



PA

Art
Design
Technology

2021/22

Issue 4



**Holiday card competition winner!!
Zuzanna Maliszewska, Year 8**

Welcome,

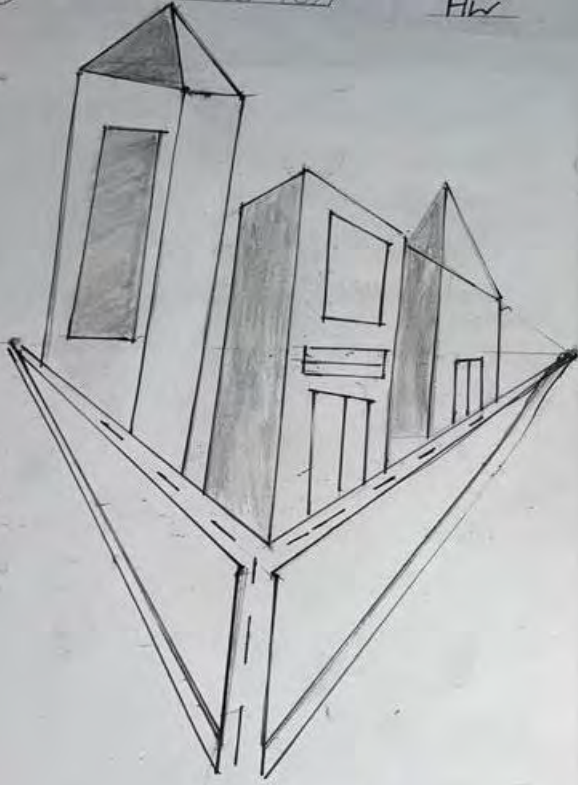
And just like that, two more school terms have passed!

Last year, we said farewell to Year 13 and to our brilliant students that went off to some of the UK's top Art universities. We have a new cohort of Year 7's who have made a fantastic start to their time at Paddington Academy and who are following in the footsteps of older students.

This year, the focus for us as an Art, Design & Technology department has been on excellence and reaching the PA gold standard. We are so happy to be back in practical classrooms and teaching in ways we know are most effective. By continuing to drive high standards, we aim for students in every year group to take pride in their work and put in 100% effort.

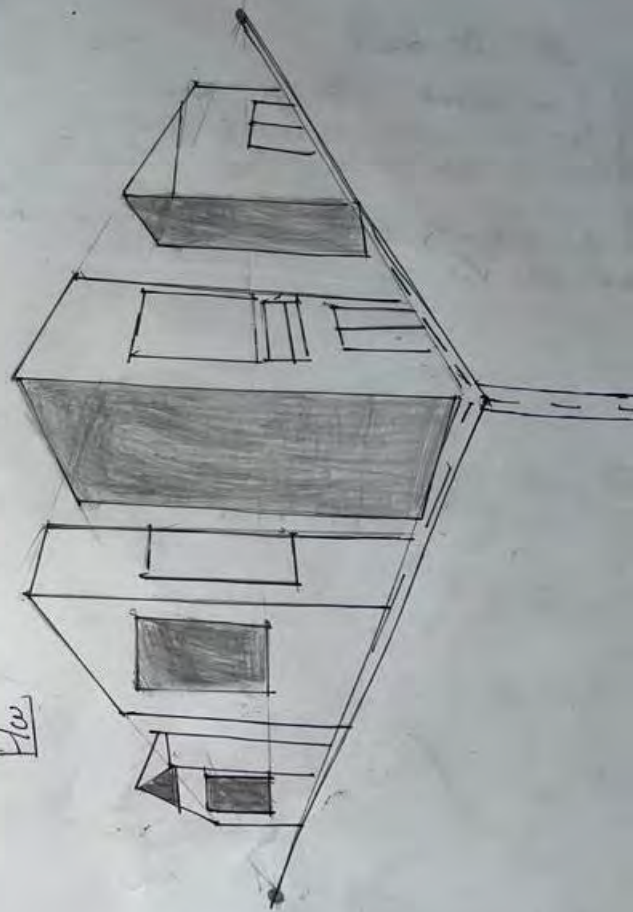
Alongside reintroducing students to wet media this year, we are thrilled to also announce that this newsletter will include work made by Design and Technology students as a part of our never-ending mission to celebrate a broad and rich curriculum for students.

In this issue, you will see what students had been up to during the first term. We hope you enjoy it!



23rd November

HW

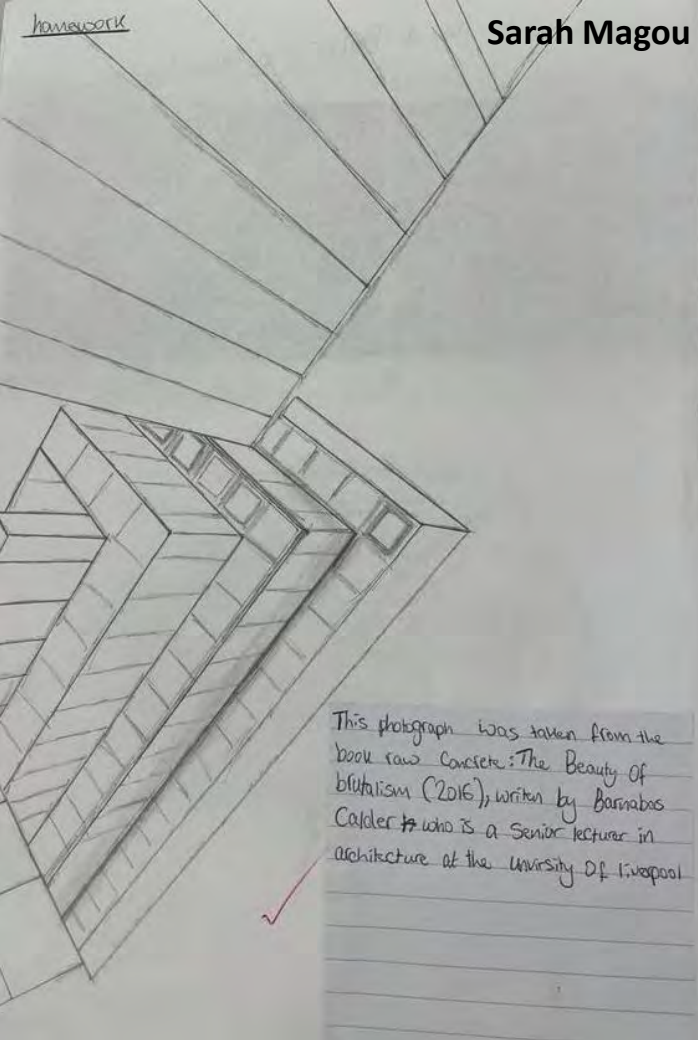


Year 7 Design Technology

This term, Year 7 DT students explored Brutalism, learning 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 practicing 3 core perspective techniques; 1 point, 2 point and isometric drawing. They have been 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 plans relevant to their research into Brutalism and were able to use techniques architects still use today.

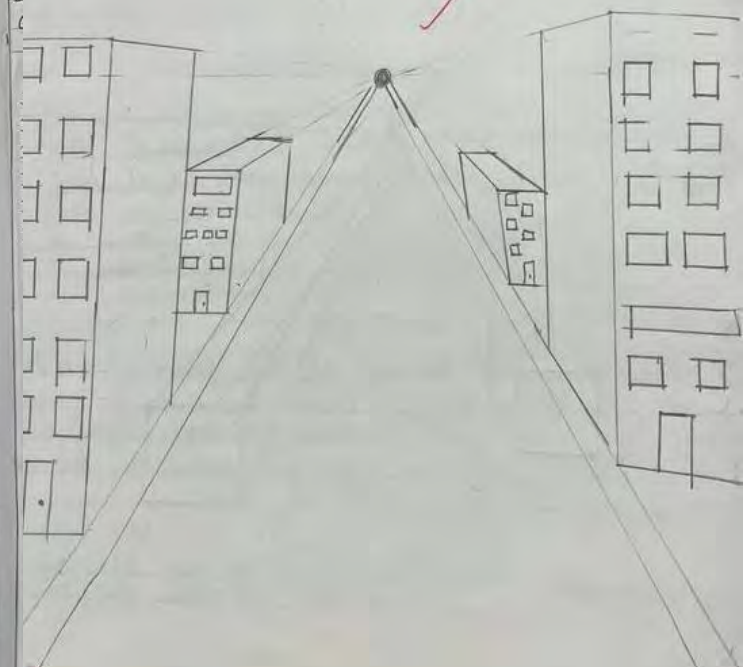


This photograph was taken from the book raw concrete: The Beauty of Brutalism (2016), written by Barnabas Calder who is a Senior lecturer in Architecture at the University of Liverpool

- Do NOT
1. Width, height, length, depth
 2. All drawings meet at vanishing point
 3. the distance from the nearest to the furthest point of something like buildings
 4. lines which are side by side and having the same distance continuously between them

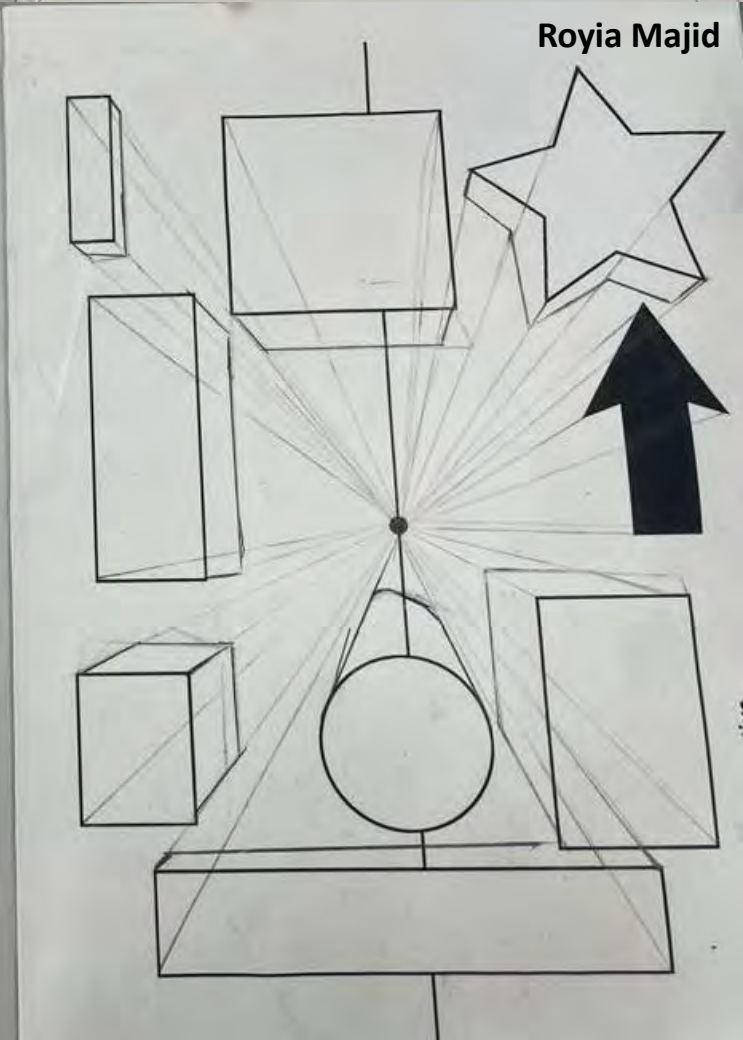
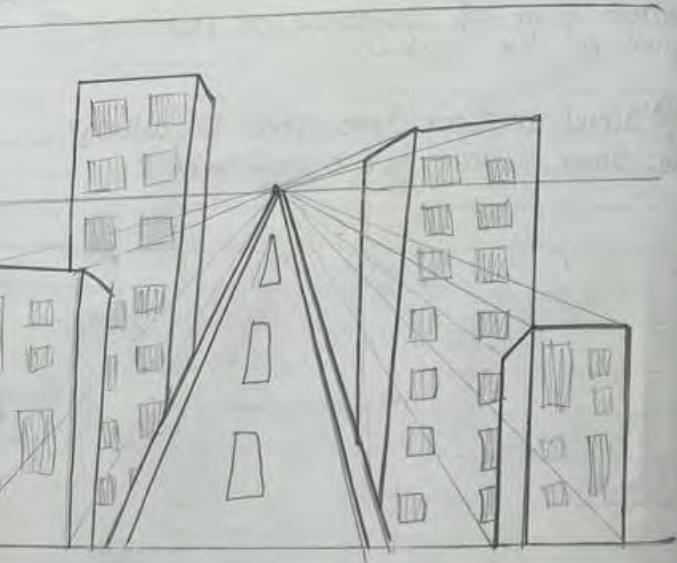
9th November 2021

One Point Perspective building



Tuesday 9th November 2021

- 1- One point perspective width, height, depth
- 2- because you can see only 1 point of something
- 3- something from front to the back
- 4- to illustrate ideation of the interior rooms, railways or buildings.

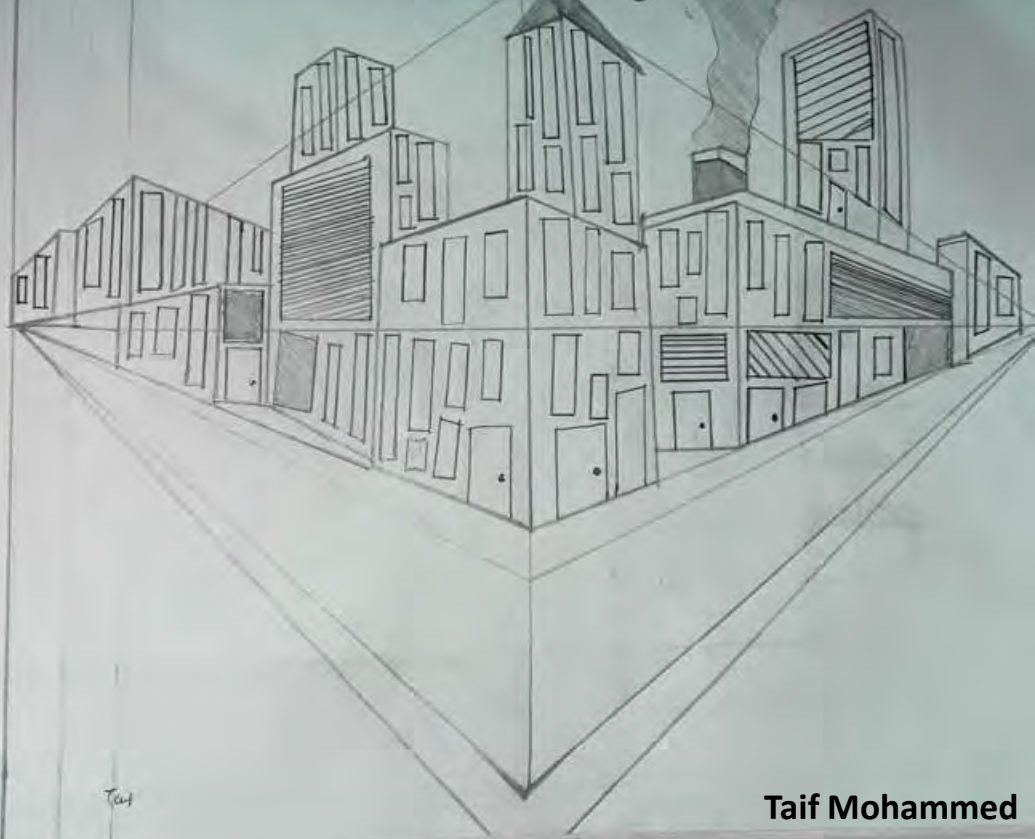


Thursday 23rd November 2021

Mid time task 3

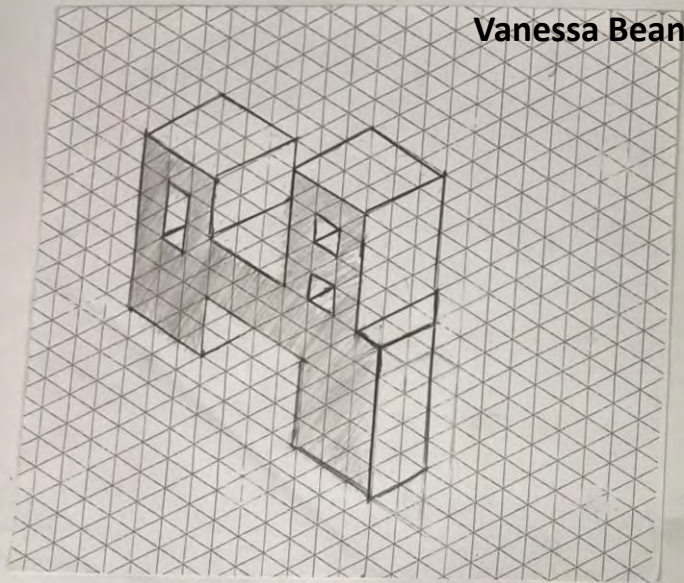
My buildings appear to be of a brutalist style because of the marks and way my building is sketched. I could have improved my designs further to meet the specification by using non decorative patterns or texture to challenge myself. I could use powerful silhouette and unusual comp

two perspective brutalist building homework

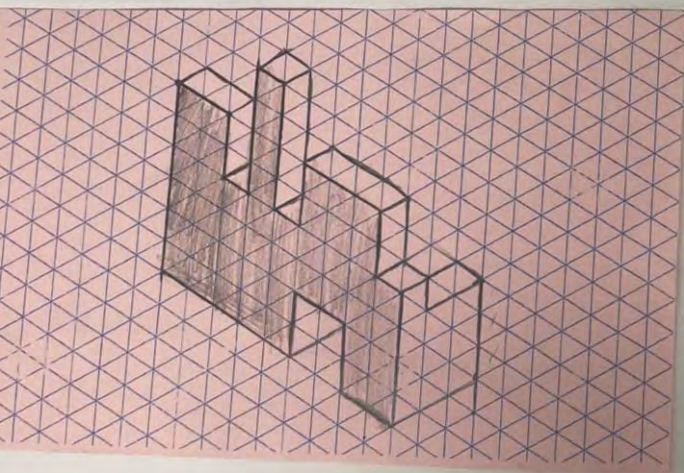
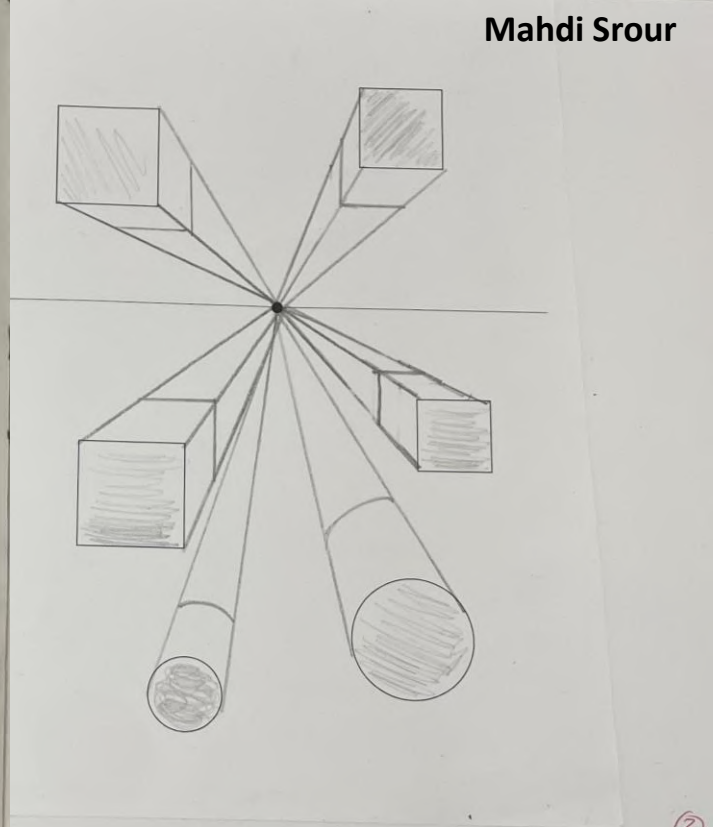


