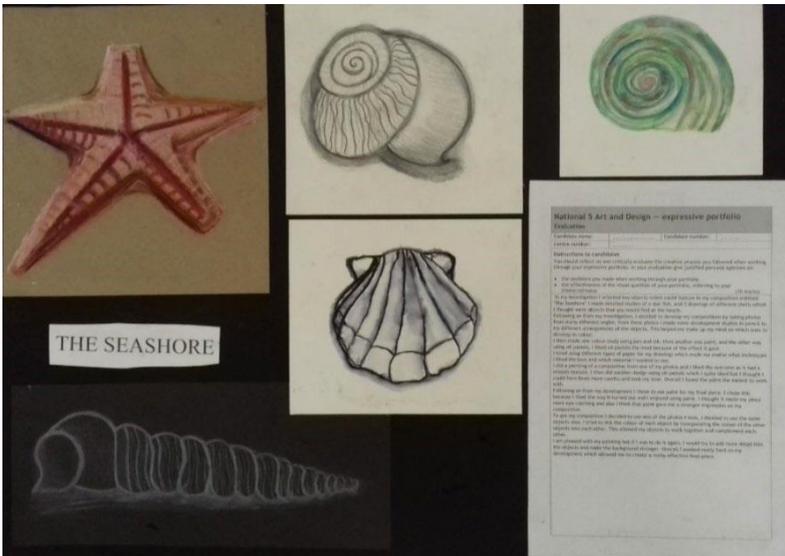
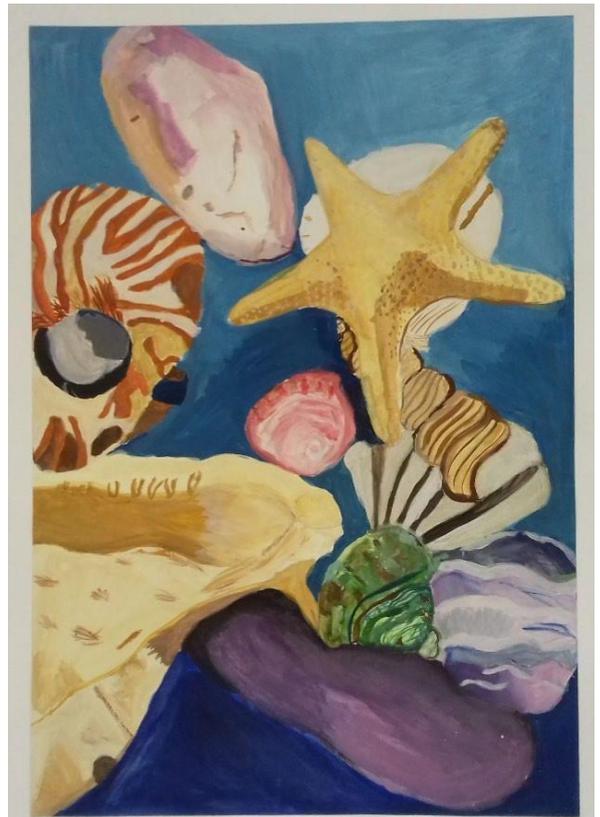


Candidate 4

# The Seashore



<b>Process</b>	10/10
	25/30
<b>Skills</b>	16/25
	16/25
<b>Evaluation</b>	8/10
<b>TOTAL</b>	75/100



