



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Visual Art Level 2

This exemplar supports assessment against:

Achievement Standard 91312

**Use drawing methods to apply knowledge of conventions appropriate
to photography**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to use drawing methods to apply in-depth knowledge of conventions appropriate to photography.</p> <p>This involves critically selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.</p> <p>This student has demonstrated a strong pictorial intelligence, technical competence and thematic purpose. The student starts with emulation of an image by Anna Orłowska (1) and then applies the artist’s pictorial conventions in their own image (2).</p> <p>The student clearly identifies the thematic purpose teenage angst. They explore a variety of devices to communicate this idea, including a domestic environment (2), extreme cropping and controlled lighting (5), and limited colour and expressive body language (6).</p> <p>Throughout the investigation the student uses peer feedback (3) and self-evaluation (4) to assess the effectiveness of each outcome. This strategy enhances the student’s opportunity to critically select future technical and pictorial approaches.</p> <p>The final outcome (7) shows the in-depth knowledge needed for Excellence by successfully integrating the most successful pictorial and technical elements of the preceding photo-shoots. This work effectively achieves the intended purpose of depicting teenage angst.</p> <p>For a more secure Excellence, the student could further refine the particular technical strategies to support the communicative intention of the work. For example, the heavy vignetting in the reading image (2) creates a claustrophobic isolation effect. This intensity is not replicated in the lighter vignetting of the final image (7).</p>

Student 1 Page 1: Low Excellence

NZQA Intended for teacher use only

NEW ZEALAND QUALIFICATIONS AUTHORITY
Kaitiaki Take Kōwhiri Māori o Te Kaitiaki

artist models

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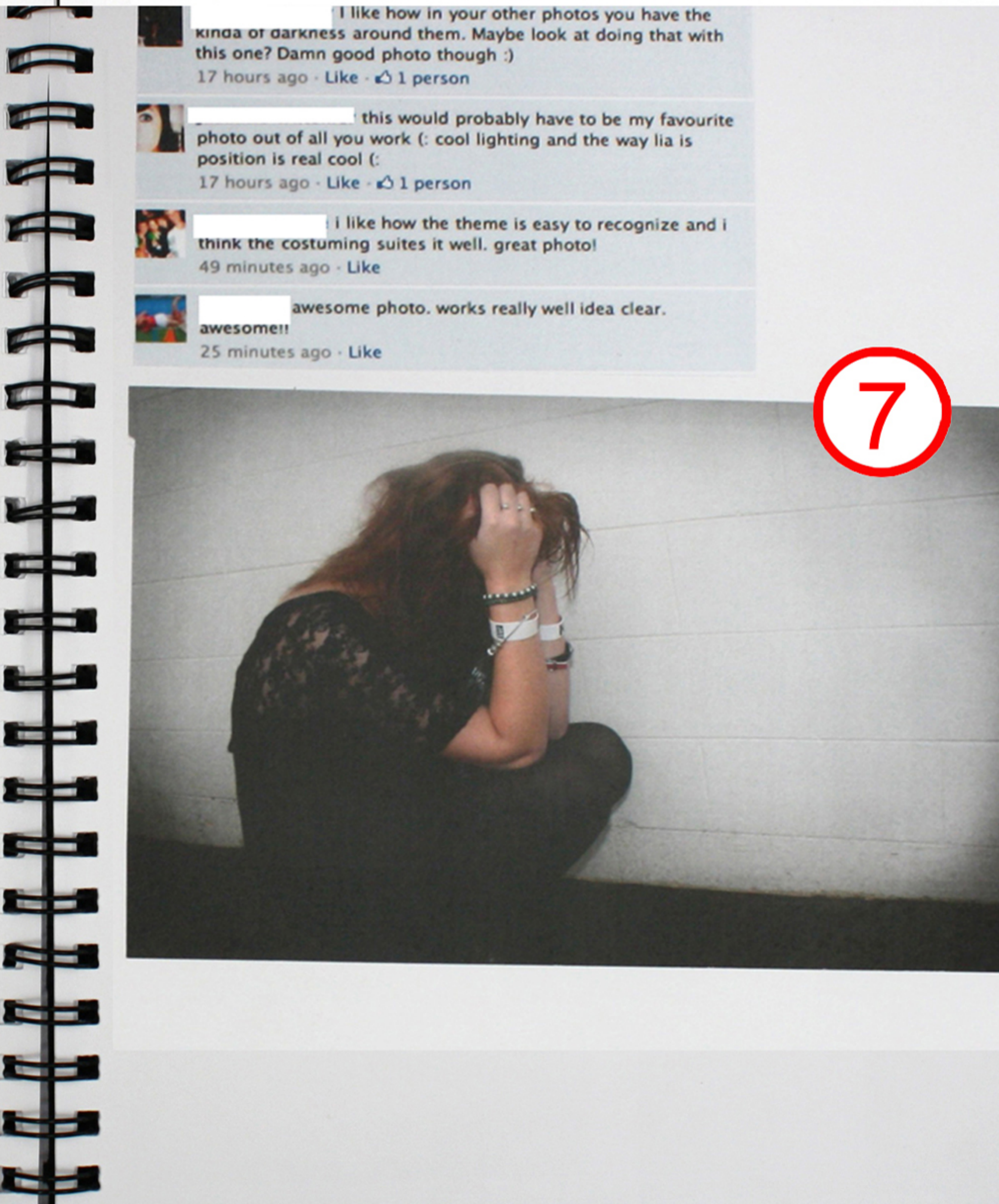
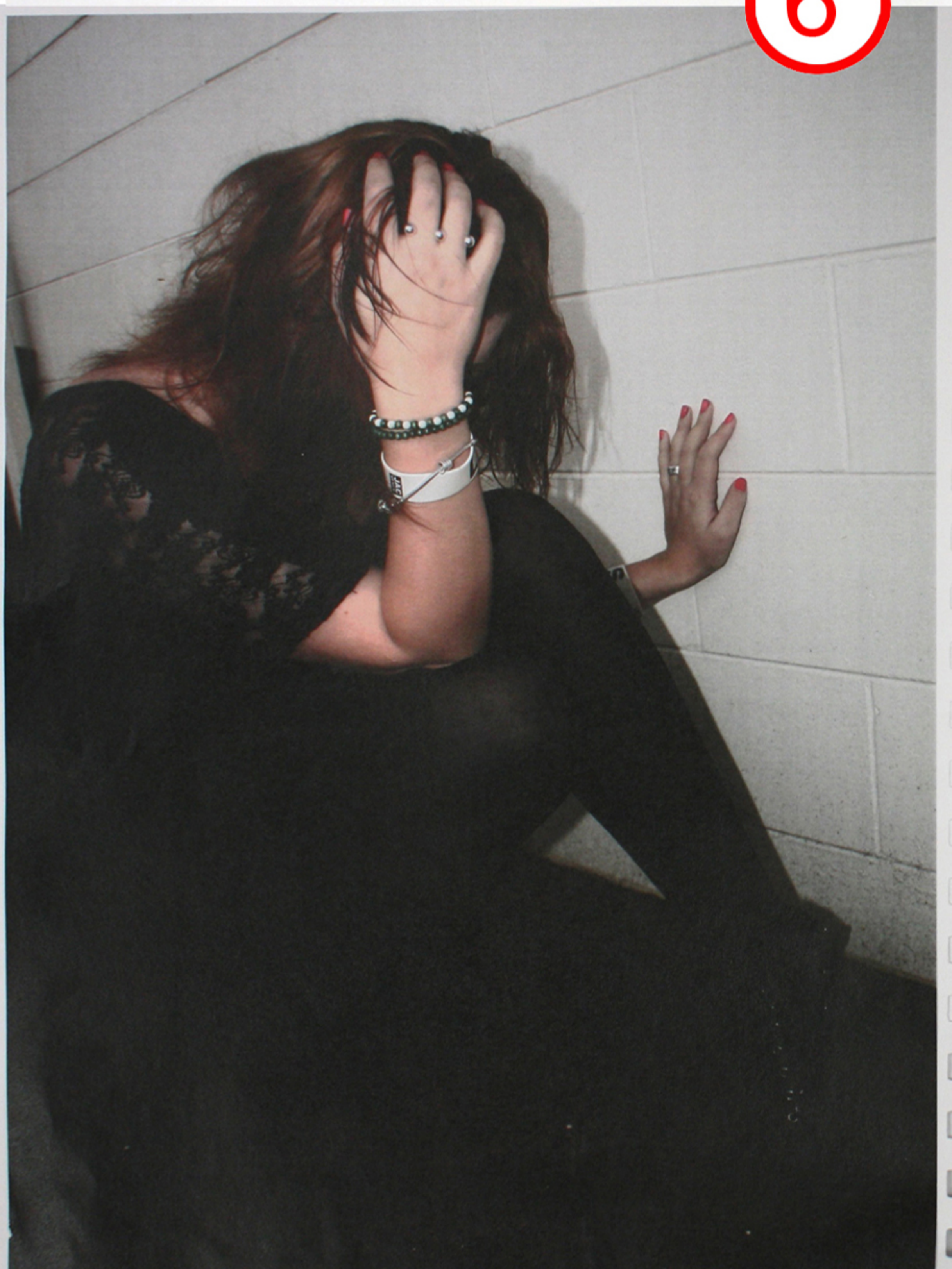
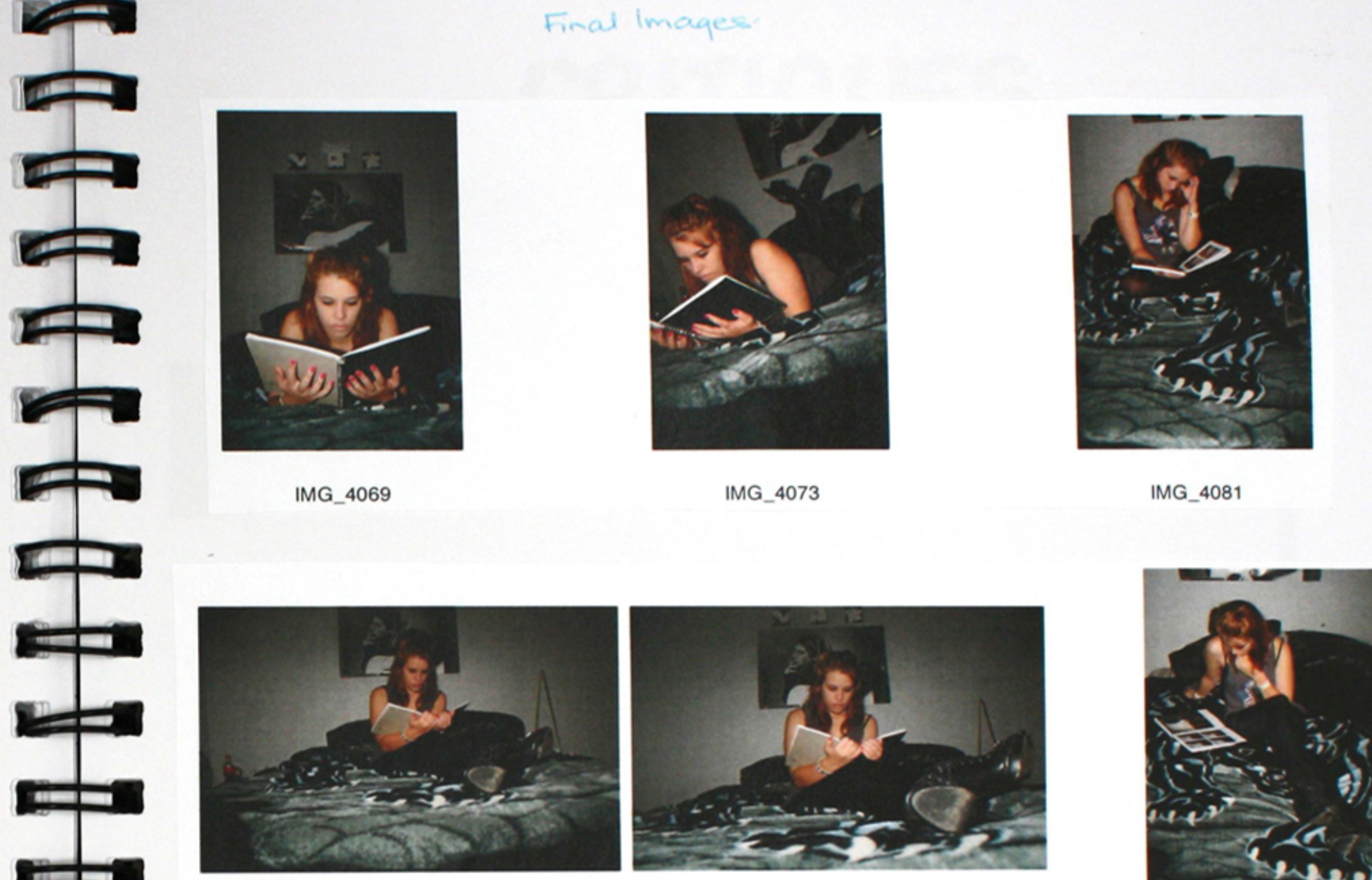
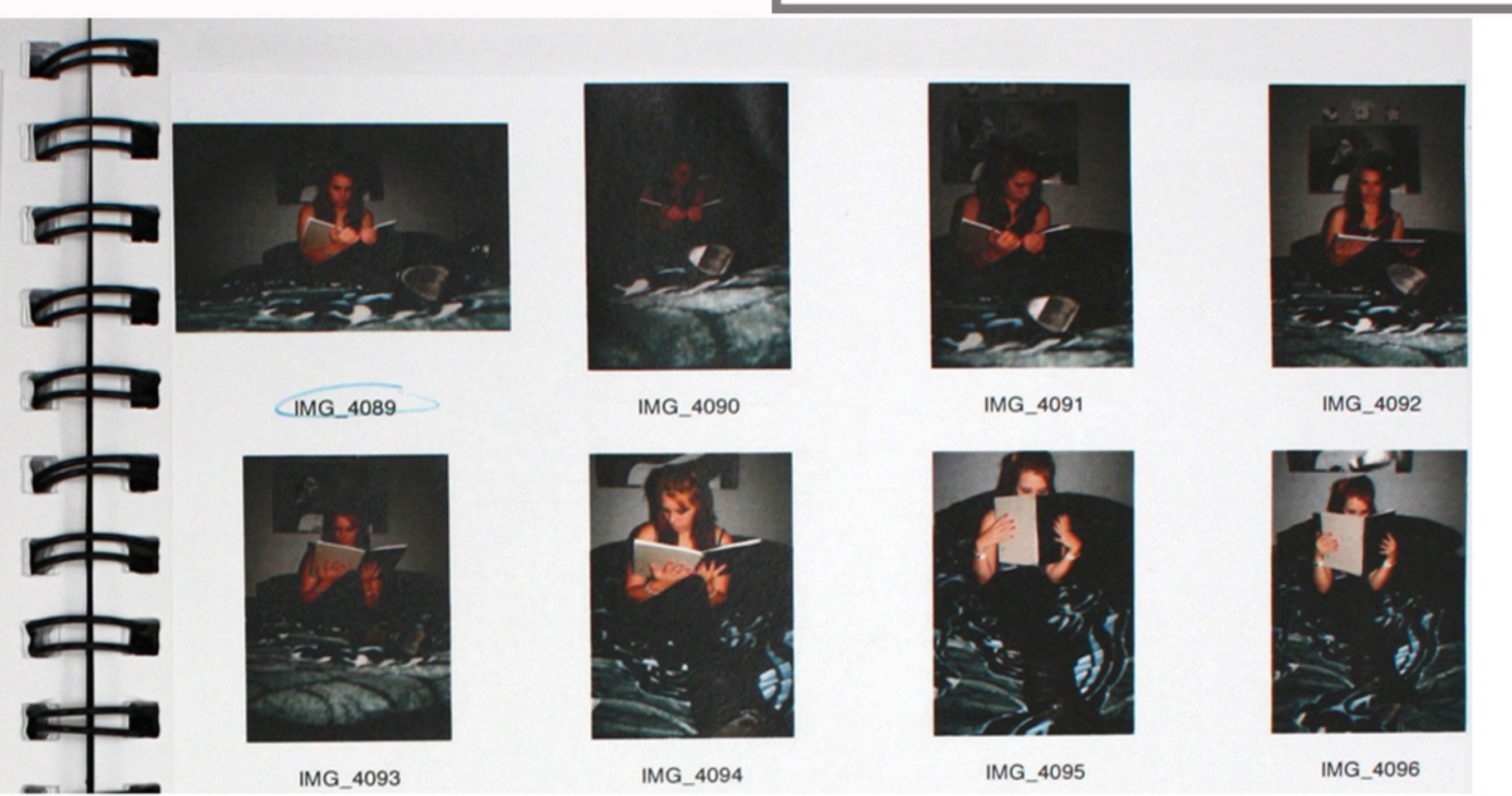
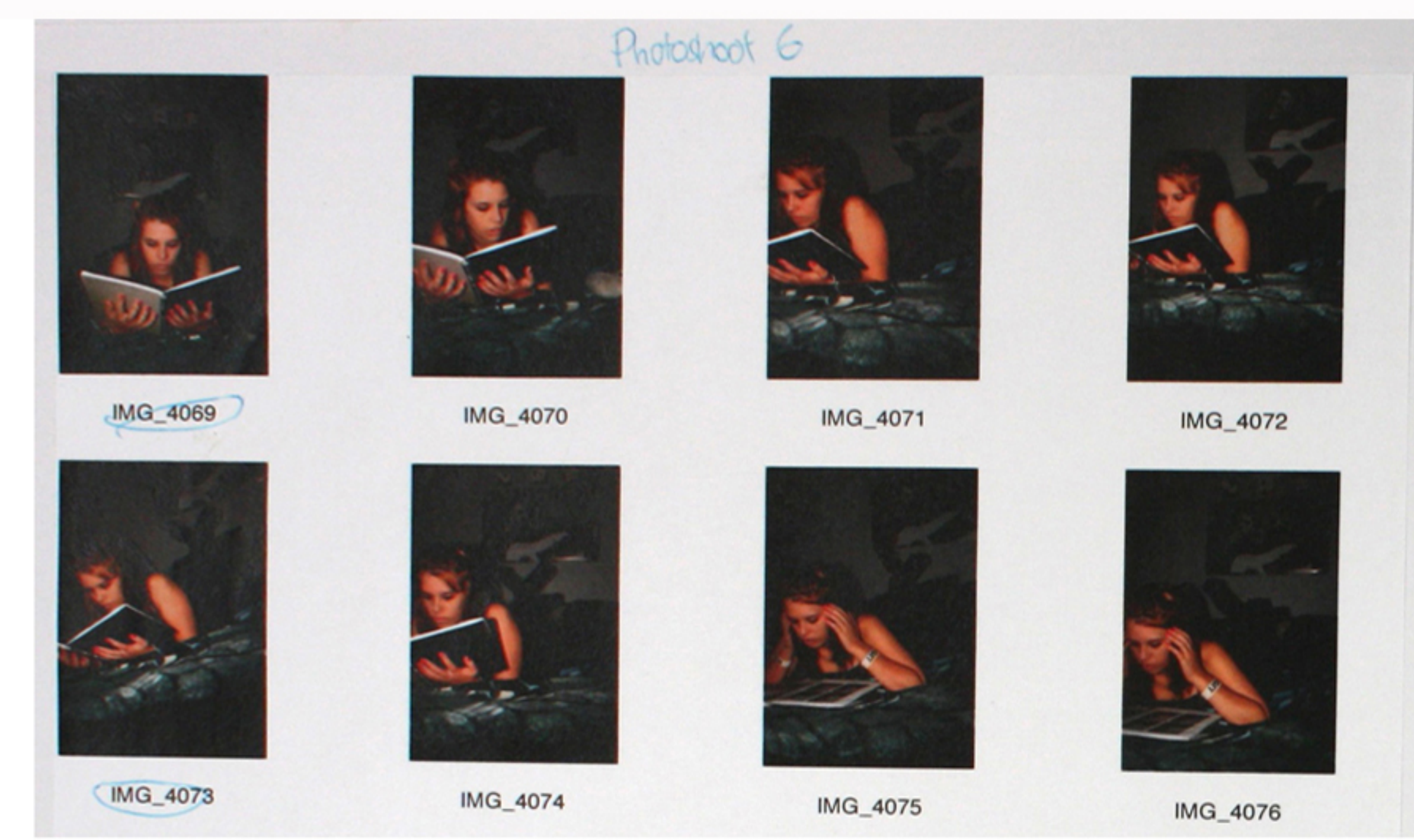
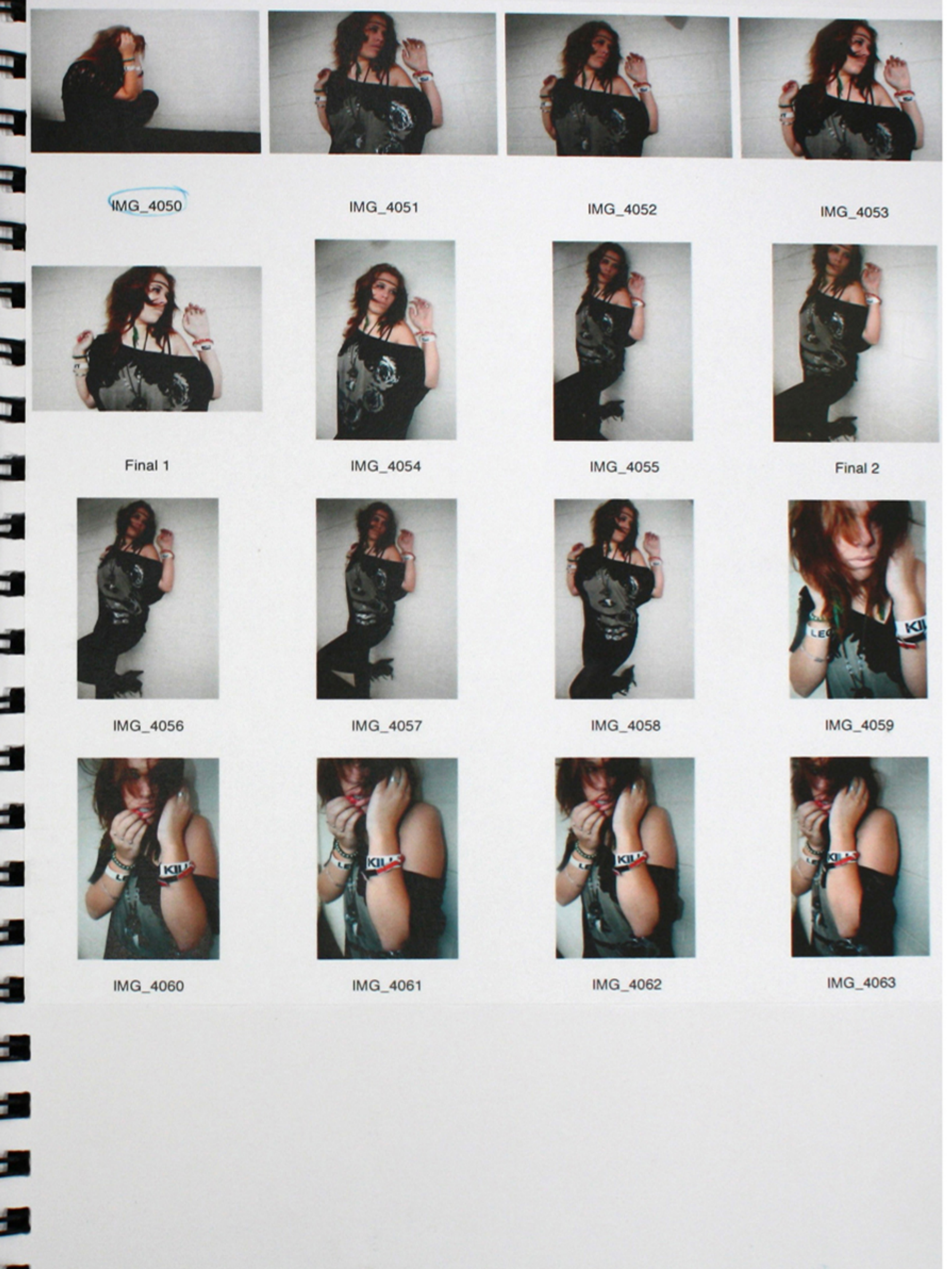
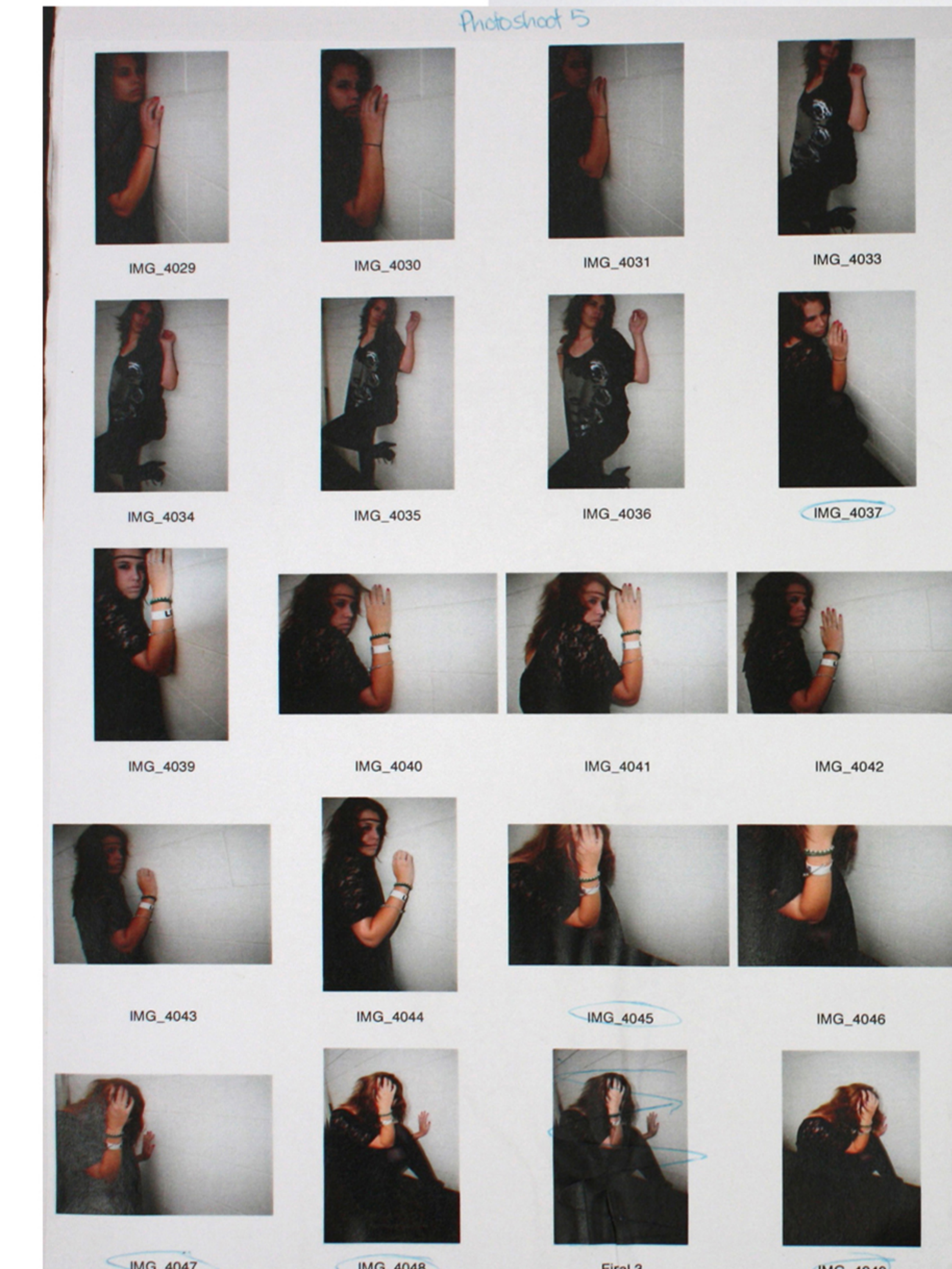
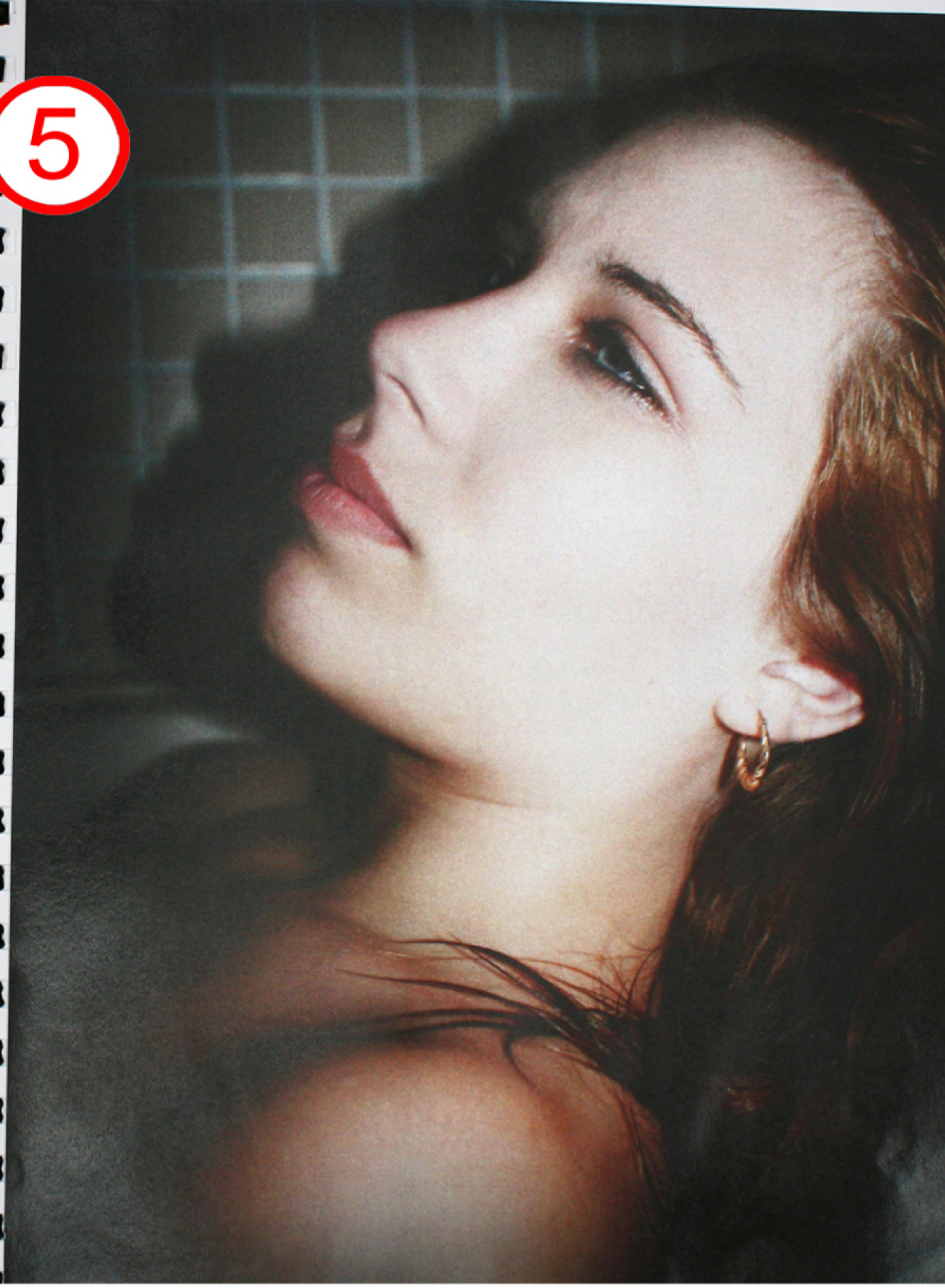
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I like how in your other photos you have the kinda of darkness around them. Maybe look at doing that with this one? Damn good photo though :)
17 hours ago · Like · 1 person