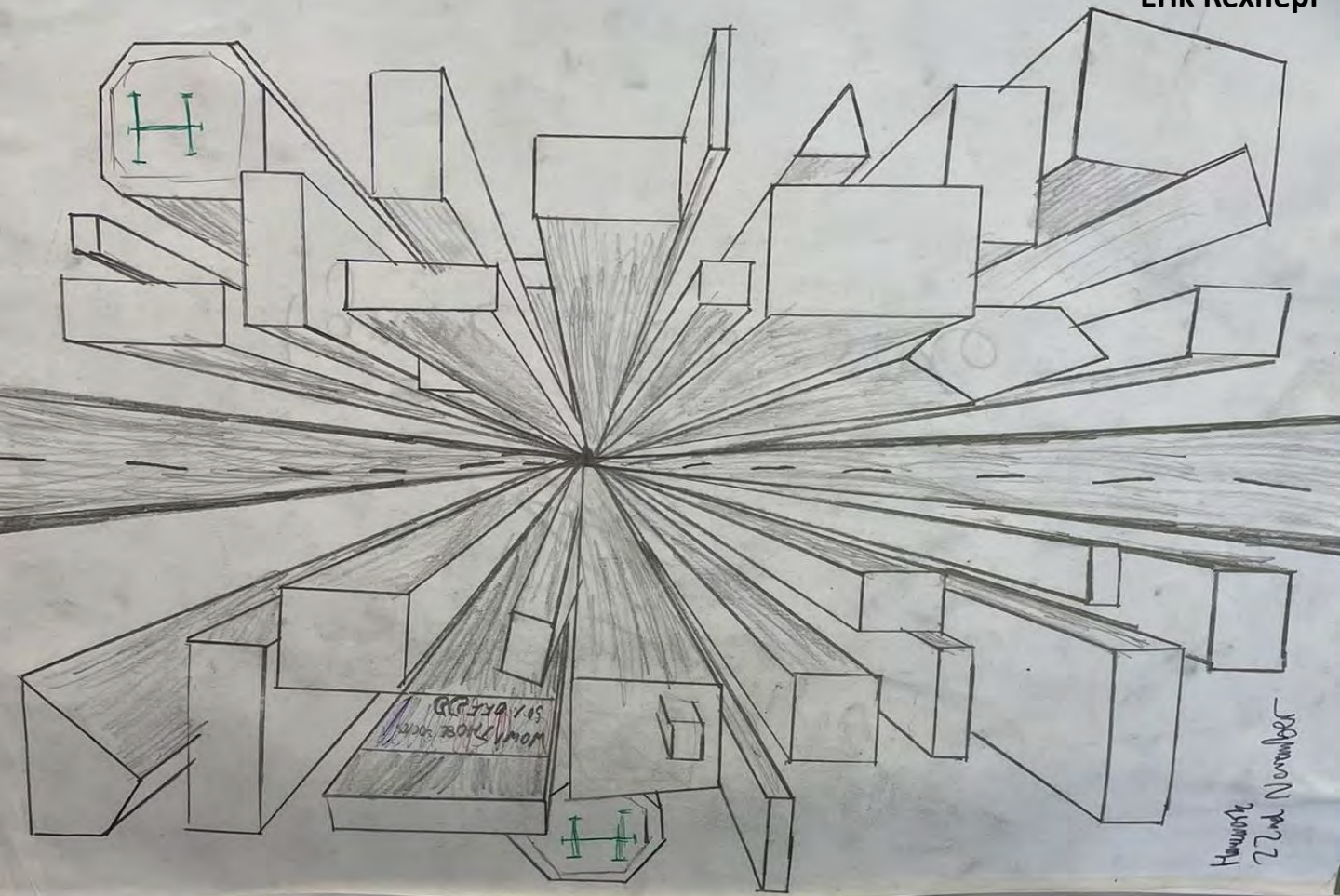
Taif Mohammed

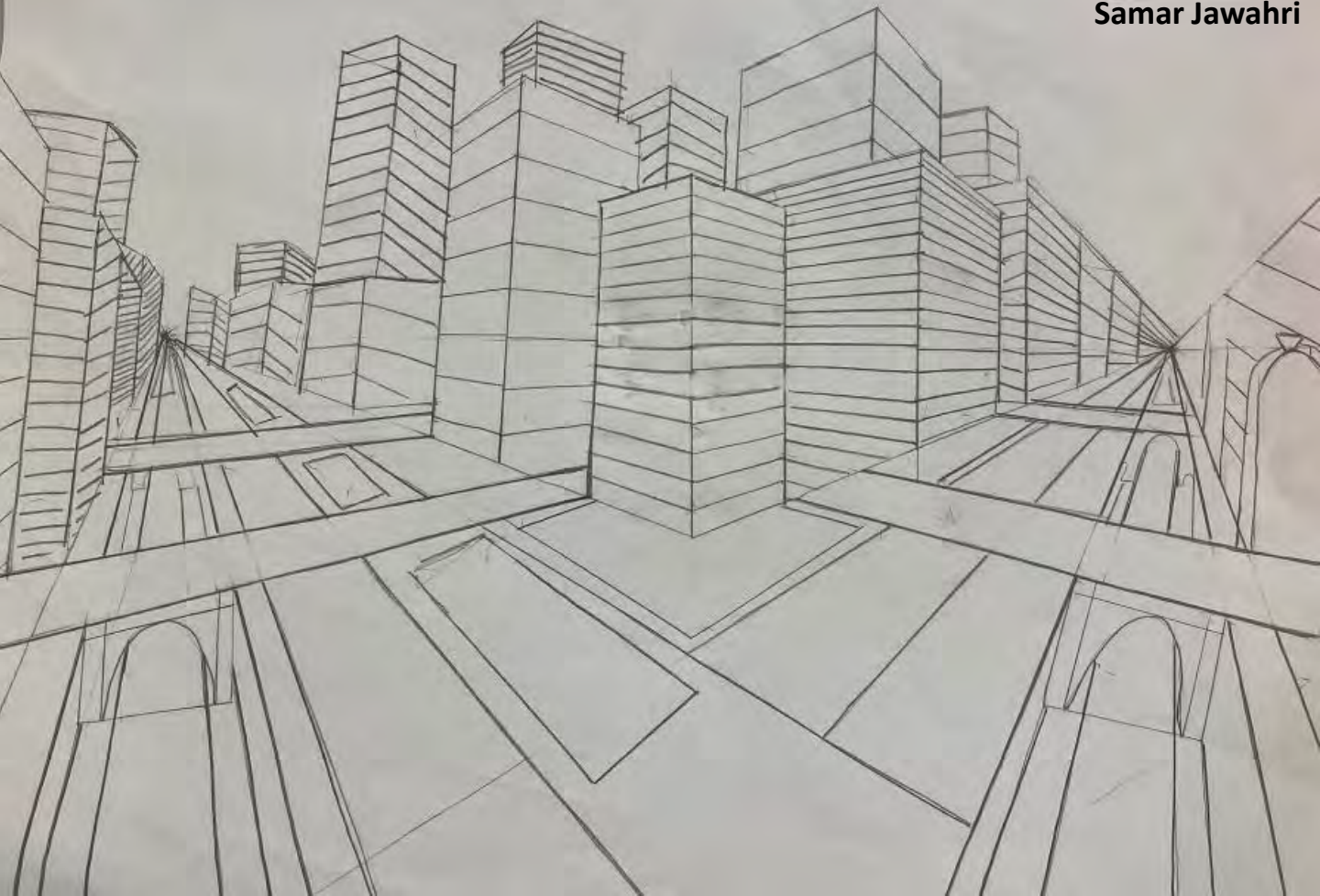
Vanessa Beany



Mahdi Srour





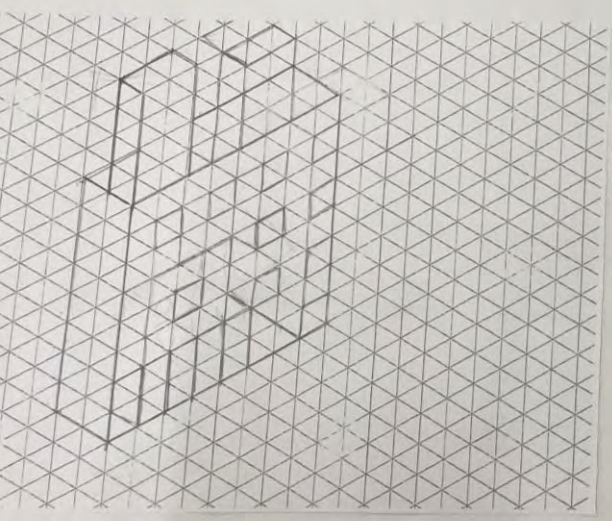


Monday 1st November 2021

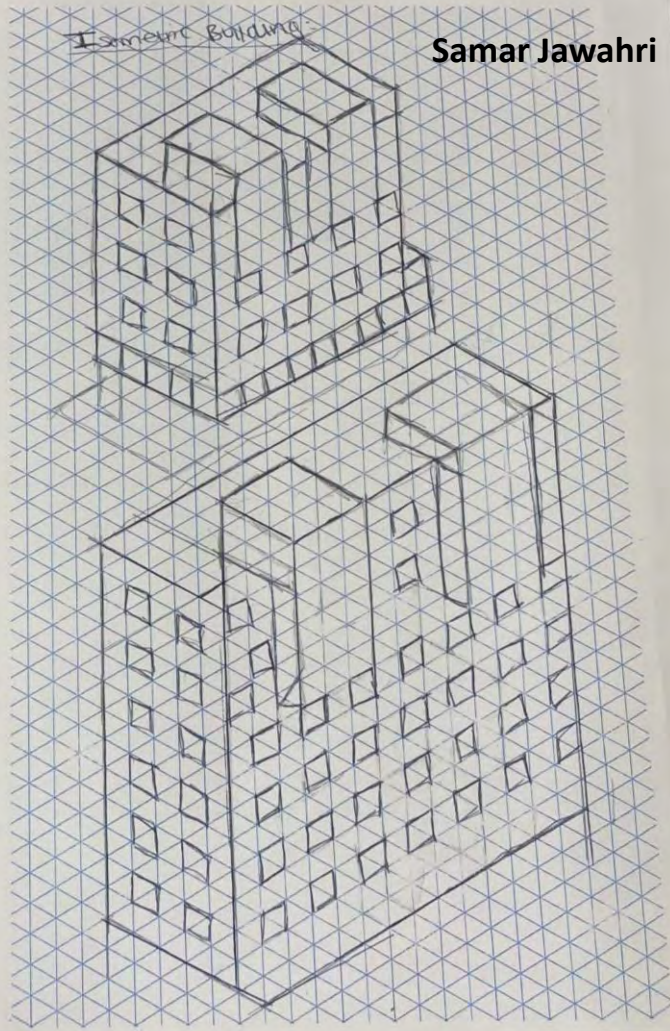
Isometric Buildings

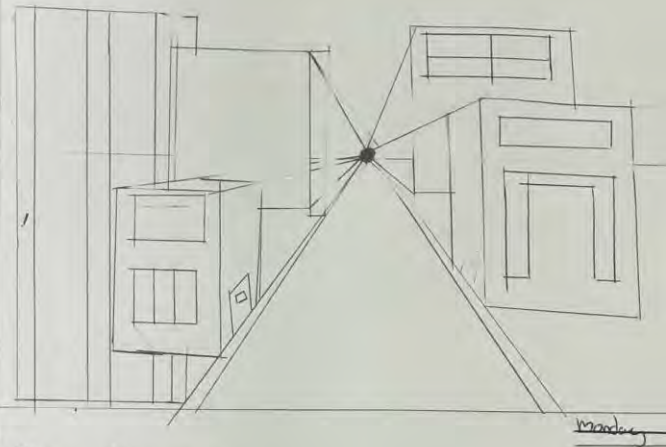
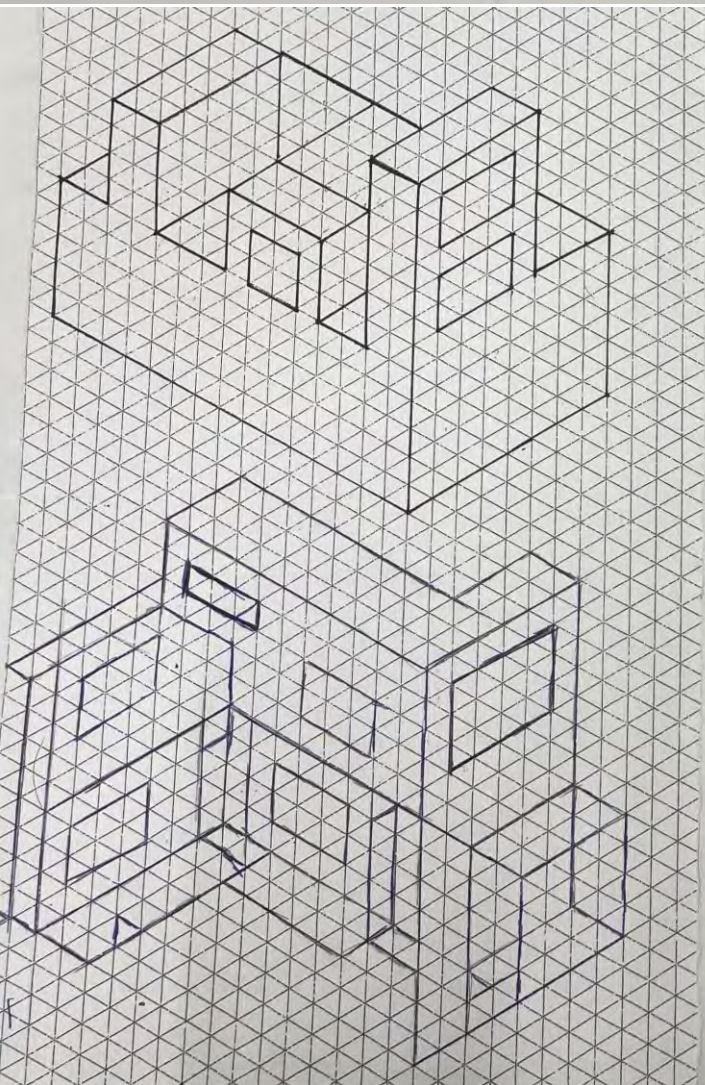
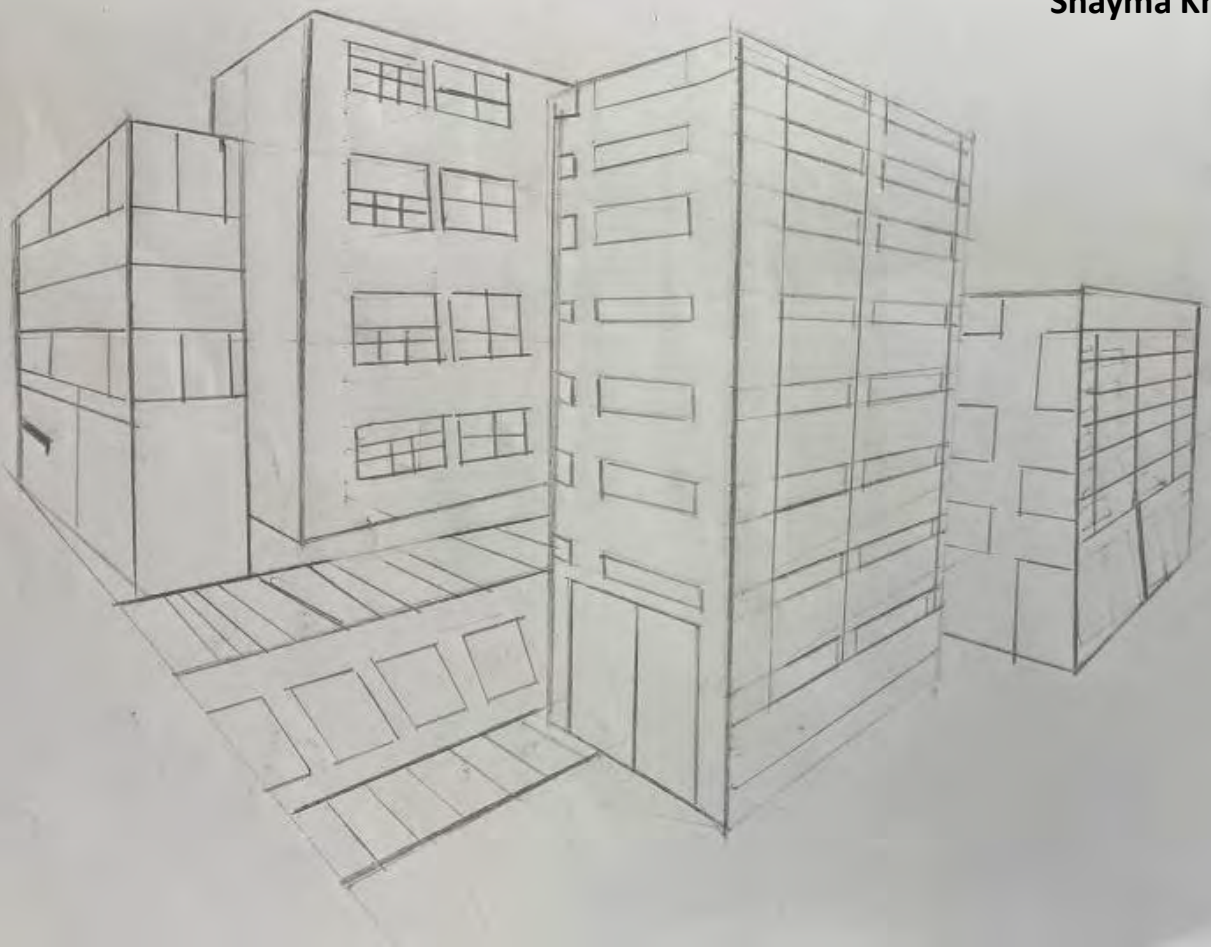
How to draw:
 A drawing that shows how an object would look in real life. ✓
 Length from bottom to top. The measurement from base to top at
 an object ✓
 The distance

Horizontal lines are drawn at **30 degrees** (not 180 degrees)
 Vertical edges are drawn as vertical lines
 All lines are parallel to one another



Isometric Buildings





Do Now - Isometric

Do now - isometric

One point perspective drawings

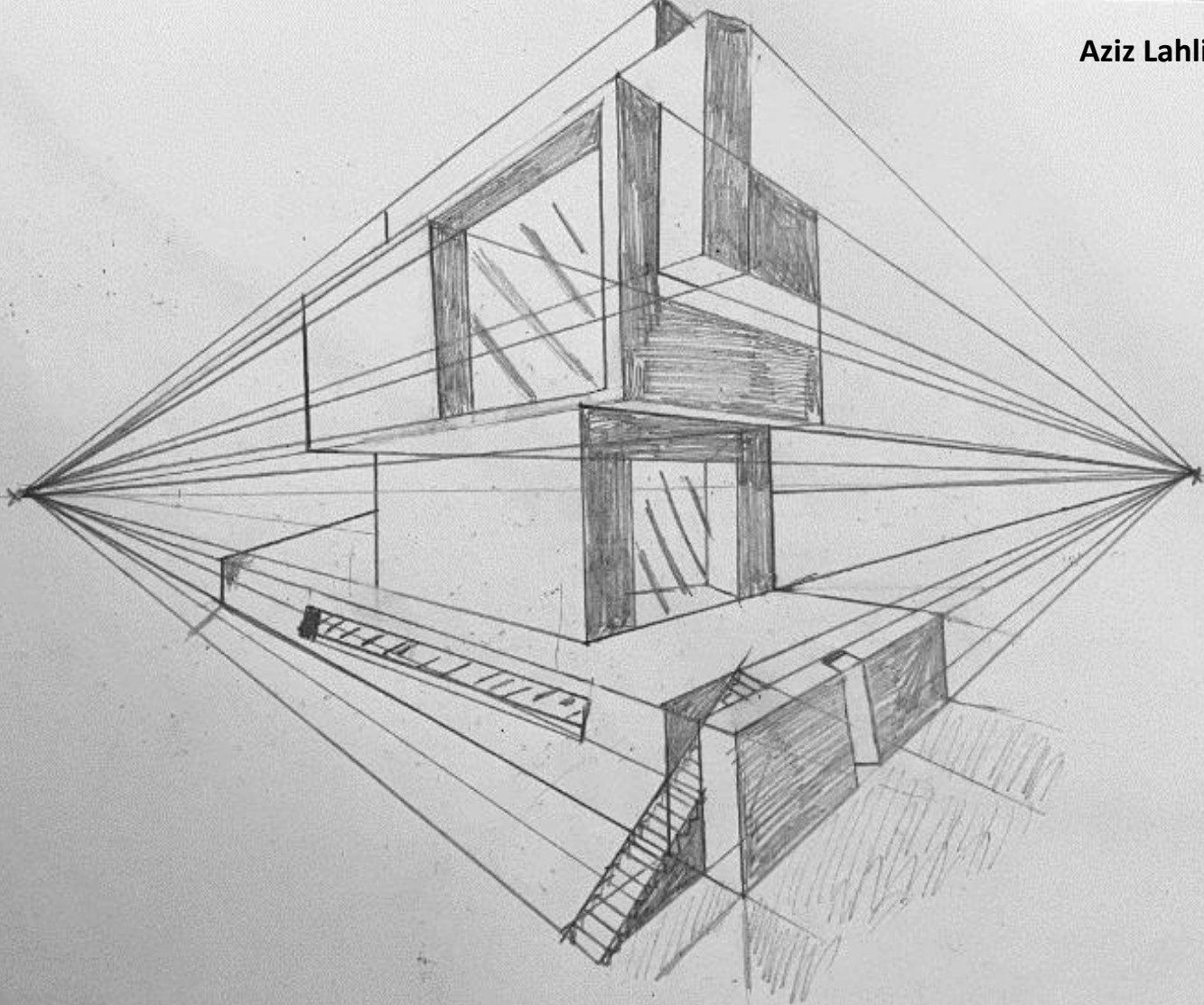
morning 15'

horizon line

vanishing point

horizon line - A line used to represent the point at which the earth's surface meets the sky.

