

PA



**Art
Craft
Design**

2020/21

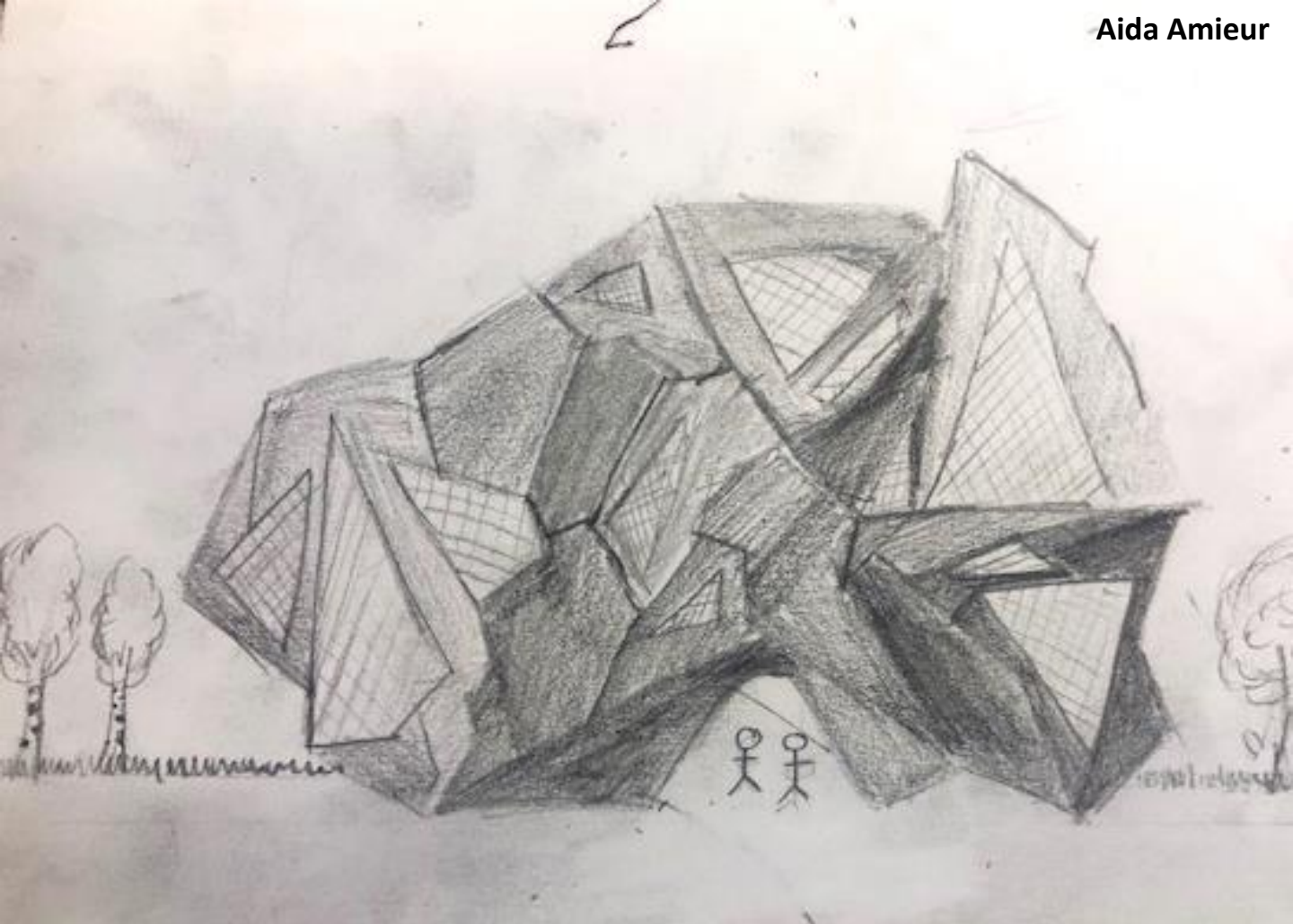
Issue 3

Artwork: Genta Brahimi, Year 12

Overview

What a year it has been! This term, we said goodbye to our wonderful Year 11 and Year 13 artists as many go on to Art A-Level and Art Foundation courses at some of the most prestigious universities across the United Kingdom.

In this final term. We wish to take the opportunity to celebrate the outstanding works of art made by our Key Stage 3, Year 10 and Year 12 students this term. Tackling challenging content, our students have created thought-provoking and introspective outcomes that we cannot wait to share with you.



Year 7

This term, Year 7 explored Brutalism and learned the core practices of design. Students have developed their understanding of technical drawing, with a particular focus on forced perspectives and architecture.

Students began the project practising 3 core perspective techniques; 1 point, 2 point and isometric drawing. They were then able to apply this understanding through a series of technical and experimental drawings before being presented with a design brief.

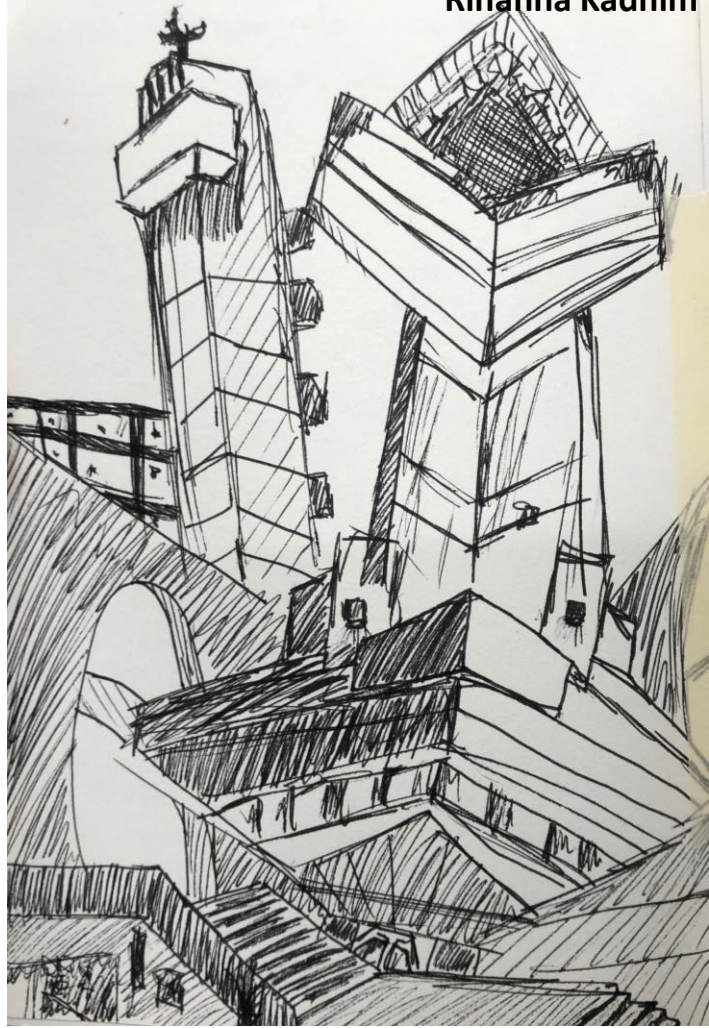
To design their final Brutalist-inspired buildings, students worked with architectural collage and abstract forms to produce original and interesting outcomes. Students generated a series of schematics relevant to their research into Brutalism and were able to use techniques Architects still use today.

Architectural collage - My Harry Potter Museum

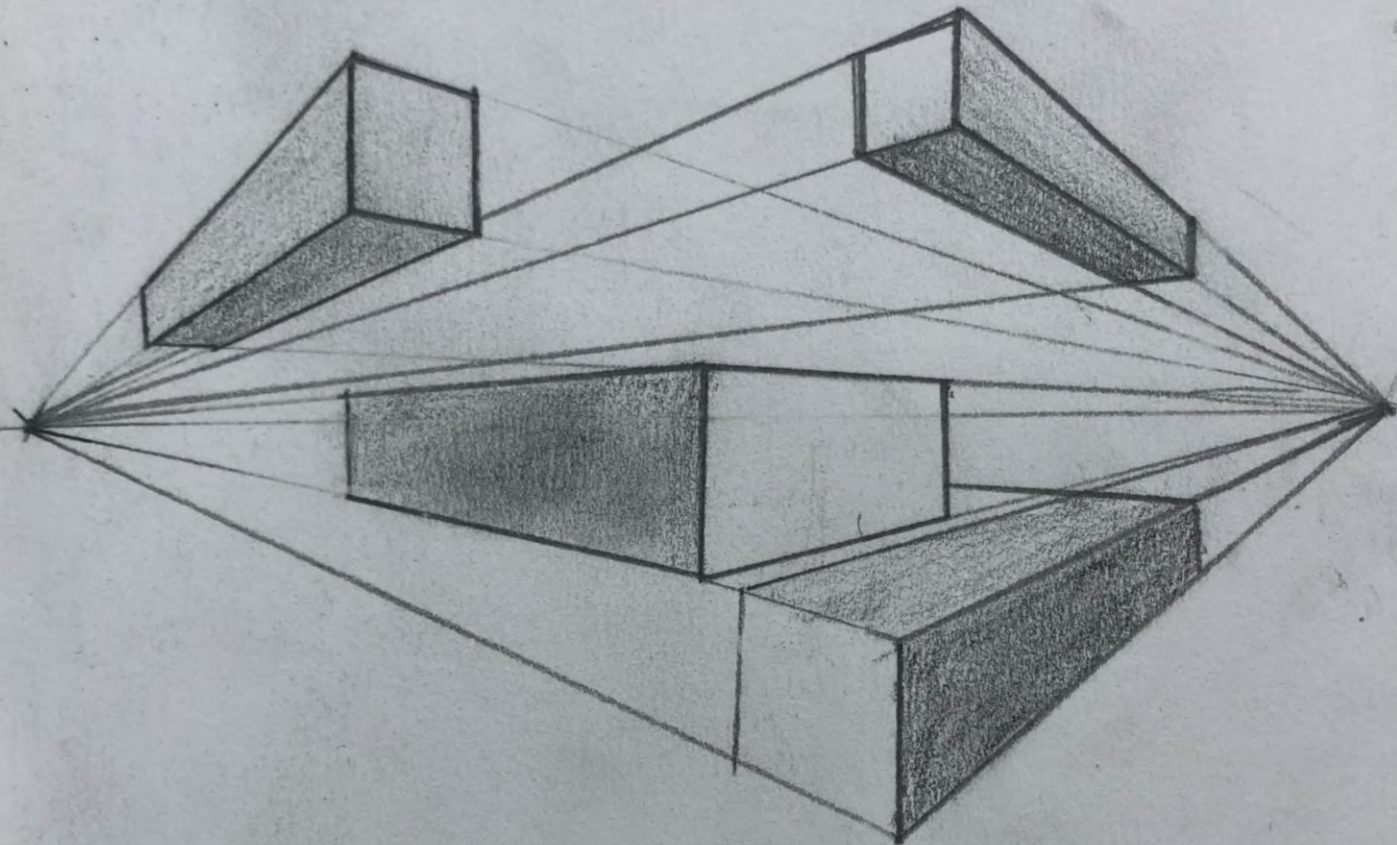
Rihanna Kadhim



Rihanna Kadhim

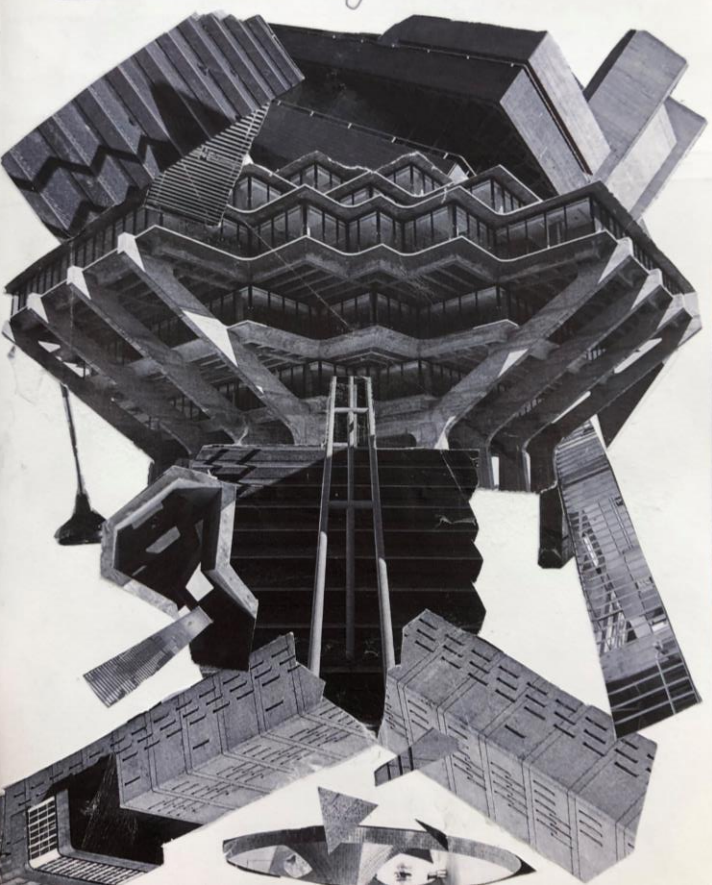


Layan Muayad



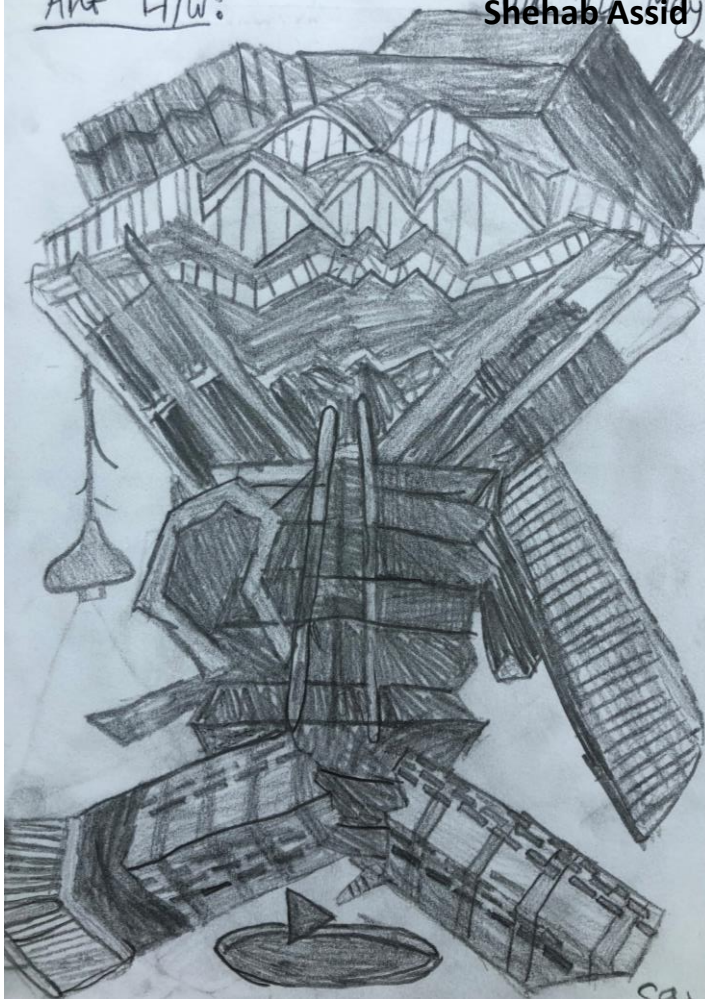
Thursday 27th May 2004 Shehab Assid

Architectural collages



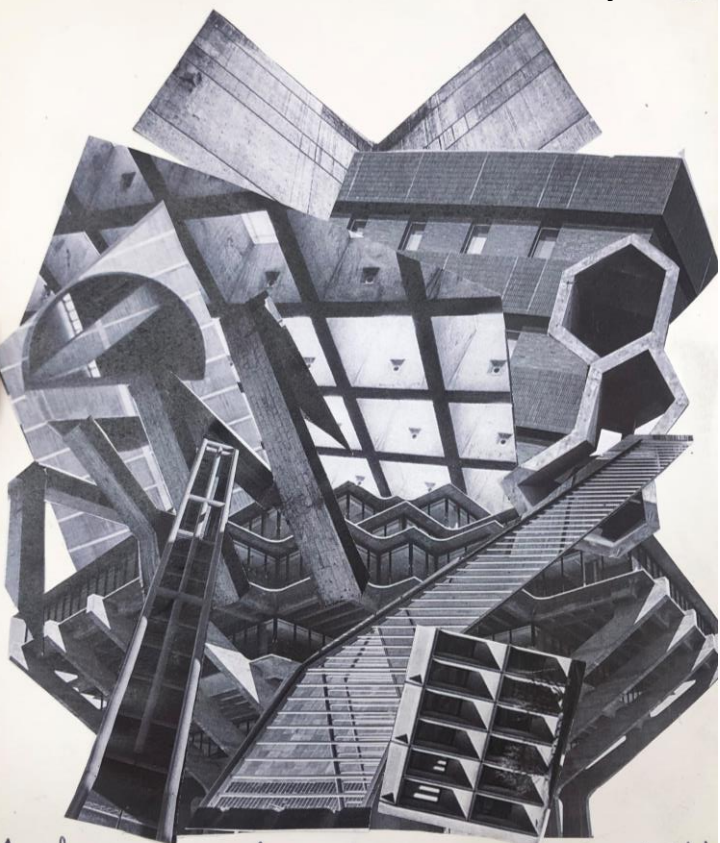
Art H/w:

