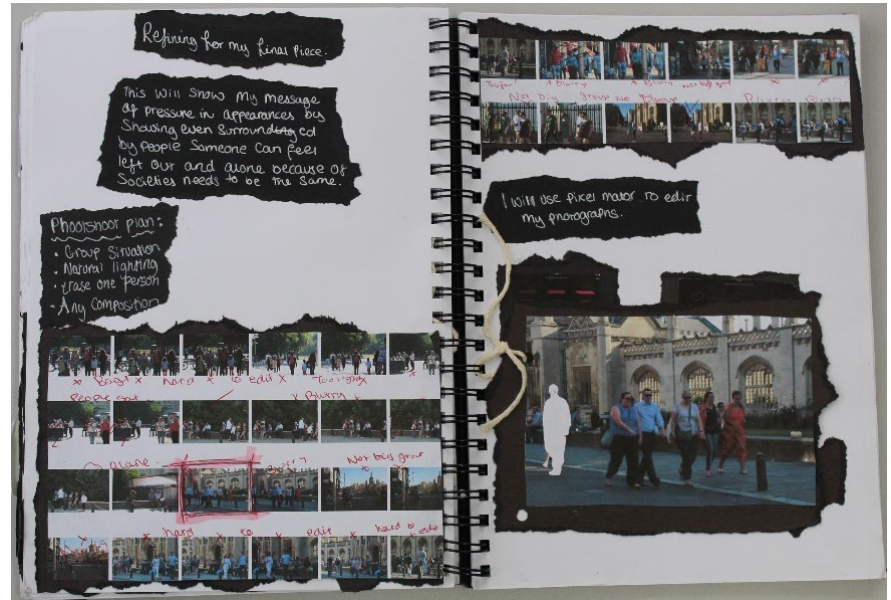
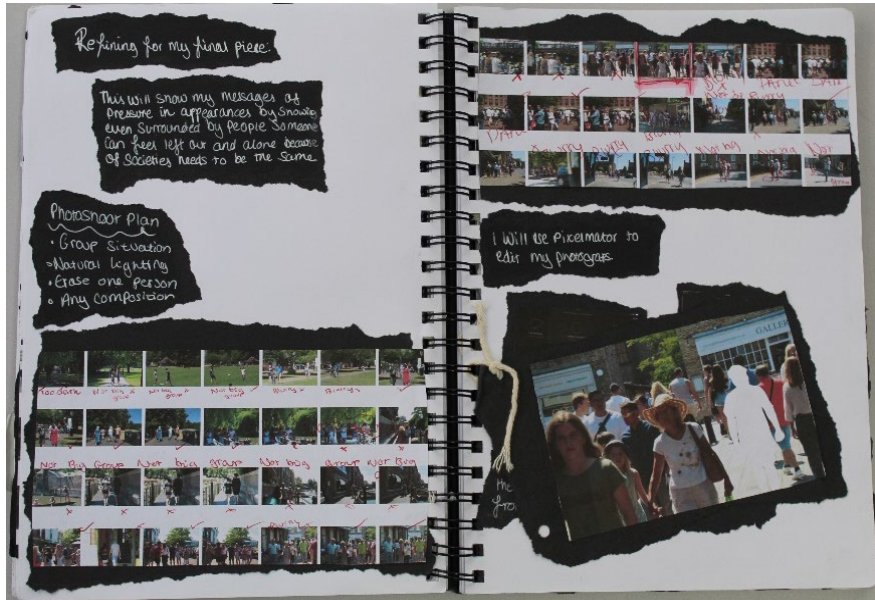
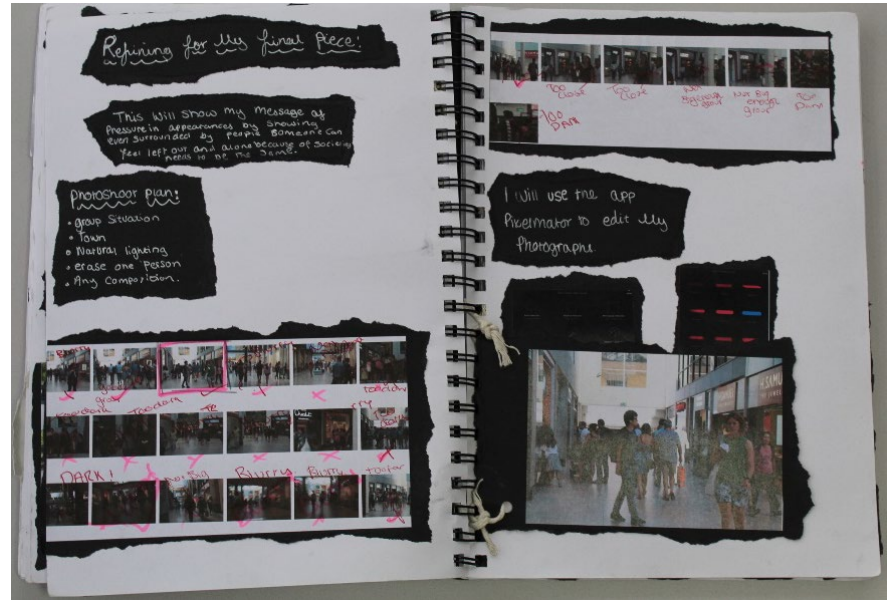
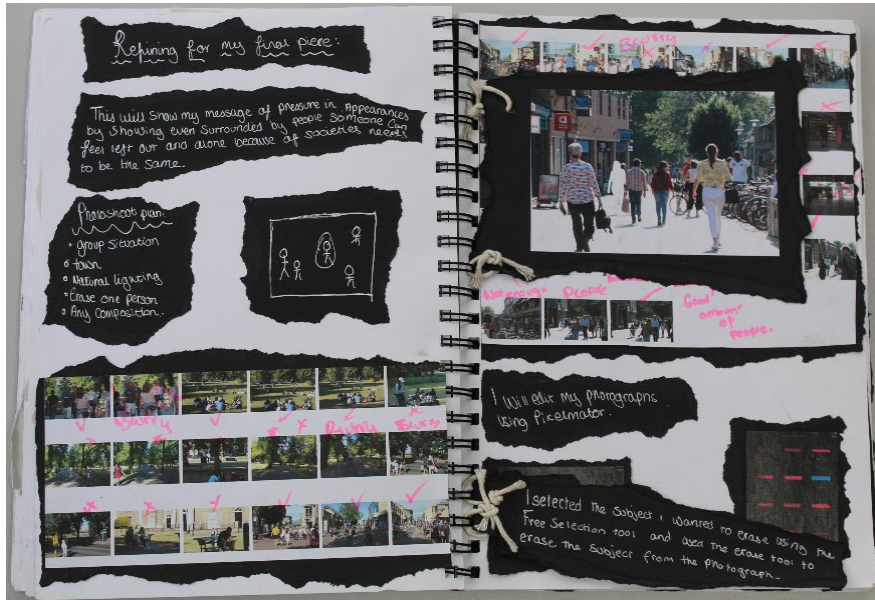
Experimenting with editing in the Style of Mavelto Montezel

Refining My Idea:

Editing:
I used the quick select tool on Photoshop to select the subject and then erase them from the photograph.

Final:
The one using the photo shows that even in a social environment a person can still feel pressure to appear normal, but not feel happy if that they fit in.





Component 1 Photography

Standard Mark - 40

	AO1	AO2	AO3	AO4	Total
Mark	10	11	9	10	40
Level	4	4	3	4	
	Just competent and consistent ability	Mostly competent and consistent ability	Fully emerging competent ability	Just competent and consistent ability	

Keyword descriptors from the taxonomy:
Purposeful

Examiner comments:

- The development of ideas reflects a growing understanding of contextual sources.
- Ideas are refined through the exploration of a range of experimental photographic techniques.
- There is a emerging competent ability to record observations and insights through analogue and digital photography, as well as software manipulations.
- Annotation is relevant, supporting the overall development of ideas.
- The candidate has realised their intentions through a purposeful response.



Standard Mark - 40

Refining For My Final Piece

Plan

- Natural lighting
- Brick wall background
- Edit to layer
- Edit in black and white
- Shutter speed - 22
- Aperture - 1/10

This will show my message of suffering with mental health.

Using a tripod would have allowed me to position the camera in a certain place. This would have made it easier to layer.

Shows subjects emotion of frustration and pain. good posture shows movement and pain. no clear enough. subject powerful. no shows enough. subjects body posture. subjects body posture.

Make the photo less opaque. The blend of the subject in the wall. it could be clearer. still see subject. Should be clear that there's 3 photographs.

The final photograph was successful and shows the emotion of a person that is suffering with mental health. This photograph shows the subject merging in with the wall - this is done to show how the subject feels like there are not existent and they're disappearing.

Refining For My Final Piece

Plan

- Natural lighting
- Brick wall background
- Edit to layer
- Edit in black and white
- Shutter speed - 22
- Aperture - 1/10

This will show my message of suffering with mental health.

Shows the subject shouting out and releasing pain. The subjects emotion isn't clear. Should have used a tripod. taken photos that weren't long exposure. The thought of calling out for help.

Editing

For this photograph firstly I used Pixelmator to layer 2 different photographs which I took using long exposure. After that I edited the photo in black and white using photos. To do this I lowered the brightness and transformed the exposure to -0.08 this got rid of light in the photograph.

Similarly I edited this photograph into black and white and decreased the brightness however I also increased the exposure to give a darker effect.

Refining for my final piece

Plan

- Plain background (brick wall)
- Long exposure
- 1 subject
- Male Subject
- Edit to layer
- Edit in black and white
- Shutter speed - 22
- Aperture - 1/10

This will show my message of suffering with mental health.

The photograph shows the subject feeling distressed by the subjects body language. The photo is self explanatory as it shows the subject calling out for help and releasing pain. Good facial expression. using natural tones. Should've removed subject background. photos are too dark. The subjects eye contact dark.

Final edit

layering the long exposure photos gave us a ghost like figure and makes it look like the subject is having its body ripped out from itself, as it shows the body splitting into two. The photo is self explanatory as it shows the subject calling out for help and releasing pain.

The dark tones give this photo a colorless effect and clearly represent suffering with mental health. Using Long exposure in this photograph allowed me to capture movement and show powerful emotion. I also edited this photograph to get rid of the lighting to emphasize the interpretation of suffering.

Refining for my final piece

Plan

- Plain background (brick wall)
- Long exposure - didn't use long exposure.
- 1 subject
- Female Subject
- Edit to layer
- Edit in black and white
- Shutter speed - 11
- Aperture - 1/10

This will show my message of suffering with mental health.

Consider the photographs were clearer. make the face more clear. Subject body is clear in focus and face is 'unnoticed'. The brick wall acts as a strong figure and this acts opposed by a weak subject.

Subjects face blends into background this shows that the subject feels invisible. photos weren't on tripod. dark photo. shows too much body not clear. Good camera shot. shows clear powerful emotion of the subject crying out.

Editing

To edit this photograph I used Pixelmator. This allowed me to edit the photographs on top of each other, after this I used photos to eliminate colour and change it into black and white then I made the tones darker to reflect on the thought of depression and loneliness.

Refining for my final piece

Plan

- Plain background (brick)
- Natural lighting
- Single subject (female)
- Edit to layer
- Edit to black and white
- Show suffering from mental health.

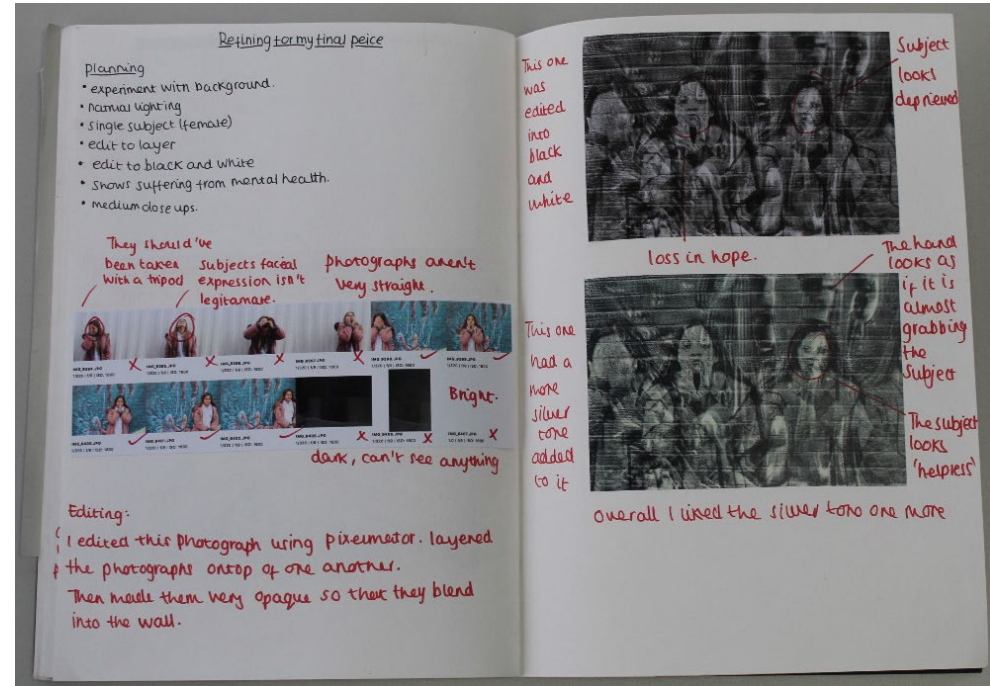
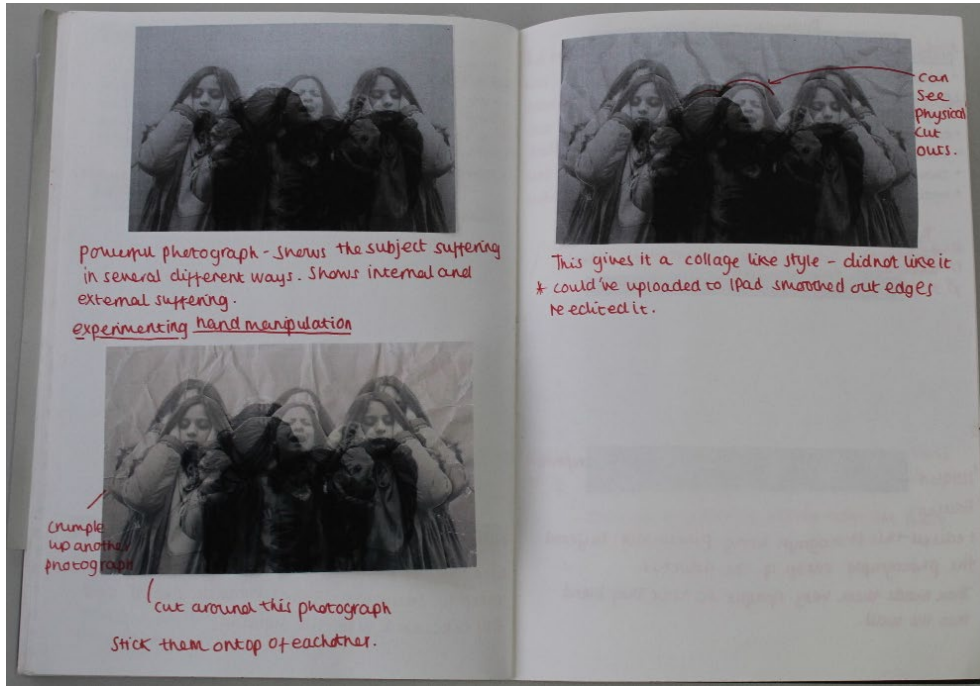
This will show my message of suffering with mental health.

Shows us mixed emotions. The use of several photos being layered on top of each other shows us an initial attitude and feelings towards mental health. compression. Subject is not ready. Subjects facial expression. Subjects posture looks too intense.

Editing

I used a brick wall as a background as it acts like a strong figure - this gets opposed by a weak subject. Dark tones show us the thought of a colourless world and suffering. Shows us how the subjects suffering. The final edit went well because the photograph uses a range of dark tones and shows the subjects feelings. This shows how people feel when suffering with mental health. Gives us a view on different attitudes and feelings of the subject. have made it clearer. Shows how the subject is 'all over the place' and can't handle things. can't make out what is going on.

editing: used the app pixelmator and edited 4 different photos on top of each other. Opened Photo on photos and Experimented with the lighting.



Component 1 Fine Art

Standard Mark – 36

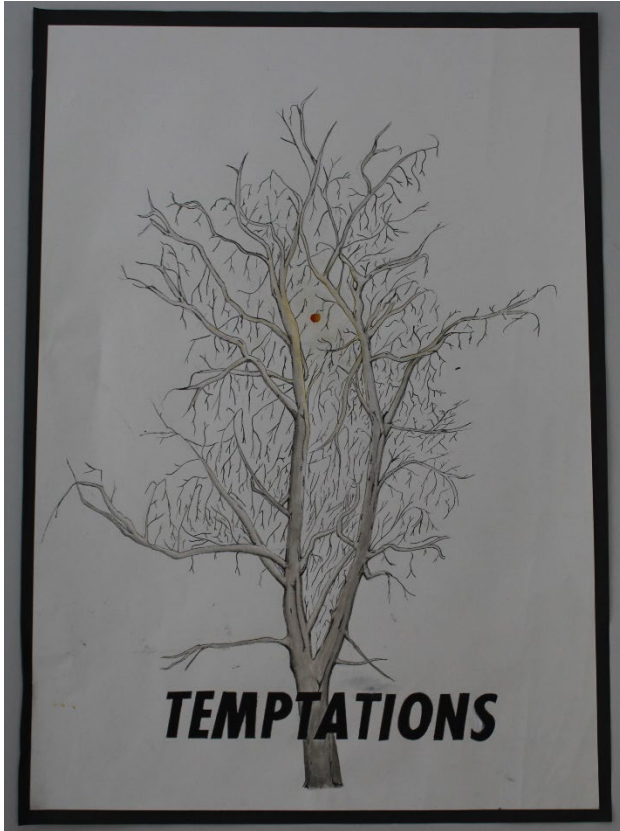
	A01	A02	A03	A04	Total
Mark	9	9	9	9	36
Level	3	3	3	3	
	Fully emerging competent ability	Fully emerging competent ability	Fully emerging competent ability	Fully emerging competent ability	

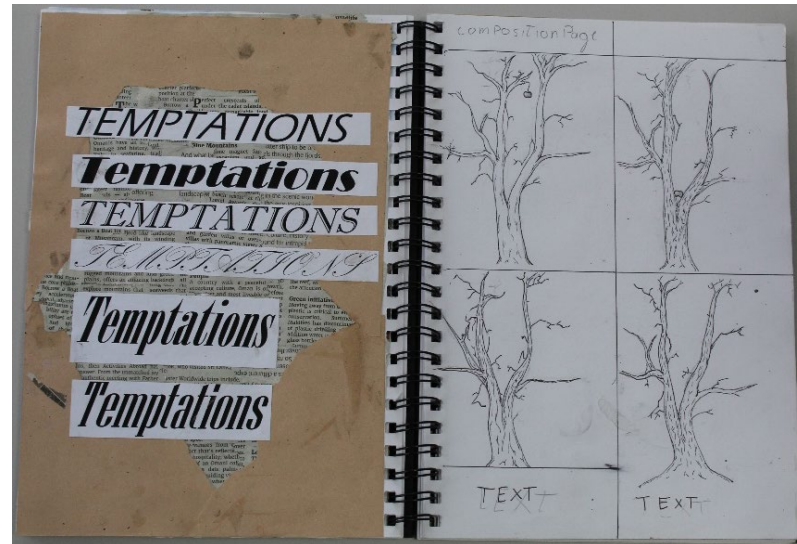
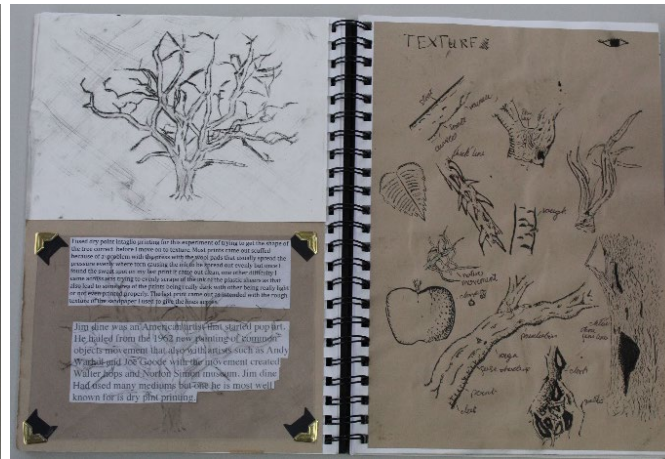
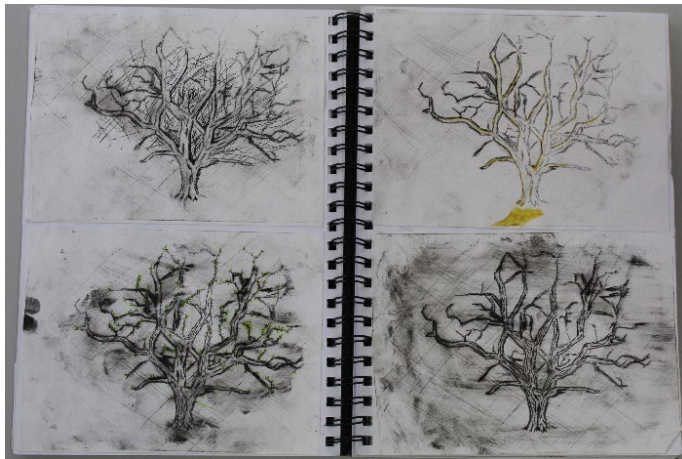
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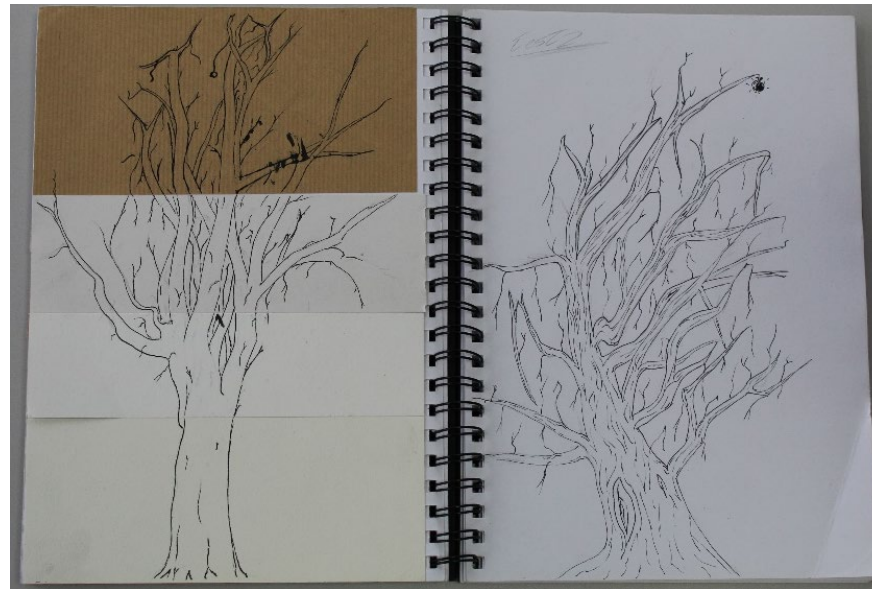
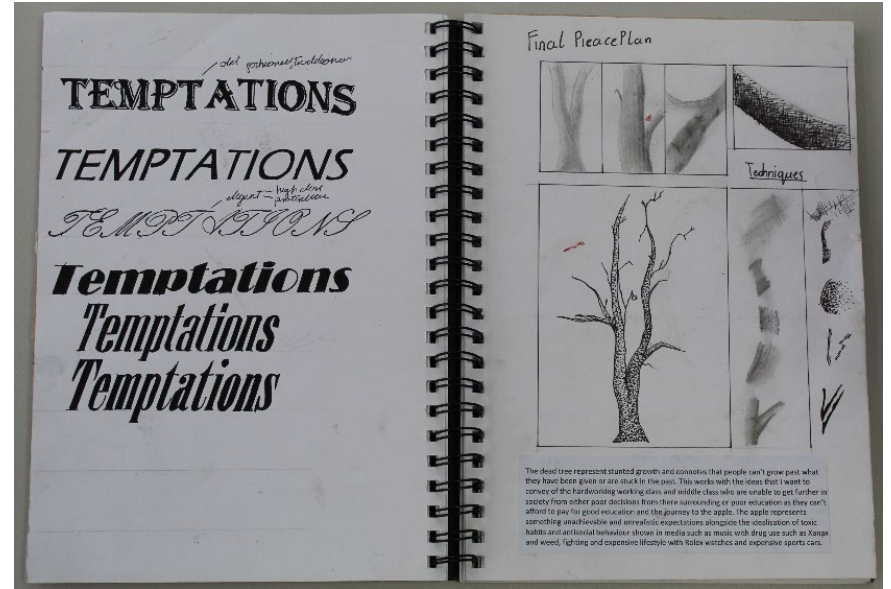
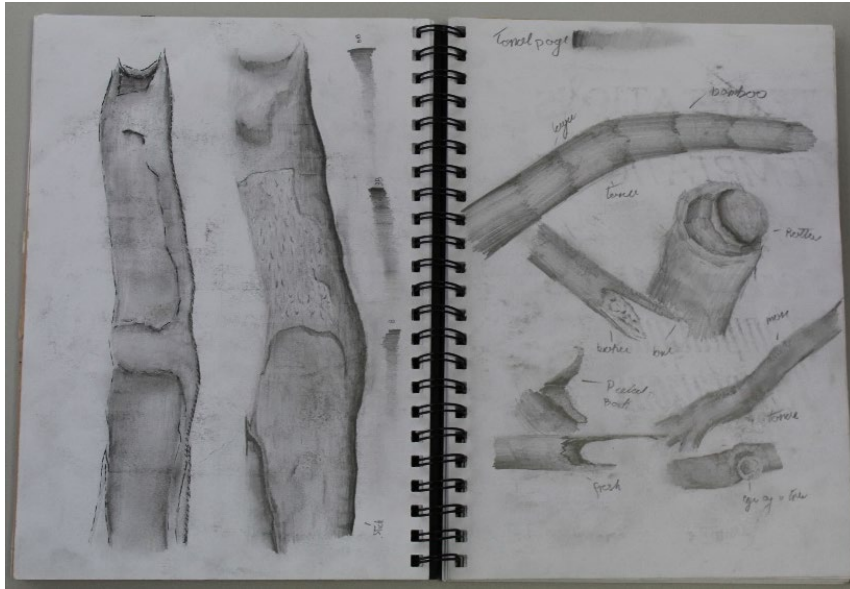
Reflective	Broadening
Predictable	Endeavour
Growing control	Safe

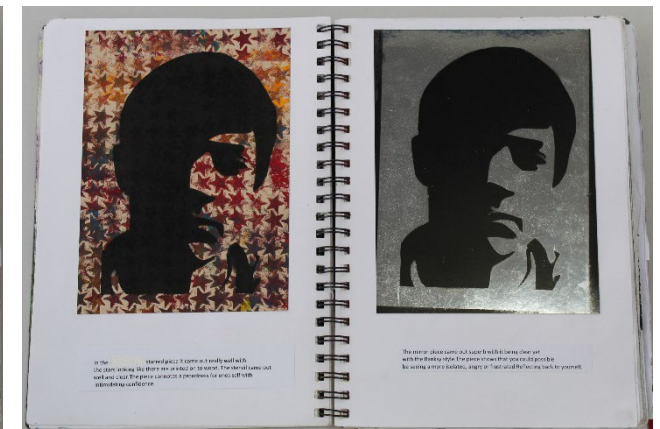
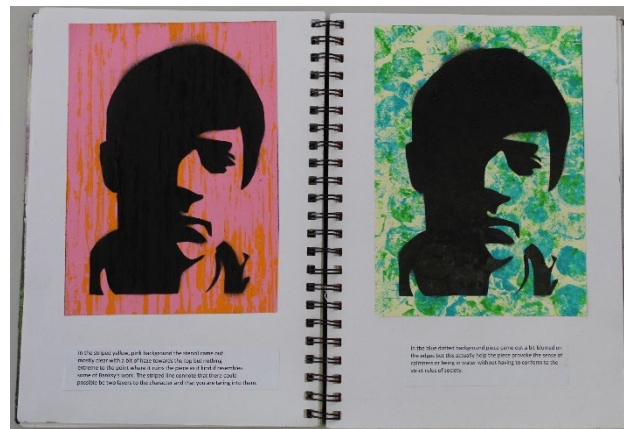
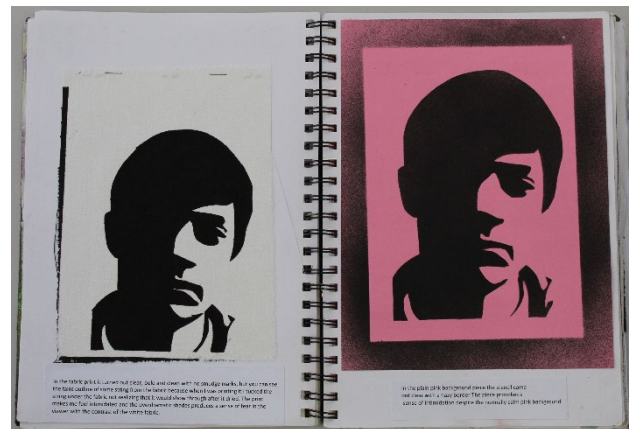
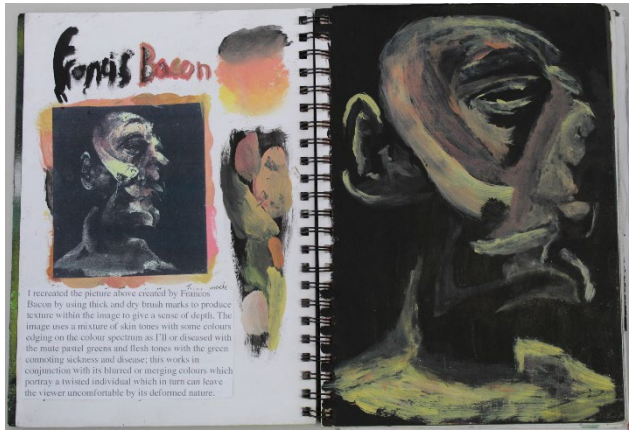
Examiner comments:

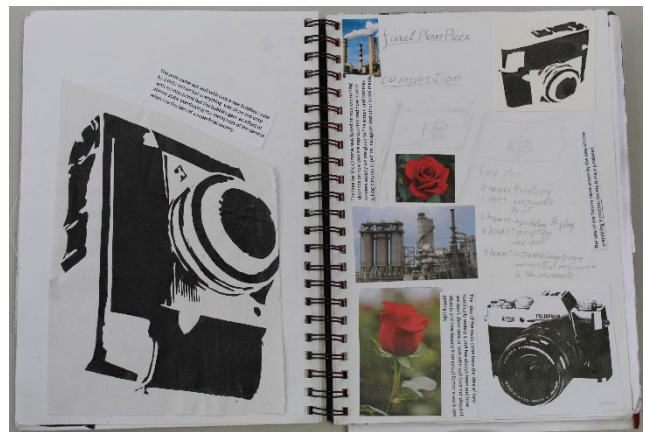
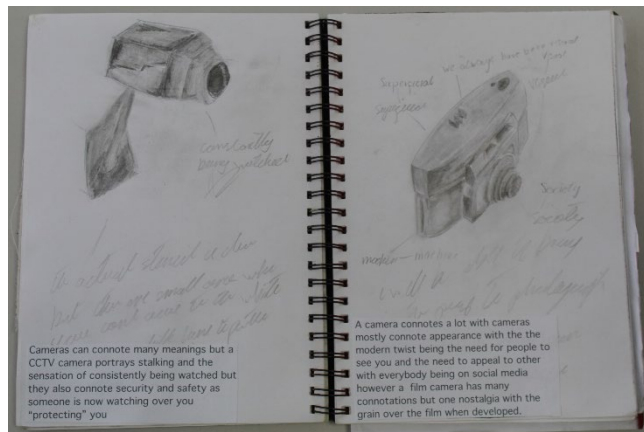
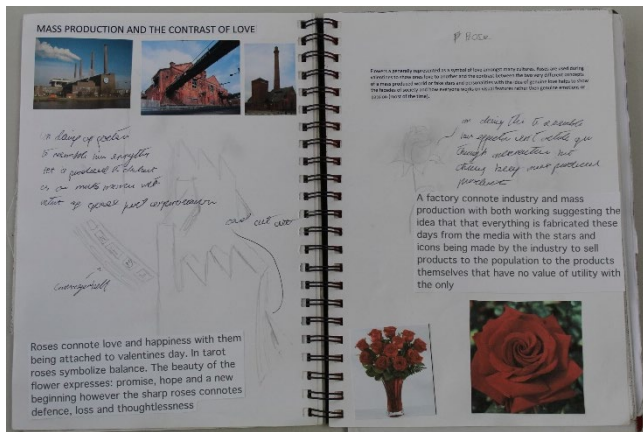
- The candidate's knowledge, understanding and skills are generally safe.
- The development process is predictable, as shown in the repetition of ideas through stencilling.
- The recording of ideas reflects a growing control of the formal elements, supported by predictable annotation that includes some reflection.
- The final realisations demonstrate a fully emerging competent approach and the candidate has endeavoured to realise their visual intentions.