this would probably have to be my favourite photo out of all you work (: cool lighting and the way lia is position is real cool (:
17 hours ago · Like · 1 person

I like how the theme is easy to recognize and i think the costuming suites it well. great photo!
49 minutes ago · Like

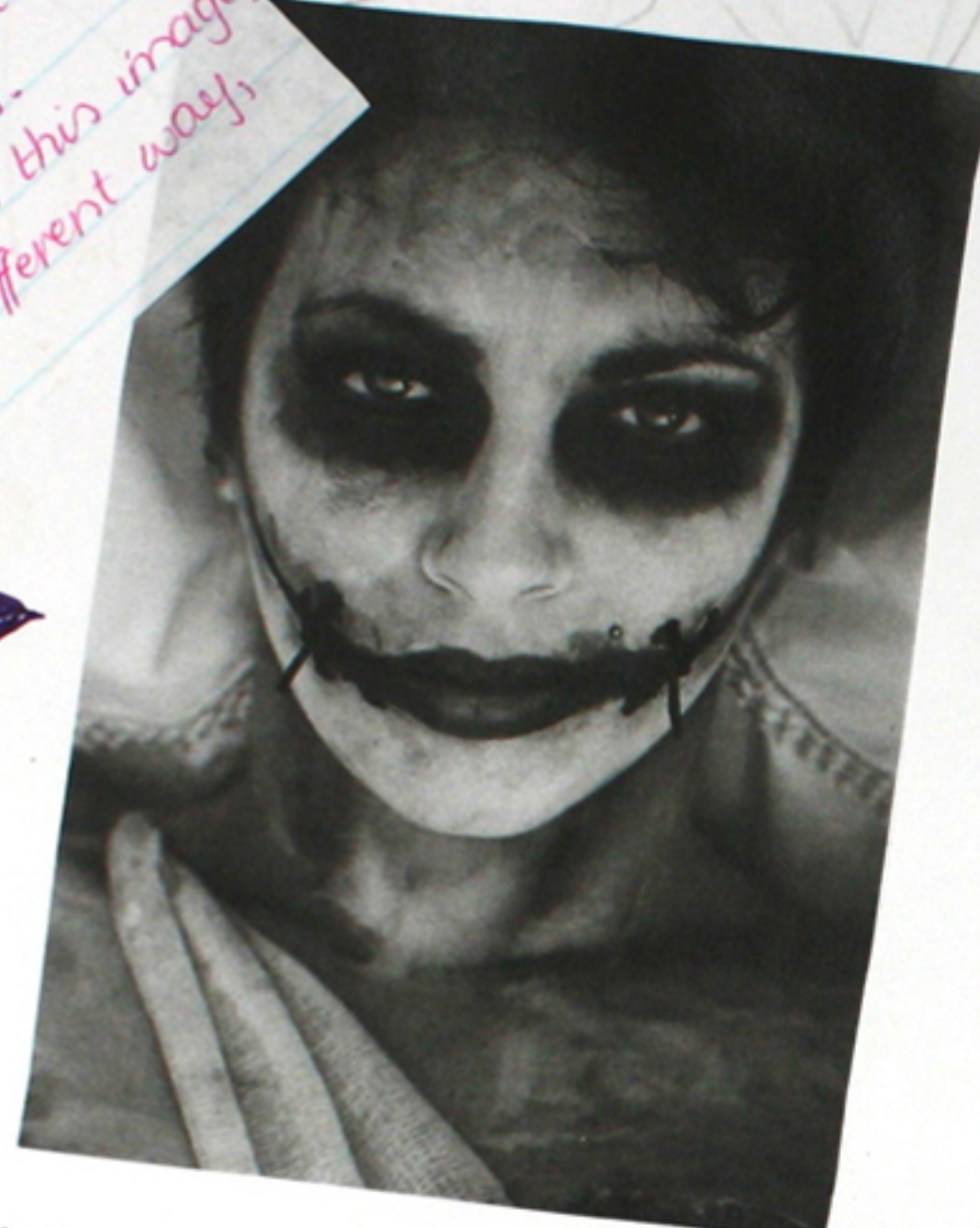
awesome!!!
25 minutes ago · Like

7

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to use drawing methods to apply specific knowledge of conventions appropriate to photography.</p> <p>This involves selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.</p> <p>This student has identified the thematic proposition of physical abuse. The first sequence (1) uses the pictorial devices of dramatic lighting and tightly cropped compositions to enhance the intensity of the images. The mud smears more subtly imply damage and feelings of unworthiness than blood. The final image in this sequence (3) is deliberately anonymous to reflect the universal relevance of the theme.</p> <p>The student explores three approaches to the theme, with peer (5) and self (2) evaluation used to identify the strengths and weaknesses of each approach. This process help the student to select the most successful pictorial and technical aspects for further development.</p> <p>To reach Excellence, the student could show a greater degree of connectedness between each approach. For example, the hand sequence (4) does not provide opportunity for the student to advance their understanding of the studio lighting and body expression conventions explored in the other two sequences.</p> <p>The third sequence (6) could present a final outcome to show critical selection of pictorial and technical conventions. For example, the student could select and reframe the strongest image, and then enhance the effect through modifying tonal values and colour saturation.</p>

Task 7: A

If I were using this image (or similar) I would describe this image (model) as broken, listless, but use them in a little bit of a different way, than what this is used.



This image is a christine webster photograph. We used her idea but kind of in my own little way. She has nude models and her models model with mental problems or are schizophrenic type. They're dark and depressing in a way and the model poses with hurt or anger.

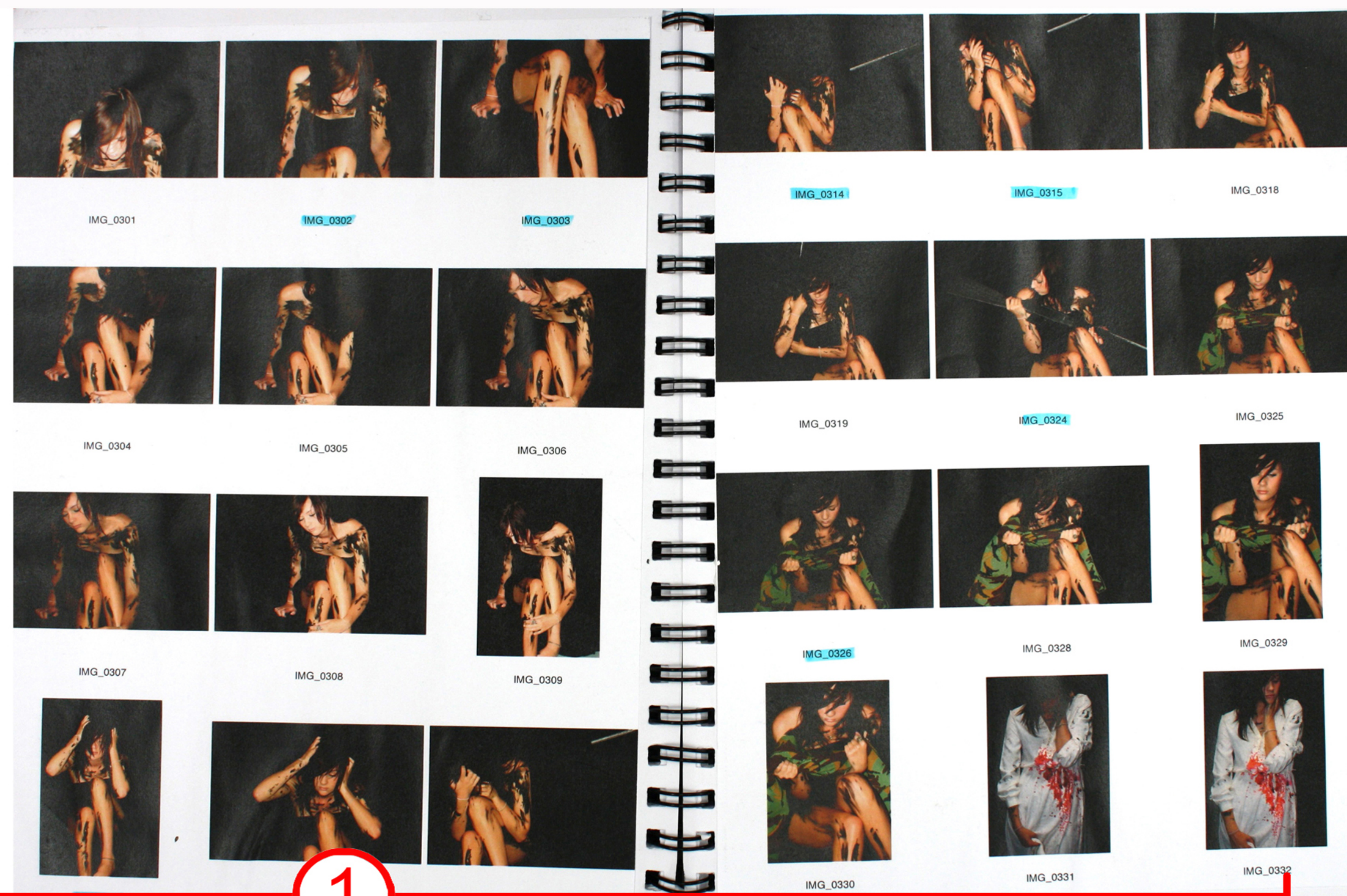
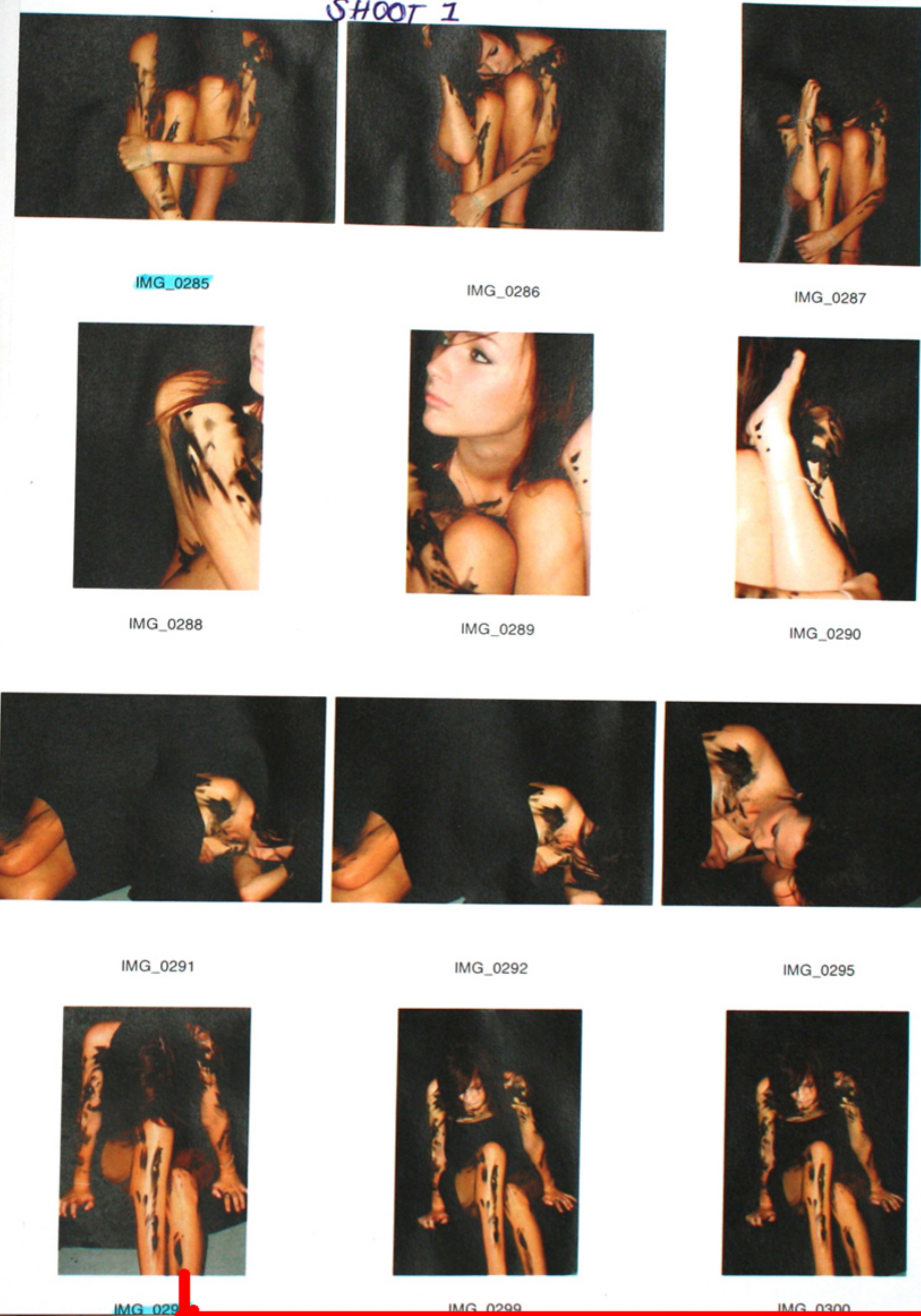
This is a christine webster image and this is the idea I'm working from.