Shehab Assid



Architectural collages

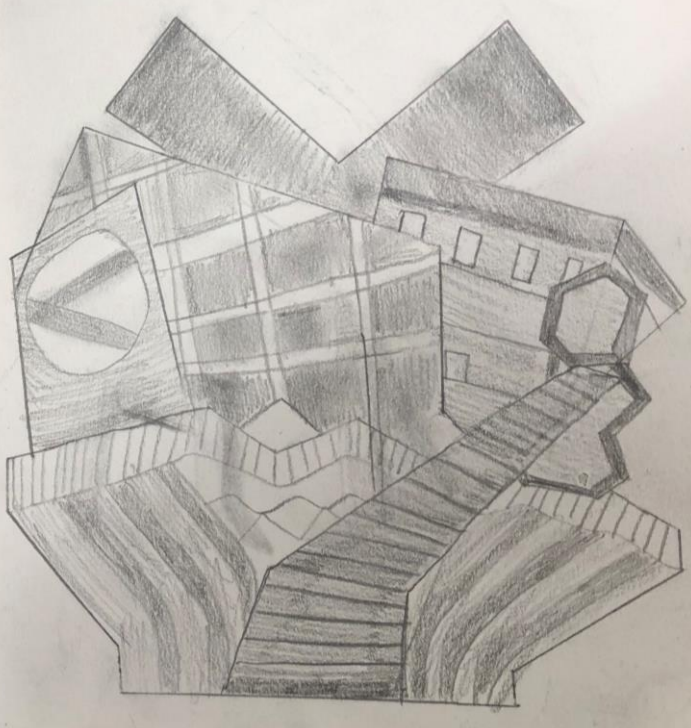
27.05.04 Nancy Gad



My artwork is abstract, interesting, and unique

Nancy Gad

The type of building I want to design is an art museum because it's interesting and abstract



A formation of abstract collages placed/ layered over each other

To make buildings more interesting

Thursday 27th May 2022

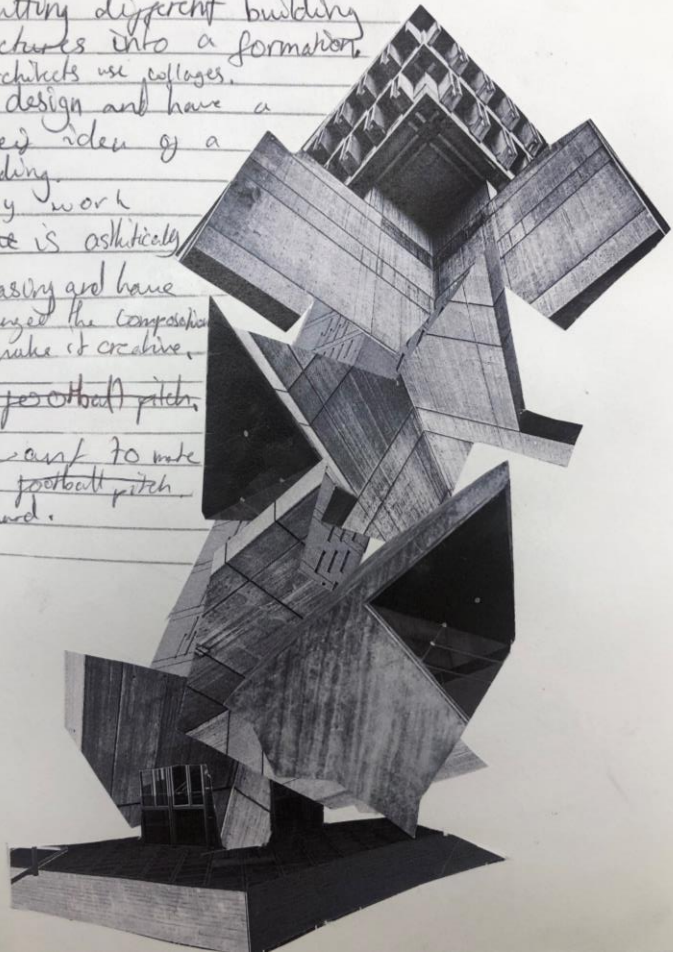
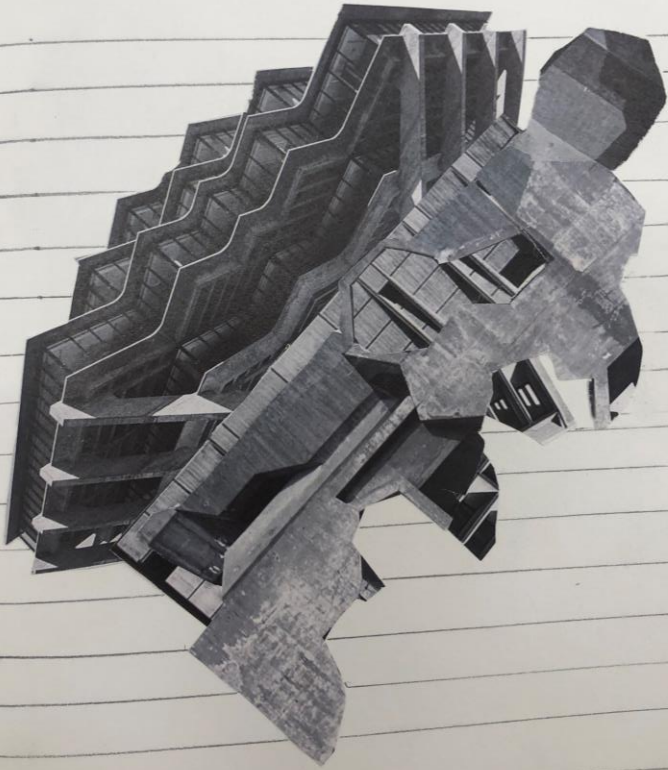
Malak Idris

Thursday 27th May 2022

Sammy Zerrouk

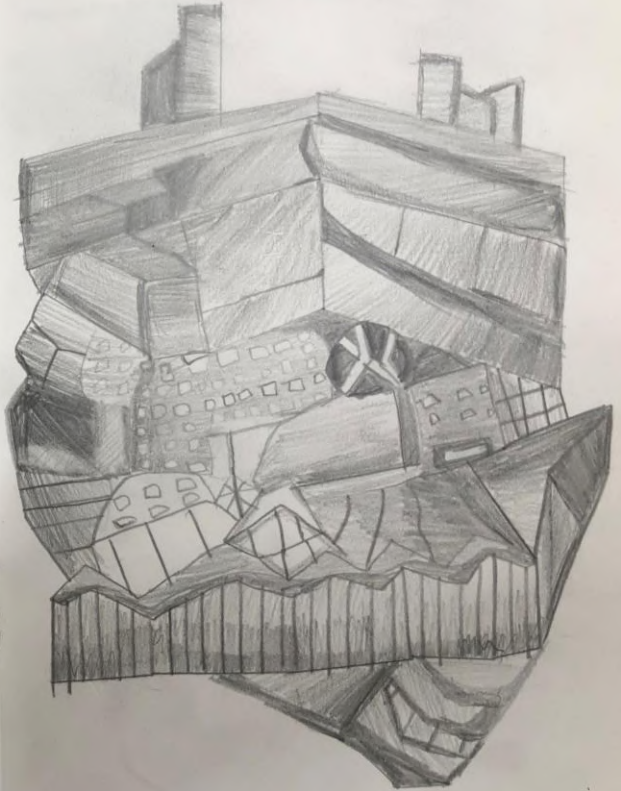
Architectural collages

Putting different building
charts into a formation,
architects use collages,
design and have a
clear idea of a
building.
My work
is aesthetically
pleasing and have
used the composition
make it creative,
football pitch
want to make
football pitch
and.



Architecture Collages

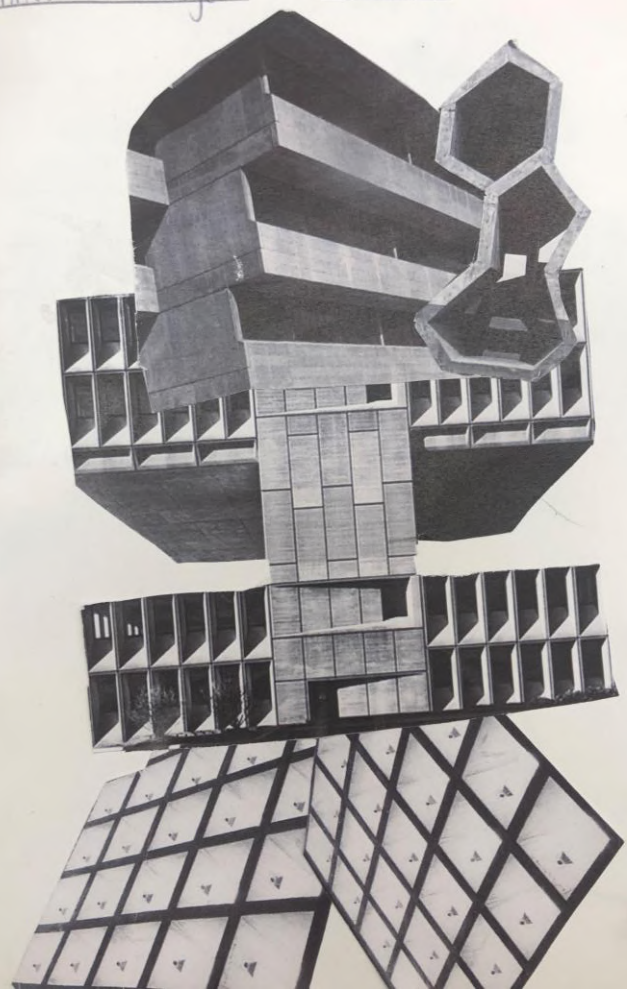
Samran Khalif



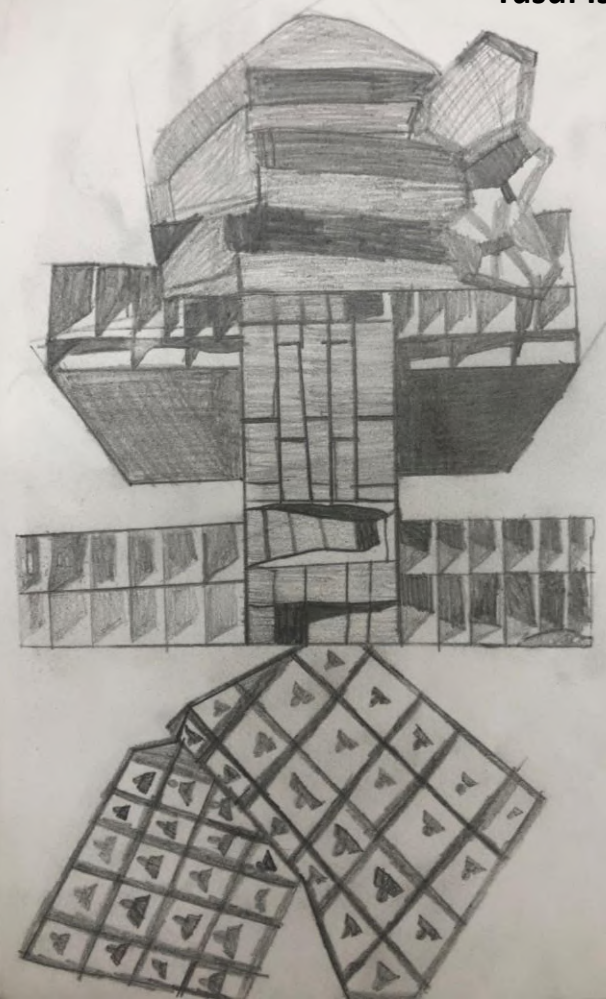
Architctural Collages

27/05/21

Yusuf Ismail

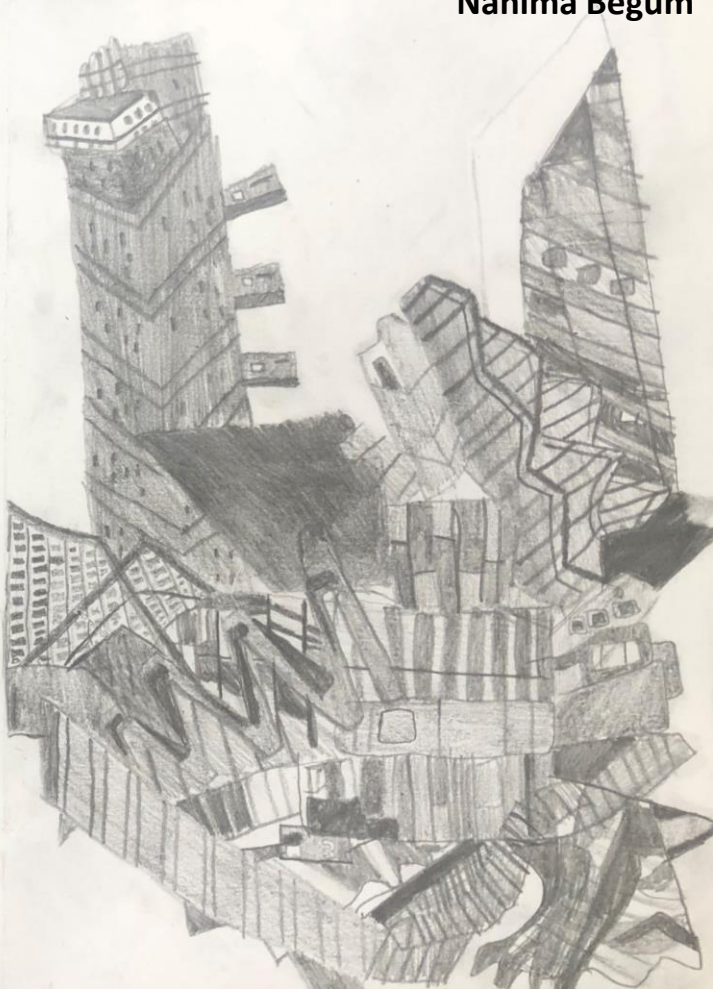
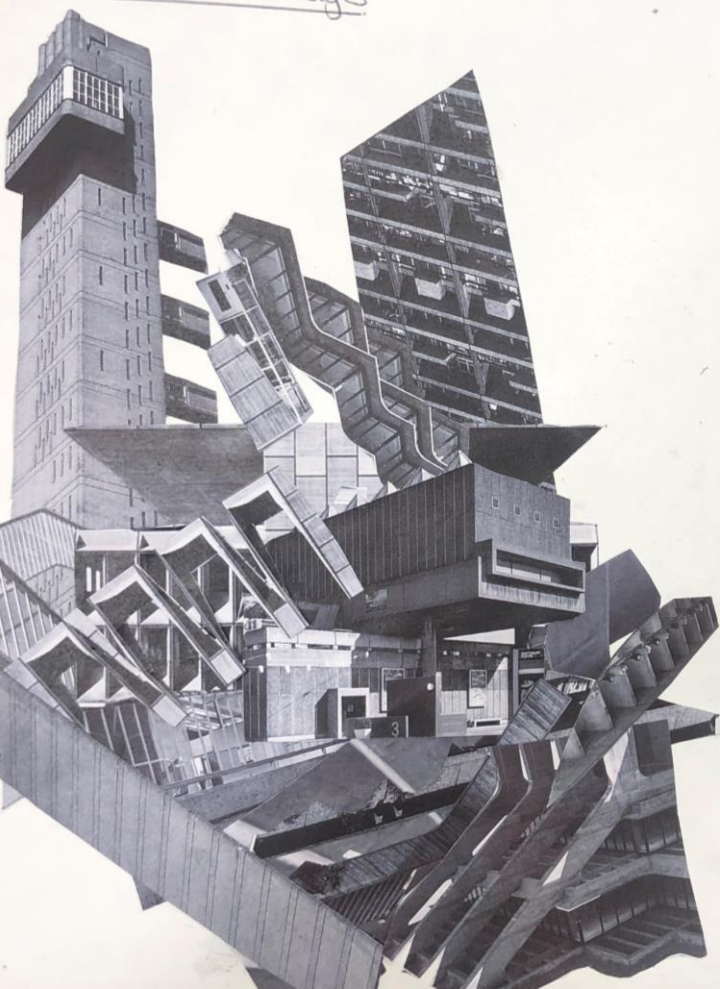


