

STAGE 2 COMMUNITY STUDIES

ASSESSMENT TYPE 1: CONTRACT OF WORK

STUDENT RESPONSE

PHOTOGRAPHY

FOLIO

Record of Evidence

KEEPING EVIDENCE OF YOUR ACTIVITIES AND LEARNING

You will need to keep evidence of **ALL** activities and learning throughout your project. You can keep this evidence in various ways.

Calendar of Events

contact lists

sketches

copies of entry tickets

emails

letters

feedback

receipts

annotated newspaper articles

thoughts on feedback

to do lists

samples

documents

timetables

notices

transcripts

taped interview

ANNOTATED PAMPHLETS

written reports

photographs

mud maps

pictures

plans

reflective comments

BRAINSTORMING

telephone calls

scripts

interview questions

drafts

DVDs

surveys

results

Palm cards

**Add your own examples from other folios you have
examined or from class discussions**

KEEPING EVIDENCE - PLAN

<u>Activities</u>	<u>What my evidence will look like</u>
Contract Development	<ul style="list-style-type: none"> ✓ Personal profile worksheet ✓ Pattern Check ✓ Planning Sheets ✓ Capabilities Worksheet
Preparation Tasks	<ul style="list-style-type: none"> ✓ timeline ✓ email - formal letter
Community Activity - I will have proof of contact in my journal (emails with feedback volunteers) and photographs/ images of my research.	
Community Presentation	
Feedback	
Ongoing Reflection (Knowledge and skill development & Capabilities)	
Final Reflection	

Timeline of Work

Term 1	Work Covered	Work Due	Checklist
Week 1	-Develop idea on assignment		<input checked="" type="checkbox"/>
Week 2	-Journal -Construct Contract (Draft)		<input checked="" type="checkbox"/>
Week 3	-Journal -Construct Contract (Draft)		<input checked="" type="checkbox"/>
Week 4	-Journal -Construct Contract (Draft)		<input checked="" type="checkbox"/>
Week 5	-Journal -Construct Contract (Draft) -Develop Timeline/Checklist of work	Contract Due	<input checked="" type="checkbox"/>
Week 6	Contact Community experts (email, get approval) -Hairdresser () -Graphic Designer (a) -Make Up Artist () -Costuming () -Reception Class/ Teacher () -Librarian ()		<input checked="" type="checkbox"/>
Week 7	<u>Research Part A</u> -Research and select a suitable nursery rhymes that can be used as the basis of the children book <ul style="list-style-type: none"> • Research various nursery rhymes • Select one and research various versions of the rhyme • Outline why I chose it -Journal Entries		<input checked="" type="checkbox"/>
Week 8	Select an era in which the book in going to be based around, outline why this was chosen. <ul style="list-style-type: none"> • Include and research a series of images in relation to the chosen nursery rhyme and select, the ones that are most similar to the era chosen. • Select a model for the photo shoot, if they are under the age of 18 years, gain written consent -Journal Entries		<input checked="" type="checkbox"/>
Week 9	-Choose a format of hard cover children's books and investigate where the book could be published. This involves emailing, gaining information of costs, and expenses and work out deadlines. -Research and contact a series of publishing companies. <ul style="list-style-type: none"> • Email • Phone Contact • Organise meeting -Journal Entries		<input checked="" type="checkbox"/>
Week 10	<u>Research Part B</u> -Hair <ul style="list-style-type: none"> • Research era appropriate hairstyles, create trials of my research, outline why I selected my final style. • Gain feedback from expert and act on advice given -Journal Entries		<input checked="" type="checkbox"/>
Week 11	-Hair <ul style="list-style-type: none"> • Research era appropriate hairstyles, create trials of my 		<input checked="" type="checkbox"/>

	<p>research, outline why I selected my final style.</p> <ul style="list-style-type: none"> • Gain feedback from expert and act on advice given <p>-Journal Entries</p>		
Term 2	Work Covered	Work Due	Checklist
Week 1	<p>-Hair</p> <ul style="list-style-type: none"> • Research era appropriate hairstyles, create trials of my research, outline why I selected my final style. • Gain feedback from expert and act on advice given <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 2	<p>-Hair</p> <ul style="list-style-type: none"> • Research era appropriate hairstyles, create trials of my research, outline why I selected my final style. • Gain feedback from expert and act on advice given <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 3	<p>-Make Up</p> <ul style="list-style-type: none"> • Research era appropriate makeup, select 5 images from research and replicate trials of each, continue on to select my final and outline why it's my final design. • Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 4	<p>-Make Up</p> <ul style="list-style-type: none"> • Research era appropriate makeup, select 5 images from research and replicate trials of each, continue on to select my final and outline why it's my final design. • Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 5	<p>-Make Up</p> <ul style="list-style-type: none"> • Research era appropriate makeup, select 5 images from research and replicate trials of each, continue on to select my final and outline why it's my final design. • Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 6	<p>-Make Up</p> <ul style="list-style-type: none"> • Research era appropriate makeup, select 5 images from research and replicate trials of each, continue on to select my final and outline why it's my final design. • Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 7	<p>-Costuming (clothing, shoes and accessories)</p> <ul style="list-style-type: none"> • Research era appropriate Costuming, and create 5 designs and select a final outfit from the 5. Outline why the final was chosen. • Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 8	<p>-Costuming (clothing, shoes and accessories)</p> <ul style="list-style-type: none"> • Research era appropriate Costuming, and create 5 designs and select a final outfit from the 5. Outline why the final was chosen. • Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 9	<p>-Costuming (clothing, shoes and accessories)</p> <ul style="list-style-type: none"> • Research era appropriate Costuming, and create 5 designs and select a final outfit from the 5. Outline why the final was 		<input checked="" type="checkbox"/>

	<p>chosen.</p> <ul style="list-style-type: none"> Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		
Week 10	<p>-Costuming (clothing, shoes and accessories)</p> <ul style="list-style-type: none"> Research era appropriate Costuming, and create 5 designs and select a final outfit from the 5. Outline why the final was chosen. Gain feedback from expert and act on advice given. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Term 3	Work Covered	Work Due	Checklist
Week 1	<p>-Photography / Photo editing</p> <ul style="list-style-type: none"> Arrange a photo shoot location organise a time/date/weather. Take photographs of the area first and consult with expert, gain feedback and act on advice given. From that select one suitable location and begin trials. <p>-Journal Entries</p>	PHOTOSHOOT THIS WEEK	<input checked="" type="checkbox"/>
Week 2	<p>-Photography / Photo editing</p> <ul style="list-style-type: none"> Contact school tech teacher and download onto home computer. Consult with model a suitable day to begin photo-shoot, and dress model according to final trials of hair, makeup and costuming. Continue to complete a photo shoot for the book. Take extra photographs, to allow a variety and choice. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 3	<p>-Photography / Photo editing</p> <ul style="list-style-type: none"> Edit all images, trial a variety of different effects and continue onto contacting expert in the field specific, gain feedback and act on it. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 4	<p>-Photography / Photo editing</p> <ul style="list-style-type: none"> Edit all images, trial a variety of different effects and continue onto contacting expert in the field specific, gain feedback and act on it. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 5	<p>-Photography / Photo editing</p> <ul style="list-style-type: none"> Edit all images, trial a variety of different effects and continue onto contacting expert in the field specific, gain feedback and act on it. <p>-Journal Entries</p>		<input checked="" type="checkbox"/>
Week 6	<p><u>Planning final product and presentation:</u></p> <ul style="list-style-type: none"> Create a draft design of a front, spine, and back cover of the book. Download all images to computer Begin editing and adding extra effects as required Arrange and select images from the photo-shoot, Begin organising and laying out pages in chronological order. Contact expert and act on given advice to complete final selection. Make any final adjustments. Send to selected publishing company, and have 2 copies made. 		<input checked="" type="checkbox"/>

	<ul style="list-style-type: none"> • Produce final product and contact all experts for feedback. • Create and send out evaluation sheet and along with the book, to be evaluated. • Plan presentation to reception class, Provide evaluation sheet for teacher and take video evidence of presentation. -Journal Entries		
Week 7	<u>Planning final product and presentation:</u> -Journal Entries		<input checked="" type="checkbox"/>
Week 8	<u>Planning final product and presentation:</u> -Journal Entries		<input checked="" type="checkbox"/>
Week 9	<u>Planning final product and presentation:</u> -Journal Entries		<input checked="" type="checkbox"/>
Week 10	<u>Planning final product and presentation:</u> -Journal Entries		<input checked="" type="checkbox"/>
Term 4	Work Covered	Work Due	Checklist
Week 1	<u>Planning Reflection:</u> <ul style="list-style-type: none"> • Write a draft reflection of my outcome and research processes of the community studies assignment. -Journal Entries		<input checked="" type="checkbox"/>
Week 2	<u>Planning Reflection:</u> <ul style="list-style-type: none"> • Hand in a draft to the teacher, followed by a final good copy. -Journal Entries		<input checked="" type="checkbox"/>
Week 3	Checking folder and contents ready for moderation		<input checked="" type="checkbox"/>
Week 4	Checking folder and contents ready for moderation		<input checked="" type="checkbox"/>

Week 1 Term 1

Today was the first lesson of Community studies Stage 2. At first, before I arrived at the class, I had every intention that I would not be pursuing this subject throughout year 12. This choice of mine became evident when I had first seen my subjects timetable, because it caused an overload. As I am doing tafe (hairdressing) during this year of schooling as well as year 12, I thought that it would be far too difficult if I had an extra subject on top of all my other work as well. However, when I considered a few aspects such as my impressive results from last year, our small class of four students which would enable plenty of time to ask for assistants, and our teacher helped us explore a few of previous community studies assignments, I began to contemplate whether dropping this subject was a good choice after all. Even though I still didn't have a topic to research on, I have decided to keep this subject. It will not only benefit me by earning me an extra 20 credits, but it has a flexibility that allows me to choose a particular topic in which I have an interest in.

As this subject does allow a large amount of flexibility unlike many other year 12 subjects, I am able therefore able to explore further into things that I am continuously involved in and enjoy. I currently live on a produce farm, in , where I help out with a large amount of duties. Not only is it a produce farm but we also have animals as well, therefore I am also required to feed those animals and keep their living habitats clean and maintained. Of course being in this particular environment has developed a passion within me, which I could choose to research and develop a concept on something related to my lifestyle.

Being a very practical worker, I have interests in things such as cooking, which developed through my Italian background and culture. As mentioned I perform many duties at home, but I also frequently make lunch for my dad, two brothers and sister, whilst my mum is working. I am also very involved in sport. I love to participate in any type of sport, anytime of the year, and my particular favourite is soccer. I have been a keen player for over 8 years, playing at city soccer club. I have been in the south Australian state team many times as well, and captained my team for 6 consecutive years, with a total of 8 best and fairest, 1 runner up and received player of the state identification tournament award. I have achieved a lot in soccer, because it is a sport that I have a great passion for, one like no other. This passion grew from constantly being involved in the sport for years, when my dad coached and all siblings played it as well. However, soccer is not my only sporting interest I also love to do athletics both track and field, having a total of 2 age champion medals in representations of my ability to not only enjoy doing sport but doing well at it as well. I also the athletics captain for my house team . I have been involved in other sports as well such as 10 years of karate, 4 years state junior development swimming team, 2 years netball and involvement in school sports as well. I have a vast range of interest for those above things; therefore I could relate my work to one or more of those interests.

Finally, I really enjoy photography and hairdressing. Seeing as my cousin is a photographer, she has really increased my interest in this. I really enjoy capturing glorious moments, whether it is of a group of people, a landscape image, has a focal point, or just your average snap shot, I find this really a fun thing to do. I also like and appreciate the graphic design side of photography (editing). Also as mentioned, hairdressing, which my tafe course is based around has been an interest of mine for ages. My mum was a hairdresser and I have numerous family members involved in the career as well. All my interests have developed from experience or my lifestyle, and I think that if I chose something based on those many interests of mine, I will enjoy my study in community studies a lot more. My only problem is actually choosing which interest I should follow!

I am really pleased you have chosen to be in the class!

Certainly one good area to consider for research.

This is a brilliant record of your sporting achievements! Had you considered soccer for your investigation? or food - an aspect of?

Yes, you are fortunate in having a range of wide background of skills, hobbies and interests.
Some PO2

Week 2 Term 1

During today's lesson, I had to choose what I was going to base my entire community studies assignment around. I come up with a few ideas such as

9. Re-illustrations of a children's book

This would involve around my interest in photography and editing images. If I were to do my assignment on this it would be a great folio for work if I was ever interested in pursuing a career in this field or area. I have discussed this idea with my teacher and she believes that this is a good task to take on. Things I would have to consider whilst undergoing this type of assignment would be, who my evaluators would be, how I would contact them, how I would produce my final product (get it published by a professional company), am I going to be doing too much, how much and what do I need to consider when undergoing this task. I think that this idea for a major would be really great and fun. It will involve so many of my interests such as hair, make up, photographs and graphics and costuming. This would be a very ideal assignment to do, because I know that with everything I will not lose interest in any part of the task.

-Hairstyle Calendar

This would involve a lot of my interest in hair. Because as mentioned in the title, it is a calendar purely dedicated to hairstyles. However it would not be just hairstyles, but types of colours and styles that suit each month and season of weather. It would involve a lot of background information on what types of hair and colours go with winter, spring, summer or autumn. This assignment would be relatively easy to find an evaluator because I know a large amount of people that are involved in the business. This task would also again involve my interest in photographing as well. This would be ideal however I think that it may not be a big enough assignment to make up my hours of community work.

-Diet program

This idea is much different to my above too. This is because I am really interested in the health side of sport and am interested to see ways in which I can help people maintain not a 'skinny' diet, so to say, but a **healthy** diet. One that is good for their insides as well as out. The thing about this task is that it would be very similar to my assessment task last year, and therefore I feel like it would be a very similar assignment to undertake. Therefore I am sure that I will lose interest in researching all the same stuff as last year, and I sure I will find this tedious as I progress.

However again it has a few combined interests in Physical health and Physical Education, and I would have no issues in finding a willing person to give me contrastive feedback.

-Pinup 52 set deck of cards

A task like this is odd, because when I first ran it by my design teacher, in hope that it would be a major for that subject, she didn't quite understand what I meant. By this 'pinup' word, I don't mean women dress in a vague manner, it is meant in the way that in the past 1800's, poker cards had images of women dressed in burlesque outfits, and they would have a number on the card, like any normal deck. Now what I was thinking of doing in this task was to design and make an outfit for the 4 suits of cards: hearts, diamonds, clubs, and spades, and photograph and edit the images and they would make up a deck of 52 cards. However, when I really thought about it, 52 cards is a lot of cards, and that would take a large amount of time to generate ideas of ways I wanted each individual card to look. So when I really thought hard about this type of task, I soon came to the realization that it would be a much too difficult assignment to undertake. Not because I would lose interest in all the work, but between all my other subjects in year 12, I would never find the time to complete such a task to the best of my ability. Therefore, I didn't even think further as too who I would even consider being my evaluator, as this task would well and truly be over my hours of work. ✓

Today, I decide that by next lesson, for me to stay on top of my task, I would need to make a vast selection from my above options, and I know that it is going to be a very difficult one at that! ✓

You've woven in so many of your interests (in fact the only missing component is sport!)
PO2.A

OK. But it could be expanded if you choose this.

Ahute connect.

Aes, hnt.

A really creative idea

PO2.A

OK. A pity. I really would have liked to have seen the end product.

Yes but you've clearly identified existing knowledge, skills + interests (PO2) so have a wealth of areas from which to choose...

Today, I came into my lesson with my set decision on what I wanted to do as my major assignment. It was a hard decision but I decided that I would undergo the idea of Re-illustration a children's book. I am aware that this is going to be a long and difficult task, but I am more than prepared to take on this challenge, and produce a quality final product. My decision after this was to decide on which book I wanted to re-illustrate. I brain stormed all the books I remembered reading in primary school but it was far too hard to remember many. However the ones that I did remember were:

Many of these are my favourites, too,

After I brain stormed those books, I went to the library to bring back my memory of how they looked. The only issue was that they were ALL drawn images or digitally animated. The task that I want to do was take a really life image and turn it into a story. Then I began to think a little further, I thought there is no way that I can draw images as good as this, and I don't want to draw anyway, so I decided that instead of doing an unjust job to those great illustrators, I would chose something else rather than an existing book. I then decided that I would chose an old nursery rhyme, one that had so many versions of both images and photographs that it would be simple to recreate it in my way. However, my next thing was to find a suitable nursery rhyme to use. I looked ~~through~~ ^{for} the ones that I was familiar with, like little miss muffet, and three blind mice. But they were all far too short. Then I thought it was time to take action and use the internet as my source. I googled them and finally after about 10 minutes of surfing the net, I came to a conclusion of what I was going to make my book about.

Good comment on these story books are all by professional illustrators CIA A

A quite different idea

I chose Little Boo Peep. I can't believe at how much this type of rhyme was going to suit exactly what I wanted to do with this assignment. Whilst keeping all the original words to the rhyme, I would re-create hair, make-up and costuming. This was the perfect idea and so I began to research further ideas on this rhyme.

I like your creativity of designs & ideas - this should be really unique!

Today, after this decision, I decided on who I was going to get to evaluate me for each part of my assignment. Because there are so many different things that I can be assessed on, I thought I was best to get a professional from each field. Below are my evaluators

-Hairdresser () - she will assess how well the characters hair style is completed, and give me constructive feedback on it. Because I am studying hairdressing at tafe, she will be able to give me pointers and I will be able to easily work from them.

-Graphic designer () - she is going to apart of my photograph and graphics assessment. I am very good at this type of stuff, so I will be interested in seeing what type of feedback she can kindly offer.

-Makeup artist () - Mi is obviously going to assess how well the simple make-up I do is completed, and whether the photographers catch the make up in them. Also, she will be able to give me help and great pointers on how to achieve specific styles of work. Her feedback will be very useful

-Costuming () - Mr C is going to see whether my costuming has stuff to era specific, and he will also be able to help me chose and select appropriate attire for the model. His feedback will be essential to achieve the look I want.

-Reception Class/ Teacher () - These last few will evaluate my book as a whole, they are not professionals in one particular area, but they have the knowledge of great feedback on how well I presented my final product. Their feedbacks 'is the all and make all' of my final product.

Start of CIA A

In this case it is appropriate to get teachers for this aspect. (The children could give you verbal feedback).

I really like your idea of a range of experts in different fields. This way you will get specific comments.

Week 4 Term 1

As I complete all my lessons of the week today on a Wednesday each week, I have officially made journal writing day every Wednesday.

Today I began writing my formal letter to each of my feedback people, asking if they would like to be a part of my work and evaluation. I wrote one that I could send an email to all of them.

Dear /NAME/ _____ and I am a year 12 student currently studying at _____ . As part of my studies in year 12, I am creating/ illustrating a children's book for one of my subjects, Community Studies. As part of my research, one of my tasks requires me to do a /WORKFIELD/. I am aware of your expertise in this field and if you could be a part of my research and feedback that would be greatly appreciated and would help me complete my work successfully. Please let me know ASAP, if you would like to be a part of my work.
Thank you

I thought that I didn't want to make the letter too formal, so I didn't make it. I tried to make it laid back yet to the point. The first person that I emailed was on the 13-02-2012, and that was my makeup artist evaluator, _____. Below is the email and her approval of helping me out with this major. ✓

To:
Sent Items
Monday, 13 February 2012 11:35 AM

Dear Miss _____ and I am a year 12 student currently studying at _____ As part of my studies in year 12, I am creating/ illustrating a children's book for one of my subjects, Community Studies. As part of my research, one of my tasks requires me to do a makeup design. I am aware of your expertises in this field and if you could be a part of my research and feedback, that would be greatly appreciated and would help me complete my work successfully. Please let me know asap, if you would like to be a part of my work.
Thank you

To:
Monday, 15 February 2012 2:17 PM
Hey,
I would love to be a part of your feedback. Look forward to seeing your final designs.
Kind Regards,

This week I will email my other evaluators, and hope that I get an eager response like this one

OK. Just jot notes during the week.

CI | Interaction with Community Contact.

This is the first email I received and I was delighted that M _____ would love to be apart of my make-up design feedback. Her skills in make up are excellent and she was awarded a most outstanding student and most professional student award. Her skills and feedback will be great.

Week 5 Term 1

During this week, emailed all of my evaluators and I am still waiting on replies for their confirmation as to whether they would like to be a part of my work. As well as emailing my formal letter, I also began brief research.