Her hands are looking depressed and sad, it has a lot of tension. This is what I'm working from.

IDEAS: ideas I have used are from photographs I have previously looked at and studied eg: (daniel regan and christine webster (above)) The idea I have in my head is to have dark photographs representing a form of identity of abuse or hurt, home wrecked and lost and depressed. because there are millions of people in the world who are like this I wanted to try it out in a photograph. My model has black paint all over her to make her look hurt and to add more tension to the image. And the idea that christine webster has "naked" models

Staged Proof Sheet - Task 7B

SHOOT 1



1

Potential Photographs - Task 7C

To improve this photo I could make this image a portrait version to show her anger in her arms and hand since there isn't much anger in her face.

To improve this photo I could get her to take off her jewelry (bracelets) so it adds more meaning and tension to the photograph.

To improve this photo I could get her to take her jewelry off again and maybe I could get her to show more emotion by getting her to grip onto the carpet and look hurt and abused. This should also add more tension.

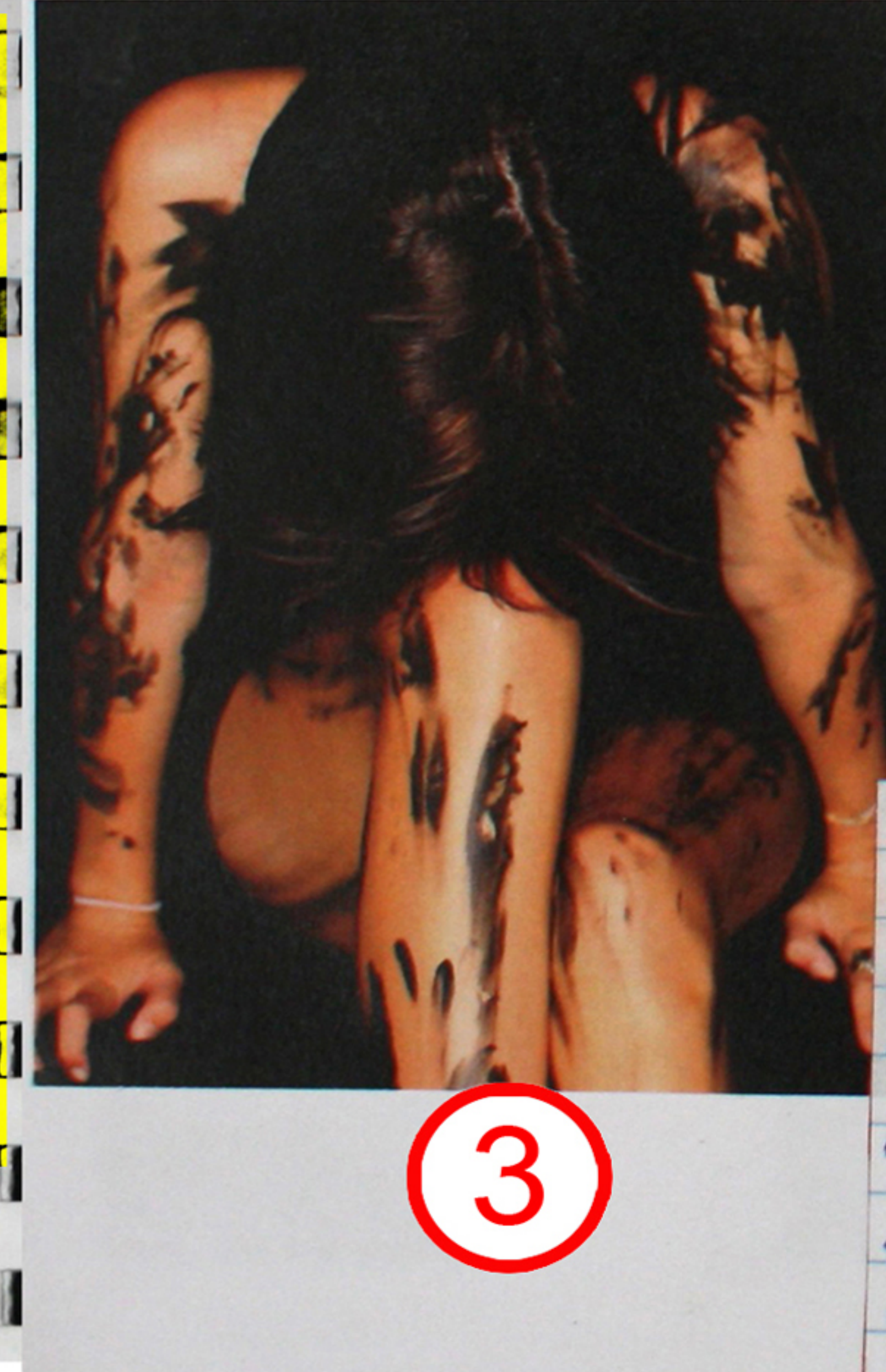
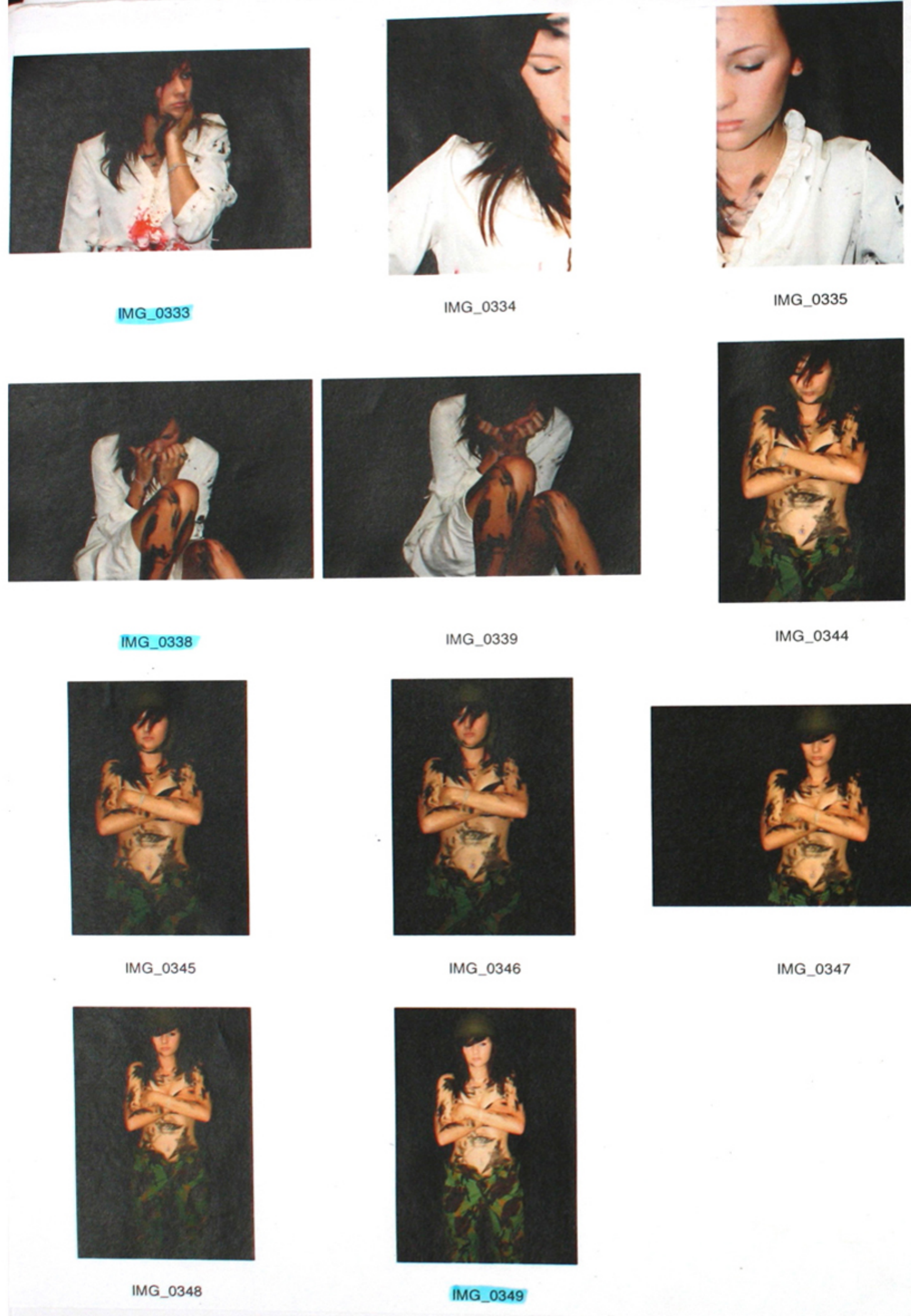
To improve this photo I could put the gun more into the picture so it doesn't just look like a metal pole that she's scared off.

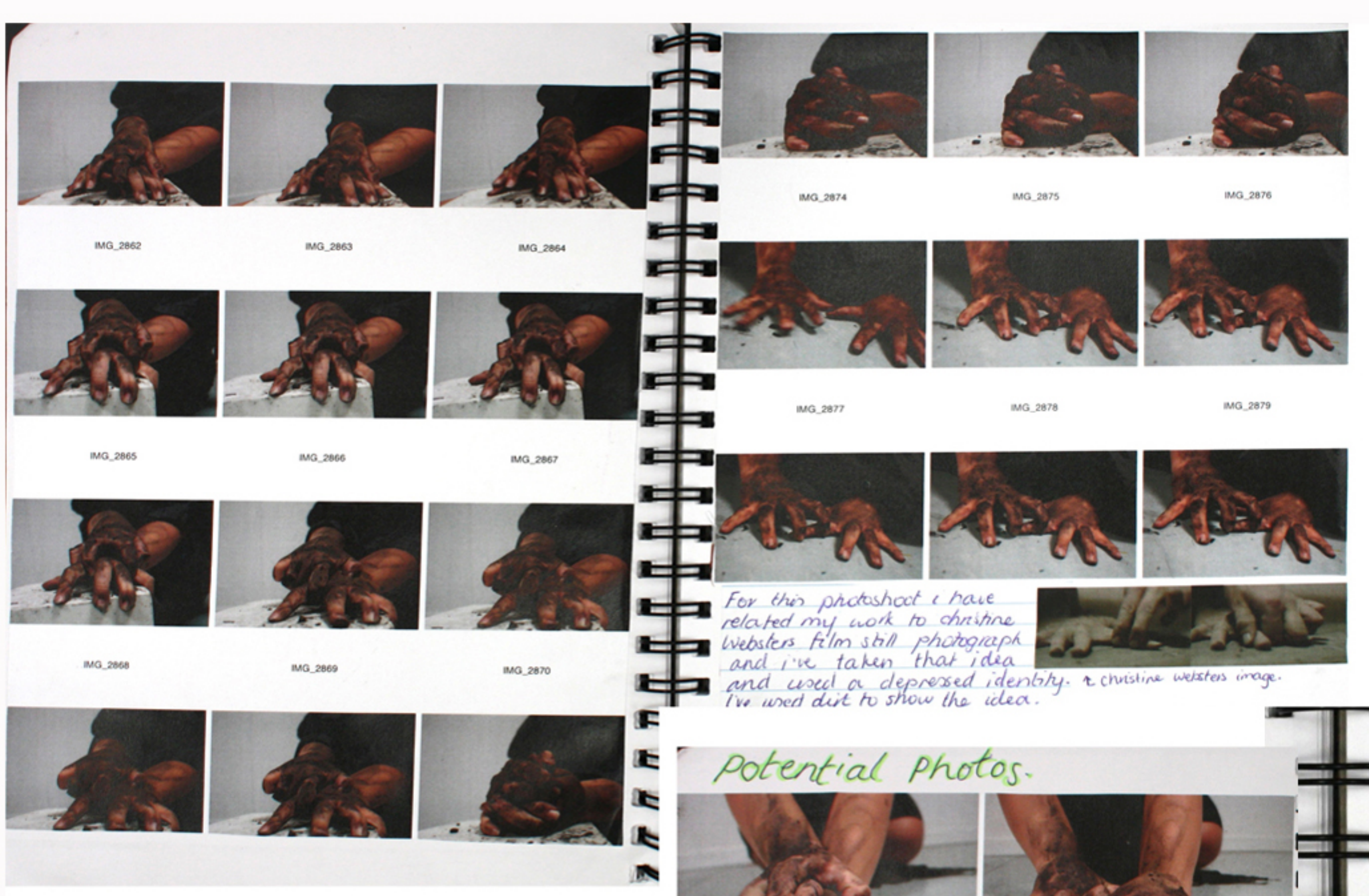
To improve this image I could try get her to maybe try and cry and show a bit more emotion in her face, she's meant to be thinking "should I kill myself" or something.

To improve this picture I could get her to take her rings off her fingers because that in a way takes away the tension the picture should have.

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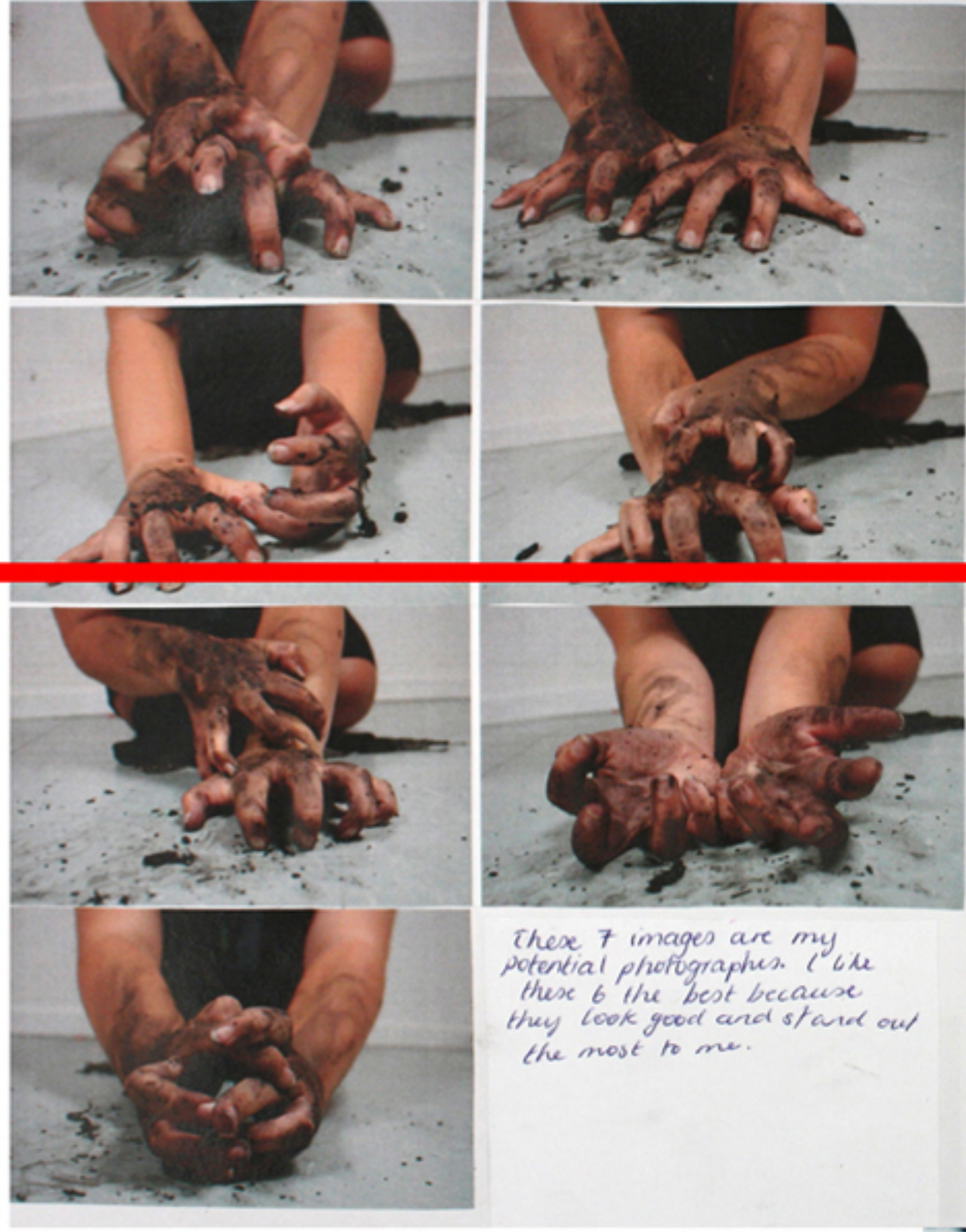
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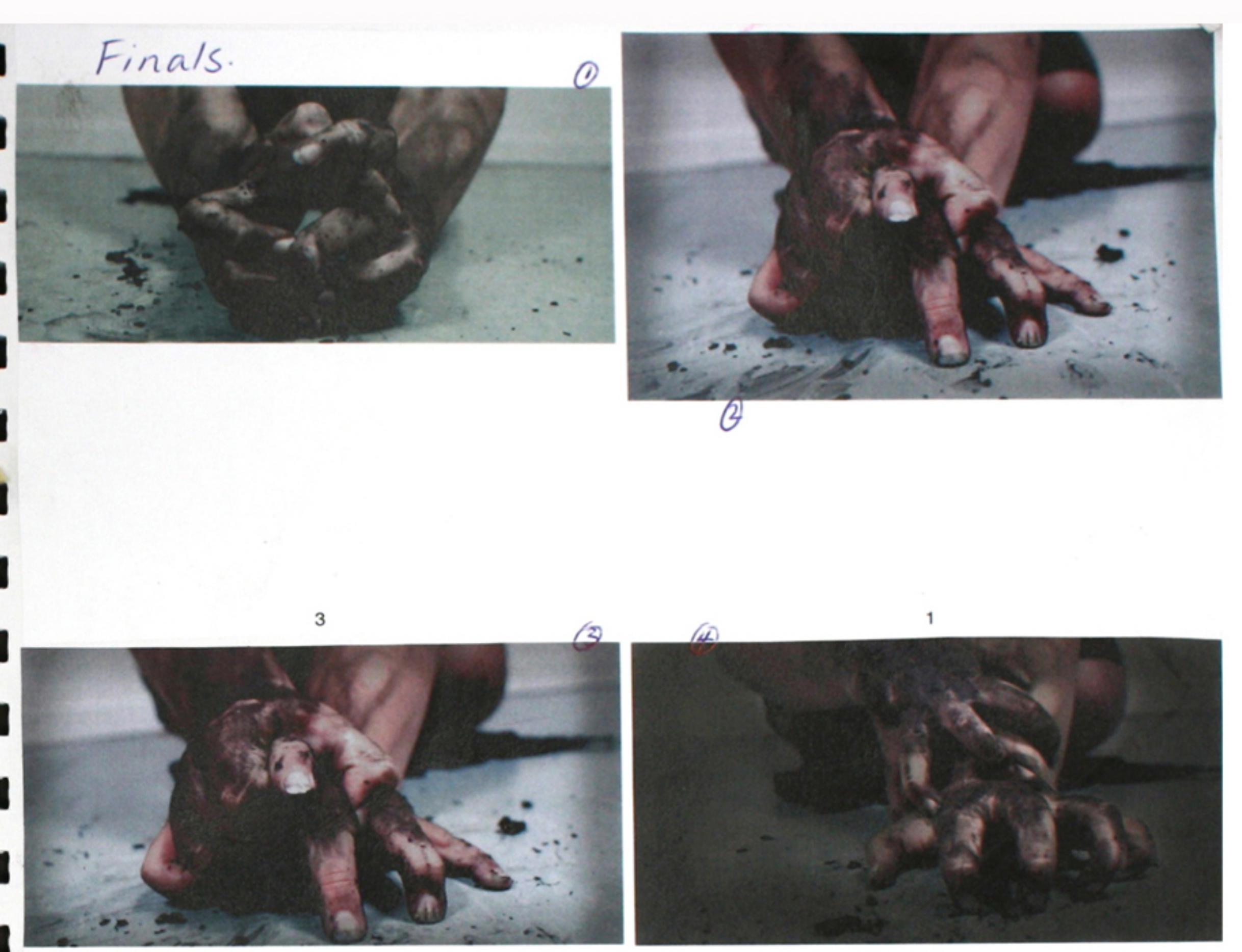


For this photoshoot I have related my work to cinema. I have taken that idea and used a depressed identity, a creative vision. I've used dirt to show the idea.