Vanishing point - the point in a perspective drawing



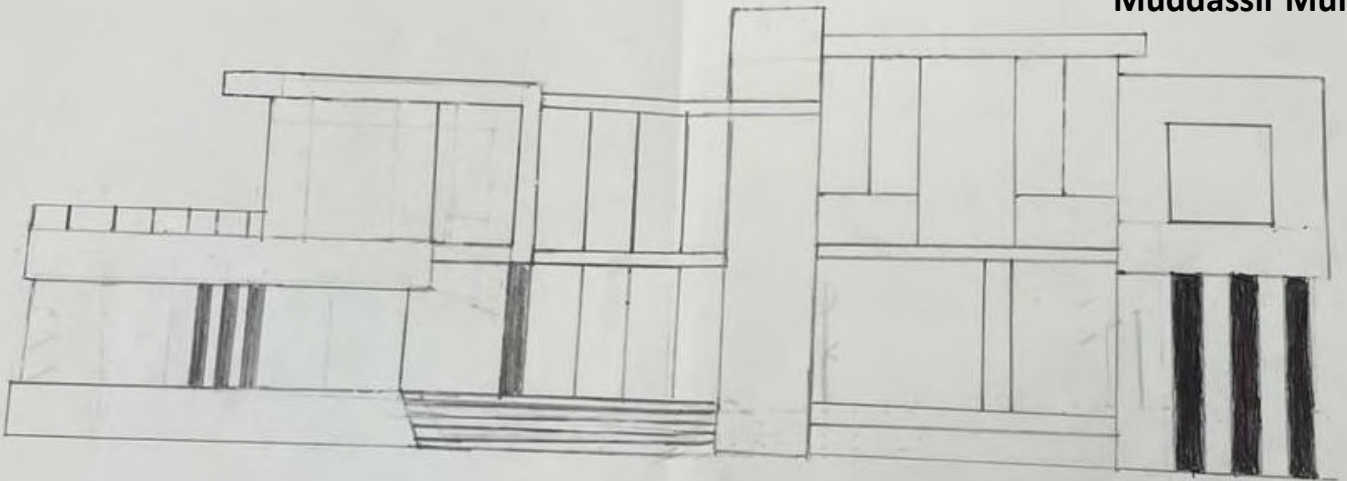
Uddin, Daniyal



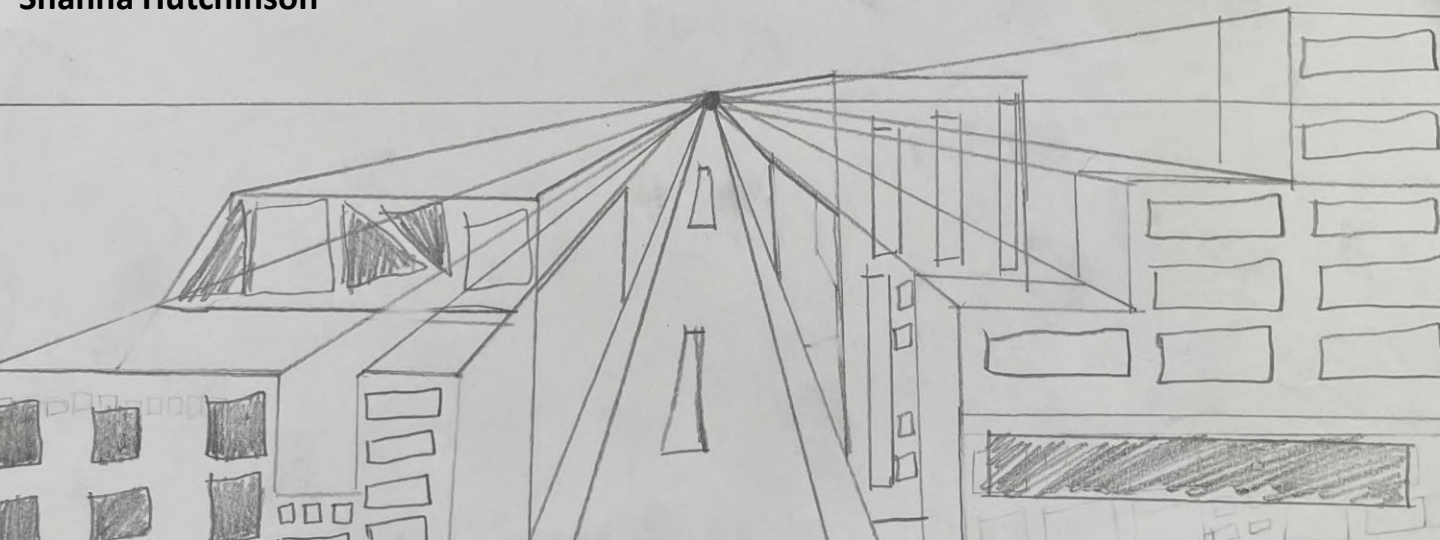
Muddassir Munshi



Muddassir Munshi



Shanna Hutchinson





I have made by bug
abstract by changing the
colours shapes and features.



This is my abstract
ladybug. It is abstract
because it doesn't look real.

Year 7 Art

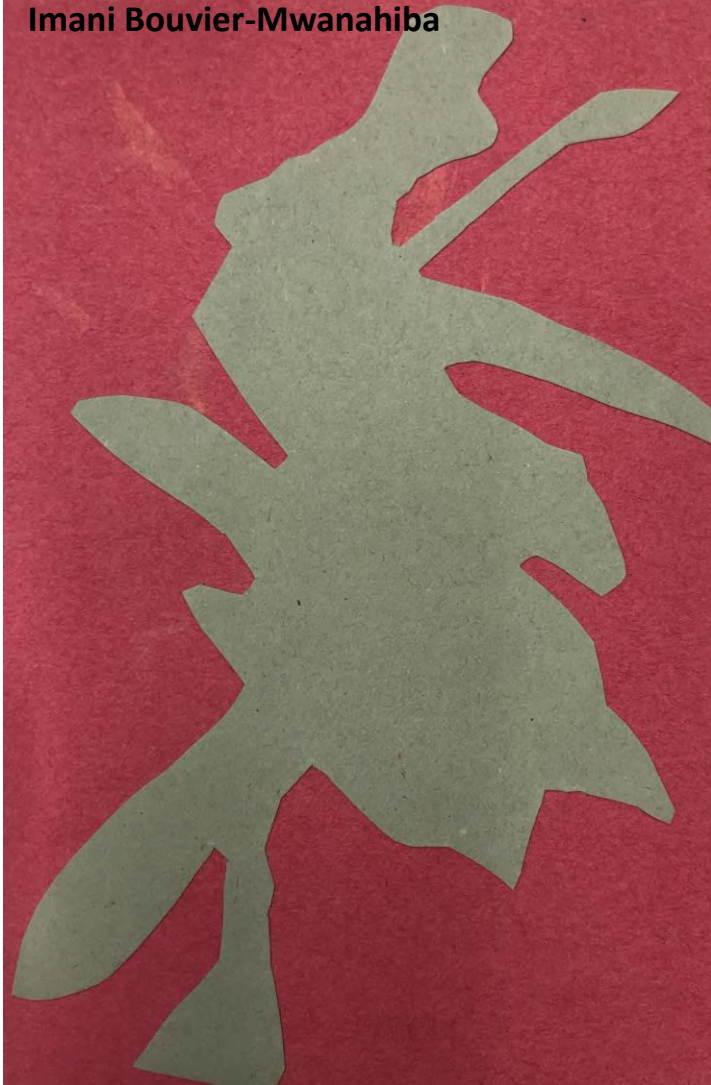
This term, Year 7 Art students explored the formal elements by first gaining an understanding of abstraction and collage.

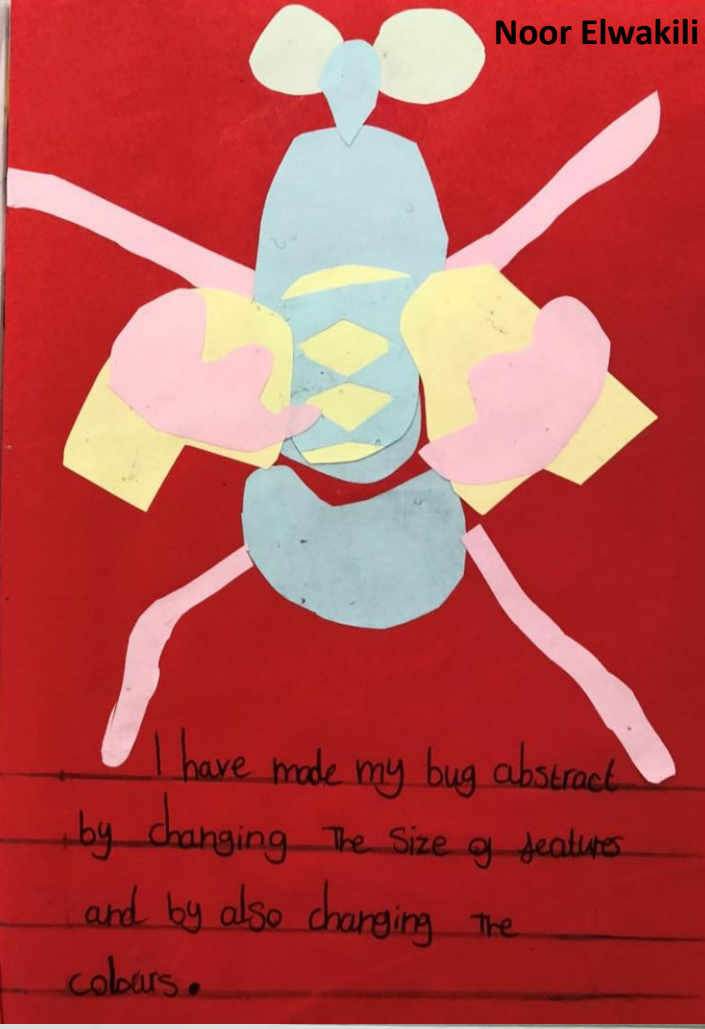
Using the cut-outs of Henri Matisse, Alexander Calder, Hans Arp and Max Ernst as inspiration, students produced a range of experimental drawings and rubbings to make grounds to which they can create a series of abstracted forms.

Students also had the opportunity to develop their existing understanding of colour theory and still life, using paint to colour mix and create gradients.

The project culminated with a number of abstract paper cut-outs combining collage, experimental mark-making and colour.

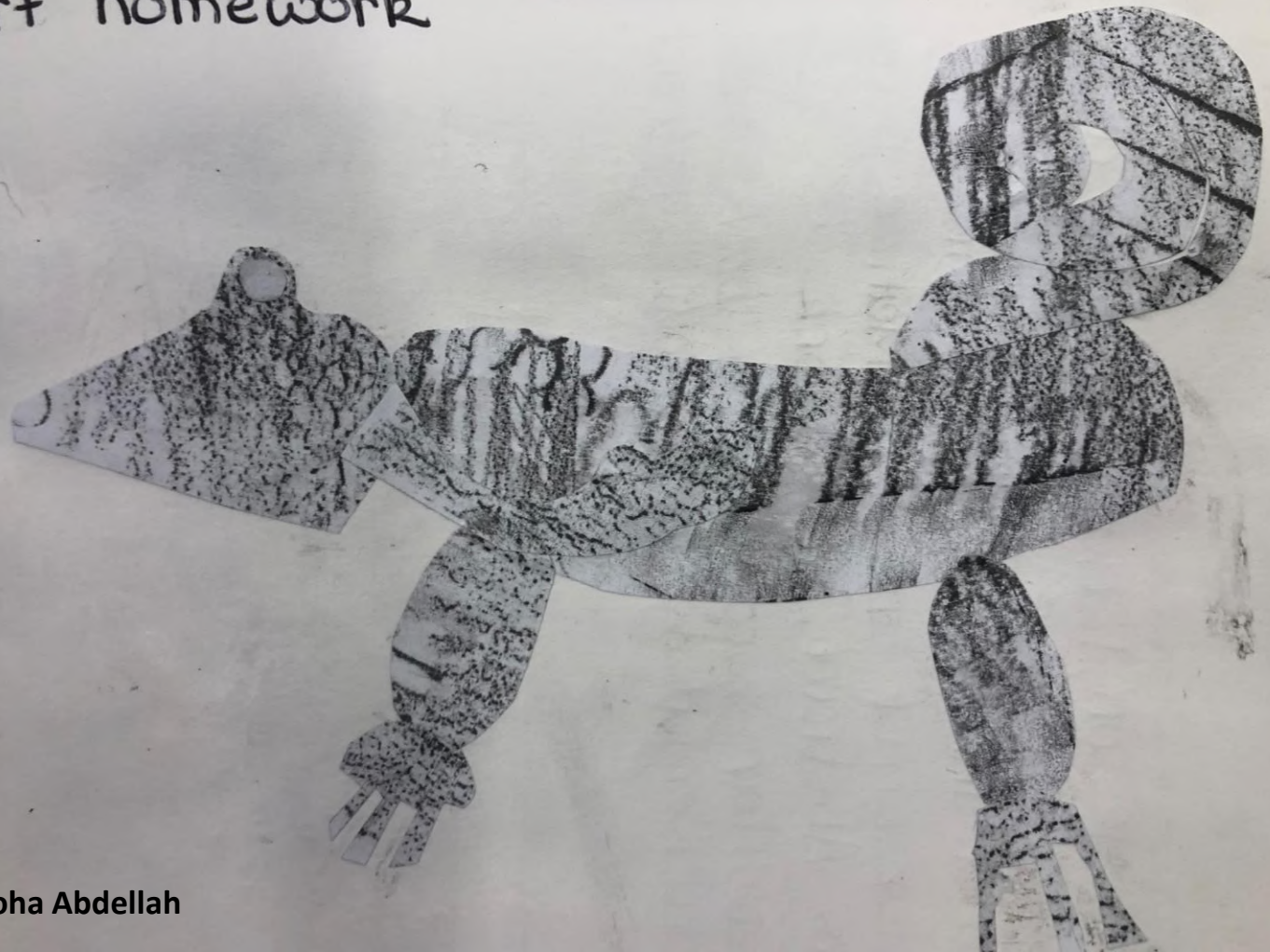
Imani Bouvier-Mwanahiba



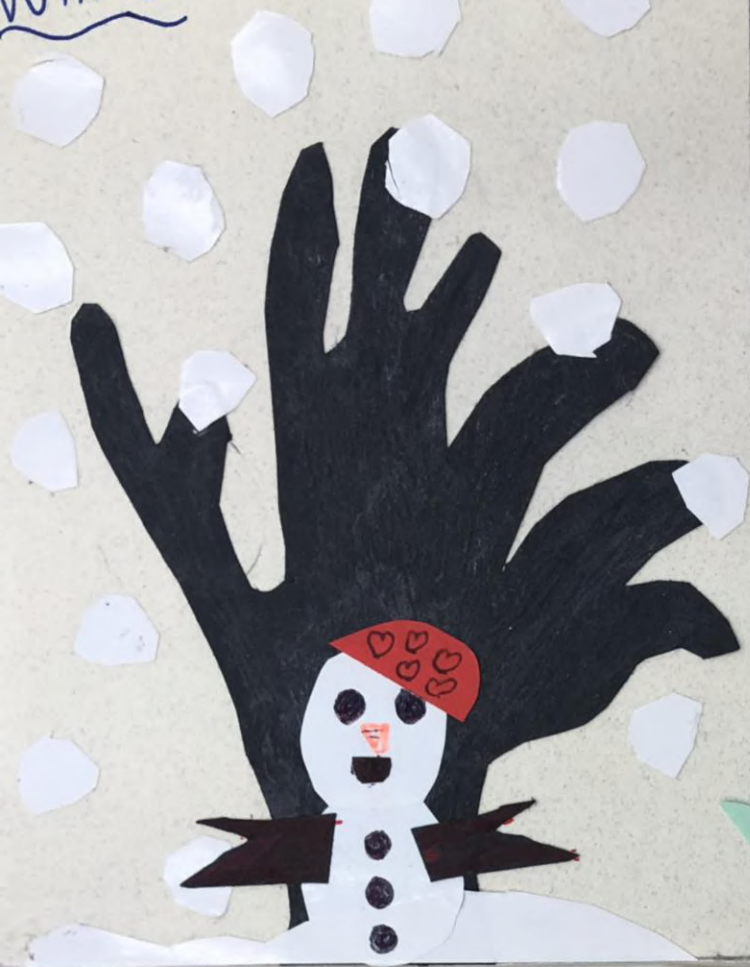


I have made my bug abstract by changing the size of features and by also changing the colors.