I started to research images of little boy to get some costume, hair and makeup inspiration. Most of the images I found aren't photographs, but I can interpret them into real life. After seeing a lot of images from various eras, I decided that I want to base my version in the medieval era. I really like the types of hairstyles and costuming that I will be able to work with. I find this era the most creative and interested, therefore my final decision is that the era will be medieval. However that is mainly the characters overall look, but my photographs and editing will not be medieval style. I chose that I want to add a modern spin of the booklet, so I came to the conclusion of hair, makeup, and costuming will all be medieval era based, but my photographs and editing will be a modern take on medieval. I also found that the makeup wasn't too extravagant; therefore it will be easier for me to complete the look as my skills are not perfect.

As well as contacting possible evaluators, I also look up a few places of where I could get my book published into a hardcover book. This was such a difficult task to do because not many places in Adelaide do this kind of thing, and especially not for a student. Whilst looking on the net for places I could possible go to, to get this done, I found a few that looked good. My first one was a place at Henley, whether they specialize in hard cover books. I emailed them, as shown on the following 3 pages, and they unfortunately replied that they couldn't. However they referred my onto . I tried to email next, however they didn't offer an email address on their home page. Therefore I will personally go in and see them about it.

Another company that I emailed was I thought of them after going over to friend's house where I had seen a book that they had hard covered. I saw it and it looked great, and was exactly what I wanted my final product to look like. So I emailed them in hope that they would agree to hard covering my book. As shown on the 4 page after this one, it is shown that I emailed them, but unfortunately, to my dismay, they emailed back saying that they couldn't do it. I found this weird as my friend said that is where he got his done. So I'm not giving up on I'm going to personally go in and see them and talk to them about it, further down the track. During this week, I also checked to see if I had received any emails from my other evaluators, but they seem to have not replied yet. Hopefully they get back to me soon.

To:
Sent Items
Monday, 13 February 2012 11:35 AM

My name is , and I am a year 12 student currently studying at . SA. For one of my majors this year, I am re-illustrating a children's book. I will be taking and editing all my own images but all rights to the book will be mentioned on the cover etc. I was just wondering if I would be able to send or come by and get a copy of my book published with a hard cover and the proper pages of a book. Of course the book will not be ready until the end of term three. I am aiming for a high mark in my subject and if I could possible get this published professionally, it would be greatly appreciated. I would also like to know the price to get a small book published and is there a chance of a discount? Please email me as soon as possible.
Thank you and kind regards

If you have not heard, follow up with a personal approach, too.

A
CI 2 - Progress of activity

Good idea.

Personal approach, hopefully will give more success?

on behalf of

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Monday, 13 February 2012 9:00 PM

Thanks for your enquiry. I have a minimum order of 50 books. You may like to try t - for one off hardcover books. They do photo books, but you can add your own images therefore it may work for your children's book. All the best,

Image removed due to copyright.

Hi, my name is and I am a year 12 student currently studying at SA. For one of my majors this year, I am re-illustrating a children's book. I will be taking and editing all my own images but all rights to the book will be mentioned on the cover etc. I was just wondering if I would be able to send or come by and get a copy of my book published with a hard cover and the proper pages in a book. Of course the book will not be ready until the end of term three. I am aiming for a high mark in my subject and if I could possible get this published professionally, it would be greatly appreciated. I would also like to know the price to get a small book published and is there a chance of a discount? Please email me as soon as possible Thank you and kind regards

To: Friday, 24 February 2012 2:25 PM

Good afternoon
Thank you for taking the time to write to customer service.
In regards to your enquiry unfortunately does not actually do publishing/creating of books.
do apologise for the inconvenience should you have any questions regarding your enquiry please do not hesitate to contact us on
Kind regards

Image removed due to copyright.

Website:

I was disappointed with the response but I was pleased to see that they still referred me onto another place - I t. I was pleased with the curtesy of t = replying to my email given that they are a big company. This here is the email I sent to . The response was disappointing because I've heard that they have done this before. I may need to go in and see them.

There is also an online company called ... may be worth investigating?

Week 6 Term 1

Today I received the rest of my email replies and below I have copied the email in as proof of contact.

To:

Sent Items
Monday, 15 February 2012 2:07 PM

Dear Ms

my name is _____ and I am a year 12 student currently studying at _____. As part of my studies in year 12, I am creating/ illustrating a children's book for one of my subjects, Community Studies. I am aware of your expertise in this field, as a librarian and if you could be a part of my research and feedback that would be greatly appreciated and would help me complete my work successfully. Please let me know asap, if you would like to be a part of my work.
Thank you

To:

Monday, 15 February 2012 2:17 PM

Dear Miss

Thank you for your email request. I would be delighted to be an evaluator for your project for Community Studies.
Your topic sounds very interesting and I wish you well.
Please let me know how I can be of assistance.
Kind regards,

Library Coordinator

To:

Sent Items
Monday, 15 February 2012 2:07 PM

Dear Mr

my name is _____ and I am a year 12 student currently studying at _____. As part of my studies in year 12, I am creating/ illustrating a children's book for one of my subjects, Community Studies. As part of my research, one of my tasks requires me to do a costume design. I am aware of your expertise in this field and if you could be a part of my research and feedback that would be greatly appreciated and would help me complete my work successfully. Please let me know asap, if you would like to be a part of my work.
Thank you

To:

Monday, 15 February 2012 2:17 PM

Dear

Thank you for inviting me to be an evaluator for your costing assignment. I feel honoured! It is my pleasure to help out and undertake evaluation.
Please let me know when this has to be done and what timeline I am expected to work to?

A

CI 1 Interaction with
Community contact

From this email Mrs _____ states that she would love to be a part of my work. This is great because her library expertise will help in my major. I look forward to further contact.

_____:

I am pleased to see that Mr. _____ is honored to be a part of my work. I know his years work in Drama & Theater will help my costing. I look forward to his help.

Best wishes for your research and preparation.

Mr

To:

Sent Items

Monday, 15 February 2012 2:07 PM

Dear Ms

my name is [redacted] and I am a year 12 student currently studying at [redacted] creating/ illustrating a children's book for one of my subjects, Community Studies. I am aware of your expertise in this field as a reception teacher and if you could be a part of my research and feedback that would be greatly appreciated and would help me complete my work successfully. Please let me know asap, if you would like to be a part of my work.
Thank you

.As part of my studies in year 12, I am aware of your expertise in this field as a reception teacher and would help me complete my work successfully. Please

T

To:

Monday, 15 February 2012 2:17 PM

Dear [redacted],

It would be my pleasure to help you with your studies. Just let me know what you need and if you need to come into the classroom at all please let me know and we can certainly arrange a time. Thank you for thinking of us little receptions and we cannot wait to hear your wonderful story.

Kind regards,

Miss

Dear Miss
my name is [redacted] and I am a year 12 student currently studying at [redacted]

.As part of my studies in year 12, I am creating/ illustrating a children's book for one of my subjects, Community Studies. As part of my research, one of my tasks requires me to do a photo shoot. I am aware of your expertise in this field and if you could be a part of my research and feedback that would be greatly appreciated and would help me complete my work successfully. Please let me know asap, if you would like to be a part of my work.
Thank you

7:48 PM

To

I am more than happy to help with your research project regarding photography fundamentals. illustrating a children's book, how very exciting!!! Can't wait to see the results! Keep me posted.

Kind Regards

Dear Miss

my name is [redacted] and I am a year 12 student currently studying at [redacted]

.As part of my studies in year 12, I am creating/ illustrating a children's book for one of my subjects, Community Studies. As part of my research, one of my tasks requires me to do a hair design. I am aware of your expertise in this field and if you could be a part of my research and feedback that would be greatly appreciated and would help me complete my work successfully. Please let me know asap, if you would like to be a part of my work.
Thank you

11:15 PM

To

It would be a pleasure, I will gladly be part of your work and evaluator in hair designing. This all sounds very exciting, I wish you luck and look forward to the end results.
Thank you,

I was not only please that Ms [redacted] emailed me back but we made further contact in person. We spoke and it was great to hear that her and the receptionS are excited to see and hear it.

:

She is pleased to be an evaluator for me. Her 7 years in hairdressing will be great help in design a final hairstyle. I look forward to contact.

:

Being a winner in a Photography and graphics, I know that having her on board as an expect will be fantastic. I know her feedback will be great for my photo shoot and editing.

The response I got from my emails was very pleasing to see. I am so delighted that every single one of the people I emailed to be my evaluators were more than happy to be a part of and help me out with this major assignment. I look forward to further contacting them all. According to my time line this is the order in which I will contact them. ✓

Hair:

in roughly week 10 I should be making further contact with Miss . This is the time that I will be producing my trials, research and taking photographic evidence to send to her for her feedback on what types of hair styles she recommends. ✓

Make-Up:

In week 11, I will be contacting Miss. , for her expert advice on the simple make up for little boo peep. I will be research makeup relevant to my character, doing a series of 5 trials and sending them off to her for her important feedback on which design would be best suited with my design. I will also send her my final choice in hair so she can help me choose a makeup design that suits the hairstyle of my character. ✓

Costuming:

After I have decided on both my hair and makeup design, I will contact, in the first week of holidays, Mr . I will show him a series of research on costumes worn by my character in previously and see which he thinks will best suit the hair and makeup design. I will also include props as well. It will be interesting to see what he thinks is best. ✓

Photographs/Graphics:

During the second week of holidays I will select 5 locations in which I think are suitable for my booklet. I will take photographic evidence of this and show Miss . However it is not 100% decided whether it will be on location photo shoot or with a green screen. So far I am leaning towards a green screen to be able to include my editing into it. I will ask for advice on which the things will be best suitable for a children's book. ✓

Lastly, I will not contact Mrs and Ms /Reception class until this book has been completed. They will give me overall feedback on the book as a whole. However, brief contact with Mrs will be made whilst I and figuring out the layout of the booklet. In the end I look forward to contacting them both and see what they think about my final product.

CI 1 - 4. Organised A

describe somewhere (here?) a green screen.
say points for a again photo shoot ✓
green screen ✓
nd. like expert advice.

could show then drafts as you progress?

in relation to its suitability for R aged students & as a literary ^{book} ~~text~~ illustrating a well known nursery rhyme.

Week 7 Term 1

So far during this week, I have begun researching my images of little boop. Many of them are cartoon draw or animations; however even though I am doing my illustrations in photographs I have decided that I am going to edit those images in a specific way in order to achieve a drawn effect.

Here I have really quickly edited an image to see how I can make her look more like a drawn image in comparison to a photograph.



Images removed due to copyright.

Whilst I was doing the quick trials on the opposite page, I was developing my capability in learning. I used an original image, and experimented with to try and create different effects. By using the tools specific to each effect, I was learning various ways in which I can edit my final product for my book. The ones that I like the best are there're the line drawing in colour. I think that it almost looks realistic in the way that I was drawn. I also like the pastel smooth effect and think that could work well with the colours that I plan on using; however it's a bit blurry. To be clear these are just trials so I will be able to learn more as I go and produce the final effect to what I want.

Also during this week I started to look through different images of little Bo-peep. Further research on this will be included in next week's journal entry.

Trails:

chalk - just showing what effects look like. This wont be used but it shows how versatile is.

Water colour - A bit blurry but could be altered.

Marker effect - Looks very realistic.

Paint strokes - a bit dark.

Line drawing - not clear enough sketch - would be better in colour.

Paint brush - a nice and easily altered effect.

Pastel smooth - blurry and unclear effect.

* These are not trails just showing the versatility in

Week 8 Term 1

This week has been quite hectic with Community Studies. I started by firstly continuing on my research on the different images of little Bo-peep on the internet. As I looked through all of the images, I found many in which I liked, and many I didn't got a variety of both. I then started to pick and choose what I liked from each, noticing that some images had very similar features, I then wrote a page summary about the final 25 images I selected and wrote what I liked and disliked about some of the images as a whole, including how I will use this information in my story book. C I 3 Pp 20-21, 23-24 A.

This week I have also been working on finishing a draft for my contract and handing it up to Ms . At the beginning of this year I was un clear on what I wanted to do, and still after I started I wasn't really sure on how I would be able to structure my contract to perfectly fit my folio and final product. However, now that I have begun and had a positive feedback from my evaluators- which involved my Community Studies Capability, Communication. I am finally ready to finish and complete a draft, and send it in to my teacher. I have received suggestions and feedback from a range of people so have constantly been improving on the final draft. C I 3 2 2 1

Week 9 Term 1

During this week I worked hard on contacting my evaluator for my hairstyling part of my assignment. It took a couple of days for Miss a to contact me back. I sent her a variety of trials to have a look over and to get an opinion on whether she believed that the hairstyles I was trailing were suitable to my theme of medieval. C I 1 Pp 2-3e Interactions with community expert

When I sent back that my trails where going well but also sent me links of images that I would maybe like to trail as well, and see how that worked out. She said if I tried them to send them back to her to see. The links are as follows

How have a very helpful community contact.

She said that if some things looked a bit complex that she would be more than happy to help me out in recreating the hair style. A copy of the email is below. She has really been helpful with offering other links and to be available for me to contact. The links she sent through I have commented on in a separate section. C I 1. A.

To:

Sent Items

Monday, 19 March 2012 9:27 AM

Hi Miss

I was just wondering if you would be able to have a look at a few of my trials that I have done for the hair part of my assignment. Any further help or information you have regarding these hairstyles would be greatly appreciated.

Thank-you and I look forward to further contact with you.

Regards

To:

Monday, 23 March 2012 2:17 PM

Hi

My internet has not working on my home computer, so sorry for the late reply! I had a look at your trials and they are all very good, however I did some research and here are a few more medieval hairstyle ideas. I hope they help. Also please contact me for further help or if you would like me to

The email from my expert:

- The trails were very good and very helpful

- Her help has been extremely helpful in my hair component and she has been offering her services, which is very much appreciated.

- I will be keeping further contact with my expert, especially when it comes

to choosing my final

hairstyle, I know my

expert will help me chose

a look that suits both

my theme, models hair and ability.

some research and here are a few more medieval hairstyle ideas. I hope they help. Also please contact me for further help or if you would like me to demonstrate any examples of the images I have attached in the links.

Thank you

Week 10 Term 1

This week was the start of my major researching. I started with the first component on my checklist which was hair. Last week I contacted my evaluator within this field of my assignment, and she sent me more images of hairstyles I could do that resemble the medieval era. I had a look at the images and some I was unsure if I was going to be able to do them, so I went on YouTube and watched some tutorials of different types of braiding and hairstyles that can be created from braids and plates (which is my main focus). This has been really useful as I am a visual learner and to see someone do the designs is so much easier than trying to follow step by step instructions from a book. *Good use of a tutorial!*

This week was focusing on my both my communication and learning capability. I focused on communication by asking my evaluator, friends and family members about my trails. I got some valuable opinions from them and from that I am now able to research with a better idea of what I want for a medieval look. Most of the people that I asked 'when you hear medieval hair, what do you think of straight away' and the most common answer were braids and plaits. Therefore from this feedback I'm going to focus on incorporating plaits and braids into my hairstyle. *writing & responding C11.*

I also contacted my model to enquire about dates that she is available and we settle for a date, which is stated on the model consent form in research part A. For this the camera I will be using is a friend who has been willing to lend it out to me for the week of the photo-shoot. This is so that I have time to upload the photos and make sure they are what I want. However the photo shoot isn't due to happen soon and is still further down the track in my time line. *Good to get this organised early.*

Week 11 Term 1

I spent many of my lessons this week focusing on watching the video tutorials. I have looked mainly at braiding and plaiting to begin with, and then I research further into medieval specific hairstyles. Of course I was still sticking to the theme of braids and plaits. I found 5 tutorials in particular of hairstyles I had not even considered for my photo-shoot. When I first began I intended on using a very basic French braid but changing it up a little bit. However my research enabled me to be more open minded about different hairstyles. However I also need to remember and consider that my model has short hair so I will need to construct a style around her short hair. *Can the braiding be adapted?*

This week I also saw my expert in photography and graphics. This was not a planned meeting at all but I thought that I could use this opportunity to ask any questions I needed to. Seeing as I am nowhere near having the P I didn't really have a huge amount of questions but I told her which camera I intended on using and she said that it was a good choice of camera to use, given that the day you take the photographs its cloudy. She said that those cameras show up best when the weather is a little cloudy. Even though I can't control the weather I can attempt to control the camera settings, which is another suggestion she made, given that the weather doesn't fall in my favour. Also we spoke briefly on graphics and said when I was ready to run some ideas by her. *C11. Writing & responding to context.*

This week my capabilities were more focused mainly on personal development and learning. This is because I learnt to be more considerate and open minded. This was most evident when I was research the hairstyles on . I also touched on communication when running into one of my experts. Her feedback was very helpful and I know that it is going to very valuable in the future when I come to having my photo-shoot and editing the images. *I like how you refer to*

your capability. Need only refer to your major one but clear & focused & how they have influenced your progress development

HOLIDAYS

During the first week of holidays I decided that I am now not going to focus entirely on medieval style. I am going to mesh medieval hair with a pilgrim outfit, so that I can give it my own spin of what I think Little Bo Peep looks like in my eyes. I think that will work out great, because I have some great ideas on makeup and costuming that I want little Bo-peep in. But in saying that I am going to mesh it together and create my own interpretation of medieval. During this week I began to write up my consent form for my model. I have a range of Models that I am going to consider and they are M. ; 17, R

, 20, M. ; 17, A. ; 17 and S ; 18, M. is my first choice of model and she has already agreed to participate and has signed the form I made. I looked online on how to write a consent form and referred to both these websites:

<http://www. /documents/FSPDocuments/InstReviewBoard/Consent%20Form%20Instructions%20and%20Samples.pdf>

As mentioned before I had discussed a date with my main model M. . Below is a draft of the consent form, that I made all models sign and agree to. Of course the ones under 18 had to have parental permission.

Model Consent Form

very thorough!

CONSENT TO PARTICIPATE IN A RESEARCH STUDY.

A photographic re-illustration of a children's nursery rhyme into a book

As part of my Year 12 Community Studies research, I plan to take a series of photographs based on period costumes. These images will then be used to illustrate a booklet for a children's nursery rhyme. I would like you to be involved as one of my models and request your consent. I will be providing the costumes and will create the authentic hairstyles and make up of that period.

The photo shoot will be conducted:

- During semester Holidays, Monday 2nd July – Sunday 15th July
- Located at 5501 SA.

What is required:

- Plain White Single
- Bike Pants/ Shorts
- No make-up or accessories, as these will be provided.

These photos will be on display at school and will be part of my presentation to a Primary School class, and also to a group of invited guests. The images will not be sold or used in anyway apart from education purposes.

Thank you for being involved, I look forward to working with you.

I like how your ideas are evolving & consolidating. Your wide personal research & reaction to input of others is very insightful & thorough.

Model:

-Ms [redacted] 17yo

↳ I had to gain consent as she is u/18. However even if she weren't I still needed her approval to show images of her and give her photo shoot details.

The second week of holidays I began to think of ideas of types of hair styles. This is where I briefly started to research more into the hair design I want. With my research of hair I had to consider what type and length of hair my models had. ✓



Images removed due to privacy.

M: her hair is short. Just above the shoulders but because it's nice and thick and mostly one length, styling her hair wouldn't be too difficult because there is a mass to work with.

Rosanna - her hair is extremely long and is all one length. The problem with her hair is that she has a lot of baby hair at the front of her head. Styling her hair up could be difficult, because it would be hard to cut those pieces of hair in the style.

M: - She has mid-length hair but her colour is red, and I'm in need of a natural colour like brown, black or a light natural looking blonde.

A: - has really long hair as well which would be easy to do an up style due to the length, but her hair is much too thin to create a really defined type of medieval hairstyle which I want for my storybook.

St - Her hair is really thick and a nice long length. It would be really easy to style especially because it is also all one length which lends itself to a wide variety of styles.