Potential Photos

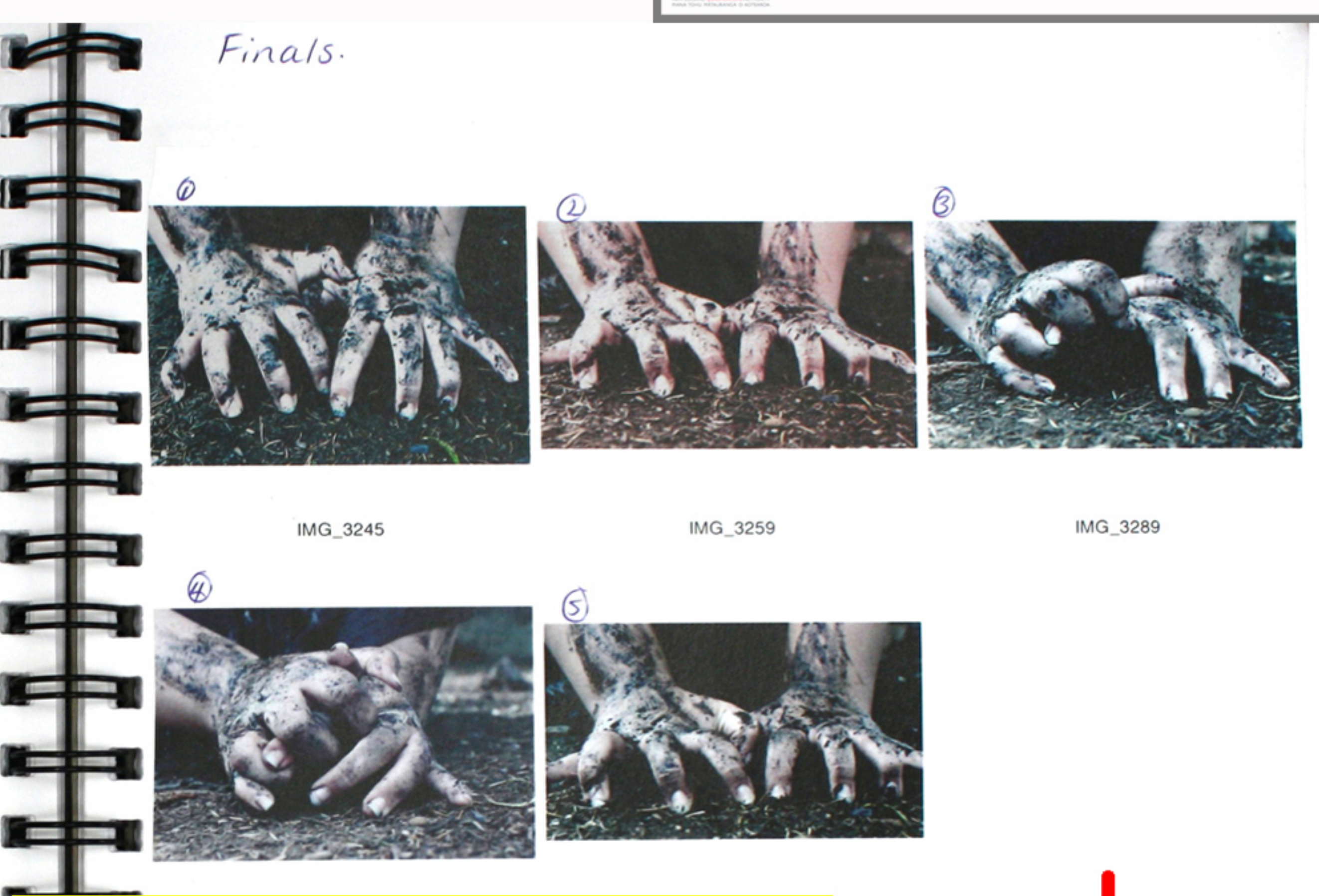
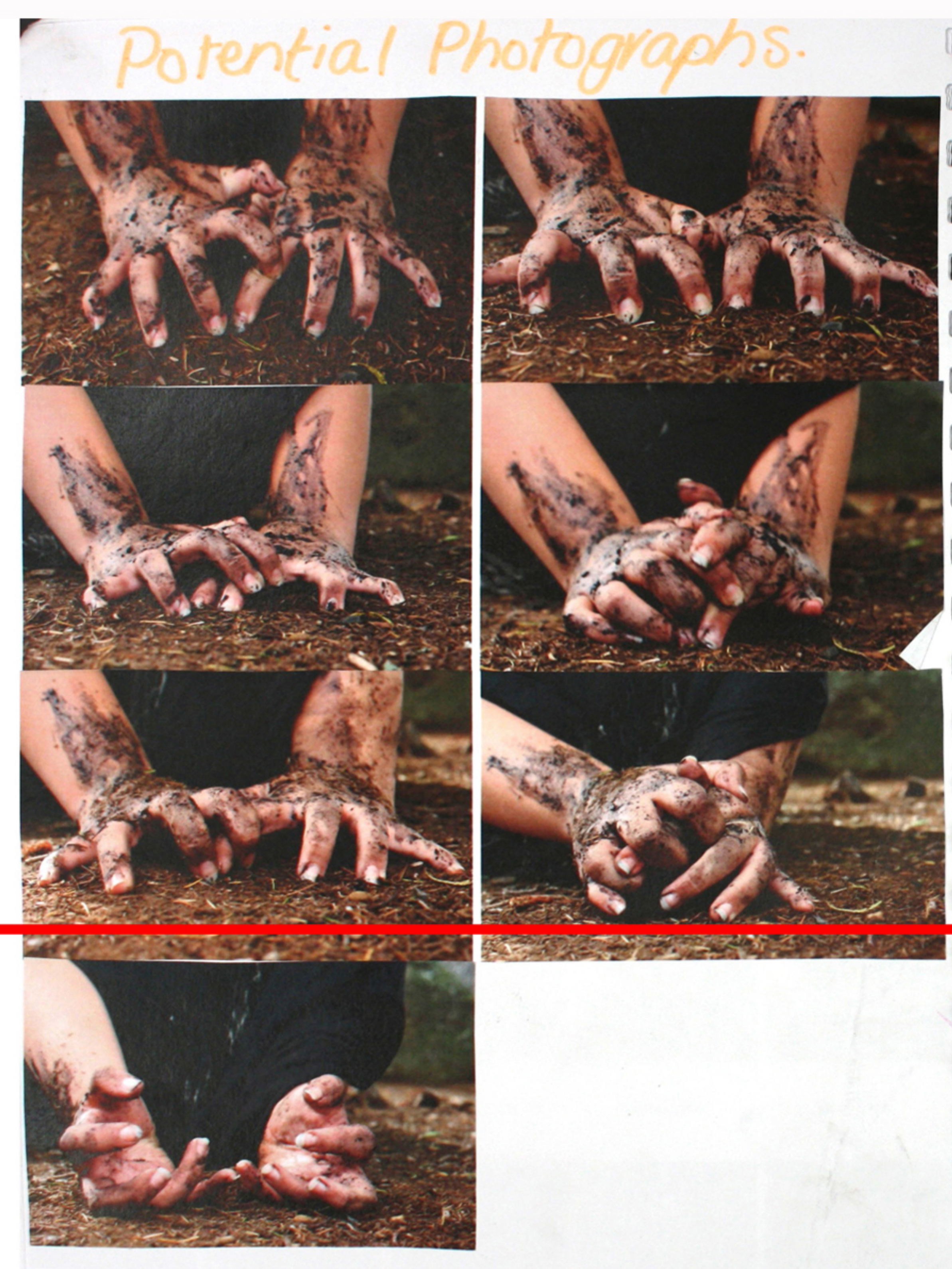


These 7 images are my potential photographs. I like them & the best because they look great and stand out the most to me.



These are some of the potential photos that I've edited and made look scary, depressed and evil that I've photoshopped them and made them look a lot darker and feakier, to give it the sort of effect I'm looking for.

4



I like the hands on the dirt better than the floor it looks more gritty, maybe it would look a bit better if the dirt covered the whole arms - from alex
 03 May at 11:57 Like

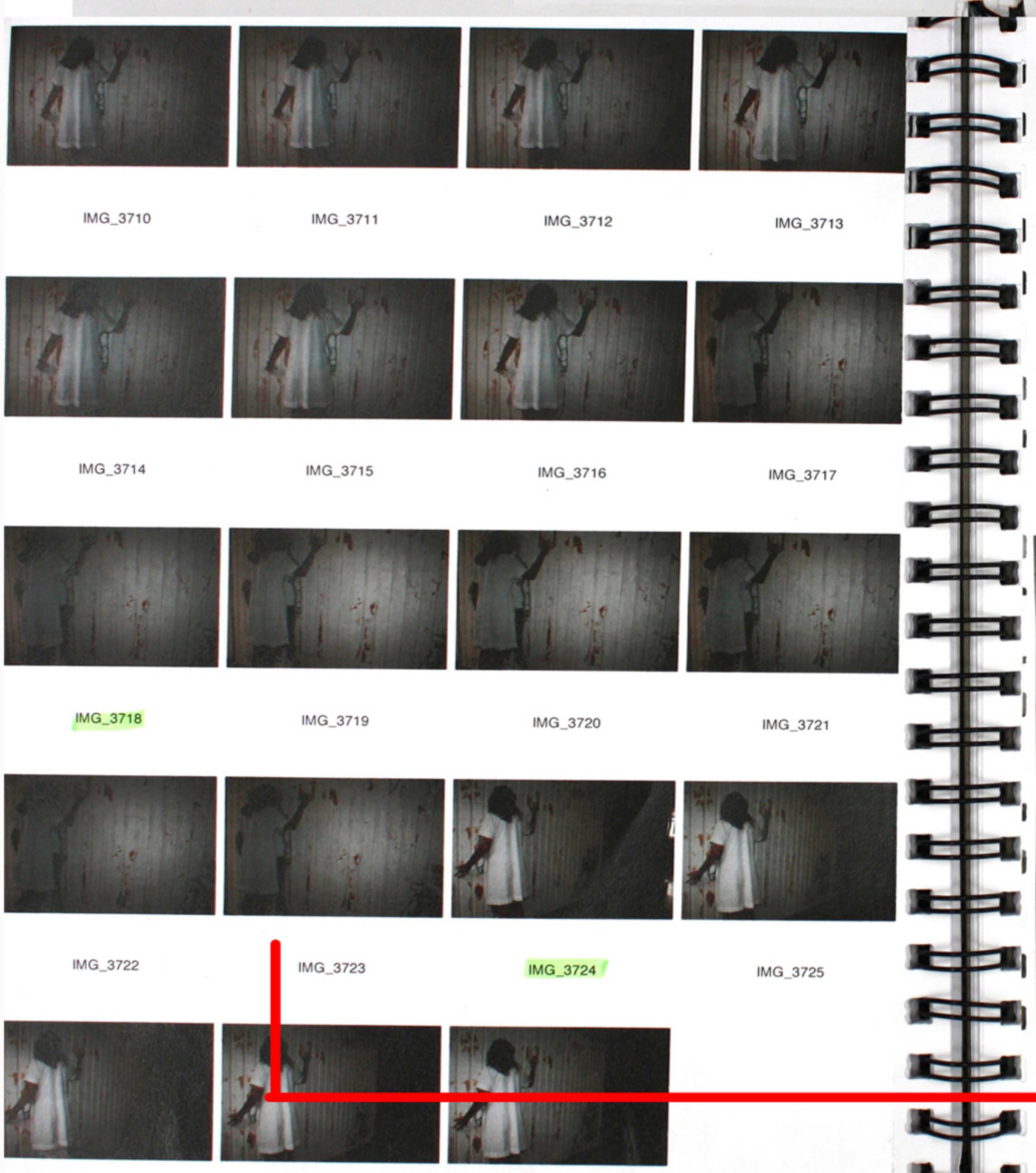
I think this one looks better than your last one. Its really cool how you have the dirt in the photo as the background as well as on the hands. But then the pose of the hands is a little bit off. (depends what look your going for)
 03 May at 11:58 Like

I like both of the photos you did. I like how you have the hands positioned in this one but I like how you had like a cremeish dirty floor thing in the other photo. It made it more mysterious. but I really like both the photos so nicework!
 03 May at 11:59 Like

I like this one over the last one cause it has a dirtier effect than the last one. but maybe if the dirt was smudged up my arms more. L
 03 May at 12:18 Unlike · 0/1 person

The dirt ground in this is better than just the floor, as said in the other comments it's more gritty and a lot better.
 06 May at 09:44 · Unlike · 0/1 person

5



This photoshoot was created from further ideas from the last photoshoot. Instead of having just the hands, I have used the whole body to create an even bigger effect than before.