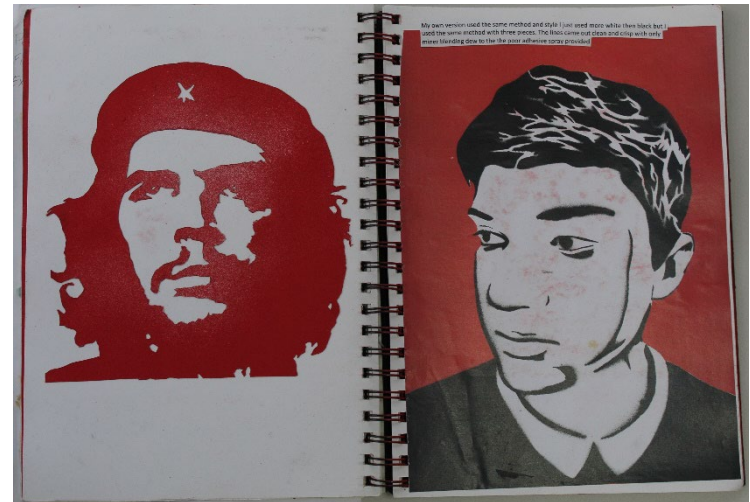












Component 1 Photography

Standard Mark - 35

	A01	A02	A03	A04	Total
Mark	9	9	9	8	35
Level	3	3	3	3	
	Fully emerging competent ability	Fully emerging competent ability	Fully emerging competent ability	Mostly emerging competent ability	

Examiner comments:

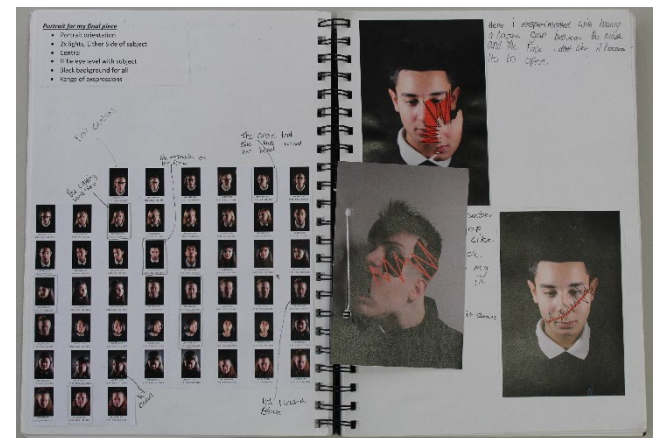
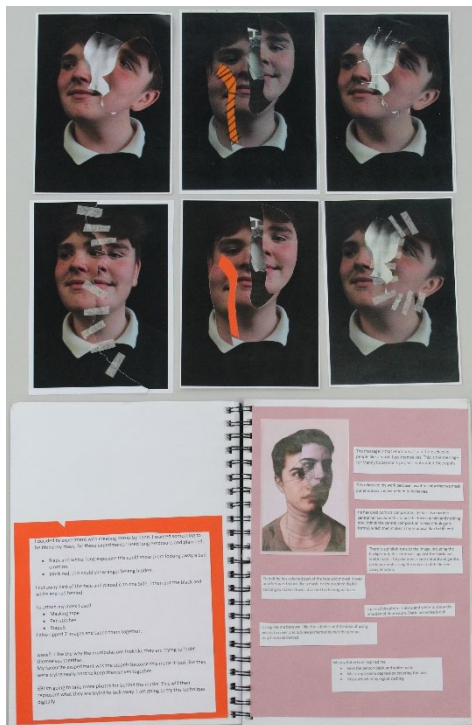
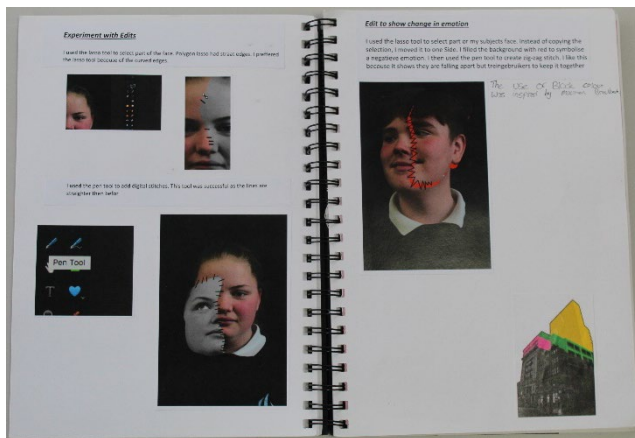
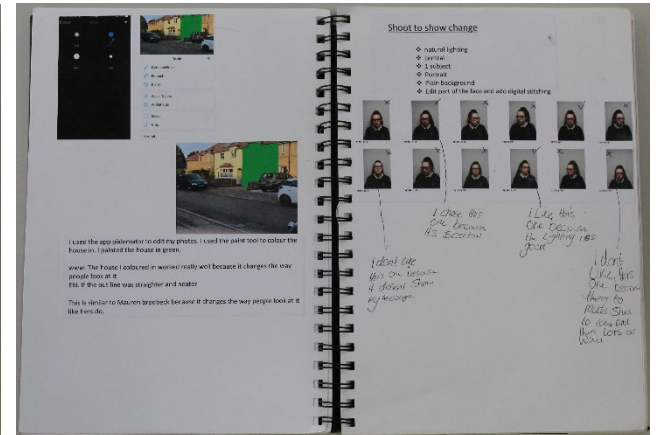
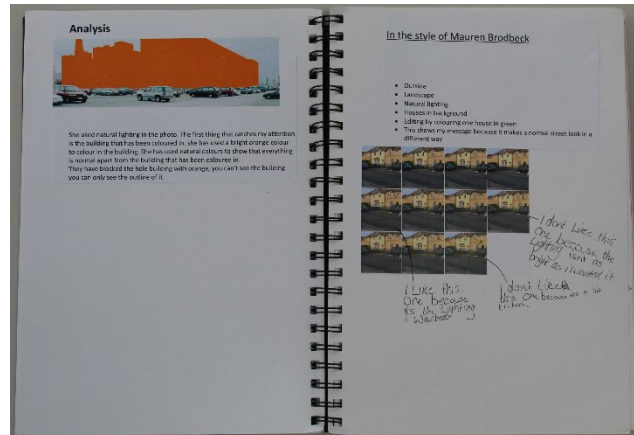
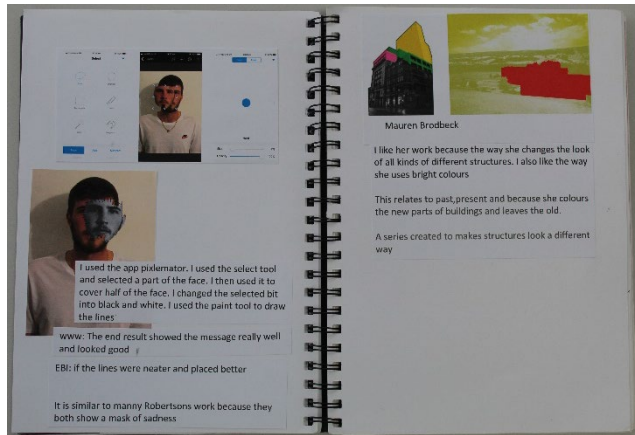
- The candidate uses techniques that show a growing control, reflecting an emerging competent ability.
- Experimenting with techniques, that include stitching into the photographs, reflect a broadening approach.
- The development of ideas, however, remain safe and repetitive.
- Annotation is relevant and appropriate, documenting their editing processes.
- The final realisation demonstrates a mostly competent ability with safe techniques deployed.

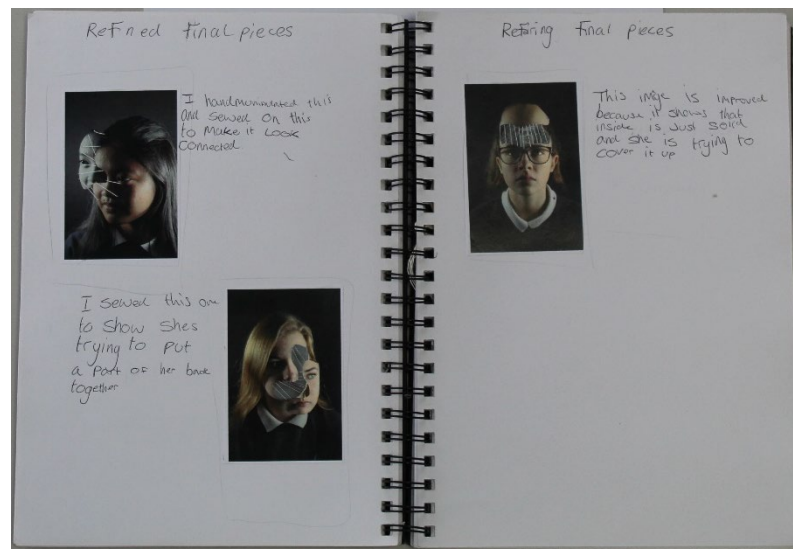
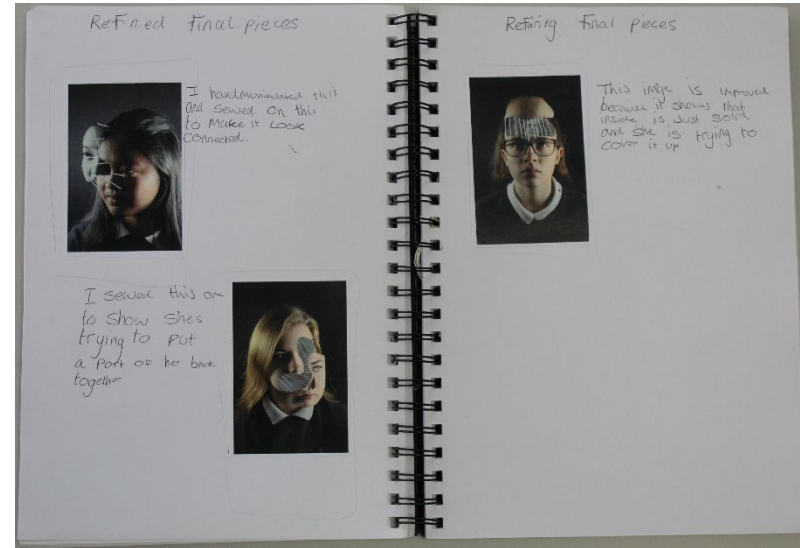
Keyword descriptors from the taxonomy:

Reflective Endeavour
 Growing control Safe
 Broadening



Standard Mark - 35





Component 1 Photography

Standard Mark – 30

	A01	A02	A03	A04	Total
Mark	8	8	7	7	30
Level	3	3	3	3	
	Mostly emerging competent ability	Mostly emerging competent ability	Just emerging competent ability	Just emerging competent ability	

Keyword descriptors from the taxonomy:

Reflective
 Growing control
 Broadening


Examiner comments:

- The development of ideas is adequate and safe throughout and reflects a growing understanding of contextual sources.
- Ideas are refined through the exploration of a range of experimental photographic and collaging techniques.
- There is an emerging competent ability to record observations and insights through analogue and digital photography.
- Annotation is informative at times, supporting the overall development of ideas.
- The candidate has realised their intentions through a broadening personal response.




INSPIRATION

- Photographs her friends
- Captures the vibrant teenage youth subcultures
- Wants to extend reality in her work
- Shares issues that teenagers face




Megan Doherty




Tom Hussey

- Tom Hussey's photographs show elderly people looking proudly at their younger self.
- Landscape
- Indoors
- 2-3 subjects
- FFF - the style of his pictures are him portraying his subjects reflecting on their past.



Frank Machalowski

- Message - movement through time
- Only uses film cameras
- Layering
- Long exposure
- FFF - Documenters busy landmarks to show present French.



Owen Harvey



- Enjoys exploring human connections
- Uses humanistic photographs
- She captures beauty trend and captures present life, family, gatherings, religion and ceremonies.

Owen Harvey is interested in the idea of identity and how circumstances during our youth can affect it. Owen Harvey looks at different urban areas.

FFF: Owen Harvey's work relates to the present as he captures trends that the present generation do.



Johan Clang

- Message - movement through time
- Uses digital camera
- Hand manipulation
- FFF - this photographer also uses landmarks to portray present time as well

ANALYSIS

John Clang

I like how John Clang edits his pictures as he takes several pictures and layers them on top each other. He has bright lighting in all his work which draws attention to all the details. John Clang has probably used these colours to emphasise different view points that people have.

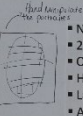

He did a project on recording different locations, to show the spirit of time in a montage shot. Johan Clang has done this as he has always been interested in seeing if different people's behaviours in urban areas and how everything has changed over time.

Most of John Clang pictures are hand manipulated then captured again this unique idea would help me show my message of different culture's, society and time.

IN THE STYLE OF JOHAN CLANG

Shoot plan


- Natural lightning
- 2-3 subjects
- Outside
- Hand manipulation
- Landscape
- Auto focus

EDITING



I hand manipulated my work, I printed out a picture of each of the subjects and rearranged the three face like Johan Clang did.

The thing I liked about this shoot was that it was a different way that I have edited my work maybe next time I would like to use landscape pictures to portray time.



ANALYSIS

Frank Machalowski

All Frank Machalowski pictures are in black and white, he uses long exposure to show present and past time in his work.



the reason why I like his work is because he is using the historical architecture in his country to symbolise the past time!

in the picture on the right hand side the German photographer, tried to remake a picture of people in war.

IN THE STYLE OF FRANK MACHALOWSKI

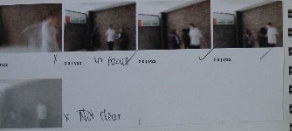
Plan

- Natural lightning
- Central compassion
- Edit into black and white
- Auto focus
- Long exposure
- Tripod

I used the photo app on my device and I put a black and white filter on it just like Frank did. I used the filter mono to get the perfect tone to portray past.

The thing I like about this shoot was that the lighting was perfect, the long exposure was just about right for the shoot as I was trying to show present time and this shoot definitely helped me with this.



A SHOOT TO SHOW FASHION AND SCENE


Plan:

- Female subject
- Natural lighting
- Manual focus
- Brick wall

> Central composition
> Shutter speed 1/100

I did a shoot of a female subject to show fashion and scene of the present youth.

> Near line use an optical axis
> The pictures were focused well




The rapid aperture at 1/100 used looked composition

EXPERIMENTING WITH ISO

ISO is a level of sensitivity of your camera to available light.

ISO is one of the 3 Essentials in photography, along with aperture and shutter speed. All 3 work together.

I took a photo of female subject and kept the shutter speed at 1/400 and the aperture at F29 to compare the sensitivity of ISO.



This shows that in the shoot, I used ISO of 1600 was the best.


FASHION AND SCENES

Plan:

- 1-2 Female subject
- Natural lightning
- Graffiti Wall
- Land scape

I did a shoot of 2 female subject to show fashion and scene of the present youth.


shooting days or another picture



Maybe when done I could change the composition some or use selected pictures

I edited my picture on Pixelmator and I selected the pictures into section and layered it on top of the flower picture to show the present youth trends.

> Maybe have more focus on background and foreground detail




shooting days or another picture

I edited into white


I selected and edited the foreground pictures or in the background

FASHION AND SCENES


- ❖ Female subject
- ❖ Edit into flowers
- ❖ Natural lightning
- ❖ Manuel focus
- ❖ Close up of flowers



EDIT



I edited my picture on Pixelmator and I selected the pictures into section and layered it on top of the flower picture to portray the present youth trends.



CONTEXT : PRESENT YOUTH

For future shot ideas I would like to take many more shoots of the youth in different urban&rural areas.

I have chosen the message because I wanted to capture pictures of the youth, to make more of an awareness of the generation trends.

In my work I have portrayed young people's, which are wearing clothes that fit into the present trends.

Danielle Levitt has influenced me to show this message in my work. Instead, her message was doing force behind the present youth's Orientalist movement.

My work is related to the present, as I portray; present youth and scenes.

PLANNING MY FINAL PIECE

I am portraying fashion of the present youth!

I have looked at Danielle Levitt. I think that she shows my ideas of fashion and scenes well, because most of her pictures are of the youth. I am going to continue photography fashion and scenes.

Check list:

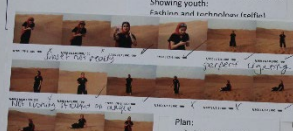
- Female/male
- Inspiration from Pinterest
- Brush strokes to reflect on fashion magazines.
- Shoot of subjects in different scene.

SHOOT'S TO EXPERIMENT WITH PRESENT FASHION YOUTH

Plan:

- Female subject
- Landscape
- Rule of thirds & central composition


Showing youth: Fashion and contemporary football



Plan:

- Female subject
- Landscape
- Natural lighting
- Central composition
- Frame in a frame
- Contrasting colours


Showing youth: Playful bright colours



Plan:

- Portrait
- Female subject
- Natural lighting
- Rule of thirds & central composition


Showing youth: Light colours add more playful colours when I edit



Plan:


- Female subject
- Rule of thirds
- Natural lighting
- Contrasting colours of blue

Showing youth: White (innocent)



EDIT TO SHOW YOUTH AND FASHION

- This style of editing is very current
- This style is being used by famous brands in fashion magazines and social media
- The editing is quite eye catching and playful from the use of colours and layers
- I like the colour schemes, which is emphasised through the brush strokes
- I can use this idea to show fashion to make my images current and to bring youthful colours into my work.



Shoot's to experiment with present fashion & youth

Plan:

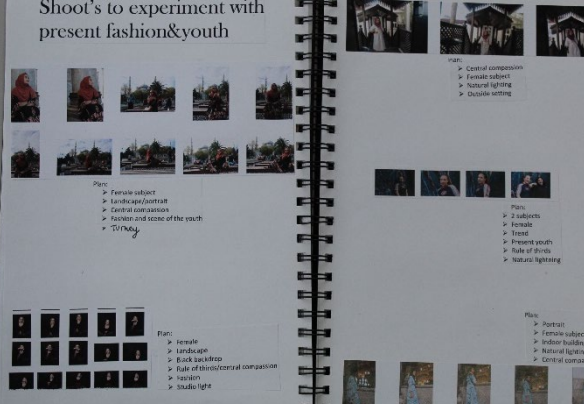
- Central composition
- Female subject
- Natural lighting
- Outside setting

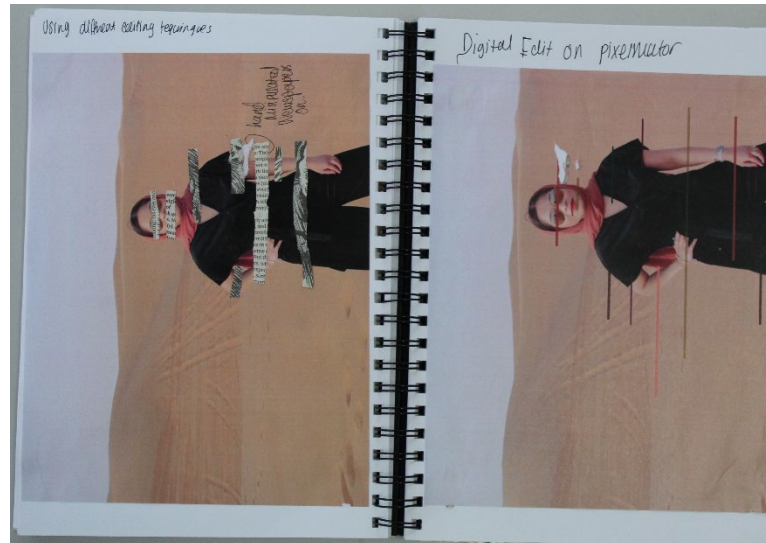
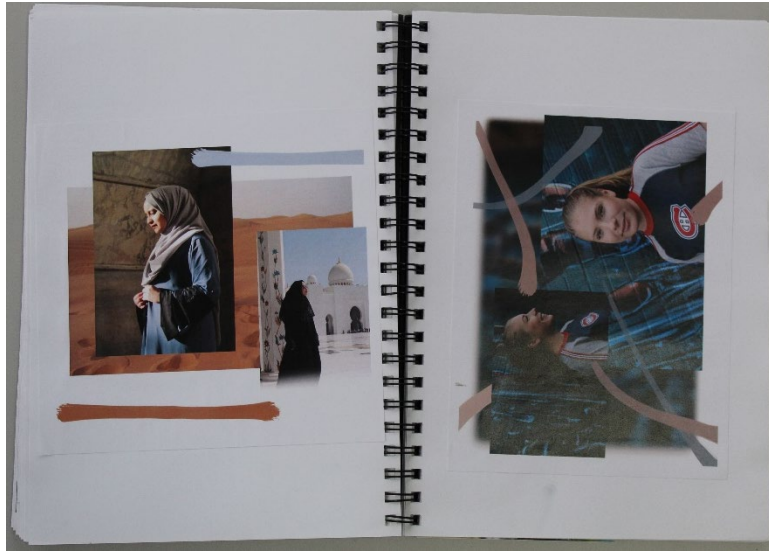
Plan:

- 2 subjects
- Female
- Trend
- Present youth
- Rule of thirds
- Natural lightning

Plan:

- Portrait
- Female subject
- Indoor building
- Natural lighting
- Central composition



Component 1 Fine Art

Standard Mark – 27

	A01	A02	A03	A04	Total
Mark	6	7	6	8	27
Level	2	3	2	3	
	Fully basic ability	Just emerging competent ability	Fully basic ability	Mostly emerging competent ability	

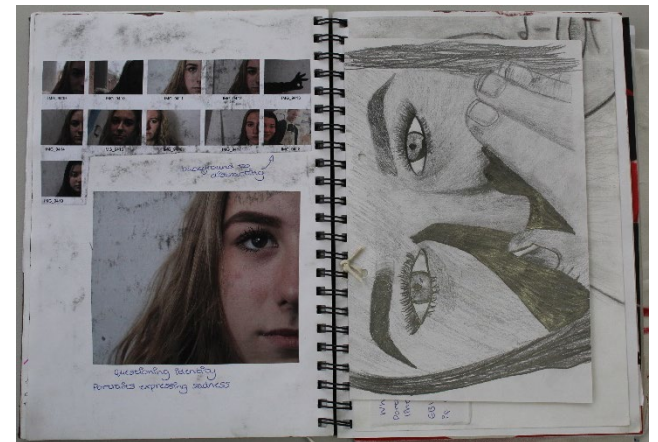
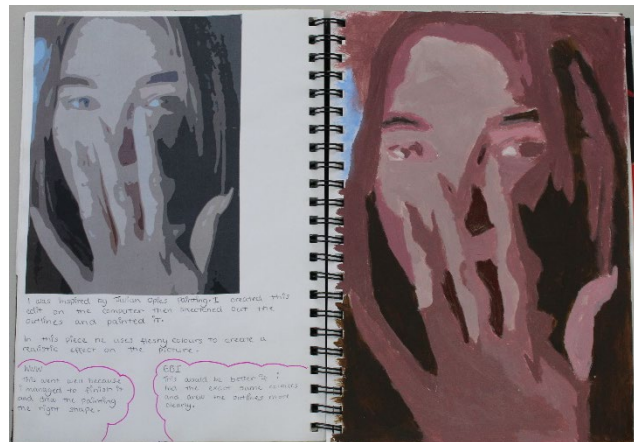
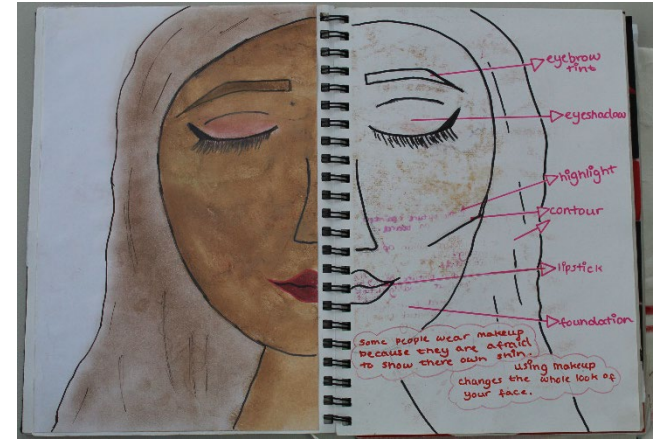
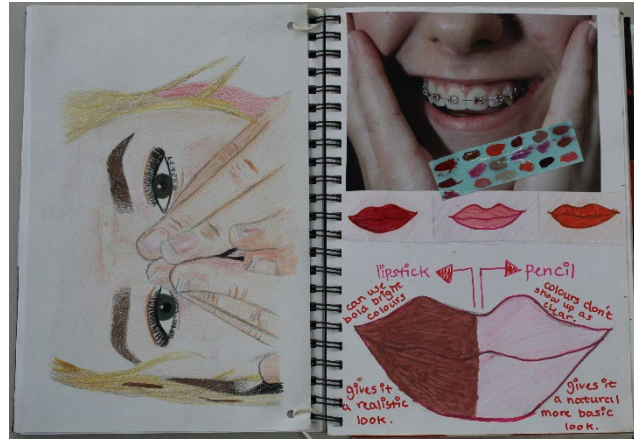
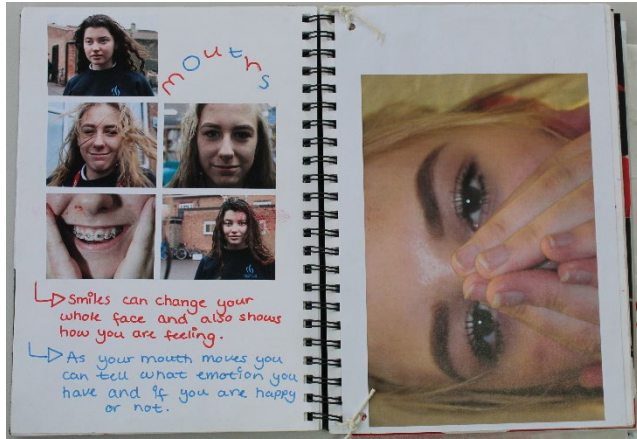
Keyword descriptors from the taxonomy:

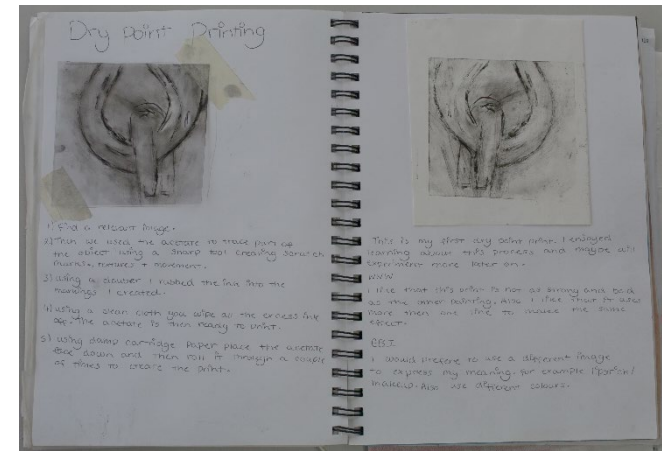
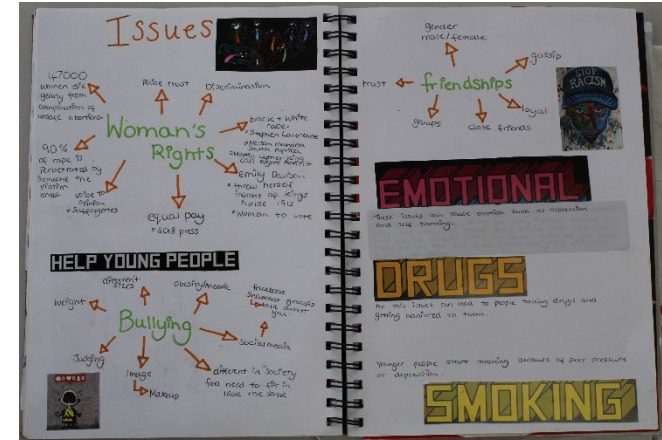
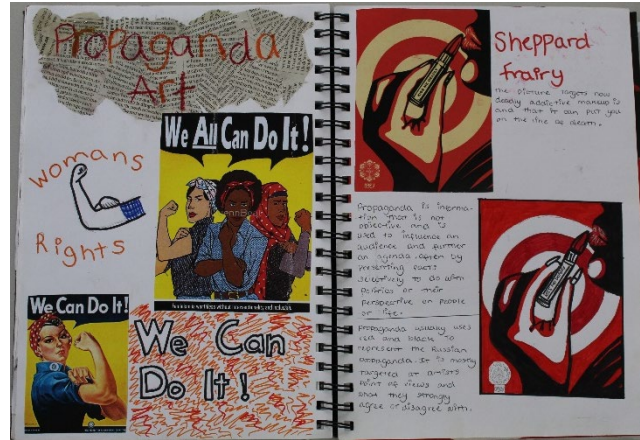
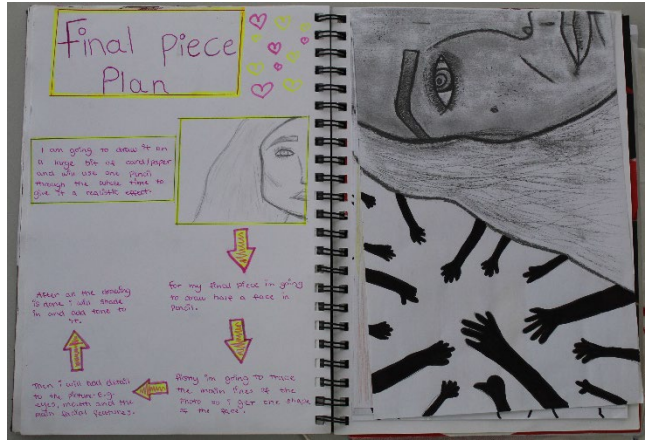
Deliberate	Simplistic
Methodical	Tentative
Superficial	Safe
Unrefined	

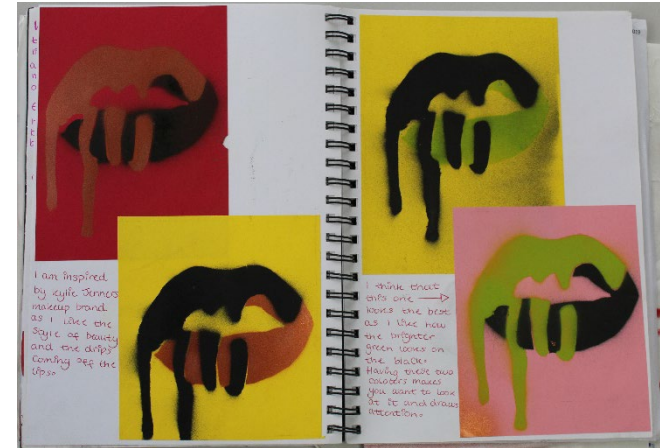
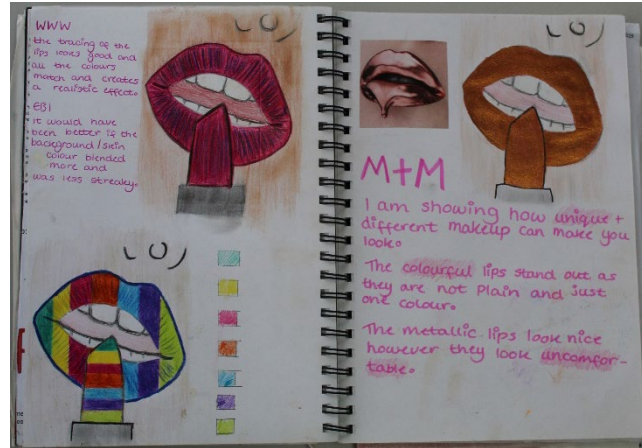
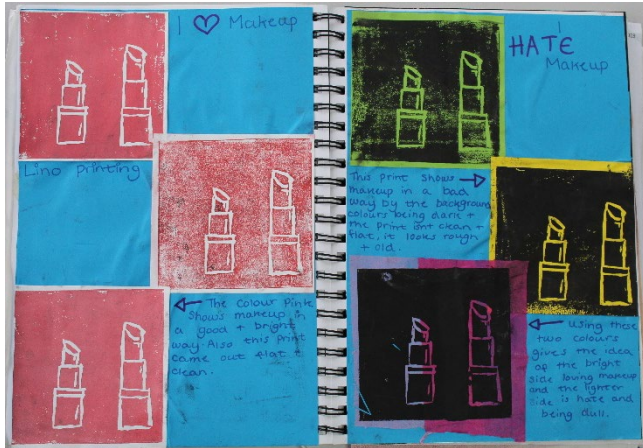
Examiner comments:

- The development of ideas is methodical throughout and reflects a general understanding of contextual sources.
- Ideas are refined through experimentation and exploration embracing a range of materials and techniques.
- There is a basic ability to record observations and insights through drawing, painting and mixed media.
- Annotation supports the overall development of ideas.
- The candidate has realised their intentions through a safe personal response.