When I look at the girls and their hair overall, I have to also consider other things as well. Given that I live far from school, I would have to choose a model that would be able to come to my house easily. I also have to consider who would fit into the costume, as well, with the costume I can borrow from the Drama Department being a tiny size 10. When I evaluate the girls,

M: the best fit for the role of little Bo-peep. She is going to be my first choice, and R my second, and the other girls will be my back up. ✓

Week 1 Term 2

This week I focused mainly on my capability of communication but personal development was also involved. I did this by talking with my expert and asking her for advice about the hairstyles. She suggested more focus on the braiding side, which I will do as this is very typically a medieval feature. I also spoke with M: about being my model and she was really excited at the prospect. She does photography as a major study so has offered to lend me her camera which is a very up-market piece of equipment which she has offered to show me how to operate. She is particularly excited to be on the other side of the lens instead of taking photos. As this week I am still focusing on the hair aspect of my assignment, it is now the week that I begin trailing hairstyles. With this learning, I have contacted my expert R, just with an over the phone conversation just asking her a few questions in regards to the trials and my photo-shoot. I asked her questions about styles and product and learnt that when using a water spray bottle and dampening the hair before I style it, it will create a much firmer hold especially because the weather is most likely to be windy and wet, that will help the style of hair stay in place much more effectively. I wasn't aware of this before and found that this was very valuable information to know for my hairstyle. As shown in my folder, you can clearly see how much better the trial hair styles are overall (I stated in my folder which trials I used my experts' advice and which ones I didn't) ✓

This is a very thorough analysis. I've tried it in with the requirements of your storybook

C13 A.

comprehensive, capability related to activity

C12 Proactive, ongoing interaction with expert

C12 A. expert's advice acted on.

This learning also contributes to my personal development because it helped me to make a better informed decision on the hairstyle trials to make them turn out better and neater. Using dampened hair was much easier as opposed to dry or oily hair.

Hopefully this week and next week I can complete my trials and start deciding on what hairstyle I am going to use for my final product in the photo-shoot.

Week 2 Term 2

This week I am nearing the end of my hair component of my booklet. I have continued to research just briefly but most of what I research this week wasn't very relevant to my overall hair look as I was checking that I had not left anything out. I have also completed many, many trials and this is displayed in the hair section of my folio. Overall I did a large amount of trials, and found it hard to come to the final decision on what I wanted, but I had to think what would be best suited for my model. I also had to keep in mind that it had to stick to my medieval theme of hair as much as possible. I decided that this decision couldn't be made alone so I asked the 2 most important people that would help me make my decision on the hair. I asked my expert, and showed her an image of my model and her hair and this was the email I sent and the one I received back:

To:

Sent Items

Wednesday, 3 May 2012 9:40 AM

Hi Miss

a,
I have completed my trials for the final hairstyle that I am going to use for the booklet. However I cannot decide on what I think will be best suited for my model and the medieval look. In the attachment I have included an image of my models face on, side and back view of the hair. If you could advise me on what you think would work best that would be great.
Thankyou

To:

Thursday, 4 May 2012 3:50 PM

Hi

I love the trails that you have done! They are fantastic! I have re-attached your file and put a comment underneath the hairstyle that I think would work best. It would be a good idea to also discuss the hairstyle with your model. However I think the one I have written the comment on will work best. All the best and I can't wait to see your final product!

Good Luck, R

This is the comment she made, which can be seen in the folio in the hair section. It is outlined clearly.

I like this one; I think the simple two braids on the side work well. You don't want to overdo it. This will show your technical skills and relaxes will to your theme. A suggestion, because her hair is short, I advise that you end the hairstyle in a bun. ☺

she have been so thorough with this aspect of yr investigation.

A.

CI 1. Proactive, on-going contact

Further expert contact:

Again I have contacted my hair expert and her help has been extraordinary! we made a decision the final hairstyle aswell. It is great to see she is really excited to see the final product.

A

CI 1 inviting + responding to feedback

Week 3 Term 2

I didn't see my expert's email until this week but I agree with what she said in the comment. I think that in medieval times they didn't overdo the braiding hairstyles and I want to stick to that theme, while also showing my technical skills in hair. I also liked her suggestion on finishing with the bun so will use this in my final style. I also did as my expert said and I contacted my model through conversation and showing her the images of the types of hair. Then I showed her the comment and the hairstyle suggested by my expert and she agreed that it would also work best with her type of hair. I am finding that I am confident with approaching all different people with specific expertise and that I have taken on board their comments. This Communication is part of the Capability I selected. Therefore I have come to the conclusion of what hairstyle I will be using in the book. I think that this is a good start to creating my version of little Bo-Peep. Another aspect of Communication is the visual communication that the hair style will reflect to the readers about the Medieval era I have chosen for the setting.

This week and last, have been mainly focused on communication. I contacted my expert and model seeking advice and found it very helpful to gain their thoughts. Not only did I ask them but I also ask my parents and siblings on what they thought. My mum being very supportive with anything I do and once being a hairdresser said that the hair would work perfectly, and was proud and excited to see the final product.

As of next week I am beginning my make-up component of this assignment. Seeing as I have not much history in this aspect, next week should be an interesting one. A lot of the make-up component will involve a lot of Personal Development capability and constant communication with my expert in this particular area, M. I am more confident with hair styling so will rely on M. e's background in the field of makeup. (She works at the where in the she provides advice, does wedding or special event makeup and sells that brand of product.)

Week 4 Term 2

At the beginning of this week I had contacted my expert Marie just asking for some advice on what approach I should take in finding what I need. I spoke to her in person and she got me on the right track but telling me what type of 50's look would suit little Bo-peep. I have also done a lot of research this week finding ideas on what I believe would be the look I want for my character. Being hardly involved in the make-up industry at all, I am undergoing a lot of learning and personal development in this area. I am finding out that there are many different types of 50's make-up looks. I also found out a lot is about face shape as well and what suits who. A lot of this I had no idea about, but researching into it I am beginning to learn what is going to be best for my overall look.

During this week I have completed my research aspect which took me a few lessons to complete. From this research I have selected 5 images in which I am going to trial on my model. Before I trial this on my model I am also going to research tutorials on how to apply make-up and different techniques I could use to apply it. I will also contact and email my expert asking for her advice and help on creating the look I want for my model.

CI 1 Pro-active - inviting & responding to feedback from expert & model.

CI 2 Clear development of capability.

CI 2 - capability.

CI 1 Pro-active interaction with expert, model family & siblings

CI 1 Pro-active interaction with m/up expert & responding to feedback.

Her willingness to actually seek & act on advice is a credit to her & certainly enhances her communication capability.

Face Shapes

I have decided to include some research on face shapes to get a better understanding of how to apply it, especially on my model. I believe this will help with communication skills

Week 5 Term 2

at the beginning of this week I had contacted my expert M: just asking for some advice on what approach I should take in creating the desired look I want for my character. I have done a lot of tutorial research on and on the internet and haven't found much help at all, I have emailed my expert asking for her help. ✓

To:
Sent Items
Monday, 7 May 2012 10:02 AM

Hi M,
This week I research about 50's makeup and watch tutorials but haven't found anything that is really clear or that helpful to what I want to achieve. If its possible I was wondering if you had any ideas on what site I could use to find a suitable tutorial for 50's makeup. Please contact me asap.
Thankyou

M:
To:
Monday, 7 May 2012 10:12 AM

Hey
I have recently made a tutorial on 1950's makeup that I could send to you to help you out. It is a step by step guide with what brushes and techniques you use to achieve a specific look. I have attached it in the file. Come and see me if you need any further help.
Thanks

To:
Sent Items
Monday, 7 May 2012 10:30 AM

Thank-you so much! Would you be able to come and help me with interpretations of the tutorial.
Thanks

From this I received an extremely handy tutorial which I went through once by myself, then again with Marie. I did this so that I could interpret what she wrote into my own notes. I followed her techniques but I used different colours so that it could be suited to the costume I have intended for little Bo-peep and so that the colours would suit my model. I used a lot of my communication capability this week, because I contacted my expert both via email and in person seeking help to create the desired look for the character. In my folio- make up section- I have outlined what colours I have chosen and why I have chosen to use them.

A
C.I 1 Pro-active interaction
involving & responding to feedback.

A.
C.I 2 capability.

Week 6 Term 2

Page 26 of 24

This is the final week that I am working on my makeup aspect of this assignment. I have completed enough research to gain the ideas that I am after for my final outcome in the makeup. This week I have begun trialling the desired look that I am wishing to achieve on my sister, because my model was unavailable to trial on at the time. I have outlined in the makeup section of my work, what colours I plan to use and how I plan to use them, as mentioned last week. Now I am going to put them into action and make sure that they look and turn up how I want them to.

I complete the first and only trial that I needed because once I did it I knew that it was the one that I wanted to use in my final product. I contact my expert M: to gain her opinion on whether she thinks I have done ok with applying the makeup. I hope it is all positive feedback because I think I have done quite well in this aspect.

To:
Sent Items
Monday, 14 May 2012 10:00 AM

Hi M,
I have completed the final look for my model and for the photo shoot. I have used your tutorial to help me apply the makeup and selected colours that I think will work best with my theme and model. I have attached the images of the final makeup style I am going to use. If you could look at it and give me any extra feedback that would be great!
Thanks

To:
Monday, 14 May 2012 10:05 AM
Hello
Yes I looked at the attachment and you have done a great job with the makeup. I am so glad that my tutorial has helped you! I would love to give you some feedback on ways to help but it looks great, especially for a beginner. Great work and I cannot wait to see the final outcome!
Good luck and all the best! I look forward to further contact with you :)
M.

Considering I haven't really done much more than apply my own makeup stepping out of my comfort zone this week enabled me to really use my learning capability this week. I researched and found the right solution to creating the outcome I am after. Not only that but I also used my communication capability by making contact with my expert to ensure that I am on the right track. My expert approves of the makeup outcome which is excellent as she is a professional and said for a beginner it looks great. This email was great to receive because I feel like I am heading in a solid direction on this book. This week I am happy with the way my makeup aspect has come together and next week I will come to be focusing on the aspects of costuming.

I intend to contact my expert in person sometime next week to consult my ideas with him and see if they are going to suit the look I am after. I also am going to begin research into finding an outfit I like and creating the same or similar look for my model.

CI 1 A
Pro-active interaction with
make-up expert (one of several
specific experts)

A
CI 2. Clear & focused
development of capability

This week is the first week in which I will begin my costuming research for my little Bo-Peep character. I began by just researching on the internet to have a look at different types of Pilgrim-style outfits that were worn back in this era. My research seemed to turn out great and I found it really easy to locate the type of outfit I was looking for my model to wear. I thought about making up an outfit for her to wear but that would be far too much extra work and complicated to achieve. My next option was to contact my expert in this field, Mr D. ✓

To:
Sent Items
Monday, 21 May 2012 9:30 AM

Hi Mr
I emailed you earlier this year regarding about costuming for my assignment. I have begun my research this week and I am focusing on the pilgrim era of time for my costuming. I found a lot of different outfits and styles I like, but I am not keen on making an outfit from scratch. I thought that maybe I could hire one but that will cost me money I don't have to spend. If you could give me ideas on places or anything that will help me find or make a costume at a low expense and quickly that would be great. Please contact my asap!
Thankyou

To:
Tuesday, 22 May 2012 12:01 AM
Hi
Come down to my office today at lunch time and I can help you discuss these issues you have with costuming.

After I received this email I went to go for a visit at Mr [redacted] 's office located in the drama room. We spoke about what I could potentially do to make up the costume but he said it would all come down to having to find an already made gown for her. We decided that I could have a look through the costume room and loan out an outfit if it fitted what I need. Because I don't need a hat or gloves for my character and only shoes and a dress, locating a single outfit shouldn't be that hard.

During one of my community studies lessons I went into the costume room, and had a look around. I think I was in there for about 1 and a half trying to find the right outfit and the appropriate colours. This turned out to be a lot harder than I originally thought. After a large amount of searching and pulling dresses off coat hangers, I found about 4 outfits that I could possibly use. I took photos of each of them and asked family members and friend which one they think would be best suited. ✓

This week my main focus was on communication with my expert and family members and friends. Their help this week as essential for me. This was because it was time for decision making for my costume and seeking their advice would help me make a more educated decision on what outfit I wanted to use. I will think about what I am going to use over the week end and hopefully have come to a conclusion by then. Also I need to begin to think of props and other pieces of costuming I will need.

CI 1 A
Pro-active interaction with one of several specific experts (costuming)

A
CI 2 Focused development of capability

Week 8 Term 2

This week I decided which outfit I was going to use, and I decided that the brown one suited what I wanted most for my character. When I found it in the costume room it was an extremely small size, and barely would fit on the mannequin I had at home which can be as small as a size six. So when I decided that I was going to be using this outfit, I contacted my model, M; to organize a fitting. In the case that this outfit doesn't fit, I will have to use one of the backup outfits. ✓

I contacted M; a, Via telephone explaining that a fitting was in order. We arranged to meet up at her house after school and undergo a costume trail. I brought all the costumes to make sure if the preferred brown one didn't fit, than I could see what would look and fit her beset out of the other choices I had. When she tried it on it fit perfectly. I was extremely pleased that it fit her as this was my preferred costume and would suit my Pilgrim-style theme for costuming perfectly. We didn't bother to try the others on, because this is the one I wanted in the photo shoot fit. ✓

Now that the costume has been completely decided on, I now need to be thinking about props and other clothing that is needed for the photo shoot. Of course Little Bo-Peep isn't going to be bare footed so I will need to begin to look at types of shoes she can wear and where I am going to get a crock from. I know that hiring those kinds of things cost a fair bit of money and I don't have time or money to go and hire anything to use. Firstly because I am not sure as to how long I am going to need it, and secondly I don't have time to go looking into costume shops. If I have some extra time this week I may contact a few costume shops regarding little Bo-Peep crocks and see what they say. ✓

Week 9 Term 2

This week I contacted two costume places via telephone asking about prices for the crocks. When I rang Costume they said to hire out a crock would cost me around \$50, and I would have to hire out the entire outfit. They also mentioned if I had the costume for a few extra days, it could cost me up to \$100+. This is far too expensive so I tried other costume store. Costumes. They said and quoted me nearly the exact same price and said that most other costuming places would quote the say. ✓

These places for costume hire are far too expensive and I needed another alternative. Also I need something that is going to suit my character's costume. I am not sure as to what I am going to do about a crock but I will have to leave that idea for now.

This week I have also decided on what other parts of the costume I am going to use and need. Because the day is going to be probably cold and wet, I think that work boots will suit the weather best, and the costume. I have used my communication capability this week to contact my model again asking her if she had any work boots or combat boots that were black that she could possible wear for the photo shoot. Thankfully she has a pair of black combat boots that fit the description of what I want her to wear in the photo shoot. As another costuming prop, I thought about little Bo-Peep wearing a hat, but seeing as a main component of my work is hair, it wouldn't make sense to have her wear a hat. ✓

This week my entire costume idea and what I wanted was sorted out and I feel underway with the photo shoot. The only that I need to worry about now is trying to find a crock that will be appropriate for the role of my little Bo-Peep Character. I have an idea of who may be able to make me one but whether they have time, and the correct equipment to make it is unknown. ✓

CIA. A
EXTENSIVE + CLEAR R of E

FCL action in wider community

CIA A
EXTENSIVE + CLEAR R of E.

Week 10 Term 2

This being the last week of school I had to make sure that I was organised to undertake the photo shoot which I was going to be doing in the holidays. During this week I took photos of the intended locations on my farm that I was going to be using in the photo shoot. This is shown in my folio. There were about 8 different locations I had in mind but I could really decide what part of each location I wanted to use, however in my journal I outline which location I plan on using and why. ✓

Not only was I planning about locations I had to make sure that any props I needed were going to be ready for use when I needed to take the photographs. One thing that I needed was a crock. Little Bo-peep uses a crock to herd the sheep and it was a prop that was essential to the photo shoot and achieve the look of little Bo-peep. I thought of where I could get a crock from but not places came to mind. So I asked the one man who can do anything and that was my dad. I asked him if he could make me a crock to use in the photo shoot and without question he went to work with making it. Within 2 hours later of the day I asked him, he had already made it. It was exactly what I wanted! It was two olive branches inter-locked with each other to create the oval look at the top. Because he used wood and not a plastic material it really added to the effect of the era I wanted it. An incredibly talented & creative Dad! ✓

Everything was going to plan and now it was time to re-contact my model to double check she was available for the photo-shoot. If she wasn't I had another few girls as back-up models but I would need to inform them asap if my first option for a model was unavailable. I contacted her over the phone, reminding her of the time, location and what she was expected to wear and bring. Hair, Make-up and Costuming had all been sorted and now it was time to wait for the day of the photo shoot and hope everything goes to plan. This is all part of my Capability of Communication and Learning and at this stage of the year I feel really confident with my ability to clearly let people know what I have in mind and give concise details. I think I also have learnt so much about different eras in hair and fashion through my research. The next aspect will be the learning with the photo shoot. ✓ *Incredibly organised.*

HOLIDAYS

During these holidays I am going to be undertaking the photo shoot. I have everything organized. Today, my model arrived nice and early so that we had plenty of time to get her ready and still have some daylight to do the photo shoot. Now remembering what my expert in photography and editing said, photos come up best when cloudy, I made sure that the day forecast was just that. Being during the middle of winter, all I could do was pray that it didn't rain otherwise the photo shoot would have to be delayed. I had checked the weather report and this was promising. To my luck it didn't rain, which I was very pleased about. Also to help me prepare for the day I did a quick layout of where I want the photos taken and how I want my model to pose. This would make the photo shoot be very smooth sailing and wouldn't take very long either. In my folio I have outlined what I planned to do and where I plan to take each photo. ✓

After about an hour of getting my model ready, doing her hair in the medieval style and her makeup in the 50's style, it was time to undergo the photo shoot. I grabbed the camera making sure there was a lot of battery and free space so that I had the freedom of taking as many images I wanted. It was a little cold when we went outside but we managed just fine. If the photo shoot wasn't outside my house, I think I would have found it hard to do. Going to a random location I had the risk of forgetting things but at home it was easy to have everything I needed.

Once the photo shoot was complete, it was still daylight, so we went into the house and quickly uploaded the photos to make sure there were enough good ones and if I needed to take more photos I told my model not to get changed just yet. There were over 120 and as I looked through I was so pleased with how they had turned out and was very excited to begin sorting and editing them. This would take place at school however. It was very relieving to have the photo shoot complete and not really that everything turned out just how I wanted. The hair looked great, as did the makeup, and the costume fitted my model perfectly. Next on the list is selecting the photos, editing and then constructing the book. ✓

Overall I am extremely happy the photo shoot was successful and is over.



This is the crock made by My dad, which is made With olive branches.

C11
Summary
(Dad)

C12 A.
Extensive

Expert advice
acted upon.
C11 A.

C12 A
Extensive & clear.

Week 1 Term 3

The first week back to school, I had completed my photo-shoot and this was the beginning of trial and error of different filters and editing tools I could use to create the look on the photographs that I wanted to achieve. The look for my book was a children's cartoon book and I wanted my images to be perceived as though they were drawn, but I still wanted them to maintain that realistic feature. In my journal you can see that I trialled a variety of different types of editing variations. Some were better than others, but I still can't seem to decide on what filter I want my image to have. This is turning out to be hard with my limited skills in photo shop. I am going to seek some advice from my expert in this field and see what she think my next approach should be. I will email her sometime by the end of this week and hopefully I will have some sort of response from her soon. I am also going to show her my current trials and see what she says about them. I am mostly interested in an indication as to whether I am on the right track of achieving the look of the book that I want. I am thinking that since I am using it would also be a wise choice if I were to find an online guide or book about how to use the program specific to accomplishing the desired cartoon effect for my book. I will also a site or two to see if I can find any information.

During this week I also attended the Hair Expo Competition, held at the in Adelaide. I was a volunteer and saw this as an opportunity to work with other hairdressers and maybe seek some advice about my hair component of the assignment. However, as I had already finished the photo shoot and the information and little tips that they gave me were not immediately relevant for my final product after all seeing as my hair component and everything else was pretty much complete. However, I can use this experience to help me better myself in the future, and use it in my reflection, if I were to undertake this assignment again. Some of the tips I picked up whilst at hair expo was a lot about techniques of your tools. How to use all your brushes, and hair equipment to the best of my ability. From this I found that my Personal Development capability continues to be a focus. For example, the tips I picked up about tool usage and brush technique will help me grow in my possible future career in hairdressing.

Overall the experience of competition and hard work was kind of similar to my journey so far in my community studies subject. Although I may not be as competitive to win a trophy I want to achieve the best result possible and I believe I am trying my best by working hard. Below are some photographs from the event which show the professionals at work and the conditions at the Expo.

Images removed due to privacy.

CI 1
Seeking advice of expert

CI 2
applying skills widely,
planning for future.

Week 2 Term 3

At the beginning of this week I received a response to the email that I sent to my expert Pat _____, in regards to help with my materials and to give me some advice about my currently edited photos.