Art homework



Winter



Spring



Summer

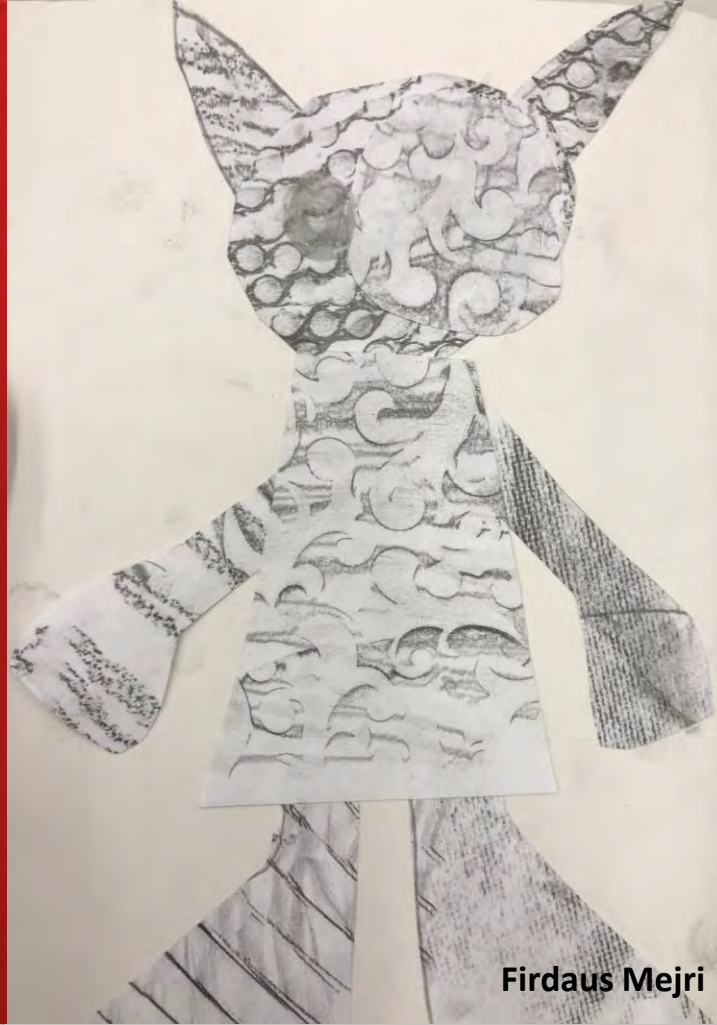


Autumn



00

Jenna Abdullah

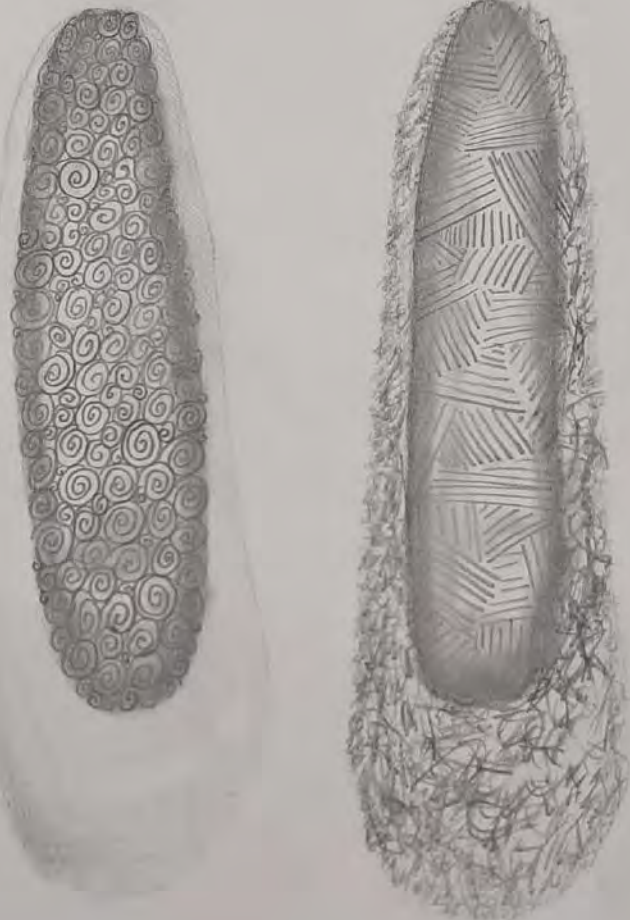


Firdaus Mejri

Still life collage - Max Ernst 9/10/21



Laiba Khan



Firdaus Mejri



Maria-Joan Grantham

Year 8

This term, Year 8 explored a range of historical and contemporary artists, who explore self-portraiture. Students began the term developing their understanding of self-portraiture initially by learning about the correct proportions, bone and muscle structure and how they influence and communicate emotion, feeling and expression.

Students were introduced to photomontage and photomanipulation techniques to help them plan a double plate lino-print self portrait that captures their learning.