Component 1 Photography

Standard Mark – 25

	A01	A02	A03	A04	Total
Mark	7	7	5	6	25
Level	3	3	2	2	
	Just emerging competent ability	Just emerging competent ability	Mostly basic ability	Fully basic ability	

Keyword descriptors from the taxonomy:


Deliberate	Simplistic
Methodical	Tentative
Superficial	Predictable
Unrefined	

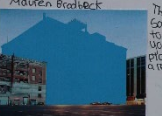
Examiner comments:


- The development of ideas is methodical throughout and reflects a general understanding of contextual sources.
- Ideas are refined through the exploration of a range of experimental photographic and collaging techniques.
- There is a basic ability to record observations and insights through analogue and digital photography.
- Annotation supports the overall development of ideas.
- The candidate has realised their intentions through a predictable personal response.





Standard Mark – 25


Vasilela Arbes

 VASILELA ARBES IS ALSO A FILM DIRECTOR. HIS MESSAGE COULD MEAN THAT THE PERSON IS BLUE BECAUSE IT COULD BE A DIFFERENT PERSON.


Mauren Bratlock

 THIS COULD MEAN SOMEONE DON'T WANT TO REMEMBER A CITY LIKE YOU COULD ESCAPE THE PLACE IT MIGHT BE A REALLY BAD PLACE.


Frank machabowski

 THIS ONE COULD MEAN FOR ALL PEOPLE IN THE PHOTOGRAPH IS AN OBJECT PEOPLE THAT LOVED TO BE GOING TO THAT PLACE ON THE PHOTOGRAPH.

Tom Hussey

 THIS COULD BE ABOUT SOMEONE WANTING TO BE YOURS OR SOMETHING HAPPENED LAST YEAR AND COULD BE IN A RECREATION.


Leticia Lombard

 MEMORIES ABOUT PEOPLE'S OLD HOUSES BUT NOT EXACTLY THE SAME PLACE TO SOMEONE SOLD PLACE BUT COULD BE DIFFERENT THEN BEFORE.


Manuel Robertson

 THIS COULD MEAN THAT SOMEONE WOULD BE DREAMING OF SOMEBODY AND HAS A HAIR AROUND THEM AND THAT COULD BE ABOUT AN ANGEL.


Dear Photograph

 THIS ONE COULD MEAN A REALLY HAPPY FAMILY BUT THEN SOMETHING COULD BE HAPPENED IN THE PAST SO THEY WERE THE DAD AND THE BOY.

Tom Hussey

 I LIKE TOM HUSSEY'S WORK BECAUSE HE SHOWS OTHER PEOPLE LOOKING AT THEIR OWNSELVES.
 THE POST IS REJECTED INTO THE MIRROR OF THE STREET AND THE OBJECT IS REJECTED INTO TOM HUSSEY'S EYES.
 PHOTOGRAPHY IS A WAY OF TALKING ABOUT THE WORLD THAT WE LIVE IN. WHAT THEY USE TO BE IN THE SPOT.

In my work the message will be going to show mental health because its interesting to search about interesting things or learn about it.


Dear Photograph

 I LIKE TOM HUSSEY'S WORK BECAUSE HE SHOWS OTHER PEOPLE LOOKING AT THEIR OWNSELVES.
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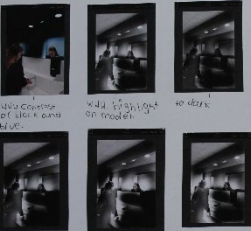
Analysing

 THE PHOTOGRAPH BY TOM HUSSEY IS A VERY INTERESTING WORK. A VERY INTERESTING WORK BECAUSE HE USES LIGHT TO SHOW THE OTHER SIDE OF THE WORLD AS IT IS. THE WHOLE IS 2 OTHER ASPECTS THAT COULD BE THE MOTHER AND OTHER OF THE PHOTOGRAPH IS IN THE BACKGROUND NOTING OUT OF VIEW.
 THE LIGHTING IS SOFT BUT DARK. THE LIGHT IS SHINING ON THE SUBJECTS. THERE IS ALSO LIGHT SHINE ON THE OBJECTS.
 THE 2 SUBJECTS THAT ARE IN THE CENTER OF THE PHOTOGRAPH ARE THE MOTHER AND OTHER.
 THE PHOTOGRAPHER TOM HUSSEY HAS USED SOFT DARK COLOR WITH A CONTRAST OF LIGHT. THE PHOTOGRAPHER HAS USED THESE TOES TO CREATE A SILENT COMPOSITION. THE TALKS ARE VISUALLY BOLD, CONTRASTED BY THE PHOTOGRAPHER'S THE PHOTOGRAPHER.

In the style of Tom Hussey

plan
 1 person standing to the left in a dark
 shadow
 lighting above
 portrait, orientation
 red of third's




Editing




use colors of black and blue.
 add highlight on model.
 no dark

Frank machabowski
 Frank is a german photographer who focuses on city and countryside. These have 2 very major differences. I like frank's work because its black and white photography with an out of focus atmosphere.
 This photographer represents the pose using black and white film. It also has a futuristic look using the blurred effect.
 Frank is questioning certain part of life and make by it. We use machine and human of city, but of making time skills which is more objects.

I used photoshop to edit my shoot. I changed the shoot to black and white and background with different tones and shadows.




Analysing



This is a black and white photograph. It is seen in the countryside. There is a path in the center of the photograph lined each side with small trees and bushes.
 The path leads my way why people past has used a blurred technique making the path busier. The lighting is natural out over the trees and is seen from towards the sky.
 The path way captures information about it. It makes you want to follow the path. The photograph has used black and white colors and tones. This has been used to lead the eye along the path.




My shoot plan in the style of Frank Machabowski

Corridor
 edit in black and white
 tripod for long exposure
 6 people



in the center

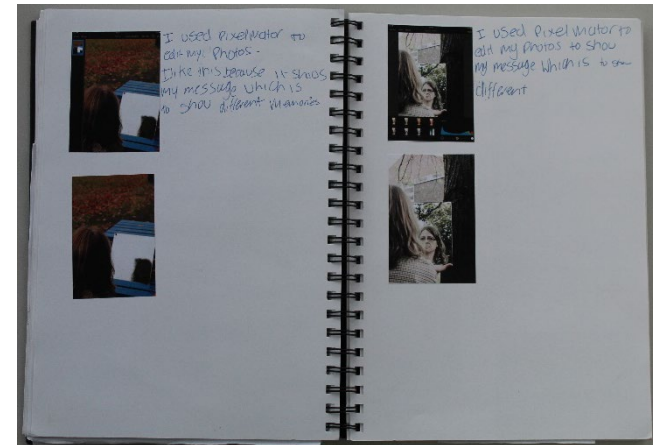
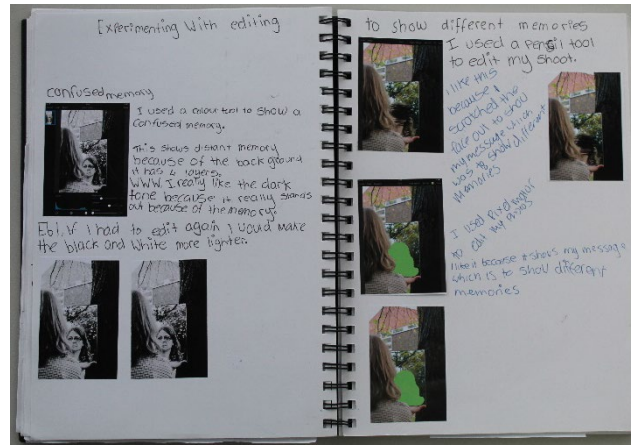
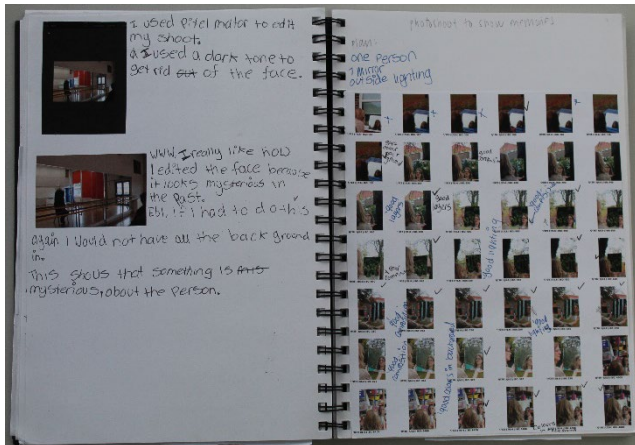
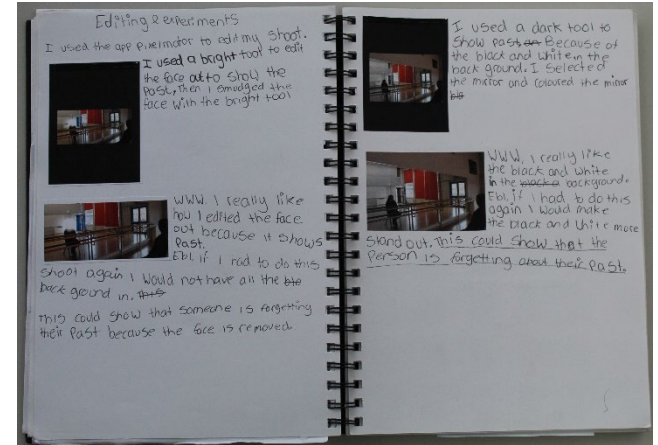
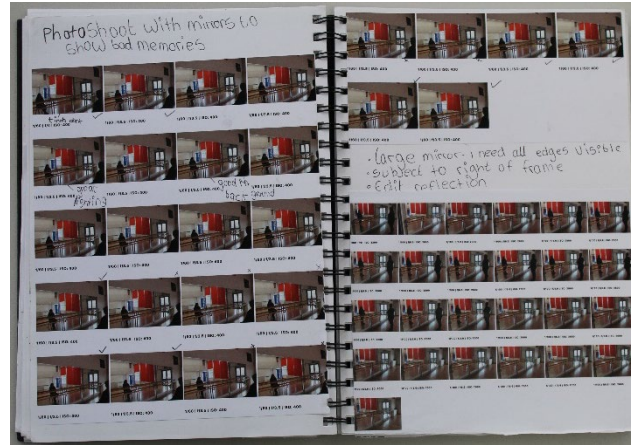
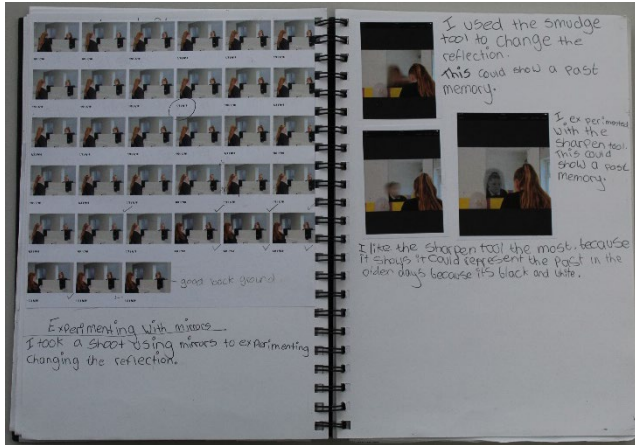
Editing

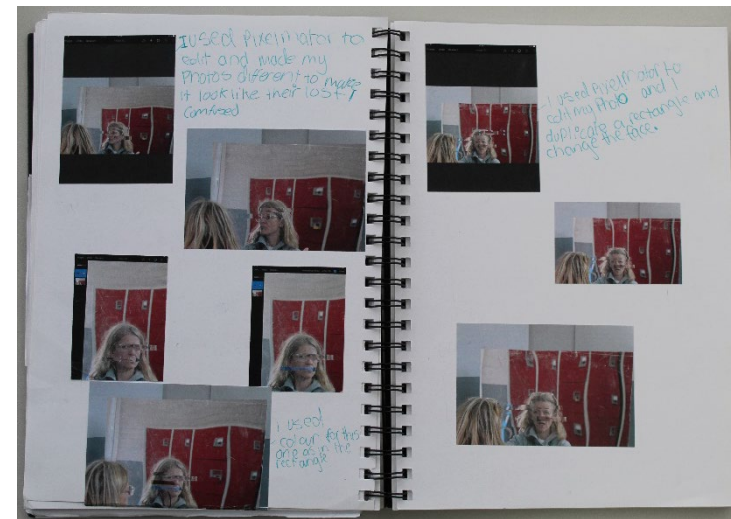
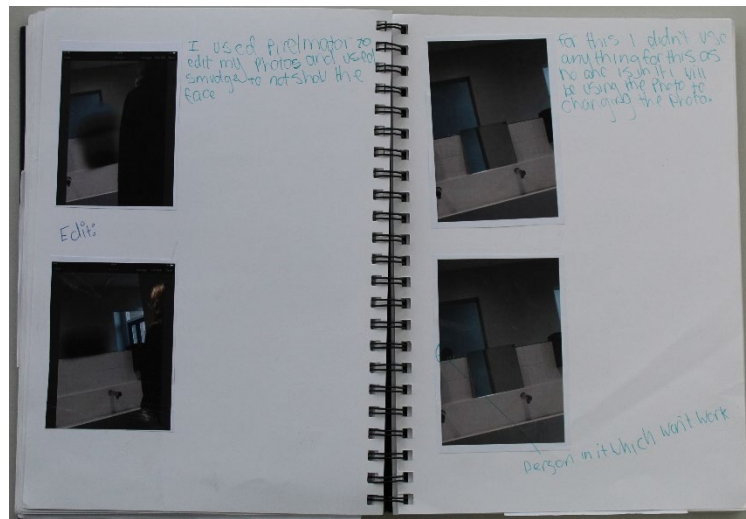
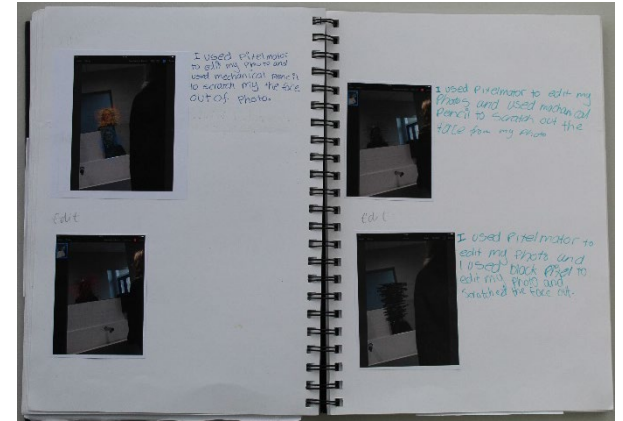
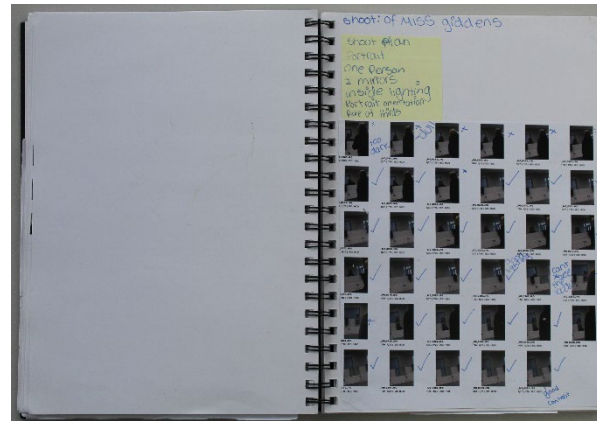
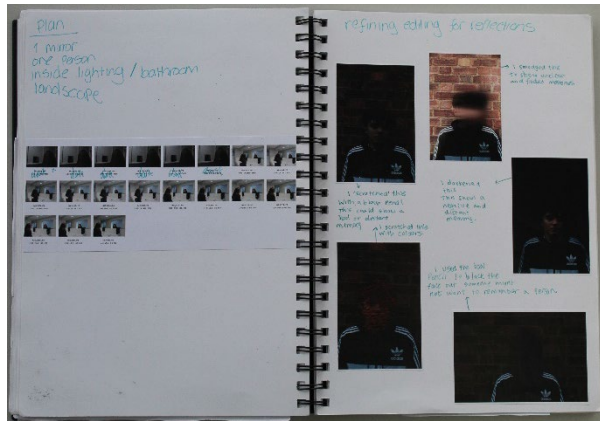

 Editing is used to enhance to edit and show. First screen with one person with short exposure.

 I used the first photo on to the second photo.

 I forgot I had shot edited my first layer in the black area was.

This photo is my final edit using both layers in black and white with the lighting and shadows. But I didn't lose the second layer as man.

This was the same shutter speed with more models.

This was edited on Photoshop changed to black and white.





Component 1 Fine Art

Standard Mark – 25

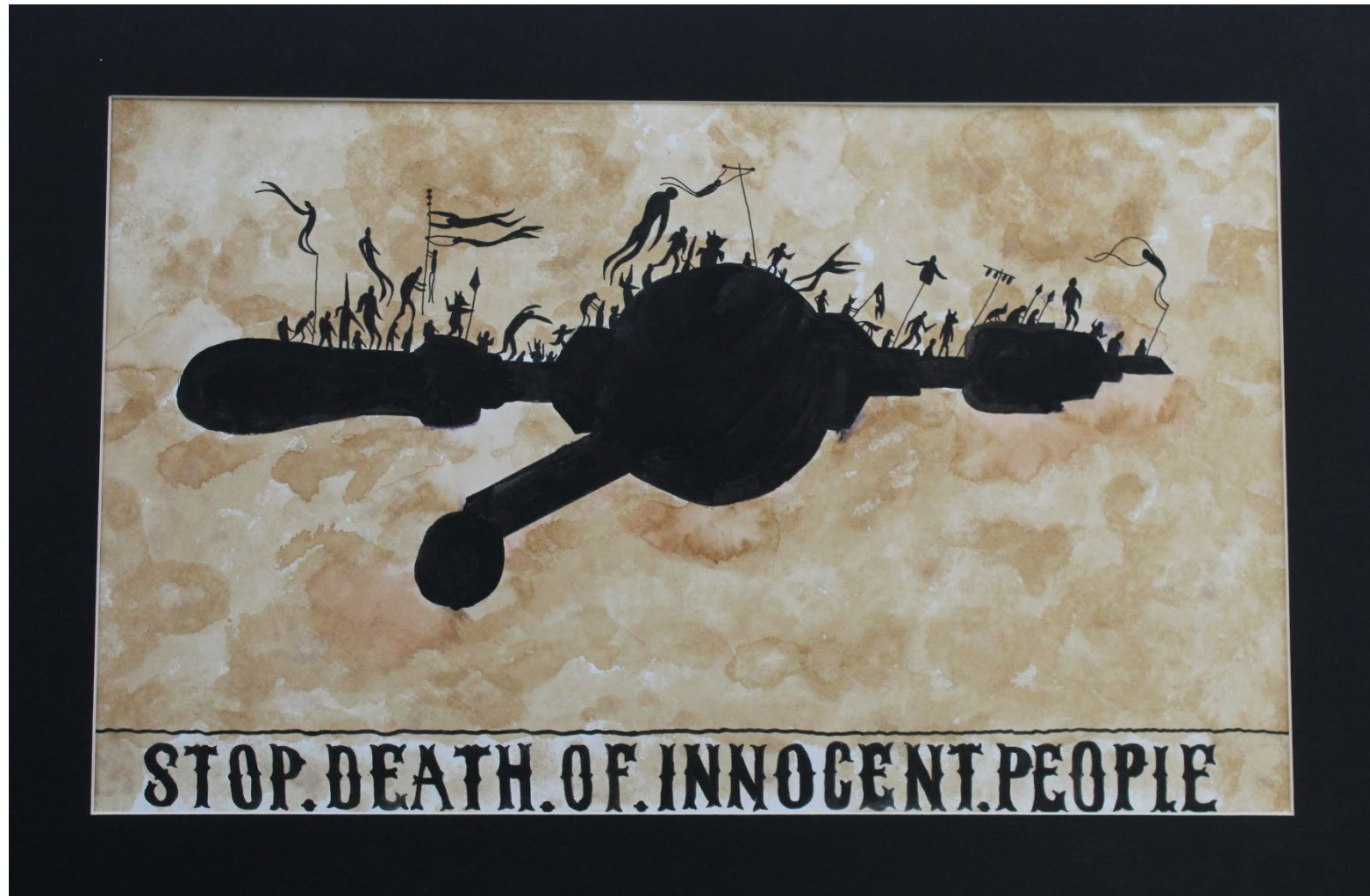
	AO1	AO2	AO3	AO4	Total
Mark	6	6	6	7	25
Level	2	2	2	3	
	Fully basic ability	Fully basic ability	Fully basic ability	Just emerging competent ability	

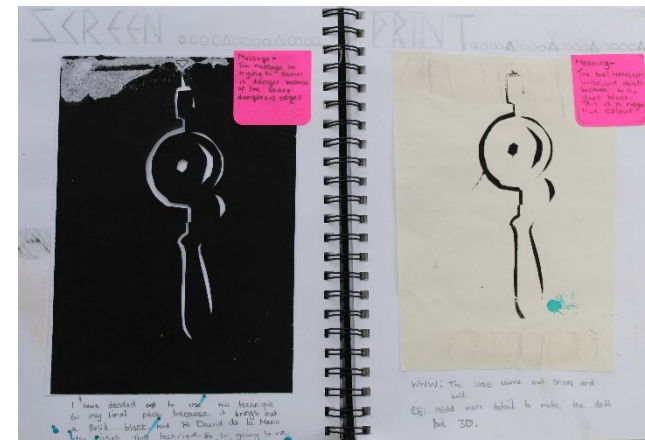
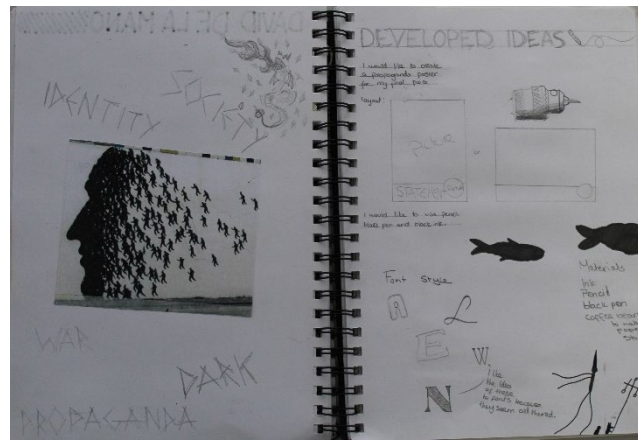
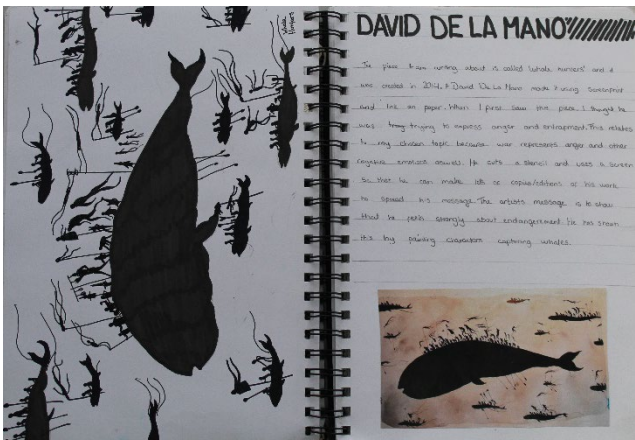
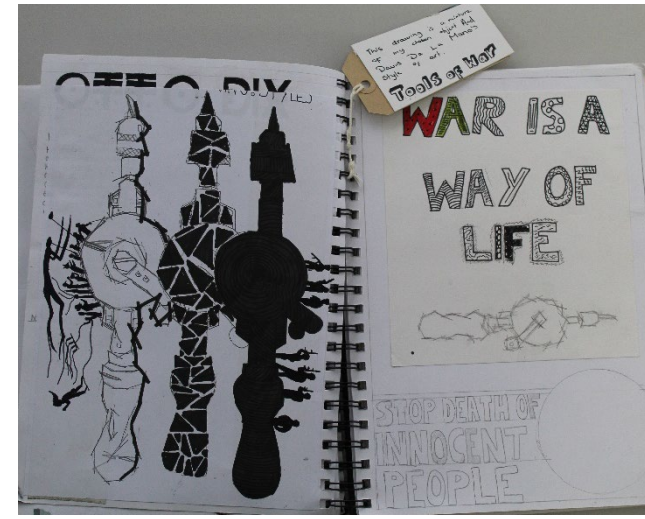
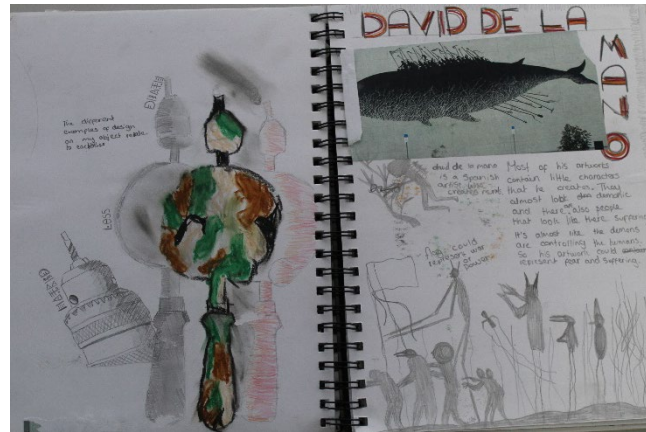
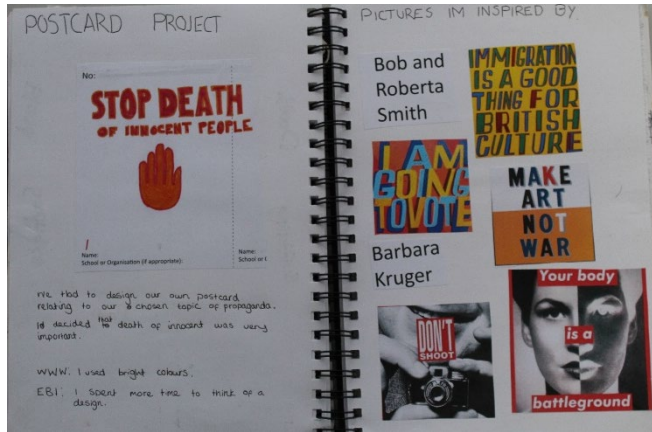
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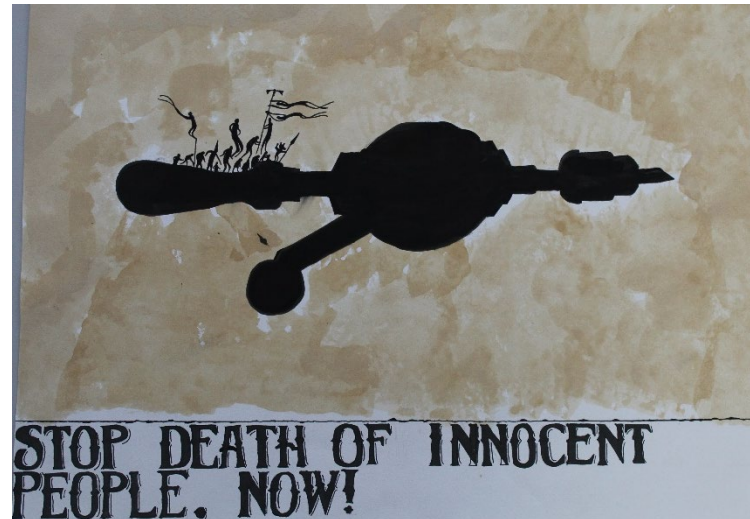
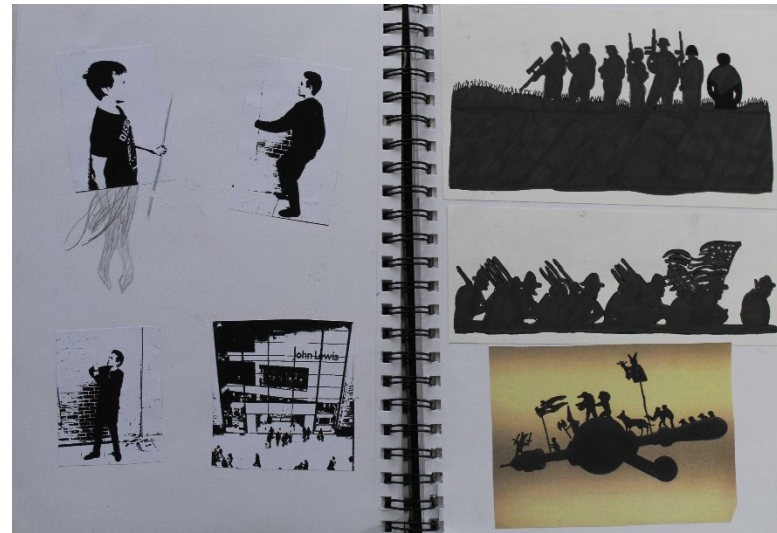
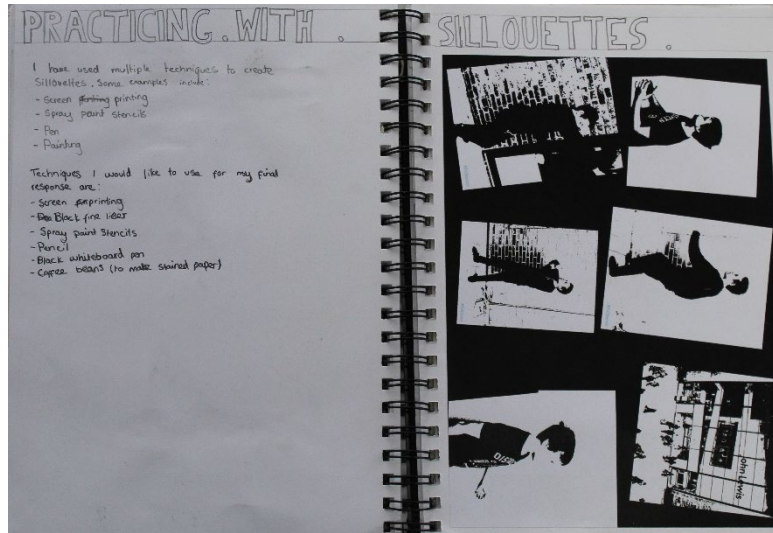
- The development of ideas is methodical throughout and reflects a general understanding of contextual sources.
- Ideas are developed through experimentation and exploration embracing a range of materials and techniques.
- There is a basic ability to record observations and insights through drawing, painting and mixed media.
- Annotation supports the overall development of ideas.
- The candidate has realised their intentions through a predictable personal response.