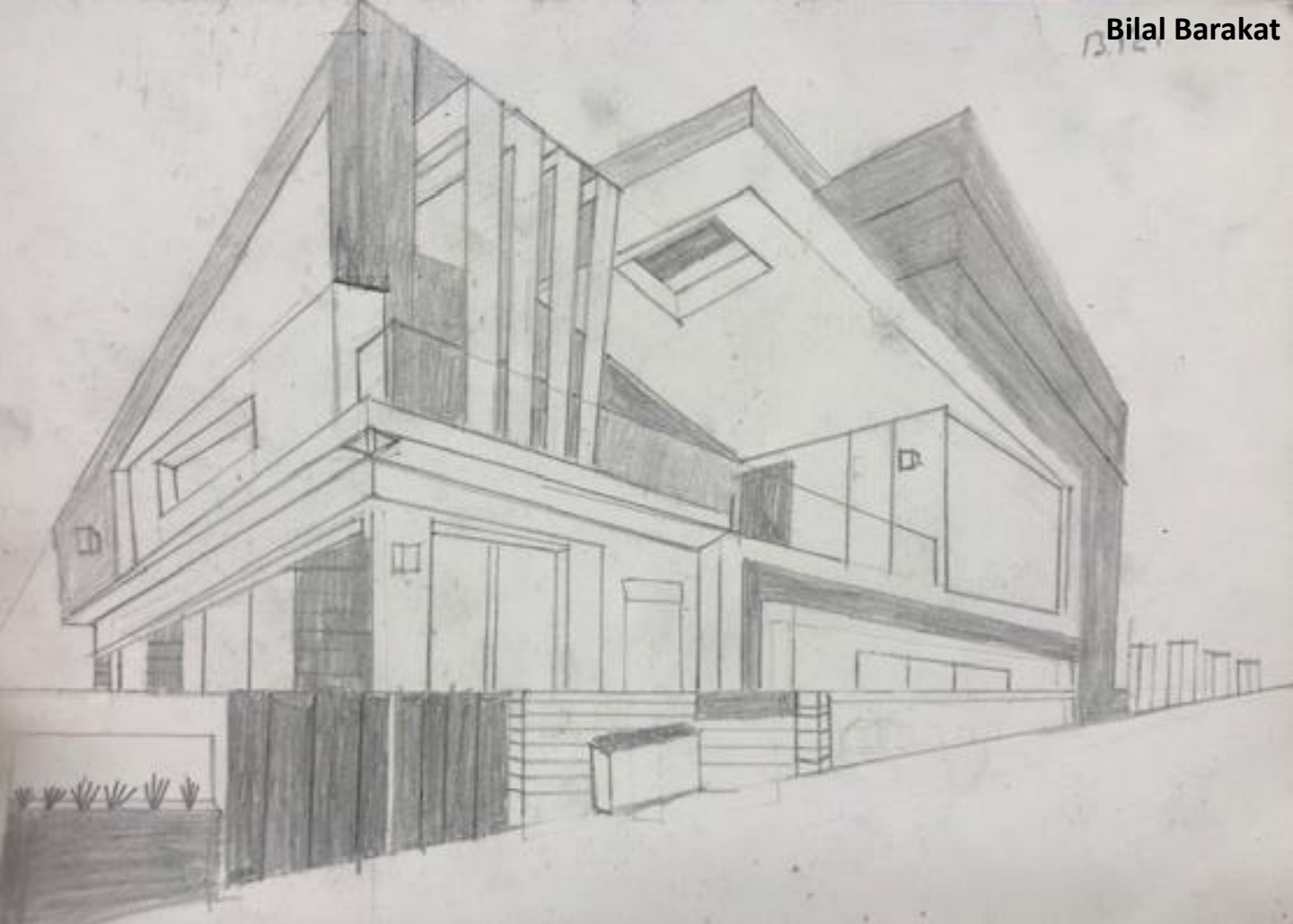
Yusuf Ismail



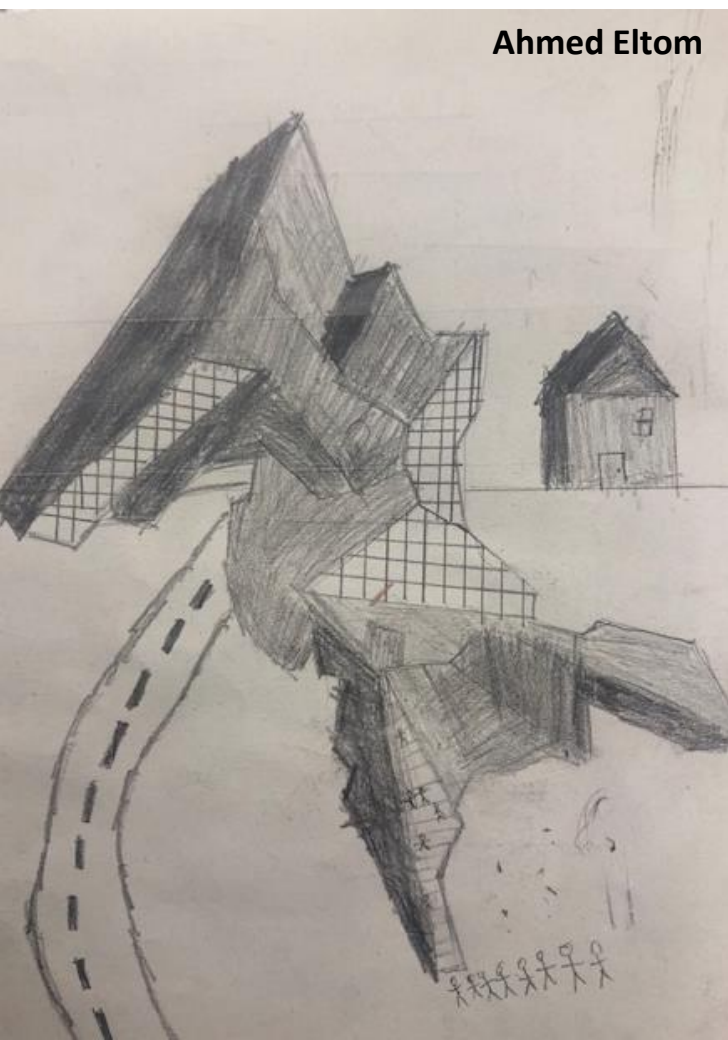
Architctural Collages

Nahima Begum

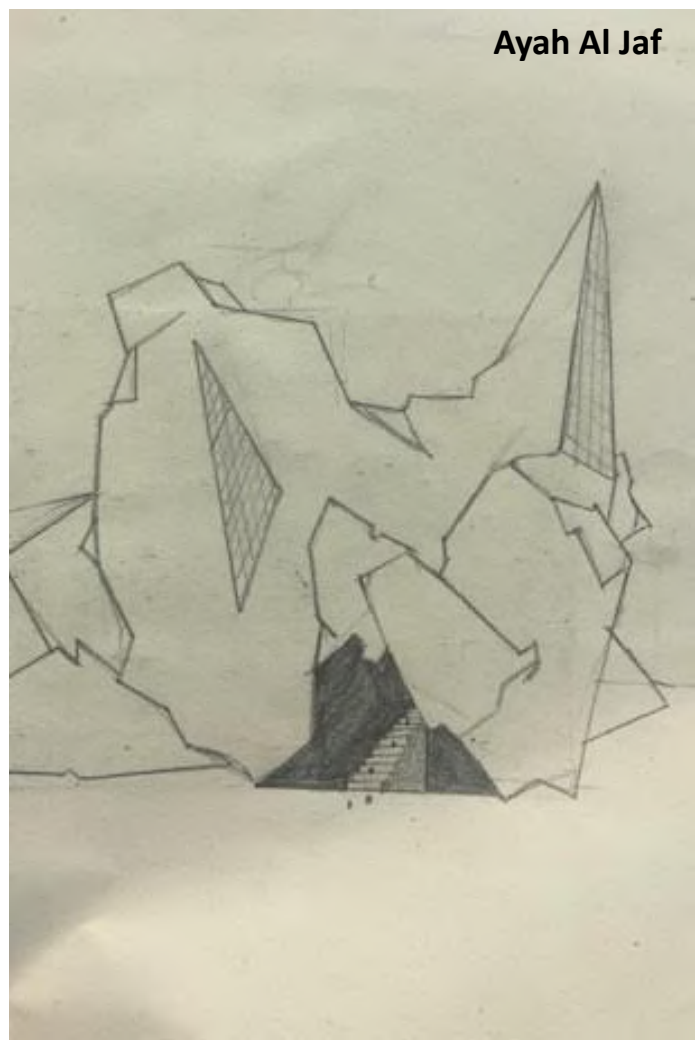




Ahmed Eltom



Ayah Al Jaf



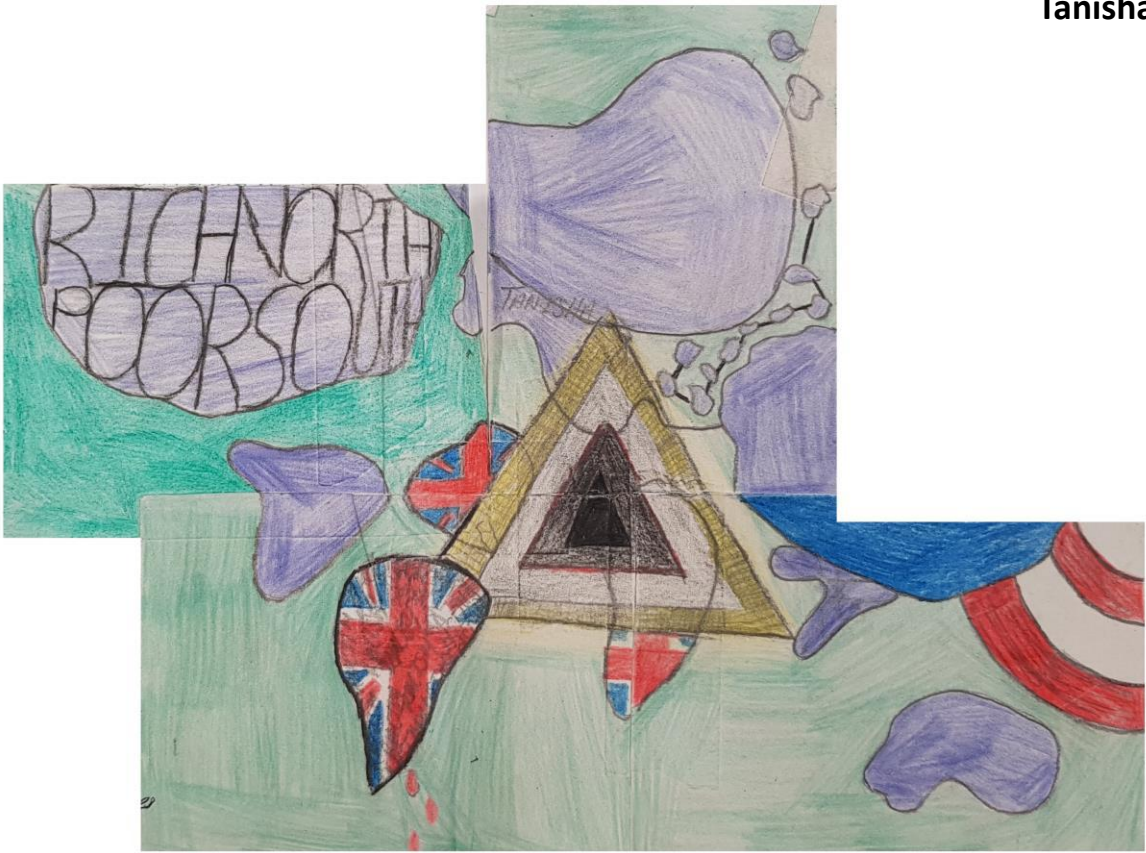


Year 8

This term, Year 8 explored empire and decolonisation, with a particular focus on British history, present and future and the way in which the practice of subjective mapping has revealed hidden invisibilities or truths. Students were introduced a range of different artists, from around the world and from Britain, whose work has addressed ideas around (de)colonisation and the process of map making as a colonial project.

The project culminated with students designing new symbols and commemorative installations as a way to reveal hidden truths about the legacy of the British Empire.