To:

Sent Items

Friday, 21 July 2012 12.34 PM

Hello P ,

I am currently under-way with my editing of the photos for my book, and I need a little bit of a push in the right direction/ some advice. I have attached some trails that I have already edited and want to know if you think that they are ok and on the right track. As you know I want to achieve a cartoon/ drawn looking image, whilst still maintaining the realistic look. Any advice you have would be greatly appreciated.
Thankyou

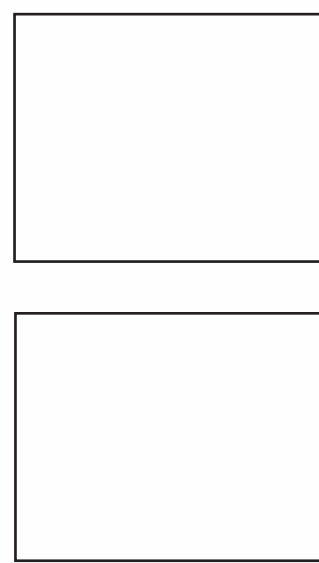
To:

Friday, 21 July 2012 12.55 PM

Hello

I have looked through your trails and they are looking great. However I can see you dilemma... The best advice I have for you is to consider look at some photo shop books. When I was doing my course on editing, I found that those book guides where the best because they have step by step instructions as well as images to follow by. Definitely give them a shot! Good luck and let me know if there is anything else you need help with!

When I received the email back I did exactly what she said and went down to the library to borrow a few books about the program. I borrowed the _____ books and began to read through them to find some information on how to create a cartoon like photo. Blow is the main books that I used to help me work my way through photo shop and attempt to create the cartoon affect I was after. This was particularly helpful advice because it had illustrations that showed step by step what could be done to achieve particular effects.



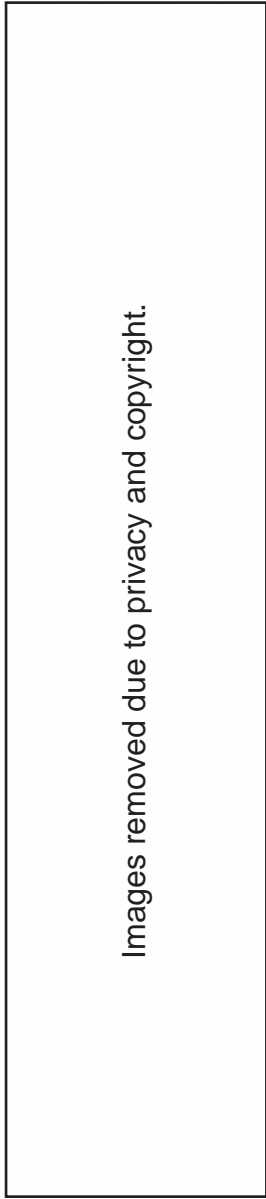
Images removed due to copyright.

CI 1 A
Pro-active interaction with community contact.

Acting on advice from expert

at the start of this week, on the Sunday I had work experience with _____ and his makeup, hair and modelling crew. When I found out about this I pounced at the opportunity to work with such a great professional. And I knew that this work experience would be great. At the beginning I thought that I would only be observing, however lucky that I did bring my hairdressing kit as I had the chance to work with the models and help create the hair style that _____ wanted. At first I was just braiding the base of the hair but as it came to crunch time and we were nearing the end of the prep for the fashion parade, a friend and I decided that we would create the hairstyle ourselves as we were running out of time. Below is the final look of the hairstyle and I and _____ were very pleased with the final look. This was an excellent learning experience and I can incorporate these skills I learnt from _____ into my reflection and hair section as to what I maybe could have done differently to my model's hair. However, I am pleased with the outcome of both my hair for the book and my model at work experience as it is on-going learning.

CI 2.
Applying skills to wider context.



Images removed due to privacy and copyright.

Also this week I continued on with editing my photos. In my folder you can see that I used one specific photo to help me decide what effects I was going to use to create my final and overall effect. I used the image which now stands as my front cover photo. I decided that I was going to use this one as my editing trial photo because it was one photo I was going to be using 100%. ✓

CI 1 planning for expert feedback

Also during this week I didn't contact any of my evaluators as they weren't really needed this week, however next week I will be contacting my photograph and editing expert as I need her opinion on what editing style she recommends. Overall I have created 15 different trails with the same photo in hope that I can select a final editing style. I have made some that I like and some that I haven't liked but it will all come down to whether the image will look drawn/cartoon like and still maintains a realistic look. Overall I have decided on a few I like and I will email my expert outlining what I think of the images and asking for her feedback. ✓

Week 4 Term 3

This was the week of the fashion parade, and I was doing the hair, music and being a model in the parade. This was a really exciting week and I was working hard to prepare for the fashion parade. I used some skills from my research of hair to create the look of my 1940's model. Although this wasn't anything to be related to my book, I have included this into my journal as I have used my skills from my research and incorporated them into my work for the parade. These also show the capability of Personal Development as I have been able to transfer my new skills to other areas which will help me in the future with a career in hairdressing.



As I said in last week's journal entry I was going to email my expert. I emailed her and her response is below, which is very positive. She has outlined her feedback on the attachment which is in my folio.

To:

Sent Items

Tuesday, 24 July 2012 1.03 PM

Hey P sorry to email you so often, but I have been editing photos all week to try and find an effect that I think will work best. I have added an attachment of edited photographs and I said which ones I like on the attachment and said why. I was just wondering if you could have a look and them and give me an opinion on the photos and which ones you think look best and which one will work the best to suit my thoughts on my outcome. Thanks for your time!

To:

Tuesday, 24 July 2012 11.10 PM

I have looked at them and they are looking great! I have put on their which ones I like. I hope you can make a decision. They all look great so it's going to be a hard choice. I have also said which on is my favourite :) Not a worry, I'm glad I could help!

C I 2

excellent transfer of skills for future career!

C I 1

very pro-active interaction with expert.

Week 5 Term 3

After receiving the email back I had a look at the attachment to see the comments made by my expert. Surely enough whilst going through it one of her favourite trials was one of mine! It is the image below that was the one I decided to use as a final selection. This image looks drawn/ cartoons like but also possess a little reality behind it, which is what myself and expert decided would suit the children's book best. Below is the selected image and the comment my expert and I made about it.



Poster Edges

Comment (SDPC5):

- I really like this image. It is one that captured my eye as soon as I edited all the images and then went through them all again. It possess a very effect cartoon characteristic however also maintains a realistic look. This is one that I really like and I am definitely going to consider it for a final editing style.

- I like this one. Looks great and sticks to the realistic/ drawn theme you were after. I give this one a 5/5

CI 2 A
Pro-active interaction &
acting on feedback.

Not only this week did I select my final editing process, it was now time to edit all my other photos needed for the book. Selecting 20 images from 116 was a very difficult task but it had to be done. I went through all the images over and over again in hope to select my final 20. This was as hard as I loved all the images and couldn't decide. So I caught up with my model and got her to help me select the images. We found a few loop holes where we could use a few more images than 20. At last we selected the final images and thus it came down to editing them. In my folio I have outlined what images I am going to be using. This week I focused on communication mostly. This was with my model and family in order to help me select my images.



Images removed due to privacy.

Due to having selected all the appropriate photos and editing them all in the same manner, it now was time to come down to creating the layout of the book. This part wasn't going to be hard as I had half decided during the photo shoot what type of photograph I would need for each line. It was now just a matter of putting it all together. In hope that the book would follow together and children would be easily able to follow what exactly was happening in the book, even if they don't understand what words are being read. I used a program online called (process of how to get there is on the right) which was a link from the photos website. I found out about this website when I was referred to by a friend and he told me exactly what I need to do in order to create the desired book I was after. So I went onto this website and signed up, and I knew that it was a trusted website because my friend had used it and was successful. I signed up for free and I began to take the precautions necessary to begin the making of the book. This took a matter of a few days to complete the book online because I already had my ideas of what I wanted it to be easy to put it all into perspective. Because the website actually laid it out as though it were a book and all I had to do was insert images and text, the task of making and constructing the book was one of the easiest parts of the making of this book. Once I had finished the book I let almost everyone have a look at it to gain opinions and constructive criticism and after fixing the last little things on there, I had one more person I needed to run it by before I sent it off to be made. Being able to access this website and my work from any computer I went in to see one of my experts Mrs ; a librarian. It was essential that I got her comment on the book because she was a librarian and works with the Primary aged children within her school every day. Therefore she would be very familiar with what the book should look like and if it were ready to be sent off for publishing. She stated things such as "the book was well done", when she was reading the book she "felt the characters emotions and this would definitely rub off onto the children being able to feel the same", "Great photography, use of the camera and editing skills" and finally she said "nothing needed to be changed, it was ready. With this kind of positive feedback I knew it was time to finally send off my first copy of the book! I was very excited but I only ordered one in the beginning so that if anything turned out wrong I could fix it and re-send it off for more copies. My hope is that it comes and it is fine, and I will have to wait a minimum of 10 workings days before my copy arrives in the nearest store. *CI 1 Pro-active interaction + responding to experts feedback.*

The capabilities I focused on this week were both communication and learning. I focused on my communication component by contacting one of my experts, Mrs , and gaining her opinions on the book and her feedback. This interaction definitely helped me make my decision of finally sending the book of to be published because I was able to converse and find out if I was using the appropriate things for my book. I focused on learning because I learnt how to locate the website, collect the information I needed for it, organise it so that I could use it to create my book and finally evaluate my work before I sent it off. I learnt and developed a knowledge and understanding of a range of research processes I had to take in order to find the website. Conversing with others was the best way to help me find the correct research process I needed. *CI 2 A. Clear, focused development of*

As mentioned above the book is suppose to take roughly 10 working days but hopefully it arrives soon, as now I have to start *capability* thinking of how I am going to present the book to my expert Ms and her reception class. When the book arrives and all is fine with it, I will contact her to organise a good day to present the book. ✓

Website removed due to coyright.

Week 7 Term 3

At the beginning of the week I still hadn't received the book so I worked on having my folio and journal up to make sure it was up to date. Finally by Thursday I received an email from _____ saying that my book was in store and had arrived.

Dear _____,

The items from your order # _____ have been received at _____ and are ready for collection. The items that have been received are:

1 x 8x8 Hard Personalised Book

Please note that orders including different product types may not be shipped in the same delivery. If you do not see all items included in the list above, your items will arrive shortly. Another email will be sent once these products have been delivered to the store.

Please come into the store & collect your order at your convenience. Please print this email and bring it with you to the store to aid in identifying your order. The _____ store address can be viewed at _____

If you have any queries please sign-onto your _____ Photos Online Account and review your order status by viewing the "My Orders Tab".

Regards,

If you have a customer service query please contact _____

Once I received this email I went down to the _____ store as soon as I could. I was very excited and anxious all at the same time because I didn't want anything to be wrong with the book. My mum drove me that day I received the email and I collected the book. When I got it I opened it there and then to make sure everything was fine with other wise I was going to ask for a refund if anything appeared to be wrong with it. I opened the small cardboard box it was in and saw the front cover and was pleased with the look straight away! I wanted to also make sure that the inside was good, so I ripped it out of the plastic wrapping and looked through the book. I loved the way it turned out! It looked really professional as my mum and I both said. But as I looked through the book I found a few pages where they had cut out the words. I asked the lady who originally served me what I could do and she stated that if I fixed it up on the original website I used, and re-sent it out this one I had in my hands would be of no-charge. So I got onto the computers they had handy for photo and book development and fixed it up.

Initially this wasn't my fault but the lady stated that sometimes this can occur where words get cut off. I was disappointed

C.I.A.
this would be such a let-down.
Responding to challenge & improving final product.

That I had to fix it and re-order but pleased that the lady compromised with me. Below are images of where the book got cut off. It wasn't really *that* bad but if I was going to read this to a primary class or give it to the teacher to read, the words would need to present on the page. The upside was that images looks exactly how I wanted them to, the hair, makeup, costuming and editing and photography looked great!



The words cut off in this image are on page 12. This image shows the worst case where an entire letter is cut out and the letter next to it is riding the border of being slightly cut off as well. If I were showing the reception class and their teacher this would not be acceptable. The main reason being is that no other book has this issue and I want my book to be a children's book and this cut off word will not do.



This is another example of where they stuffed up the book in publishing and this was found on page 15. This one however isn't as bad as the one above. It cuts off only half a letter off each line, however it still makes the book that little bit worse. In order for the book to be up to the standard I want even the smallest amount of the word cut out will make my book look unprofessional.



This again is another example which is also found on page 13, as the first one is found. The issue is exactly the same as the above images.

Now that I have re-ordered I need to wait until I receive the next order. This time however ordered two copies.

Setting very high standards
of achievement.
C-I 2 A.

Week 8 Term 3

A few weeks ago I had intentions on organising my presentation with my expert Mrs [redacted] and her reception class however due to the issues with the book, I delayed emailing her until I receive the next book and I am happy with the results of it. With the first book I order I decided to bring it to my lesson and show my teacher Mrs [redacted] to see what she thought of it. She really liked it and even though there needed to be some things fixed about it she insisted that she could get a hold of a copy to show her granddaughter. I was very happy that she really liked it that much that she wanted to show her granddaughter the book. After hearing this it made me start to consider maybe making a book like this could be something I do in the future as a part time career, when I have spare time from my full-time career. My parents and family also said the same thing. From this assignment I have gained a lot of knowledge from researching and I would know how to undertake a task like this to create a book again. However, of course I cannot sell copies of this as it is not my words, and as I stated it was a re-illustration of the already famous nursery rhyme. However I could write my own children's book and undergo the illustrating like this one. From this I realized that I have been using my learning capability without even realising. I have now, knowledge myself much more about children's books than I knew before.

My hope is next week the book arrives so that I can begin to email my experts, especially ms [redacted] and her reception class and organise my presentation. Although as this week nears the end, I am going to begin start writing out a few dot points on how I plan to present the book to the class and how I plan to show evidence, and feedback.

Week 9 Term 3

I finally received the books and I am 100% happy! They came out just as I expected. I really am looking forward to seeing what my experts have to say about the book and what their feedback will be. I will be contacting each one individually during the course of next week to organize what days they are free to have a read and look through of the book. Of course some of my experts will only get a chance to look at it in the holidays but it would be great to get all the feedback back before the holidays begin.

Below I have written what I am going to email to each of my experts. I find using a template that I created saves me time and is easy and simple to understand.

Dear /NAME/

I would like to extend my many thanks to you for all your help in my major assignment for community studies. You help has been really appreciated. I would just like to organise a date in which I can lend you the book to have look at and give me feedback. Please let me know a time in which you are available.

Thank you

During the course of completing this major I really have learnt a lot of new skills, and it has been really fun doing so. I am extremely happy with the turn out of the book and I am very excited to contact Ms [redacted], the primary reception teacher to organise a say where I can present it to her reception class. I will also need to begin to start planning my presentation talk as well, and how I am going to gain my feedback from her students. I will be emailing her as well as consulting with her in person to find out what day she is able to let me present to the class. Presenting my book in front of her class will also help me with my confidence and help me to interact with young children. The next few weeks are going to consist of me focusing mainly on my communication capability. Contacting all my experts via email and in person will really contribute to this capability.

so delighted you will continue to use your artistic/creative skills in the future!

C I 2. A.

C I 1. A

Proactive, on-going interaction with expert.

C I 2. A
New skills

Week 10 Term 3

Being happy with the way the final book turned out, I now need to contact all my experts. I will be writing them all the same email asking them what time works best for them to have a look at the book and give me feedback. For Ms I will also be emailing her regarding a time in which I can present to her class. I also intend to consult with her in person as well. Below are the emails and the expert's responses.

CI 1 A

Pro-active contact with experts

To
Sent Items
Tuesday, 18 September 2012 11.04 AM

Dear Miss
I would like to extend my many thanks to you for all your help in my major assignment for community studies. Your help has been really appreciated. I would just like to organise a date in which I can lend you the book to have look at and give me feedback. Please let me know a time in which you are available.
Thank you

To:
Tuesday, 25 September 2012 5.00 PM

Hello , I'm so excited to see the book! I can't wait to read it! I'll be coming past tomorrow night and I'll fill out your sheet.

To:
Sent Items
Tuesday, 18 September 2012 11.04 AM

Dear Miss
I would like to extend my many thanks to you for all your help in my major assignment for community studies. Your help has been really appreciated. I would just like to organise a date in which I can lend you the book to have look at and give me feedback. Please let me know a time in which you are available.
Thank you

To:
Friday, 21 July 2012 12.55 PM

Hey , I'll come and see you at lunch today to have a look at it. I am really excited to see how the book has turned out. Your makeup trail was great so it will be interesting to see how it came up on the book. See you soon!

To:

Sent Items

Tuesday, 18 September 2012 11.04 AM

Dear Miss

I would like to extend my many thanks to you for all your help in my major assignment for community studies. You help has been really appreciated. I would just like to organise a date in which I can lend you the book to have look at and give me feedback. Please let me know a time in which you are available.

Thank you

To:

Saturday, 22 September 2012 2.00 PM

Hello

On the 26th on September I will be available to catch up. I am really excited to see what this book has turned out like. From what I saw with the photos it's going to be great.

To:

Sent Items

Tuesday, 18 September 2012 11.04 AM

Dear Mr

I would like to extend my many thanks to you for all your help in my major assignment for community studies. You help has been really appreciated. I would just like to organise a date in which I can lend you the book to have look at and give me feedback. Please let me know a time in which you are available.

Thank you

To:

Friday, 21 July 2012 12.55 PM

Hi

Anytime during recess or lunch come to my office, just give me a heads up before you come.

Thanks

C I I A.

Pro-active contact w. expert

To: Sent Items
Tuesday, 18 September 2012 11.04 AM

Dear Ms
I would like to extend my many thanks to you for all your help in my major assignment for community studies. You help has been really appreciated. I would just like to organise a date in which I can organise a day where I could present my final product of my little Bo-Peep book to your reception class. Please let me know a time in which you are available.
Thank you

To: Friday, 21 July 2012 12.55 PM

Hi
Friday lesson 5 after lunch would be best. Sometime next term would probably suit you best, so we'll organise it for week 1, Friday. The children will be relaxed and are looking forward to your presentation.
Thanks

To: Sent Items
Tuesday, 18 September 2012 11.04 AM

Dear Mrs
I would like to extend my many thanks to you for all your help in my major assignment for community studies. You help has been really appreciated. I would just like to organise a date in which I can lend you the book to have look at and give me feedback. Please let me know a time in which you are available.
Thank you

To: Friday, 21 July 2012 12.55 PM

Hello
Regards
I will be free in lesson 4, Come down to the library and I will be more than happy to have a look through the book.

I am extremely pleased that the experts have all given me times when they would like to see the book. I am also happy that I have now organized the day in which I can do my presentation to the primary school children.

This week involved a lot of my communication capability mostly with all my experts. Working on this capability is going to help me be more organised when it come times for the presentation and time to hand in my final product and folio.

C I I A
Pro-active contact with experts

HOLIDAYS / Week 1 Term 4

During this week I am finalizing all my last pieces of work that I need for my folio and reflection. I came into school this week to try and complete all that was left of my folio, which included mainly a lot of printing out of documents and research I had obtained.

This week I presented to the primary school reception class and one of my experts Ms [redacted]. In order to prepare myself for this presentation, I made notes on what I planned to say and brought necessary props that I would need for my presentation. As part of this I would read and show my book to the class, and then ask them some questions and allow them to ask me some as well.

When I went into the class, all the children looked extremely eager to see what I was going to be reading them. I was quite nervous but at the same time very excited as well. I began by introducing myself to them all, to which they all responded positively too. I was afraid of being too formal but Ms [redacted] assured me, that if I didn't use really big words, the children would easily understand. As I began to read the book, all the kids looked very engaged and laughed and sighed. It was really good to see they were responding to the emotion of the character and were enticed by the way I was reading it as well. Once I had completed the book, all the children clapped and asked if I could read them another, but unfortunately I didn't have another to read them. I asked them questions, making it as easy as possible for them to respond. I use props such as emotion faces and thumbs up or down and gained their responses very easily. After I finished asking I allowed the children to ask me some questions to which I answered. Overall my presentation was extremely successful, and the response from the children and my expert was excellent.

Week 2 Term 4

This week is the final week of my year 12 subject of community studies. Overall I am extremely pleased with how this year has turned out, and how my final piece of assessment as turned out as well. I am really hoping that with handing up my final reflection, folio and final product that I will get a really good mark. I am aiming extremely high because throughout this year I have put in so much effort into making this as great as possible. In this subject the capabilities that I focused on mostly was communication and learning. Overall I think that I used my communication with my experts, teachers and participants extremely well. Throughout this assignment I grew as a learner, and in fact learnt a lot of new things like professional makeup application.