Keyword descriptors from the taxonomy:

Deliberate	Simplistic
Methodical	Tentative
Superficial	Predictable
Unrefined	







Component 1 Textiles

Standard Mark – 15

	AO1	AO2	AO3	AO4	Total
Mark	4	4	3	4	15
Level	2	2	1	2	
	Just basic ability	Just basic ability	Fully limited ability	Just basic ability	

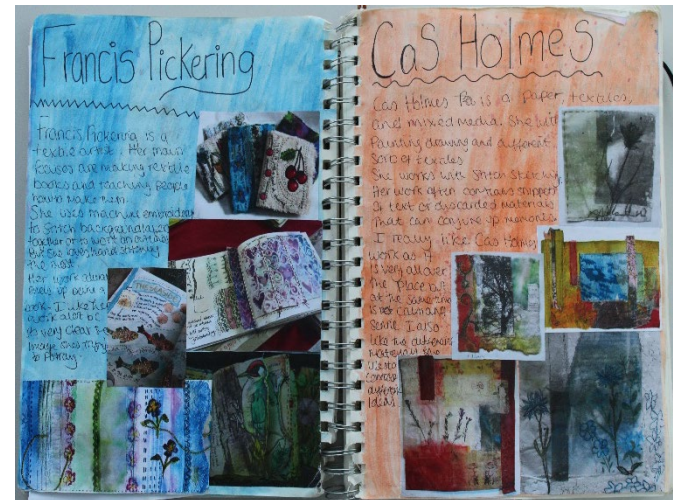
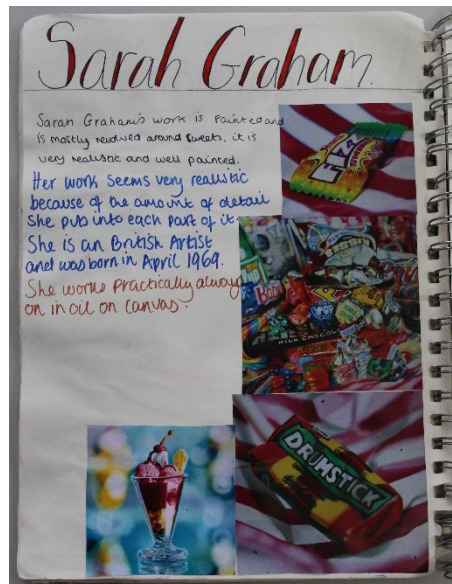
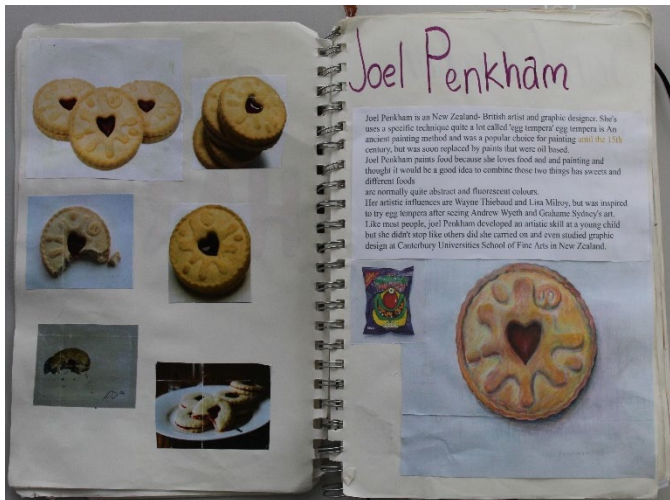
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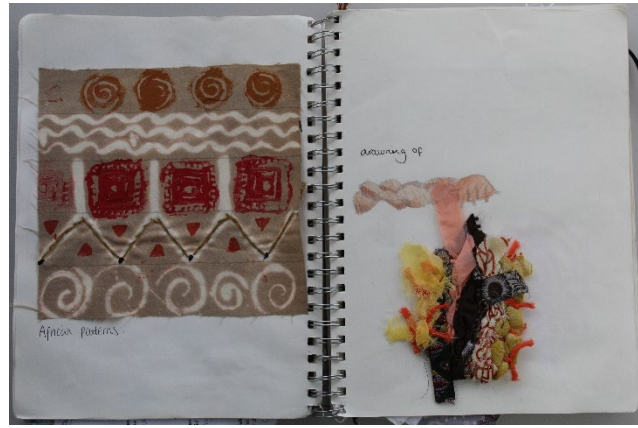
- The candidate develops their ideas in a deliberate way, underpinned by elementary drawings.
- Ideas are communicated with a superficial application of the formal elements of art and design. Annotation does not inform the development of ideas.
- The candidate explores, with minimal understanding, the characteristics of some textile techniques.
- The candidate realises their design intentions but lacks the technical competency to move beyond a simple and unrefined response.

Keyword descriptors from the taxonomy:

Clumsy
 Unrefined
 Superficial
 Elementary







Component 2 Photography

Standard Mark – 62

	A01	A02	A03	A04	Total
Mark	15	16	15	16	62
Level	5	6	5	6	
	Fully confident and assured ability	Just exceptional ability	Fully confident and assured ability	Just exceptional ability	

Keyword descriptors from the taxonomy:

Advanced	Refined
Convincing	Resolved
Comprehensive	Risk taking
Focused	Insightful
Perceptive	

Examiner comments:

- There is an insightful understanding of photographic processes and an exceptional ability to refine work through experimentation and review.
- Development is comprehensive and perceptive links are made to sources.
- There is a confident and assured ability to record ideas, observations, and insights through the formal elements.
- Annotation is perceptive showing an understanding of art terminology.
- The candidate's personal response is fully resolved, insightful and shows a willingness to take risks.



Reflection

Simon Knight or Conrad

LIGHTS

LAYERS

SHADOWS

BOLD

DARK

BLURRED

WINDOW

REFLECTION

CONTEMPLATING

EXPRESSIONS

THINKING

ISOLATED

DOCUMENTARY

OCCUPIED BY THOUGHTS

Alan Schaller
Vivian Vainio
Josh Jackson
Gemma Hübner
Saul Leiter

Saul Leiter

I like his work because of the colour in his photos and the way he takes his photos through objects like windows and glass. It shows reflection because in the photos there is usually someone thinking and reflecting.

Photoshop Plan:

- 1. Is photo through wall with water on window
- 2. Forfeit orientation
- 3. Take a few steps to show someone thinking while writing
- 4. Natural effect
- 5. Subject isolated

LOOKING OUT **REFLECTING** **EVERYDAY LIFE**

LIGHTS **BLURRED** **STRANGERS**

Simon reflection being like a blue and abstract
 Can power above thinking
 how things can change on water
 collecting colours like and blurred and abstract white

In The Style Of Saul Leiter

Photoshop Plan:

- 1. Is photo through wall with water on window
- 2. Forfeit orientation
- 3. Take a few steps to show someone thinking while writing
- 4. Natural effect
- 5. Subject isolated

WAV: The color of the water and the light on the wall. The water is blue and the light is white. The water is blue and the light is white. The water is blue and the light is white.

ED: The water is blue and the light is white. The water is blue and the light is white. The water is blue and the light is white.

WAV: The color of the water and the light on the wall. The water is blue and the light is white. The water is blue and the light is white. The water is blue and the light is white.

ED: The water is blue and the light is white. The water is blue and the light is white. The water is blue and the light is white.

Bill Armstrong

I like Bill Armstrong's work because they have bright colours and a part of it is always black. I also like the blurred effect which shows reflection because I could learn how people's memories being unclear and hard to reflect on.

BLURRED **BOLD** **COLORFUL**

SILHOUETTE **UNFOCUSED** **BRIGHT**

Photoshop Plan:

- 1. Use acetate to cover camera lens.
- 2. Blue background
- 3. Subject
- 4. Studio lights on background and subject standing behind lights creating silhouette
- 5. Portrait orientation
- 6. Studio lighting

Background blurry color reflection
 in background maybe show what their light
 edges of subjects gets cut
 could have background
 blurred background
 two subject
 their reflection being the subject in blurred background
 should show contrast with the blue abstract

In The Style Of Bill Armstrong

WAV: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

ED: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

WAV: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

ED: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

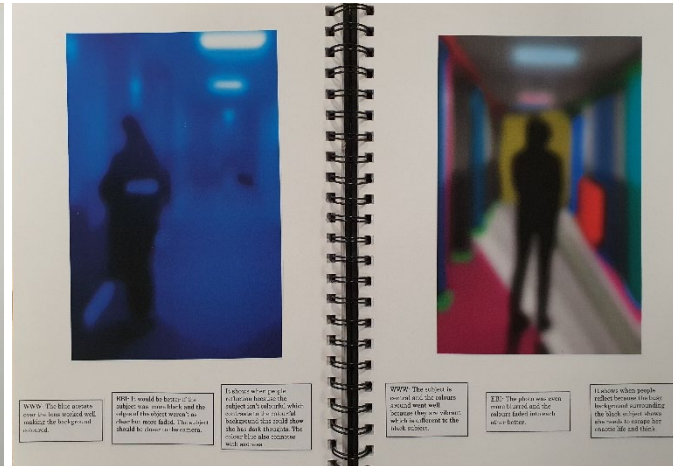
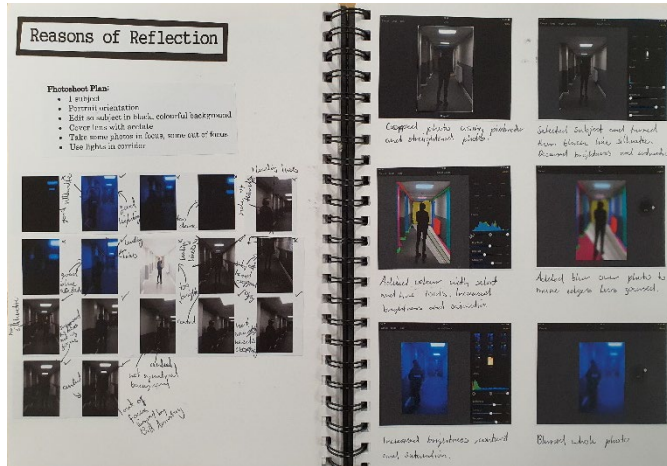
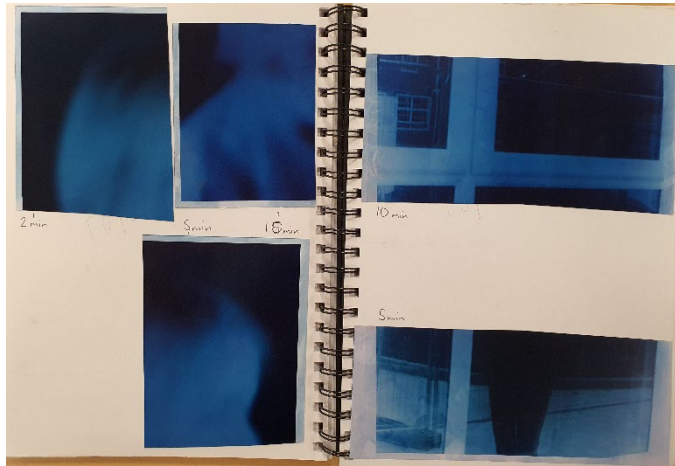
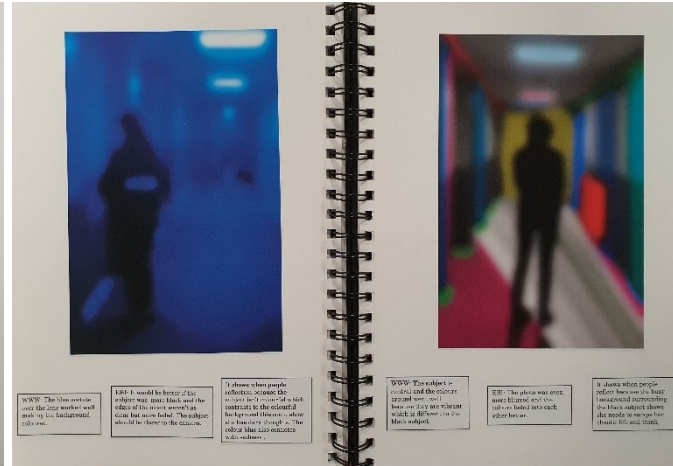
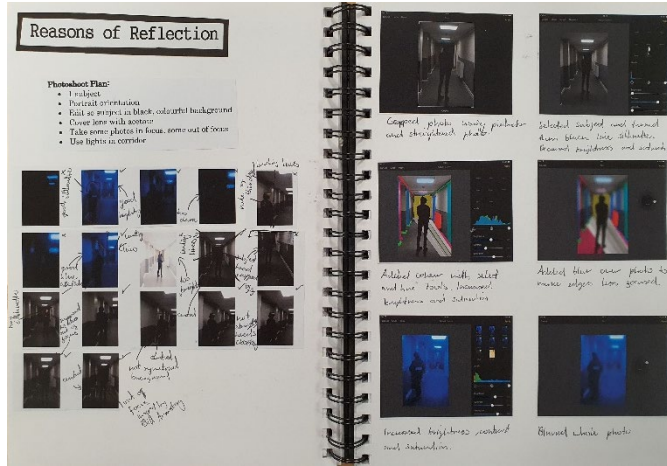
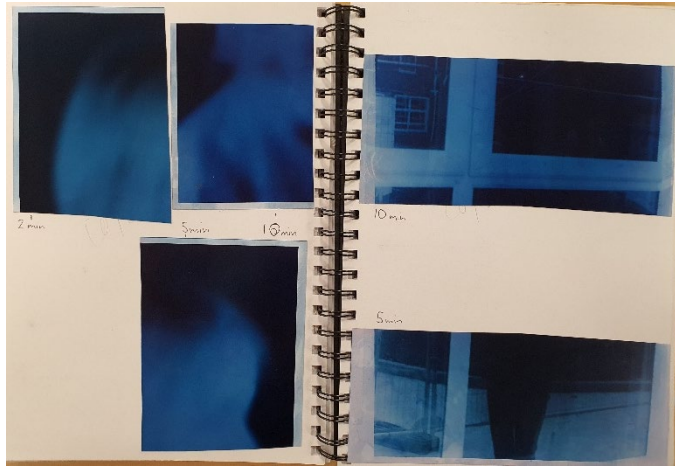
Experimenting In The Style Of Bill Armstrong

WAV: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

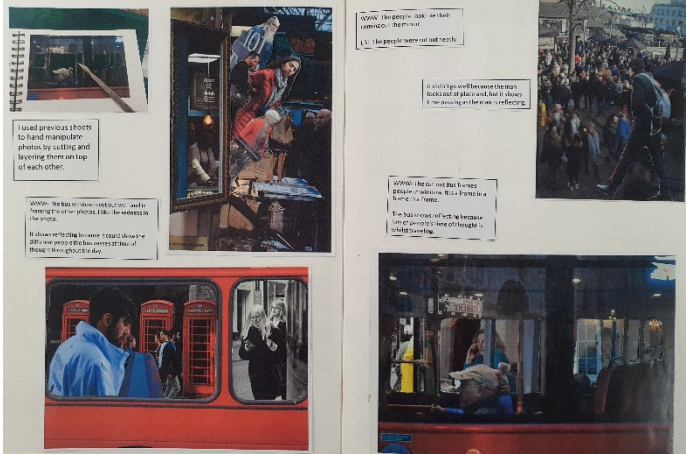
ED: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

WAV: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.

ED: The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue. The subject is a silhouette and the background is blue.



Risk Taking With Hand Manipulation



Used previous shoots to hand manipulate photos by cutting and layering them on top of each other.

WWW: The black and white photo used in contrast to the photos. I like the way they are layered.

It shows reflecting because it's a different angle of the same subject of those in the photo.


WWW: The black and white photo used in contrast to the photos. I like the way they are layered.

It shows reflecting because it's a different angle of the same subject of those in the photo.

Refining For Final Piece


Photoshoot Plan:

- Natural lighting
- Through windows
- Shallow depth of field
- Looking through bushes
- Isolate subjects


WWW- The colours in the photo. I like the blacks and contrast with the red.

It shows someone going about their average day and doing monotonous things giving time to think.



WWW- The subject is out of focus and I like the composition of the photo.

EBI- The whole subject was in frame.



WWW: I like that you used the subjects face making a more professional looking image of the photo.

WWW: The shallow depth of field like the architecture in the building and the street view.

It shows reflecting because it's a different angle of the same subject of those in the photo.

WWW: I like the lighting in the photo because both the subject and the street.

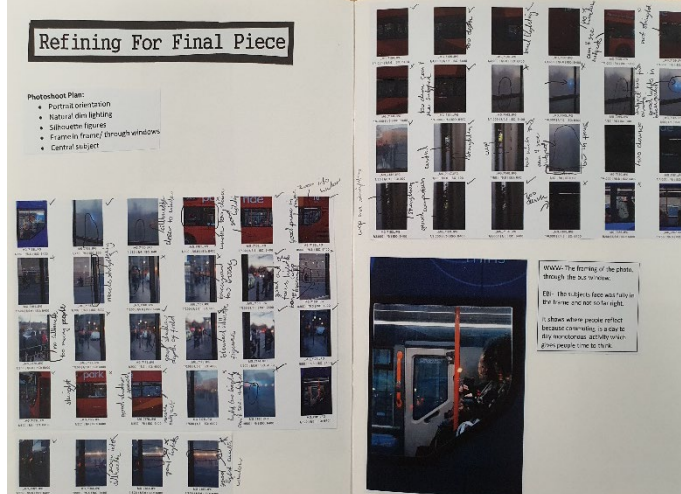

WWW: The shallow depth of field like the architecture in the building and the street view.

It shows reflecting because it's a different angle of the same subject of those in the photo.

Refining For Final Piece

Photoshoot Plan:

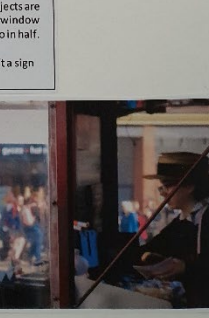
- Portrait orientation
- Natural dim lighting
- Shallow depth of field
- Frame in frame through windows
- Central subject

EBI- There wasn't a sign on the window. The composition isn't good because both subjects are out of frame.

WWW- Both subjects are in frame and the window divides the photo in half.

EBI- There wasn't a sign on the window.



WWW: The framing of the photo through the window.

EBI- The subject's face was taken out of the frame and the light.

It shows someone going about their average day and doing monotonous things giving time to think.



WWW- The subjects are silhouette figures. They're central and the bus window is straight.

EBI- The figures were clearer and the photo wasn't so noisy.

Shows reflecting because people's time of reflection throughout the day is whilst traveling or commuting.



WWW- The silhouette figure on the glass is clear. The blue colour across the whole photo.

It shows reflecting because it is capturing people in their day to day life. The silhouette creates mystery and you don't know what they're thinking.



WWW- The composition of the photo because it's looking through the gap and the deep depth of field.

It shows reflecting because it is capturing people throughout their day with a job where they're thinking.

Risk Taking With Double Exposure

Handwritten notes include: "good double", "more artistic layout", "reflected people", and "I wanted to see how far I could push the boundaries of the double exposure. I did this by taking photos of the same person in the same location but at different times of the day. I then layered them on top of each other to create a double exposure effect. I think it looks really good and it's a great way to show the passage of time." The grid images show a person in a window, a person in a car, and a person in a field, all with double exposure effects.

3 sec. hand slip Aperture 8

10 sec

3 sec. hand slip Aperture 8

Handwritten notes: "I wanted to see how far I could push the boundaries of the double exposure. I did this by taking photos of the same person in the same location but at different times of the day. I then layered them on top of each other to create a double exposure effect. I think it looks really good and it's a great way to show the passage of time." The images show a person in a window with double exposure effects, with a vertical scale on the right side of each image.

3 sec. hand slip

3 sec. hand slip

3 sec. hand slip

3 sec. hand slip

Handwritten notes: "The paper and a double exposure effect was used in the same way as in an advertisement.", "The next best thing was a very good quality of a double exposure in the other.", "I had a lot of ideas for the double exposure and I found it was my favourite one." The images show a person in a window with double exposure effects, with a vertical scale on the right side of each image.

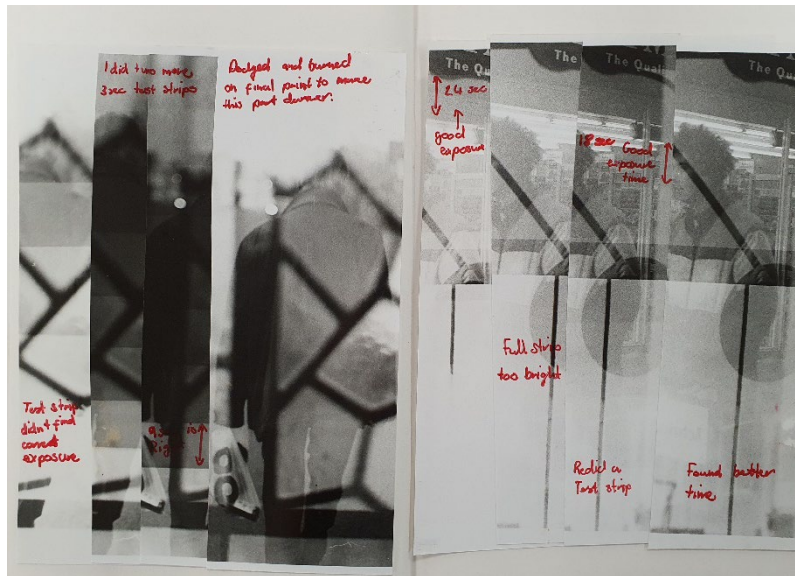
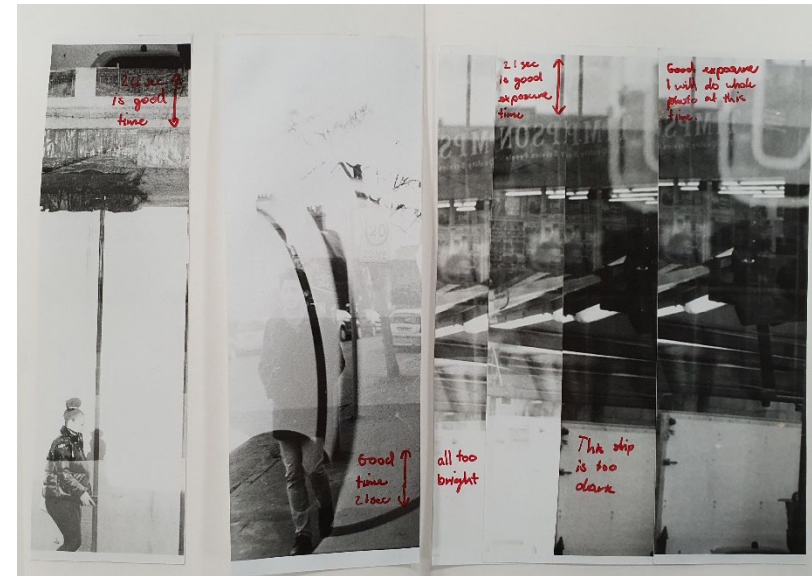
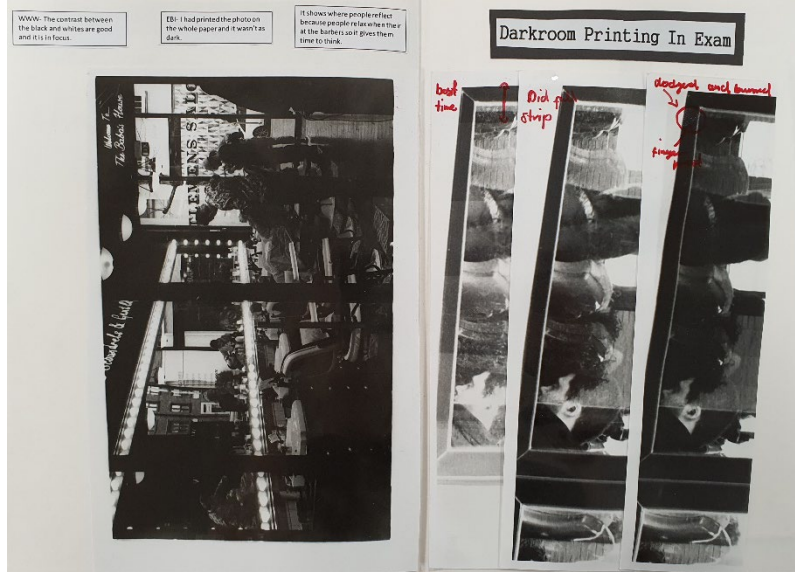
Magasin

22 sec Aperture 8

Refining For Final Piece In The Darkroom

21 sec Aperture 8

Handwritten notes: "I wanted to see how far I could push the boundaries of the double exposure. I did this by taking photos of the same person in the same location but at different times of the day. I then layered them on top of each other to create a double exposure effect. I think it looks really good and it's a great way to show the passage of time.", "I was able to get the best shot in the darkroom because I was able to see the person in the photo.", "I was able to see the person in the photo." The images show a person in a window with double exposure effects, with a vertical scale on the right side of each image.



Component 2 Fine Art

Standard Mark – 61

	A01	A02	A03	A04	Total
Mark	15	15	15	16	61
Level	5	5	5	6	
	Fully confident and assured ability	Fully confident and assured ability	Fully confident and assured ability	Just exceptional ability	

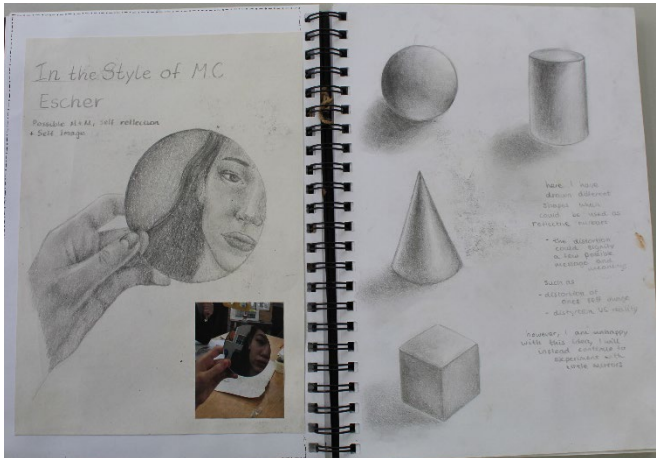
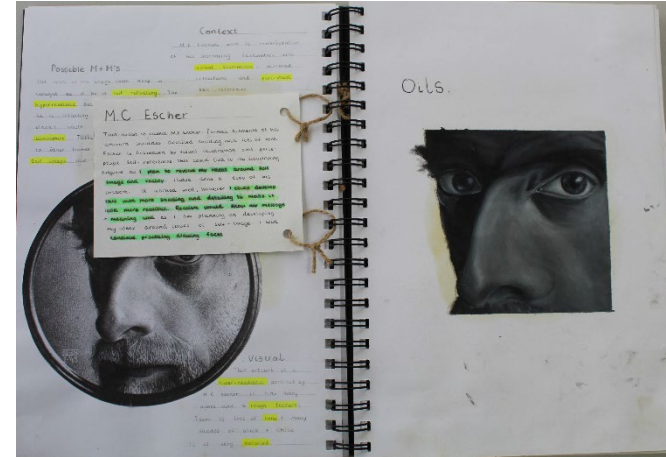
Examiner comments:

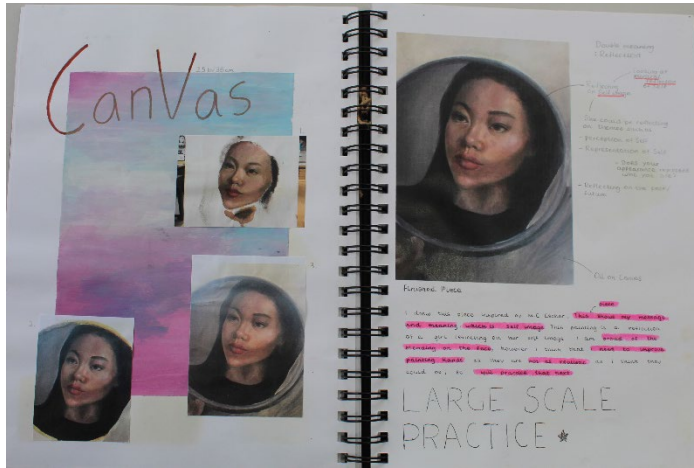
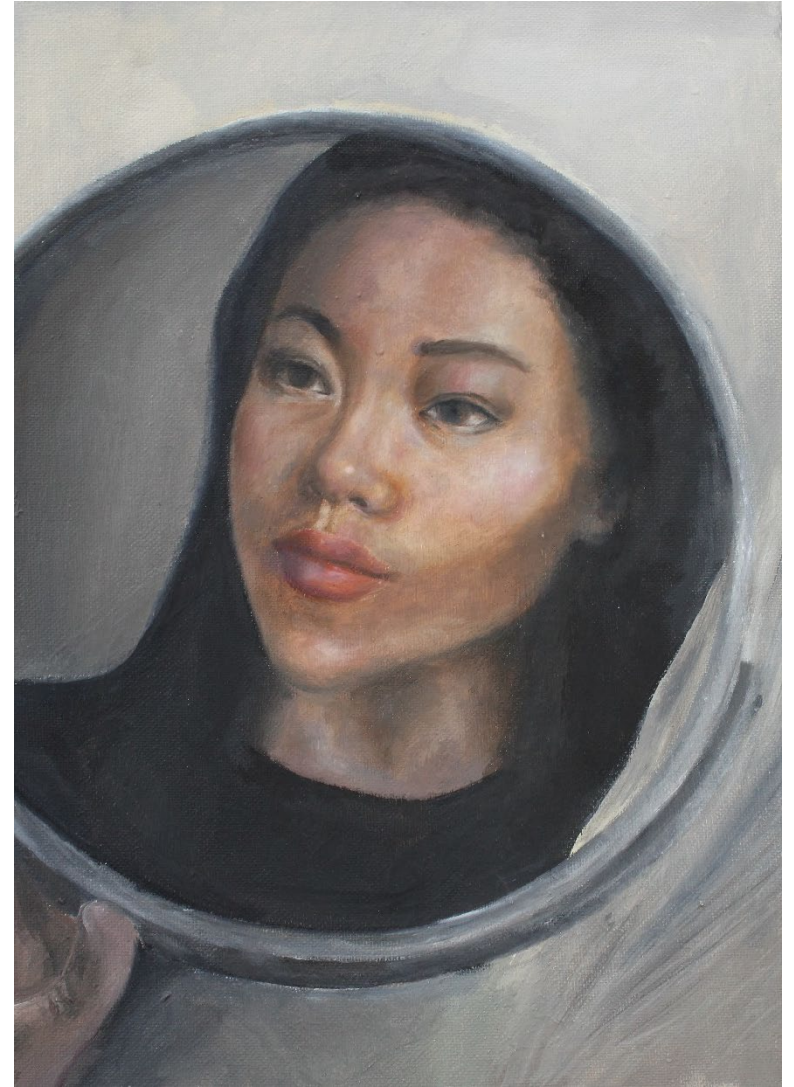
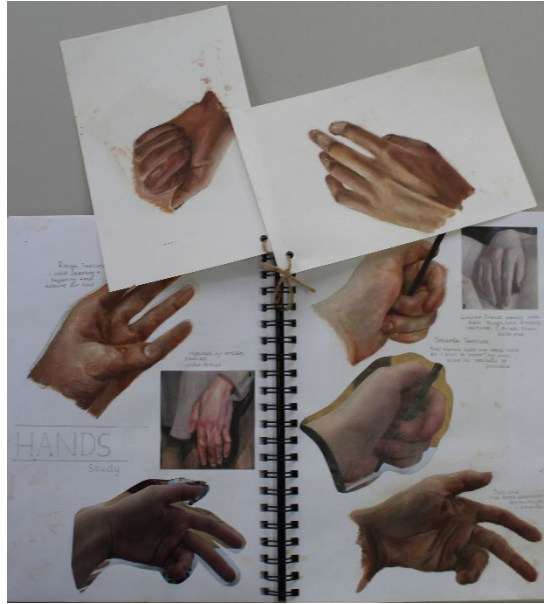
- The candidate has produced an accomplished personal response to the theme showing an advanced control of the formal elements.
- Development is focused and the candidate refines their idea in depth through pencil and paint.
- The investigation process shows confident and assured critical understanding of their own ideas and the sources that have informed them.
- Annotation is reflective showing an understanding of art terminology.