Adam Elmasry



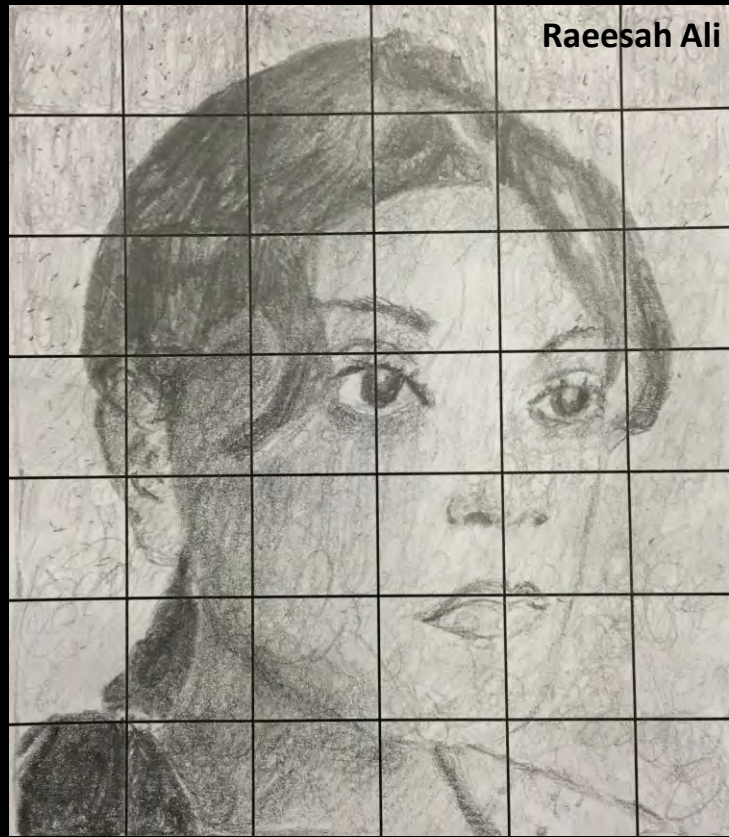
Aisha Mulgina



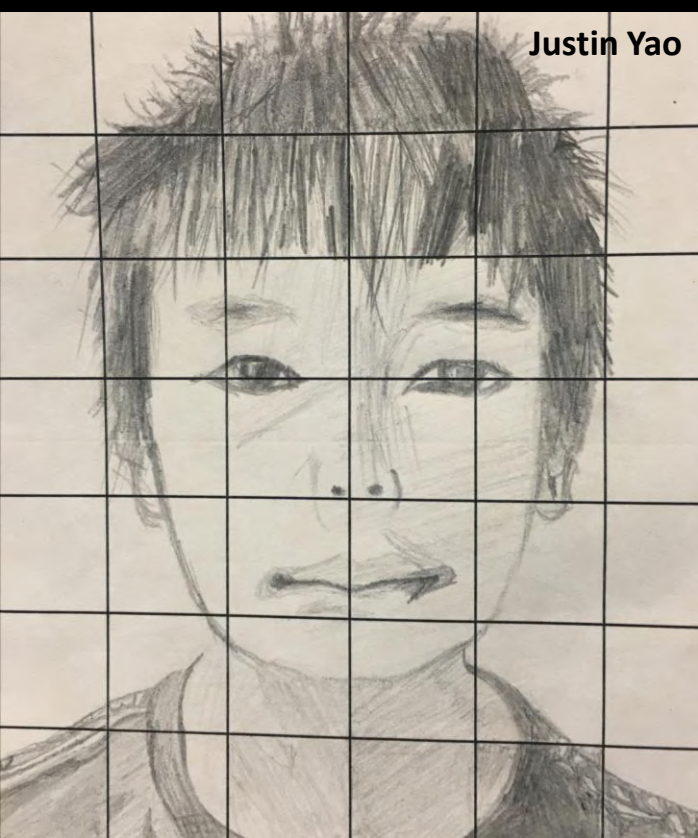
Zakaria Chaib



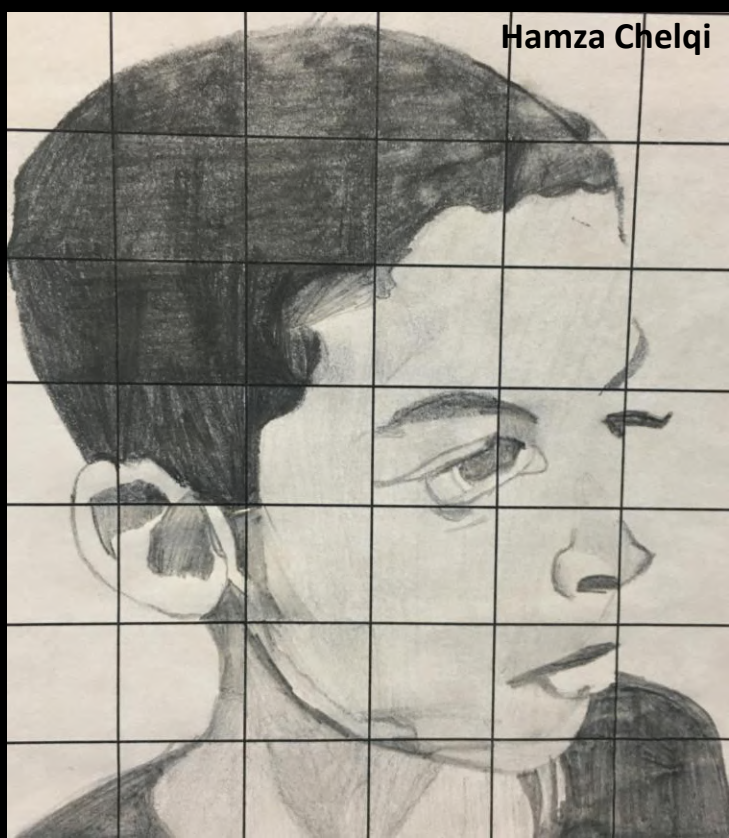
Aisha Amin



Raeesah Ali

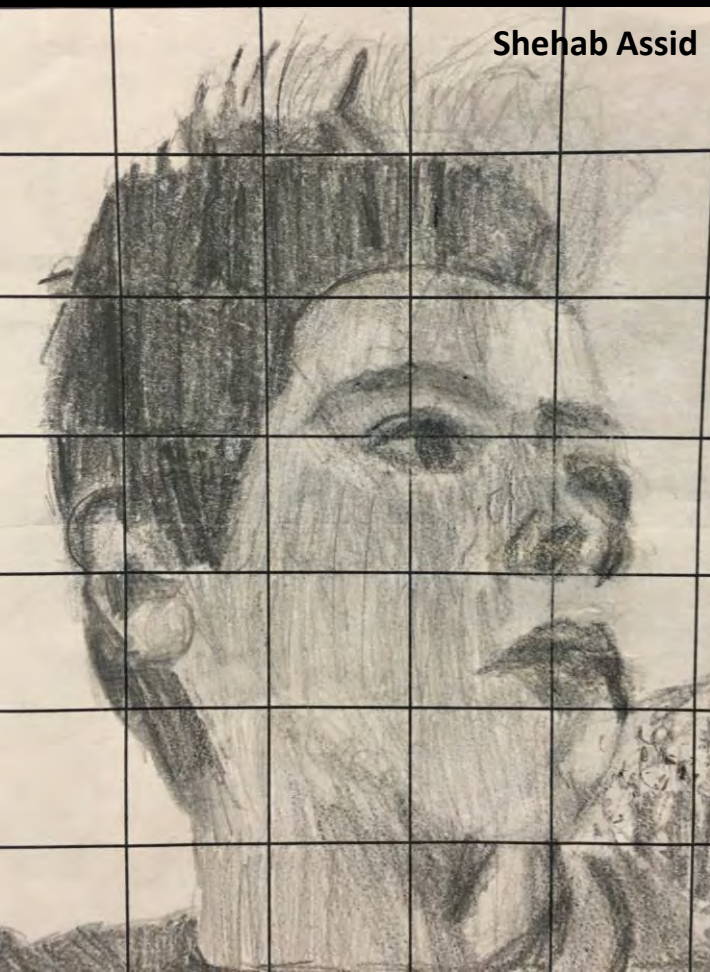


Justin Yao

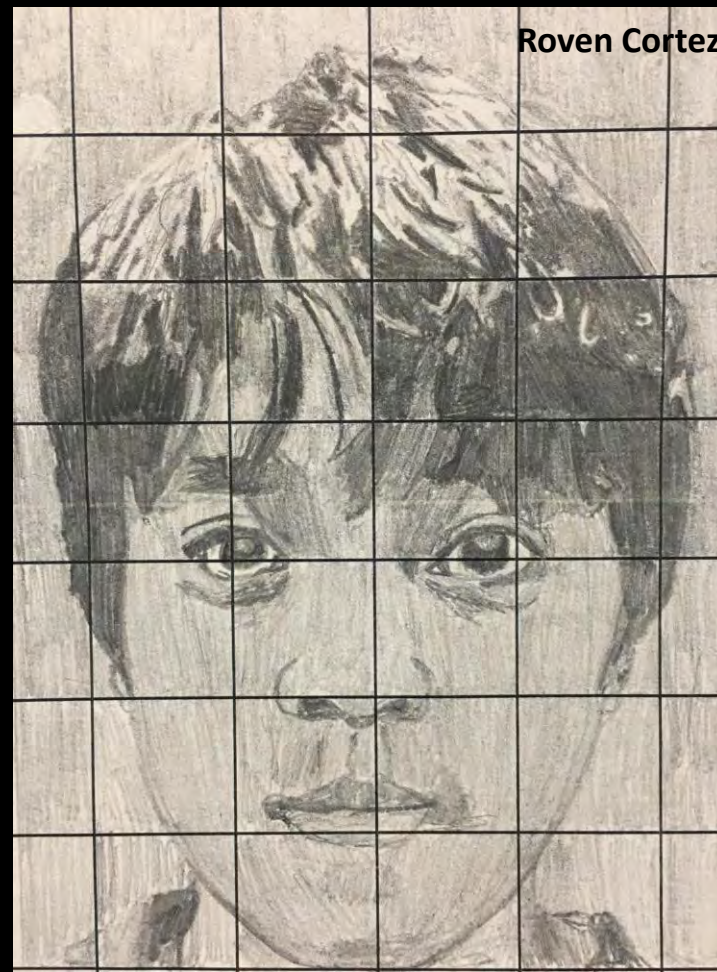


Hamza Chelqi

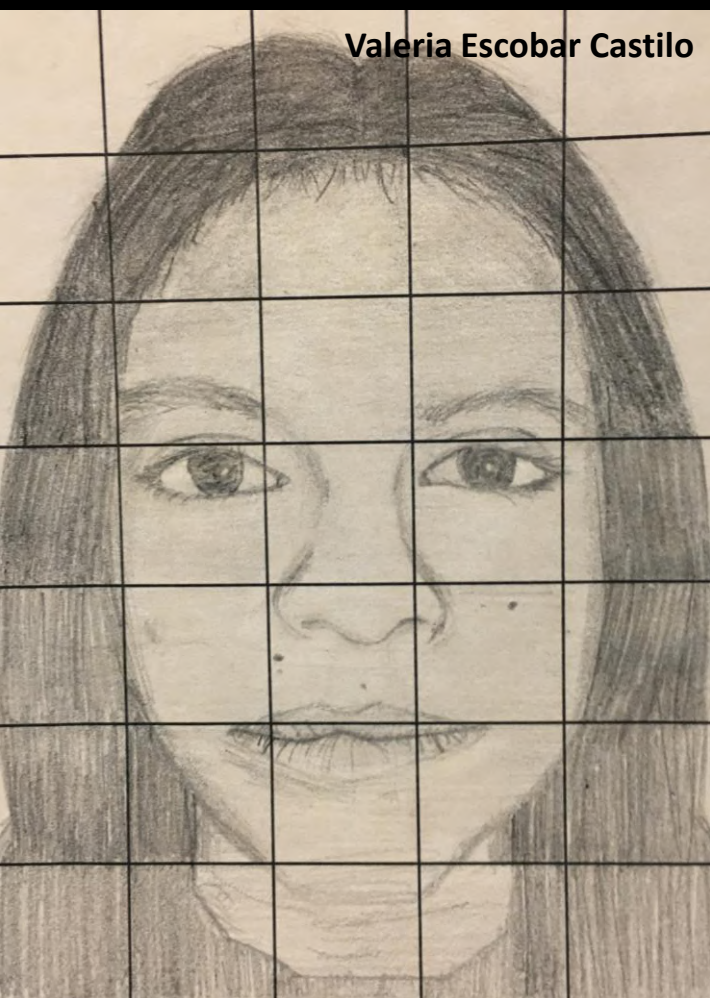
Shehab Assid



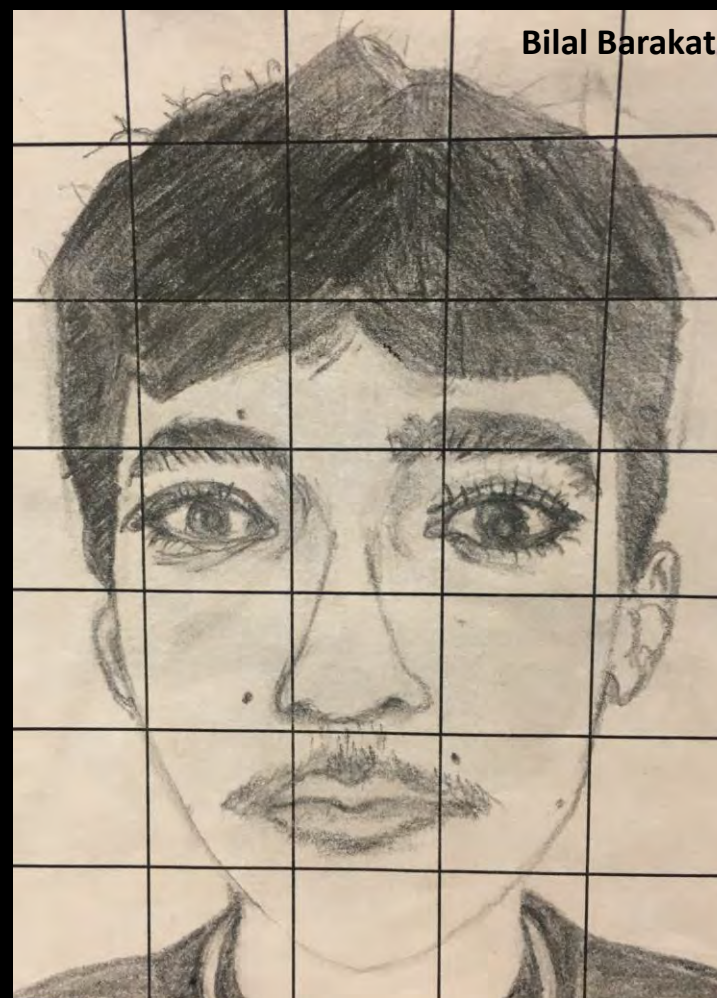
Roven Cortez



Valeria Escobar Castillo



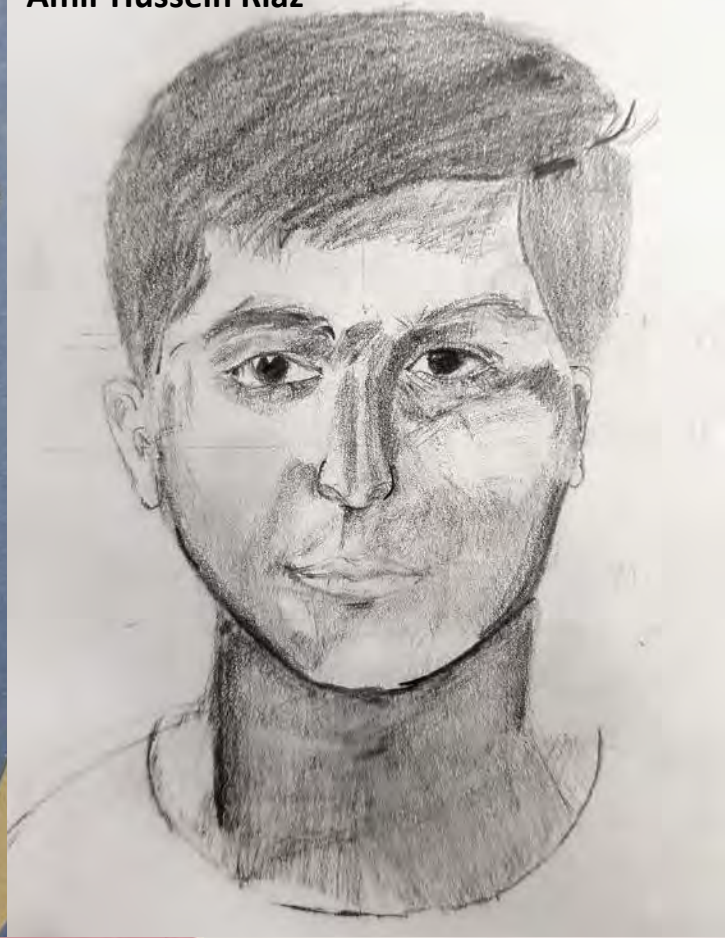
Bilal Barakat



Amir Hussein Riaz



Amir Hussein Riaz



Rihanna Kadhim



Rihanna Kadhim



Kia Kalantari



Roven Cortez



Awrad El-Sayed



Afsheen Rahman



Emilia Mendonca



Khadija Begum



Zakaria Chaib

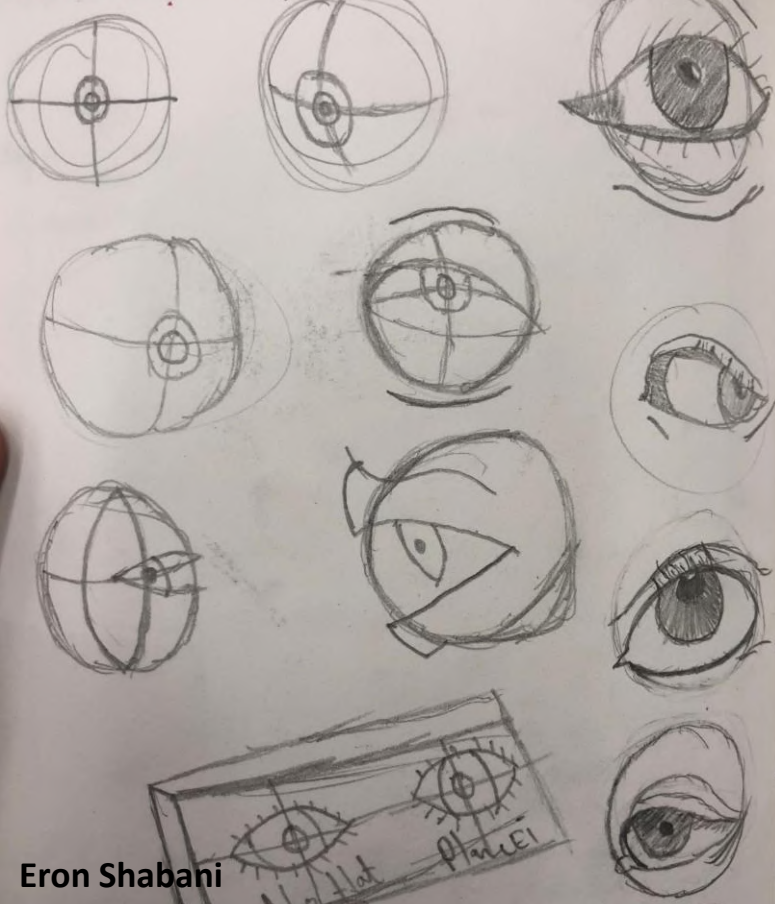


Zuzanna Maliszewska

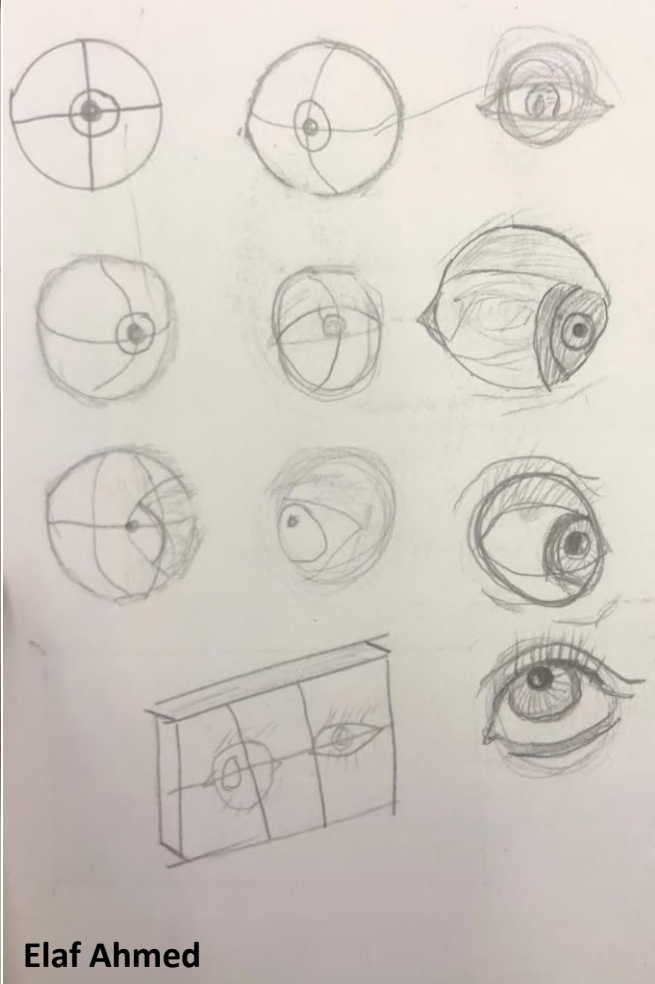


Beautiful well done!

Portrait features



Eron Shabani



Elaf Ahmed



I chose this picture to this that has been made in the style of Yayoi Kusami because it is different and unique, not like some drawings you see now add a day.

I chose this picture because it is unique because it is made in the style of Yayoi Kusami



photo manipulation

I chose this picture because it is different since I have cut my head and used used polka dots

I chose this picture because it is unique because it is different because it has polka dots in the middle



Gael Rojas Vazquez



Year 9

This term, Year 9 explored the relationship between the effects of war on an individual by investigating the work of Kathe Kollwitz, Otto Dix, Pablo Picasso and Syrian artist Imranov.

Students experimented with various mark-making techniques using biro drawings, lino cutting and mixed media presentation that describe the relationship between line and mood through colour. Students also explored context using their own photographs to create a number of meaningful outcomes with symbolism.

EVENING NEWS

26th April 1937 - Bombing of Guernica



Artwork by Pablo Picasso - 1937 - Guernica 'Gernikara'

Following after the bombing of Guernica Picasso put together a large black-and-white painting in 1937. His artwork quickly gained publicity as it was very moving and a powerful anti-war oil painting. Above that it gained worldwide attention to the Spanish civil war. He created this artwork in his home in Paris in order to portray the sickening amount of violence and suffering caused by Germans to Guernica. The main message this painting gives the audience is that war is absolutely chaotic and will only cause more pain and destruction. The oil painting is around 3.49 meters tall and 7.76 meters across, in this image you are able to see a screaming woman and another woman lighting up a path with a candle. The size of his painting says a lot as he clearly put a lot of effort into it just to convey a message, which shows that he truly cares about this appalling situation. Picasso also created this artwork in response to the bombing because he wanted people to understand the massive impacts war inflicts upon individuals, mainly innocent, helpless civilians. His artwork clearly displays the horrors of war and depicts a clear image of what happened in Guernica. The artwork 'Guernica' took from 26th April 1937 to June 1937 to create and it is evidently obvious with the amount of detail the famous artist Picasso put into his work.

On April 26th 1937 Germany flew over the Basque town of Guernica dropping bombs onto it on behalf of Franco and the nationalist government. People have begun to speculate the reason behind the bombing that afternoon, one person has said they believe the attack was deliberate however we have yet to know the truth behind it. The savage attack by the Germans took place during the Spanish civil war and the Basque government reported that a shocking number of 1654 people were killed at the time and that there were around 130 casualties. The aerial bombing of the Basque town of Guernica happened at around 16:30 to 19:30, murdering hundreds of civilians who even after death remain innocent. As far as research tells us is that Wolfram Freiherr von Richthofen was the person who originally came up with the plan to bomb Guernica. The Spanish artist Pablo Picasso known for using cubism created a piece of artwork on the bombing in Guernica.

Aya Abdelaoui



In my print there is an explosion in the back round which represents the chaos during the war. It communicates emotions of despair, sadness and loss. This can be seen on my facial expression as I have got a miserable face on. My print shows the influence of Kathe hollwitz because



You can also see some missiles being directed at me and this shows how harsh and traumatising the war truly was as no one really knew if they were being targeted. Furthermore, all the lines and sharp points show the danger of war and it highlights how everyone was being targeted.

the stress on my face is clear from my furrowed eyebrows and depressing eyes. My print reflects how the victims of poverty, hunger and war felt during older times. I have tried to create a sense of anguish and pain as this is what many felt during those times as they lost many loved ones



In my prints I have created a series of different colour combinations for my background and main focus. My personal favourite is the red and black one because I think the red accurately demonstrates the brutal realities of war and how bloody and horrific it was. The black for the foreground imprints an image of severe loss and death.



Alisha Tahsin

Art Homework



Zineb Ould Beziou



Leen Aldahlaki



Halima Nessa



In this image, there is a skull remain from a soldier who fought in the war. The skull captures the horrors of war, as it leaves you wondering if that could've been your family or yourself. Both Otto Dix and Kohoutek use a sense of abstract art and harsh mark making to highlight the suffering that comes with the theme of war.

Fares Abdela

10.10.21
otto dix verwundet (wounded soldier) 1925



¹ In this picture I chose this artwork because you can see the pain in both the person's eyes and his surroundings. In this picture I can see a man that is alive however in extreme pain as his body has been wounded slightly.
² Otto Dix's work has pictured the horrors of war as a man is lying almost dead in pain, however, surrounded by worse but completely isolated in mud.
³ One similarity between these two artworks are the pain in one's eyes and the darkness in a person's eyes, surroundings and cheeks.



Picasso's Guernica 1937

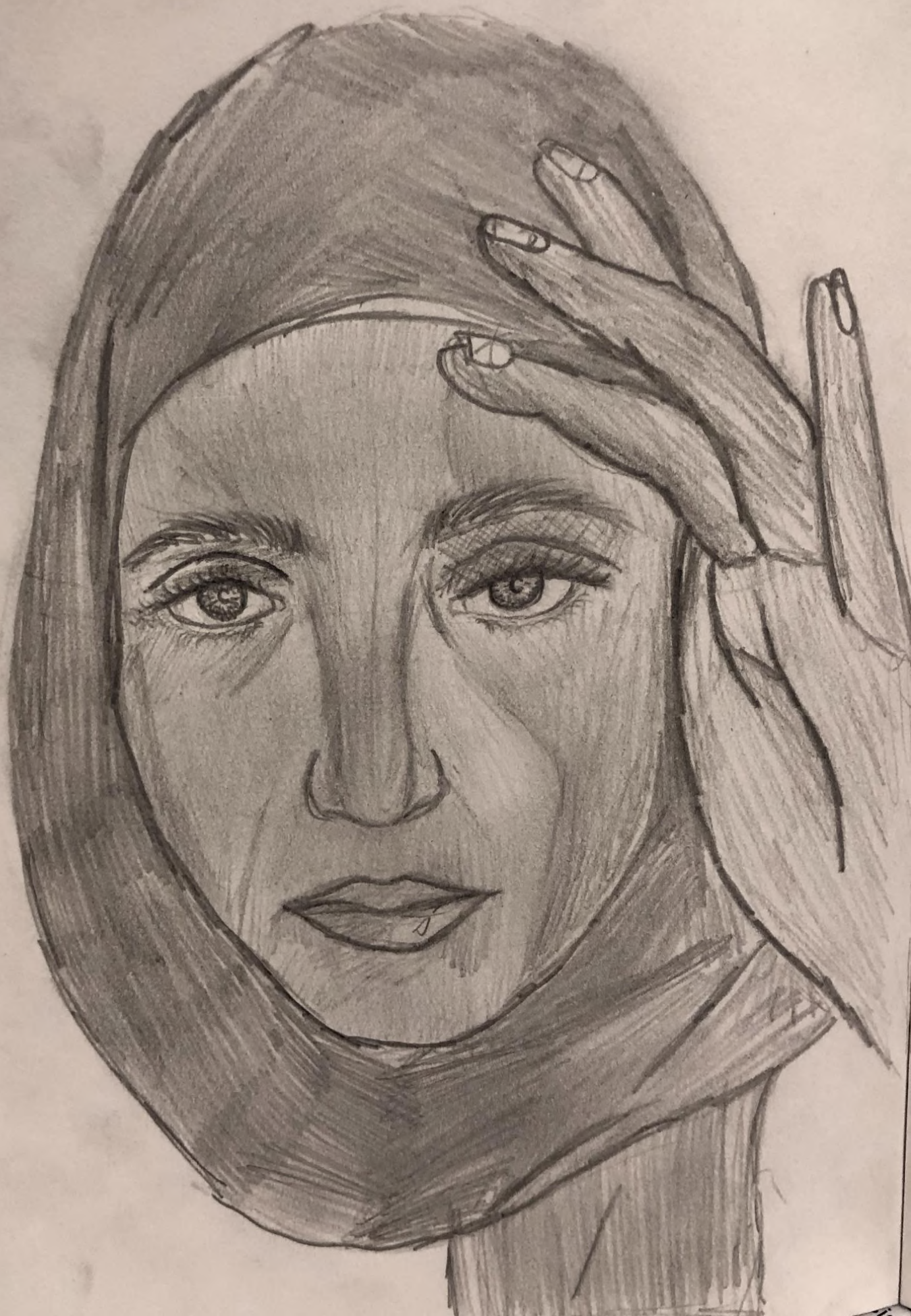


The artwork ~~shows~~ expresses shows history's first large scale aerial bombing of a civilian population. Picasso made this artwork to express his outrage of the German bombing of Guernica during Spanish Civil War. There was 100000 pounds of bombs dropped for 3 hours and 1600 civilians were wounded or killed. 70% of the city was destroyed. Picasso added newspaper in the work because there's how he found out about Guernica. Picasso has added a chicken to symbolise how all the animals fled during the bombing of the market day. The significance of making the painting so large was to have a bigger impact on the audience so they can feel like there's chaos on the day.





I see what seems to be world war 2 soldiers in the holocaust. Otto Dix captures the horrors of war by showing the soldiers who played a part in the holocaust as monsters who are scary. This work by Otto Dix compare to Käthe Kollwitz by using wood cutting to show shade. The soldiers are successful about my drawing. I could further improve on my background and spacing out of the accessories added to the drawing.

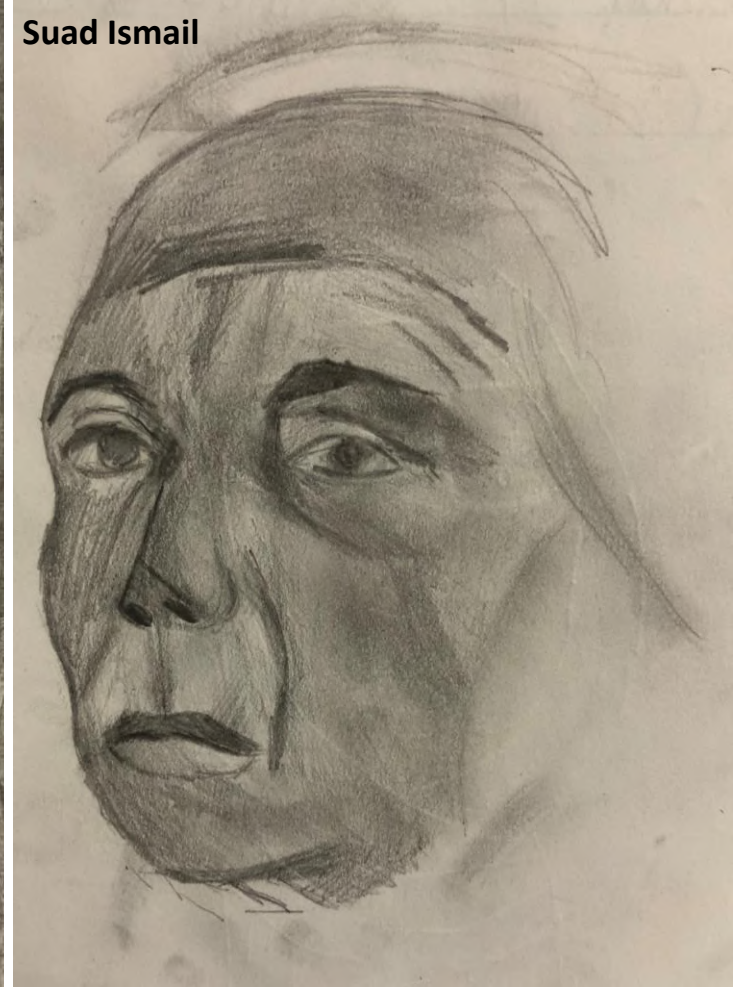




Ali Majid



Suad Ismail



Sumaya Ahmed



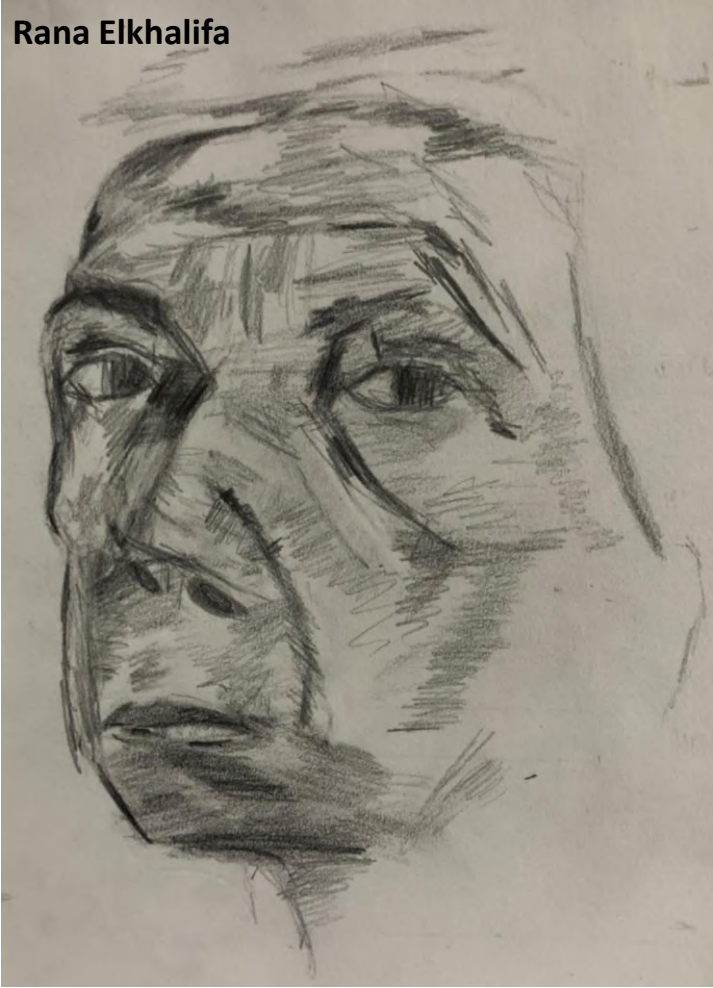
Sumaya Ahmed



Rana Elkhalfa

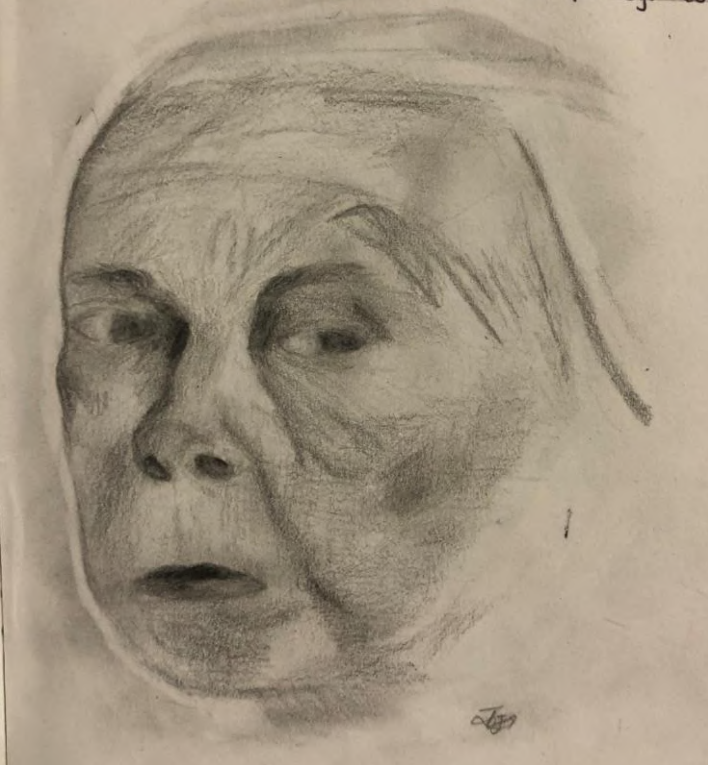
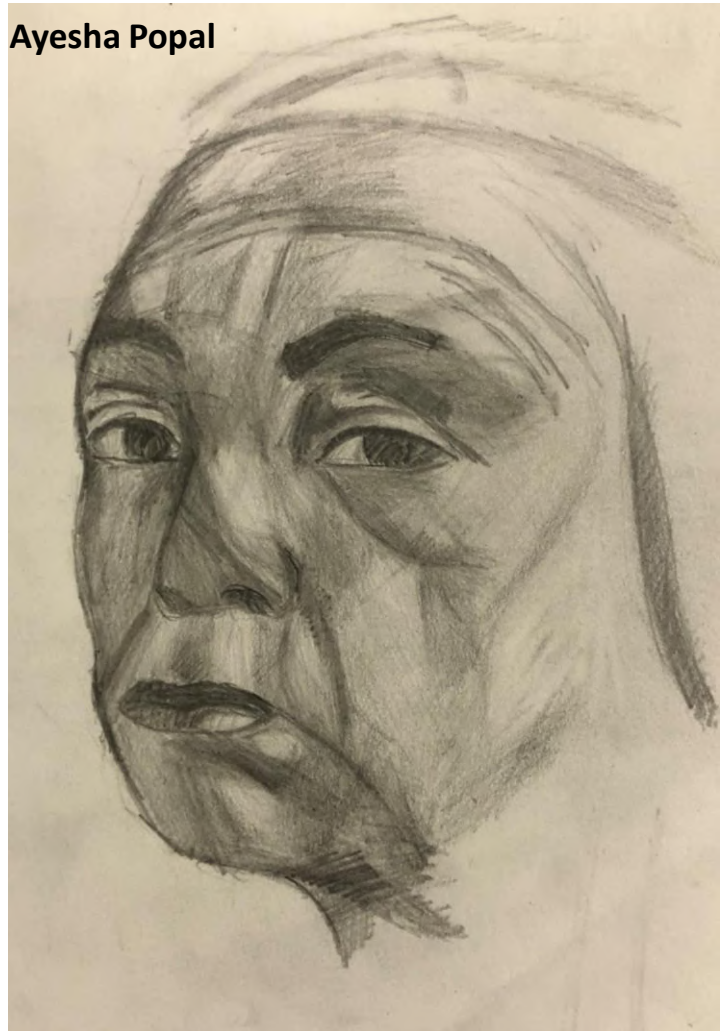