CI 1 Proactive interaction with expert

CI 3. A. Purposeful & insightful presentation

Research

Research Part A

Selecting a Nursery Rhyme

HEY DIDDLE DIDDLE

Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun
And the dish ran away with the spoon!

Comment [SDPC1]: This nursery rhyme is much too short to make into a book. The rhyme will appeal to children, however in order for this to work it would be a couple of words per page. I will not be using this nursery rhyme for my book.

HICKORY DICKORY DOCK

Hickory dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory dickory dock

Comment [SDPC2]: This is a catchy nursery rhyme, however is much too short. I also don't think that it would have worked that well with using photography and editing. I will not be using this rhyme for my final.

LITTLE BO-PEEP

Little Bo-Peep has lost her sheep, and doesn't know where to find them.
Leave them alone, and they'll come home, wagging their tails behind them.
Little Bo Peep fell fast asleep, and dreamt she heard them bleating,
But when she awoke, she found it a joke for they were still all fleeting.
Then up she took her little crook, determined for to find them.
She found them indeed, but it made her heart bleed, for they'd left all their tails behind them!
It happened one day, as Bo-Peep did stray into a meadow nearby.
There she espied, their tails side by side, All hung on a tree to dry.
She heaved a sigh, and wiped her eye, and over the hillocks went rambling.
And tried as she could, as a shepherdess should, to tack each again to its lambkin.

Comment [SDPC3]: This rhyme is very long, and I think that this could work to my advantage, because the setting would be easy and convenient for me considering I live on a farm, with sheep. This would be great to turn into a book. **I am going to choose this rhyme to use in as my final.**

TWINKLE TWINKLE LITTLE STAR

Twinkle twinkle little star, how I wonder what you are?
Up above the world so high, like a diamond in the sky
When the blazing sun is gone, when he nothing shines upon,
Then you show your little light, twinkle, twinkle all the night.
Then the traveller in the dark, thanks you for your tiny spark,
He could not see which way to go, if you did not twinkle so.
In the dark blue sky you keep, and often through my curtains peep,
For you never shut your eye, 'till the sun is in the sky.
As your bright and tiny spark lights the traveller in the dark,
Though I know not what you are - twinkle, twinkle little star!

Comment [SDPC4]: This rhyme would also be really good to create a book into because it is a nice long poem. However, the down fall is that I will not be able to incorporate my skills in hair, make-up, costuming and photography and editing. Therefore I will not be using this rhyme for my book.

ITSY BITSY SPIDER

Itsy Bitsy spider climbing up the spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
Now Itsy Bitsy spider went up the spout again!

Comment [SDPC5]: This was one of the first rhymes I had thought of using for my book, however when I research the words, I realized that the rhyme was much too short to make into a book. It is a catchy rhyme that children will enjoy however I will not be using this one as my final.

MARY HAD A LITTLE LAMB

Mary had a little lamb its fleece was white as snow;
And everywhere that Mary went, the lamb was sure to go.
It followed her to school one day, which was against the rule;
It made the children laugh and play, to see a lamb at school.
And so the teacher turned it out, but still it lingered near,
And waited patiently about till Mary did appear.
"Why does the lamb love Mary so?" the eager children cry;
"Why, Mary loves the lamb, you know" the teacher did reply!

Comment [SDPC6]: This nursery rhyme was one of my favourite rhymes. When I first read through this rhyme I found it would be great to use as my book. However in the end I then had to decide between Little Bo Peep and, in the end did not chose this one.

Selecting a version of little Bo-Peep

Little Bo-Peep Nursery Rhyme: Version 1

Little Bo-Peep has lost her sheep,
and doesn't know where to find them.
Leave them alone,
and they'll come home,
wagging their tails behind them.

Little Bo Peep fell fast asleep,
and dreamt she heard them bleating.
But when she awoke,
she found it a joke
for they were still all fleeting.

Then up she took her little crook,
determined for to find them.
She found them indeed,
but it made her heart bleed,
for they'd left all their tails behind them!

It happened one day, as Bo-Peep did stray
into a meadow nearby.
There she espied,
their tails side by side,
All hung on a tree to dry.

She heaved a sigh, and wiped her eye,
and over the hillocks went rambling.
And tried as she could,
as a shepherdess should,
to tack each again to its lambkin.

Little Bo-Peep Nursery Rhyme: Version 2

Little Bo-Peep has lost her sheep,
and can't tell where to find them.
Let them alone,
and they'll come home,
And bring their tails behind them.

Little Bo-Peep fell fast asleep
And dreamt she heard them bleating;
But when she awoke
she found it a joke,
For still they all were fleeting.

Then up she took her little crook,
determined for to find them.
She found 'em indeed,
but it made her heart bleed,
for they'd left their tails behind 'em!

It happened one day, as Bo-Peep did stray
unto a meadow hard by.
There she espied,
their tails, side by side,
All hung on a tree to dry.

She heaved a sigh and wiped her eye,
and over the hillocks she raced.
And tried what she could,
as a shepherdess should,
that each tail should be properly placed.

Comment [SDPC1]: I really like this version, because I can remember this being the one that I learnt in kindergarten. All the original words are said and when a rhyme stays the same, I believe it helps with the flow of reading it. In comparison to version 2, there isn't too much of a difference in words. However, whilst I was reading over them both, I came to the conclusion that I like the original; version 1. Nothing beats an original and I believe that it will do my book more justice in the end. Also this is the one that little kids are always hearing and I believe that it is best if I stick to the original script.

Comment [SDPC2]: Whilst I read this one, I noticed that some of the sentences are slightly altered and I noticed that them has been changed to em'. Personally I do not like the change. I think that the original is the best one, even though the versions are very similar, nothing beats the original version.

Images removed due to copyright.

1-5 (Images)

The image that I like most and that I believe helps portray the character of little Bo-Peep best is the first image. This is because the hair (plaits), make-up and costume display an olden styled character; however the overall look still shows little Bo-Peeps youthful looking appearance. I believe that the look of this character would grasp the attention of the children that read this book. At this stage, I may or may not focus/ include parts of this look for my finally interpretation of little Bo-Peep.

Images removed due to copyright.

6-10 (Images)

These images include little Bo-Peep wearing a hat. I do like the idea of the character wearing a hat however, because in my assignment hair styling is a major skill component in my assignment and I think that if I were to dress my model and have her wear a hat, there would be not much point in having hair as an component as the hat would detract from the selection of styling. Overall, none of the images 6-10 really catch my eye. I am not a fan of the looks and don't think I will be using any ideas from any of the images.

Images removed due to copyright.

11-15 (Images)

All of these above images I do not like at all. However, I included these into my research to help me discover a popular setting for the scene and lighting. With these images it is clear that they are all based on a farm, which is also where my photo shoot will be taken from. Seeing these images just briefly helps me establish ideas on whereabouts on the land I should take the photos. Clearly open spaced areas would work best. Also as you can see the images vary from light to dark. I'm not quite sure what I am going to use for lighting as of yet. I may or may not refer to one or two of these images for inspiration about background settings.

Images removed due to copyright.

16-20 (Images)

My researched images above are of the colours little Bo-Peep wears. I notice that blue, white and pink are very common colours that little Bo-Peep wears. I do not think I will stick to those colours although I appreciate that these colours were commonly used as it's a children's Nursery Rhyme and soft blue, baby pink and white are very childish colours. While I want my book to be aimed at children I won't be using those colours to portray the youth of the book but would prefer colours that are more earthy and Medieval.

Images removed due to copyright.

21-25 (Images)

Finally, these images 21-25, were the last images of my little Bo-Peep research. I got them from the internet for inspiration. This was to see if I liked any ideas or looks of little Bo-Peep the images may have had. Although I have done an image research on pretty much all the different types of little Bo-Peep, I don't think that one really resembles what I want my little Bo-Peep to look like. So I am going to create my character using some ideas gained from several of the above images I have researched.

Overall Comment:

Looking at all these different images of little Bo-Peep, it is clear to me that there are very many different perceptions of the character. I am not going to copy any one of these images, but I am going to incorporate ideas from a few of them, to create the little Bo-Peep Character that I think will be unique and best suited for my children's book.

Of course some images are really good in displaying a young girl looking for her sheep. The way some are dressed and look come across to the audience clearly too. However, I believe that my interpretation will have the same effect, but it will also be a quite *different* not your obvious looking Little Bo-Peep.

When thinking about an era that I want my character and overall book to be based in, many different eras and times in the past come to mind. At first I was think that Medieval will be a great era to work with, I realized that I can be as versatile as I like and I am going to research into different eras to discover what I think will suit each component of my book best, whether they are all the same or whether they are all different eras.

Image removed due to copyright.

Hair:

For the hair component of my book, I have decided to do a medieval take on the hairstyle that I am going to use on my character. I decided this because I love the look of the medieval era because of the long hair and the designs that were created. I therefore think that this type of hair will be best suited for Little Bo-Peep.

Medieval hair also involves elements of braiding, plaiting and curling, which are three things that I enjoy when doing hair. They aren't unfamiliar techniques for me, so I can be very creative. When reading the Nursery Rhyme of Little Bo-Peep I automatically think of the *olden days* and straight away I think of medieval times. I think that this particular era for hair will suit my character because this is what I perceived little Bo-Peep to look like, in my mind. I believe that with a medieval inspired hair design as a basis, I will be able to create the image on my version of little Bo-Peep.

Image

<<http://www.importcostumes.com/i/360x360/IC33208.jpg>>

Make-Up:

At first I was thinking of creating the whole of little Bo-Peep around the medieval era. However I do not really like the concept of medieval makeup. I don't want it to look so plain that it isn't visible in the photographs and I don't want it to be over the top and looking unnatural either. Therefore I decided to choose an era that was kind of based in the middle of now and then.

I have chosen to base my makeup around the style of the 1950's. It wasn't very over the top but will still show up in photos. I am not sure about what colours I am going to use but the style is going to be 50's. I am aware that the colours were very bright colours like reds, but I am going to base the make up around the style in which it is applied rather than the actual colours typical of the 50's. These colours may vary depending on what the costume choice is for Little Bo-Peep. For me, I believe that this style will work best in portraying my version and depiction of Little Bo-Peep with the clean, clear lines.

Image

<<http://static.becomegorgeous.com/img/arts/2009/Nov/02/>>

Image removed due to copyright.

Image removed due to copyright.

Costuming:

When thinking about what type of costuming I want my character to have, I thought that medieval would work best. However once I began to research medieval clothing for women, I found that I didn't really like the clothing that women did wear. I knew in my head what I wanted and I was sure it was classified as the medieval era but it wasn't. It took some research to figure out that the image I had in my head was in fact a Pilgrim woman.

I think that this type of outfit would be best suited for Little Bo-Peep because it resembles a hard working country woman to me, unlike a medieval outfit would. Seeing as little Bo-Peep is working outside herding sheep, it makes so much more sense to have her in an outfit from the pilgrim times. This kind of outfit really helps me visualise what type of woman I want to depict in my book. The main colours of the pilgrims were browns, greys, blacks and beige and I think that those colours really help identify a working woman.

Image

http://1.bp.blogspot.com/_CarNcodpCMA/SwyZbg0oQ3I/AAAA

Photography and Photo editing:

For my images I have decided to take photographs and then edit them to look like they are cartoon or draw on. I think that this effect will show my skills and learning in but not only that most children's books are illustrated with pencil, animated or are cartoon looking. I am not great at drawing and drawing would most definitely not show my skills in all my other components involved in my book. I think therefore that photo editing will work best for me and help me depict my book as a children's book.

Since my images will be photographs, I don't want to over edit them so that I can't really tell what Little Bo-Peep is wearing or what her make-up design is. Therefore my editing will still be somewhat realistic looking. Again this book is my interpretation of a children's book and I will create what I think will be best suited for it. I think that the photo editing will be very effective in helping me to create the final and overall semi-realistic cartoon style appearance of the book.

Images removed due to copyright.

Image removed due to copyright.

Image removed due to copyright.

Photography and Photo editing:

In the beginning I was contemplating where exactly I was going to have the photo shoot. At first I thought taking the photographs in front of a 'green' screen would work best because it would be much easier to edit. Especially because my camera isn't that great, if I were to use a green screen I would be able to make my camera work in my favour. However I spoke to a few photography people, one who was my main model. I found out that she is studying photography and has a really good quality camera which she has offered for me to use. After hearing this information I began to wonder if a green screen was the best choice.

Seeing as one of my main components of this assignment was photography it would make sense to take the photos on location of a real farm. I live on a farm with sheep and it would be a perfect setting for me, because everything I need would be on location of the photo shoot. I finally decided nothing beats real scenery and that editing photos would be much better because of the camera quality, so I have chosen to do this rather than using a green screen. This would be the best choice to achieve the outcome of the book I imagine.

Image 1

< <http://gracefarmserendah.com/images/farm.jpg> >

Image 2

< <http://www.contextnyc.com/photogallery/photo18467/greenscreen%201.jpg> >

Overview:

To sum up, I haven't selected a specific era for my entire book. However, I have decided on different eras from the past to help me represent different aspects of my book. For Hair my era will focus on displaying hairstyles of the medieval era. For my make up component, the era that I have selected is 1950's and I will be using the style of this to create the desired make up look I imagine.

For my costuming aspect I have selected the pilgrim era and believe that this will really portray the hard worker woman I want to portray little Bo-Peep as. For both photography and editing of both the model and location, I have decided that it will be edited into a cartoon/ drawn looking image. As well as that I have decided on taking the photographs on location of a real farm and not in front of a green screen for a realistic look.

With the lighting of everything, I intend on making my version of Little Bo-Peep, olden day looking, but the editing of the images will not be gloomy or a dull quality like the olden times. Since it's a children's book I believe that brightening up the book will add life to the Nursery Rhyme as well as the olden type character and also add a youthfulness to the character of Little Bo Peep. I believe that this will be both intriguing to young children, parents and primary teachers, which is whom my book is aimed at.

Model Profiles

Image removed due to privacy.

DOB:
ADELAIDE, 5000
Occupation: Student
Modelling History: No

M: has rather short hair; however it is thick and very easy to work with. She hasn't had any professional experience in modelling but has been involved in boutique photo shoots for clothing. She lives close to the location of the photo shoot and is only in year 11 so her studies aren't as full on as a year 12 student which will make it easier to organise a time for the shoot.

Image removed due to privacy.

DOB:
ADELAIDE, 5000
Occupation: Employed/ Studying
Modelling History: No

R: has very long hair, but it isn't very thick. When styling thin hair it is very slippery to work with. However with a few products it could be styled quite easily. She currently works full-time and is studying, therefore her time may be limited. She doesn't have any experience at all with modelling so she may struggle slightly, but she live on location of the photo shoot.

Image removed due to privacy.

DOB:
ADELAIDE, 5000
Occupation: Student
Modelling History: Yes- Modelling Agency

M: had very long hair, but cut it to be very short. With some hairstyles it would be hard to style her type of hair, but with other styles it would be easy. She lives quite far away from the shoot site, but there are ways that she could make it to the location. Being a year 12 student, however, she may find it hard to seek free time. She has qualifications in modelling so she would be a natural in a photo shoot.

Model Profiles

Image removed due to privacy.

DOB:

ADELAIDE, 5000

Occupation: Student

Modelling History: Yes-

Modelling Agency

A has nice long hair, which is really good and easy to style. She also has a qualification in modelling and would easily adapt to the nature of a photo shoot. She lives far from the location of the photo shoot but could easily get there. She's currently in year 12 and may find it hard to seek a free moment for time for a photo shoot.

Image removed due to privacy.

DOB:

ADELAIDE, 5000

Occupation: Student

Modelling History: No

S's hair is long and very easy to style. It is very versatile and would adapt to any style. She has no qualifications in modelling but is experienced in photo shoots and would be very confident for a photo shoot. She is currently in year 12 and may find it hard to make time to come to the far location of the photo shoot.

Overview:

I have chosen my main model to be M: ; and my back up models are R, M: , A: and S. I have chosen M: to be my model because I believe that she would be best suited for the role of Little Bo-Peep because of her hair manageability, being in photo shoots and also she can easily get to the farm location for the photo shoot.

Model Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY-

A photographic re-illustration of a children's nursery rhyme into a book

As part of my Year 12 Community Studies research, I plan to take a series of photographs based on period costumes. These images will then be used to illustrate a booklet for a children's nursery rhyme. I would like you to be involved as one of my models and request your consent. I will be providing the costumes and will create the authentic hairstyles and make up of that period.

The photo shoot will be conducted:

- During semester Holidays, Monday 2nd July – Sunday 15th July
- Located at _____, _____ SA.

What is required:

- Plain White Single
- Bike Pants/ Shorts
- No make-up or accessories, as these will be provided.

These photos will be on display at school and will be part of my presentation to a Primary School class, and also to a group of invited guests. The images will not be sold or used in anyway apart from education purposes.

Thank you for being involved, I look forward to working with you.

Date _____

✓

Printed Name of Participant

Signature of Participant

Date

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date

Research Part B-

Hair

Images removed due to copyright.

It is quite clear that head pieces where worn back in the medieval era, according to this website. However since an aspect of my assignment is on hair a hair piece will interfere with my final hairstyle outcome.

Looking on this website was great, because it gave me a really good insight to what medieval hair was like back in that time and era. Of course I am going to be creating a design of my own but I am looking up and researching these images for inspiration on what I can do my hairstyle on.

I also noticed from this website, that curls and weave like accessories were very common in medieval style hair.

I am not really sure as to how I am going to go about finding a hairstyle that I think will suit my model best, but I think that looking at these images I can construct something along the lines of these hairstyles. They are more likely to be different to these ones when trialled. This is because I will one not be using a hair piece and two, I do not intend to incorporate curls (however that is a possibility depending on the style I chose in the end.)

"History and Women: Hair Styles of the Medieval Period." *History and Women: Hair Styles of the Medieval Period*. N.p., n.d. Web. 16 Oct. 2012.

<http://www.historyandwomen.com/2011/11/hair-styles-of-medieval-period.html>.

Images removed due to copyright.

When looking at all these images off , you can clearly see that the most common features of this era of hair were the curls and the braids/plaits. I really like that about this era. A reason being is that I am very familiar with the techniques involved in the aspects of curling and braiding.

Image 1 - "Eras of Elegance - Historical Hairstyles." *Eras of Elegance - Historical Hairstyles*. N.p., n.d. Web. 16 Oct. 2012. <<http://www.erasofelegance.com/fashion/hairstyles.html>>.

Image 2 - "Medieval Muses Traditions, Herbs, Recipes, Resources, Complete Works of William Shakespeare, Medieval Sourcebook Maps and Images." *Medieval Muses Traditions, Herbs, Recipes, Resources, Complete Works of William Shakespeare, Medieval Sourcebook Maps and Images*. N.p., n.d. Web. 16 Oct. 2012. <<http://www.moonsmuses.com/Medieval.html>>.

Image 3 - "Fashion." : *How to Do Medieval Hairstyles 2011*. N.p., n.d. Web. 16 Oct. 2012. <<http://fashion2-ashfaq.blogspot.com.au/2011/10/how-to-do-medieval-hairstyles-2011.html>>.

Image 4 - "Fashion." : *How to Do Medieval Hairstyles 2011*. N.p., n.d. Web. 16 Oct. 2012. <<http://fashion2-ashfaq.blogspot.com.au/2011/10/how-to-do-medieval-hairstyles-2011.html>>.

Image 5 - "Attention! You SHOULD Have Javascript Enabled to Utilize This Site!" *Brown Medieval Long Adult Wig*. N.p., n.d. Web. 16 Oct. 2012. <<http://www.importcostumes.com/Accessories/Wigs/Brown Medieval Long Adult Wig-IC33208/>>.

Image 6 - "Your Best Wedding." : *Wedding Braid (back Photo)*. N.p., n.d. Web. 16 Oct. 2012. <<http://yourbestwedding.blogspot.com.au/2008/09/wedding-braid-back-photo.html>>.

Image 7 - "Mag Trends." *Celebrities Braid Hairstyles Summer 2011*. N.p., n.d. Web. 16 Oct. 2012. <<http://magtrends.com/celebrities-braid-hairstyles-summer-2011/>>.

Image 8 - "The Northern Bride." : *January 2012*. N.p., n.d. Web. 16 Oct. 2012. <<http://thenorthernbride.blogspot.com.au/2012/01/01-wedding-hair.html>>.

Research

↳ Medieval hairstyles.

2 pages of downloads with brief annotations removed due to copyright.

↳ French Braid (inverted)

→ 'How to do' medieval hairstyle

→ 3 strand French braid.