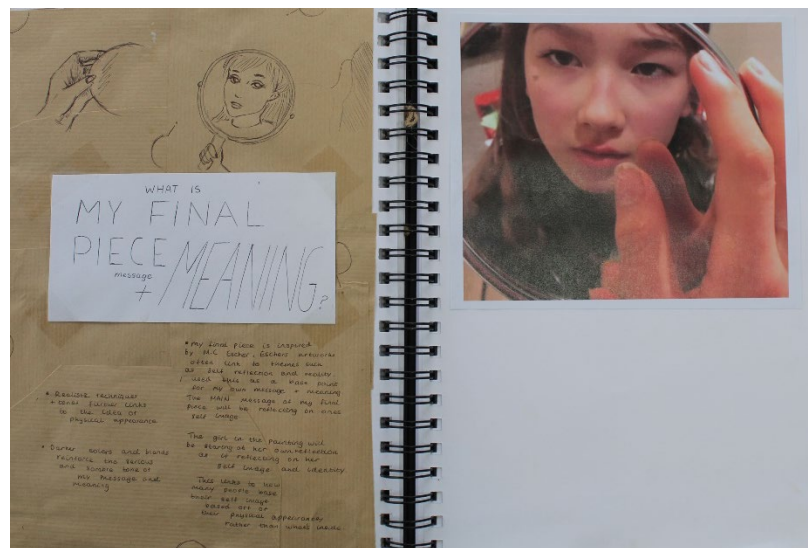
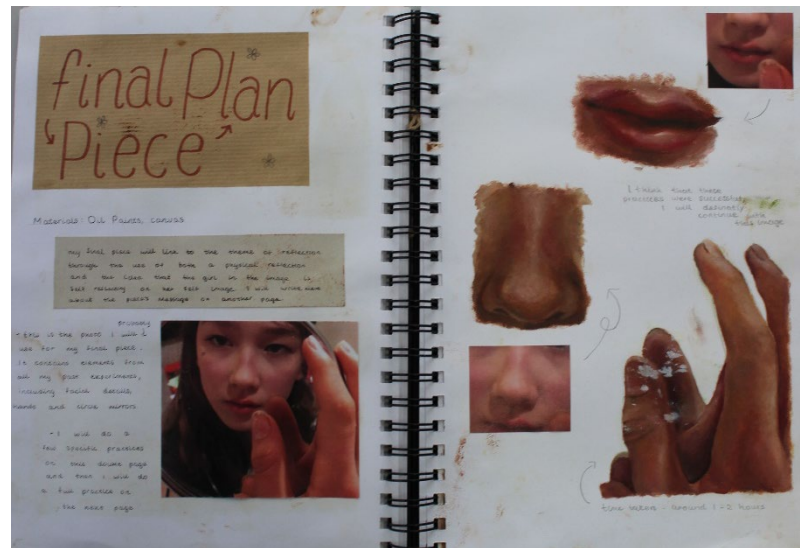
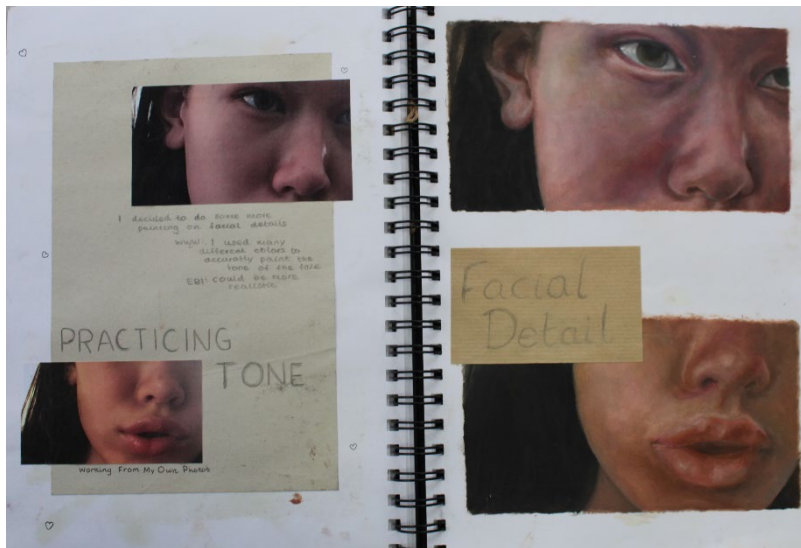
Keyword descriptors from the taxonomy:

Advanced	Refined
Convincing	Resolved
Comprehensive	Risk taking
Focused	Accomplished
Perceptive	









Component 2 Fine Art

Standard Mark – 57

	A01	A02	A03	A04	Total
Mark	14	14	15	14	57
Level	5	5	5	5	
	Mostly confident and assured ability	Mostly confident and assured ability	Fully confident and assured ability	Mostly confident and assured ability	

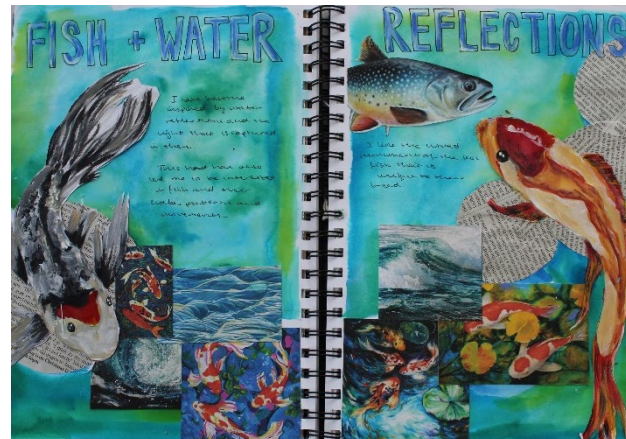
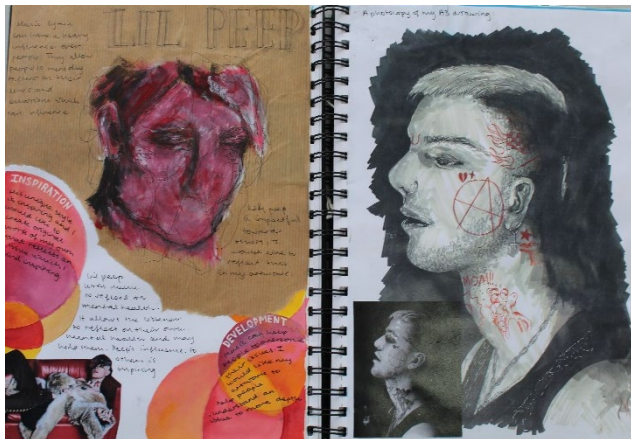
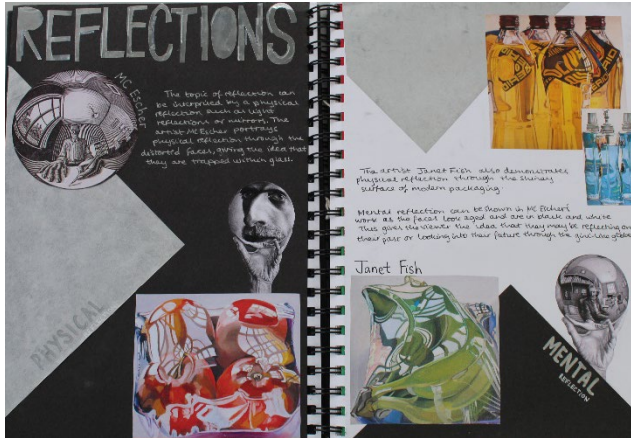
Keyword descriptors from the taxonomy:

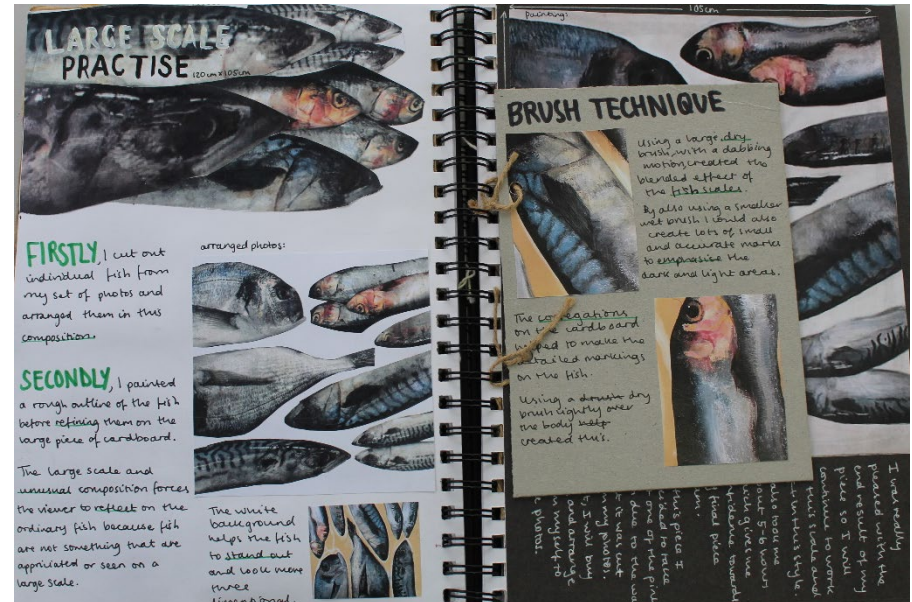
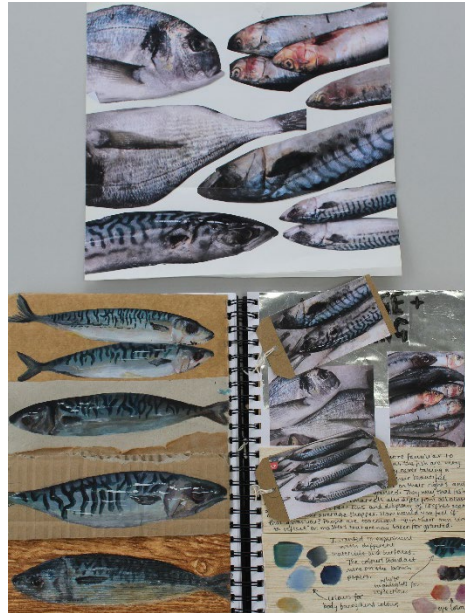
Advanced	Refined
Convincing	Resolved
Comprehensive	Focused

Examiner comments:

- The candidate develops their idea in a comprehensive manner showing a confident and assured critical understanding of sources.
- There is convincing evidence of experimentation through painting techniques and processes.
- Control of the formal elements is advanced and the candidate makes good use of primary source photography within their work.
- Annotation is meaningful and helps the candidate to reflect on the progress that they have made.
- The candidate presents a personal response that is fully resolved and shows an advanced skill level.







Component 2 Photography

Standard Mark – 52

	A01	A02	A03	A04	Total
Mark	14	13	12	13	52
Level	5	5	4	5	
	Mostly confident and assured ability	Just confident and assured ability	Fully competent and consistent ability	Just confident and assured ability	

Keyword descriptors from the taxonomy:

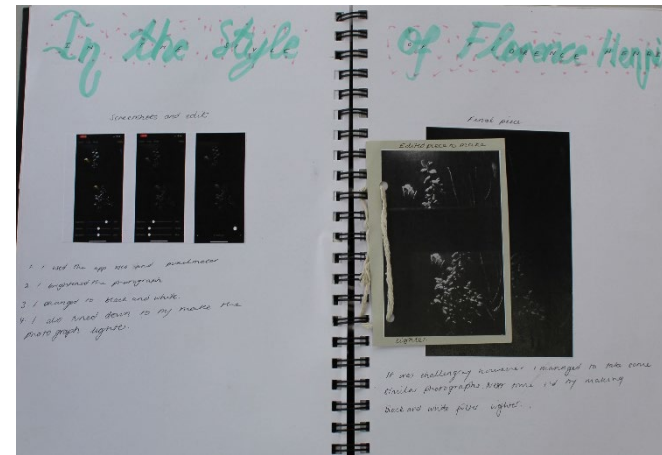
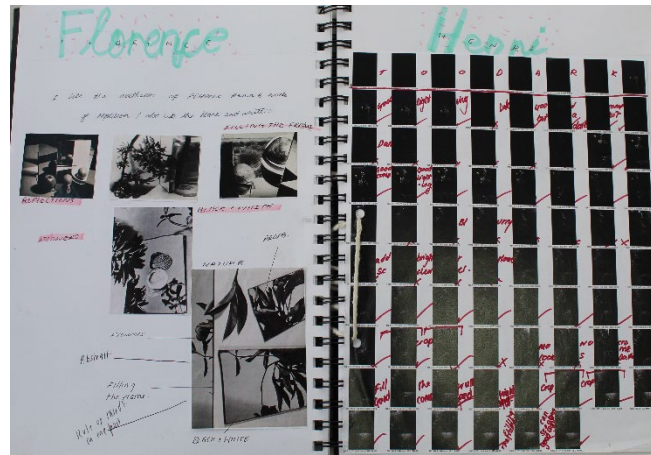
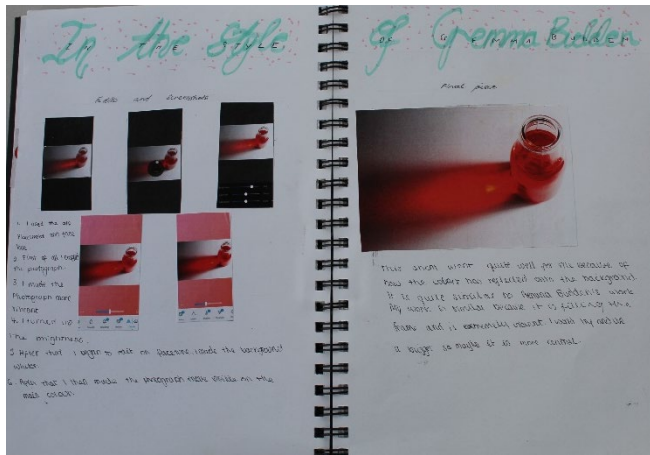
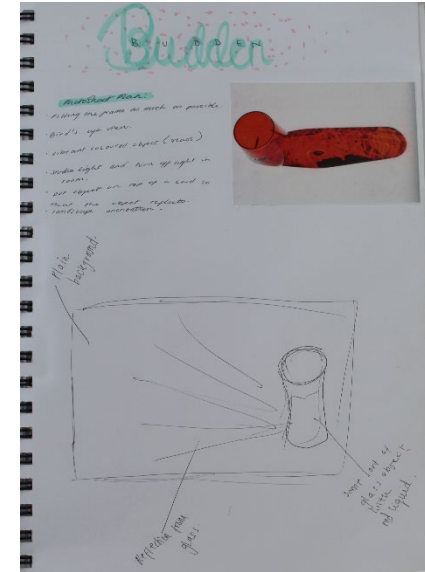
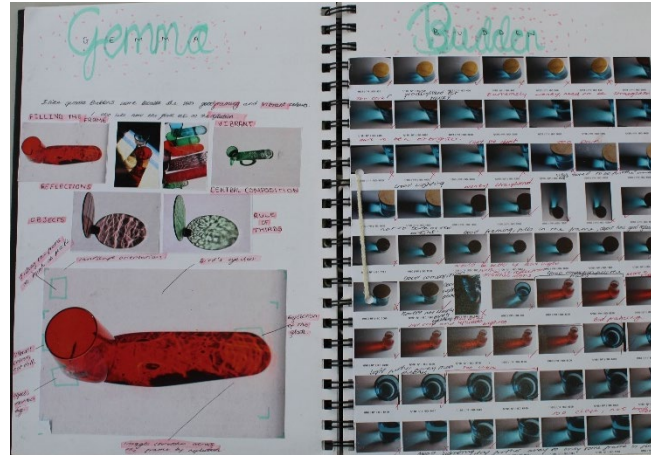
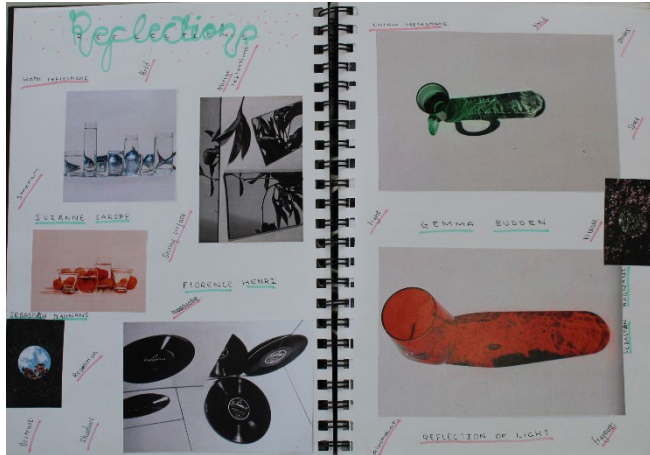
Comprehensive

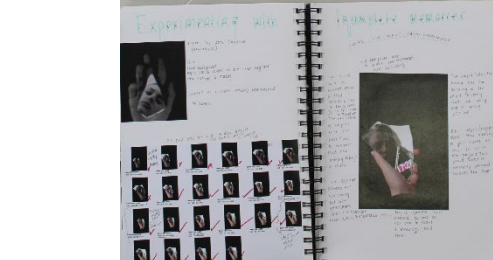
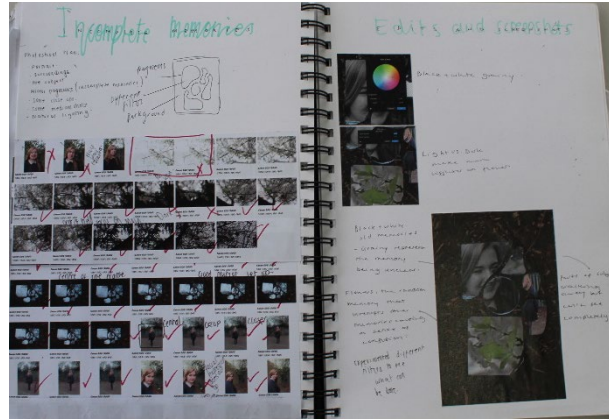
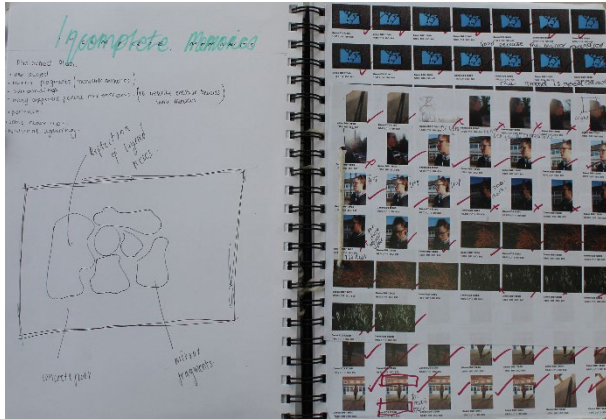
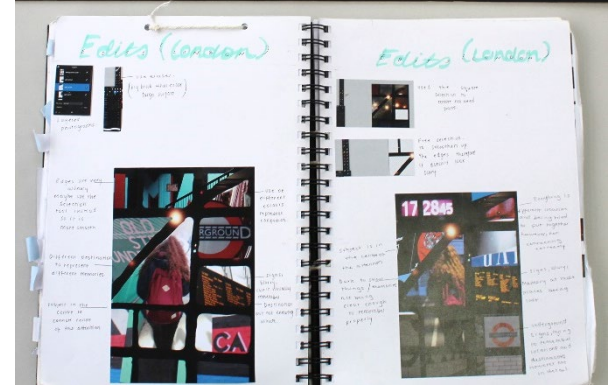
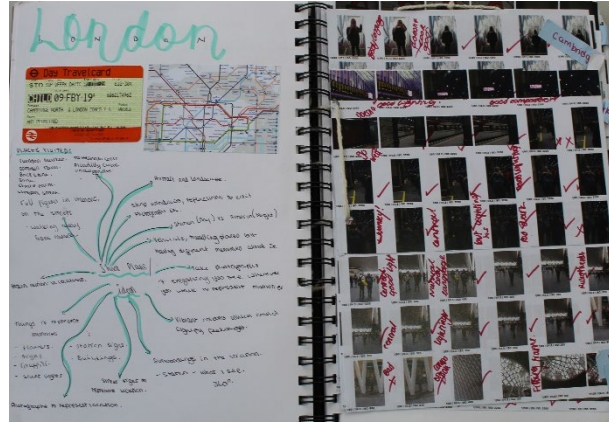
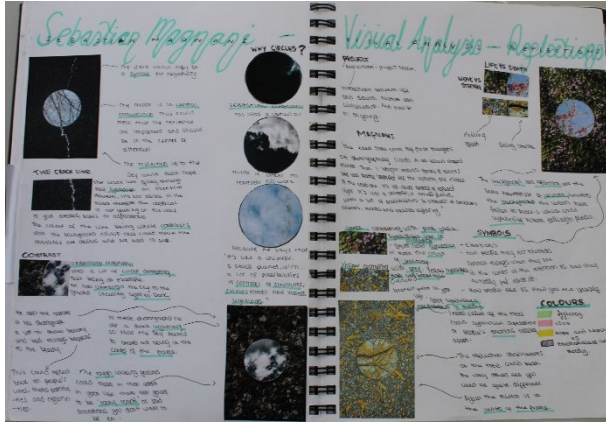
Focused

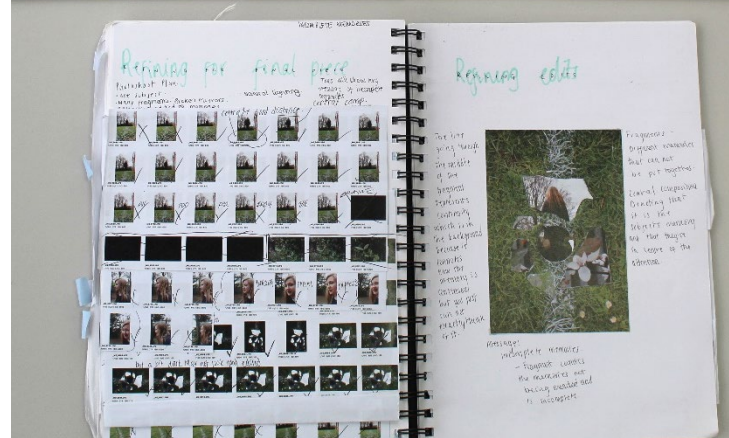
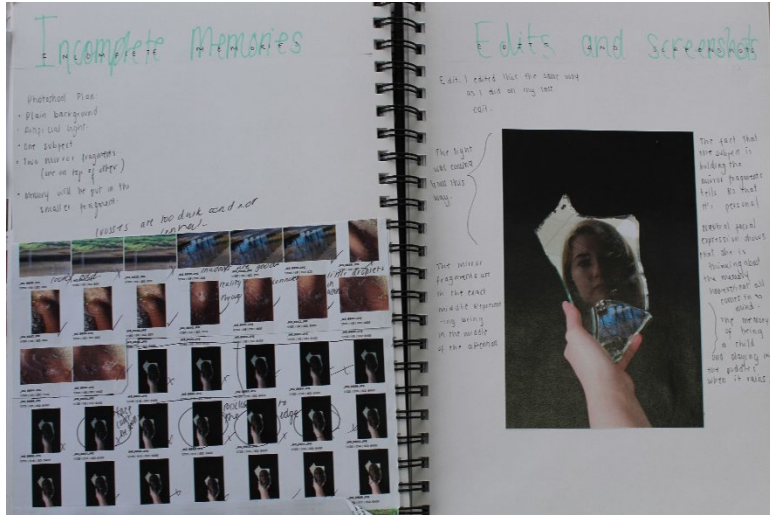
Examiner comments:

- Development of ideas through investigation is comprehensive with evidence of a confident and assured critical understanding of sources.
- There is evidence of experimentation and refinement through a range of photographic techniques and processes.
- Control of the formal elements is skilful, and the candidate conducts a number of photoshoots selecting their best images to take forward.
- Annotation is thoughtful, and the candidate uses a range of art terminology to review their own work.
- The final realisation demonstrates a confident and assured understanding of visual language.









Component 2 Fine Art

Standard Mark – 52

	A01	A02	A03	A04	Total
Mark	13	13	13	13	52
Level	5	5	5	5	
	Just confident and assured ability	Just confident and assured ability	Just confident and assured ability	Just confident and assured ability	

Keyword descriptors from the taxonomy:

Convincing

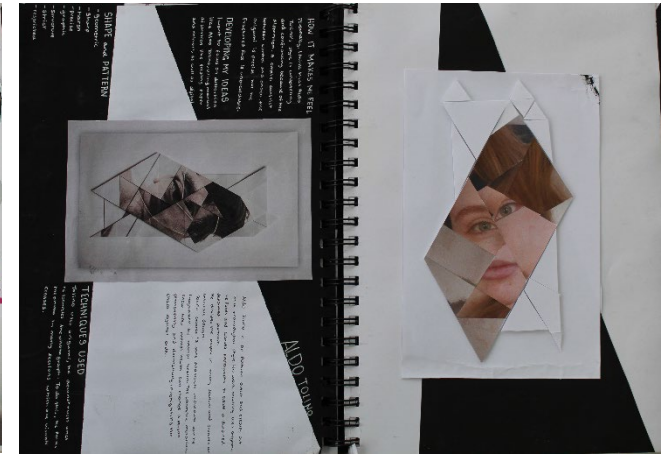
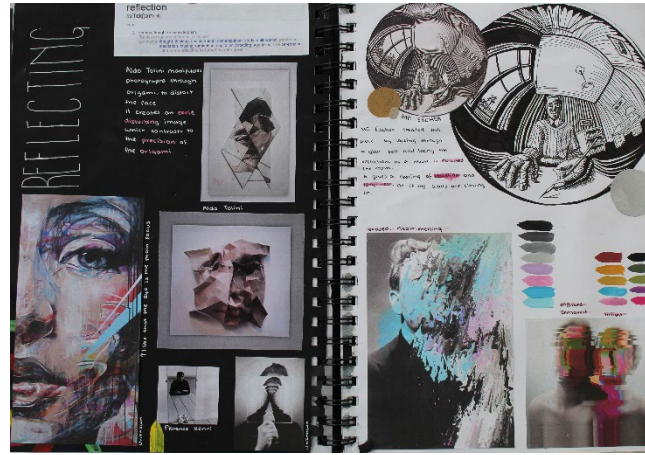
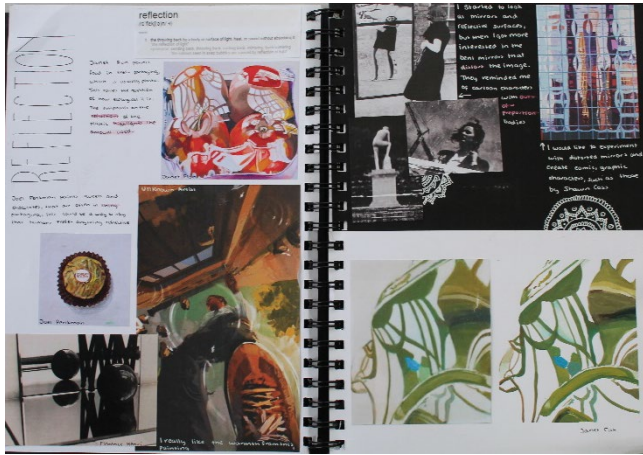
Perceptive

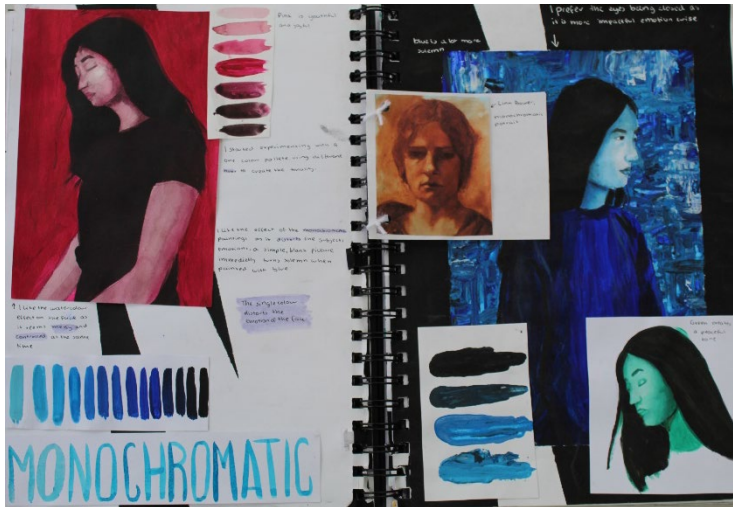
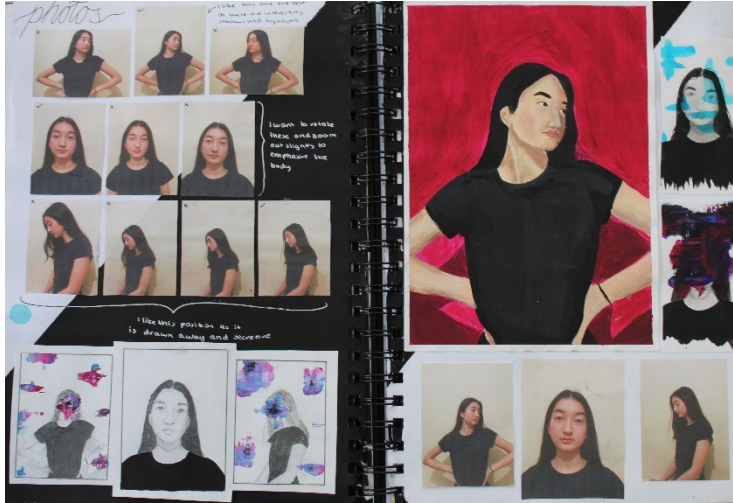
Examiner comments:

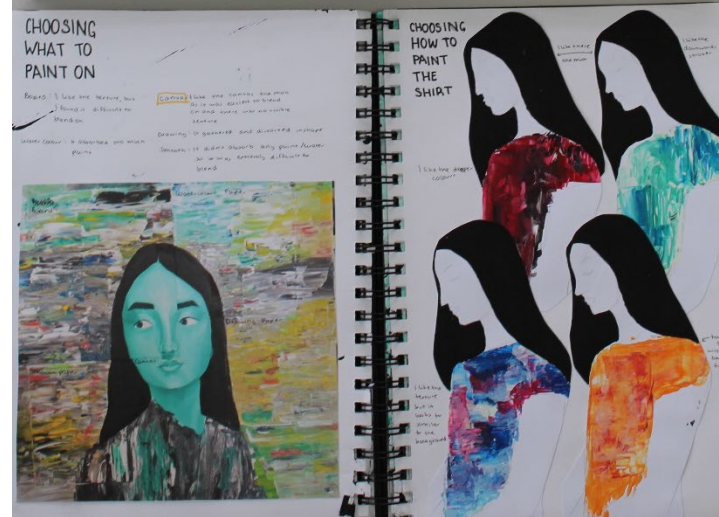
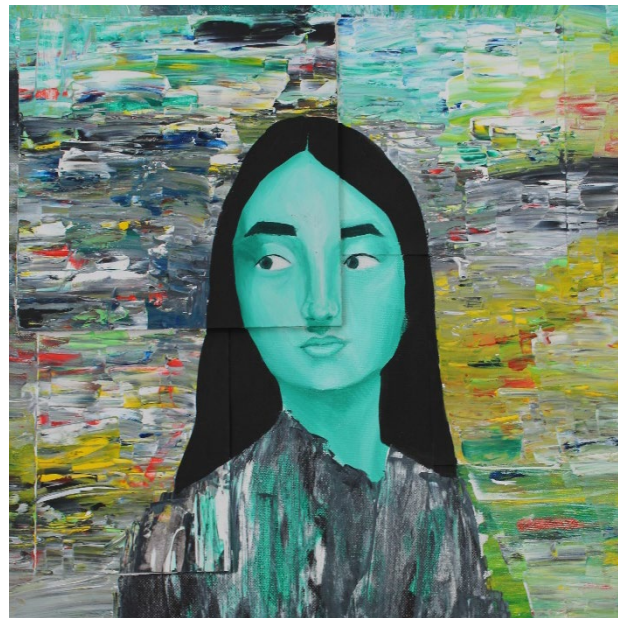
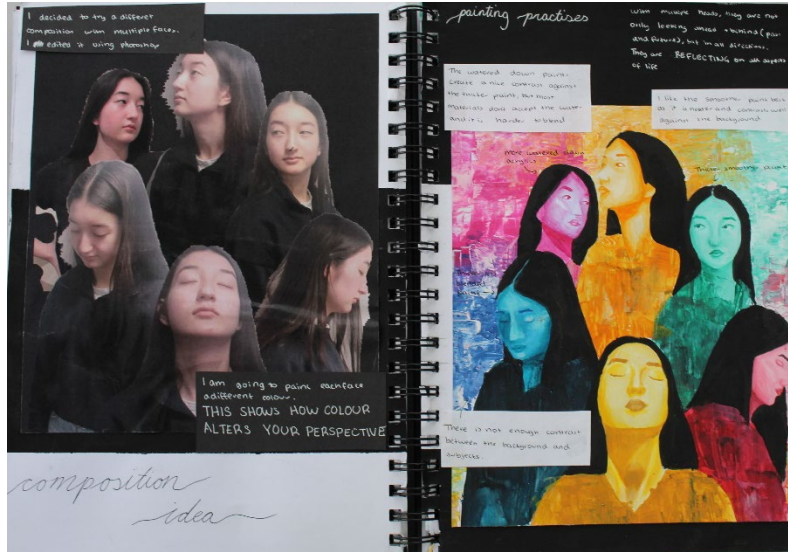
- The development of ideas through investigation is convincing with evidence of just confident and assured critical understanding of sources.
- The candidate experiments with painting techniques whilst developing their composition within their sketchbook.
- Control of the formal elements is consistent throughout the submission and the candidate works from primary source when recording.
- Annotation is perceptive and the candidate uses a range of art terminology to review their own work.
- The final realisation demonstrates a confident and assured understanding of visual language.