Rana Elkhalfa

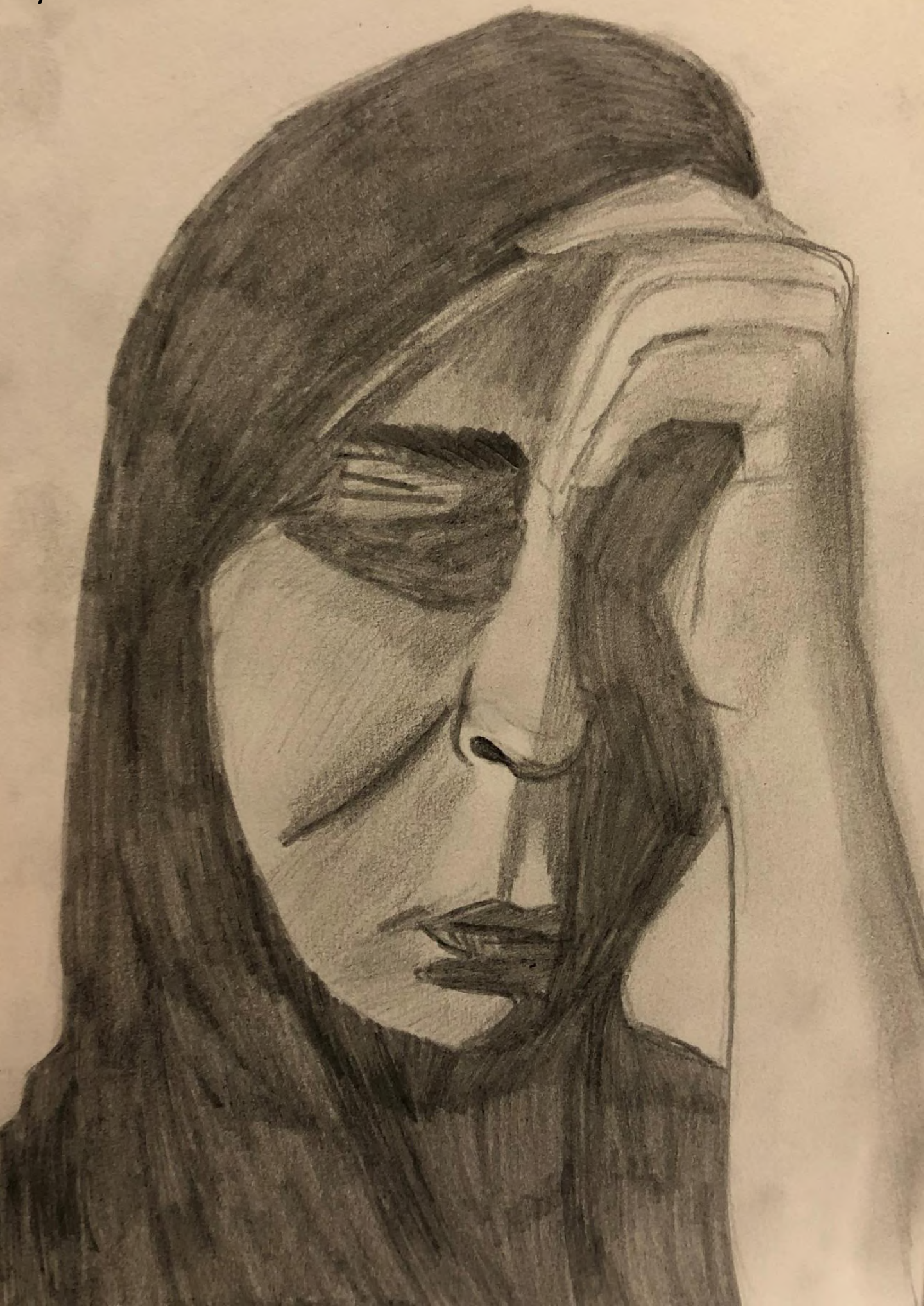


and portrays the pain that individuals exper-
need. It shows that fear can most times be
inside, however sometimes not. In conclusion,
I think that everyone should look at the
work and see their views and ideas
the artworks also, to see
And what the art portrays to

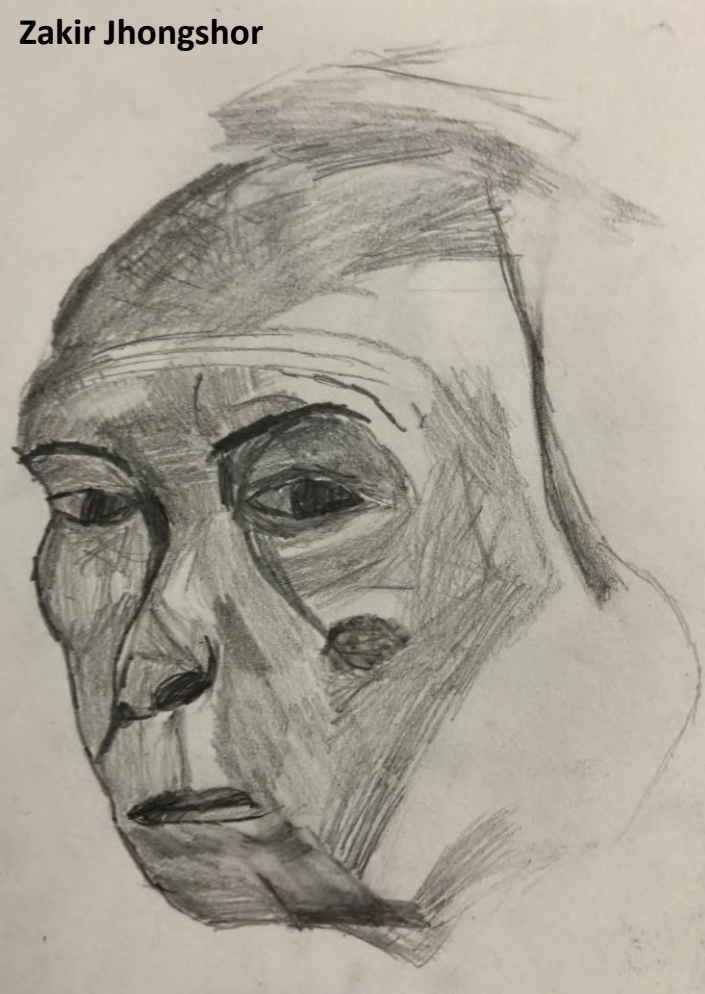
Ayesha Popal



Tasnim Jebani



Zakir Jhongshor

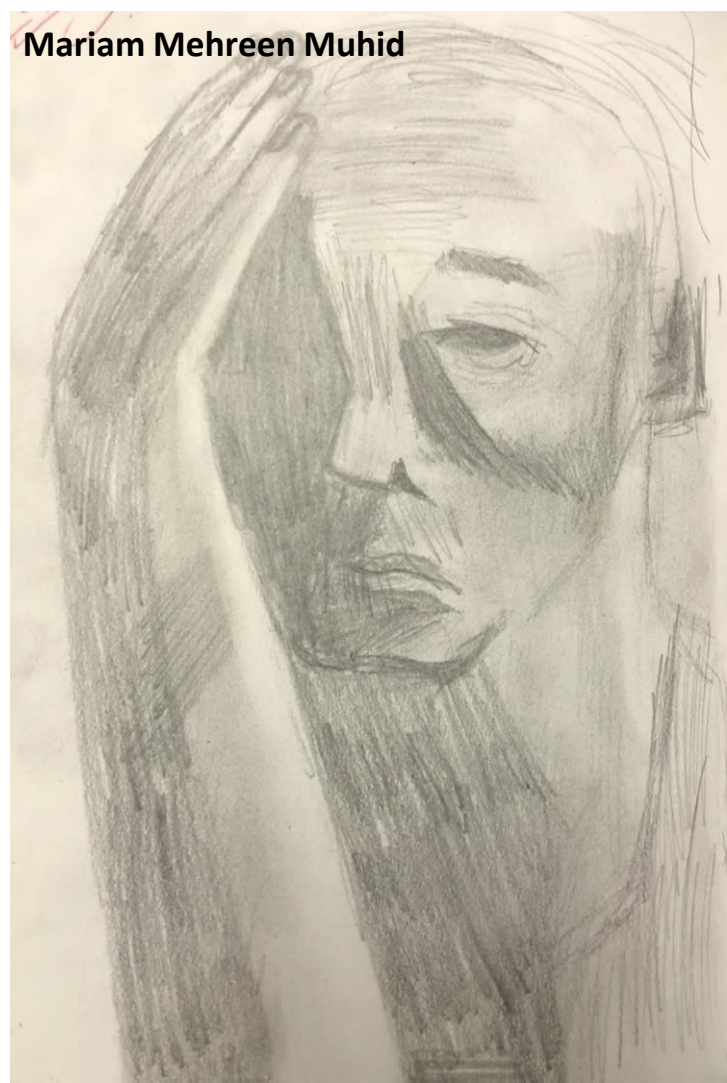


Adam Abdelnabi

Zaynab Reffasse



Mariam Mehreen Muhid





Itself it is not known
of people—men,
children—have been
ruled over he known.
The building
is situated almost in
hand. Among them
though the Marquis
with its famous

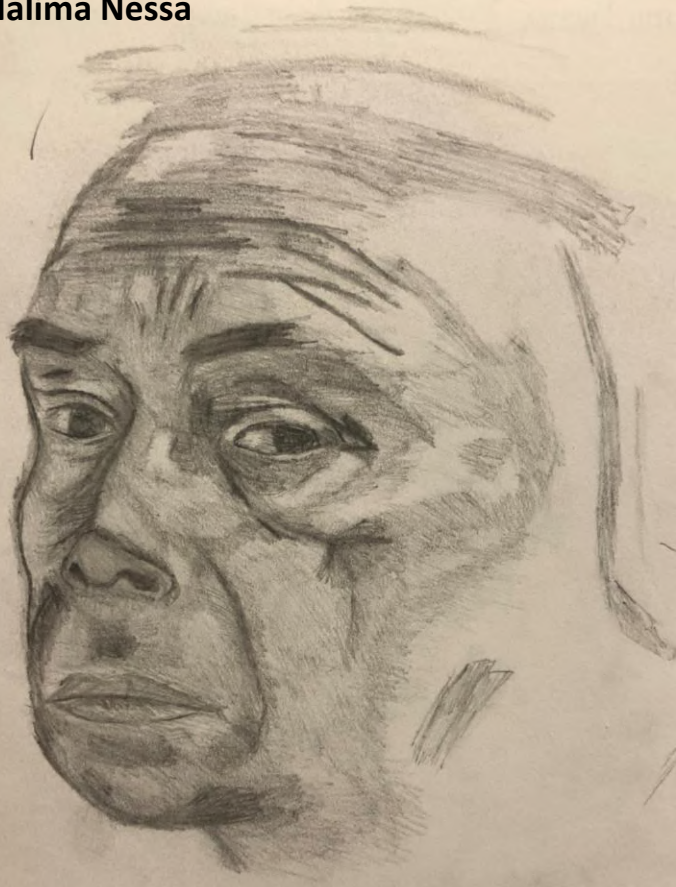
books of their
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up a
a hat
The
manuscript
details t
It is no
planes bo
houses
and Gu
machin
CAD
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hu
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hours
full
is not yet
hairs are
is disclosed
rbed and set
for a disas
rica. Even
e-gunned.

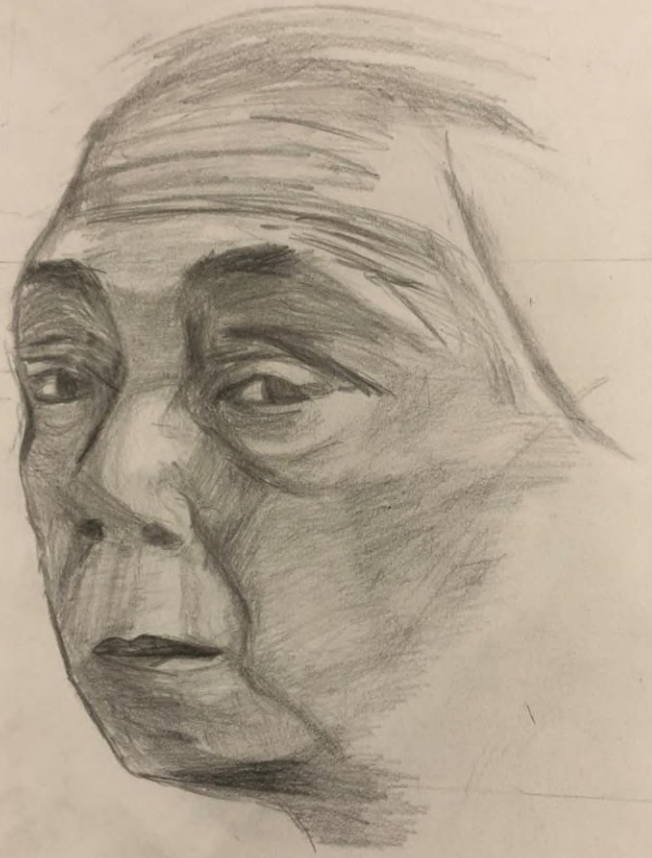
TOWN OF TE

Guernica, a town of some
abundant, was yesterday
of burning ruins by
of German 'planes which
continuous bombing for the
of yesterday
known, but
horrible eco
that the
to isolat
of the m

Halima Nessa



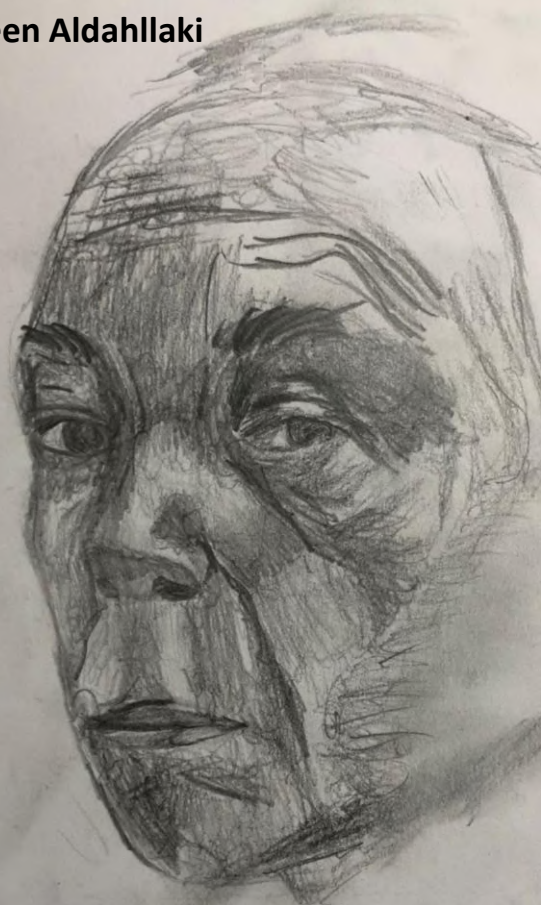
Hasina Turkmani



Nursija Dais



Leen Aldahlaki



Olden Times

TWO CENTS
2c EACH

NO. 11

THE WORLDS OLDEST NEWSPAPER



Ruins of Guernica (1937)

The Bombing of Guernica (26 April 1937) was an aerial bombing of the Basque town of Guernica during the Spanish Civil War. A civil war between the

democratic government and fascist forces. Picassos painting is also based on these tragic events. In approximately three hours, 25 bombers had bombed

Maha Ahmed



Ali Bensoula



Melika Al Musawi



Year 10

This term, our Year 10 students were introduced to GCSE through a range of foundation skills in Art, Craft and Design, focusing on portraiture.

Students explored a range of techniques using drawing, etching, painting and photography. Students also spent time developing their skills in writing for and about Art. These skills will provide an opportunity for students to develop their ideas, making, recording and a series of diverse outcomes.









Andreu Valencia Cedeno



Basem Khan



Eriona Ratkoceri



Eriona Ratkoceri



Leyla Dinler



Lorena Sulejmani



Lorena Sulejmani



Lorena Sulejmani









Rashata Schellevis



Rashata Schellevis



Yasmin Bakkali



Yasmin Bakkali

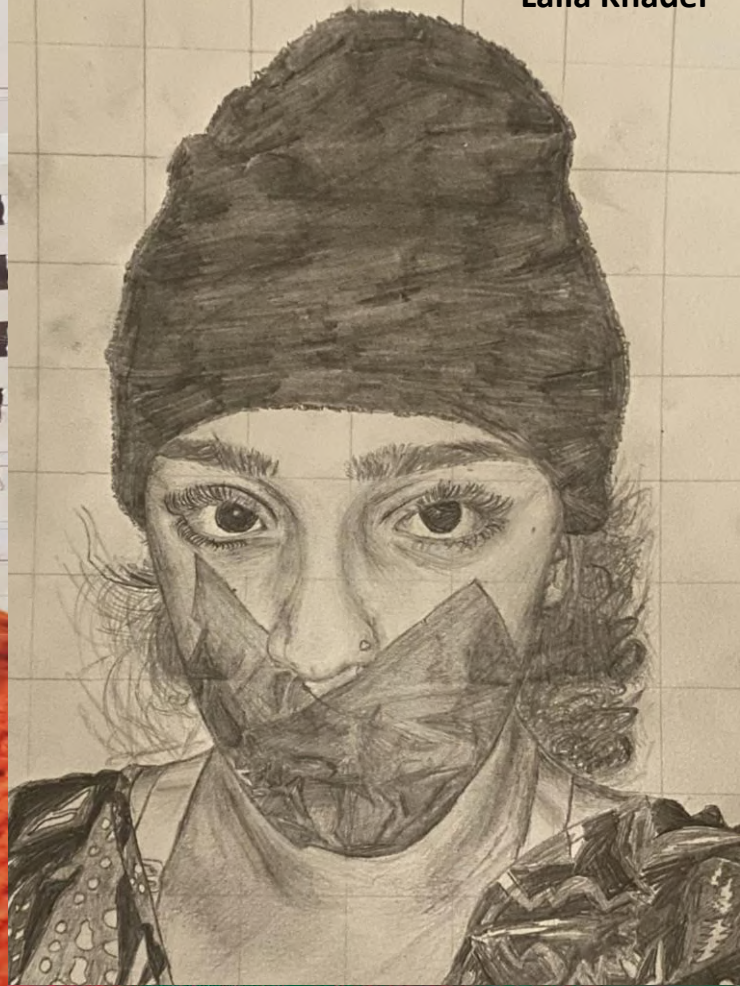




Fifi Wegbe



Laila Khader



Year 11

This term, our Year 11 students developed their own projects linking to 'Growth and Evolution'. Students explored a range of diverse media such as drawing, collage, digital manipulation, painting, ink and bleach and lino printing.