* Gaining more knowledge on simple french braiding.

>
>

7 pages of step-by-step instructions for making a french braid removed due to copyright.












4 pages of instructions on 3 strand french braiding from
www.dreamweaverbraiding.com removed due to copyright.

2 pages from below website with brief annotations removed due to copyright.

Hairstyle trials

	<p>Spiral Braid : when trialling this hairstyle I like it a lot, I don't think I see this as a final hairstyle for my model.</p> <p>: I agree with your comment, I like it but I do not think that it will suit what you are after. Your technique is really good, especially the way you have followed it around in a circular motion. I could show you a few tips on how to hide the end better.</p>
	<p>Up style : This hairstyle incorporated the braid into it, but I do not think that this up style, with a rose feature at the back resembles medieval at all.</p> <p>: This hairstyle looks fantastic! However it is definitely not medieval. It was a great attempt though.</p>
	<p>Basket Weave : The baskets weave technique looks really effective and I could see this style as a final image. Changing it up a bit and I think this style could work. I will be considering this for a final product.</p> <p>: This also looks great, but I still do not think that this is medieval. Also remember less is more, you don't want to overdo it. Everything in the book needs to balance out.</p>
	<p>Inverted braid/ twister braid : The simple braid is very easy to do and looks the part of medieval perfectly. It's simple but I am going to be considering this hairstyle as a final.</p> <p>: The end one I really like! The twist braid is typical medieval themed. I also like the basic inverted braid, but you don't want to be too simple. You still need to show your great ability off. I think you should consider the last one as an option for a final.</p>
	<p>Victory Rolls : This style was just a trail. Because I was thinking of 1950's makeup I just trialled a different type of hair. I will not be using this as a final.</p> <p>: I agree, you did a amazing job on the hairstyle overall, but I think that sticking to the medieval theme is the nest idea. Your strengths are clearly in braiding.</p>

Hairstyle trials

		<p>Zigzag Braid : I really like the way this trial turned out and I think that the braiding sticks to the theme of medieval perfectly. I will be considering this as a final.</p> <p>: Yes, I really like this. It isn't too over the top, yet not too simple. It shows off your skills and technique perfectly.</p>
		<p>Upside down braid/ Bun : I like the upside down style, but not sure on where this is what I want as a final.</p> <p>: Nope definitely not medieval at all.</p>
		<p>Curly Up style : This up style was focussed on me trying to incorporate curls into a medieval up style. I don't think this looks medieval enough.</p> <p>: I agree, the hairstyle looks a bit poodle like and will not be doing justice to your medieval era theme.</p>
		<p>Braid/ Curly Bun Up style a: I really like this style but it is definitely not medieval styled hair. Even though both a braid and curls were included in this style, it looks far too modern looking.</p> <p>: This style looks great but as you said, it looks very modern. This wouldn't suit your theme at all, but great work on the hairstyle.</p>
<p>9 images removed due to privacy.</p>		<p>Braid/ Teased Bun Up style : The up style here is also a very modern take on a braided up style. I do not think that this is very medieval at all and will not be considering this for my final outcome.</p> <p>: Again, I like this hair style you have done, but it doesn't look medieval looking enough.</p>

Hairstyle trials

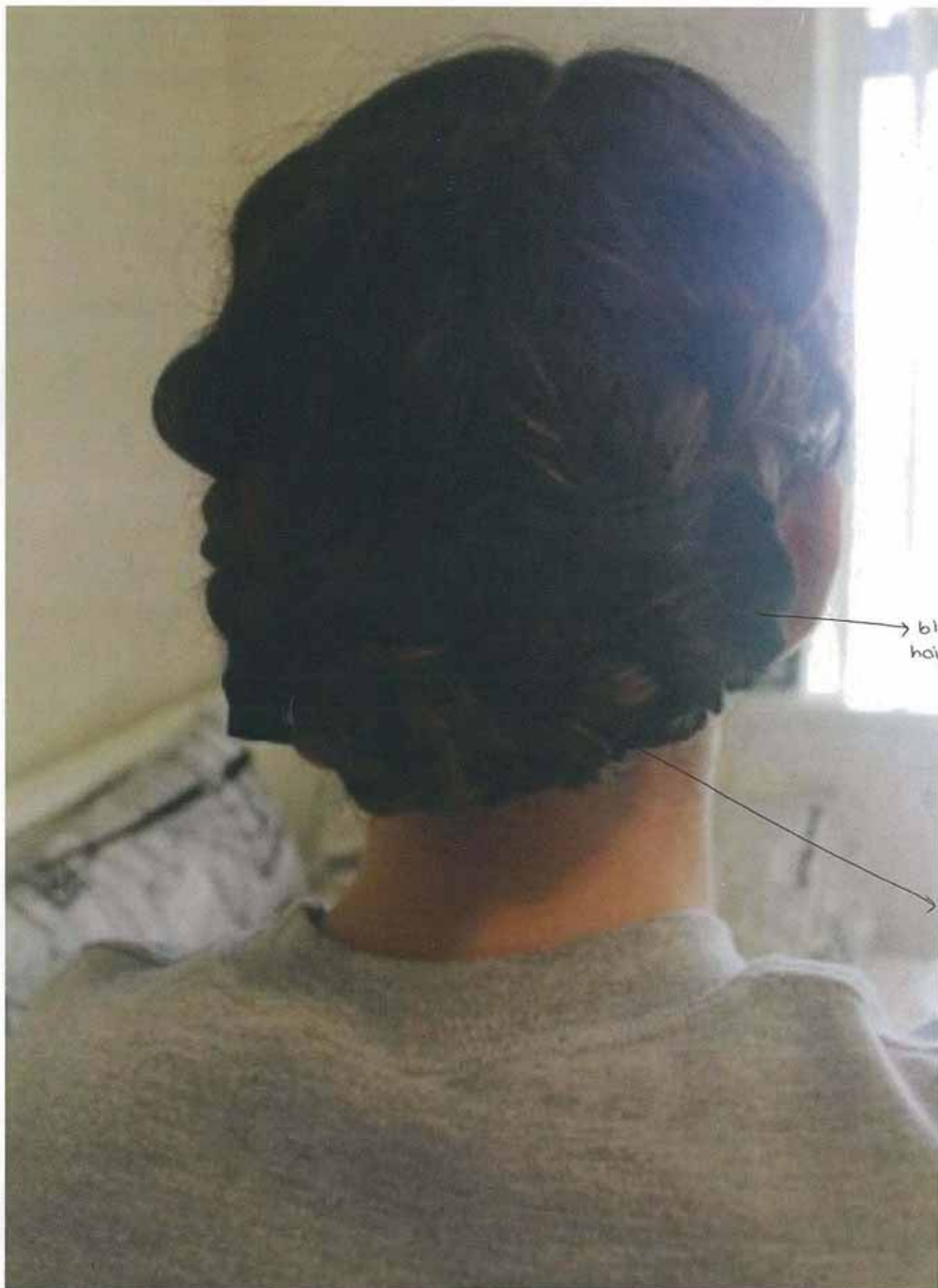
			<p>Two Braids : The simple two braids will work excellently on my models hair. I really like this and I am going to be considering this as my final. She has short hair so I am unsure as to how I can make the end look affective.</p> <p>a: I like this one; I think the simple two braids on the side work well. You don't want to overdo it. This will show your technical skills and related well to your theme. A suggestion, because her hair is short, I advise that you end the style in a bun.</p>
			<p>Three way Twist : This is extremely basic and doesn't really show off my skills at all. However aspects of it have a medieval look to it.</p> <p>: This is way too basic for your final. Yes it does have aspects of the medieval era in the style and overall look but I do not believe this is the hairstyle for a final product.</p>
			<p>Fishtail Up style : This fishtail style looks rather effective but I do not see it as a medieval style as such.</p> <p>: I disagree, I think that this could work and I do think that you should consider this as a final product for your hair component.</p>
			<p>Tie Grab Up style : After completing this hairstyle I realized how much I didn't like it and will not be using this as a final.</p> <p>a: Yes, this is not as good quality as the others. This will do no justice in showing your skills.</p>

Overall Comment:

I have decided that I will be using the two braided hairstyle as my final product for my model. I think the feedback that my expert gave me was extremely helpful. I am definitely going to be using this style as my final because it will show my skills and use and understanding of techniques off, as well as it doesn't take a long time to do. Hence on photo shoot day preparation will not take very long with the hair aspect.

I am going to be practising and perfecting this hairstyle, as well as that I will be looking for a suitable hair accessory to use for the hair. Since my model has really short hair, a hair accessory is necessary to have in order for this style to look effective on her. I have outlined the one I will be using in a **yellow highlighter**.

Final Hairstyle



→ black hair accessories

→ Hidden elastics

Final Hairstyle



image removed due to privacy.



Overall Comment:

With the way my final has come out I am very pleased! The hairstyle looks exactly how I want it to and thanks to my expert for her amazing advice I was able to achieve the look I was after. I know that when I do this look for the photo shoot, it will be quick to complete however still maintain effectiveness.

I am also very pleased with the way the hair accessory turned out. Considering I didn't use them for any trials in this final outcome it looks and ties in perfectly to the overall look,

Research Part B-

Make up

Images removed due to copyright.

The eyebrows are very distinct.

The big bold coloured lips, were a very common feature in 50's makeup

This website was really good with information about 50's makeup as well as displayed many different varieties of 50's style make up.

The images on the left I collected from this website to help me begin my thinking process of what I am going to do for my model as a final trial. I have noticed just by looking at this website, that the main statements made with 50's makeup are the bold coloured lips, and the easily identified eyebrows. This is what stands out most to me when looking at these images.

I have noticed all the images are very similar even though it is a variety of different 50's style makeup. I notice that the main different between them all is the different shades of colours used throughout the face.

In regards to my model, I am definitely thinking that a bold lip will be really effective in my book. It will stand out in the editing as well as stand out against the dull colours I am planning to use for costuming,

These images will come in handy when I am trying to find what will suit my character best.

"1950s Look." *Vintage 1950s Makeup Style Guide*. N.p., n.d. Web. 16 Oct. 2012.
<http://vintagemakeupguide.com/1950s-look/> >.

Images removed due to copyright.

30 pages of annotated downloads of makeup research removed due to copyright.

These images that I got off [e](#) are the same when it comes to the 1950's features from the Vintage makeup Guide. It is very clear that the most common makeup features in the 50's were the bold lips and the bold eye brows.

Image 1- "50's Makeup." *HubPages*. N.p., n.d. Web. 16 Oct. 2012. < <http://ebower.hubpages.com/hub/The-Essential-50s-Makeup> >.

Image 2 - "Make Up Is Art | Stylist Stuff." *Make Up Is Art | Stylist Stuff*. N.p., n.d. Web. 16 Oct. 2012. < <http://www.fashion-stylist.net/blog/2009/10/09/make-up-is-art/> >.

Image 3 - "1950s Makeup Styles | Celebrity Inspired Style, Hair, and Beauty." *1950s Makeup Styles | Celebrity Inspired Style, Hair, and Beauty*. N.p., n.d. Web. 16 Oct. 2012. < <http://sengook.com/1950s-makeup-styles.html> >.

Image 4 - "ScarletMadeline's Makeup Mastermind Shows You How Ashlee Simpson And Kim Kardashian Have The Homecoming Look." *On ScarletMadeline's Blog*. N.p., n.d. Web. 16 Oct. 2012. < <http://scarletmadeline.buzznet.com/user/journal/4722341/scarletmadelines-makeup-mastermind-shows-ashlee/> >.

Image 5 - "Time Travel to 1950s." *The Sun*. N.p., n.d. Web. 16 Oct. 2012. < <http://www.thesun.co.uk/sol/homepage/woman/fashion/beauty/2320669/Time-travel-to-1950s.html> >.

Image 6 - "Deadly Is the Female: 1950's Makeup Lesson." *Deadly Is the Female: 1950's Makeup Lesson*. N.p., n.d. Web. 16 Oct. 2012. < <http://deadlyfemaleblog.blogspot.com.au/2011/06/1950s-makeup-lesson.html> >.

Image 7 - "Home :)." *Home :)*. N.p., n.d. Web. 16 Oct. 2012. < <http://melissaburkephotography.blogspot.com.au/> >.

Image 8 - "Fifties Wedding." *Make-up Category*. N.p., n.d. Web. 16 Oct. 2012. < <http://fiftieswedding.com/category/make-up/page/2/> >.

This is the final product. These are four shots of how the make-up looks once completed. Looking back over the tutorial of images I think that I should be able to replicate this style of makeup on my model. Of course it is not going to be exactly the same but I am going to follow the instructions as well as I can. I will also contact Miss J if I have any issues with applying the makeup.

My interpretation of the makeup on my model will be:

BASE: The base application of foundation will be similar and the overall colour will be quite the same as well as my model has the same skin complexion.

EYES: The eyes will be similar to how they are done in the tutorial. However the wing of the eyeliner will not be as long, as it will not tie in with the medieval look I am going for.

LIPS: I really like the colour of the lips used in the tutorial however, I do not think that this colour will suit my medieval style. I consulted with Miss and asked for an opinion on what colour she thinks. She believes that a darker colour could be best suited. A recommended colour from my expert is a deep red. I agree with her point, I think that a darker lip colour resembles a medieval look more than a bright and bold colour. Although the lip stick is applied with a lip brush however I am, just going to directly apply the lipstick from the tube.

CHEEKS: The application of the cheek is exactly how I am going to do my models cheeks, and I am going to use the same colour or one similar.

EYEBROWS: The filling in of the eyebrows is something that I am going to include in my application of makeup. My model has dark eyebrows so I am going to get a shade that is suited to the models hair colour.

Of course overall, my makeup application is not going to be as professional as the expert but I am going to make it look as close to professional as possible. What I have written above regarding application and colours used on my model may vary depending on the make-up I have available to me and the final costume I select.

Make up final Process (trail run)

<p>Image removed due to privacy.</p>	<p>Image removed due to privacy</p>
<p>Stage 5: Eyebrows have been filled in slightly. This creates the bold effect, which was a common makeup feature in the 50's.</p>	<p>Stage 6: Apply Lipstick to lips. Make sure they are soft and moisturized beforehand because application is easier.</p>
<p>Image removed due to privacy.</p>	<p>Image removed due to privacy.</p>
<p>Stage 7: Apply blush to the cheekbone and blend towards the ear.</p>	<p>Stage 8: Just below the blush application, apply a very small amount of bronzer. Also apply to nose and chin.</p>

Make up final Process (trail run)

Image removed due to privacy.

⇒ defined eyebrows

→ winged eyeliner

→ Bold coloured lips.

Image removed due to privacy.

Make up final Process (trail run)

Image removed due to privacy.

Overall Comment:

Overall, I am very pleased with how this final look came out. This was my trial of the final look and is the makeup that will appear on the model in the book. A few changes with foundation will change due to skin tone but the way in which I applied the makeup will remain the same.

I think that this has been a successful trial and will look great as a final product.

Research Part B- Costuming

5 pages of research removed due to copyright.

8 images removed due to copyright.

→ It the main look for the medieval pilgrim era was initially represented like this image. However I want to create my own concept of the era using ideas from each.

Research for this type of clothing was very limiting but these few images have allowed me to understand what I want to re create in my book.

"Simplicity 5041 from Simplicity Patterns Is a Sewing Pattern." *Simplicity 5041 from Simplicity Patterns Is a Sewing Pattern*. N.p., n.d. Web. 30 Oct. 2012.
<http://sewing.patternreview.com/cgi-bin/patterns/sewingpatterns.pl?patternid=6475>

"Simplicity 3723 from Simplicity Patterns Is a Misses Costumes Sewing Pattern." *Simplicity 3723 from Simplicity Patterns Is a Misses Costumes Sewing Pattern*. N.p., n.d. Web. 30 Oct. 2012.
 < <http://sewing.patternreview.com/cgi-bin/patterns/sewingpatterns.pl?patternid=18496> >.

"Thanksgiving Play Colonial Pilgrim Costume Pattern Bonnet Dress Drape 12-14." *EBay*. N.p., n.d. Web. 30 Oct. 2012.
 < <http://www.ebay.com/itm/Thanksgiving-Play-Colonial-Pilgrim-Costume-Pattern-Bonnet-Dress-Drape-12-14-/310477912864> >.

"Rubie's Costume Adult Std. Women S Pilgrim Costume Set - Adult Pilgrim Costumes." - *Product Reviews and Prices*. N.p., n.d. Web. 30 Oct. 2012.
 < <http://www.shopping.com/Rubie-s-Costume-Adult-Std-Women-s-Pilgrim-Costume-Set-Adult-Pilgrim-Costumes/info> >.

"Halloween Best Costumes." *Halloween Best Costumes*. N.p., n.d. Web. 30 Oct. 2012.
 < <http://halloween-best-costumes.blogspot.com.au/p/best-thanksgiving-costumes.html> >.

"Costume SuperCenter Colonial / Pilgrim Girl Child." - *Product Reviews and Prices*. N.p., n.d. Web. 30 Oct. 2012.
<http://www.shopping.com/Costume-SuperCenter-Colonial-Pilgrim-Girl-Child/info> >.

"Pioneer Costume Dress Pattern (1 Piece) (Adult Size 12), Halloween Costumes, CCA, Adult Halloween Costume, Classic, - CostumeZone.com Â®." *Pioneer Costume Dress Pattern (1 Piece) (Adult Size 12), Halloween Costumes, CCA, Adult Halloween Costume, Classic*. N.p., 21 Sept. 2007. Web. 30 Oct. 2012.
 <<http://costumezone.com/Pioneer-Costume-Dress-Pattern-1-Piece-Adult-12.asp> >

"Ruby Plaza - Home Decor, Jewelry, Fashion & Accessories." *Ruby Plaza*. N.p., n.d. Web. 30 Oct. 2012. <
<http://www.rubyplaza.com/item/762682-Cr-0006> >

Costuming and Prop selection

<p>Crock</p>		<p>Image removed due to copyright.</p>	<p>Image removed due to copyright.</p>
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I researched for a crock that would suit my era of little Bo peep. The end two images are ones that I research however came to believe that they would definitely not suit my era of choice at all. I wanted a crock that would represent my character as strong, and saw that these two images would do no justice and just create a really young girl alike image. I then spoke to my father to arrange him to make a crock that would represent the pilgrim era, and thus he created the first wooden images of the crock. This is going to be the crock that I use in the photo shoot as I believe it is very suitable for the role, unlike the other two.

<p>Dress</p>			
--------------	---	--	---

When it came to deciding what dress would be appropriate, after conversing with my expert, it was very clear what would be best suited for the role. I like the last two images and think that they would represent little Bo peep and her innocence's and youth, however I do not see them as being appropriate for my version of little Bo Peep. This is why I and my expert have decided on the first brown dress to be the final dress for the photo shoot. It was exactly what I was looking for when I found it in the costume room. Straight away it gave me the pilgrim vibe and I knew that I would be the best fit for my character. Therefore I have chosen to use the first dress in my final outfit.

Costuming and Prop selection

Footwear	 <p style="text-align: center;">✓</p>		
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The shoes above are combat boots. These types of shoes were commonly worn by pilgrim women and men. Obviously, the show over time has modified and different to how they use to be. I want to have a pilgrim theme, however I still want to show my version of the era, and I am going to modify it slightly as well. I really like the first shoe, and my model has a pair of them as well. I think that give that they would suit my era and any of the costumes I chose, as well as very easy to get hold off, I think that these shoes would be best for my final decision on footwear. I do however like the middle brown shoe, but think that it will clash too much with the costumes. The end ones are a bit too modern and I do not like the flannelette material that it shows.

Gloves			
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When researching and looking at possible gloves that my model could wear, I came to the conclusion that I do not want my model to wear gloves at all. I think that it will make her look too feminine and I want to maintain the image of her strong and independent woman persona. I also do not believe that they would go well with either the dress or the crocks.



Black combat boots

The crook (wooden)



→ Brown
Pilgrim
dress.

Overall Comment:

I Think that the costume final selection that I have made is going to be very effective for my final outcome. I think that the dress and the shoes will tie in and work well together. I am aware that having a hat in the pilgrim era was very common, however seeings as I was also focussing on the hair aspect, invluding a hat in my final outcome would be pointless.

I am really happy with how the crock has turned out and am pleased that the entire costume idea has come together nicely. I can't wait to see what the final overall looks like with the hair and makeup included.

