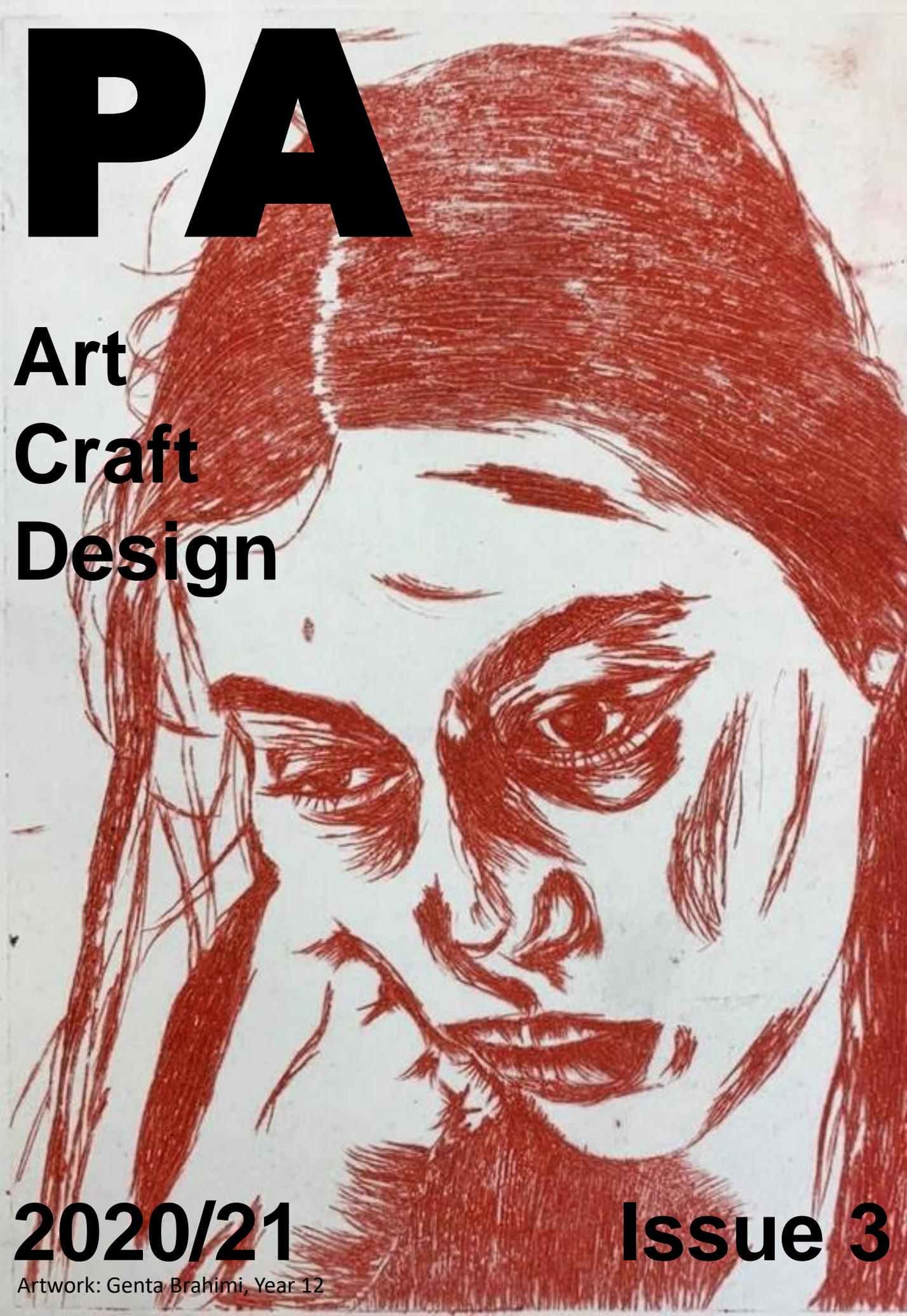


PA

A detailed red pencil sketch of a woman's face, looking slightly to the right. The drawing uses fine, repetitive strokes to create texture and shading, particularly in the hair and facial features. The background is plain white.