6



CRITIQUES

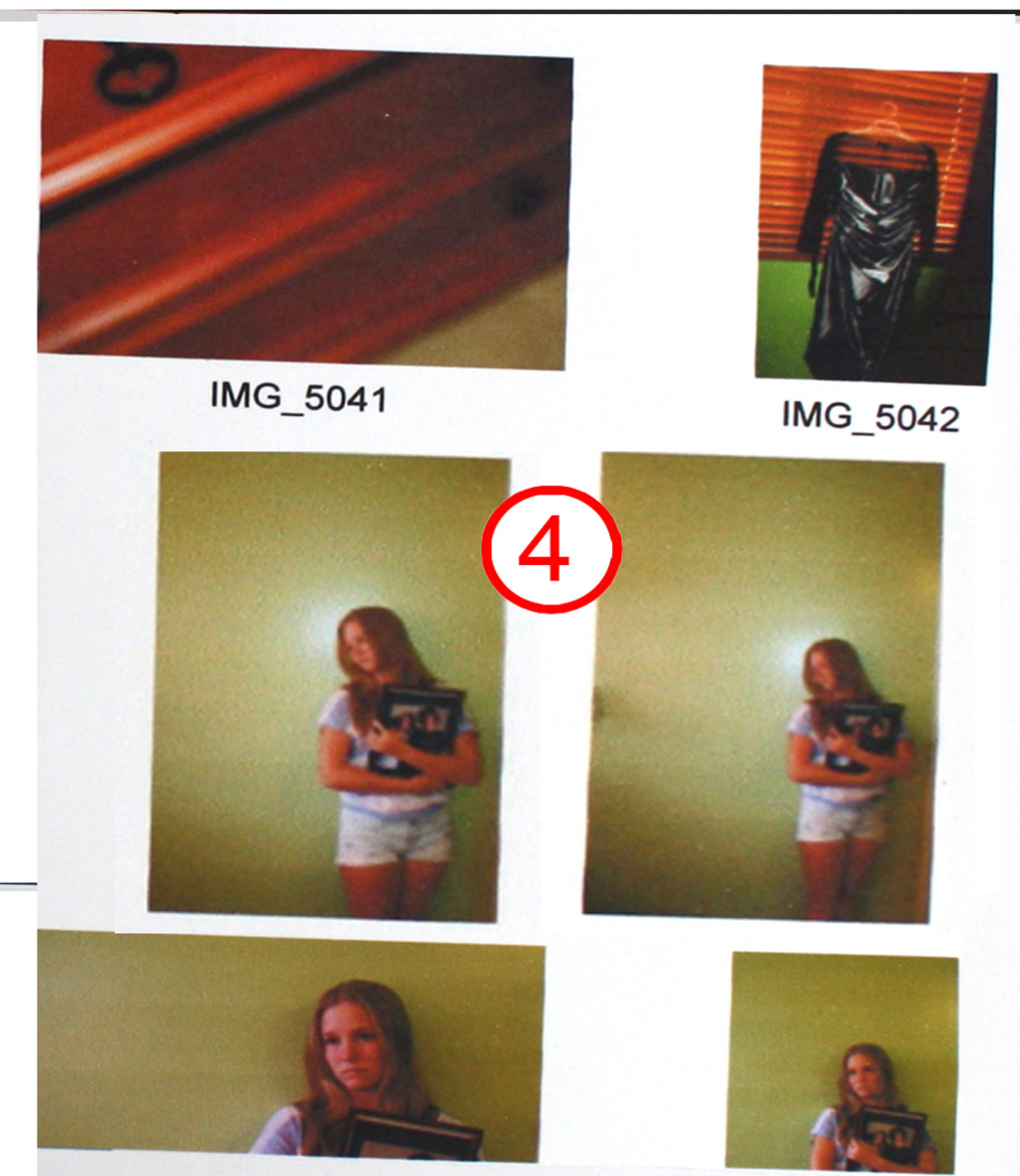
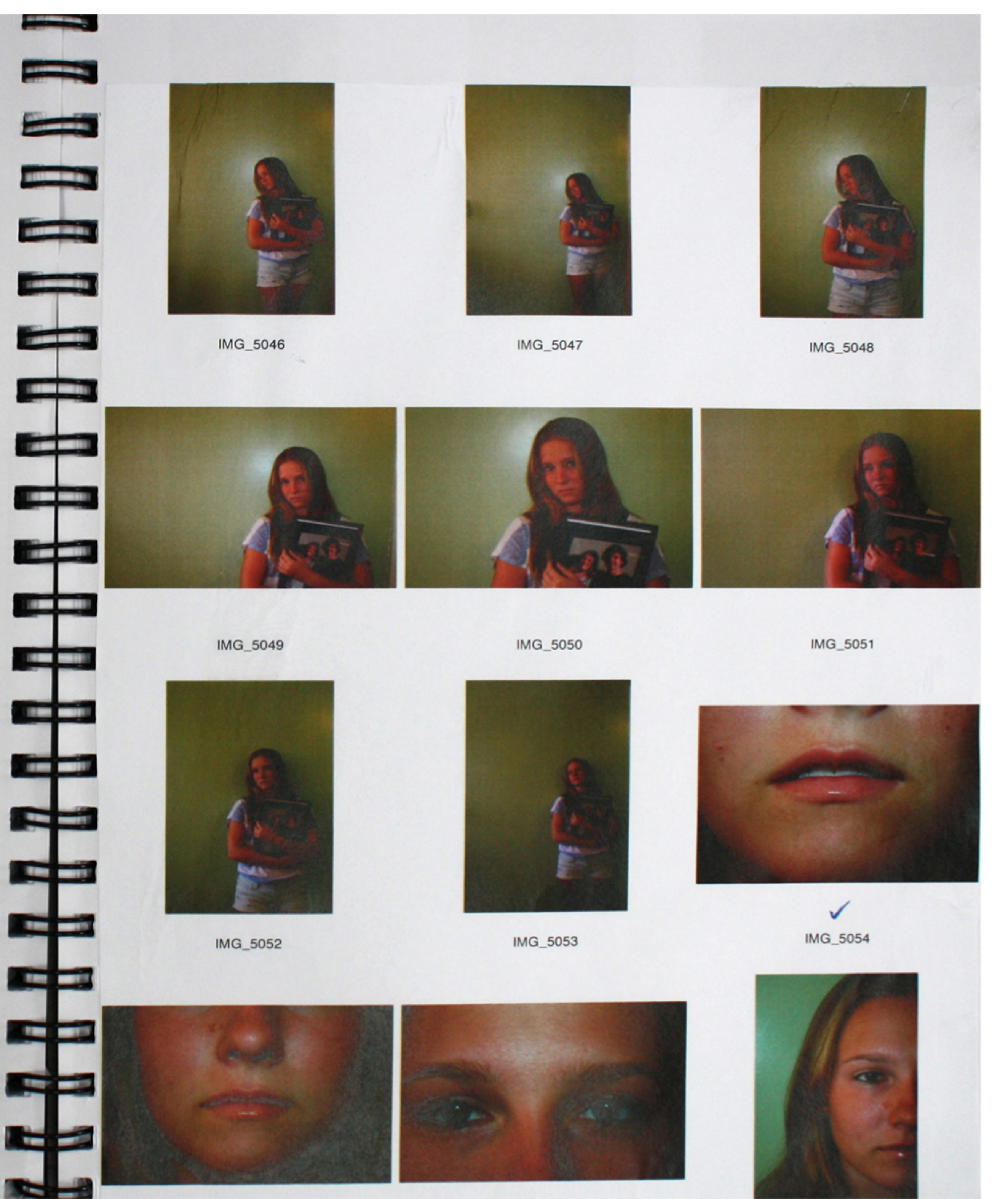
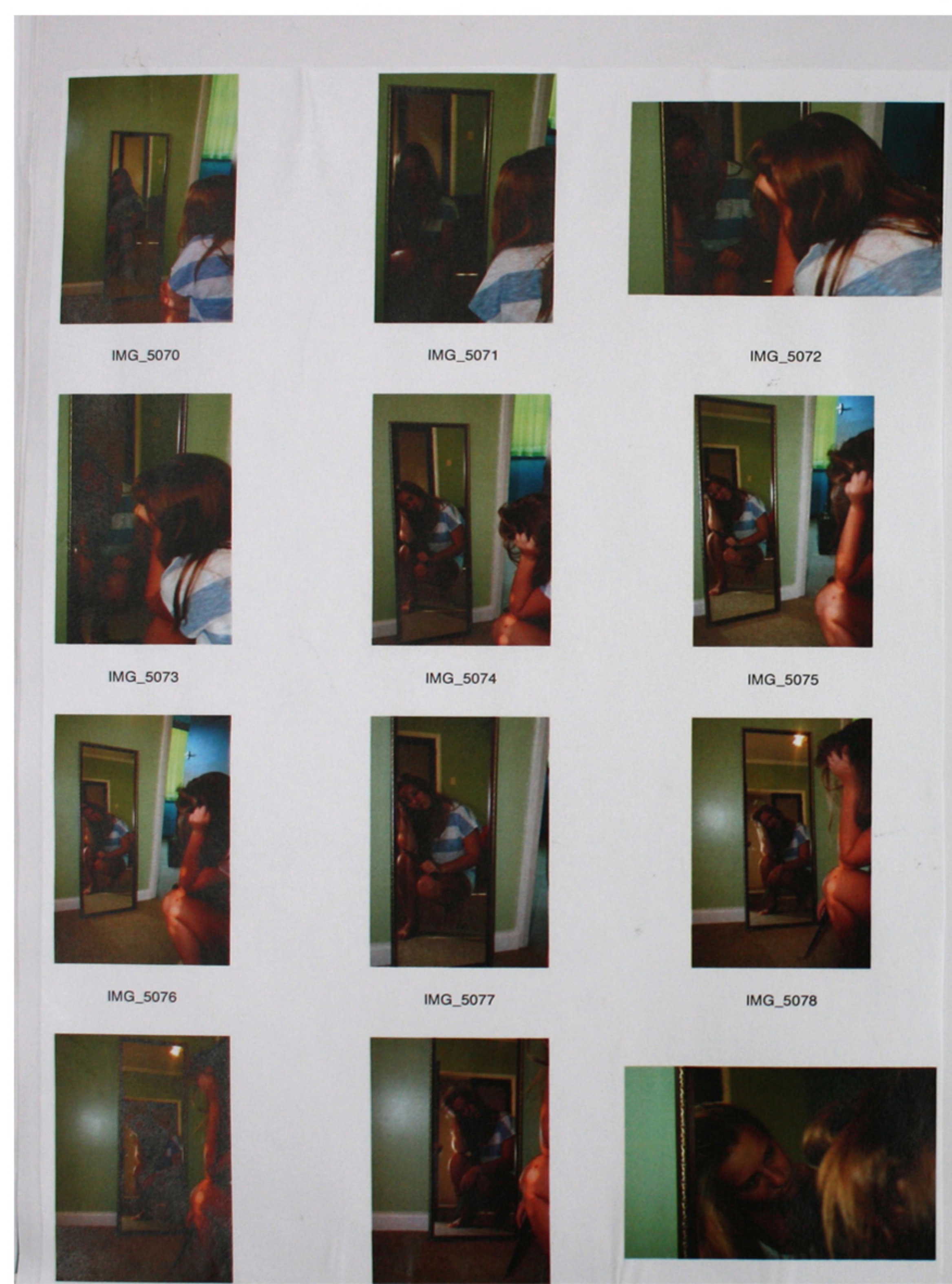
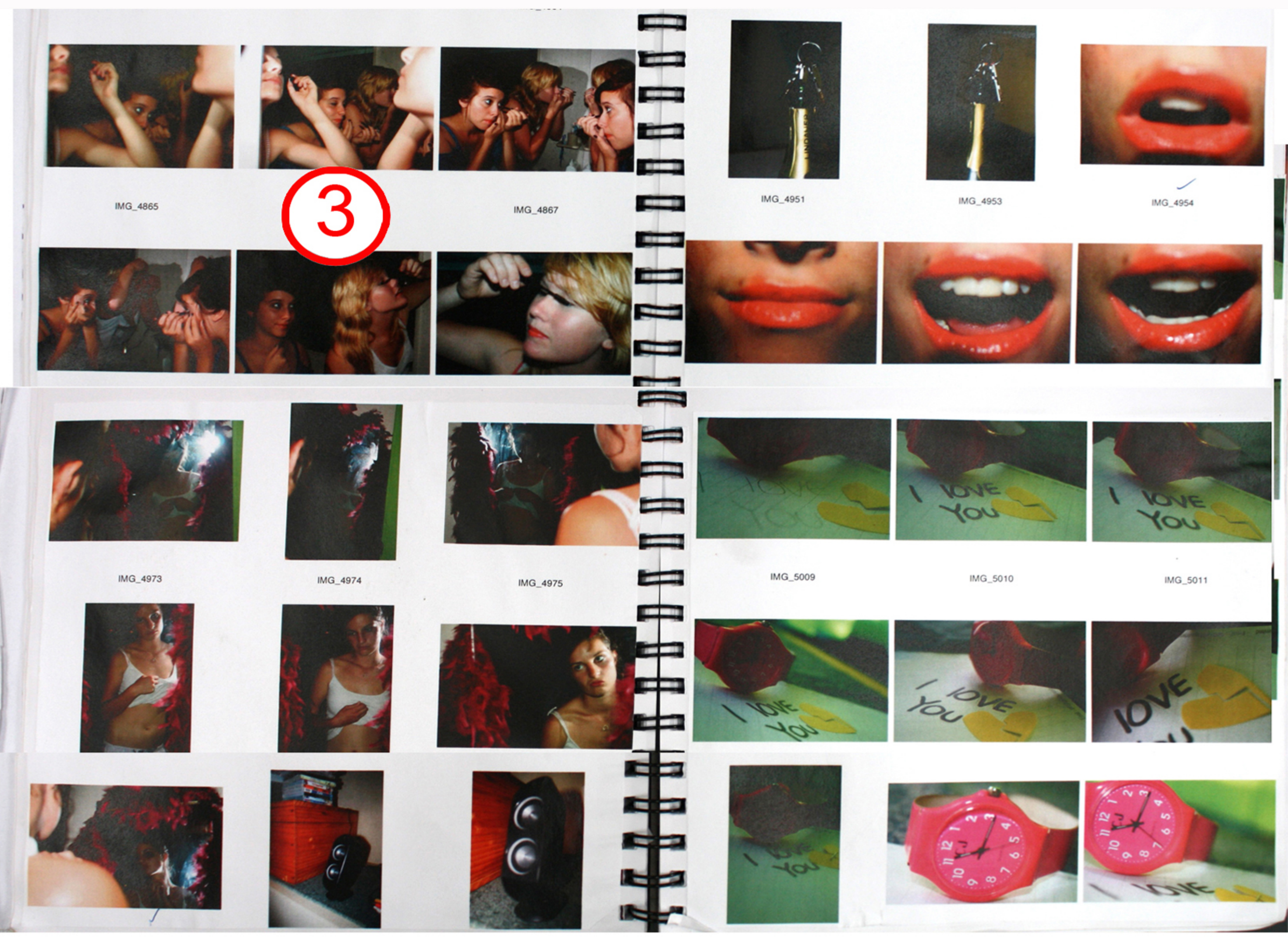
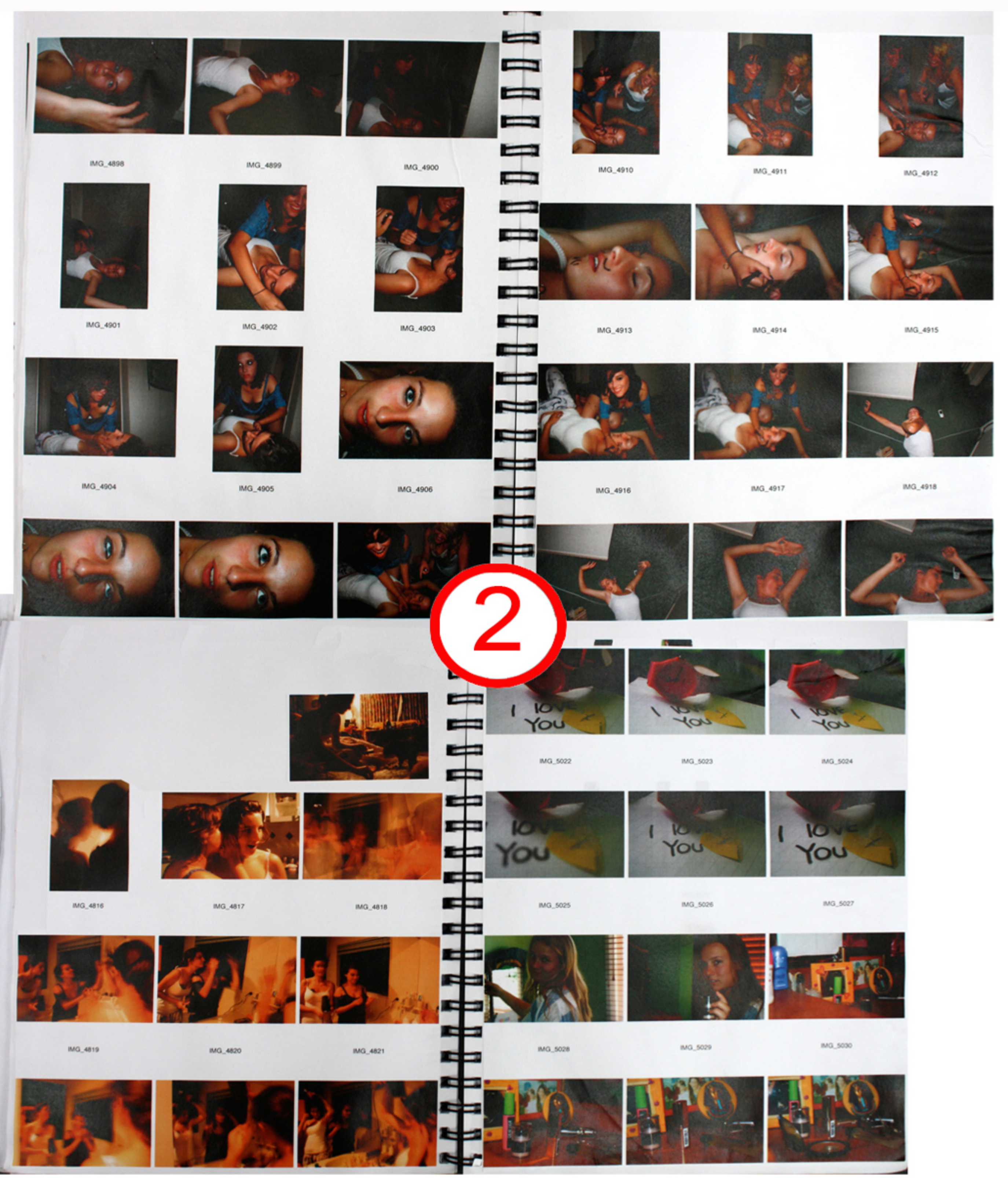
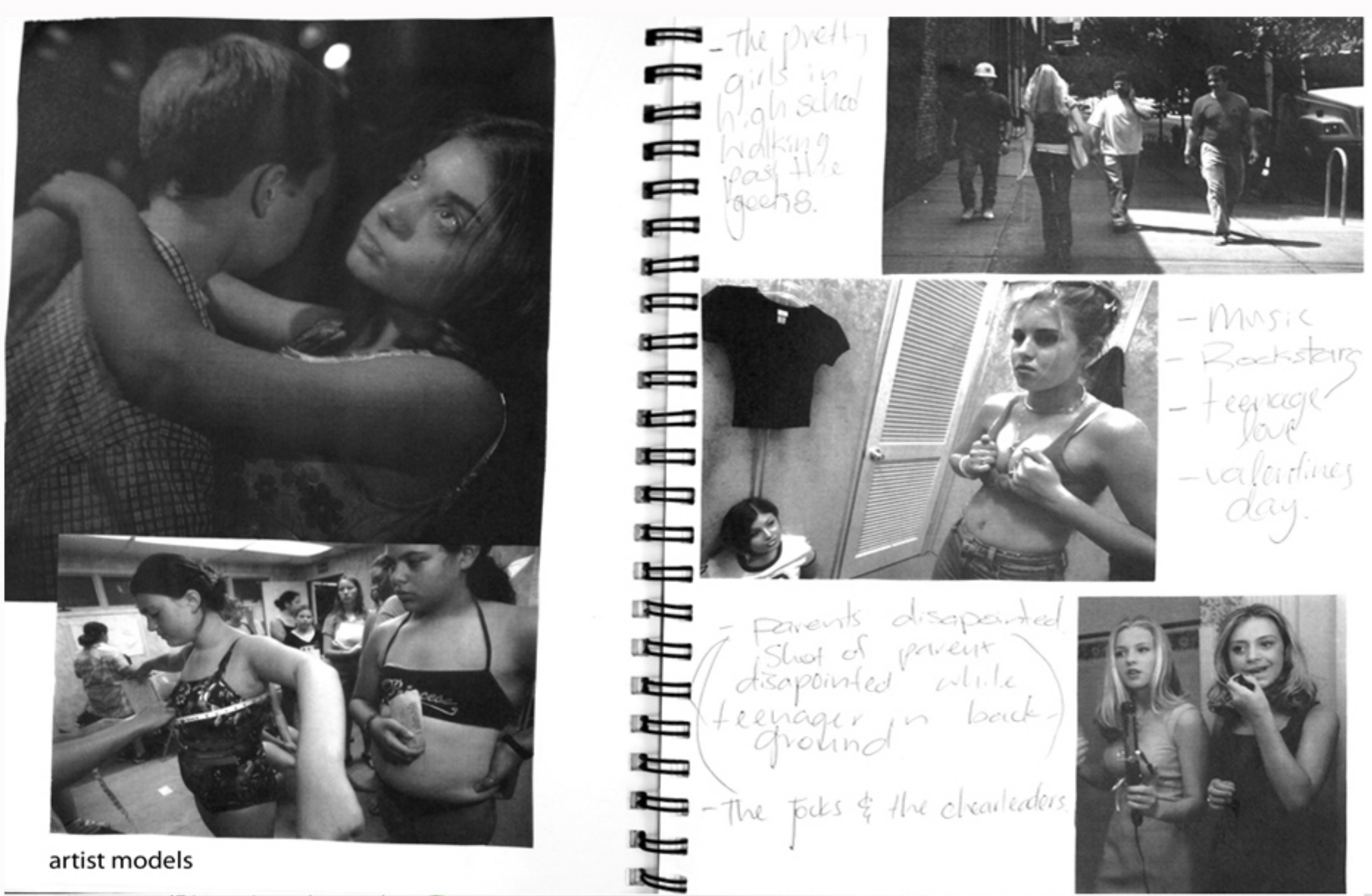
1) I like this photo because of how the model is positioned. But I think you should get rid of the black lines around her.
 2) I like the use of the Black & white contrast to show the sad emo feelings.

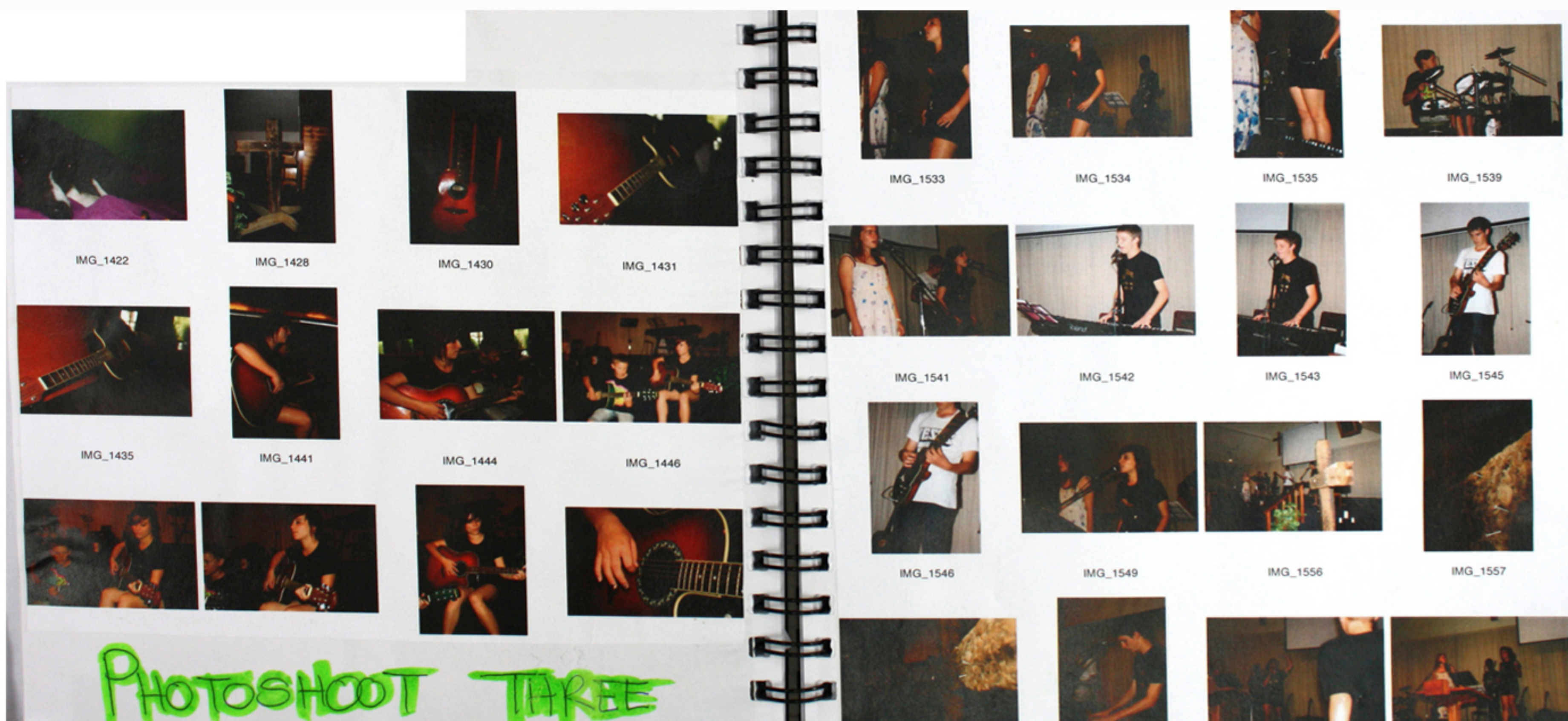
3) I like the contrast in this photo because of how the color is much brighter than the other photos, and contrast well with the white.

4) I like how scary this photo looks, maybe if you were to use the edges of the photo, I agree with that, it looks as if you're watching a horror movie.

5) I like how you have the dirt on the hands, it's a nice touch. I like how you have the dirt on the hands, it's a nice touch. I like how you have the dirt on the hands, it's a nice touch.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to use drawing methods to apply specific knowledge of conventions appropriate to photography.</p> <p>This involves selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.</p> <p>This student has begun with the concept of teenage identity and explores a range of visual approaches loosely related to this theme. The first half of the investigation demonstrates the ability to apply the specific conventions of documentary photography (1) (2) (3). The student then applies the technical conventions of studio portrait photography (4).</p> <p>In the final sequence the student adopts the anatomical close-up approach of John Coplan (5) to a series of hand and face images. These show specific knowledge of lighting (6) and cropping (7) conventions.</p> <p>For a more secure Merit, the student could explore either the photo-documentary, studio portrait or close up strategy in greater depth. This would demonstrate more convincing application of one particular approach.</p> <p>The student could also show more selective enlargement of the more successful images. The contact sheets show options that are arguably stronger in terms of technical and tonal qualities (6) than the image chosen for enlargement (8).</p>

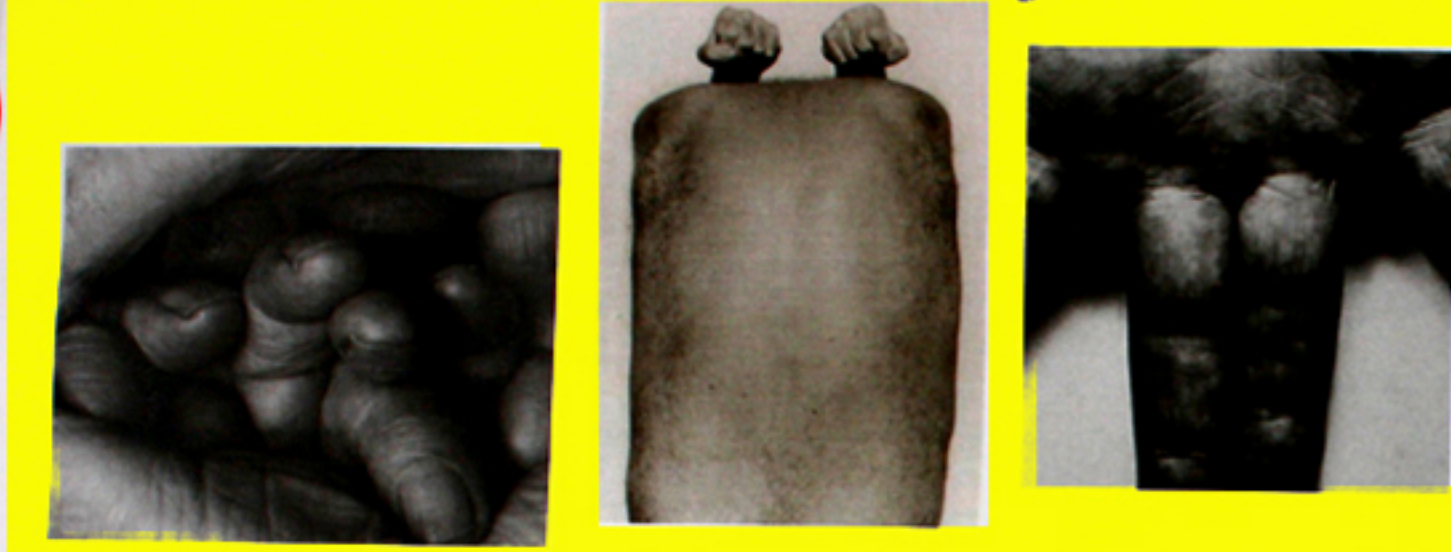




PHOTOSHOOT THREE

John Coplan

5



Toney Mcdee please



22 hours ago · Like · Comment · Unsubscribe

please critique!