Research Part B-

Photo Shoot Prep /

Final Photo Shoot /

Editing

Photo shoot location photographs: farm



Shed/ Palette area: This is an area that I will definitely be using. The shed is going to act as the place where the sheep stay. I'm not 100% sure yet as to what parts of the shed/ palette area I am going to use but when it is time to take the photographs I will have to experiment to see what I think works best, and looks best.

Photo shoot location photographs: farm



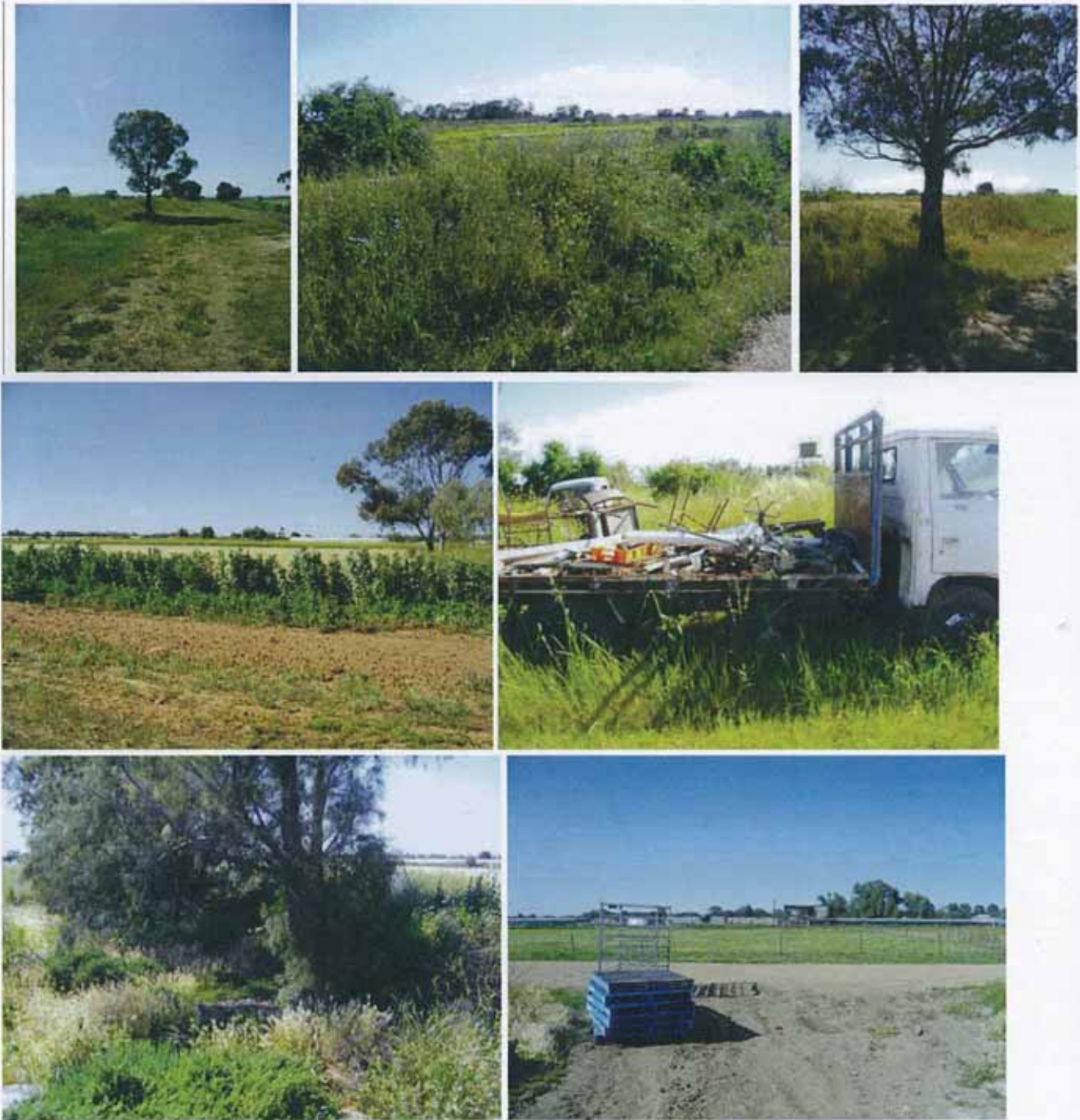
Open farm area: The open farm area I think will work very well in the photo shoot. This is because many of the times little Bo-Peep is looking for her lost sheep, and they go over a meadow so a possible image of little Bo-Peep looking into the distance could work. I will work with what open space I will use. This depends on what the other plans are for the other images I envisage taking.

Photo shoot location photographs: farm



Crates: I like the idea of using crates, but I don't think that I can really image them coming in handy in the photo shoot. I can't really think of how or when I want to use them. I think I will maybe do a trial, but chances are low. I don't think the crates will be used. But I may do some trialling to see if they fit or not.

Photo shoot location photographs: farm



Tree/ Other: I can see the tree coming in very handy in the photo shoot, as well as some of the other images. I am not sure what I am going to use out of the above locations, but it will come down to trial and error on the day.

Overall Comment:

I really like all the photographs of the locations, and I know deciding where exactly I want the photographs taken will be hard to decide. The only way I am going to know what is going to work best is if I take the photos in numerous locations, which is what I am going to have to do. I will plan out where exactly I am going to take the photo and what position/ emotion I need the model to portray. From that I will see what works best. I have a few places in mind already of where I want the photos taken, and I can imagine some working very well. It will come down to what the weather allows on the day, and whether some areas of the farm are accessible in this weather. On the day I took the photos it was quite dry but this weather can change at any moment. I will see what the weather turns out like on the day of the photo shoot. This will be the vital final factor. Hopefully all is well.

Cover/ Spine

Little Bo-Peep

Children Nursery Rhyme

The front cover is going to have an image of the model looking into the distance for her sheep.

Back

The back cover is going to be a large photo from the front that expands over the front and back. However depending on the image, it may contain something different.

It is going to have a small blurb;
'Little Bo-Peep has lost her sheep and doesn't know where to find them... Where have they gone? Can you Help little Bo-Peep find her lost sheep?'

Back of Cover

This page is blank.

Page 1

This page has the Title and author.

Little Bo-Peep

Children Nursery Rhyme

Photo 1: looking into distance in open space area with crook in one hand/other upto face.

Photo 2: At shed repeating same action in image 1.

Page 3

This page will be my thanks page.

A special thank-you to Mrs. _____ M. _____ (Model), Friends, Family and my evaluators (_____ and her reception class.

Page 4

Photo 3: sitting on the crate /wooden bin /palettes or sheep photo.

Photo 4: falls asleep on the palettes -crook on the ground.

Page 5

Little Bo-Peep has lost her sheep, and doesn't know where to find them.

This is going to have a photograph of little Bo-peep Looking into the distance looking for her sheep. It is going to be similar to the front cover however not the same. She will be outside an empty sheep shed, looking like she is searching. The crook may or may not be in her hand. I will take a few shots to see what I like best.

Page 6

Leave them alone,
and they'll come home,
wagging their tails behind them.

This will be either an image of little Bo-peep sitting on a crate waiting for the sheep to come home, or an image of the sheep walking in a herd or a sheep looking back. I will do a few trials and see what I think works best when putting the book together. This is also going to spread over the pages 6 & 7. Her crook will either be in her hand or beside her.

Page 7

Page 8

Little Bo Peep fell fast asleep,
and dreamt she heard them bleating.

This is going to be an image of little Bo-peep sleeping on the crate she was on in the last shot or under a tree or on palettes. It will be a series of trial and error to see what I think works best. Also whilst she is sleeping I am going to have a dream bubble edited in with an image of the sheep bleating. Her crook will be resting on an object or on the floor.

Page 9

But when she awoke,
she found it a joke
for they were still all fleeing.

This will be a photograph of little Bo-peep waking up and realizing she was only dreaming. This might contain two photos from her waking up, to feeling down. Depending on where the last few pages take place will depend on where this one takes place. Of course it will also be a series of trial and error. Her crook will be resting beside her or on the floor (depends where it is in the first shot, again trial and error)

Page 10

Then up she took her little crook,
determined for to find them.

In the previous pages I couldn't decide where I want her crook but I think I will have it on the floor or resting and not in her hand at all because in this image I will get her to hold it and look determined to find them. This could either be a photograph of her looking directly at the camera or her looking into the distance once again. This image will also be spread over 2 pages (Pg 10-11).

Page

Photo 5: wake up stretch on palettes

Photo 6: hands to face on Palettes

Photo 7: Picks up crook looks into camera.

Page 12

She found them indeed,
but it made her heart bleed,
for they'd left all their tails behind them!

This will be an image of little Bo-peep kneeling down to her sheep saddened to see that they have no tails or it will be her placing her hand on her heart with an upset face as she sees them tail-less. It will also be a picture spread over two pages (Pg 12-13)

Page 1

Photo 8: Kneeling to the sheep or hand on heart /wipes tear

Photo 8b: tail-less sheep

Page 14

It happened one day, as Bo-Peep did stray into a meadow nearby.

With this photo, I will have little Bo-peep crossing over from meadow to meadow. So I will get her to use her crook as a hiking tool.

Page 15

There she espied, their tails side by side, All hung on a tree to dry.

In this part it will be a series of two photos combined. One will be of her seeing from a distance the tails all hanging in the tree. The other photo will be a close up of the tails in the tree. Or it will be an image of little Bo-peep just seeing them from a distance. I will do a trial and error and see what works best.

Page 16

She heaved a sigh, and wiped her eye, and over the hillocks went rambling.

This will be a combination of two photos, one of her wiping a tear from her eye, than the other will be of her hitching up her skirt to climb the hills and the tree. It may even break up into 3 photos on the page

Page 17

And tried as she could, as a shepherdess should,

this will be the photo of her trying to climb the tree or use her crook to get the tails down.

Photo 9: open space - using crook as a hiking tool

Page 18

to tack each again to its lambkin.

In this final page it will a double page for one large image of her taking the tails back to her sheep. She will have her crook with a pouch with the tails in it.

Photo 10: her pointing to the tree (behind photo).

Photo 11A+B: her wiping her tear / continuing over hill.

Photo 12: 2 photo's (1) her trying to climb tree / (2) using her crook to get them down.

Page 20

This page will be the concluding page. It will just have an image of little Bo-peep with her sheep smiling.

Photo 13: her making her way back to the sheep crook with tails on the end.

photo 14 (?): her with a sheep or the number picture.

open space → shed →
↓
Palettes ← Palettes
↓
Picks crook up from ground












open space : front cover,
5(?)
shed

open space → goat shed

Farm Location
Front cover : open space














OPS-FC, 5(?)
shed- 5(?) 6(?)
sheep- 6(?)

Hair Preparation:

<p>Progress photo 1 – hair is down and natural.</p> 	<p>Progress photo 2 – sectioning of the hair.</p> 	<p><i>Final Look:</i></p> <p><i>Front</i></p>  <p><i>Side Right</i></p>  <p><i>Side Left</i></p>  <p><i>Back</i></p> 
<p>Progress photo 3 – beginning of the braiding.</p> 	<p>Progress photo 4 – finishing the right side braiding.</p> 	
<p>Progress photo 5 – beginning of the braiding (opposite side)</p> 	<p>Progress photo 6 – finishing the left side braiding.</p> 	
<p>Progress photo 7 – tying both ends of the braids together.</p> 	<p>Progress photo 8 – placing into a small bun at lower head.</p> 	
<p>Progress photo 9 – placing hair accessories into hair.</p> 	<p>Progress photo 10- tiding up the hair with pins and spray.</p> 	

9 images removed due to privacy.

Make up Preparation:

<p>Progress photo 1 - face make-up free.</p> 	<p>Progress photo 2- foundation and eye shadow is applied.</p> 	<p><i>Final Look: Front</i></p> 
<p>Progress photo 3 - eyeliner is applied on the upper eyelid.</p> 	<p>Progress photo 4 - eyelashes curled and mascara is applied.</p> 	
<p>Progress photo 5 - blush is being applied to the cheek bones.</p> 	<p>Progress photo 6 - powdering face and blend blush.</p> 	<p><i>Side Right</i></p> 
<p>Progress photo 7 - bronzing and contouring cheeks, nose, chin, forehead + neck.</p> 	<p>Progress photo 8 - powdering face and blending bronzer.</p> 	
<p>Progress photo 9 - fill in eyebrows with eyebrow pencil.</p> 	<p>Progress photo 10 - apply lipstick.</p> 	<p><i>Side Left</i></p> 

13 images removed due to privacy.

Photo Shoot Photographs



Photo Shoot Photographs



Photo Shoot Photographs



Photo Shoot Photographs





Photo Shoot Photographs



Photo Shoot Photographs



Photo Shoot Photographs



Photo Shoot Photographs



Photo Shoot Photographs



Overall Comment:

The photo shoot and all the photographs turned out well and the entire day overall was very successful. Everything went to plan and it all fell into place. The model looked amazing in the photographs, and I believe that the hair, makeup and costuming suited her perfectly. The weather as well for the photo shoot was exactly what I needed in order for my photographs to come out looking the way I wanted them too.

I have selected my final photographs and I have outlined each photo that I will be using in my book in a red border. It was a hard decision to make as I have numerous copies of 1 type of photo at different angles and types of expressions and positioning. Finally after selecting them I will continue onto editing the images and begin the construction and development of the book.



Dry Brush

Comment [SDPC1]:

I really like this editing style called Dry Brush. I think that it would work well if it were in a book. However I want to keep a sense of realism with the photographs I put into the book and this image comes across as far too fuzzy. Although I love the style of editing and the way it looks, it just isn't what I am after for my final. I am not going to be using this particular type of editing for my final product.



Fresco

Comment [SDPC2]:

As soon as I finished editing this one, I knew straight away that I didn't like it. It comes across as a really dark and it is extremely fuzzy looking. I don't mind the effects, but I definitely know that this is not what I am looking for with the editing of my photographs for the book. I will not be using this editing style in my final product.



Paint Daubs

Comment [SDPC3]:

: This editing effect is really subtle but I quite like it. I think it shows a hand drawn like effect as well as maintaining the realistic features of the photograph. When zoomed in however, the image becomes harder to interpret and loses a bit of the realistic effect. However, I may consider to use this as my final editing style.

- This one looks great! However I zoomed into it and I agree with your above comment. I still think it could work. 3.5/5.



Palette Knife

Comment [SDPC4]:

This editing effect is very similar to paint Daubs but a little more fuzzy. I like it but it is way too fuzzy to use for a final. It holds absolutely no realistic features at all. Therefore I will not be using this editing style for my final product.



Poster Edges

Comment [SDPC5]:

I really like this image. It is one that captured my eye as soon as I edited all the images and then went through them all again. It possesses a very effective cartoon characteristic however also maintains a realistic look. This is one that I really like and I am definitely going to consider it for a final editing style.

I like this one. Looks great and sticks to the realistic/ drawn theme you were after. I give this one a 5/5.

After evaluating all the effects and different editing various, I have decided upon using this effect.



Rough Pastel

Comment [SDPC6]:

This style of editing gives a sense of mystery behind it, which I quite like. This is because little Bo-Peep's sheep are missing and it is a mystery to her as to where they have gone and where their tails have gone. This type of editing still holds its realistic features. However I'm not sure whether it looks hand drawn enough. I am still going to consider using this style for my final edit.

This one is also a favourite of mine, but I still like the one above most. 3.5/5.



Smudge Stick

Comment [SDPC7]:

This image looks far too realistic and contains no hand drawn like effects at all. When I edited this one I thought it would have turned out slightly differently. I will not be using this style of editing for my final photos.



Angled Stroke

Comment [SDPC8]:

I quite liked the look of this effect once I had done it on photo shoot. I thought that it looked like a real drawn picture, but it still does possess much of a realistic nature, which is what I am also looking for in a photograph. It is really something hard to find, but I still may consider using this if I find that when editing all my photos later, it suits them best.



Crosshatch

Comment [SDPC9]:

I actually really like this effect of editing. I think a crosshatch effect really brings out the hand drawn effect really well, and I can still see some realism behind the photo as well. It does come across a little fuzzy looking but I can easily change a few settings on the editing tool pad to get rid of some of it. I will definitely be considering this for a final product.

t: I guess we have the same taste because I really like this one too! Crosshatch is classic nursery rhyme stuff and I rate this one a 5/5 It is going to be a tough decision.



Dark Strokes

Comment [SDPC10]:

The name dark stroke is enough for me to not like the editing style of this effect. It is much too dark and gloomy looking and is nowhere near appropriate for a children's book. I guess this editing effect came down to a trial and error and I will not be using this effect for my final.



Splatter

Comment [SDPC11]:

: When I was editing this effect I thought that it might come out looking half okay. But I really don't like how the final effect looks. I will not be using this one as my final product of editing.

: ok so I disagree with you here this one has actually caught my eye. I think the effect is rather cool, but it is a little fuzzy looking. My rating is 3.5/5



Sprayed
Strokes

Comment [SDPC12]:

The sprayed strokes is one that I really like. It took a while to achieve but I think that it turned out really well. It maintains the realities effect very well as well as look as though it's drawn. This effect will look exceptionally good as pictures in a book. I will be considering this effect for my final outcome.



Watercolour

Comment [SDPC13]:

This watercolour effect is great when it comes to looking realistic however this doesn't look hand drawn at all. Even when you blow the picture up to a higher resolution, I just don't think that it will work. However I may consider it as a possibility but chances are I won't use it.



Marker

Comment [SDPC14]:

This effect wasn't one that I really thought would come out well, but I am kind of pleased with the look. It is very fuzzy but a little tweaking of the editing tools pad, and I think it may work quite well for the images. I can image this editing style in the book, and for that reason I will be considering this effect.



Paint Brush

Comment [SDPC15]:

Paint brush is quite an interesting looking effect. I really like it but it is extremely fuzzy looking. I could change the editing slightly to not fuzz it up, but then it may look a little too realistic. I will not be using this in my final product due to the fact that it comes across far too blurry looking.

Comment:

With the selection and editing of the final images, I already have planned and decided where in the book I wish to have them. I haven't yet done the construction of the book but I had to plan ahead a little so that I knew what photos I would need for the words in the nursery rhyme and how I was going to edit the photos so that they tied in and looked how I wanted them in the book. Some images include pictures of sheep, which I had to find on the internet. I have referenced the website I used in my bibliography.

Below are the final images, including page number image, self drawn crock image, blurb bubble image, and the sheep. The way I have placed and numbered them is the same order they will appear in the book.



← Front Cover and Back Cover/
Blurb bubble
- the front cover over little Bo-peep starring off into the distance flows over to the back cover. On the back cover there is what appears to look like a cloud, and that will contain the blurb of the book.

↓3pg. Black Little Bo-Peep

- this little black Bo-peep first appears on the third page which is the thanks page. I have used this image to outline the page number on the pages throughout the book. However she doesn't make an appearance on every page. During the construction of the book I will place a white number in the middle of her, outlining what page it is throughout the book.



← 1pg. Crock
- the crock I draw myself because I wasn't able to find an image that I wanted to use for the inside of the book. This will be on the page on the inside of the book when first opened. It will have other text with it which will be put in on during the construction of the book.

Image removed due to copyright.



← 5pg. Opening Page
 - this image is the opening image for the start of the book. The first words of the nursery rhyme will be written on this page.

↓ 6/7pg. Sheep
 - The second page of the nursery is a double page image of the sheep. These sheep is an image I found on the internet and found it was appropriate for my book and the line of the nursery rhyme I wanted it to illustrate.



← 8pg. Dreaming Bo-Peep
 -With this photograph I found an image of bleating sheep online and used them in a grass dream bubble above little Bo-Peep's head. This image works really well and will look quite effective along the line in the nursery rhyme I have chosen.



← 9pg. Circle Images
 -These two photos are on a page together, and it is the first page in the book where I have included 2 images together. I thought putting them in circles would help the story flow when it comes to the construction of the book. I really believe that they work well together on the same page and help portray the emotion of the character.



↑ 10pg. Looking into the distance x1

-this photo above I plan to team it up on a double page with another one that looks similar to it. The plan is that she is searching and looking in more than one direction for the sheep.



↑ 11pg. Looking into the distance x2

-This is the second image of little Bo-Peep looking into the distance. I think that the two images next to each other will work well and really create a good effect of little Bo-Peep looking into more than one direction.

↓ 12pg. Circle Images pt.1

-I really liked the effect of the circle images first time round and I am going to use them again. I think it helps break the book up a little bit by not clustering it with all full page images. Next to this page I have done another two circle images, creating a double page spread of four circle images, expressing the emotions of little Bo-peep.