**Art
Craft
Design**

2020/21

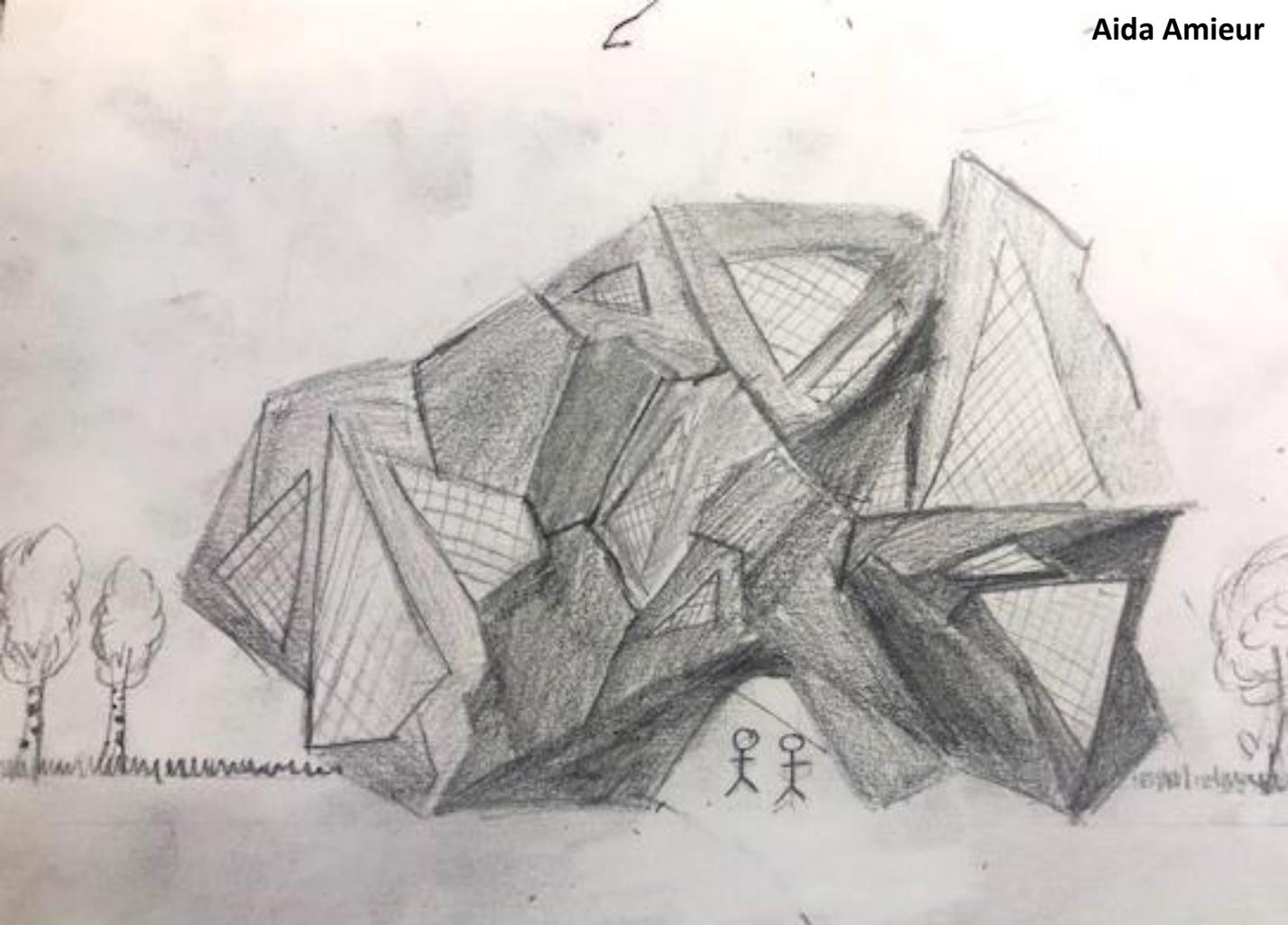
Issue 3

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

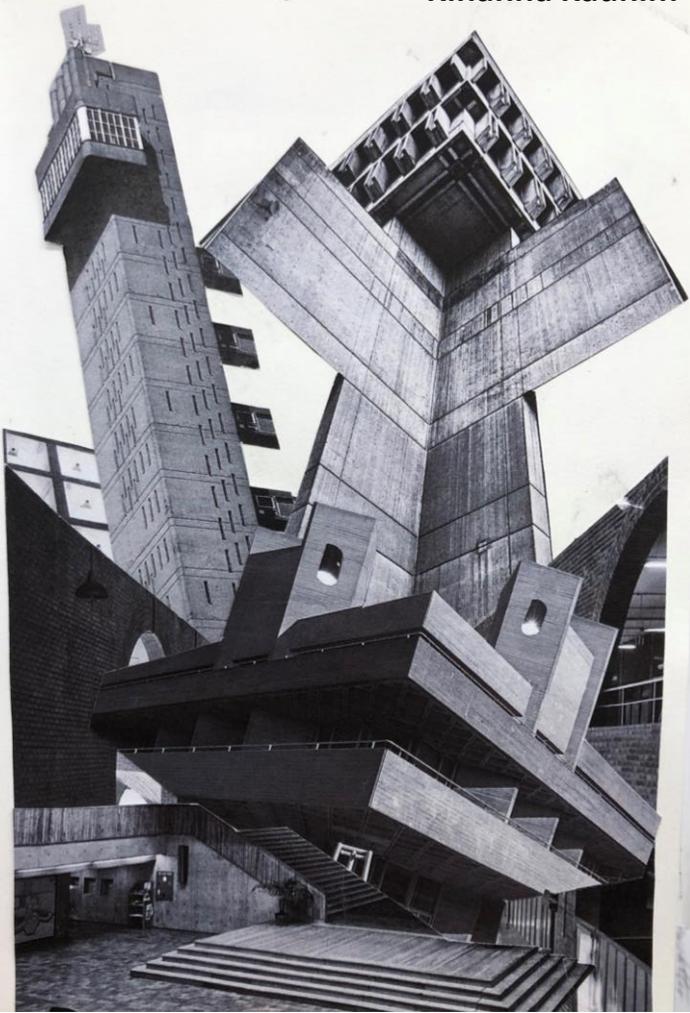
This term, Year 7 explored Brutalism and learned the core practices of design. Students have developed their understanding of technical drawing, with a particular focus on forced perspectives and architecture.

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.