22 hours ago · Like
I think that the gum would be the important thing in the photo, so maybe have the gum in focus instead of the face and spit and stuff?

22 hours ago · Like
I agree with dearna, the gum in focus because it's the main point of the identity.

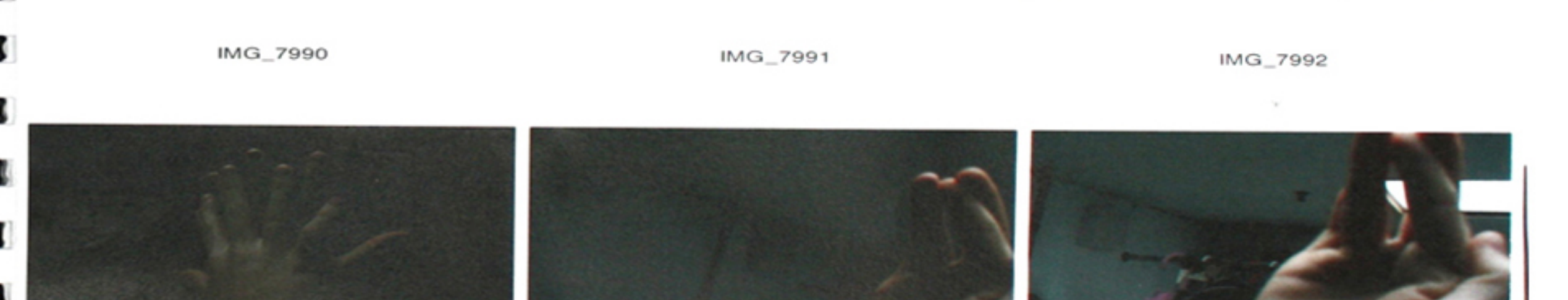
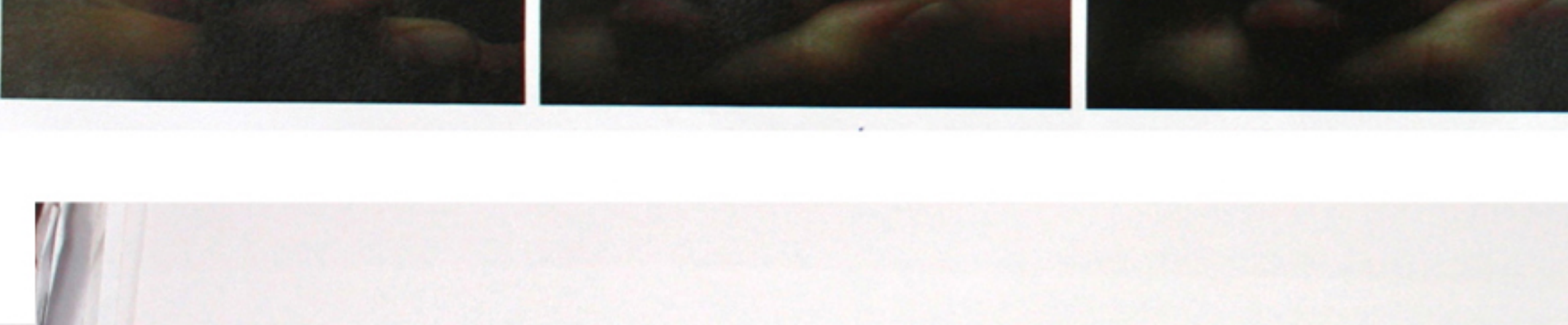
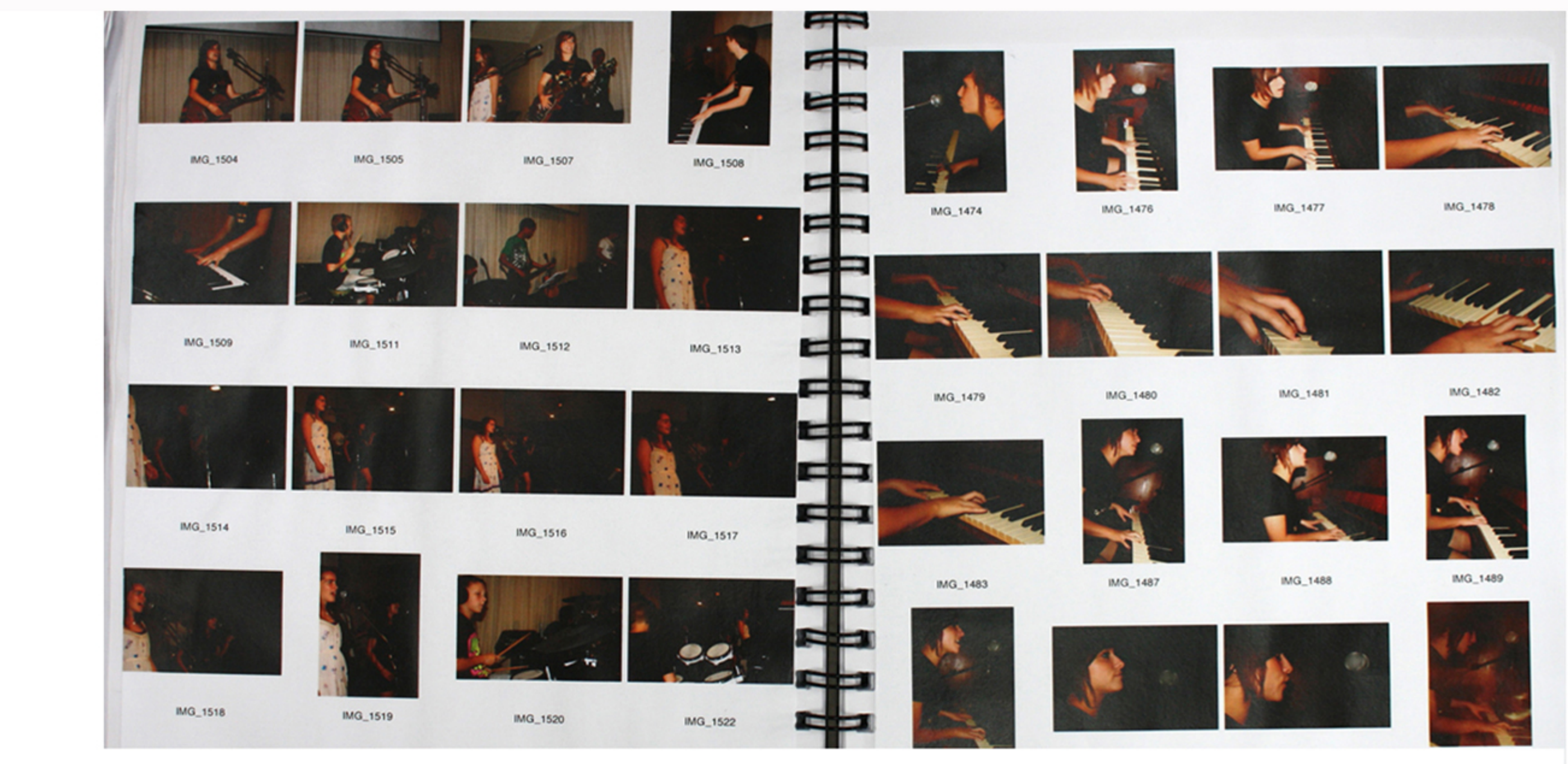
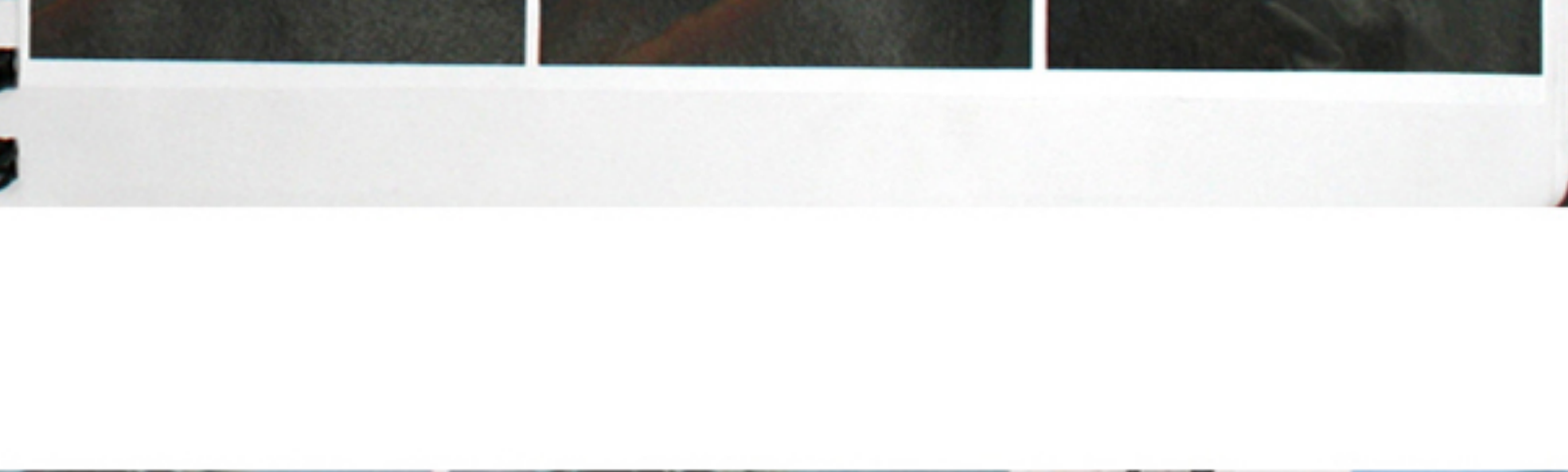
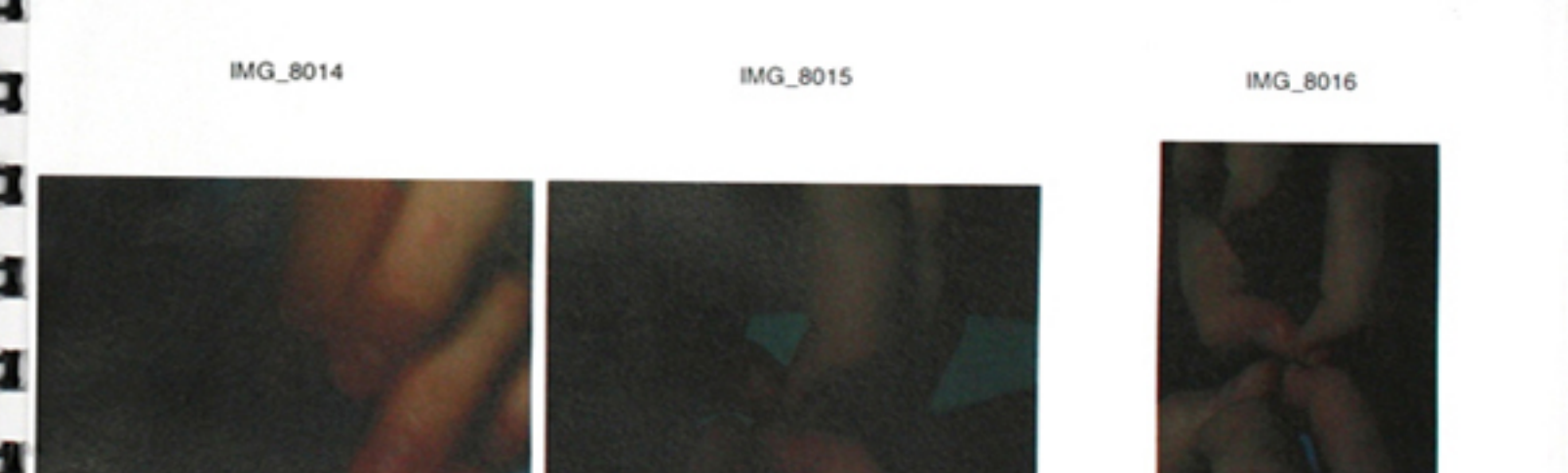
20 hours ago · Like
I'm going to go against the flow and say I like it with the lips and teeth in focus. I like the way that picks out all the little lines and details on the skin. It would be good lit from a lower angle so you didn't have the sharp line of shadow from the flash on the camera - so you could see more of the inside of the mouth fading off to darkness.

19 hours ago · Like

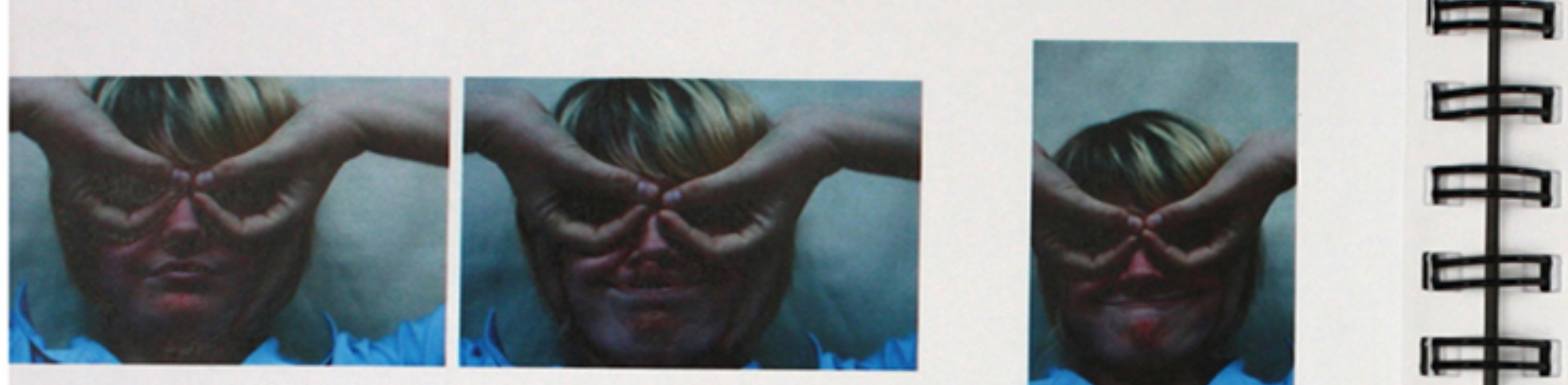


PhotoShoot SIX

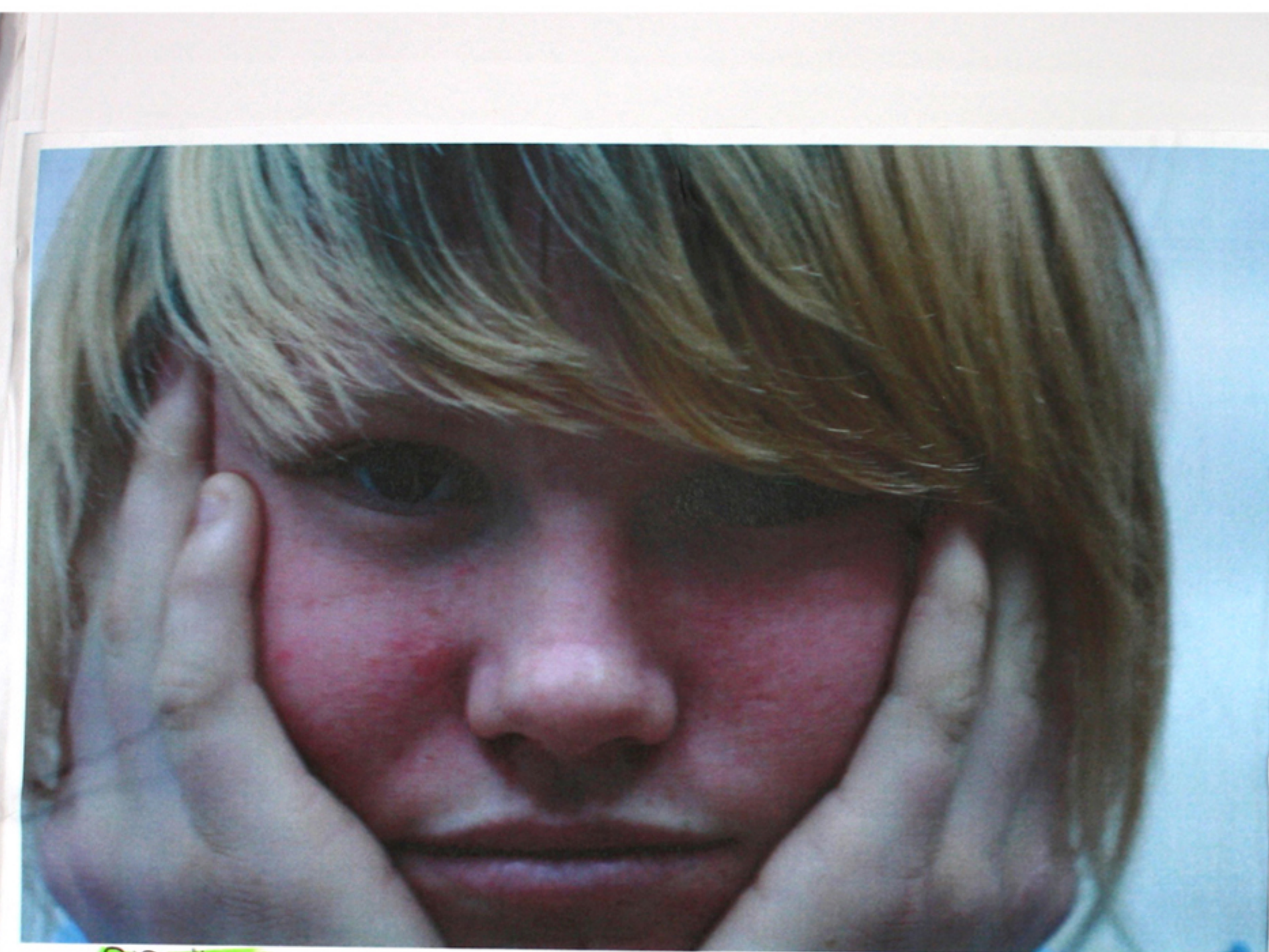
6



7



PHOTOSHOOT EIGHT



Bradley
off centre looks good
had to red Limited palette lets you focus on the image.
Hands to face contrast in skin changes drawing your eye to her cheek
also agreed + /to much redness and brighter eyes. and the hair makes you follow the way it facing
Maybe have less of a bright red face.



Bradley
The way the hands disappear into darkness makes it om
The hand is positioned as if someone is worried.
also agree with the other comm
Maybe have it brighter and i really like the sad shades to show the sadness

8

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to use drawing methods to apply knowledge of conventions appropriate to photography.</p> <p>This involves using processes, procedures, materials, techniques and pictorial conventions when making artworks.</p> <p>This student has explored the pictorial device of costume and mask to express an assumed identity. The thorough working process comprehensively documents a wide range of pictorial options in each photo-shoot (1). The student then identifies and enlarges the most successful images (3).</p> <p>The student manages particular colour conventions including muted harmony (2) and the juxtaposition of complimentary colours (3). The convention of cropping has been used (4) to eliminate distracting details and tighten the compositional focus.</p> <p>Consideration of pose and gesture is applied to accentuate the character of each image, for example the joyful dancing of the young girl (4) in contrast to the static poses of the mysterious masked figure (5).</p> <p>To reach Merit, the student could show more sensitive consideration of the figure-background relationship to enhance the narrative content. For example, the relationship between colourful girl and flowers in the largest image (3) could be further developed.</p> <p>The student tends to conceive and complete a photo-shoot, and then move onto a different idea. To show understanding of a specific convention, the student may have needed to revisit one of the concepts after evaluating the outcomes of a first attempt.</p>



- this image shows that she's happy, she likes bright colors and yellow flowers, sitting in bright colored grass, it gives an identity of what the person likes.
 - the image works visually really well, all the colors go together and the dark green in the background makes the colors more vibrant.
 - no influential artists
 - it could be improved by removing the leaves so it doesn't take away the main focus of the picture away.



- The image shows that she likes flowers and bright colours because of what she's wearing and what's in her hand.
 - This image does work well. Has a good use of natural light and appropriately coloured. Doesn't need to be improved.
 - I don't see the artist that's been studied for this idea.

facebook critiques
 ↙



The image shows she's happy and joyful. I think that the trees and the top of her head are dark and that the top of her head needs to be brighter, as the trees need to be brighter. I like that she's sitting in the grass, wearing bright colours. An improvement could be removing the leaves off the grass and having just plain grass and some flower petals. This image shows she's a joyful little girl. ☺



+ this image shows me that she has a dance when she was little and dancing has been a big part of her life so I think the image communicates Keesja's identity well.
 + This image does work well, it's a nice natural light and is appropriately coloured. Very well done.
 + I can't find the artist that she studied to get this image idea.
 I would also crop it so that the focus is on her rather than the background.