Tanisha Siddiqui



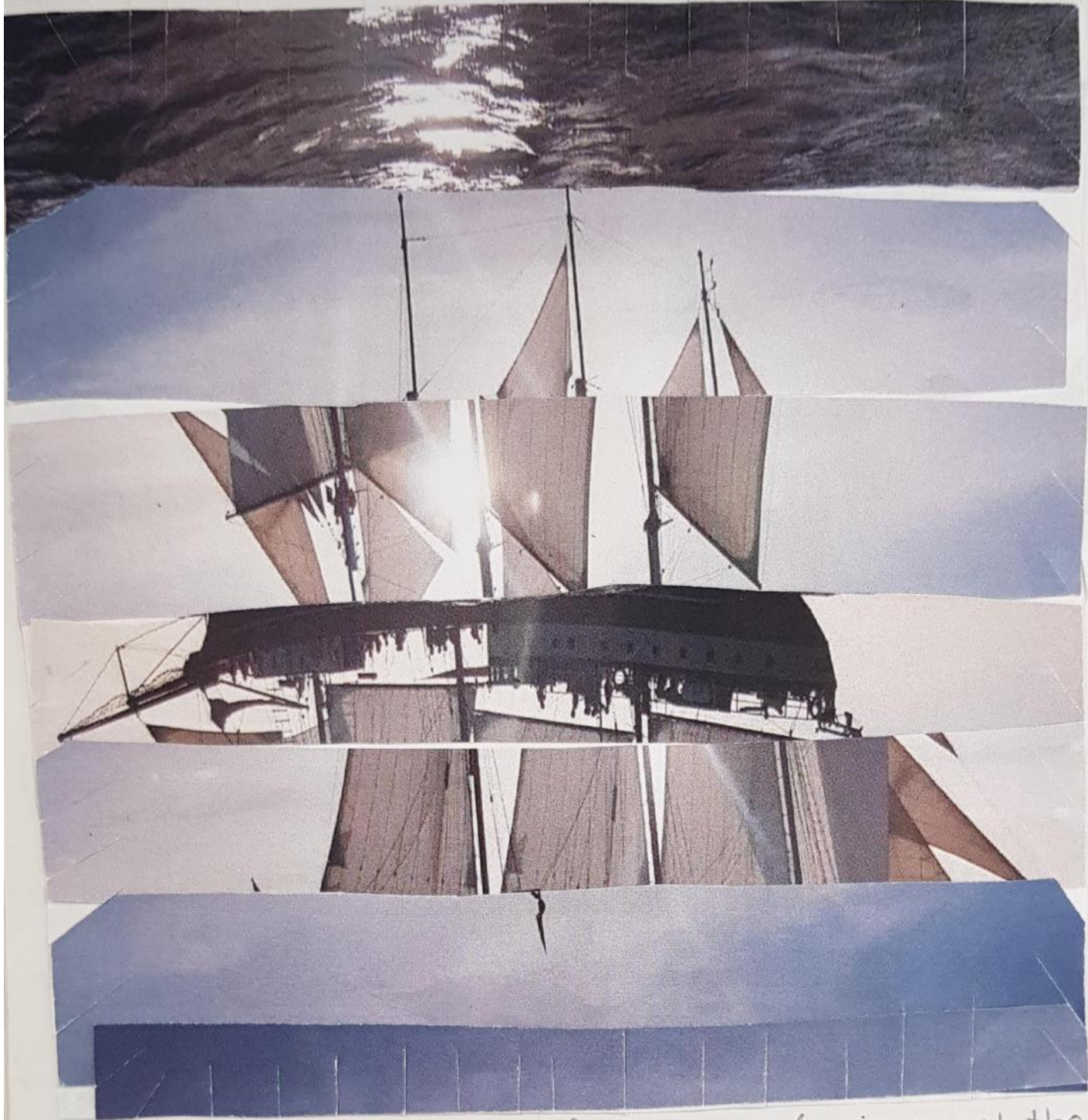
Matthew Makin



7/5/21

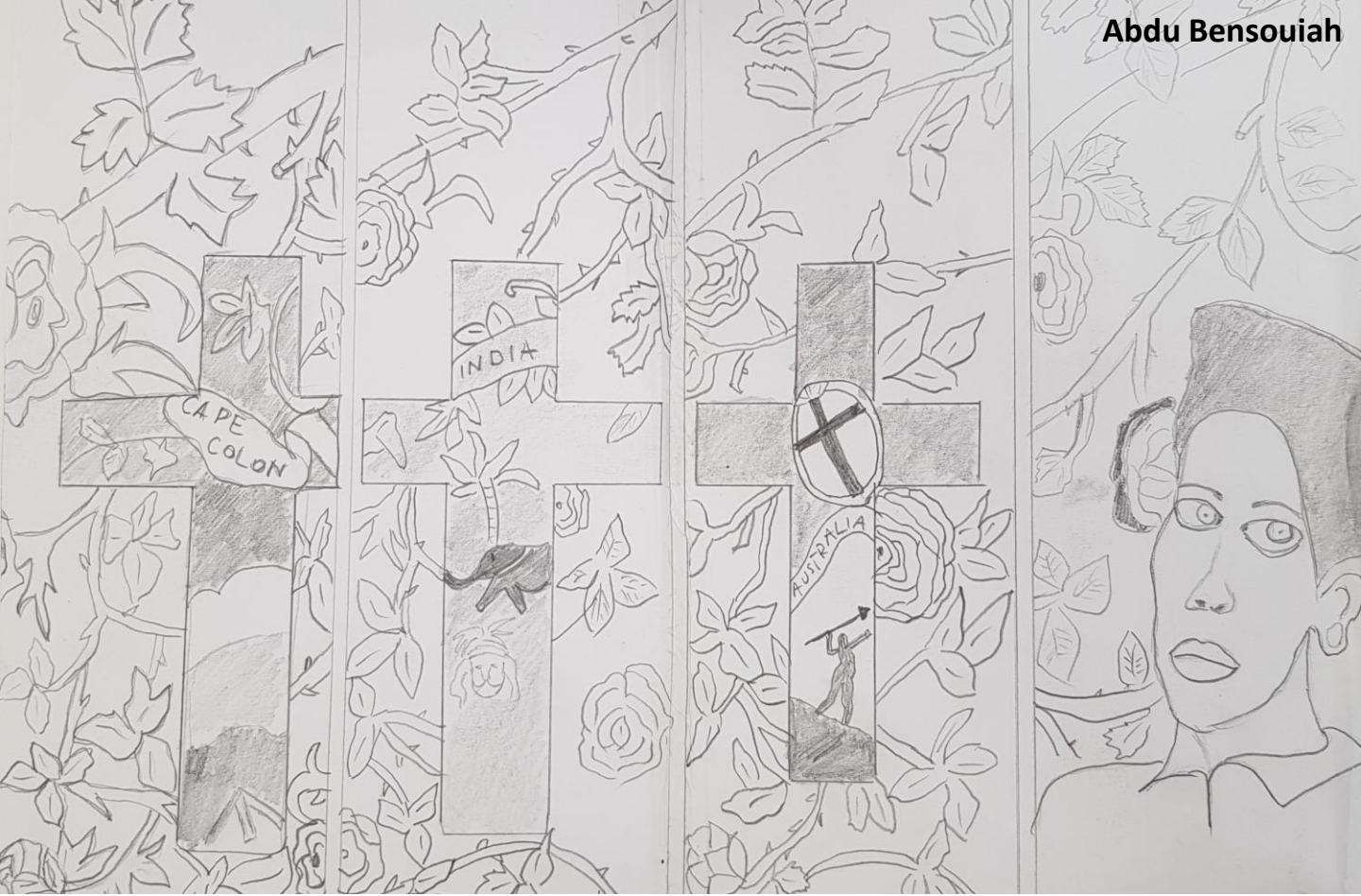
class work

Aya Abdelaoui

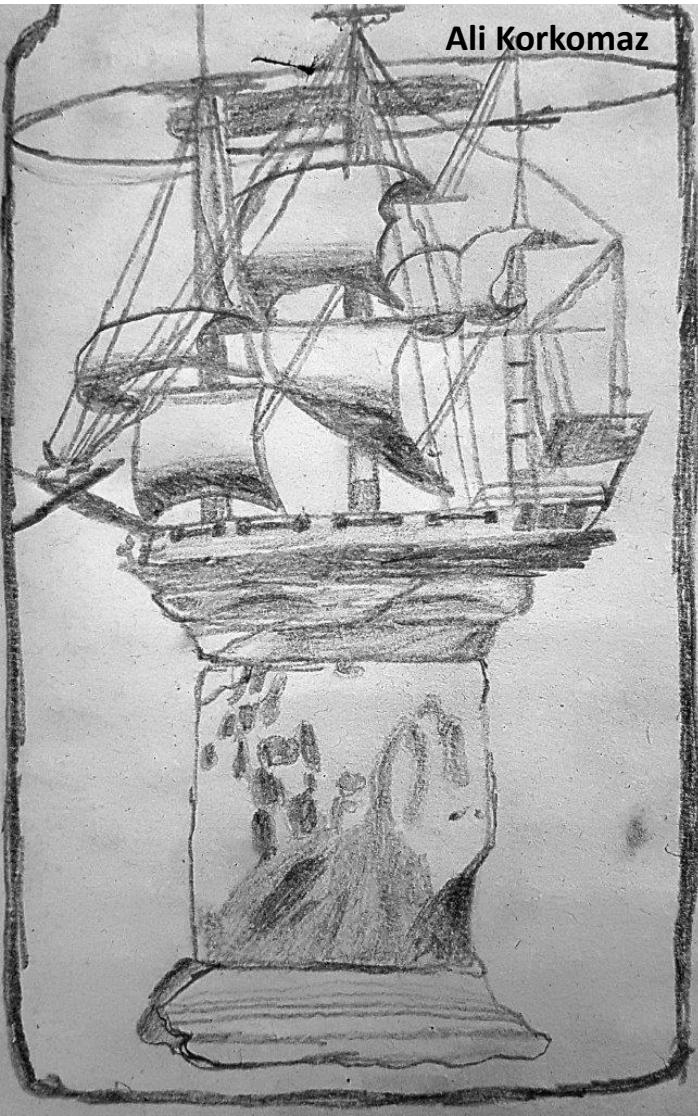


I created this artwork in front of me to represent the Journey from Britain to its colonies and back. Three things that draw my attention would be the ocean at the top of the image, the sky at the bottom and the cuts around the side. This is because usually the ocean is at the bottom but ~~it is~~ I switched it around to show that when slaves were on the ship ~~they~~^{some} would jump off of the ship and into the ocean to commit suicide and be free. So I placed the ocean at the top to represent that it was their only way to freedom. The cuts around the side caught my attention because it stands out, I did these cuts quickly and aggressively to show that the Journey's were rough

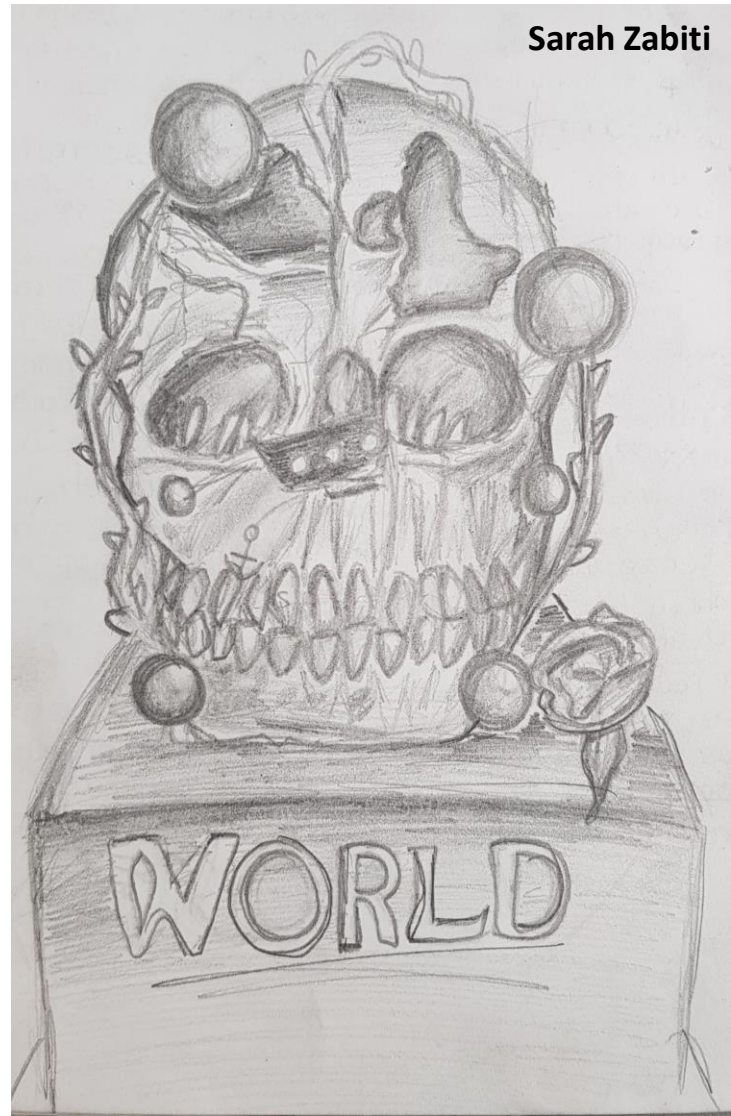
Abdu Bensouiah

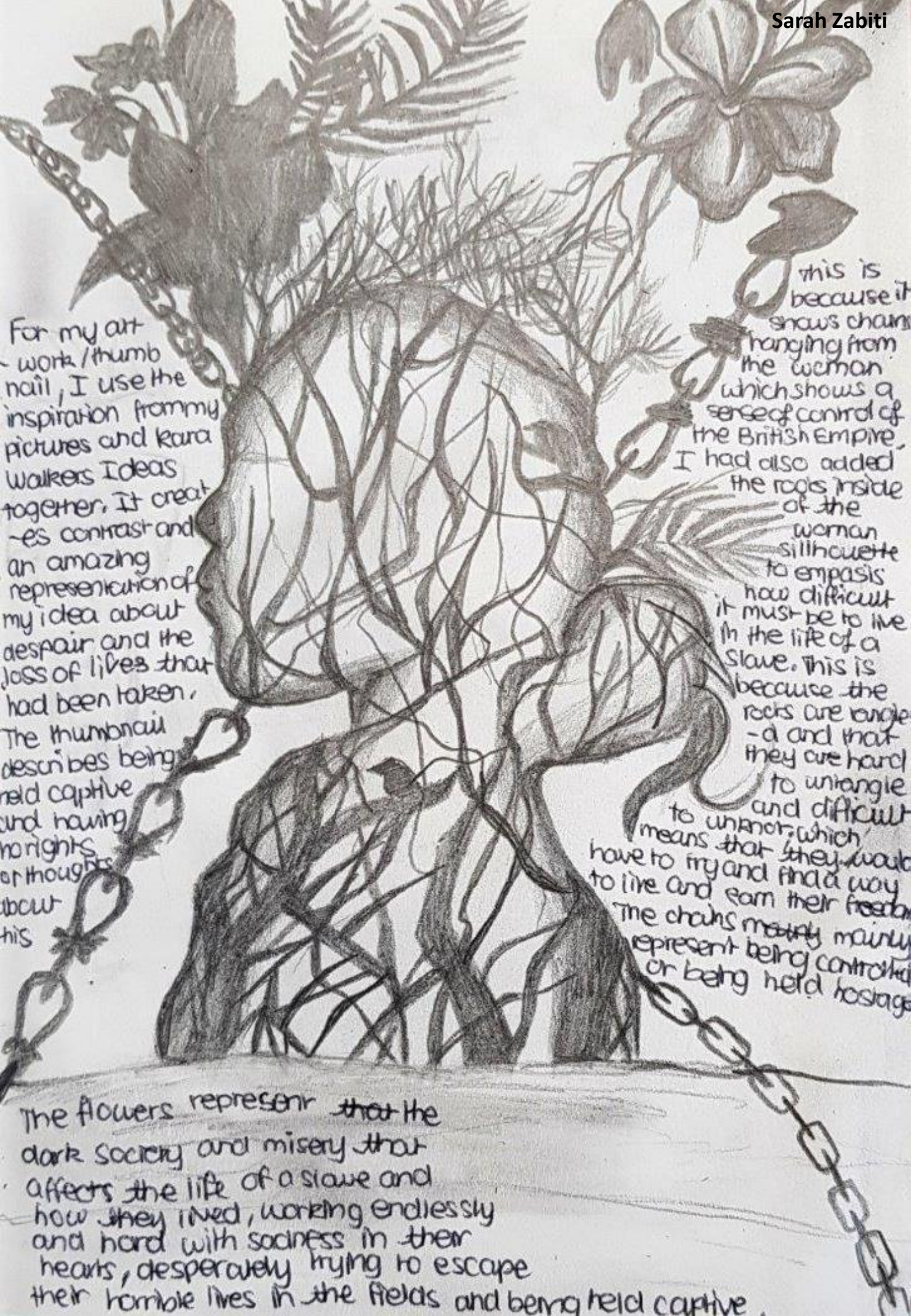


Ali Korkomaz



Sarah Zabiti





For my art work / thumb nail, I use the inspiration from my pictures and Kara Walkers Ideas together. It creates contrast and an amazing representation of my idea about despair and the loss of lives that had been taken. The thumbnail describes being held captive and having no rights or thoughts about this

this is because it shows chains hanging from the woman which shows a sense of control of the British Empire. I had also added the roots inside of the woman silhouette to emphasise how difficult it must be to live in the life of a slave. This is because the roots are tangled and that they are hard to untangle and difficult to untangle, which means that they would have to try and find a way to live and earn their freedom. The chains mainly represent being controlled or being held hostage.

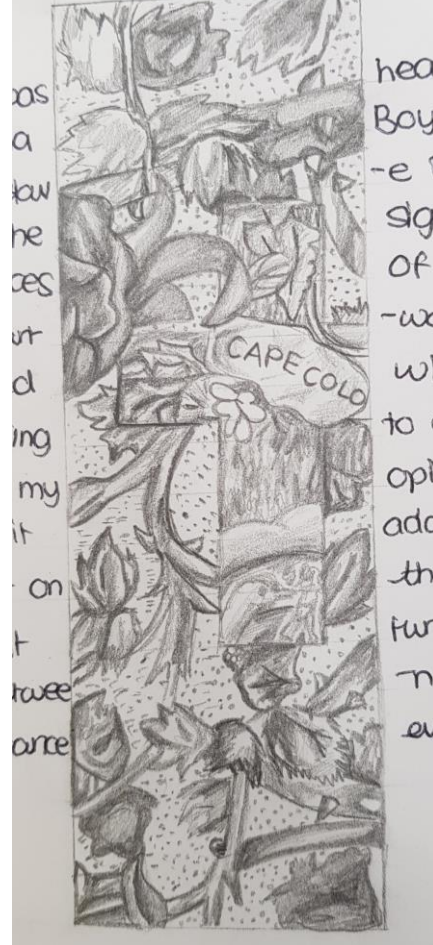
The flowers represent that the dark society and misery that affects the life of a slave and how they lived, working endlessly and hard with sadness in their hearts, desperately trying to escape their horrible lives in the fields and being held captive.

Zineb Ould Beziou



The forgotten ones

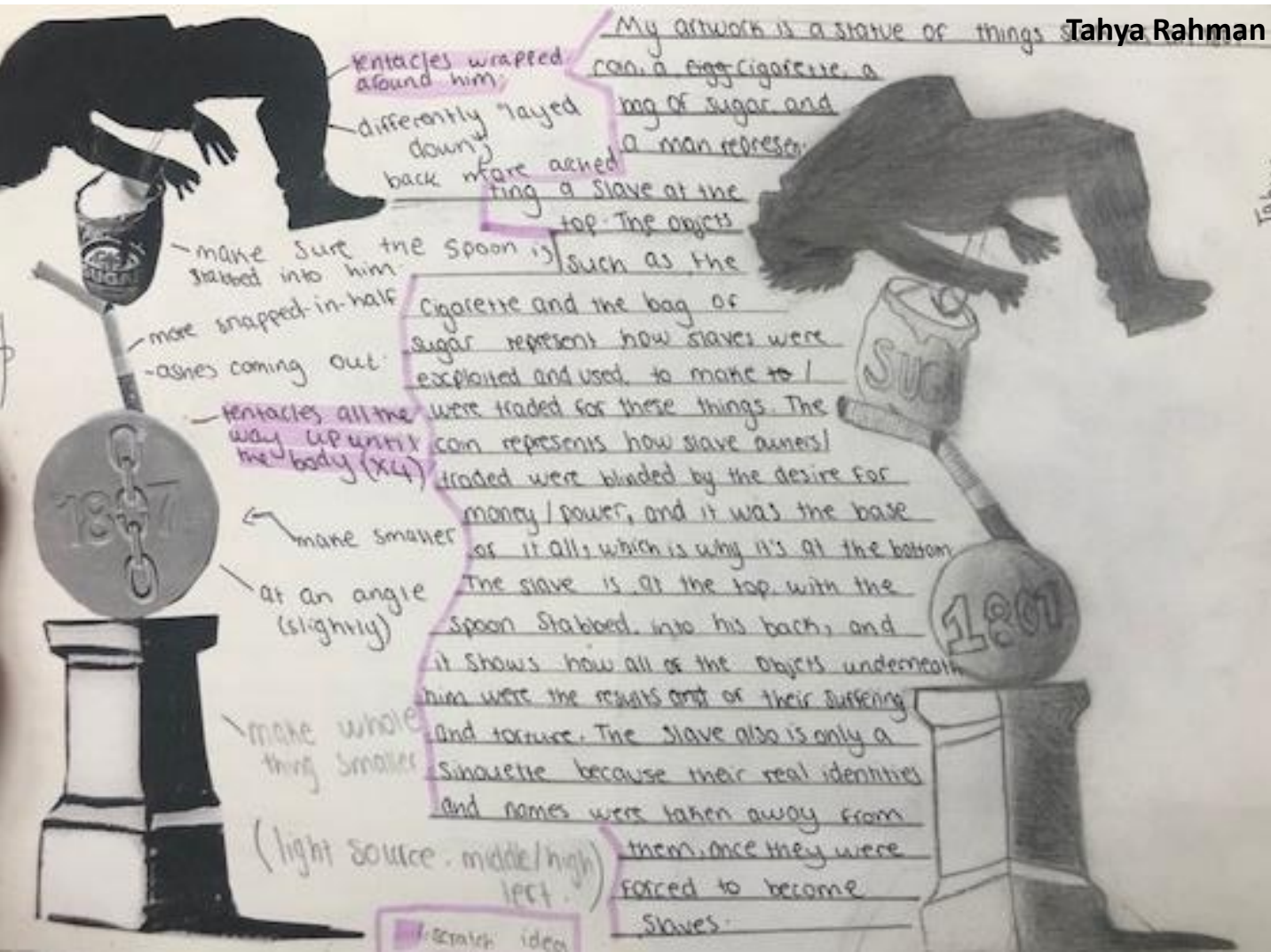
Reproduced version of Sarah Zabiti



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Poppy Atwood



Tahya Rahman

- tentacles wrapped around him
- differently layered down
- back more ached
- make sure the spoon is stabbed into him
- more snapped-in-half
- ashes coming out
- tentacles all the way up until the body (X4)
- make smaller
- at an angle (slightly)
- make whole thing smaller
- (light source - middle/high left)

My artwork is a statue of things such as the coin, a egg, cigarette, a bag of sugar and a man represent.