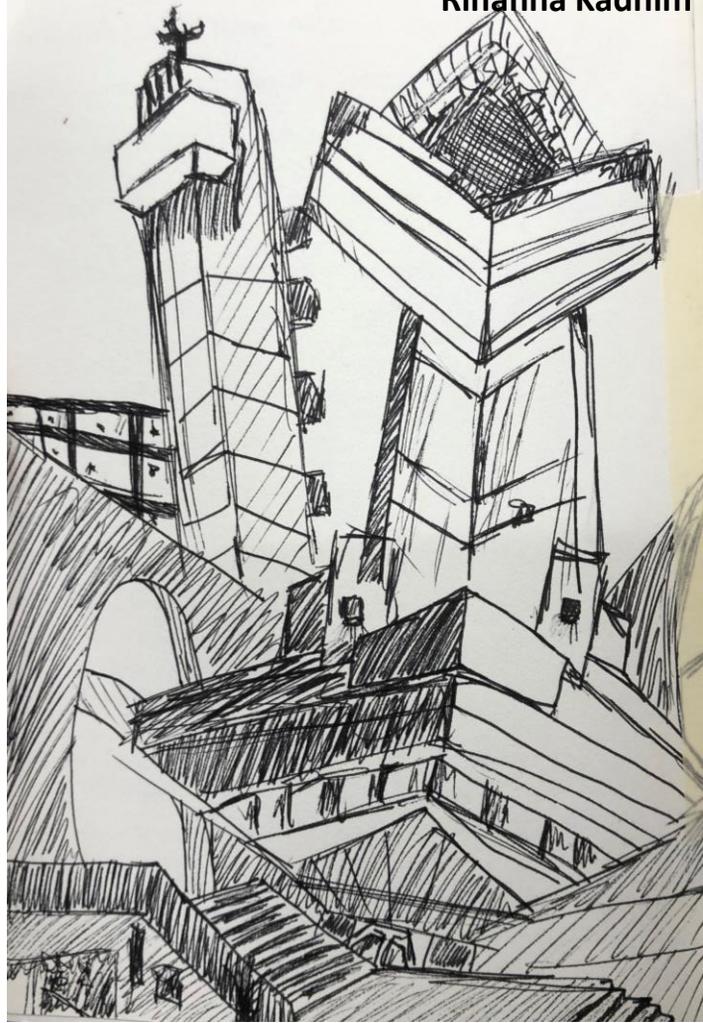
To design their final Brutalist-inspired buildings, students worked with architectural collage and abstract forms to produce original and interesting outcomes. Students generated a series of schematics relevant to their research into Brutalism and were able to use techniques Architects still use today.