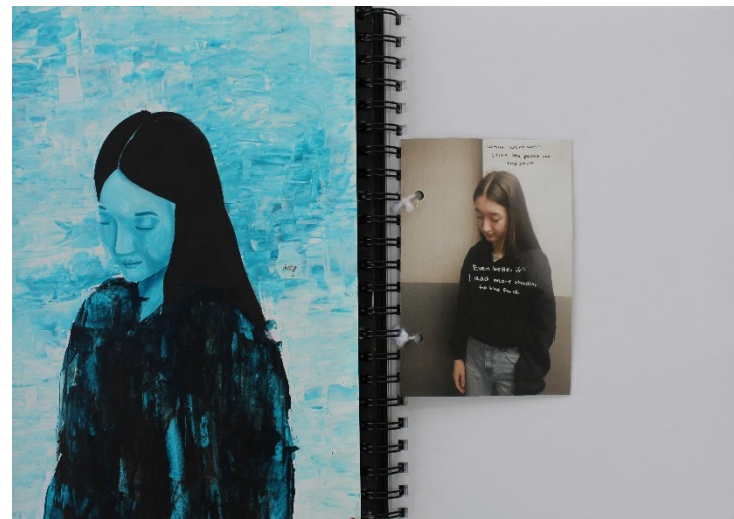
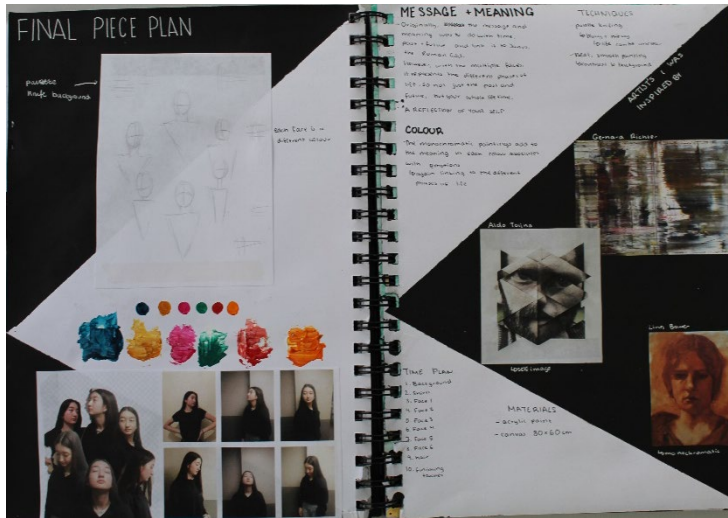


Standard Mark – 52









Component 2 Fine Art

Standard Mark – 51

	A01	A02	A03	A04	Total
Mark	13	13	12	13	51
Level	5	5	4	5	
	Just confident and assured ability	Just confident and assured ability	Fully competent and consistent ability	Just confident and assured ability	

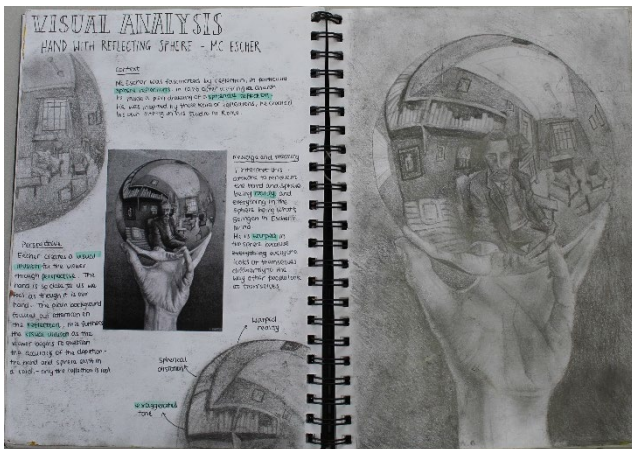
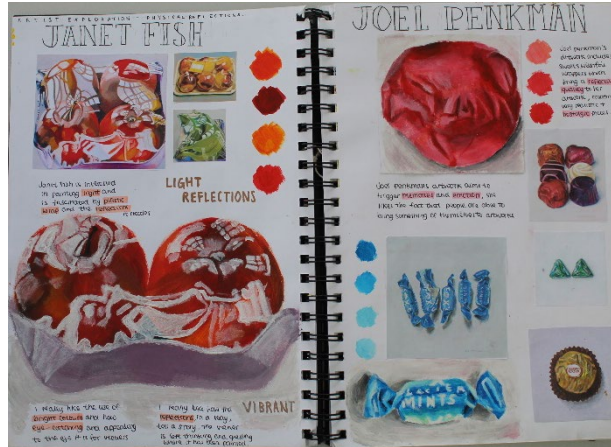
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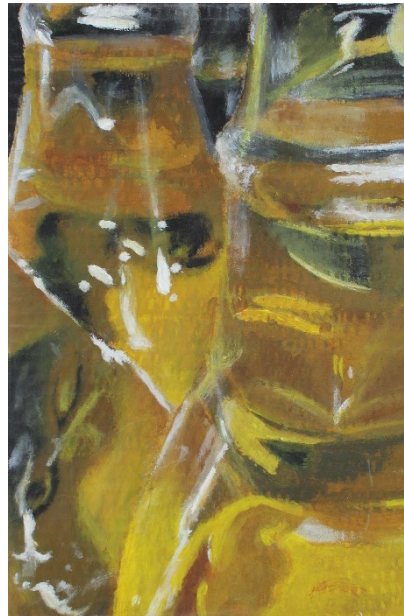
- The development of ideas through investigation is comprehensive and the candidate explores their theme in depth.
- The candidate experiments with both pen and pencil whilst refining their work throughout their sketchbook.
- The candidate demonstrates skilful control of the formal elements within the submission of work.
- Annotation is used by the candidate to reflect on their own ideas and share their thoughts.
- The candidate produces a coherent personal response with a confident and assured understanding of visual language.

Keyword descriptors from the taxonomy:

Informed	Skilful
Purposeful	Thoughtful
Secure	Cohesive
Engaged	Convincing
	Comprehensive







FINAL PIECE PLAN

COMPOSITION ...

COLOURS ...

MATERIALS ...

- Canvas 30" x 20"
- Acrylic Paint

method:

MESSAGE & MEANING ...

My message and meaning for my work is all about the beauty in reflections of light. In our everyday lives we often overlook things that are beautiful when we are rushing and mundane. We have time to look and appreciate details in life which make it beautiful. Such as light reflections on packaging in shopping centres.

INSPIRED BY JANET FISH **GOLDEN, WARM - BRONZE**

PRACTISING GRADUAL FADE ...

ROOF OF BRONZE

YELLOW = POSITIVITY, OPTIMISM + HAPPINESS

Supermarkets purposefully use these colours in order to bring their shelves into focus and make products more appealing to buying consumers.



LETTERING PRACTICE

LABELS ARE A PART OF PACKAGING

Olive Oil
Olive Oil composed of refined olive oil and virgin olive oil (10%)

Using a Pen ...

- The lettering completes the logos which are part of the packaging
- Message & Meaning
- **BEAUTY IN LIGHT REFLECTIONS + PACKAGING + APPRECIATION**
- neater + consistent (like packaging, neater)

SWATCHES

Using paint ...

- brushmarks inconsistent
- time consuming
- difficult to get right amount of paint

Olive Oil composed of refined olive oil and virgin olive oil (10%)

The pen makes a crisper more refined line

For my final piece I will use pen

pen paint

FINAL PIECE PRACTICE ON CANVAS

Blue reflections brighter makes the price pop!

White vs Blue Reflections

White & yellowish neutral to reality

Blue & greenish neutral to reality

White vs Blue Reflections

White vs Blue Reflections

White vs Blue Reflections

PRACTISING GRADUAL FADE ...

FURTHER PRACTICE OF GRADUAL FADE

Focus in brightness of light / shadow

No bright light reflections

Added depth - like a shelf in the supermarket

PRACTISING LETTERING ON LABELS

using acrylic paint + small brush

some consistency - need to practice other materials previously used

lettering needs to be bolder

Annotations ...

Lines suggest curve of focus

Practising gradual fade

Some bright light reflections



Component 2 Photography

Standard Mark – 49

	A01	A02	A03	A04	Total
Mark	12	12	12	13	49
Level	4	4	4	5	
	Fully competent and consistent ability	Fully competent and consistent ability	Fully competent and consistent ability	Just confident and assured ability	

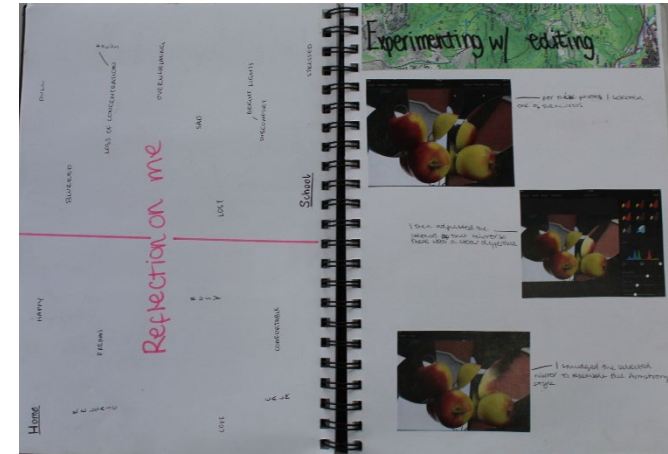
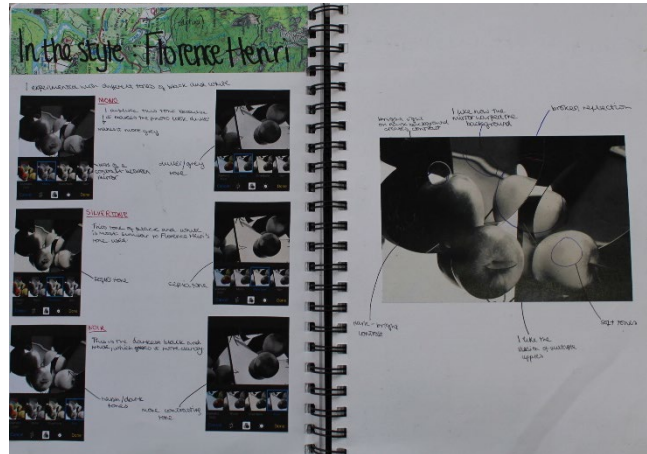
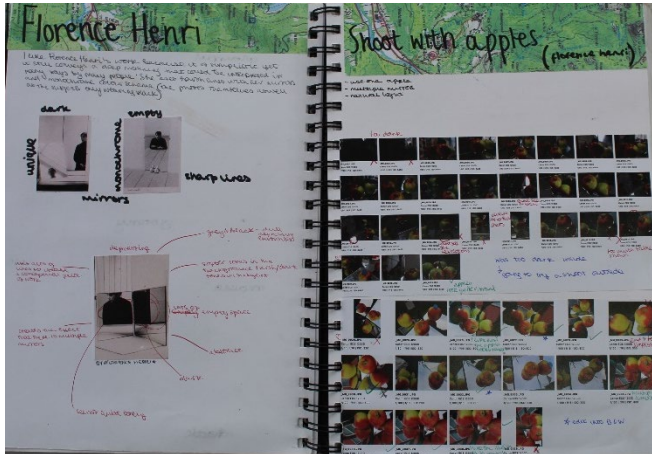
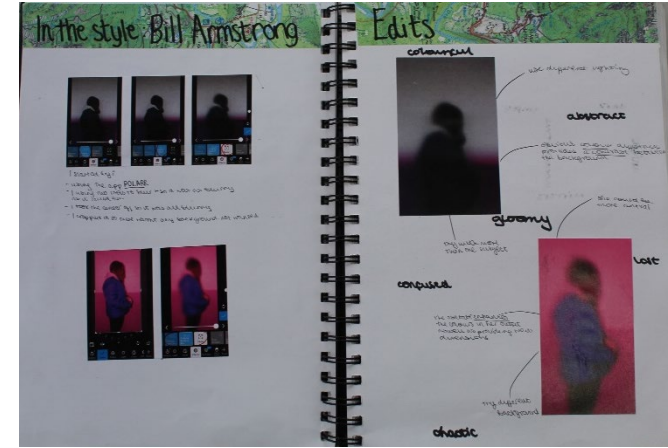
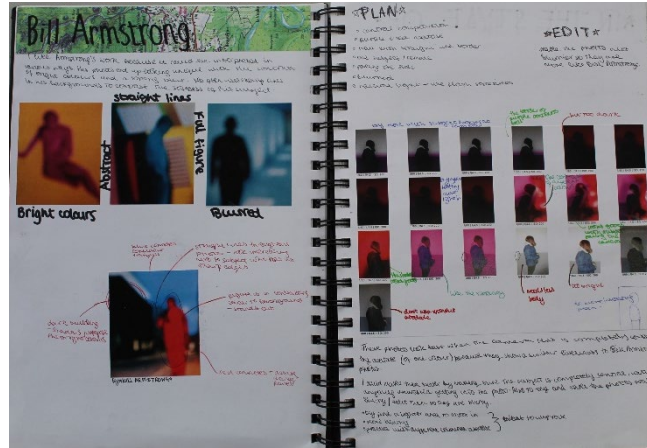
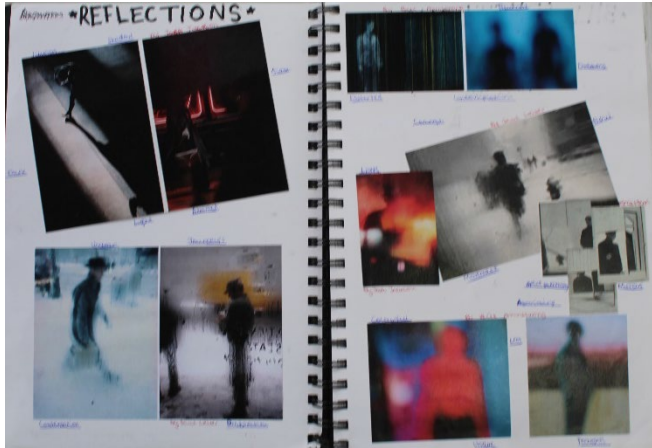
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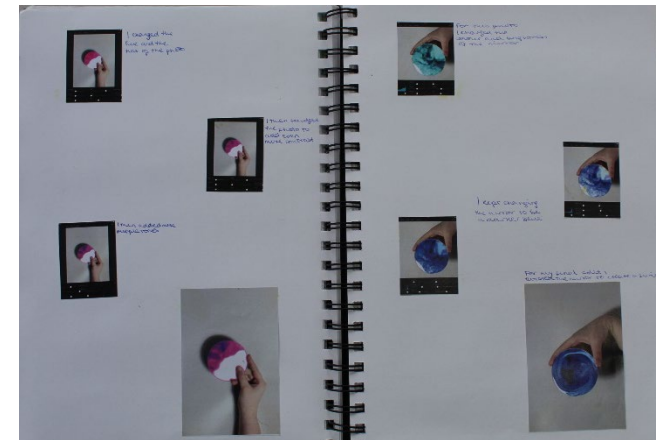
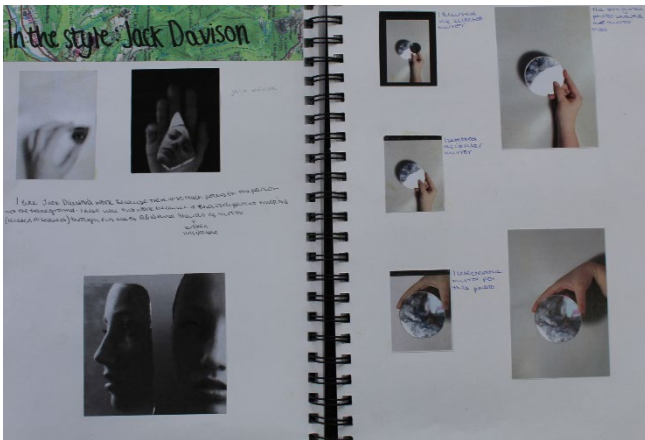
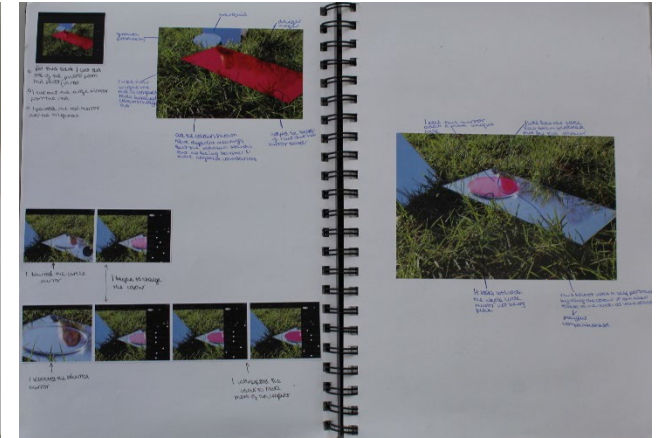
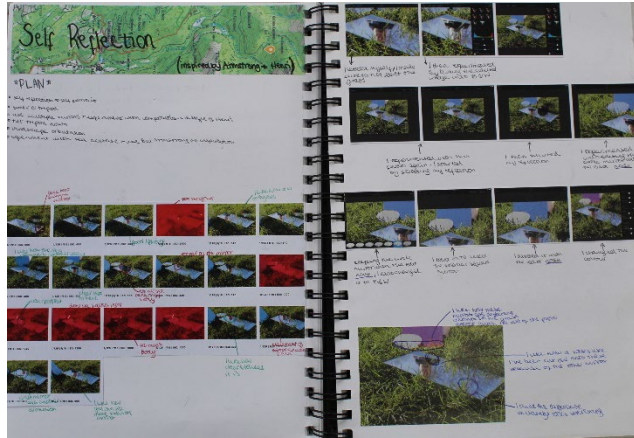
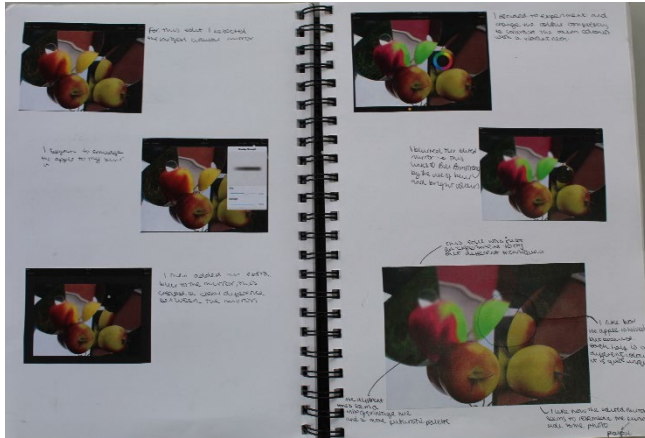
- The submission of work is very focused as the candidate develops their ideas through a range of photographic processes and techniques.
- The candidate refines and manipulates their images through digital editing and stitching by hand.
- Control of the formal elements is skilful and the candidate conducts a number of photoshoots to visually record their ideas.
- Annotation is thoughtful throughout the submission of work.
- The candidate produces a personal response that is cohesive with the body of work produced on the theme.

Keyword descriptors from the taxonomy:

Informed	Skilful
Purposeful	Thoughtful
Secure	Cohesive
Engaged	Focused







Florence Henri

Early on, influenced by Constructivism and Cubism, Henri started experimenting with mirrors as a way to add new perspectives to her imagery. First she used them simply as reflectors for her portraits and self-portraits, then gave them a much more central role.

avant-garde
(and good!)

1. new and experimental ideas and methods in art, music, or literature.

Florence Henri

Reflecting at school

(experimenting)

I started using mirrors in my school photography to create multiple perspectives. I used them to create a sense of depth and to explore the relationship between the subject and the environment.

Reflecting at home

I started using mirrors in my home photography to create multiple perspectives. I used them to create a sense of depth and to explore the relationship between the subject and the environment.

Reflecting at home

I started using mirrors in my home photography to create multiple perspectives. I used them to create a sense of depth and to explore the relationship between the subject and the environment.

Vivian Maier


Vivian Maier was a unique and talented photographer who lived in Chicago. Her work was discovered after her death, and it has since become a major focus of art and photography. Her perspective is unique and her work is a testament to her talent and dedication.

Self



Reflection

I started using mirrors in my home photography to create multiple perspectives. I used them to create a sense of depth and to explore the relationship between the subject and the environment.

Final piece plan to show self reflection



I am going to concentrate on getting self reflection by personal and abstract shots.





I'm going to try to use my reflection to show my mood, but also to show my reflection in a way that is not just a reflection of myself.

I will make a video about my reflection and how it makes me feel.

My message in self reflection is to show my reflection in a way that is not just a reflection of myself, but also to show my reflection in a way that is not just a reflection of myself.

Self reflection is a way to show my reflection in a way that is not just a reflection of myself, but also to show my reflection in a way that is not just a reflection of myself.



I will make a video about my reflection and how it makes me feel.

Experimenting with round mirrors

I have been inspired by the idea of using round mirrors in my work and making it a central part of my work.

Full reflection has inspired me to use round and square mirrors.

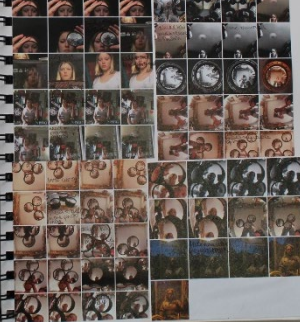

Self reflection has inspired me to use round and square mirrors in my work.

I'm inspired by the idea of using round mirrors in my work and making it a central part of my work.


Self reflection has inspired me to use round and square mirrors in my work.

What I want to do:


- Experiment with round mirrors
- Experiment with square mirrors
- Experiment with round and square mirrors

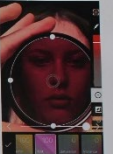
Flashes of light and color are the main focus of my work.




I want to use the idea of reflection in my work and make it a central part of my work.




I want to use the idea of reflection in my work and make it a central part of my work.




I want to use the idea of reflection in my work and make it a central part of my work.



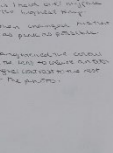
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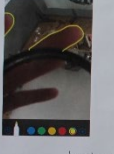
I want to use the idea of reflection in my work and make it a central part of my work.



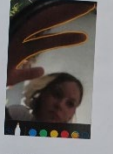
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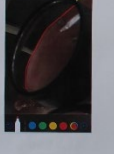
I want to use the idea of reflection in my work and make it a central part of my work.



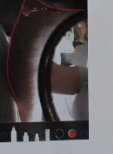
I want to use the idea of reflection in my work and make it a central part of my work.




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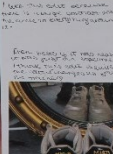
I want to use the idea of reflection in my work and make it a central part of my work.




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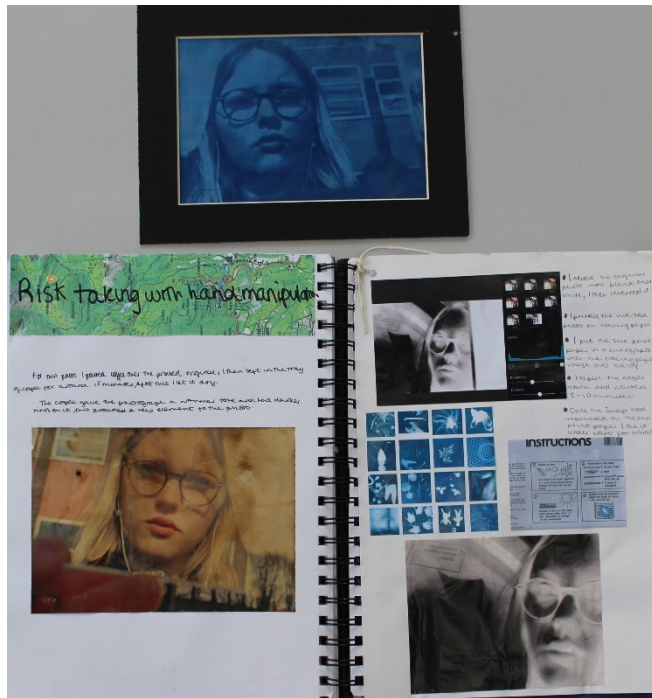
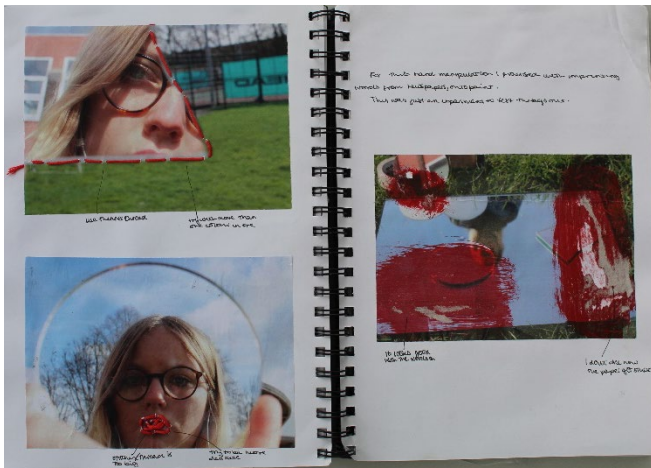
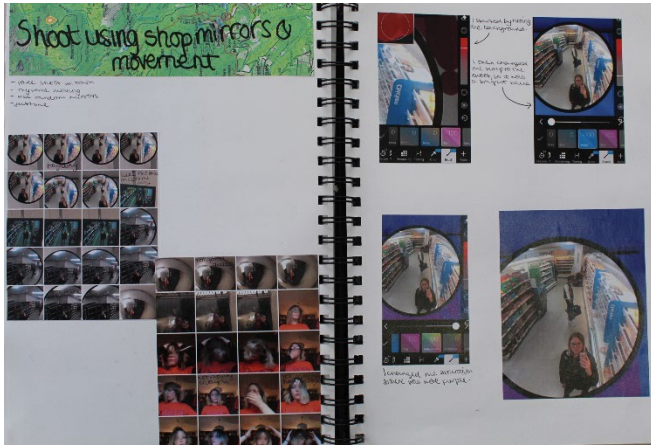
I want to use the idea of reflection in my work and make it a central part of my work.

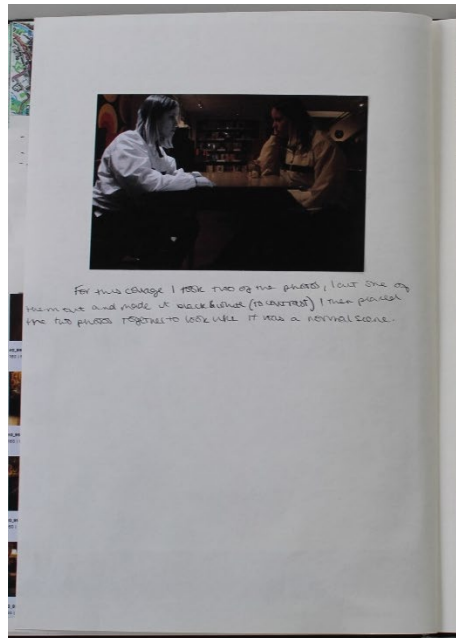
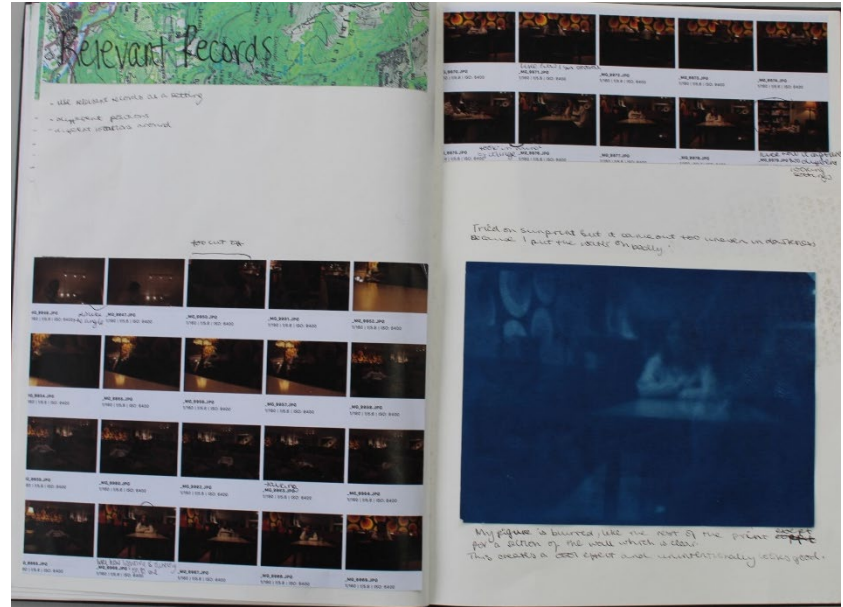


I want to use the idea of reflection in my work and make it a central part of my work.