Such as the Cigarette and the bag of sugar represent how slaves were exploited and used to make to / were traded for these things. The coin represents how slave aches / traded were blinded by the desire for money / power, and it was the base of it all, which is why it's at the bottom.

The slave is at the top with the spoon stabbed into his back, and it shows how all of the objects underneath him were the results out of their suffering and torture. The slave also is only a silhouette because their real identities and names were taken away from them, once they were forced to become slaves.

Tahya

Rashata Schellevis



Asiya Rashid



Year 9

This term, Year 9 explored an array of artworks across history to gain a stronger understanding of the shifting contexts behind them. The meaning of artworks are never fixed; what the artist intends and what the viewer understands may be different. Our individual interpretations of art are rarely the same but shaped by our knowledge, experiences and prejudices. Students unpicked and compared artworks to gain insight into the artists' intentions, how a work interacts with an audience and how context can shift and evolve over time.

Building upon the portraiture project students completed in Cycle 2 (last term), students experimented by creating a number of auto-biographical and personal work inspired contemporary artists such as Zarina Hashmi, Julie Mehretu and Grayson Perry.

The project culminated with students exploring Expressionism and how a global event (WW1) had a significant impact on peoples lives and subsequently, the style of art at the time. Students created a number of auto-biographical outcomes based upon their emotions over the last year during the pandemic and how their lives and that of the people around them have changed.



Lorena Sulejmani



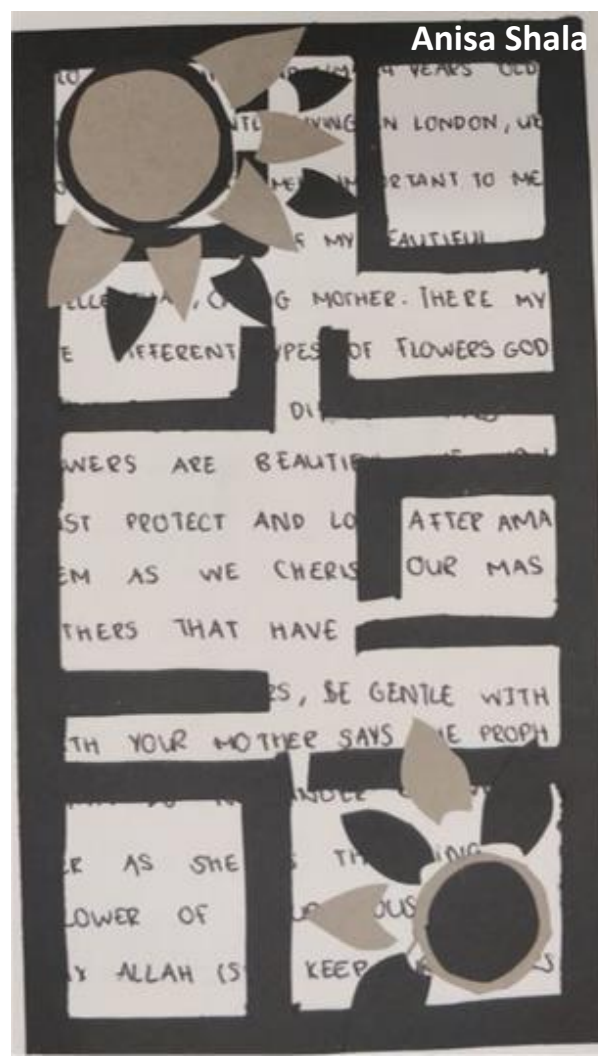
Lorena Sulejmani



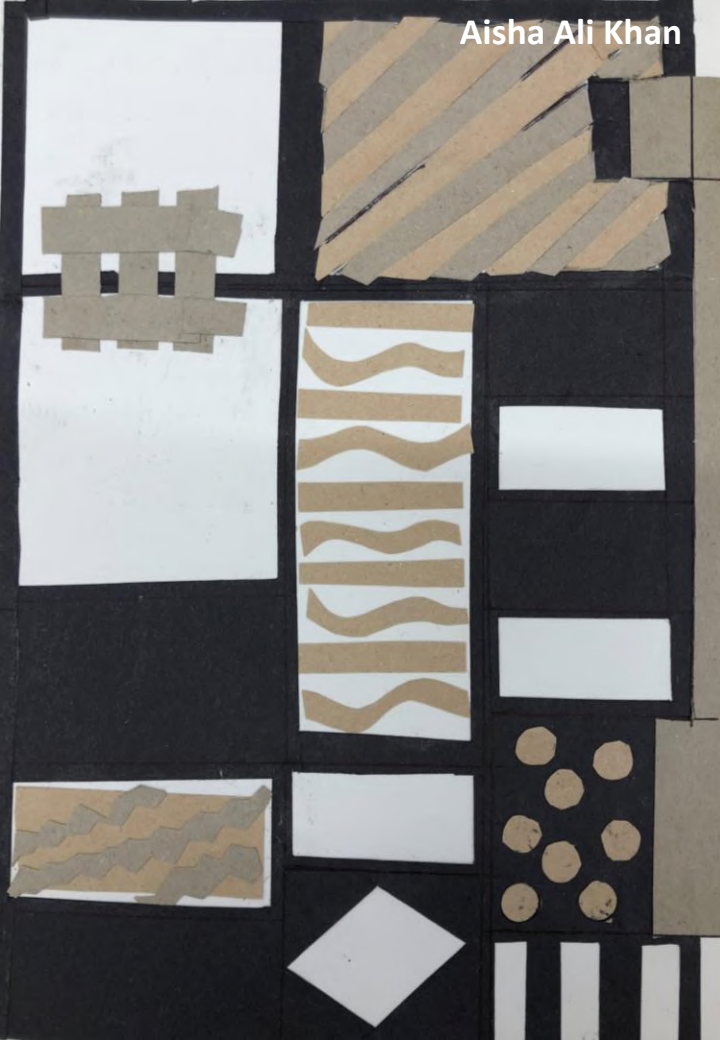
Ali Bensoula



Anisa Shala



Aisha Ali Khan



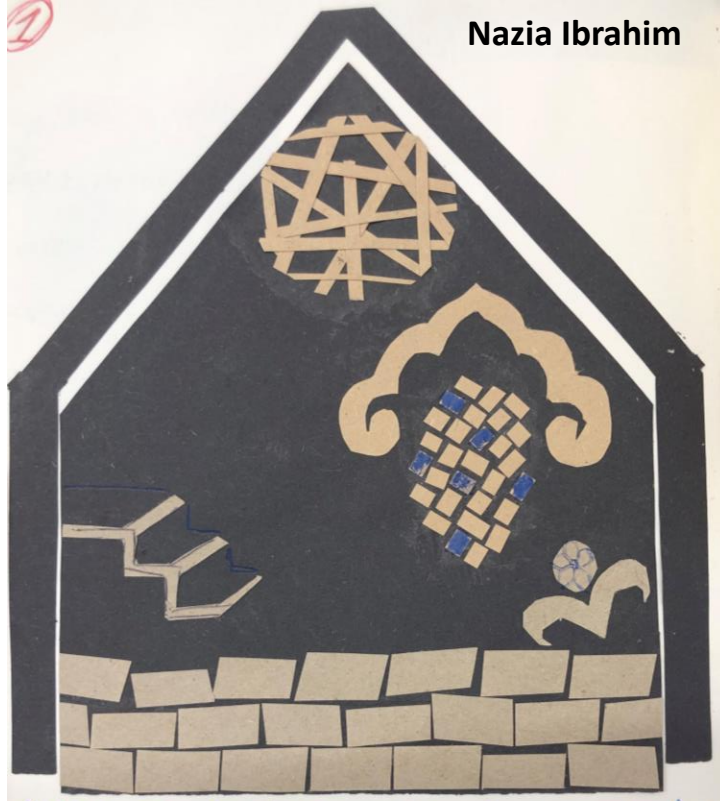
Mahmoud Charari



Nazia Ibrahim



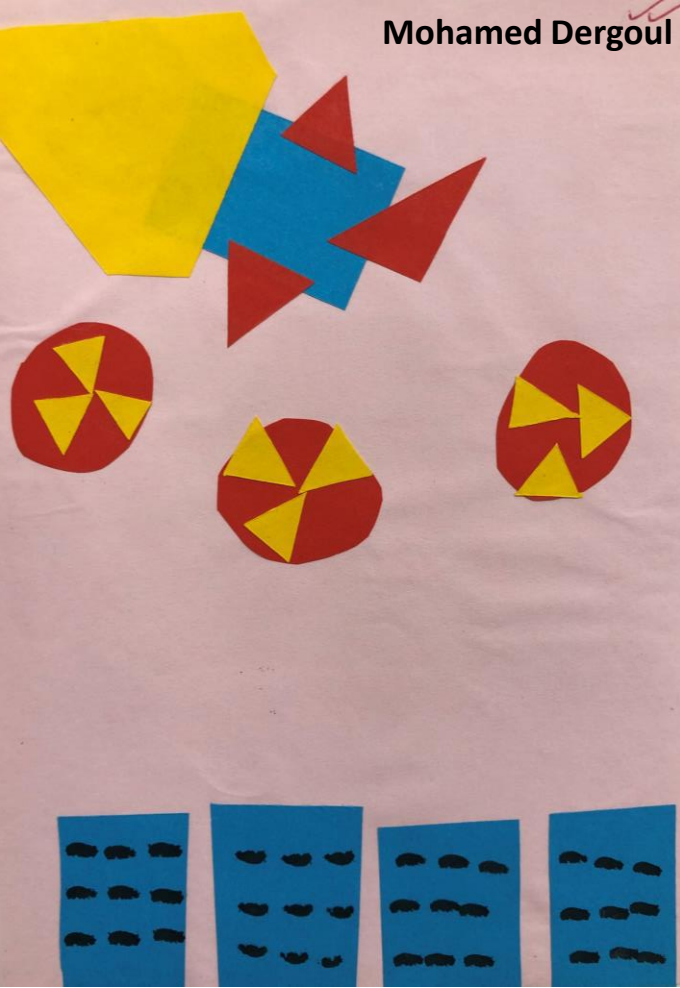
Nazia Ibrahim



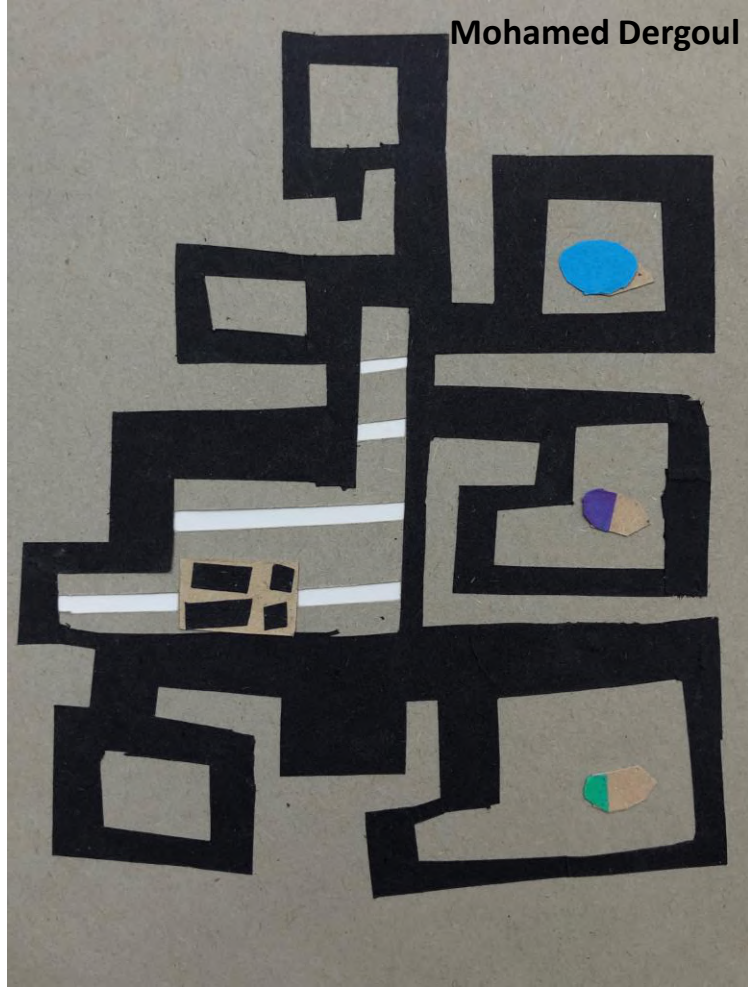
love this!
 The triangles are arranged in a circle to show how lockdown felt like it the ~~day~~ would never end. The black triangles show the bad days and the yellow show the good days. The red circles represent my ^{mum} ~~mom~~, my sister and myself. The pink circle represents my brother.

Hashmi's work explores ideas around home and belonging. I've made my work personal to me by adding ~~from~~ a pattern from my prayer mat. I have simplified a bouquet of flowers I got for my birthday.