National 5 Art and Design Evaluation		Expressive portfolio	
Candidate name:		Candidate number:	
Centre number:			
<b>Instructions to candidates</b>			
<p>You should reflect on and evaluate the creative process you followed when working through your Expressive portfolio. In your evaluation give justified personal opinions on:</p> <p>the decisions you made when working through your Portfolio;</p> <p>the effectiveness of the visual qualities of your Portfolio, referring to your theme/stimulus.</p> <p>(10 marks)</p>			
<p>In my investigation I selected key objects which could feature in my composition entitled 'The Seashore' I made detailed studies of a star fish, and 3 drawings of different shells which I thought were objects that you would find at the beach.</p> <p>Following on from my investigation, I decided to develop my compositions by taking photos from many different angles, from these photos I made some development studies in pencil to try different arrangements of the objects. This helped me to make up my mind on which ones to develop in colour.</p> <p>I then made one colour study using pen and ink, then another was paint, and the other was using oil pastels. I liked oil pastels the most because of the effect it gave.</p> <p>I tried using different types of paper for my drawings which made me realise what techniques I liked best and which material I wanted to use.</p> <p>I did a painting of a composition from one of my photos and I liked the outcome as it had a smooth texture, I then did another design using oil pastels which I quite liked but thought I could have been more careful and took my time. Overall I found the paint the easiest to work with.</p> <p>Following on from my development I chose to use paint for my final piece, I chose this because I liked the way it turned out and I enjoyed using paint. I thought it made my piece more eye-catching and also I think that paint gave me a stronger impression on my composition.</p> <p>To get my composition I decided to use one of the photos I took, I decided to use the same objects also. I tried to link the colour of each object by incorporating the colour of the other objects into each other. This allowed my objects to work together and complement each other.</p> <p>I am pleased with my painting but if I was to do it again, I would try to add more detail into the objects and make the background stronger. Overall I worked really hard on my development which allowed me to create a really effective final piece.</p>			

<b>Candidate 4 commentary</b>		
<b>Portfolio: The Seashore</b>		
<b>Section 1 - Expressive Portfolio - Process</b>		
<b>Producing relevant 2D/3D analytical drawings, studies and investigative research appropriate to the selected theme/stimulus</b>		
Limited relevance		The candidate has produced five investigative drawings featuring shells and a starfish which are directly related to their theme of 'The Seashore'. As these are objects which can be found at the seashore, their investigative research is highly relevant. The candidate has gone on to use these objects in their subsequent line of development in a still life approach.
Partially relevant		
Relevant		
Highly relevant	10/10	
<b>Demonstrating a single line of development, showing visual continuity and the refinement of one idea and producing a final piece</b>		
Limited effectiveness		The candidate has created a highly effective single line of development which has strong visual continuity from the investigative research, through the development, leading to a successfully realised final piece. There is experimentation with compositional layouts and a focus on particular techniques. However, the slightly repetitive compositional development, particularly in relation to viewpoint was noted, placing it nearer the bottom of the highly effective range.
Partially effective		
Effective		
Highly effective	25/30	
<b>Section 2 - Expressive Portfolio - Skills</b>		
<b>Creatively using a selection of materials, techniques and/or technology in response to the theme/stimulus</b>		
Limited effectiveness		The candidate has used colour media and techniques with more sensitivity and effectiveness than the tonal techniques used in some of the development studies, which are a little heavy-handed. The candidate has chosen to paint their final piece, playing to their strengths. Overall, this element was judged to be effective.
Partially effective		
Effective	16/25	
Highly effective		
<b>Creatively using appropriate visual elements and expressive effects (eg composition, lighting, viewpoint, mood and atmosphere) in response to the theme/stimulus</b>		
Limited effectiveness		This candidate has shown an effective understanding of composition by varying the negative space and arrangement of shells, tending to use a bird's-eye viewpoint. Colour and pattern are understood reasonably well and an expressive style is developed which is effectively carried through into the final piece. The candidate has used their expressive painting technique fairly successfully in the larger scale final piece, although some areas are more highly finished than others.
Partially effective		
Effective	16/25	
Highly effective		
<b>Section 3 - Expressive Portfolio - Evaluation</b>		
<b>Giving justified personal opinions on the decisions made when working through their expressive portfolio and evaluating the effectiveness of the visual qualities of their expressive portfolio with reference to their theme/stimulus</b>		
Little or no justification		The candidate has discussed some of their creative decisions, including their choice of objects, materials and techniques, explaining their effect or how this helped them in the process of developing their idea. A realistic and insightful critical point has been made about the success of the final piece.
Simple justification/critical evaluation		
Some justification and critical evaluation	8/10	
Justification showing focused critical evaluation		