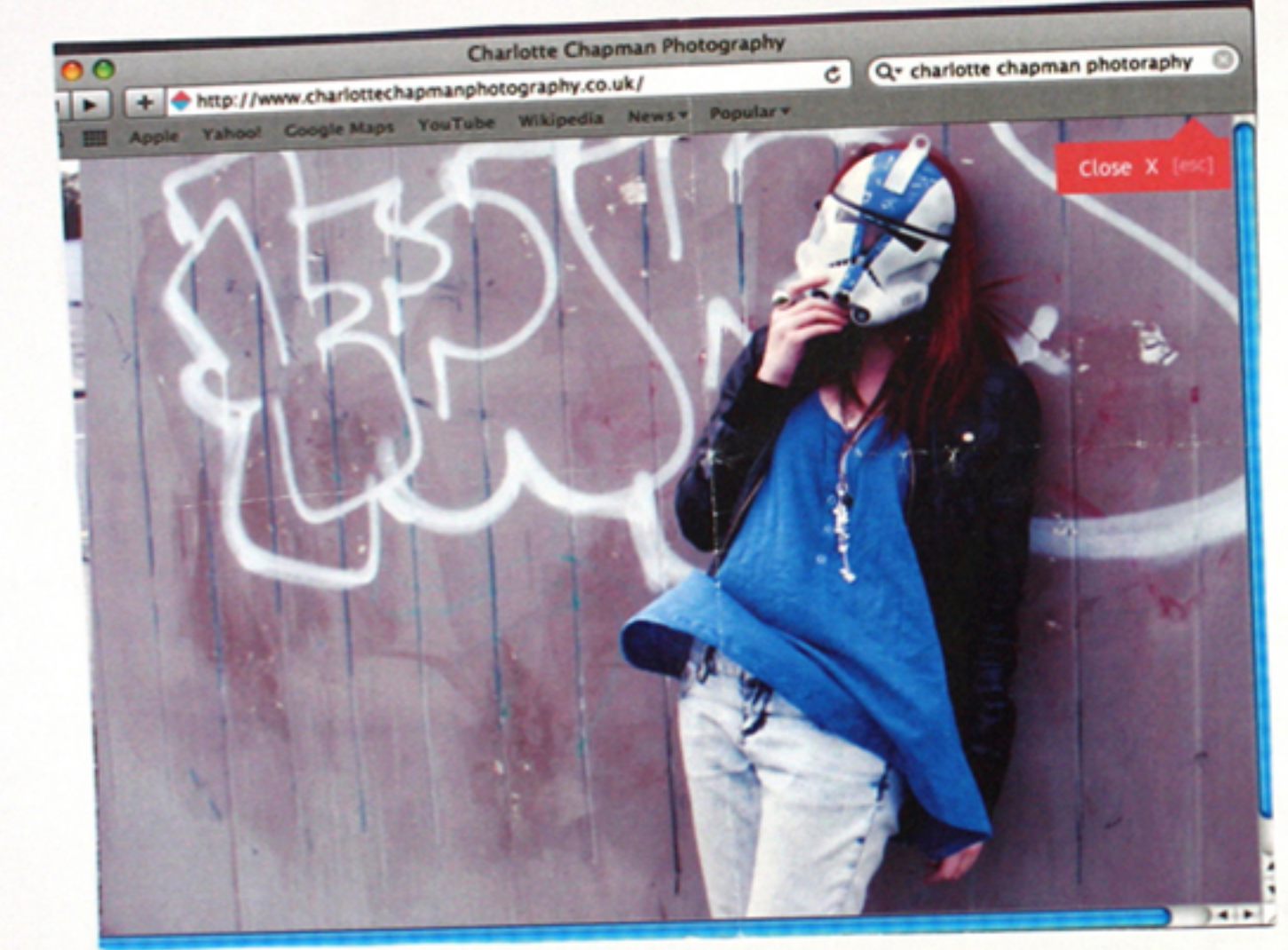
Idea #4

The way we present ourselves without being seen. Masks, make-up, clothes etc.
 Francesca Woodman.
 Committed suicide @ age 21 wanted to be a fashion photographer but got rejected. Had a messy brace up and jumped out of her left window. Mother was a pottery maker and jewel maker. Her father was an artist also. Most of her images are self portraits she rarely uses models. Was diagnosed with depression.

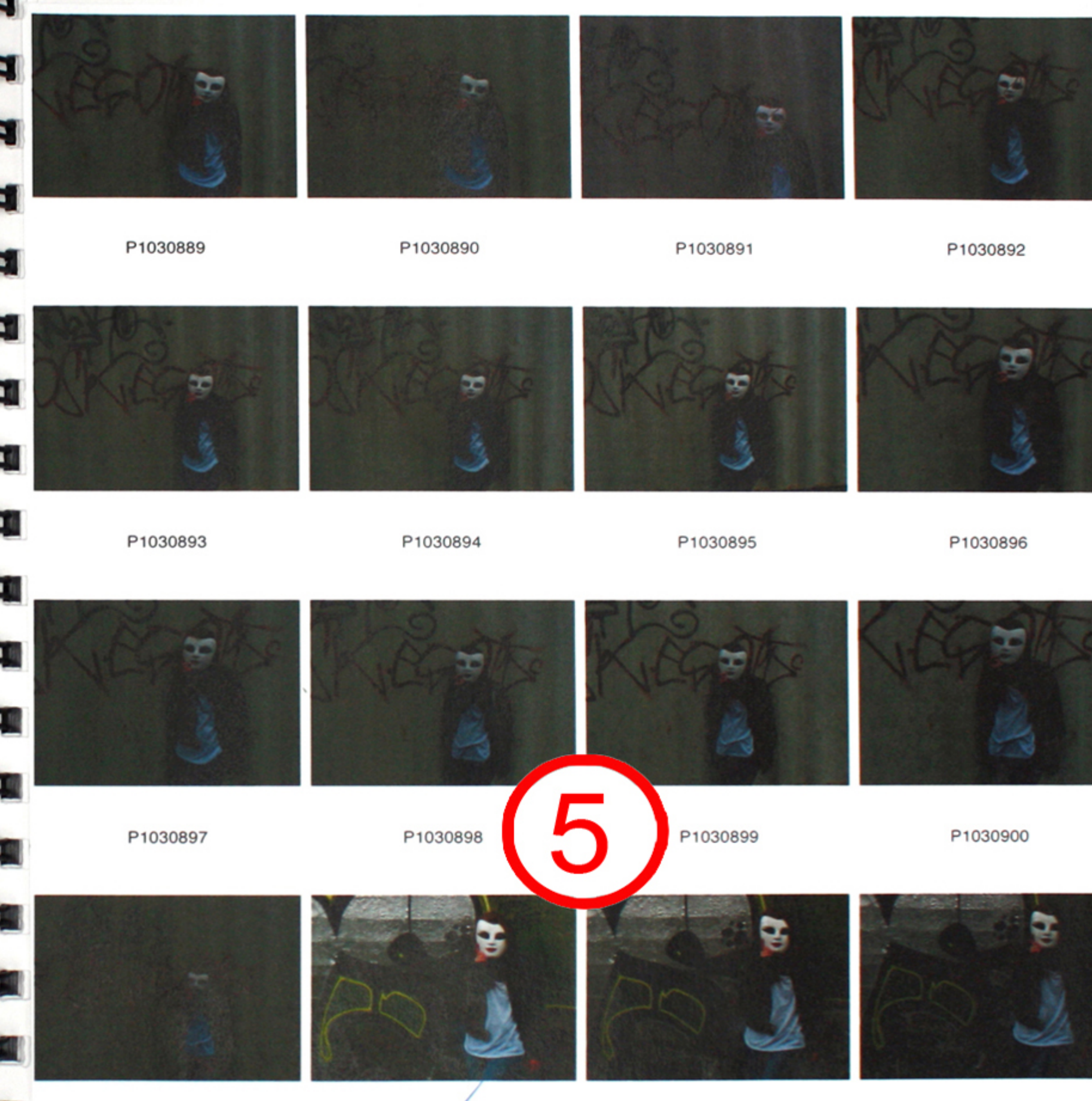


Charlotte Chapman (Birmingham UK)
 Heather Louise

This kind of image by Charlotte Chapman with the mask image by Enrico Sanavio.



Photoshoot 6.



5



3



4



too close to dark

to dark weird angle.



facebook critiques for this image



I will use this image but will lighten it.

don't like this image as it is too dark and to far away

examples of identity. Staged Photography.



Kimiko Yoshida
sh35acamil31on.wordpress.com

identity, created by the madrone
p18eyes.com



Kimiko Yoshida
www.chargethe thought.com/kimiko-yoshida/



Bette by Richard
Billingham
www.dphoto.us/forum/showthread.php?t=6421

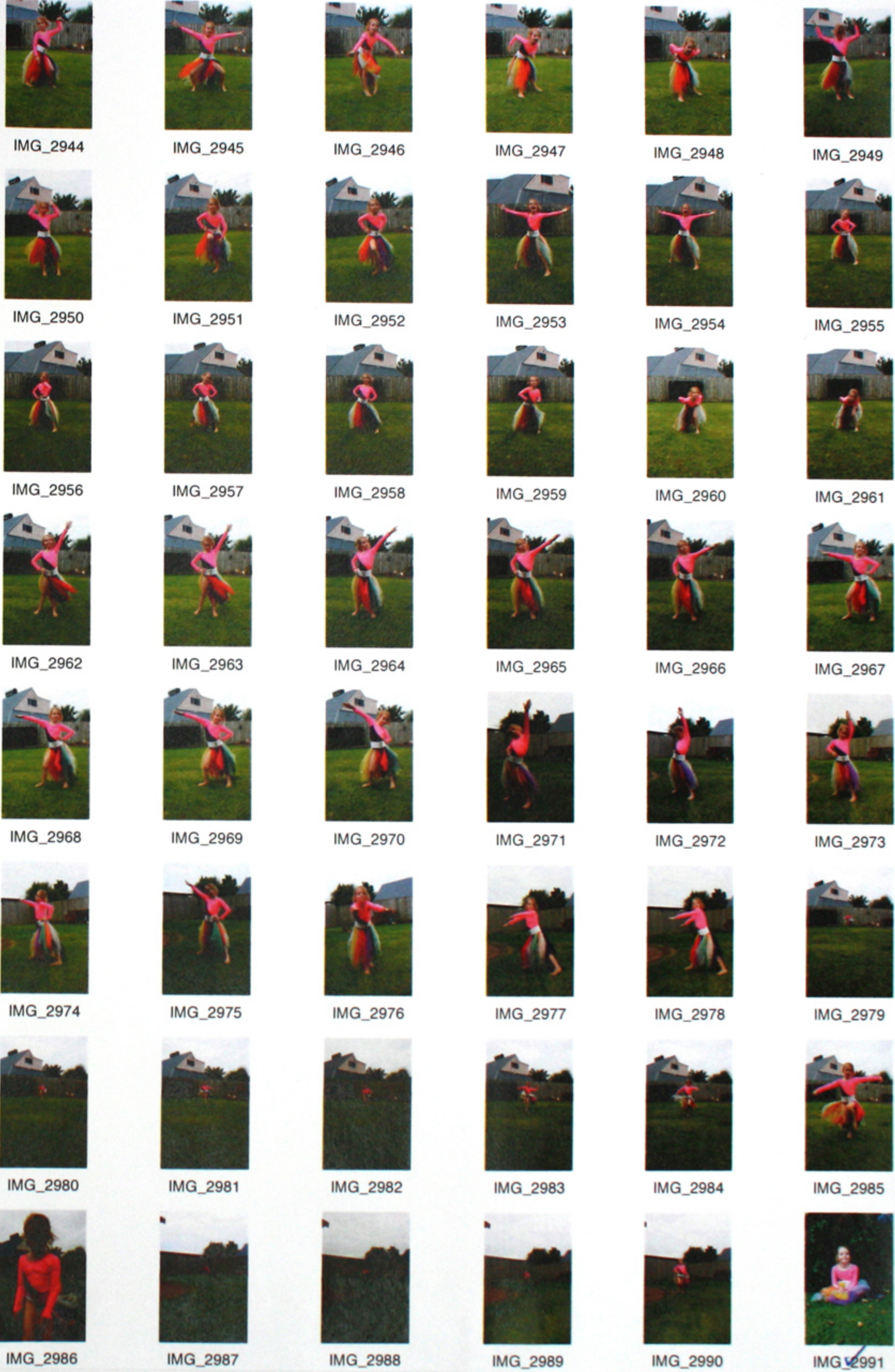
My 6 ideas:

#1 this idea portrays my childhood. I was a crazy little dancer that loved to wear tutus and leotards as I did ballet for a while.

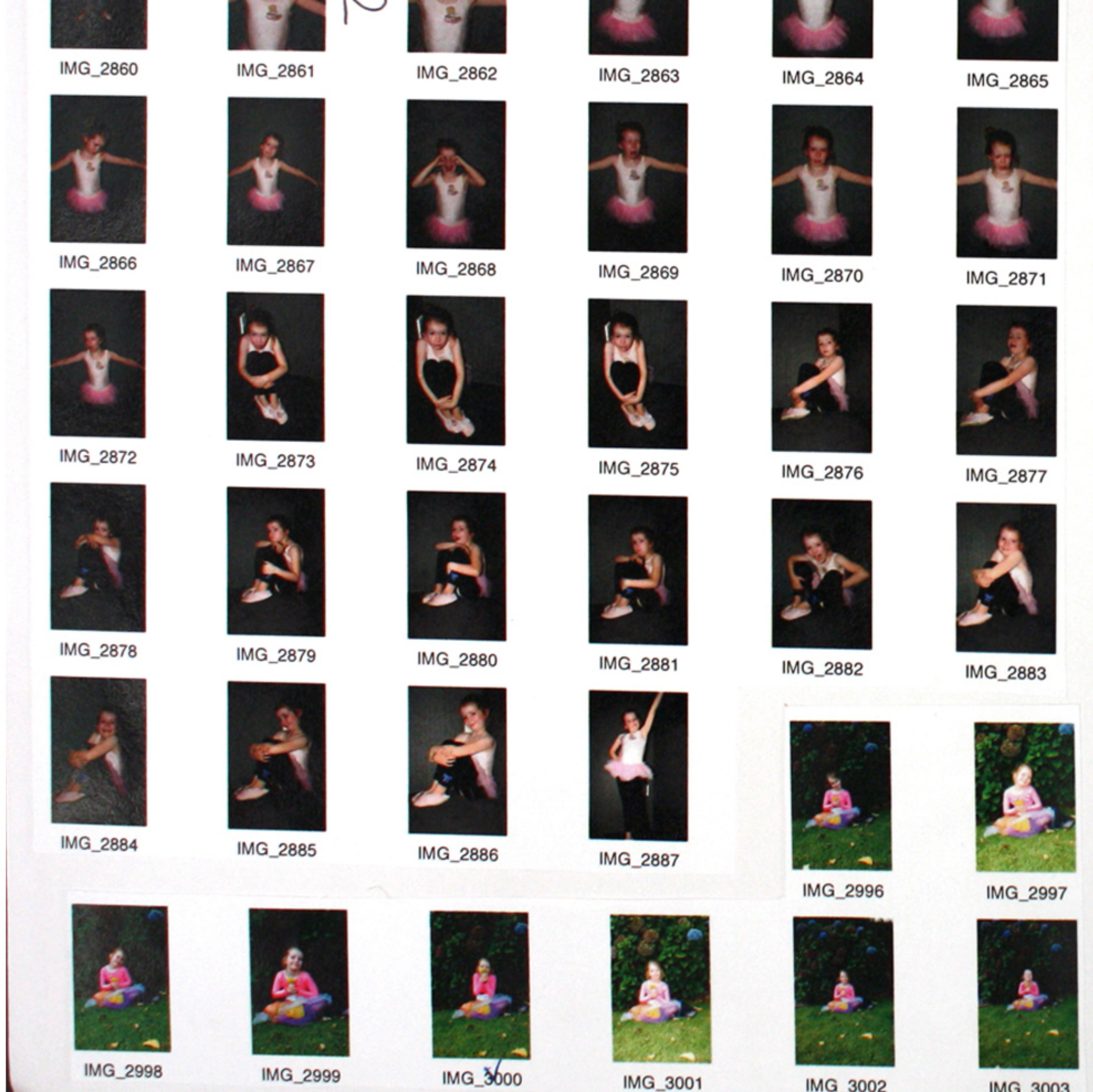
Photoshoot 1



IMG_2916 IMG_2917 IMG_2918 IMG_2919
IMG_2920 IMG_2921 IMG_2922 IMG_2923 IMG_2924 IMG_2925
IMG_2926 IMG_2927 IMG_2928 IMG_2929 IMG_2930 IMG_2931
IMG_2932 IMG_2933 IMG_2934 IMG_2935 IMG_2936 IMG_2937
IMG_2938 IMG_2939 IMG_2940 IMG_2941 IMG_2942 IMG_2943



IMG_2944 IMG_2945 IMG_2946 IMG_2947 IMG_2948 IMG_2949
IMG_2950 IMG_2951 IMG_2952 IMG_2953 IMG_2954 IMG_2955
IMG_2956 IMG_2957 IMG_2958 IMG_2959 IMG_2960 IMG_2961
IMG_2962 IMG_2963 IMG_2964 IMG_2965 IMG_2966 IMG_2967
IMG_2968 IMG_2969 IMG_2970 IMG_2971 IMG_2972 IMG_2973
IMG_2974 IMG_2975 IMG_2976 IMG_2977 IMG_2978 IMG_2979
IMG_2980 IMG_2981 IMG_2982 IMG_2983 IMG_2984 IMG_2985
IMG_2986 IMG_2987 IMG_2988 IMG_2989 IMG_2990 IMG_2991



IMG_2860 IMG_2861 IMG_2862 IMG_2863 IMG_2864 IMG_2865
IMG_2866 IMG_2867 IMG_2868 IMG_2869 IMG_2870 IMG_2871
IMG_2872 IMG_2873 IMG_2874 IMG_2875 IMG_2876 IMG_2877
IMG_2878 IMG_2879 IMG_2880 IMG_2881 IMG_2882 IMG_2883
IMG_2884 IMG_2885 IMG_2886 IMG_2887
IMG_2896 IMG_2897
IMG_2998 IMG_2999 IMG_3000 IMG_3001 IMG_3002 IMG_3003

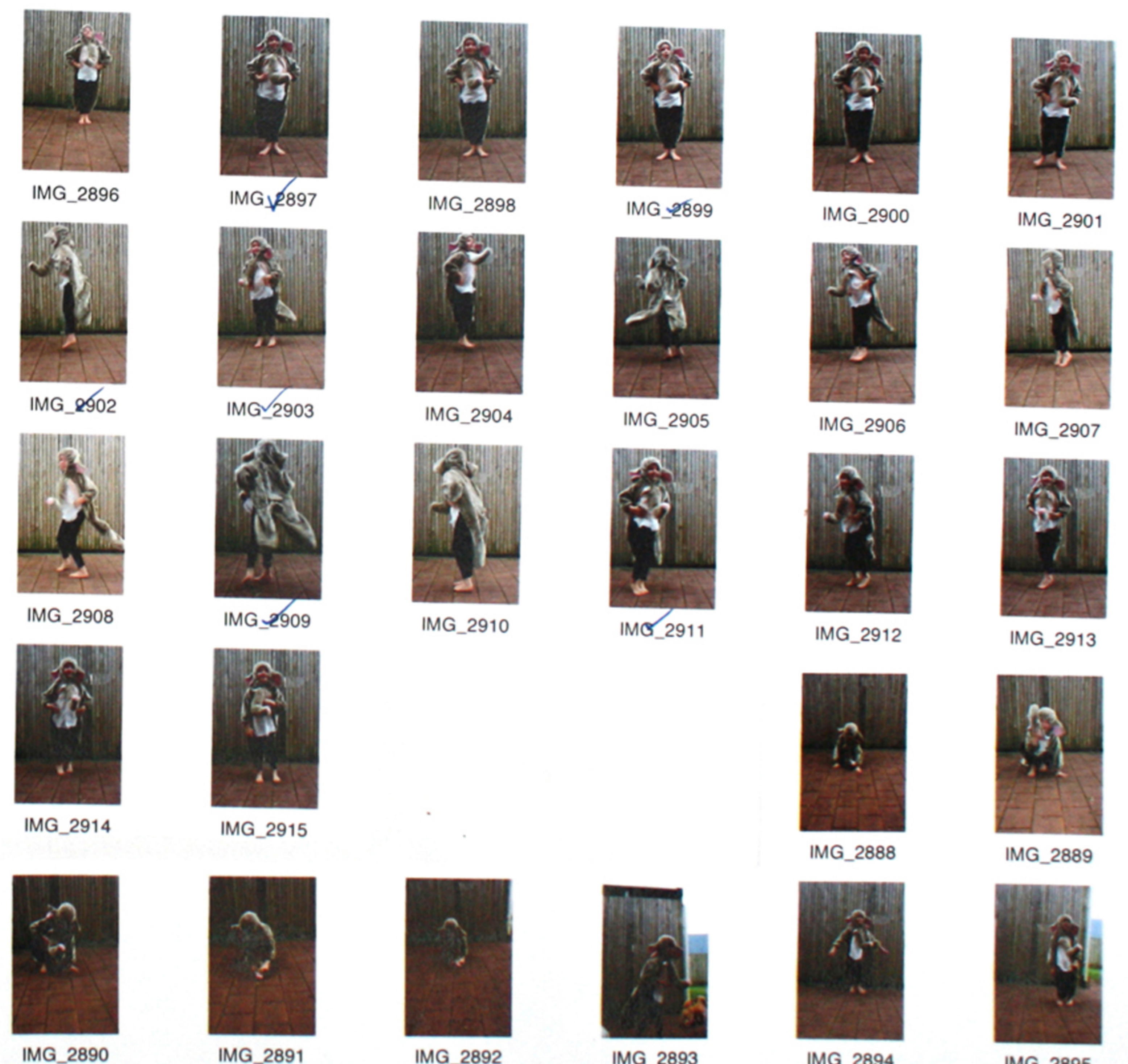


IMG_2992 IMG_2993 IMG_2994 IMG_2995

1

Idea #2

Photoshoot 4



IMG_2896 IMG_2897 IMG_2898 IMG_2899 IMG_2900 IMG_2901
IMG_2902 IMG_2903 IMG_2904 IMG_2905 IMG_2906 IMG_2907
IMG_2908 IMG_2909 IMG_2910 IMG_2911 IMG_2912 IMG_2913
IMG_2914 IMG_2915
IMG_2888 IMG_2889
IMG_2890 IMG_2891 IMG_2892 IMG_2893 IMG_2894 IMG_2895

Critique



Critique Questions:)

- + Does the image presented communicate the person's identity? How?
- + Does the image work visually - is it balanced, well composed, appropriately coloured etc, and how could these be improved?
- + Does the work show understanding of the artists design models that have been studied?