Mohamed Dergoul



Mohamed Dergoul



Melika Al Musawi



Student Response

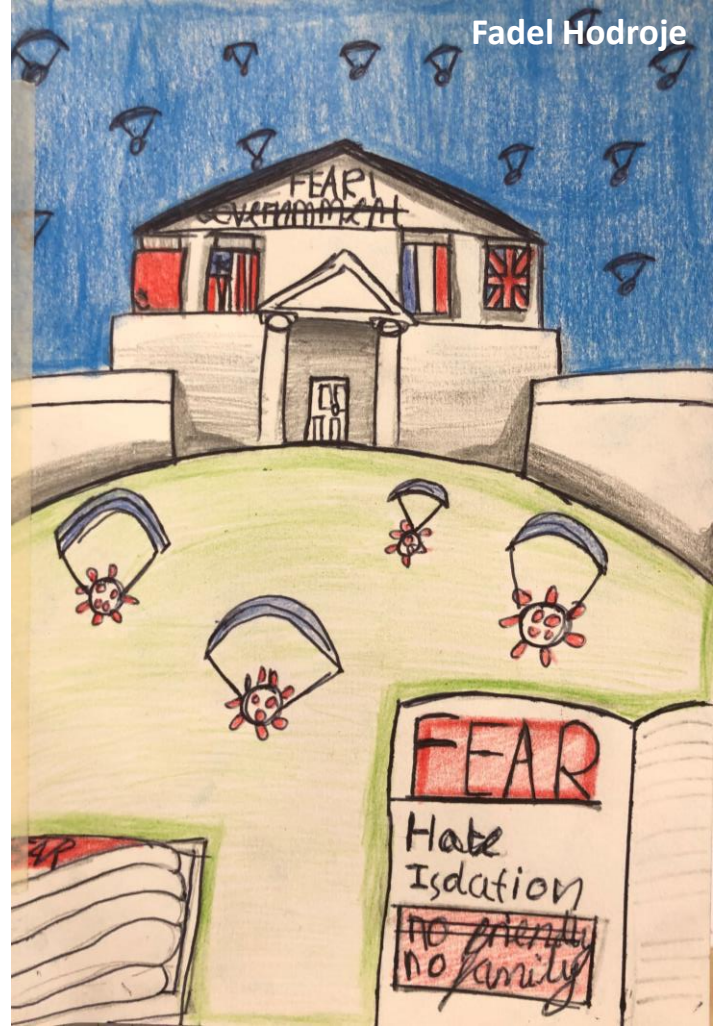
Yassin Khayat



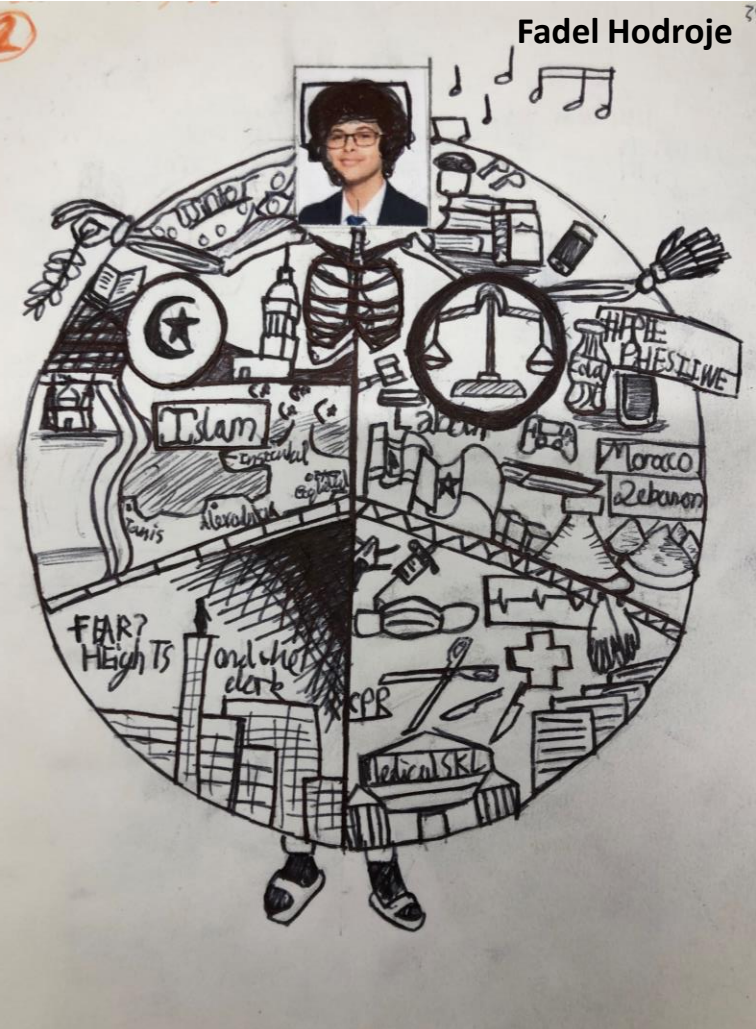
Fadel Hodroje



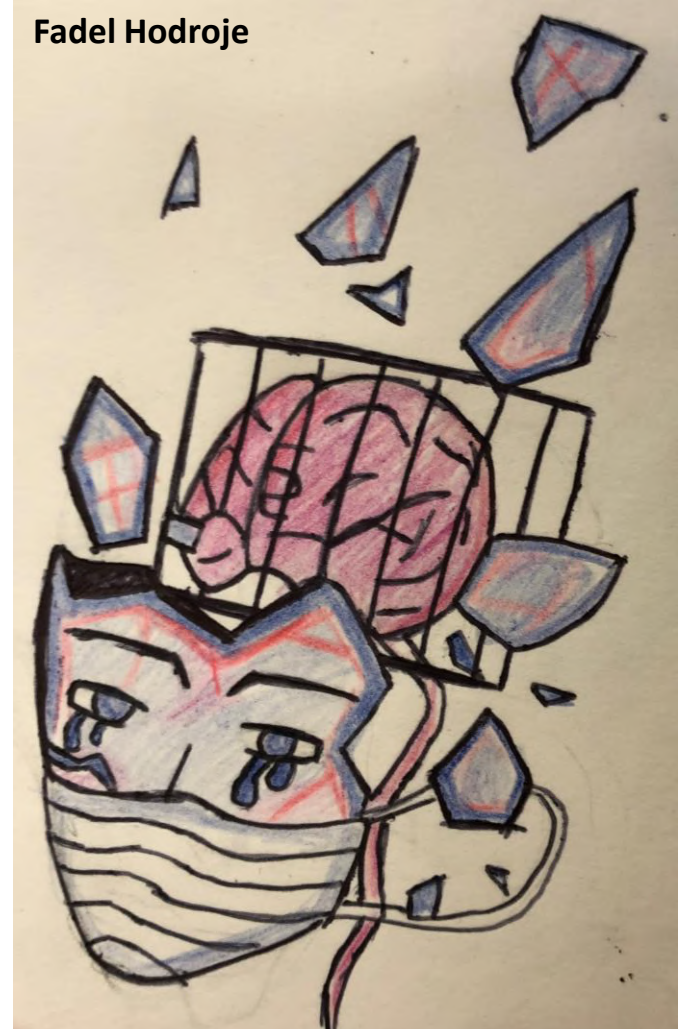
Fadel Hodroje



Fadel Hodroje



Fadel Hodroje



Fajer Saleh



Lydia Lagha



Ben Haynes



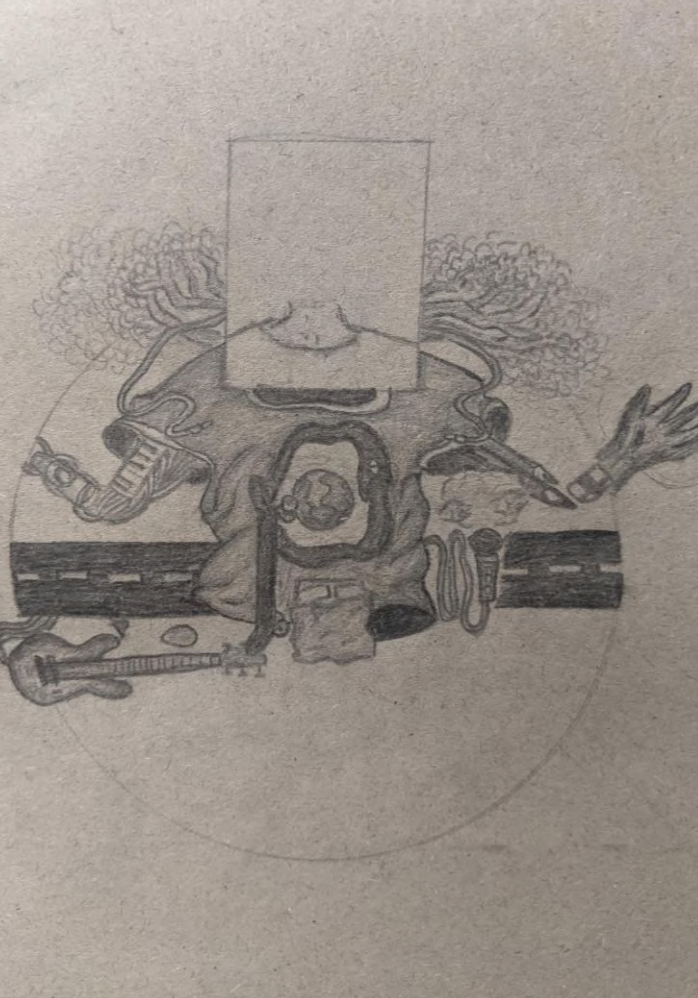
Erblin Sulejmani



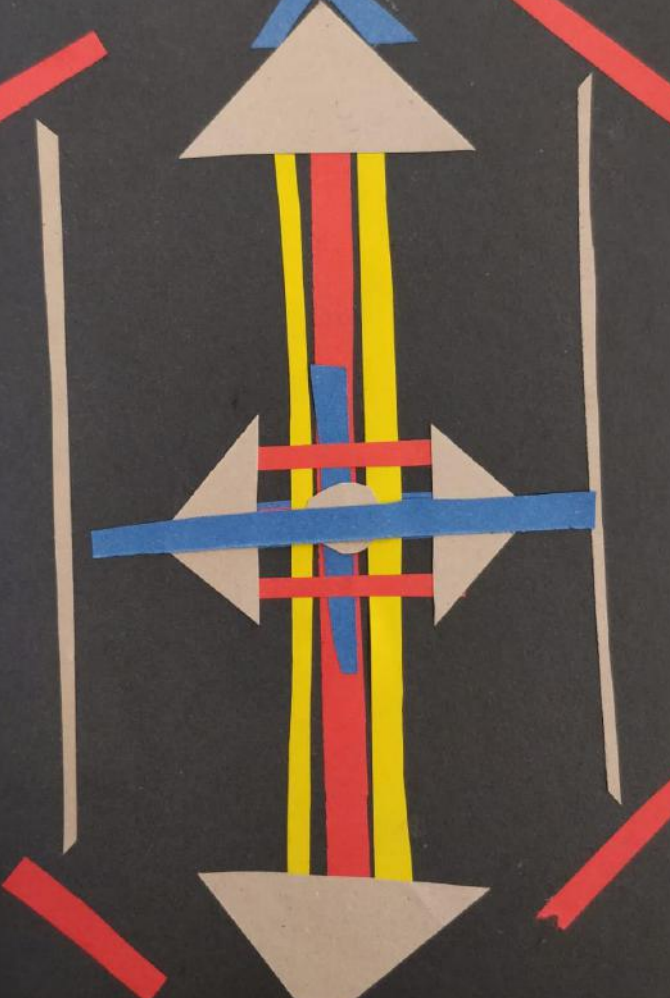
Yara Elhaj

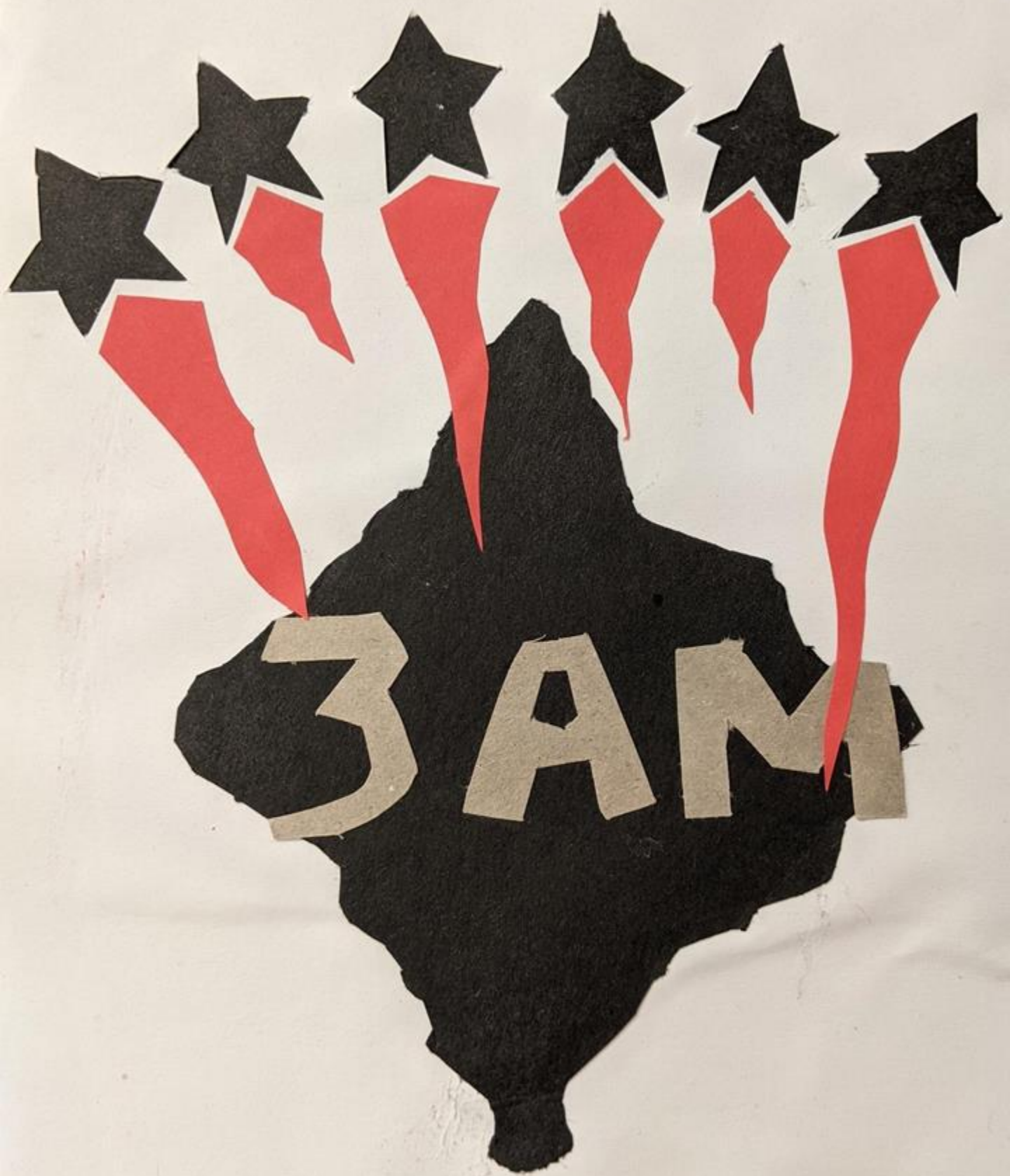


Olivia Andreotti Del Fiori



Basem Khan







Year 10

This term, our Year 10 students explored the theme of 'Myths and Legends'. Students were introduced to classical mythology and legends from different cultures across the globe to inspire their body of work this term.

Taking inspiration from their research, students produced a number of personal responses of animal hybrids using processes such as lino printing, collage, sculpting and drawing.