Students were encouraged to create different responses to one and other to push their creativity.

These projects culminated in students creating a final outcome that communicates their ideas.

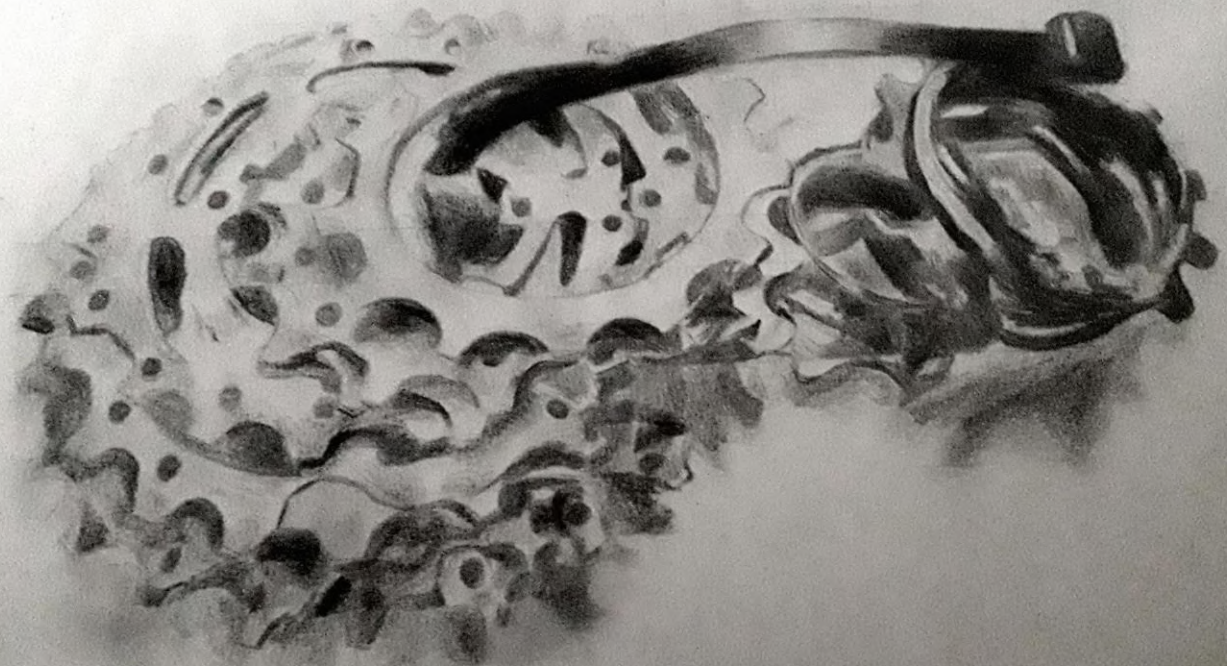


Safa Elbahti

Amir Abdi



Hanifa Amalon











Hannah Krebs Rocha



Hannah Krebs Rocha



Hannah Krebs Rocha

Iyla Birchall



Iyla Birchall

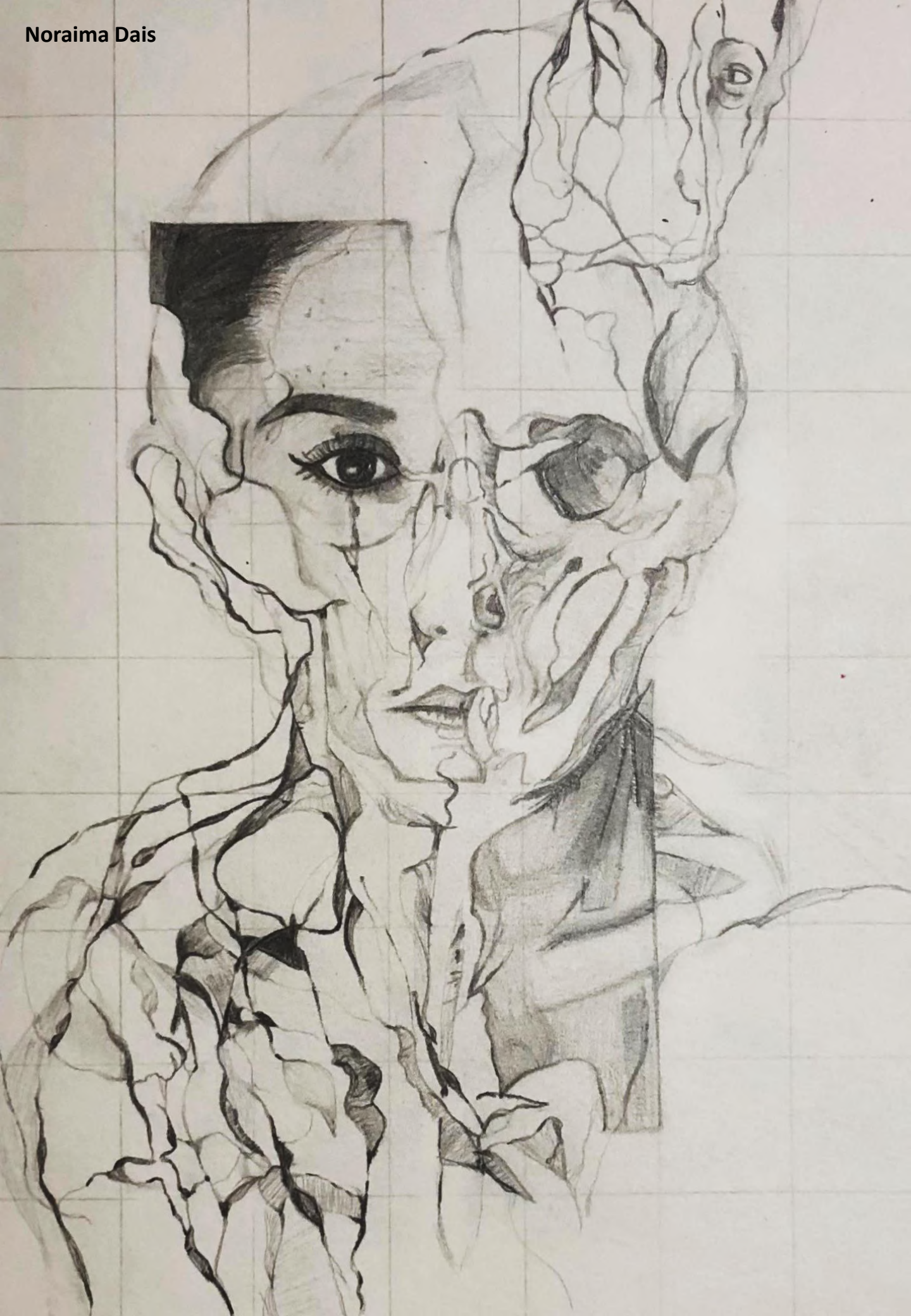


Iyla Birchall

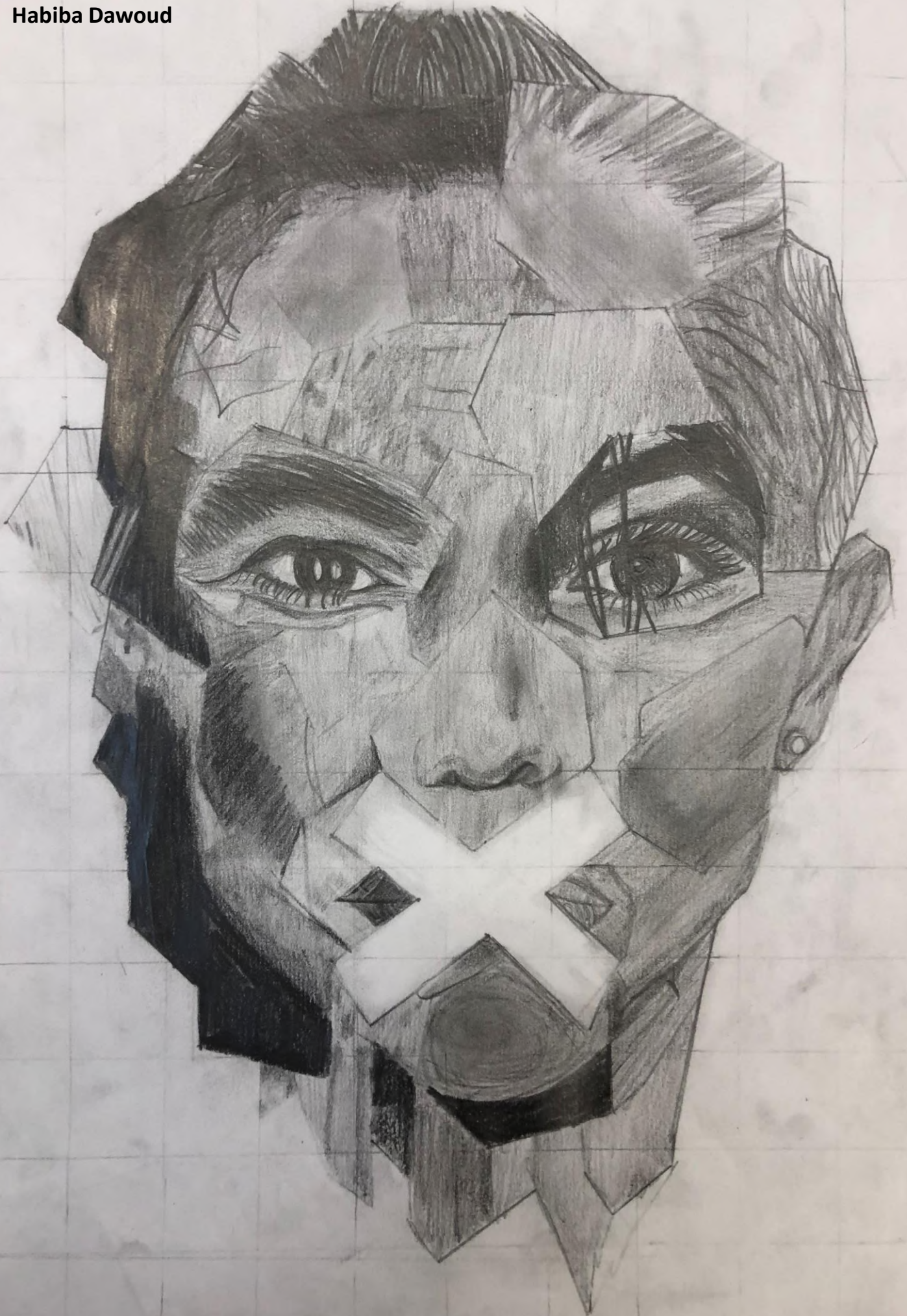


Iyla Birchall





Habiba Dawoud





Telita Freitas De Silva



Telita Freitas De Silva



Jamila Tabed

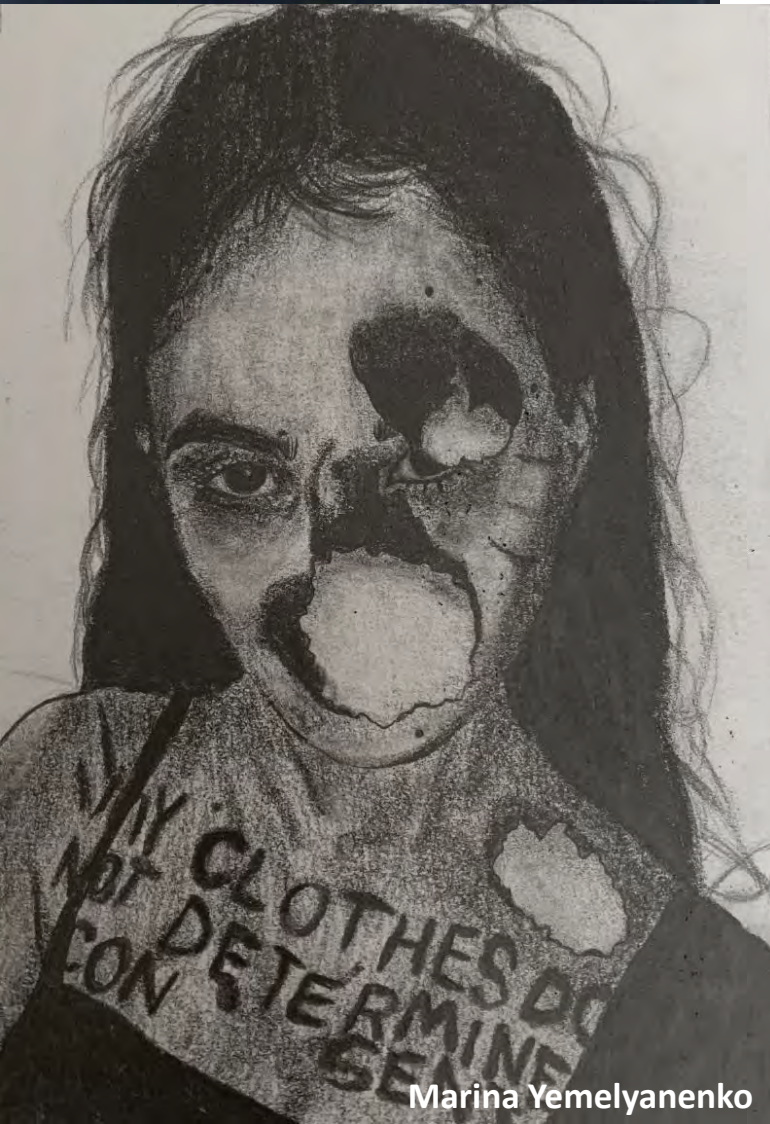


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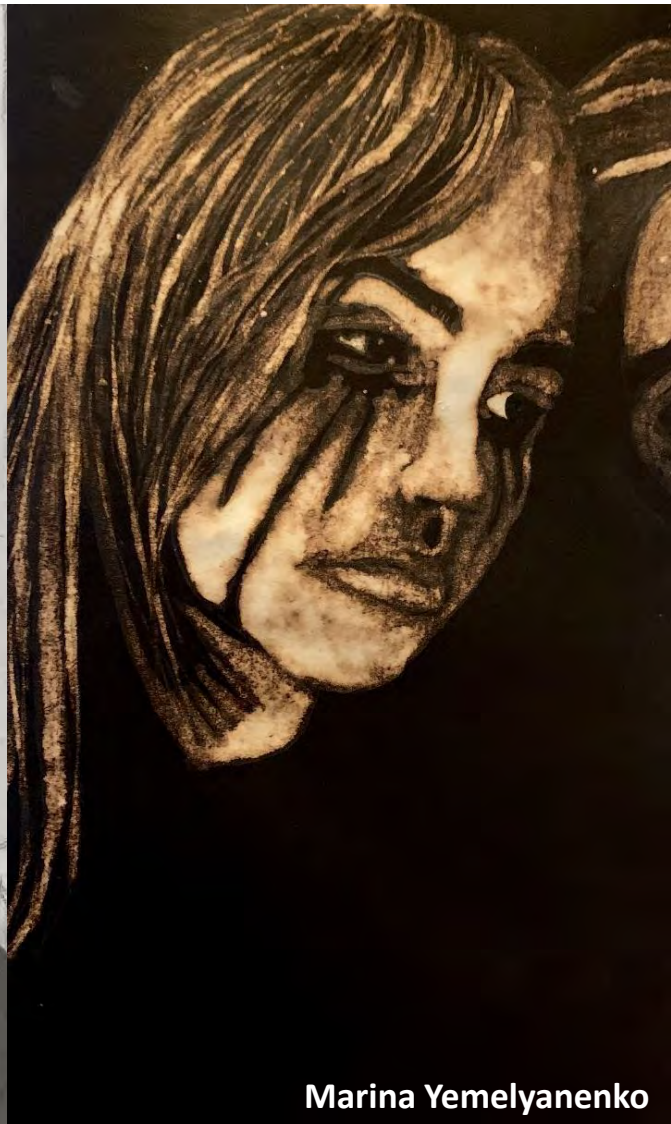
Jamila Tabed