↑ 13pg. *Circle Images pt.2*
-These two images, are the other two images to the double page spread of the four circular images. In my mind I image this will turn out looking really effective.



← 14pg. *Climbing the meadows*
-This image will fit perfectly to the line I image going under it. I think the angle in which I took the photo, really helps emphasises the height of the mountain and the measures little Bo-peep is willing to go for her sheep. I really think this photo will look extremely effect when I line it up with the phrase from the nursery rhyme.



← 15pg. Pointing to the tree
-This is where little Bo-peep finds the tails hanging from the tree and she can see the tree from the distance in the meadow. With this part of the book where she discovers the tails, I didn't want to show any of the tails being found at all because it would be to gruesome for young children, which is who my audience is for the book. I think her simply pointing out the tree is enough to point out to the children she is looking for something. The phrase I put with this image will complete the overall effect of the photograph.



↑ 16pg. Circle Images
-Again I have used the effect of creating the images into a circular photograph. I do believe that it will look very effect when in the book. It also enables me to place numerous photographs on one page allowing the reader to be able to see Little Bo-Peep's emotions at that particular time of the book.



↓ 18pg. Final Circle Image
 -This is the final circular image within the book. While some may say there are a lot of circular images in the book, I really think they will work well when it comes time to constructing the book. This will be the only image on the page and will be much larger than the other circular images throughout the book.



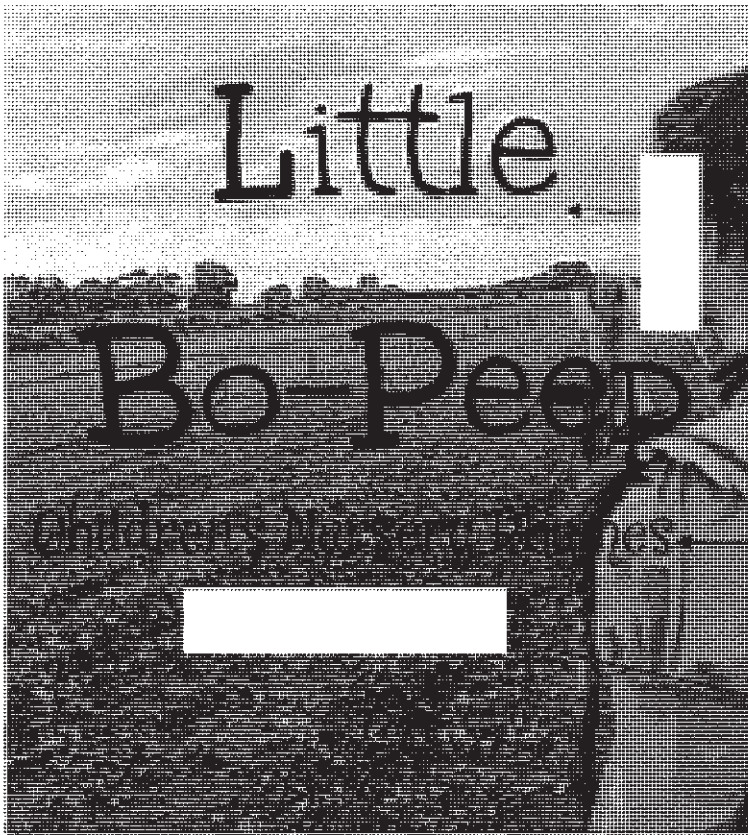
↑ 17pg. Three photo editing
 -This edited photograph above is one image contain a total of three different photographs. I really liked the editing on this one and wanted to try something new. I think that this image worked extremely well and turned out exactly how I planned it to whilst I was editing it. This one would be my favourite photo because it really show little Bo-peep's journey to the tree where the tails are. The editing on this photo took some time but I think when it comes time to put this in the book it will be more than worth it. I was looking through the nursery rhyme and couldn't really find a part of the rhyme where it would fit with the photo. Therefore I am contemplating as to whether it may just be a single page image. That way I think it will really enable the readers/audience involve themselves in the journey of little Bo-Peep,



← 19pg. Walking off back to the sheep.
 -This final image of little Bo-peep walking back to her flock really sums up and completes the book perfectly. I am aware the sheep haven't appeared too much but my focus is mainly on the journey Little Bo-Peep in taking to help her sheep.

Research Part B-

Book Construction

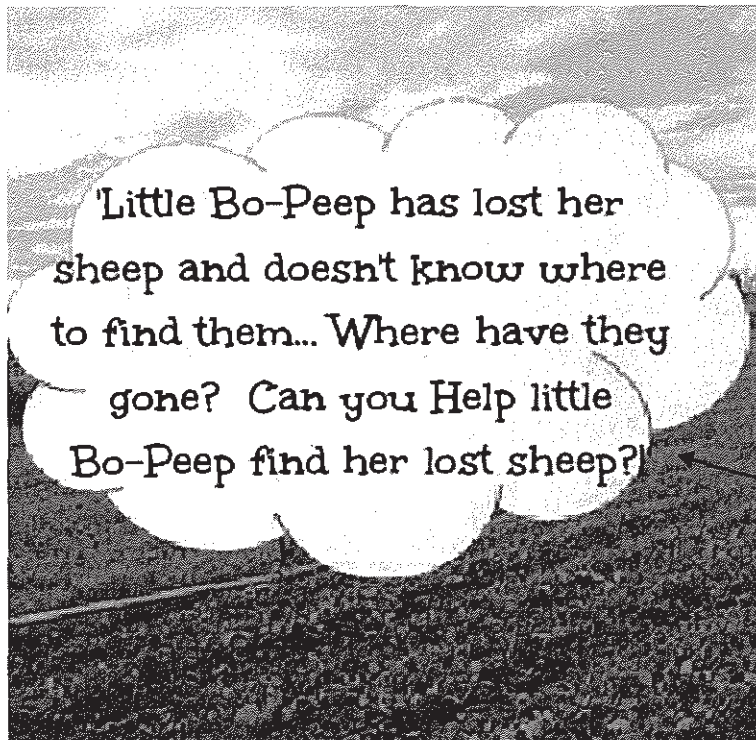


Front Cover:

Selecting the font was quite easy, all I had to do was chose a font that reflected a children's book, as well as resembled the character of little Bo-Peep. I also thought the black coloured font worked best

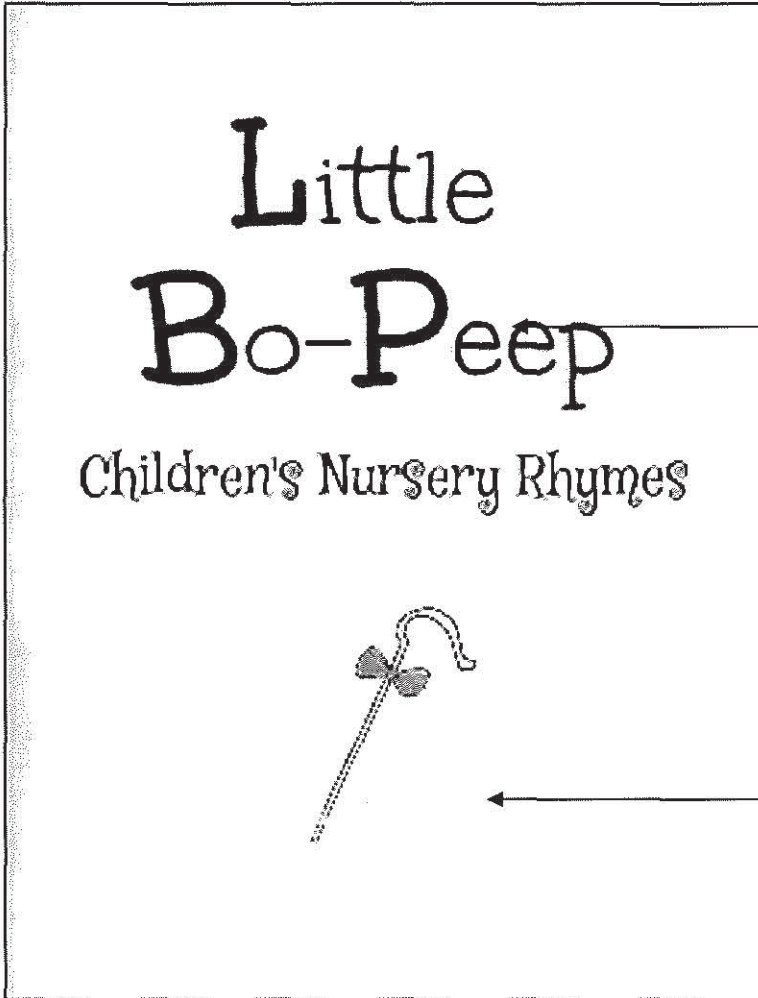
Including this part *Children's Nursery Rhymes* is necessary because it enabled the child who picks the book up to know what it is about.

I put my name at the bottom of all the text, because I found that a lot of authors and illustrators names were usually at the bottom of the front cover or underneath the title.



Back Cover/ Blurb:

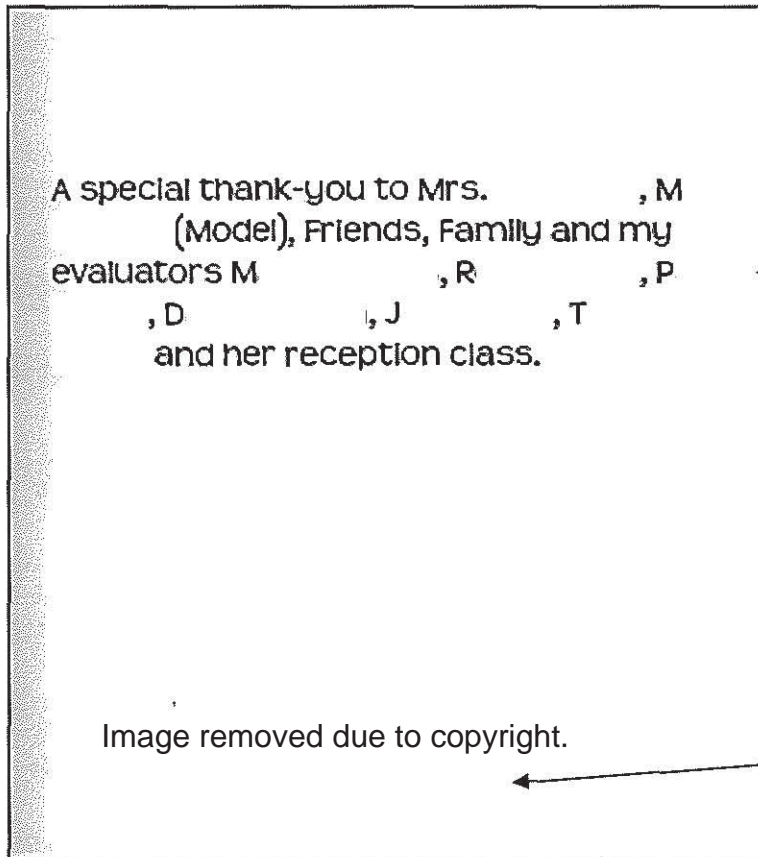
Trying to write the blurb was a little difficult because I didn't want to give away what was going to happen in the book, and I also wanted it to sound interesting so that if the children read the blurb they would be interested in reading the entire book.



First Page:

I decided that repeating the title and other text with the same font was a good idea for the first page when opening the book. Most books have this inside them.

I thought that including this image helped tie the entire page up to the theme and does look really effective as well.



Thankyou Page:

I think that having a thankyou page was a very good idea. Some books have them and others don't but I have to acknowledge my success of completing the book to all those who helped me achieve it.

This is the first page that I begin using this image. Because this page didn't really have many images or look really fantastic I thought that putting the page number image would look effective and continue the theme..

Book Construction

The overall construction of the book was much easier than I thought. One reason being the website was very user - friendly and the instructions were clear about how to construct the actual book. The second reason being was I already had planned, even before my photographs were taken what image I wanted to go with what piece of text from the rhyme.

4-5 pages:



6-7 pages:



Leave them alone,
and they'll come home,

wagging their tails behind them.

8-9 pages:



Little Bo Peep fell fast asleep,
and dreamt she heard them bleating.



But when she awoke,

she found it a joke,
for they were still
all fleeting.



10-11 pages:



Then up she took her little crook,
determined for to find them.



12-13 pages:



She found them indeed,

but it made her heart bleed,



for they'd left all their tails behind them!



14-15 pages:

It happened one day, as Bo-Peep did stray into a meadow nearby.

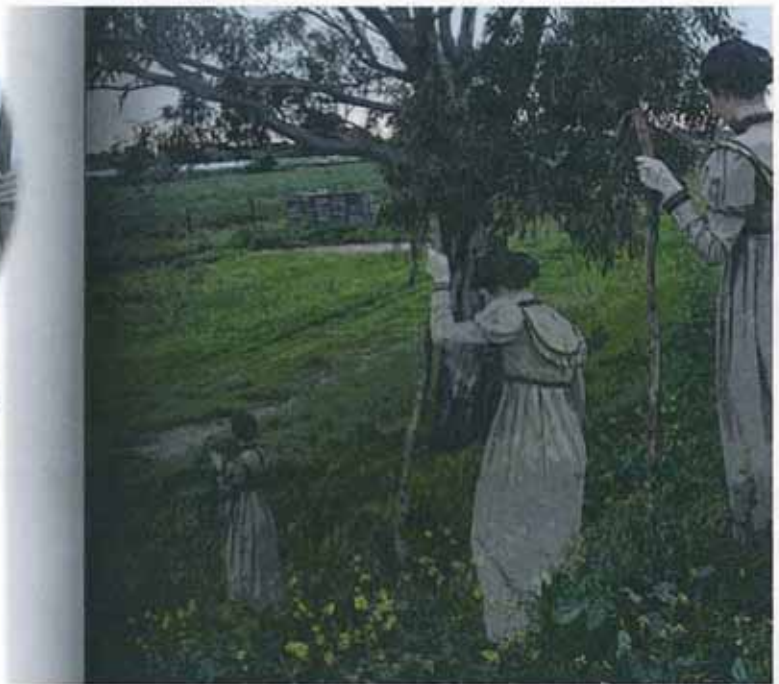


There she espied, their tails side by side, All hung on a tree to dry.

16-17 pages:



She heaved a sigh, and wiped her eye,
and over the hillocks went rambling.



18-19 pages:



And tried as she could, as
a shepherdess should,



to tack each again to its lambkin.

20 pages:



order forms

↳ They come with the books, when they arrived in store.

Hard Cover 8x8 Book



Made In Australia

Process Date: 2012-08-29 17:40:00
Customer Creation Date: 29/08/2012
Quantity: 01 of 1
Customer Name: <input type="text"/>
Company: <input type="text"/>
<input type="text"/> 8x8 Hard Cover Book
Order No: <input type="text"/>

Collates With	
QTY	Product
1	8x8 Hard Personalised Book

<input type="text"/>

Delivery Type: SHIP
Country of Delivery

Batch:	3 / 3
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Assessment Comments

This work is illustrative of an A grade (Outstanding Achievement).

Fulfilment of Contract of Work

- Annotations on downloaded material, and summaries and comments on relevance, show appropriate selection of sources and application of information.
- Well-planned, organised and significant practical action in the local and wider community (reception class, interaction with make-up and hair experts, filming of illustrations for book on-site, publishing coordination to create a hardback book).
- Perceptive selection of a variety of sources (research of nursery rhymes, specific era in which to set the book, styles of images, hair, makeup, costuming, photo editing and selection of model for Bo Peep in Part A of folio) all annotated, analysed and justified.
- Application of highly relevant ideas and information to inform the community activity (final selection and trialling of ideas, hair, makeup, photo shoot location and book images styles in Part B of Folio).
- Focussed and productive development and application of a range of specific knowledge, skills and capabilities to efficiently and thoughtfully complete work in contract (evident throughout Parts A and B of folio where new skills are clearly displayed, explained and annotated).
- Highly efficient and productive independent work (culmination of this work seen in the hard back production of the children's story book).

Communication and Interaction

- Proactive, regular and on-going interaction with a range of community contacts, inviting and responding to feedback, then acting on the advice given to enhance the community activity. Evident throughout the written Record of Evidence and in the development of the activity.
- Evidence of extensive and clear presentation of written Record of Evidence, including an analysis of actions and justification of choices made.
- Clear, detailed annotation of emails, photos, downloads and references throughout Record of Evidence.
- Comprehensive reporting on the progress of the activity against individual goals, including focused reference to the development of the two chosen capabilities in the Record of Evidence.

Performance Standards for Stage 2 Community Studies – Development of Contract

Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<p>A Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.</p> <p>Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</p>	<p>Proactive interaction with community contact(s), which includes inviting and responding to feedback to enhance the community activity and achieve goals.</p> <p>Extensive and clear presentation of a record of evidence, including comprehensive reporting on the progress of the community activity against individual goals, and clear and focused development of one or more relevant capabilities.</p> <p>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Well-planned, organised, and significant practical action in the local or wider community.</p> <p>Perceptive selection of a variety of appropriate sources, and application of highly relevant ideas and information to inform the community activity.</p> <p>Focused and productive development and application of a range of specific knowledge, skills, and capabilities to efficiently and thoughtfully complete work in the contract.</p> <p>Highly efficient and productive independent work and, where relevant, thoughtful and worthwhile contributions to shared learning situations.</p>	<p>In-depth evaluation and review of ongoing progress of the wider community activity against individual goals, with frequent justification of choices and actions in relation to the goals and purpose of the community activity.</p> <p>Insightful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Explicit and insightful reflection on the value of the community activity to the student and to others.</p>
<p>B Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract.</p> <p>Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Constructive interaction with community contact(s), which includes inviting and responding to feedback to assist the progress of the community activity.</p> <p>Thorough presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and clear development of one or more relevant capabilities.</p> <p>Clear and thorough presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Well-organised and appropriate practical action in the local or wider community.</p> <p>Thoughtful selection of different appropriate sources and application of ideas and information relevant to the community activity.</p> <p>Mostly productive development and use of specific knowledge, skills, and capabilities to thoughtfully complete work in the contract.</p> <p>Mostly productive independent work and, where relevant, thoughtful contribution to shared learning situations.</p>	<p>Some depth in evaluation and review of ongoing progress of the community activity against individual goals, with justification of choices and actions in relation to the goals and purpose of the community activity.</p> <p>Well-considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Some depth in reflection on the value of the community activity to the student and to others.</p>
<p>C Appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.</p> <p>Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level.</p> <p>Competent presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities.</p> <p>Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Mostly organised and appropriate practical action in the local or wider community.</p> <p>Appropriate selection of sources and application of ideas and information relevant to the community activity.</p> <p>Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract.</p> <p>Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</p>	<p>Competent review, with some evaluation, of ongoing progress of the community activity against individual goals, with some detail in sections.</p> <p>Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Considered reflection on the value of the community activity to the student and to others.</p>

Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<p>D With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work.</p> <p>With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Some identification of aspects of a capability and its relevance to the community activity.</p>	<p>Some interaction with one or more community contacts and some attempts to seek feedback and respond to it.</p> <p>Presentation of a record of evidence that reports on some aspects of progress in the community activity against individual goals, mainly in narrative, and shows some endeavour to develop one or more relevant capabilities.</p> <p>Basic presentation of some aspects of the community activity to an audience.</p>	<p>Completion of some work in a contract</p> <p>Some elements of a planned practical action in the local or wider community.</p> <p>Identification of some sources and use of some basic ideas and information.</p> <p>Application of a few skills to attempt aspects of work in the contract.</p> <p>Some engagement in independent work and, where relevant, some participation in shared learning situations.</p>	<p>Some superficial review of aspects of ongoing progress of the community activity.</p> <p>Some basic consideration of development of knowledge and skills, including the selected capability or capabilities, related to the community activity.</p> <p>Some basic description of the value of the community activity to the student.</p>
<p>E With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies.</p> <p>Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or skill to be developed.</p> <p>Emerging awareness of the capabilities and their relevance.</p>	<p>Intermittent interaction with one or more community contacts.</p> <p>Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities.</p> <p>Description, without presentation, of the community activity to an audience.</p>	<p>Completion of a limited amount of work in a contract</p> <p>Limited elements of a practical action for a local or wider community activity.</p> <p>Identification of a source and attempt to use information or an idea from that source.</p> <p>Application of at least one skill to an aspect of work in the contract.</p> <p>Emerging independent and, where relevant, group learning skills.</p>	<p>Description of one aspect of progress, with limited detail.</p> <p>With prompting, some limited consideration of the development of a skill (or an aspect of a capability) related to the community activity.</p> <p>Brief description of the value of the community activity to the student.</p>