Rahid Ahmed



Shahd Ahmed



Shahd Ahmed



Telita Freitas

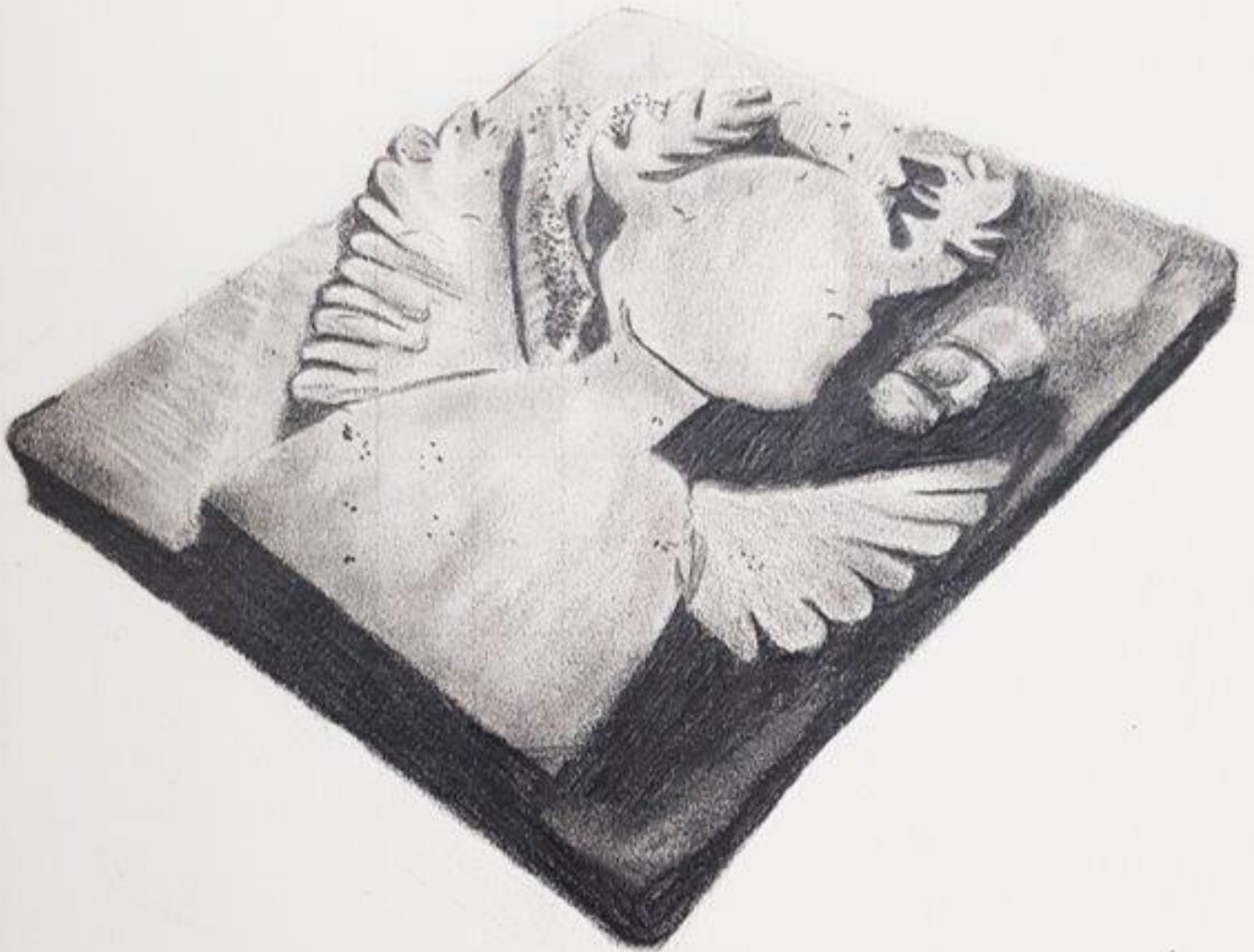
Telita Freitas



Telita Freitas



Telita Freitas



Shahd Ahmed



Shahd Ahmed



Shahd Ahmed



Arwen Miah



Arwen Miah



Jamila Tabed



Jamila Tabed



Mallak Saleh



Maryam Farajallah





Leonesa Shabani



Leonesa Shabani



Iyla Birchall

Leonesa Shabani



Laila Khader



Iyla Birchall

Hanifa Amalon



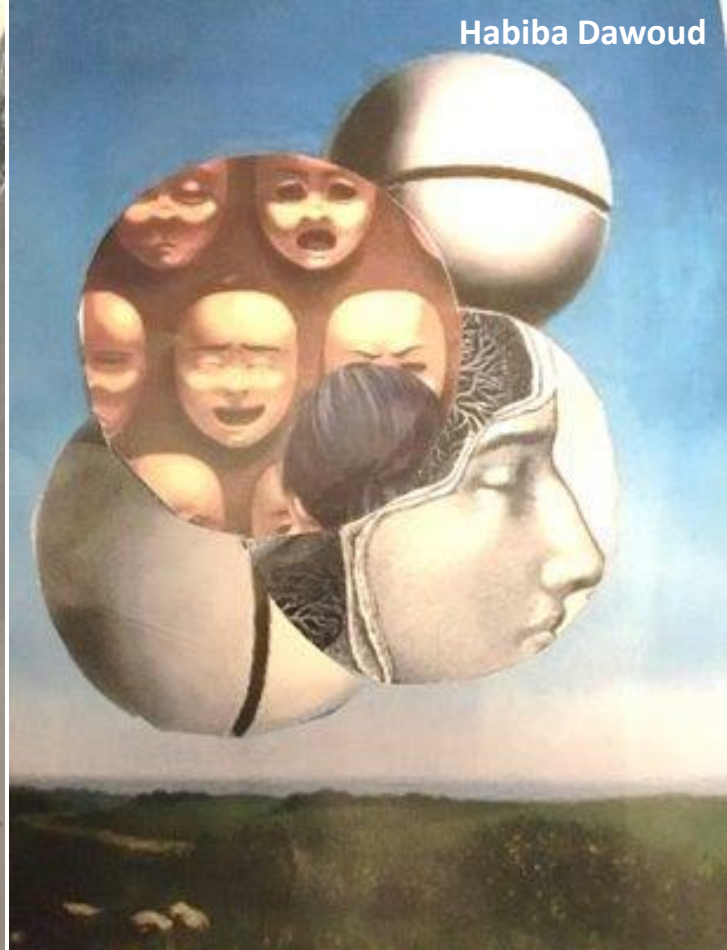
Shelby Scott



Habiba Dawoud



Habiba Dawoud



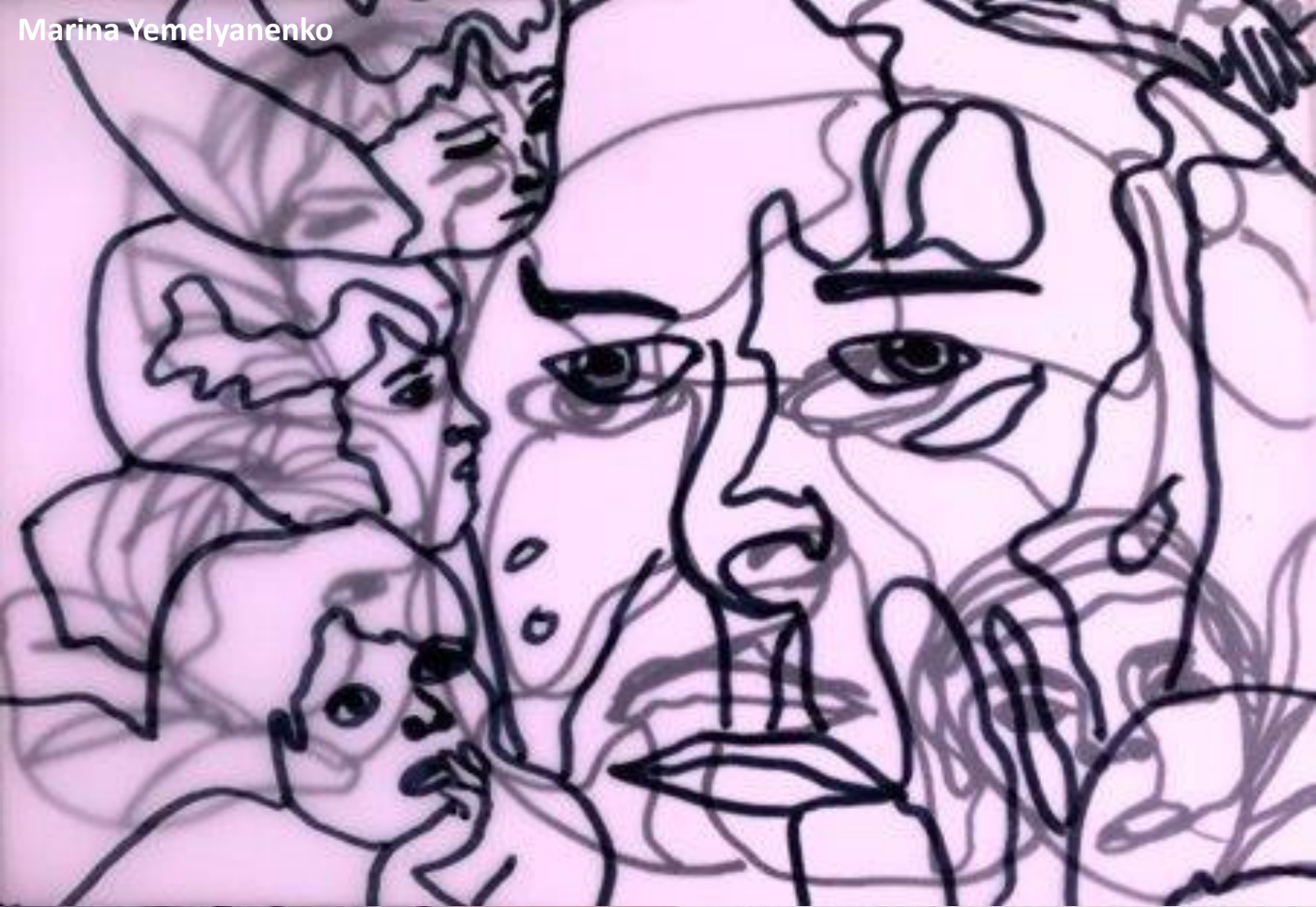
Iyla Birchall

Zara Chowdury



Shelby Scott





Marina Yemelyanenko



Marina Yemelyanenko



Year 12

This term, our Year 12 students embarked on their new projects as they develop their own practice and explore themes that are personal and inspiring to them. Introduced to a wide array of media and processes, students have the autonomy to experiment, test their ideas out and guide their own projects.

Genta Brahimi

Genta is exploring trauma and how we as humans are affected by our experiences. Psychological conditions such as post-traumatic stress disorder and inhumane acts of violence in war inspire Genta's body of work this term as she moves between abstraction and figurative responses.

Jasmine Mokhlisse

Jasmine's project this term is inspired by Minimalism, an extreme form of abstract art typified by artworks composed of simple geometric shapes. Taking inspiration from her critical research and photography, she has produced a body of work exploring the simplicity of form.

Jazmin Rahman

Jazmin's project is focused around repetition and obsessiveness. She has produced a number of experiments exploring a slow descent into madness. At a first glance, her work appears to have order and process but only when you look closer it begins to unravel.

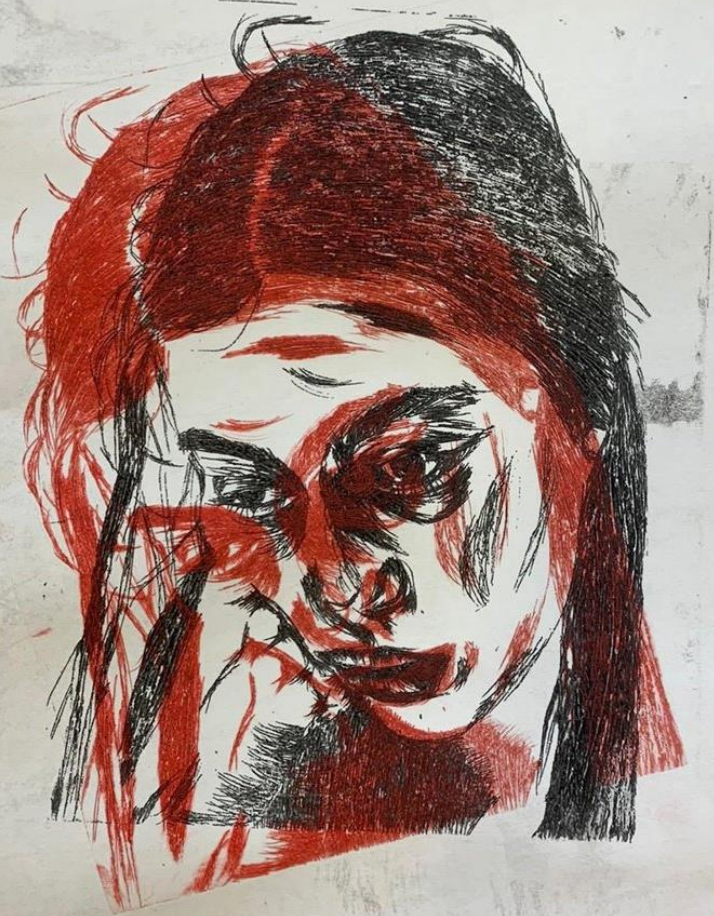
Mohammed Badamasi

Mohammed is exploring themes around movement and Futurism in his work, inspired by artists such as Umberto Boccioni and David Bomberg. His responses capture abstracted figures as they are blurred across the picture plane.

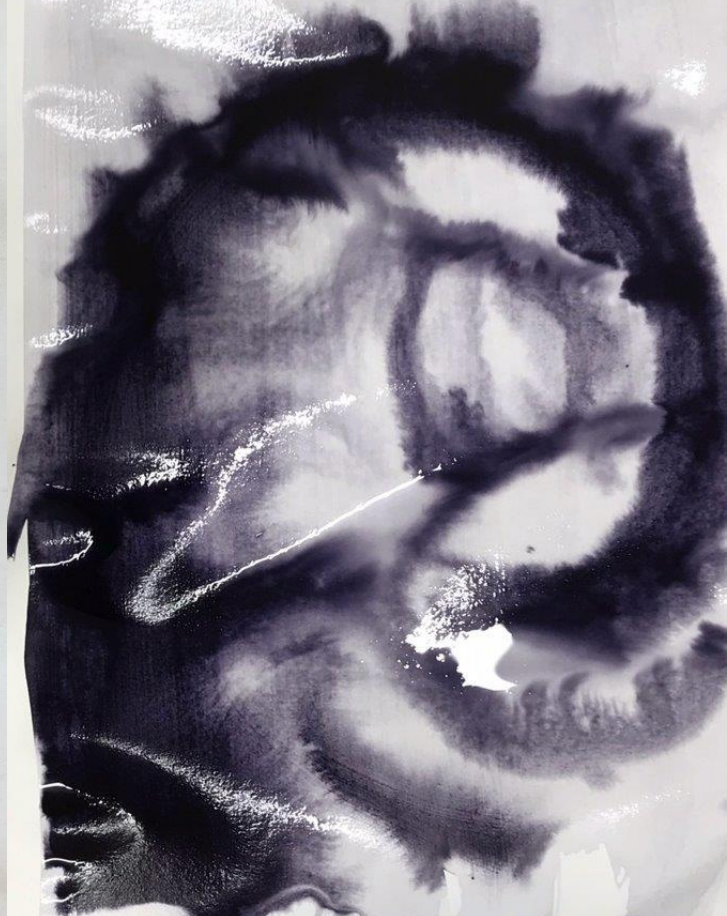
Takmina Akhtar

Takmina's work is exploring the human curiosity around the tactility of objects and surfaces. As humans, we use our sense of touch to help understand the world around us. We have a temptation to touch new things we encounter as a form of communication; even if we know they are dangerous such as fire or spikes.