Jamila Tabed



Marina Yemelyanenko



Marina Yemelyanenko

Shahd Ahmed

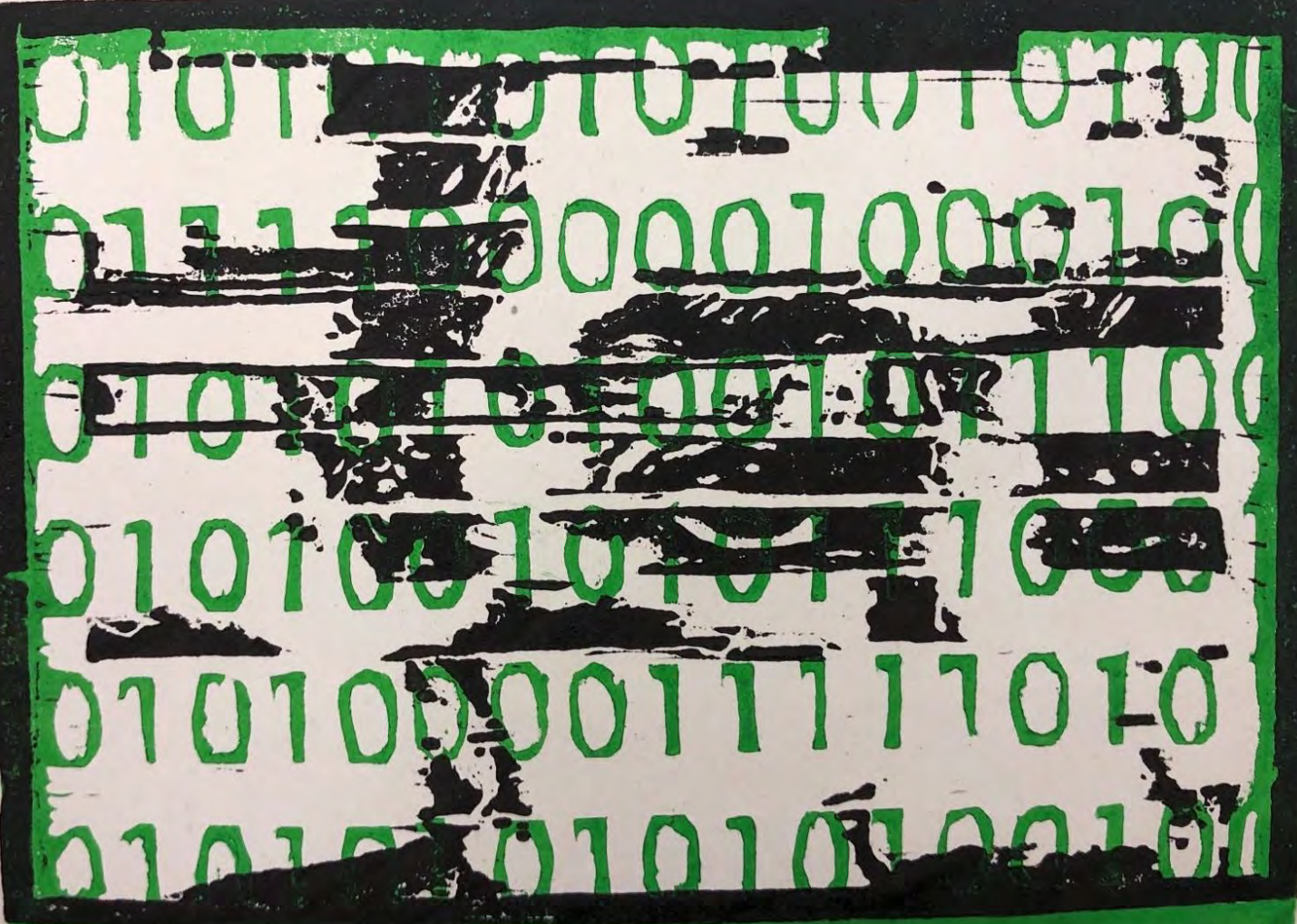


Shahd Ahmed

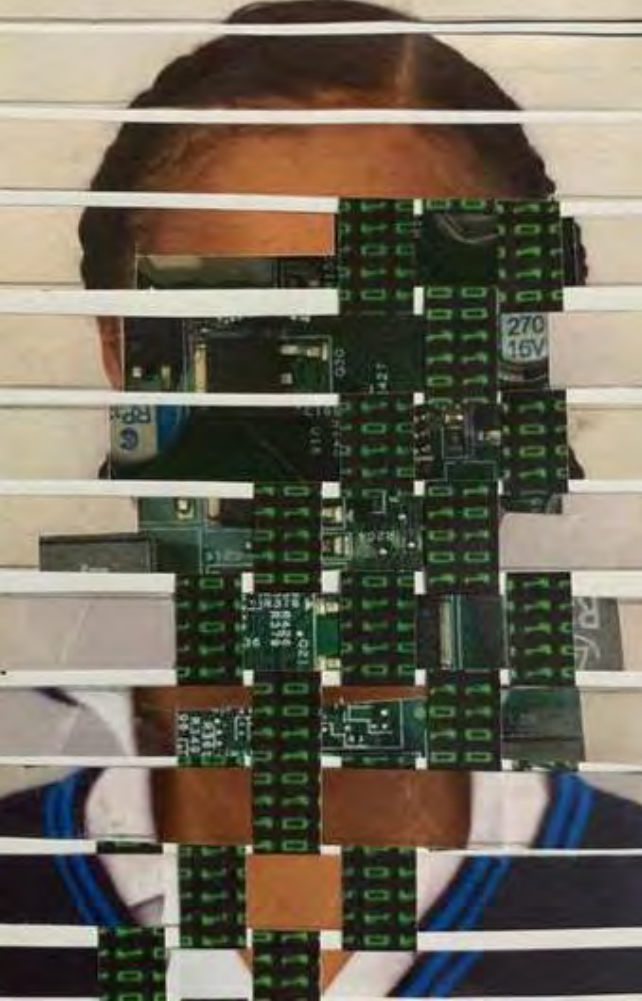


Shahd Ahmed





Shahd Ahmed



Shahd Ahmed



Leonesa Shabani





Rahid Ahmed



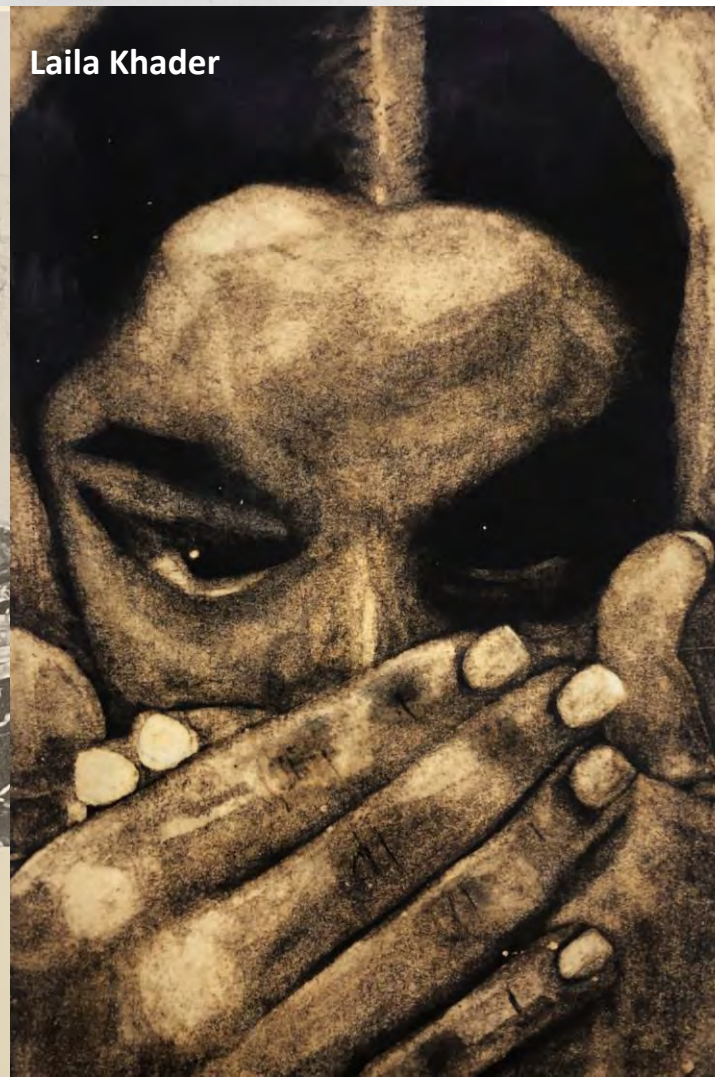
Laila Khader



Laila Khader



Laila Khader





Arwen Miah



Arwen Miah





Year 12

This term, our Year 12 students transitioned from GCSE to A Level by refining their skills in portraiture using a diverse range of media. Students were introduced to new media such as oil painting and biro pen with hairspray alongside revisiting drawing, watercolour painting, ink, photography, collage and photomanipulation. We chose to really push our A Level students out of their comfort zones this term making them work spontaneously and gesturally.

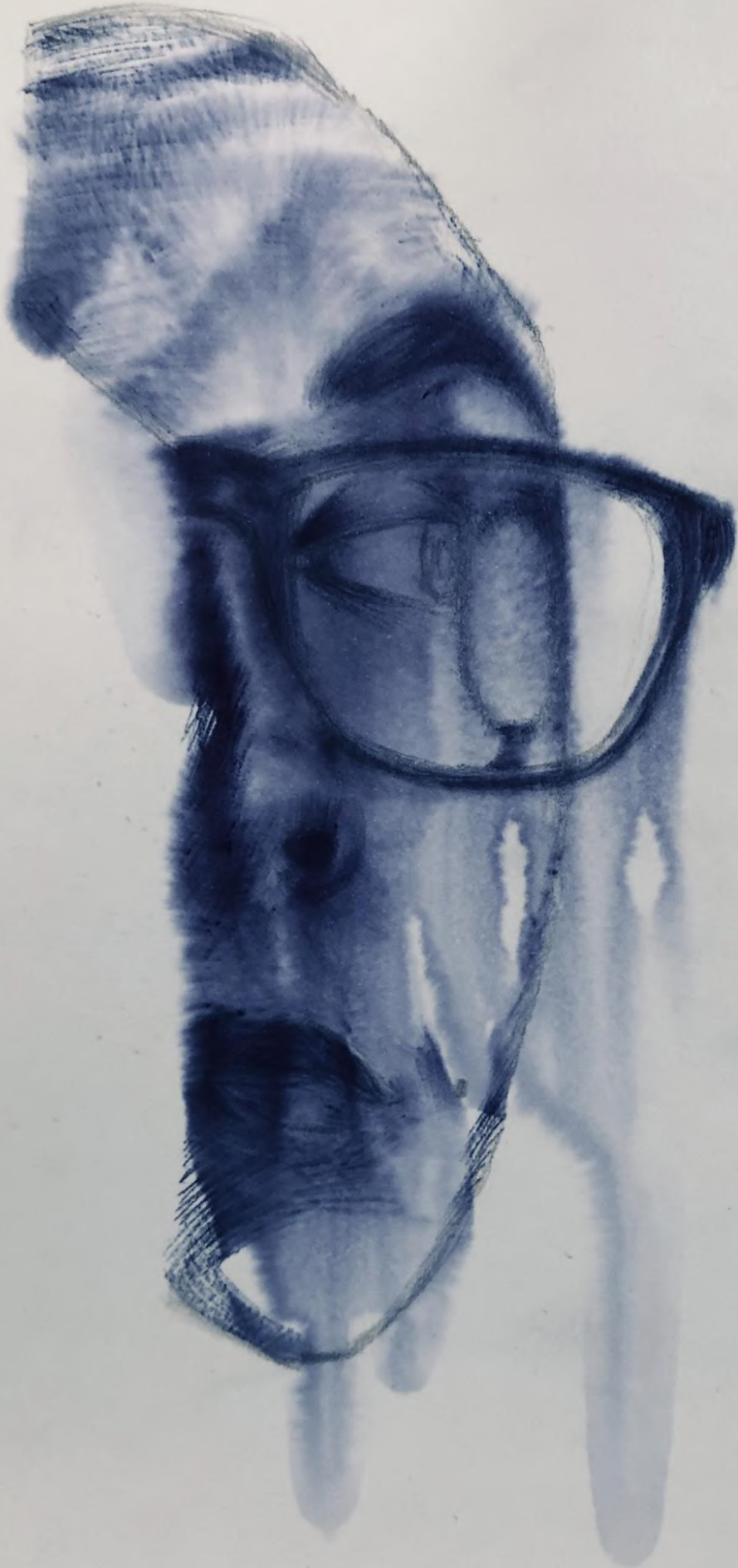
Maryam Kadhim



Hamidah Ullah



Eliza Albrashi



Tasneema Alim



Lina Rekkas







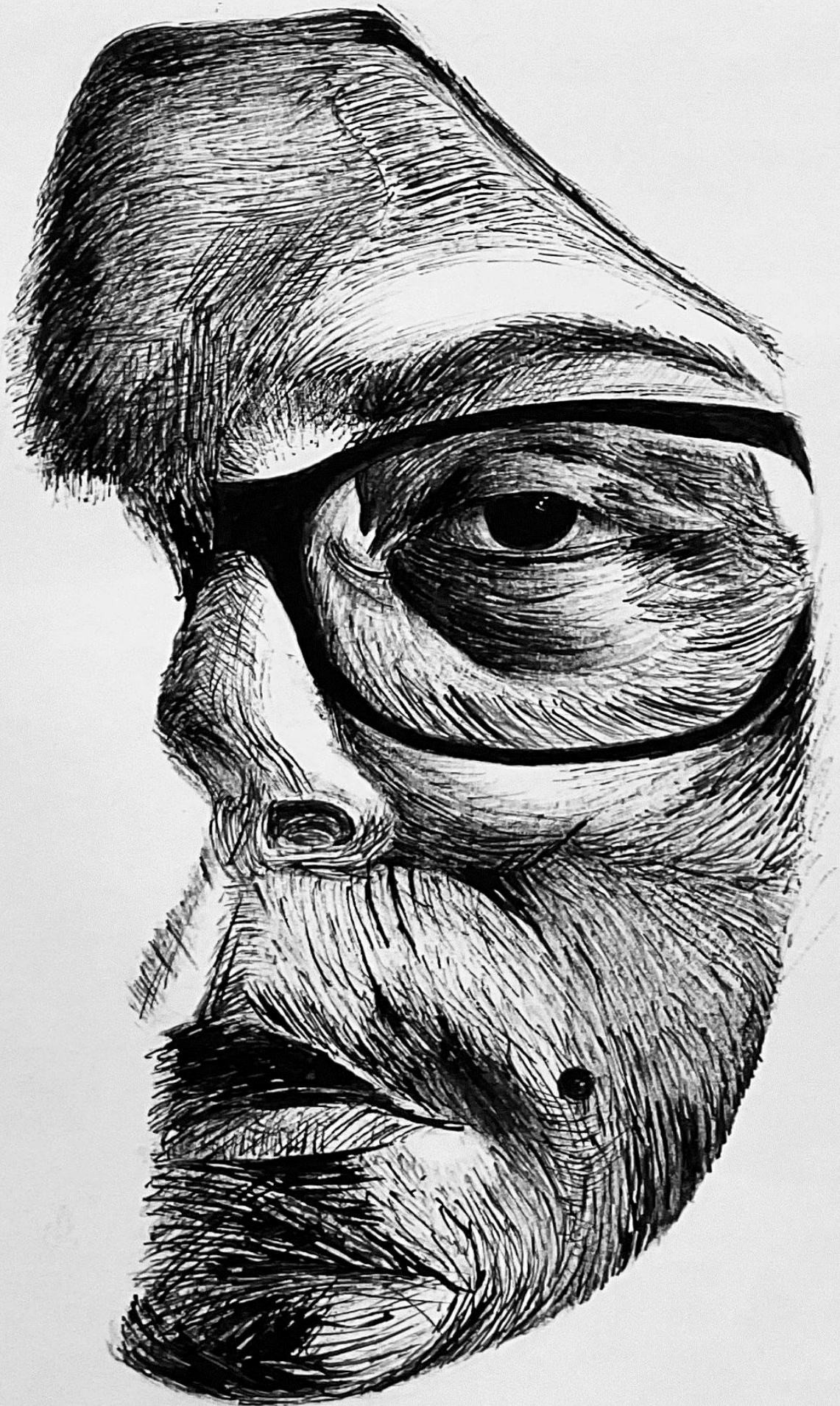
Bank of England
Twenty Pounds

20





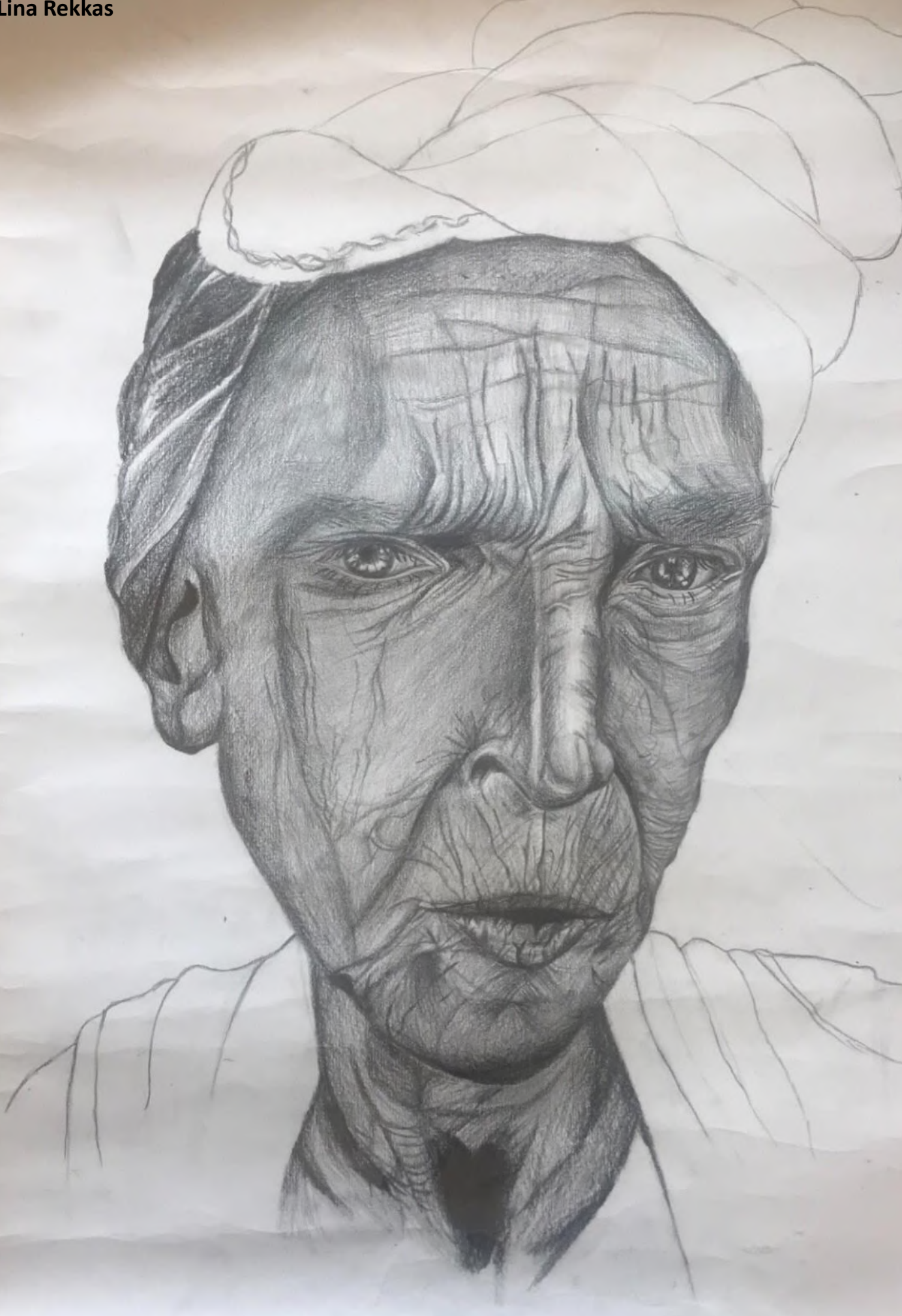
Eliza Albrashi



Eliza Albrashi













Year 13

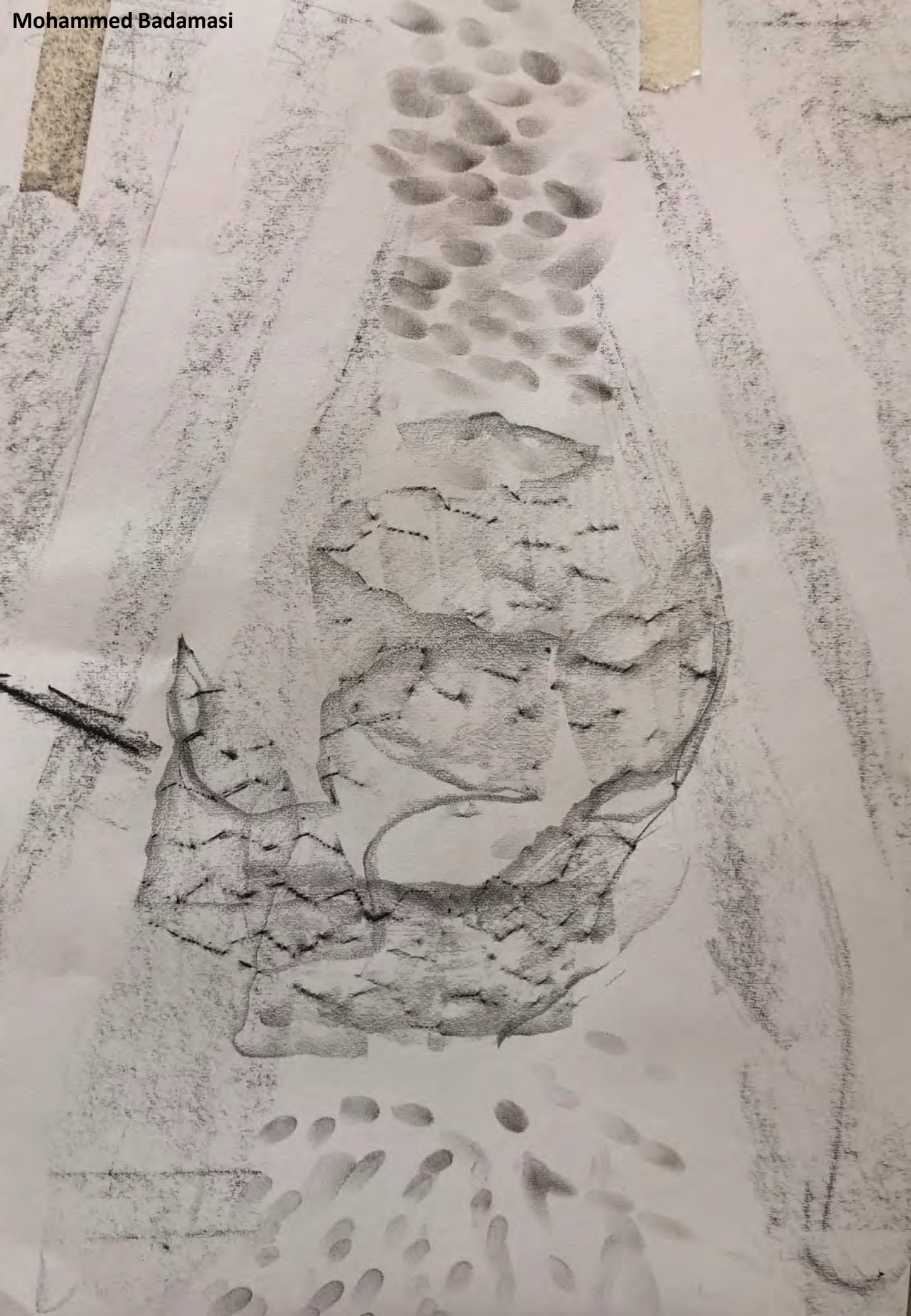
This term, our Year 13 students produced a number of exciting and experimental outcomes for their independent projects. We are so thrilled that each of our students formed completely different projects to one and other and were bold with their use of media, abstraction and scale. This term has been really exciting to see what our students are capable of and we know for a fact each student would be a fantastic addition to any top art university.

Takmina Akhtar



Takmina Akhtar







Genta Brahim



Genta Brahimí



Genta Brahimi



Genta Brahimi