Architectural collage - My Harry Potter Museum

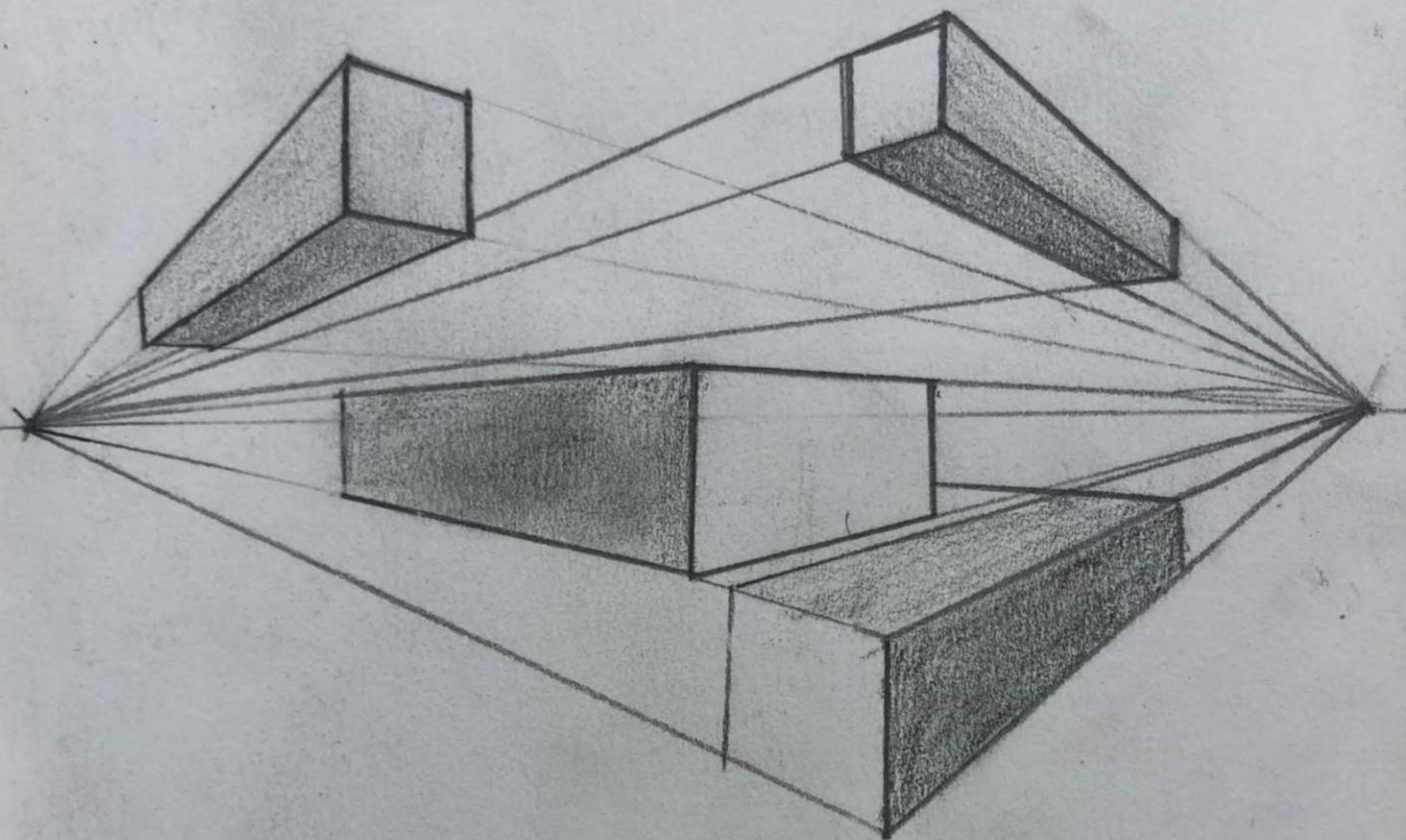
Rihanna Kadhim



Rihanna Kadhim

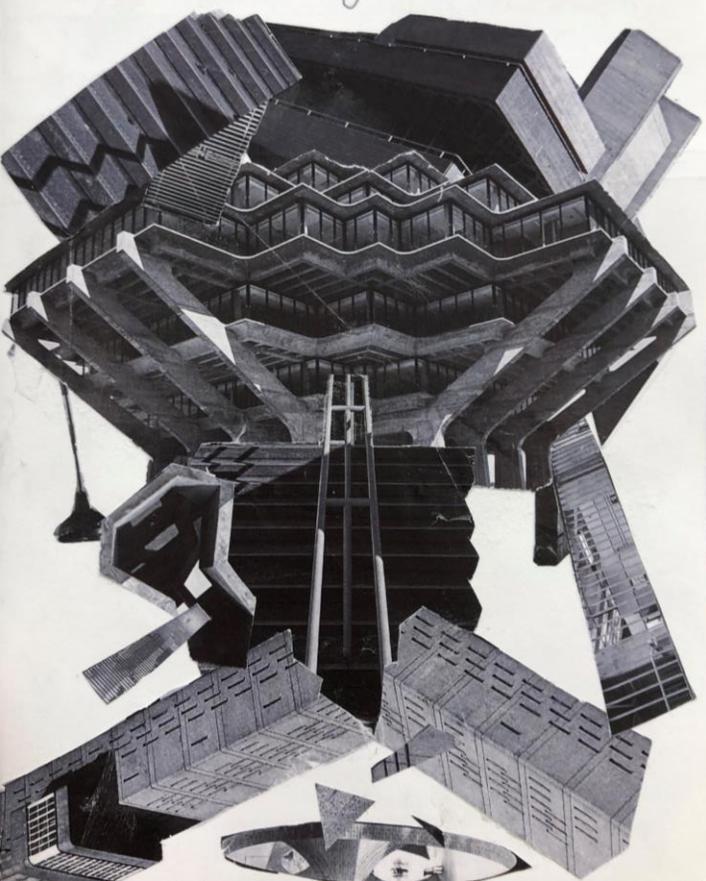


Layan Muayad