I want to use the idea of reflection in my work and make it a central part of my work.





Component 2 Fine Art

Standard Mark – 44

	AO1	AO2	AO3	AO4	Total
Mark	11	11	11	11	44
Level	4	4	4	4	
	Mostly competent and consistent ability	Mostly competent and consistent ability	Mostly competent and consistent ability	Mostly competent and consistent ability	

Keyword descriptors from the taxonomy:

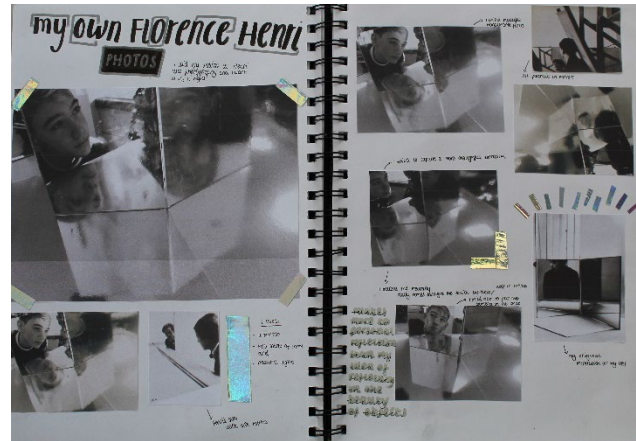
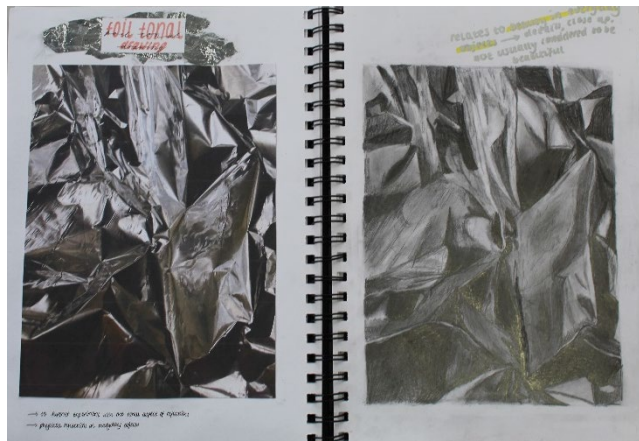
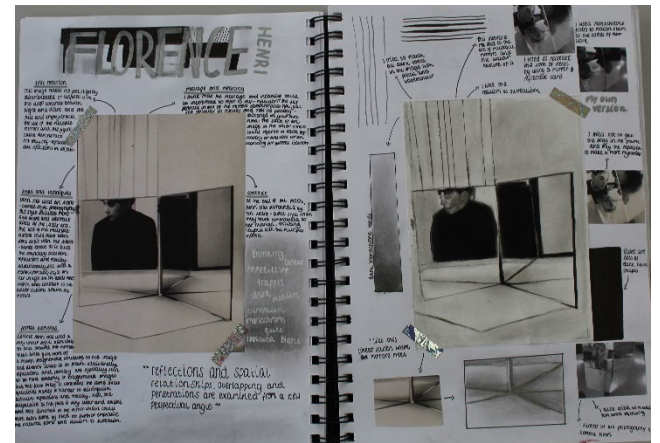
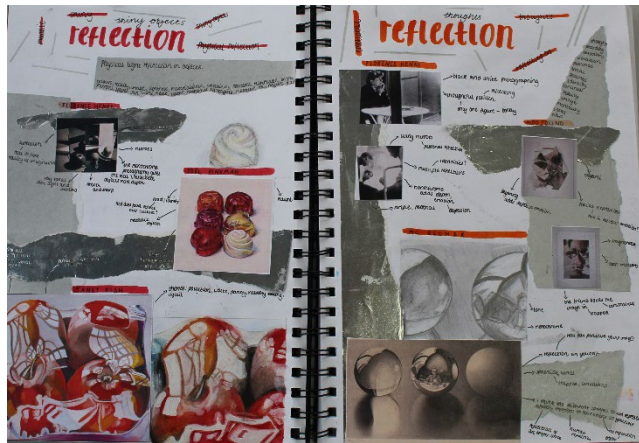
Informed
Secure
Skilful
Cohesive

Examiner comments:

- The candidate's knowledge, understanding and skills are secure and informed throughout.
- The candidate's development process is cohesive, with a competent critical understanding of the context of ideas and sources that have informed them.
- There is evidence of a competent and consistent ability to explore ideas through a process of experimentation and review.
- The recording of ideas, observations and insights are relevant to intentions and are skilful throughout the submission.
- Annotation shows a competent understanding of sources, related to personal work and the work of others.
- The final realisation demonstrates a competent and consistent ability to produce a personal and meaningful response.



Standard Mark – 44



Component 2 Fine Art

Standard Mark – 39

	AO1	AO2	AO3	AO4	Total
Mark	10	10	10	9	39
Level	4	4	4	3	
	Just competent and consistent ability	Just competent and consistent ability	Just competent and consistent ability	Fully emerging competent ability	

Keyword descriptors from the taxonomy:

Reflective	Endeavour
Predictable	Safe
Growing control	Engaged
Broadening	


Examiner comments:

- The candidate's knowledge, understanding and skills are generally safe, but demonstrate growing control.
- The candidate is engaged in the formulation and development of ideas.
- Investigations show a competent and consistent ability in the critical understanding of their own ideas, and the sources that have informed them.
- Experimentation shows endeavour, and is broadening in the ability to select and use media.
- The recording of ideas demonstrates growing control of visual language through dry point etching, drawing and painting, informed by the candidate's own photography.
- Annotation shows an emerging competent understanding of sources, related to personal work and the work of others.
- The final realisation demonstrates a competent ability to produce a personal and meaningful response through the application of formal elements.



REFLECTION & ARTISTS

REFLECTION




reflection
A reflection is the image of an object or scene as seen in a mirror, or as if reflected back to the viewer by a surface that is smooth and shiny. Light rays bounce off the surface and create an image that appears to be coming from behind the surface.

1. the throwing back by a body or surface of light, heat, or sound without absorbing it.
2. serious thought or consideration.

There are multiple types of reflection. From a purely aesthetic perspective to a method of copying images of self reflection with artists such as MC Escher where they play to both aspects by using a reflective object such as a mirror ball to draw a reflection of himself while as other artist such as Joel Perkin uses shiny objects such as candy and chocolate papers to portray reflections such as obesity, self confidence and body issues. Addiction And eating disorders.

MC Escher

Maurits Cornelis Escher was a Dutch graphic artist who made mathematically-inspired woodcuts, lithographs, and mezzotints. He was also well known for his distorted or visually disorienting art work, including reflections from mirrors. Such as in one of his most well known drawing, hand with reflection. This directly links into the theme of reflection by showing his reflection but it also allows it to be interpreted as Escher is reflecting upon himself. This allows it to have a much deeper sub text.



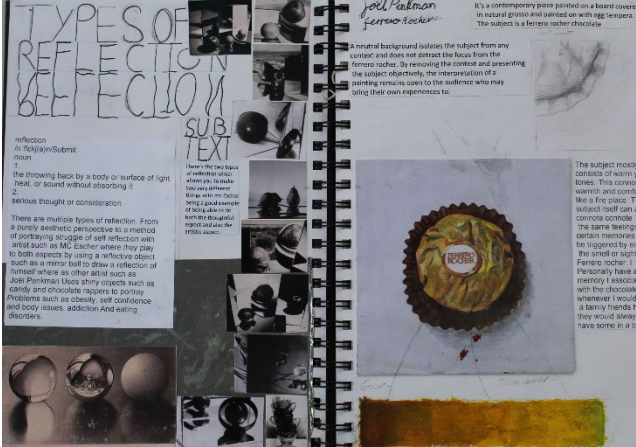
TYPES OF REFLECTION

SUBTEXT

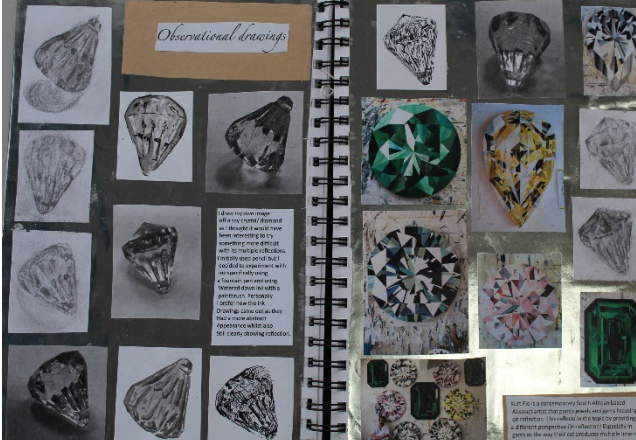
Joel Perkin Ferrero rocks
It's a contemporary piece painted on a board covered in natural grass and painted on with egg tempera. The subject is a Ferrero Rocher chocolate.

A neutral background isolates the subject from any context and does not distract the focus from the Ferrero rocher. By removing the context and presenting the subject objectively, the interpretation of a painting remains open to the audience who may bring their own experiences to.

the subject mostly consists of warm yellow tones. This contrasts warmth and comfort like a fire place. The subject itself can also coincide comfort. The same feelings as certain memories can be triggered by either the smell or sight of a Ferrero rocher. I personally have a memory I associate with this chocolate, whenever I would visit a family friends house they would always have some in a bowl.



Observational drawings



All the things that make up a diamond are drawn in an observational manner. Some are drawn in a more scientific way, showing the facets and angles. Others are drawn in a more artistic way, showing the play of light and shadow. The drawings are arranged in a grid-like pattern, with some larger and more detailed than others.

Joel Perkin's contemporary work is a collection of observational drawings of diamonds. The drawings are arranged in a grid-like pattern, with some larger and more detailed than others. The drawings are arranged in a grid-like pattern, with some larger and more detailed than others.

CONCEPT, MESSAGE & MEANING



As the photograph of Florence Henri is placed in the world of our present, the viewer is forced to see her work in a new context. The viewer is forced to see her work in a new context. The viewer is forced to see her work in a new context.

Florence Henri made her work with a central concept and idea, placed in the world of our present. The viewer is forced to see her work in a new context. The viewer is forced to see her work in a new context.

Handwriting and words

The photograph shows a set of multiple mirrors in a room. The mirrors are arranged in a way that they reflect each other, creating a complex pattern of reflections. The mirrors are arranged in a way that they reflect each other, creating a complex pattern of reflections.

FINAL PIECE IDEAS

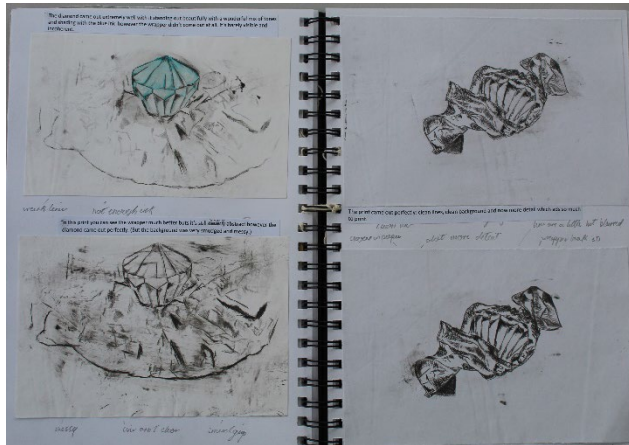
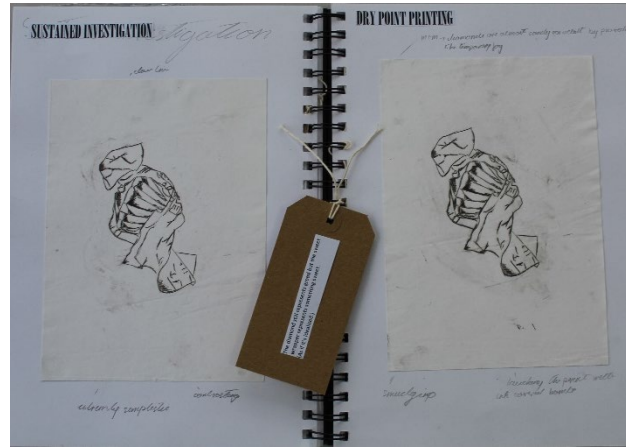
INSPIRATION & ARTISTS

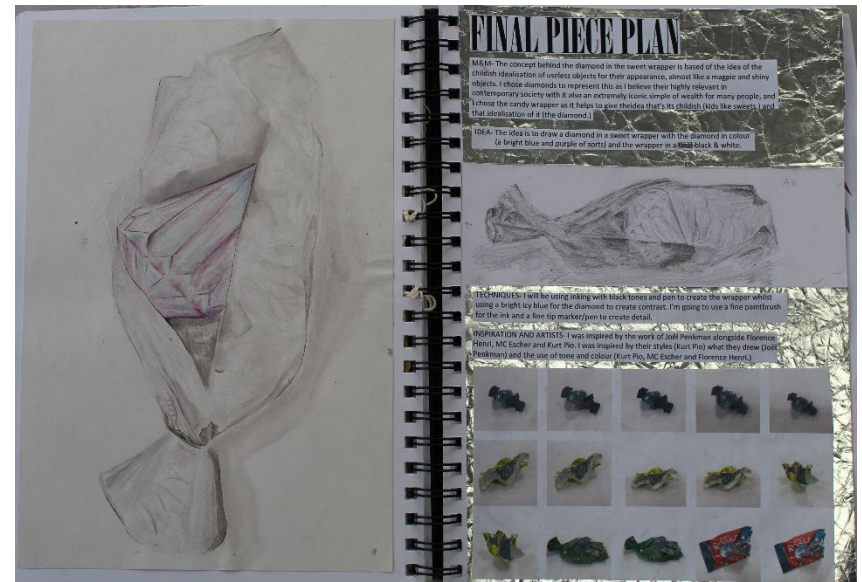
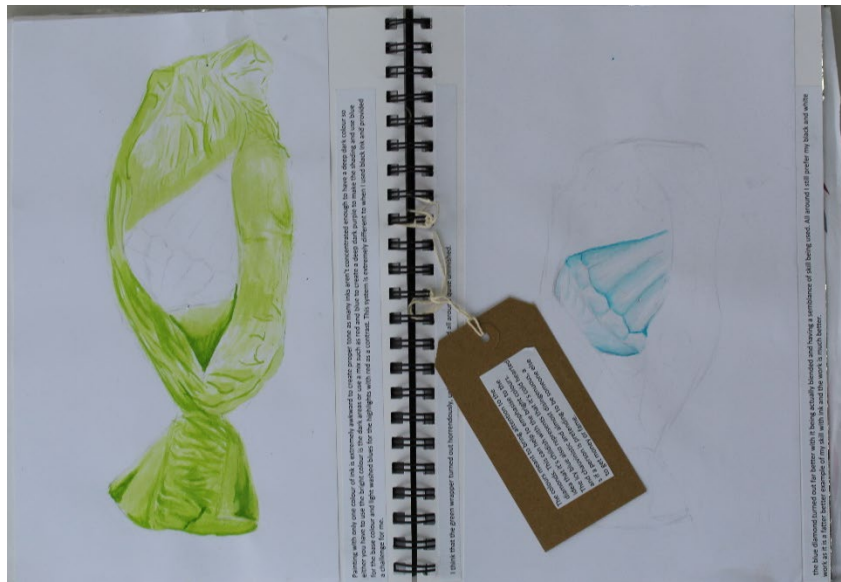
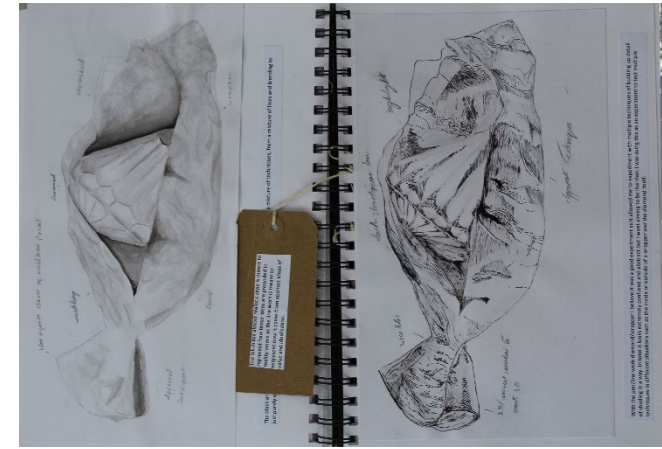
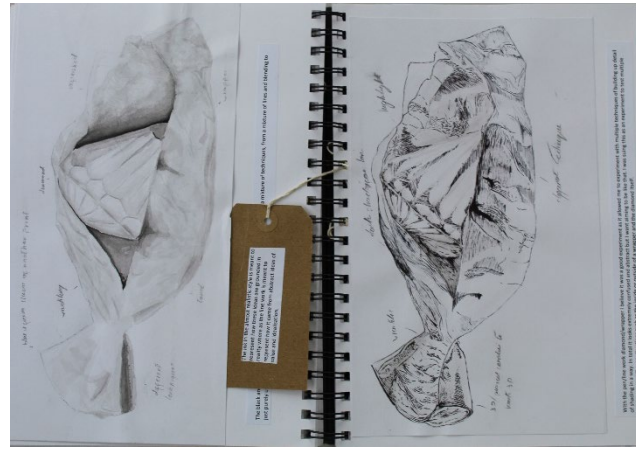
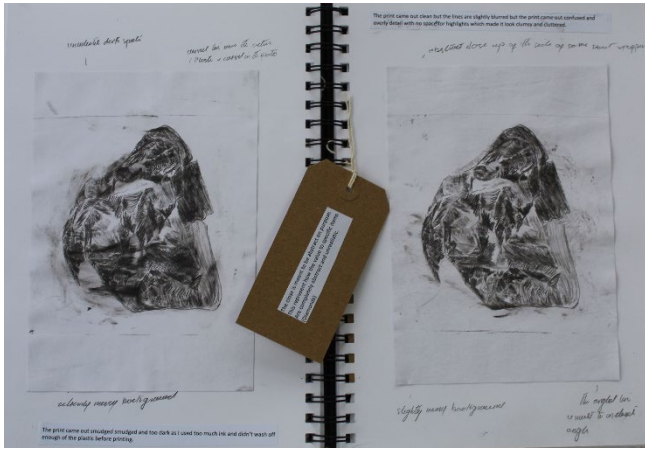
KURT PIO
MC ESCHER
Florence Henri
Joel Perkin



The diamonds represent a wealth of ideas and a great placement. The diamonds represent a wealth of ideas and a great placement. The diamonds represent a wealth of ideas and a great placement.

Placement: The diamonds represent a wealth of ideas and a great placement. The diamonds represent a wealth of ideas and a great placement.





Component 2 Fine Art

Standard Mark – 38

	A01	A02	A03	A04	Total
Mark	9	9	10	10	38
Level	3	3	4	4	
	Fully emerging competent ability	Fully emerging competent ability	Just competent and consistent ability	Just competent and consistent ability	

Examiner comments:

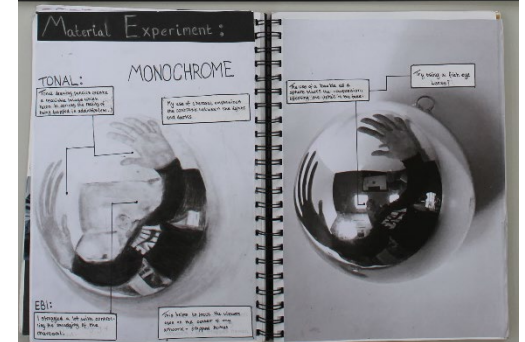
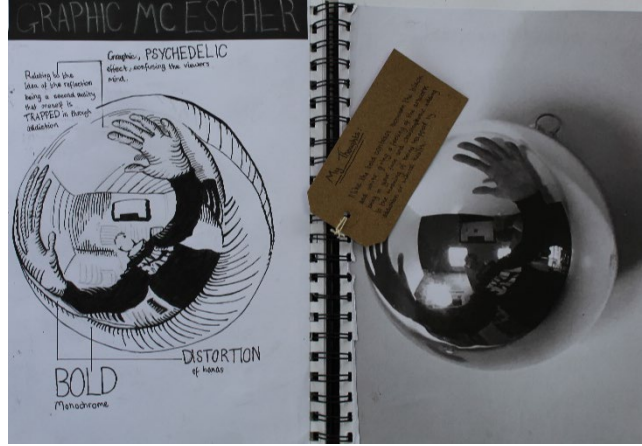
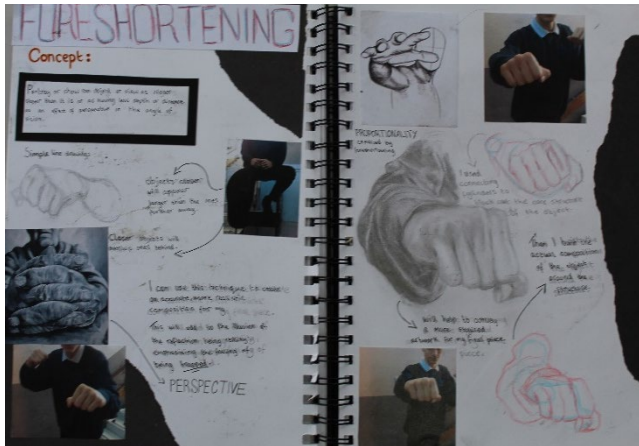
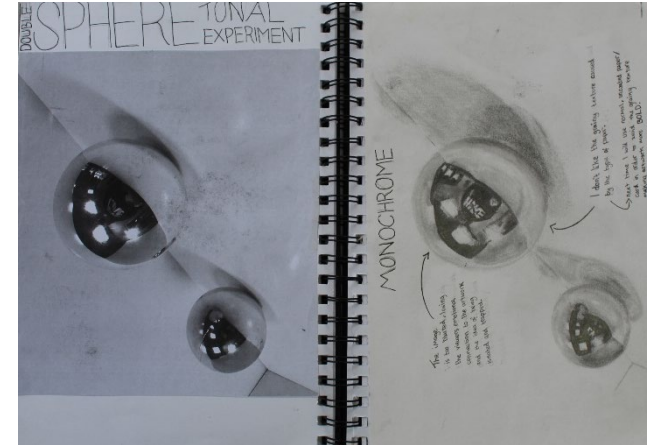
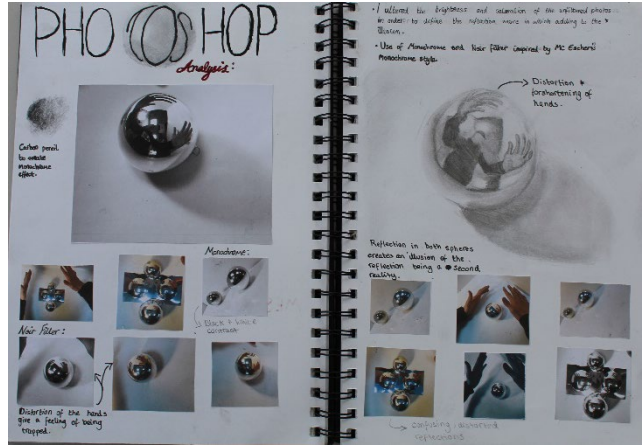
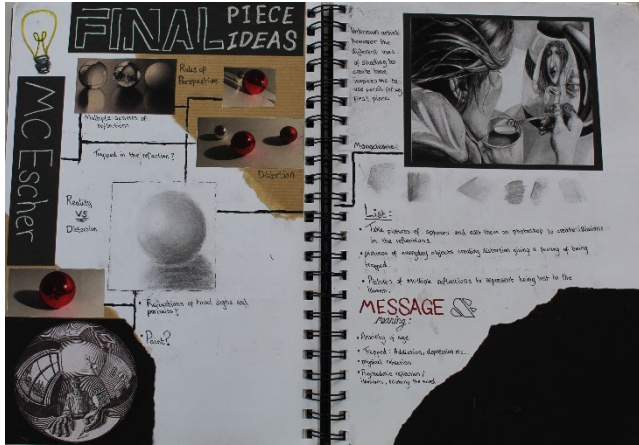
- The candidate's knowledge, understanding and skills are generally adequate but safe.
- The development process is predictable in the formulation of ideas.
- Investigations show emerging competence in critical understanding of their own ideas and the sources that have informed them.
- Experimentation shows endeavour, and is broadening in the ability to select and use media.
- The recording of ideas, observations and insights are relevant to intentions and are skilful throughout the submission.
- Annotation is reflective and demonstrates a competent understanding of sources, related to personal work and the work of others.
- The candidate's personal response shows a competent and consistent understanding of visual language through application of the formal elements.

Keyword descriptors from the taxonomy:

Reflective	Endeavour
Predictable	Safe
Growing control	Skilful
Broadening	



Standard Mark – 38



Component 2 Photography

Standard Mark – 34

	A01	A02	A03	A04	Total
Mark	9	8	9	8	34
Level	3	3	3	3	
	Fully emerging competent ability	Mostly emerging competent ability	Fully emerging competent ability	Mostly emerging competent ability	

Examiner comments:

- The candidate's knowledge, understanding and skills are generally adequate but safe.
- The development process is reflective, but predictable in the formulation of ideas.
- Investigations show emerging competence in the critical understanding of their own ideas, and the sources that have informed them.
- Experimentation shows endeavour in their ability to select and use media, materials, photographic techniques and processes.
- The recording of ideas demonstrates growing control of visual language through the manipulation of digital media.
- Annotation shows an emerging competent understanding of sources, related to personal work and the work of others.
- The final realisation demonstrates a competent ability to produce a personal and meaningful response through the application of formal elements.

Keyword descriptors from the taxonomy:

Reflective

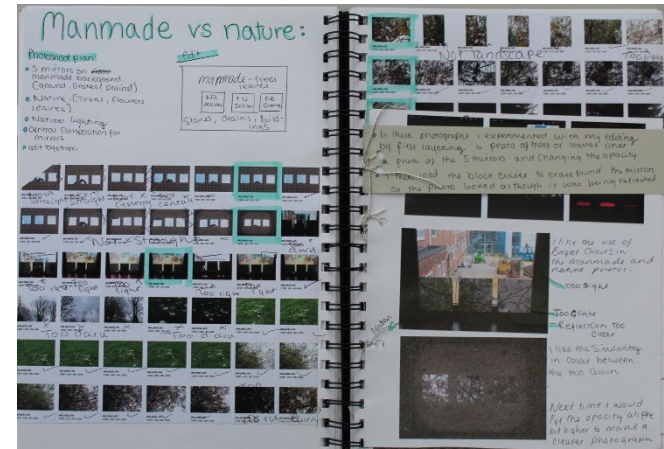
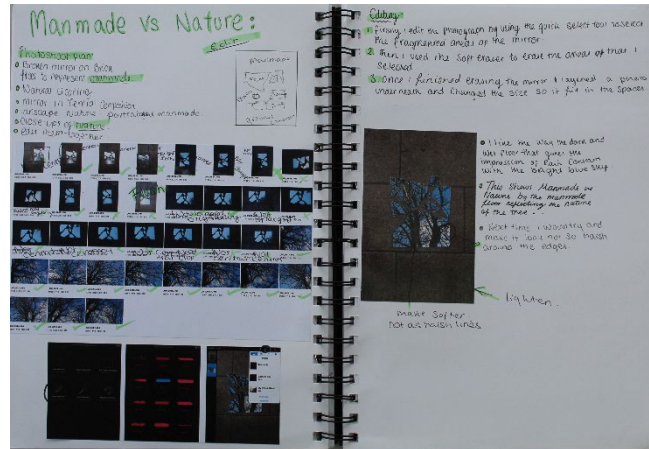
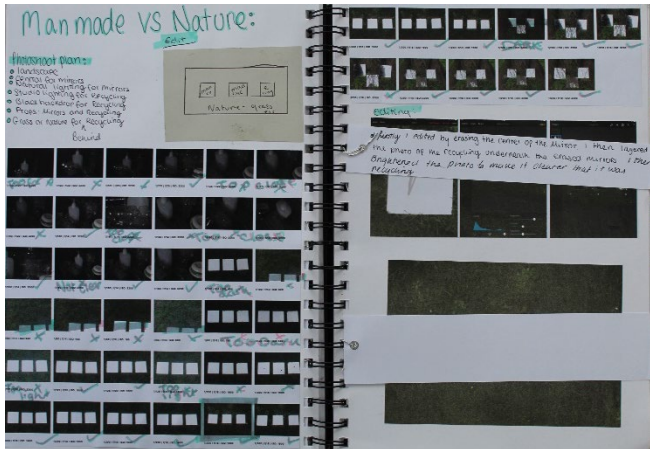
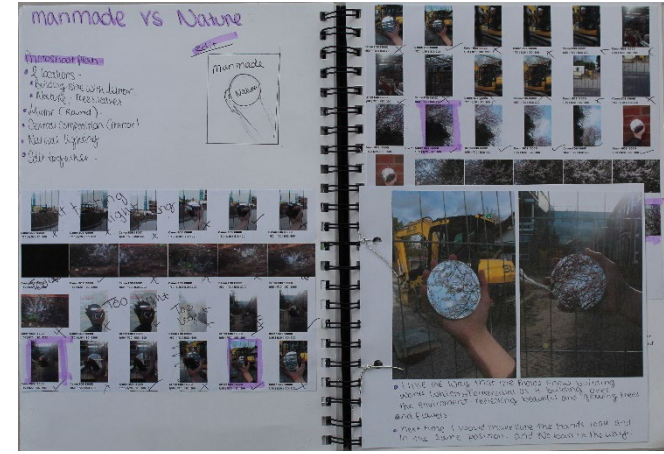
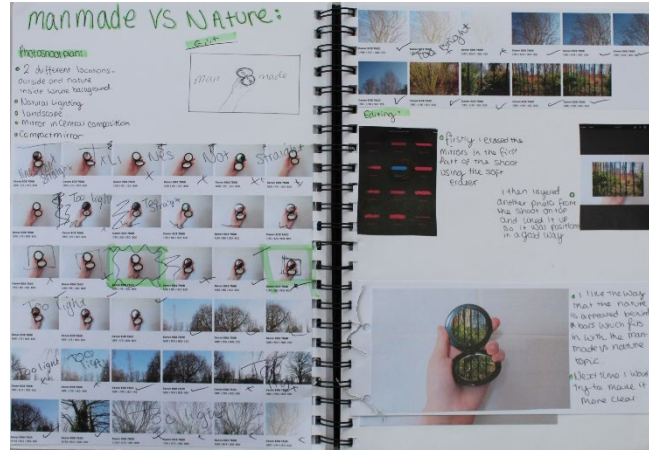
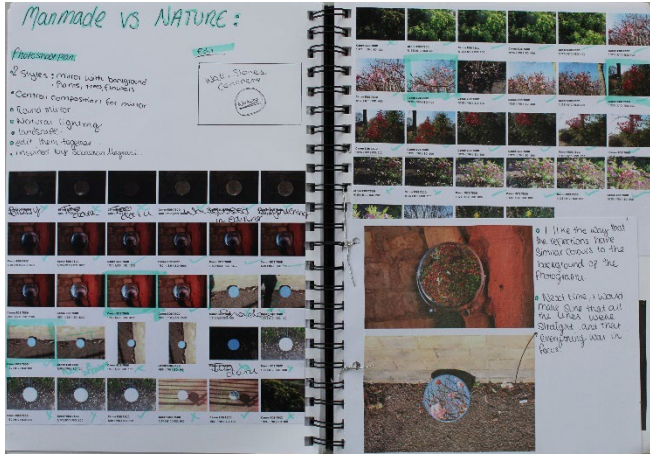
Safe

Predictable

Endeavour

Growing control





Component 2 Fine Art

Standard Mark – 29

	A01	A02	A03	A04	Total
Mark	7	7	7	8	29
Level	3	3	3	3	
	Just emerging competent ability	Just emerging competent ability	Just emerging competent ability	Mostly emerging competent ability	

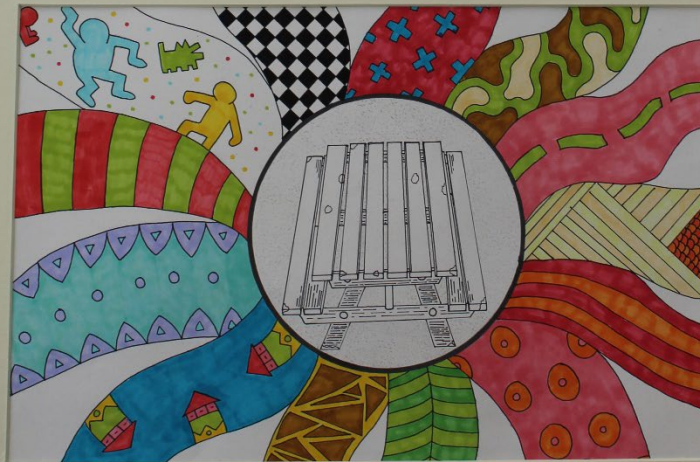
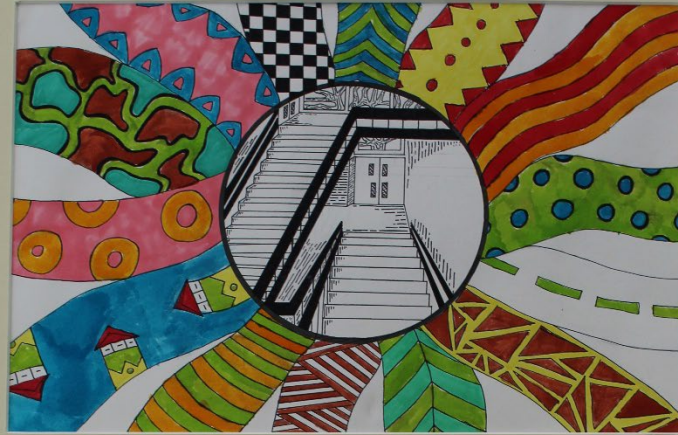
Keyword descriptors from the taxonomy:

Reflective

Growing control

Examiner comments:

- The candidate's knowledge, understanding and skills are generally adequate.
- The development process is reflective in the formulation of ideas. The candidate shows a safe ability to
- explore ideas through a process of experimentation and review.
- The recording of ideas demonstrates growing control of visual language through drawing and painting, informed by the candidate's own photography.
- Annotation is reflective and relevant to intentions.
- The final realisation demonstrates an emerging competent ability to produce a personal and meaningful response through the application of the formal elements.