2

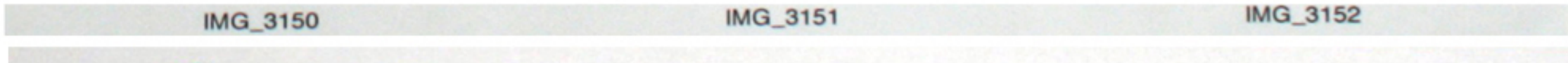
didn't like this concept.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to use drawing methods to apply knowledge of conventions appropriate to photography.</p> <p>This involves using processes, procedures, materials, techniques and pictorial conventions when making artworks.</p> <p>This student has completed four photo-shoots exploring the idea of children behaving older than their age. The controlled lighting, specific subject isolation, and narrative sequencing in the first two photo-shoots (1) (3) shows appropriate knowledge of these conventions.</p> <p>The second shoot (3) applies studio direction, strong directional lighting, and image sequencing conventions, to successfully support the narrative intention.</p> <p>For a more secure Achieved, the student could show further refinement of the sequencing conventions used in the first two films in the third and fourth photo-shoots (4) (5). Selecting key images to enlarge as a narrative sequence would show more convincing application of the conventions explored in the preceding films.</p> <p>The second photo-shoot includes some interesting options (2) that could be explored to create a more engaging sequence. Exploring these options may result in a more evocative sequence showing greater knowledge of the identified conventions.</p> <p>The clear compositional decisions made in the initial photo-shoot could also be applied to the later series. This includes more consistent focus on the primary action of the figures and the elimination of distraction details such as the trees and buildings (4).</p>



My idea for this photoshoot is of children/teenageers being forced to become adults and act older than they are, and in this photoshoot I show a teenageer taking off her childhood clothes and becoming an ~~adult~~ adult.

To improve make subject more child like i.e. - pigtails.
 - freckles
 - teddy bear.



Oral Critique
 Whats the theme or idea
 Child/Teen being forced into adulthood
 How have you shown this theme/idea?
 By having a girl take off her childhood clothes to reveal adult (more mature) clothes.
 What visual elements are used to support your theme?
 Lighting on the object / model and not on the background. Black shows the depressing feeling.
 How could it be improved
 Some photos could be more clear to show expression.
 Some could show more related to the theme
 What are the best photos
 Img 3156
 Img 3157
 Img 3158
 Img 3152
 What makes them the best photos
 They show alot about the theme.
 They show emotion clearly, and are clear.

SMITH

Photoshoot



IMG_6143

IMG_6144

IMG_6145

IMG_6152



IMG_6146

IMG_6147

IMG_6148

IMG_6153



IMG_6149

IMG_6150

IMG_6151

IMG_6154

2



3

Photoshoot



IMG_8754

IMG_8755

IMG_8756



IMG_8757

IMG_8758

IMG_8759



IMG_8760

IMG_8761

IMG_8763



IMG_8764

IMG_8765

IMG_8766



IMG_8767

IMG_8768

IMG_8769



IMG_8772

IMG_8773

IMG_8774



IMG_8775

IMG_8776

IMG_8777



IMG_8778

IMG_8779

IMG_8780

4

Photoshoot



IMG_8758

IMG_8759

IMG_8760



IMG_8761

IMG_8762

IMG_8763



IMG_8764

IMG_8765

IMG_8766



IMG_8767

IMG_8768

IMG_8769



IMG_8770

IMG_8771

IMG_8772



IMG_8773

IMG_8774

IMG_8775



IMG_8776

IMG_8777

IMG_8779



IMG_8780

IMG_8781

IMG_8782

5

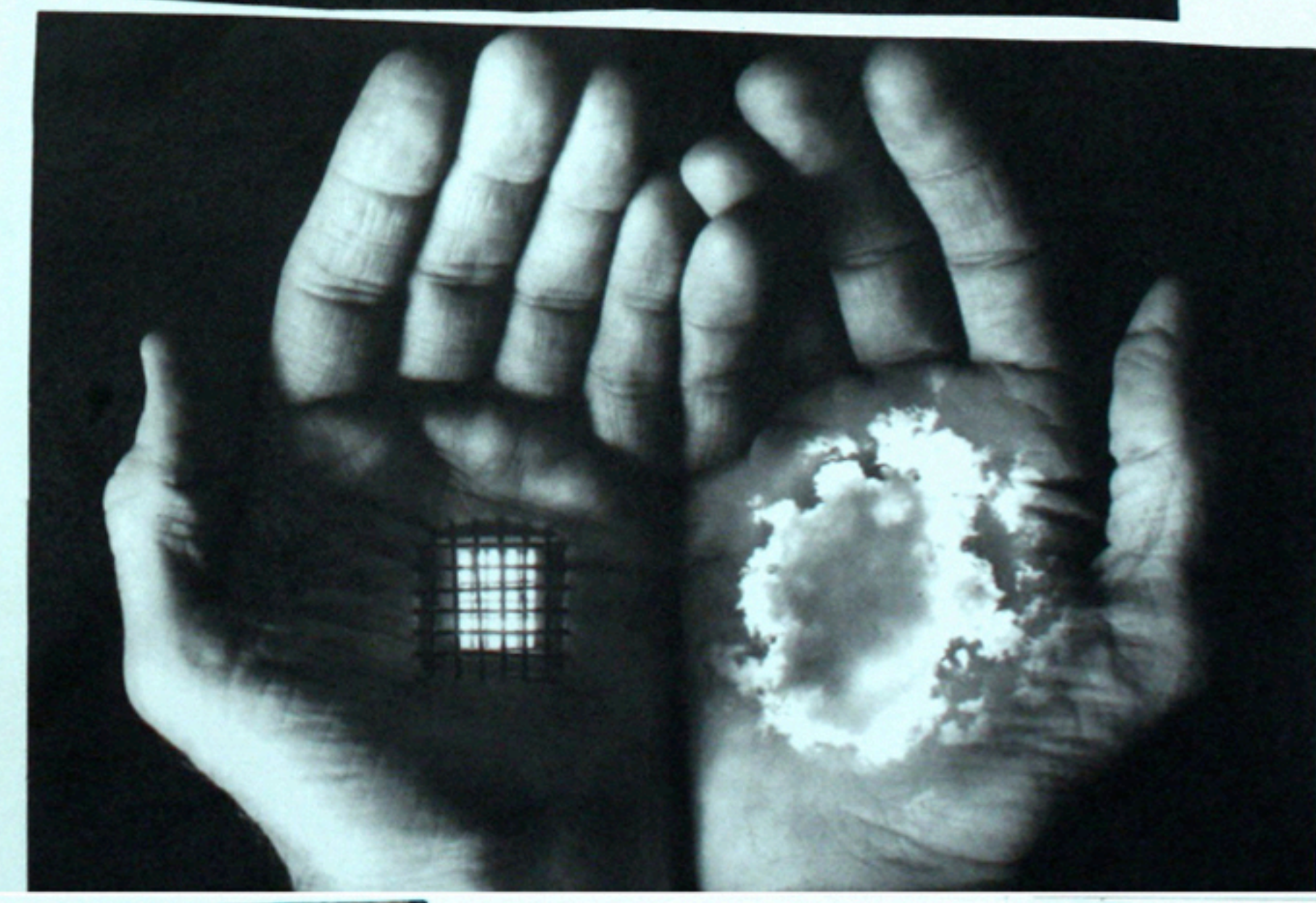
	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to use drawing methods to apply knowledge of conventions appropriate to photography.</p> <p>This involves using processes, procedures, materials, techniques and pictorial conventions when making artworks.</p> <p>This student has completed two short photo-shoots (1) (2) in an attempt to explore the concept of personal identity.</p> <p>The final images (3) use a projected element to add visual interest and communicate meaning. The student uses compositional convention of tight framing and pictorial strategy of limited colour to unify these images.</p> <p>To reach Achieved, the student could revisit the second idea (2) and resolve issues around sufficient lighting and explore more dynamic compositional arrangements. The student has identified pictorial revisions (4) that are likely to improve the images.</p> <p>A more sustained investigation is needed for the student to acquire and then demonstrate the sufficient knowledge of photography conventions for Achieved at Level 2.</p> <p>How images are viewed and valued is a key convention of photography when dealing with political or sensitive subjects. The student would need to clarify their position in relation to this Nazi material to ensure that they did not inadvertently offend the viewer.</p>

2.2 AS =

INTRO: you should allow approximately two weeks of class and homework time to complete this experience.

TASK 1:

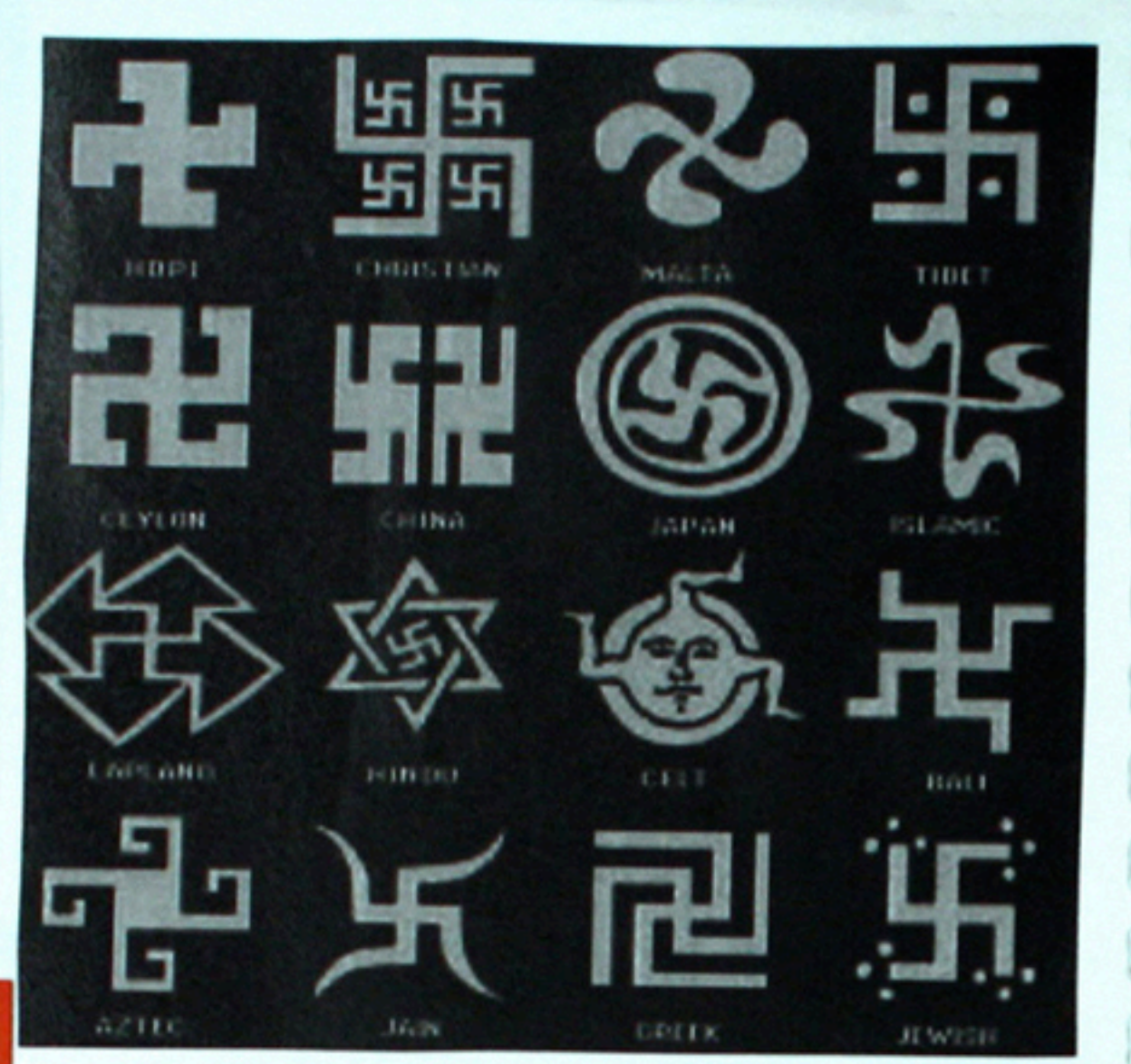
- Based on your theme note down 6-8 ideas for photographic images. Consider the approaches that are taken by artists you have studied previously but you are encouraged to produce ideas that are as innovative as possible.
- Working from these ideas shoot at least one film. The purpose of these images is to provide a range of images that will be developed and clarified over the next 8 weeks. Produce a proof sheet and paste it into your VD.
- Select 6-8 images that offer potential for further development. When making this selection your primary consideration should be the options that your images provide you for further development in relation to your theme. Problems with the arrangement of elements and principals, and technical problems can be saved as your work progresses. Make work prints of these images.



FIRST IDEA:

My first idea was going to use hands as the main theme and work from there through maybe palm reading to show identity.

Inspired Artist = Jerry Uelsman



SECOND IDEA:

My second idea was to use projected images of my cultural history and project them on to my body.

Inspired artist = Christian Boltanski



Inspired ARTIST: Mike Giant.

THIRD IDEA:

My third idea is to use projection again but this time with tattoos to show peoples identity.



FOURTH IDEA:

My fourth idea is showing identity through cars and how people identify themselves this way by different colours, stickers or engines.

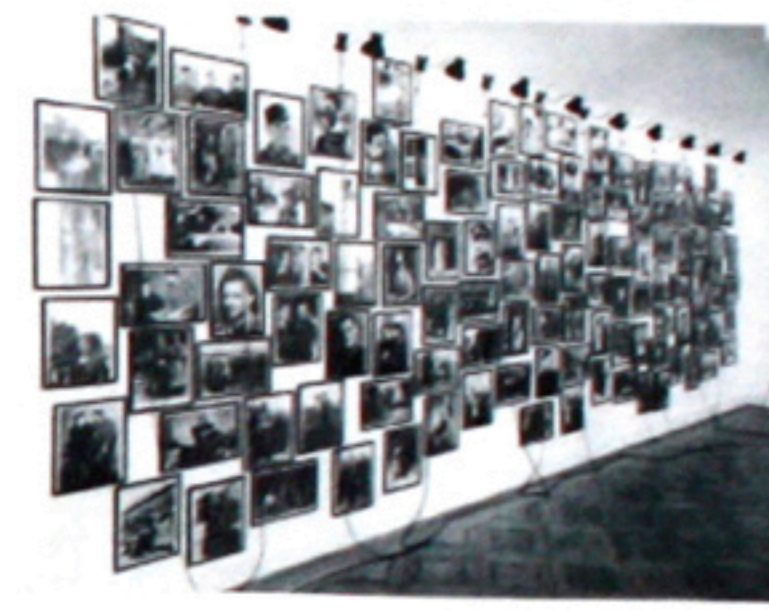
Inspired artist =



FIFTH IDEA:

My fifth idea is to show identity through eye make up and the way it varies how you see yourself or group of people you belong to.

Inspired artist =



1

Geschichte macht Identität
history makes identity.



FIRST SHOOT..



IMG_5276



IMG_5277



IMG_5278



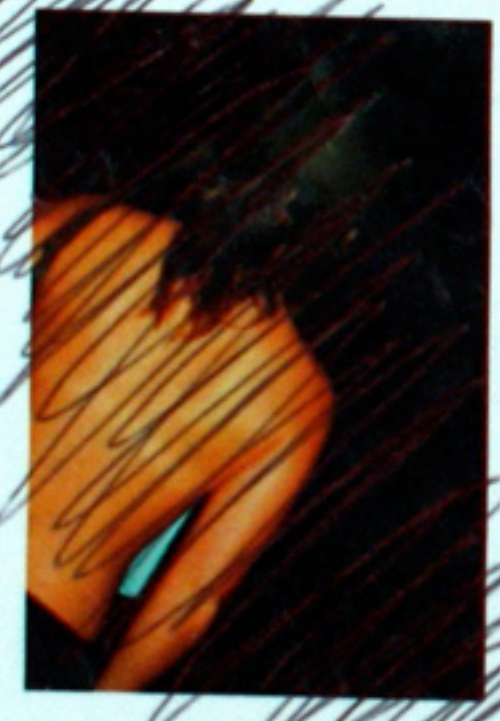
IMG_5279



IMG_5280



IMG_5281



IMG_5282



IMG_5283



IMG_5284



IMG_5285



IMG_5286



IMG_5287



IMG_5288



IMG_5289

CRITIQUE..!

- 1.. Do the images presented communicate the person's identity? How?
- 2.. Does the image work visually - is it balanced, well composed, appropriately coloured etc How could these be improved.
- 3.. Does the work show understanding of other artists that the person has studied?

SECOUND SHOOT..



IMG_4010



IMG_4011



IMG_4017



IMG_4024



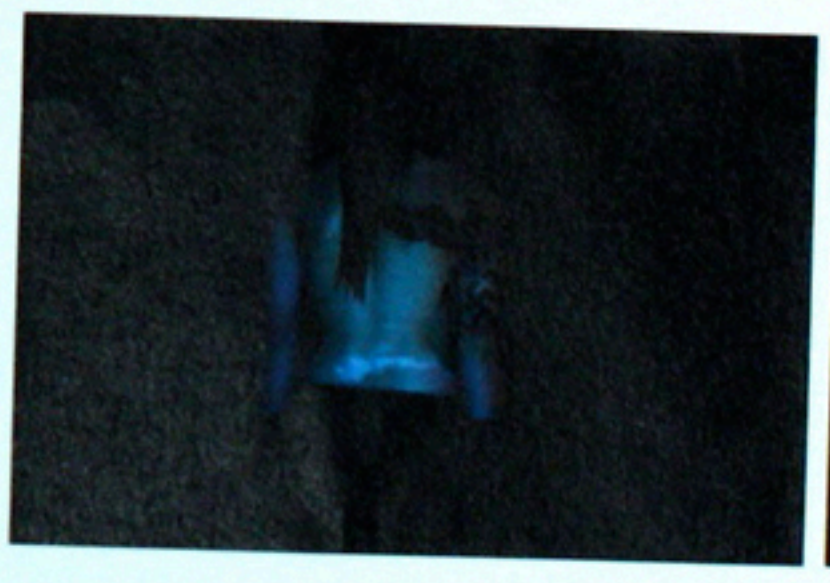
IMG_4016



IMG_4022



IMG_4021



IMG_4015



IMG_4020

2

CRITIQUE

Picture one

- I like this photo, I like how it identifies who you are because of the german symbol. I reckon next time you should try it closer up so you cant see her arms because the wings kinda curve. idk, haha. but like have the bird up on her shoulders so you can see the whole bird as one. but cool photo!
- This is also mean :D haha Yeh same with jody's comment like if you made the picture smaller then it would look better if it was all on her back or her shoulders and not on her arms aswell :)
- agreed with them ^ but I love this, it's good as, maybe cropping it
- the picture of the Nazi eagle should be up higher, probably at the height of her shoulders, also you may want to use a smaller picture so you can bring the object or person closer, awesome photo. Jody said your using this to show your German heritage? really would you consider yourself Nazi and or prejudice? another thing to look at with the image if you are going for a Nazi idea, try making the hair look like its cut short, most Neo-Nazi females with dark hair keep it short.

3

Picture two

- I think this is mean as it clearly shows your identity. Maybe if her hair was pushed to the side so it didnt interfere with the image then it would look better!
- I like how you can see the scar aswell as the nazi symbol it looks like the two go together and shows conflict - from alex
- I agree with alex. it looks like the nazi symbol and the scar and meant to be there. like your scared for whats happened. idk. cool pic though!

- CHANGES -

Picture one:

- make the picture being projected smaller so it fits on her back.
- Crop the photo up to her skirt line.
- Tie the models hair up.
- Put the object higher up on to the shoulders.

4

Picture two:

- Tie models hair up
- crop at the skirt line.

- Hayley- 1) The selected images with the army hat and the Nazi/Hitler sign show the Jewish/military side but the bare backs don't necessarily, without the projection.
2) The images are well balanced and might look better without the tan lines and orangey colour.
3) There aren't any ideas of projection yet.

- Jasmine- 1) I'm confused of what she's trying to communicate, I'm not sure how it shows identity.
2) The photos are well balanced and nicely coloured, the lightings good. She could stand out; move to make it better.
3) Not yet because the projection on her back yet.

- Jody- 1) The image represents Hitler because model is pulling the nazi sign in some of the photos so this represents the Germans so I think she did well with identity.
2) The photos are coloured well and the lighting looks good but from model could be pulling the nazi sign in more of the photos.
3) Not yet because she hasn't projected any images on to her back.

- CHANGES -

- Bring in the projection part of my idea now.
- use more posing.
- once on computer take away the tan lines off the back :)