Genta Brahimi



Genta Brahimi



Genta Brahimi







Genta Brahimi



Genta Brahimi



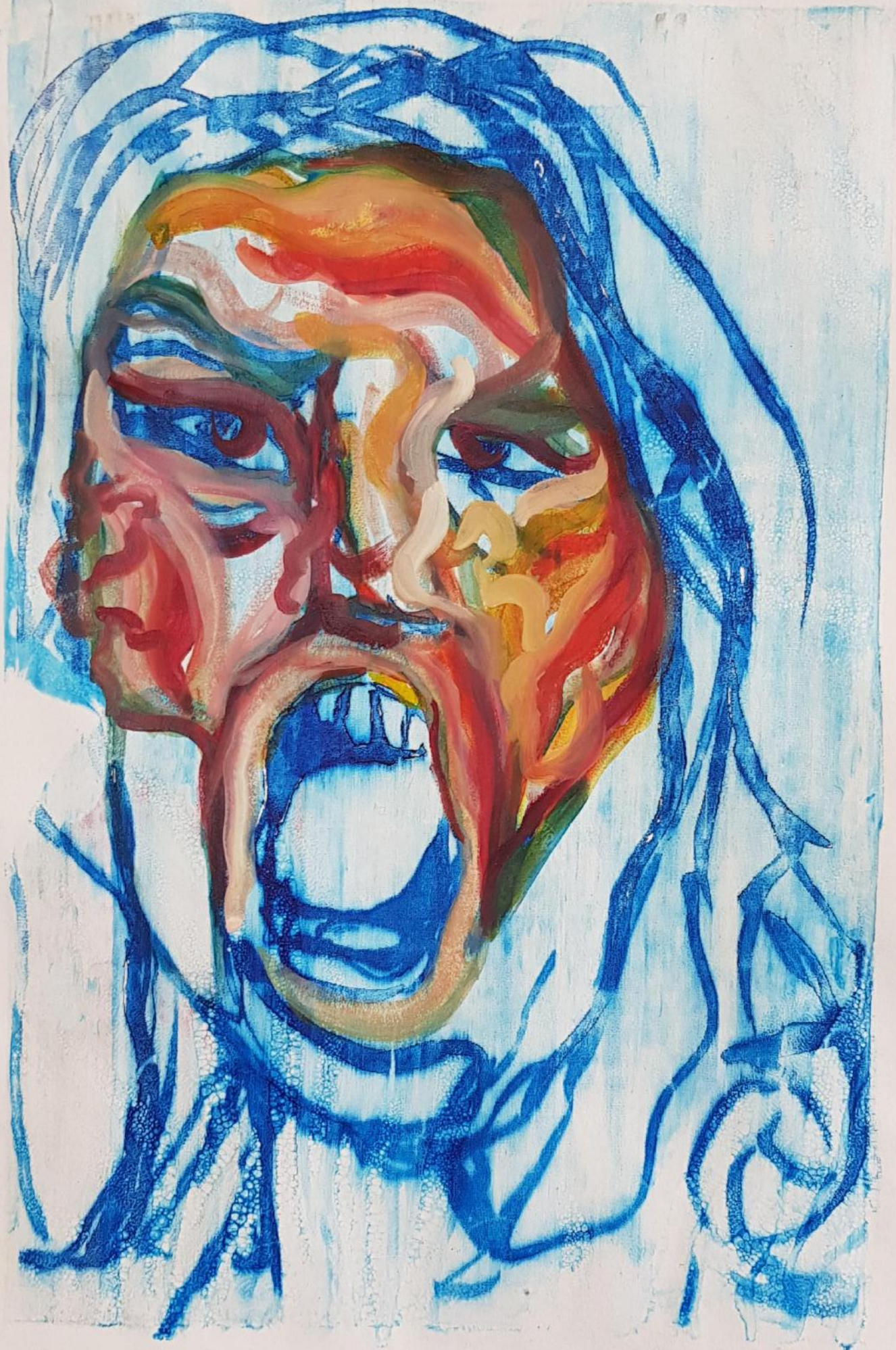
Genta Brahimi



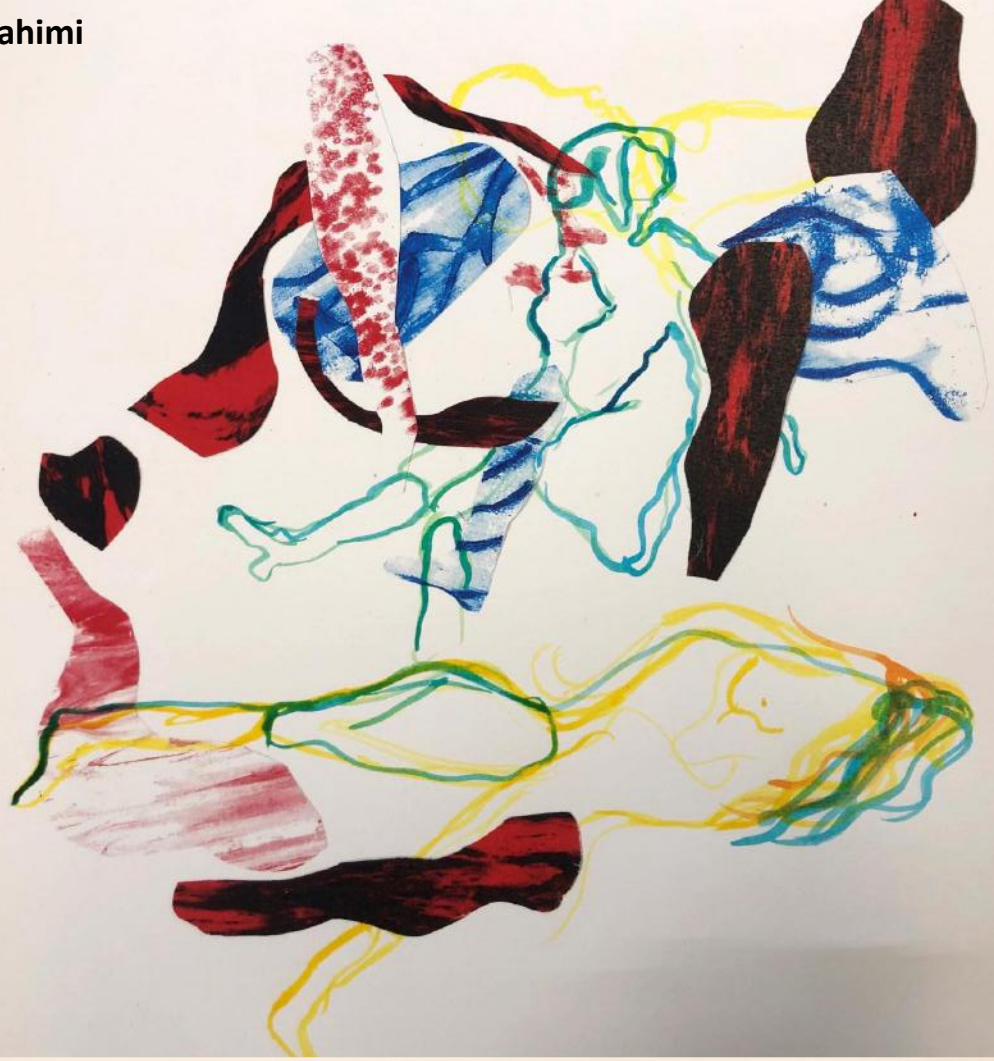
Genta Brahim



Genta Brahim



Genta Brahimi



Genta Brahimi



Genta Brahimi



Genta Brahimi



Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse

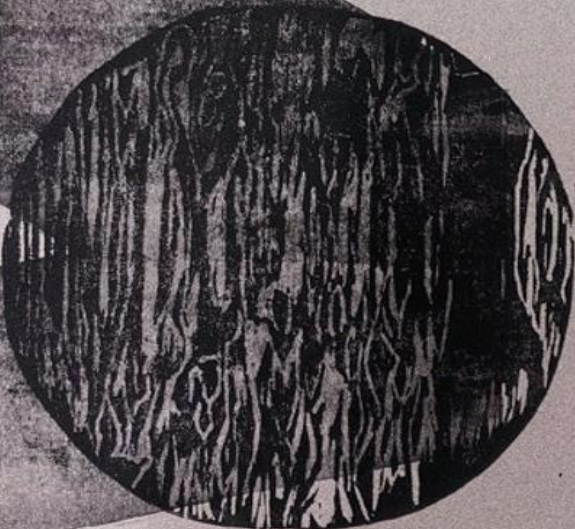
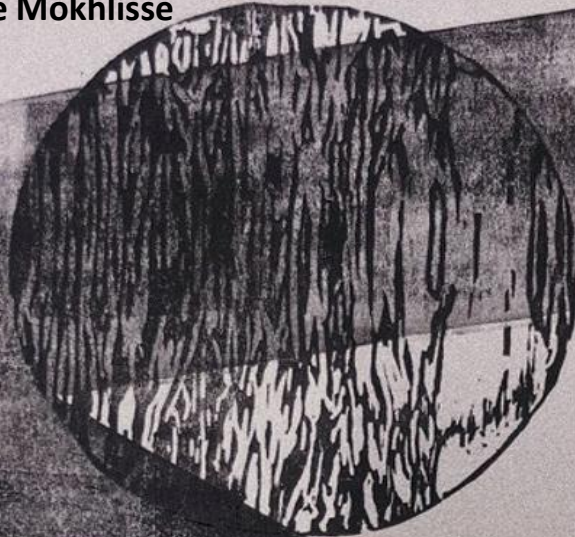




Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse





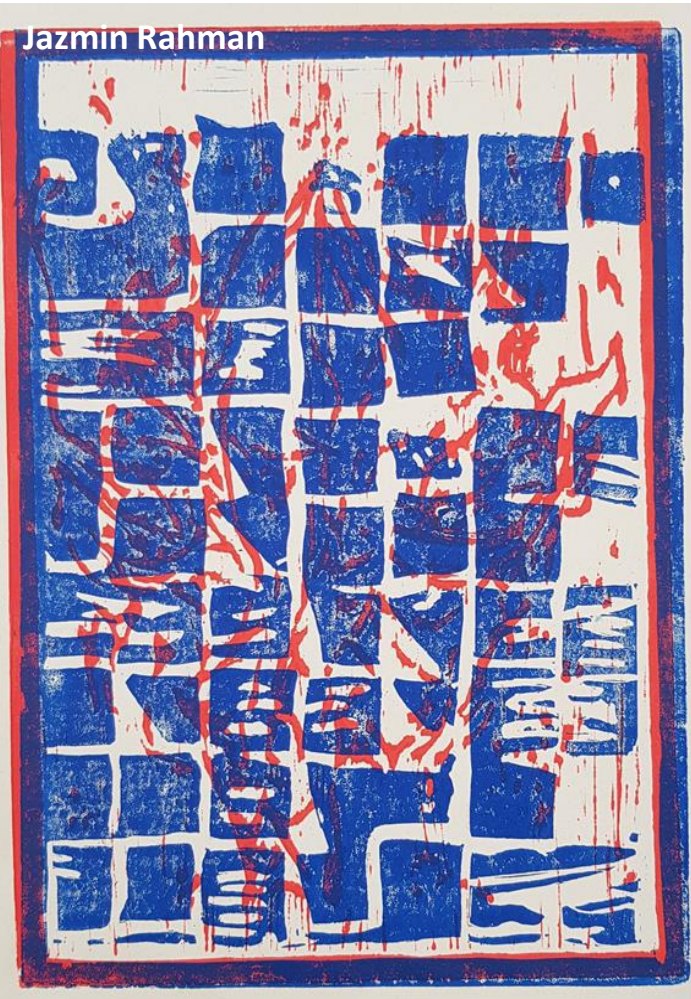
Jazmin Rahman



Jazmin Rahman



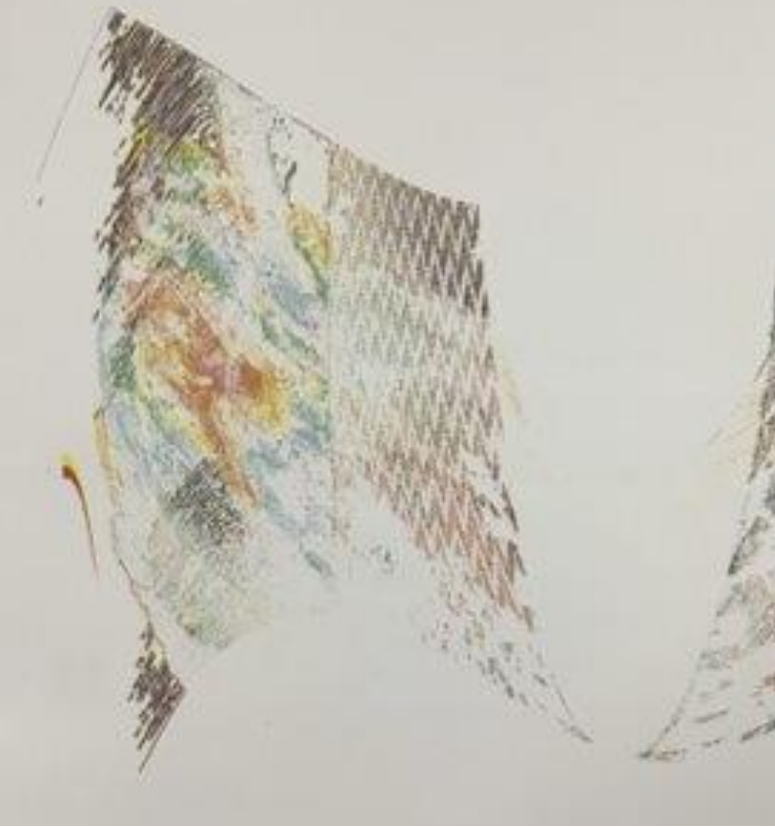
Jazmin Rahman



Jazmin Rahman



Jazmin Rahman



Jazmin Rahman



Jazmin Rahman



Jazmin Rahman





Jazmin Rahman

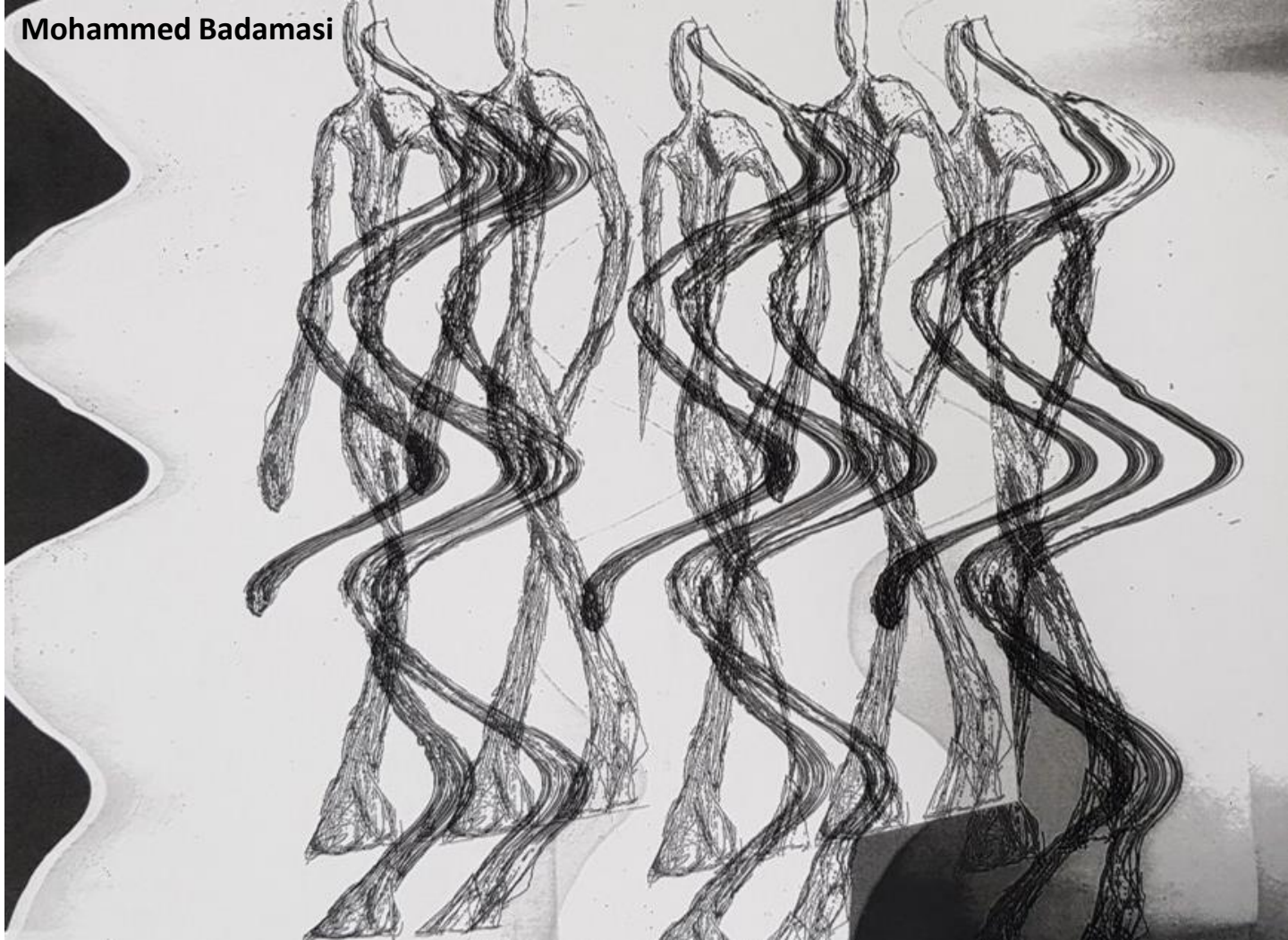


Jazmin Rahman





Mohammed Badamasi



Mohammed Badamasi



Mohammed Badamasi





Mohammed Badamasi



Mohammed Badamasi





Mohammed Badamasi



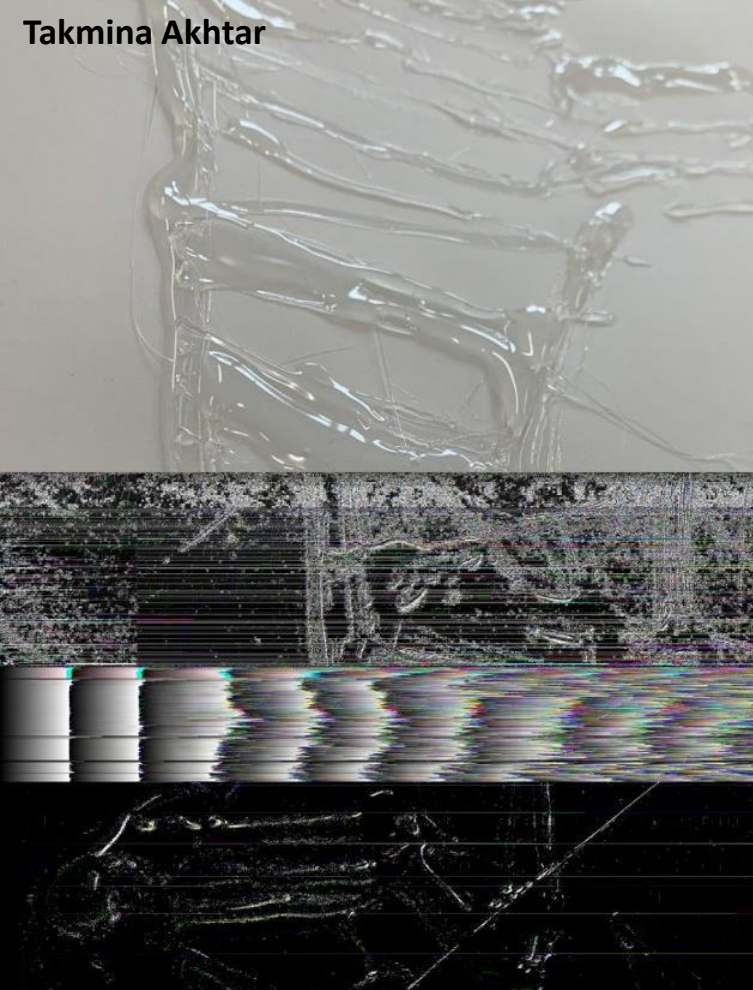
Mohammed Badamasi







Takmina Akhtar



Takmina Akhtar



Takmina Akhtar

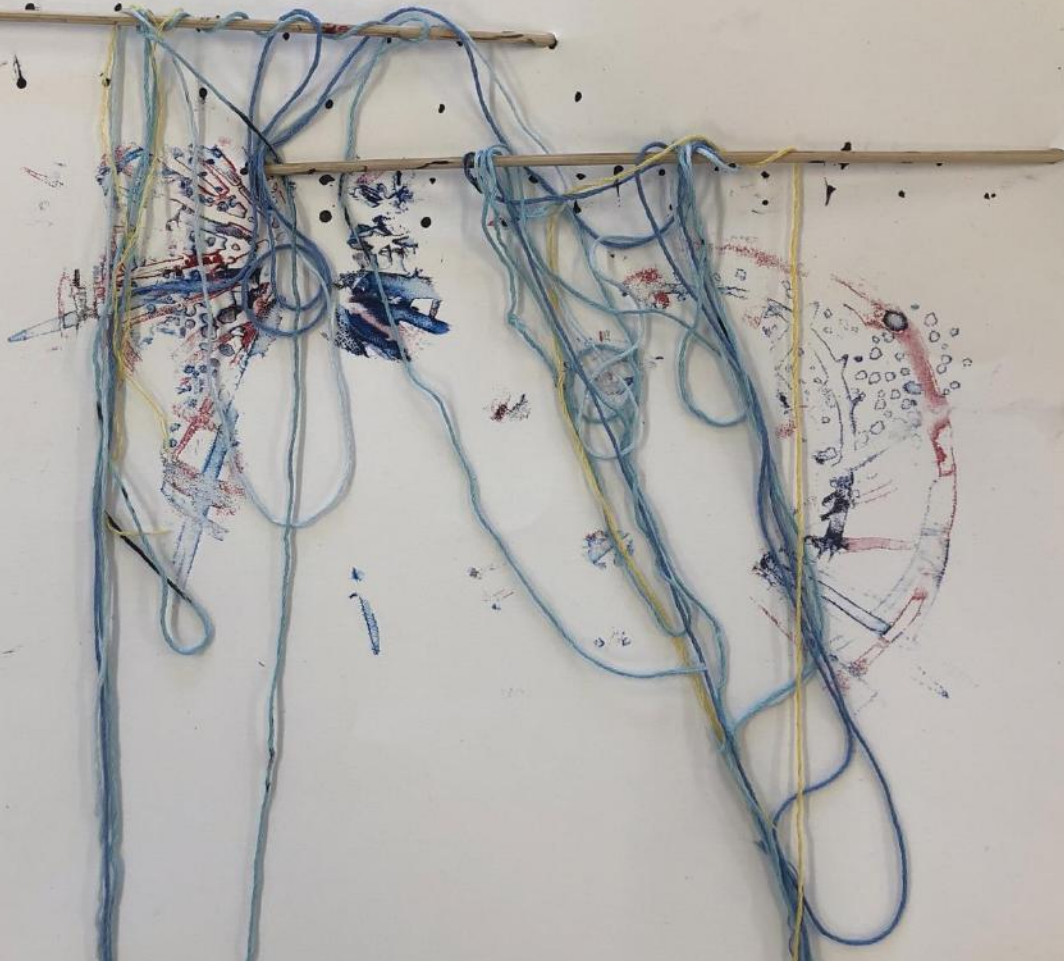


Takmina Akhtar





Takmina Akhtar



Takmina Akhtar