REFLECTION



Joel Penkman
 Message and meaning:
 packaging, logos, disorders,
 advertising, pattern, grid, junk food,
 all that glitters is not gold.



Florence Henri
 Message and Meaning:
 abstract shapes, distortion,
 fragmentation, reflections.

REFLECTIVE OBJECTS

Janet Fish

How it made me feel:
 it makes me feel inspired —
 but she was different, she's
 the same colour, to create
 a picture.

Message and meaning:
 packaging, logos,
 pattern, distortion, type,
 environmentalism, food,
 advertising, liquid,
 typography, pattern.


Formal Elements:
 Colour is important because
 it shows the repetition in the
 most objects. Design is what
 important for the same reason
 in black and white, pattern and
 so important because it shows
 structure.

Techniques:
 (Yellow box)

ILLUSIONS!

My Chosen Image

My Version



Message and meaning:
 packaging, logos, disorders,
 advertising, pattern, grid, junk food,
 all that glitters is not gold.


Formal Elements:
 Colour is important because
 it shows the repetition in the
 most objects. Design is what
 important for the same reason
 in black and white, pattern and
 so important because it shows
 structure.

Techniques:
 (Yellow box)

ILLUSIONS!

MY CHOSEN IMAGE

MY VERSION



Message and meaning:
 packaging, logos, disorders,
 advertising, pattern, grid, junk food,
 all that glitters is not gold.

Formal Elements:
 Colour is important because
 it shows the repetition in the
 most objects. Design is what
 important for the same reason
 in black and white, pattern and
 so important because it shows
 structure.

Techniques:
 (Yellow box)

ILLUSIONS!

MC ESCHER

NO-TOTUS-D

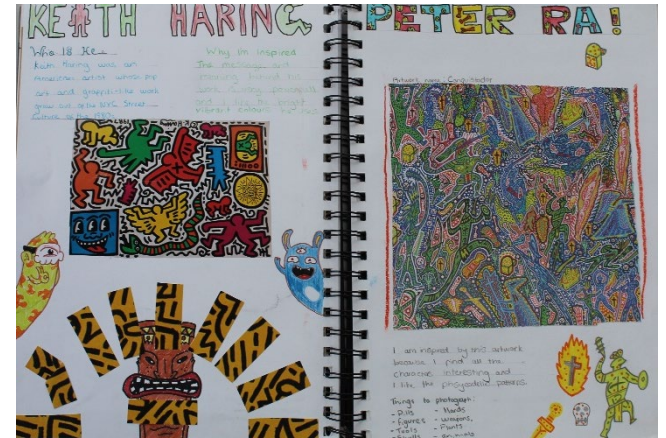
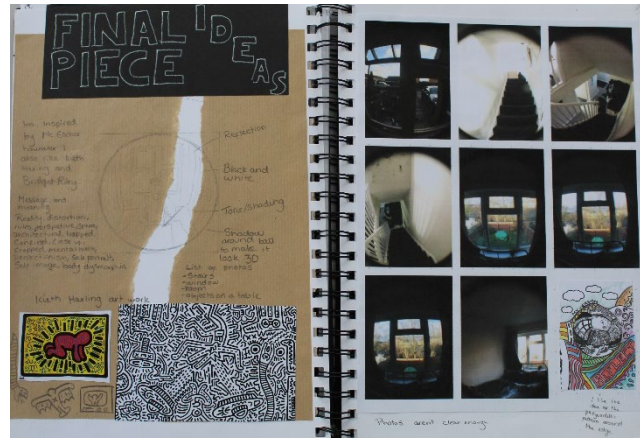
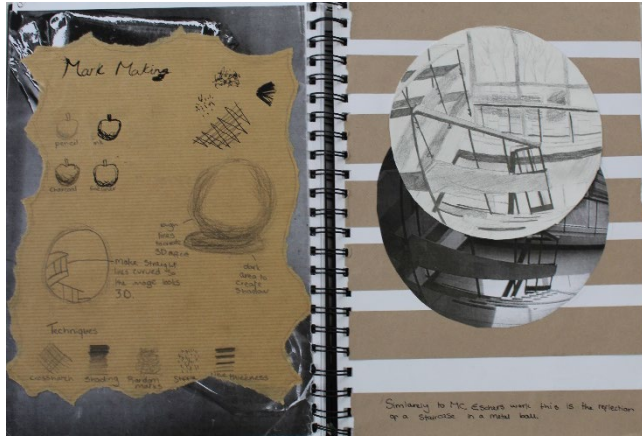
METALLIC

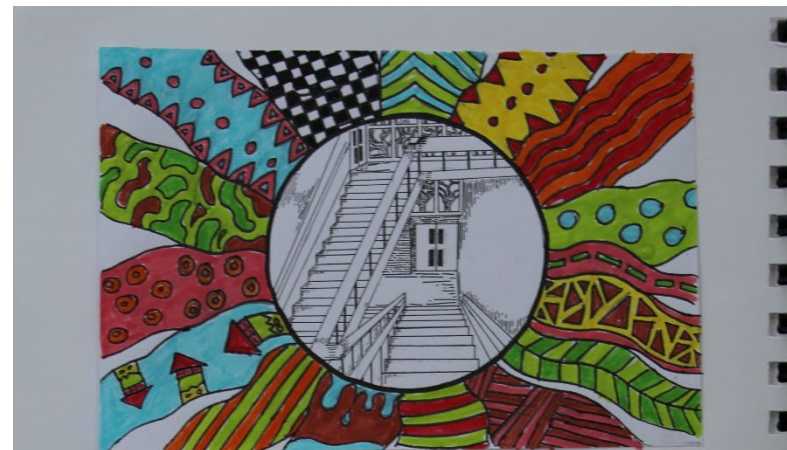
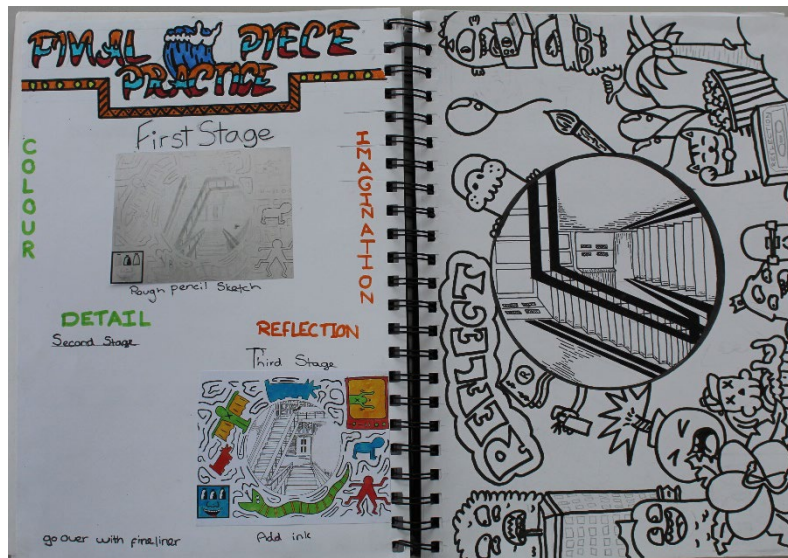
My first reaction:
 it makes me feel inspired
 because it uses lots of detail
 in its pieces.

Message and Meaning:
 packaging, logos, disorders,
 advertising, pattern, grid, junk food,
 all that glitters is not gold.

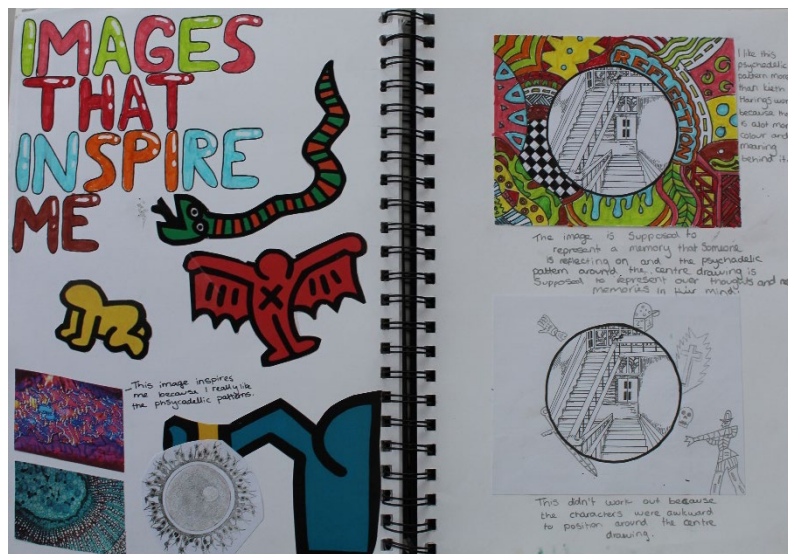
Formal Elements:
 Colour is important because
 it shows the repetition in the
 most objects. Design is what
 important for the same reason
 in black and white, pattern and
 so important because it shows
 structure.

Techniques he has used:
 (Yellow box)





I like this layout a lot more than the other practices because it has



Component 2 Fine Art

Standard Mark – 27

	A01	A02	A03	A04	Total
Mark	6	7	6	8	27
Level	2	3	2	3	
	Fully basic ability	Just emerging competent ability	Fully basic ability	Mostly emerging competent ability	

Keyword descriptors from the taxonomy:

Deliberate	Simplistic
Methodical	Tentative
Superficial	Growing control
Unrefined	

Examiner comments:


- The development process shows some basic critical understanding of their own ideas and the sources that have informed them.
- Experimentation is straightforward with some evidence of refinement.
- The recording of ideas shows growing control through drawing, informed by their own photography.
- Annotation shows a basic ability to record their own ideas, observations and insights.
- The final realisation demonstrates an emerging competent understanding of visual language through the application of the formal elements.



Standard Mark – 27

REFLECTIONS

Shiny things


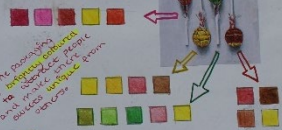


MC Escher

The message or meaning is on paper we show reality and the nuts or reflections. This close up also tells us about the lighting and shading and more details.

thinking about things

Janet Fish





The message is to show colours and make the people notice the colours.

Joel Penkman

JOEL PENKMAN

My reflections: The texture and the way he looks realistic it makes me feel hungry. The shading and the different tones like to the theme of realistic.



Message + Meaning: I am interested in the idea of food making interesting memories and this started.

Scale: The drawing is placed in the middle of the page to attract the attention. Joel covered a neutral background so he creates focus and the person looking at the picture can make their own theory.

Close up:

A close up shows all the different colours Joel used. Orange, Yellow, Blue and Brown to recreate the gold foil.

The drawing recreates the look that texture is soft to make the drawing look realistic.


REFLECTIONS:

The reflections are shown in the foil because it is crinkled and crunched.

Joel uses this colour choice to create shading and depth into his drawing.

Key words:

- Composition
- Contrast
- Formal shape
- Shadows
- Tonal
- Line & edge
- Texture
- Space



VISUAL ANALYSIS



FLORENCE HENRI

Message + Meaning:


The message and meaning is to show healthy eating. The relevance give the idea of being wrapped in advertisements to stop yourself from eating fatty foods.

Style + Technique:

Florence Henri was abstract shapes and dark and light tones to create objects being mirrored she also uses shadows to create depth.


IDEAS PAGE




My IDEA

My idea is to take a photograph of someone when their tongue out which has a LOVE heart sweet on.

uses pastel colours with bold writing on to stand out.

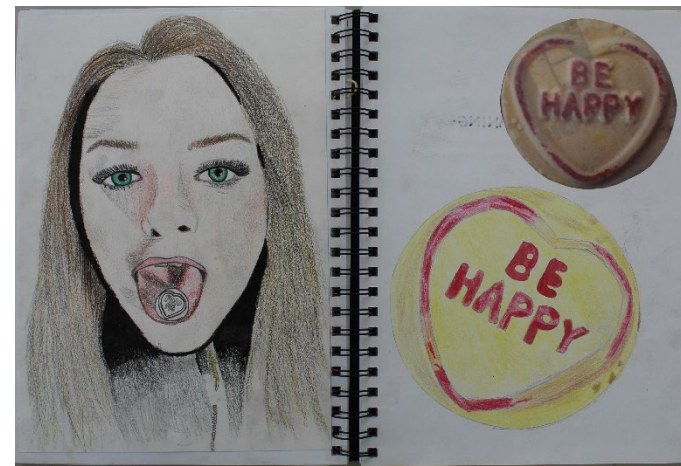
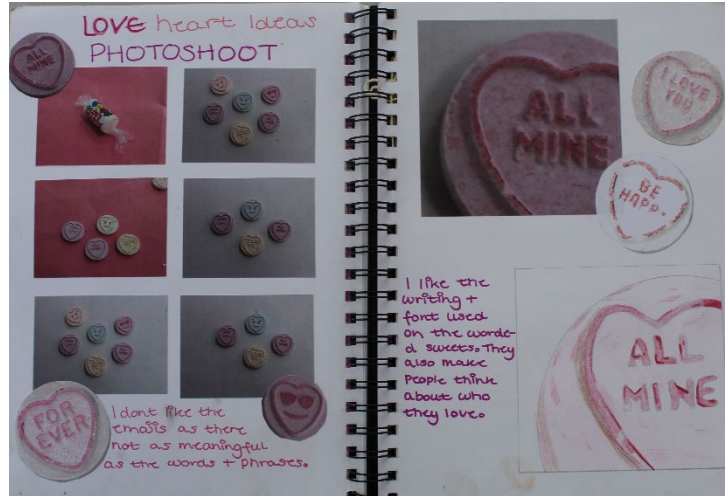
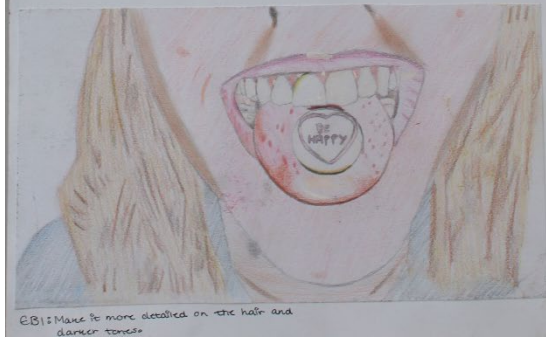


CHALK





WINGS - the highlights on the hair



Component 2 Photography

Standard Mark – 25

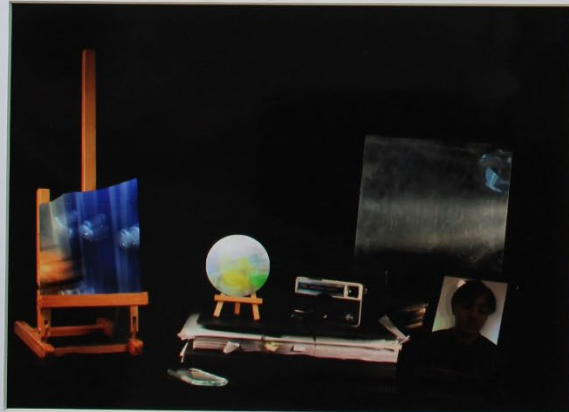
	A01	A02	A03	A04	Total
Mark	6	6	6	7	25
Level	2	2	2	3	
	Fully basic ability	Fully basic ability	Fully basic ability	Just emerging competent ability	

Keyword descriptors from the taxonomy:

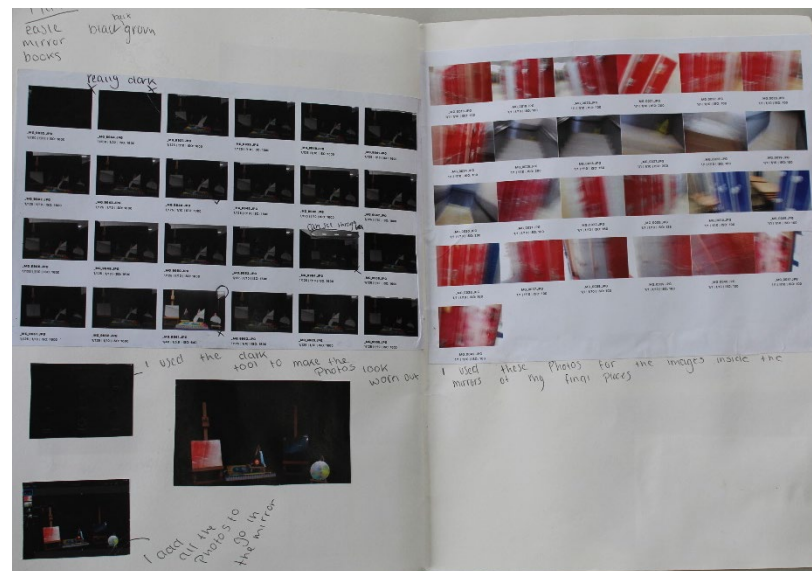
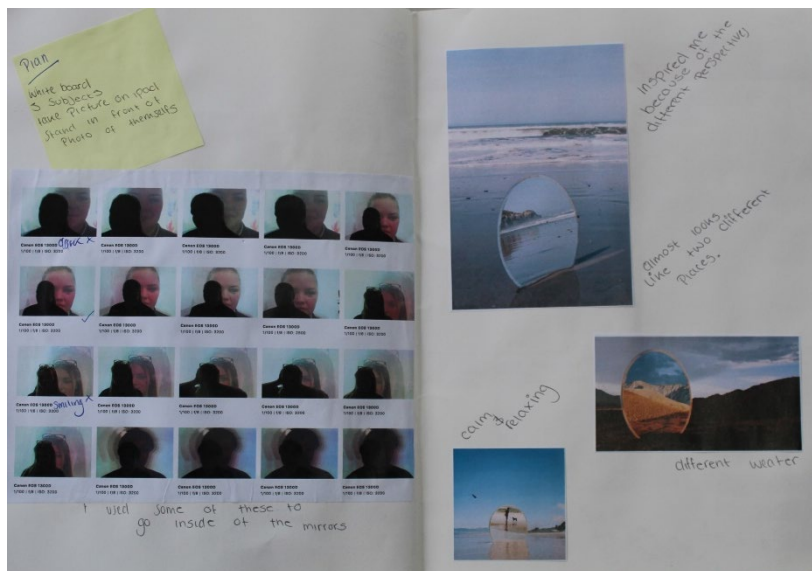
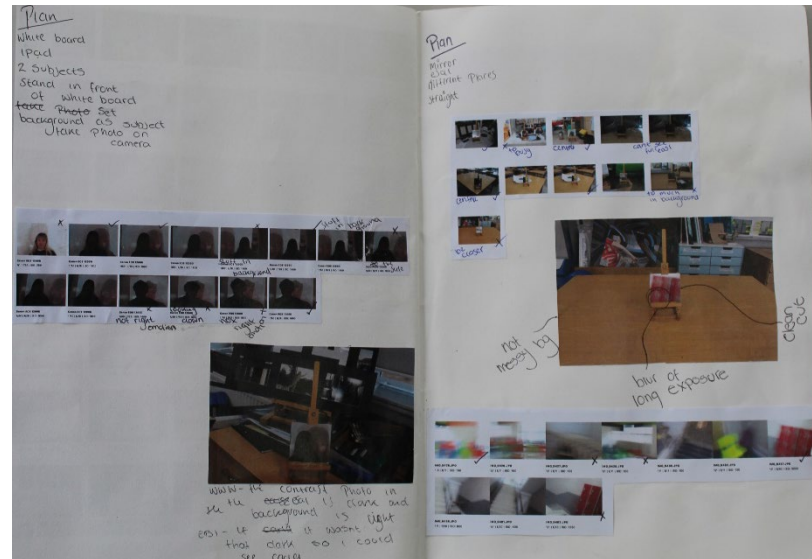
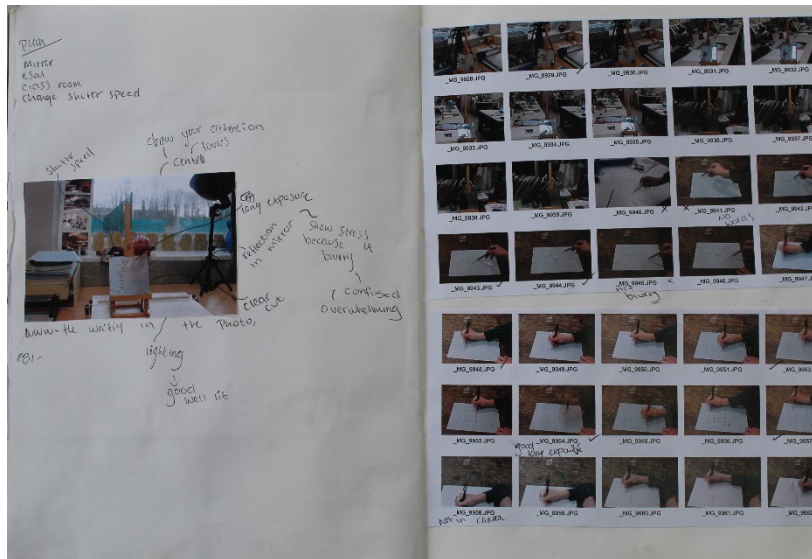
Deliberate	Simplistic
Methodical	Tentative
Superficial	Growing control
Unrefined	

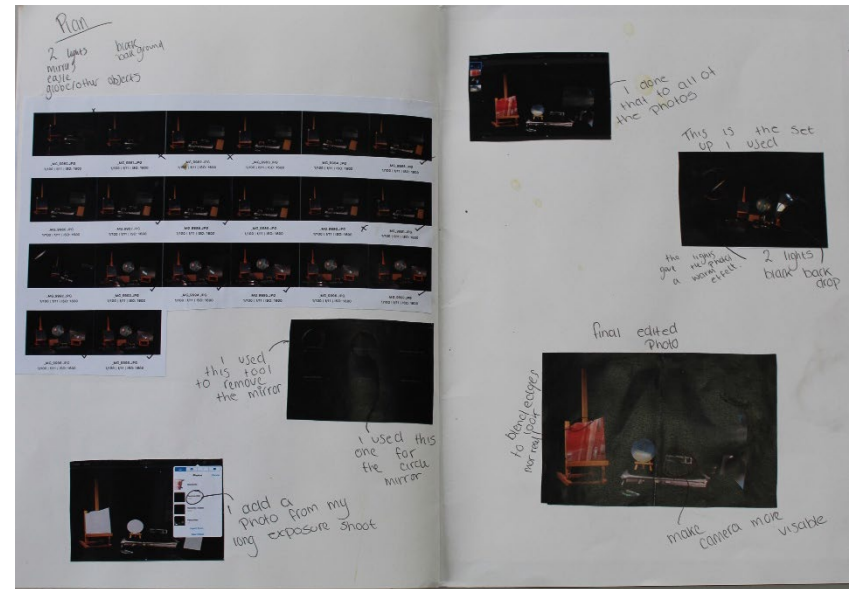
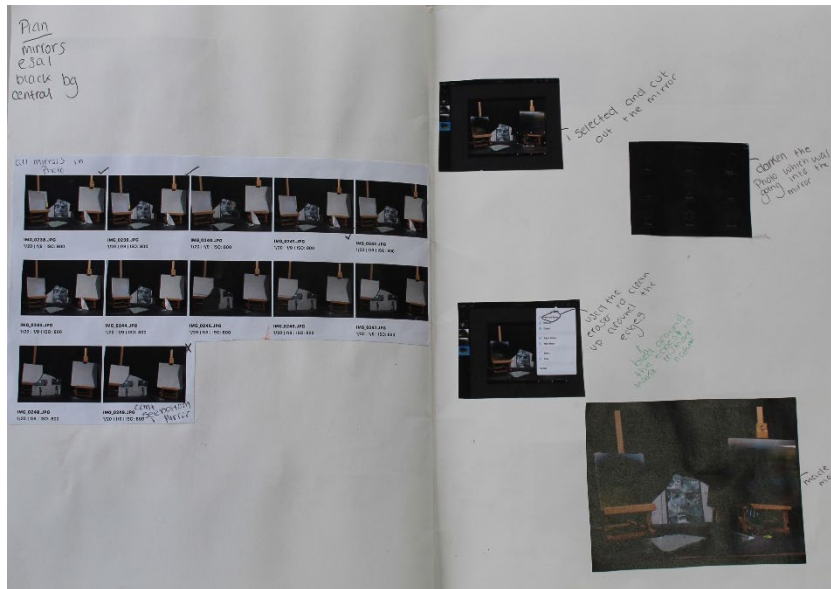
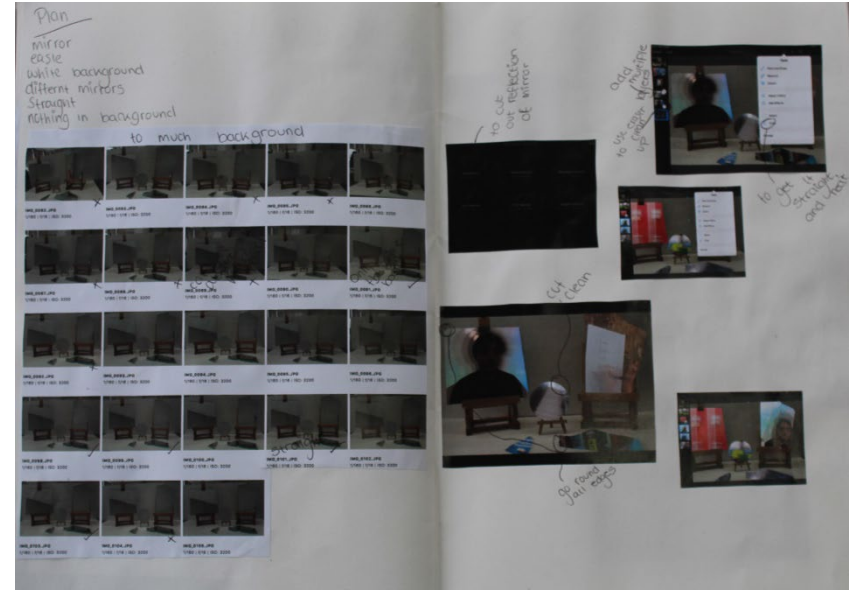
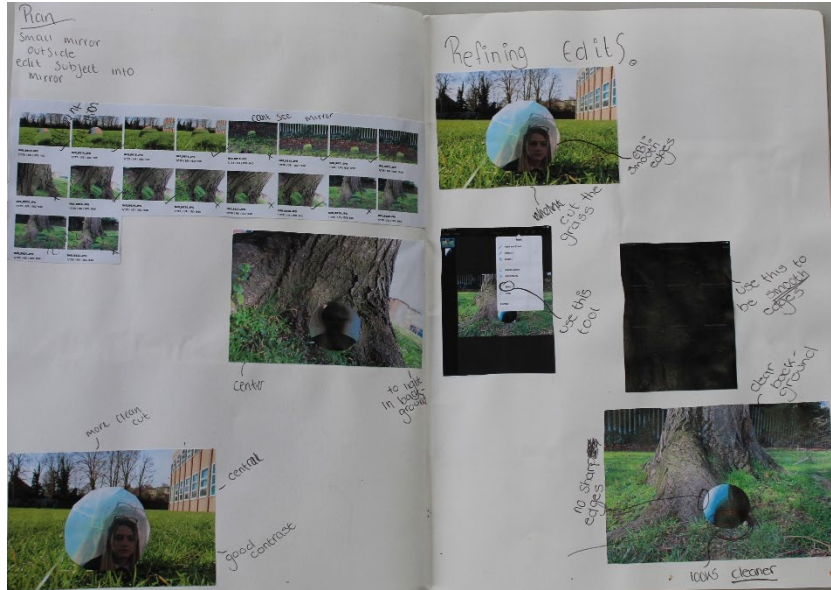
Examiner comments:

- The candidate's knowledge, understanding and skills are simplistic and deliberate.
- The development process shows growing control, but is predictable in the formulation of ideas.
- Investigations demonstrate a basic critical understanding of their own ideas and the sources that have informed them.
- Experimentation is tentative and methodical in the use of media and processes, appropriate to intentions.
- The recording of ideas through the manipulation of photographic processes is superficial and unrefined.
- Annotation shows a basic understanding of sources, related to personal work and the work of others.
- The final realisations demonstrate an emerging competent ability to produce a personal and meaningful response through the application of the formal elements.



Standard Mark – 25





Component 2 Photography

Standard Mark – 23

	A01	A02	A03	A04	Total
Mark	6	6	6	5	23
Level	2	2	2	2	
	Fully basic ability	Fully basic ability	Fully basic ability	Mostly basic ability	

Keyword descriptors from the taxonomy:

Deliberate Simplistic
 Methodical
 Superficial
 Unrefined

Examiner comments:

- The candidate's knowledge, understanding and skills are simplistic and deliberate.
- The development process is superficial in the formulation of ideas. Investigations demonstrate a basic critical understanding of their own ideas and the sources that have informed them.
- Experimentation is methodical in the use of media and processes, appropriate to intentions.
- The recording of ideas through the manipulation of photographic processes is superficial and unrefined.
- Annotation shows a basic understanding of sources, related to personal work and the work of others.
- The final realisations demonstrate a basic understanding of visual language through the application of the formal elements.



Standard Mark – 23