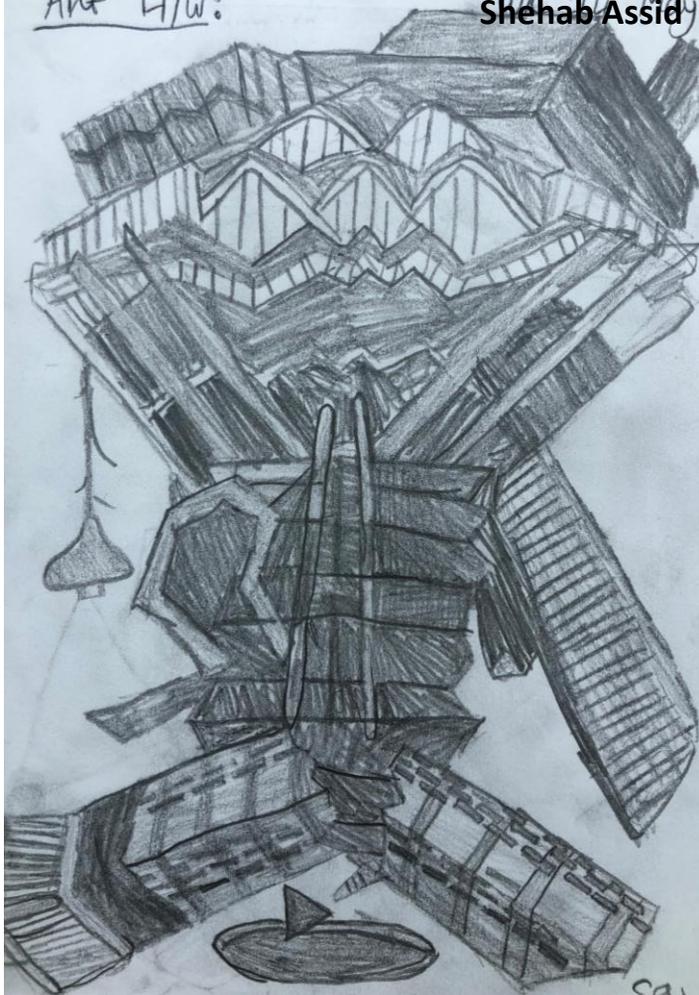
Thursday 27th May 2004 Shehab Assid

Architectural collages



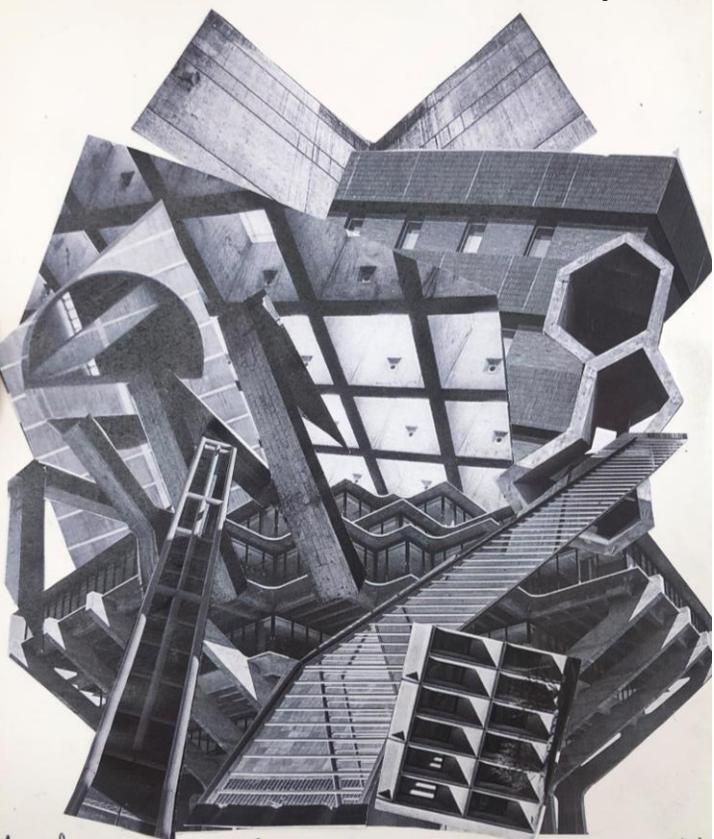
Art H/w:

Shehab Assid



Architectural collages

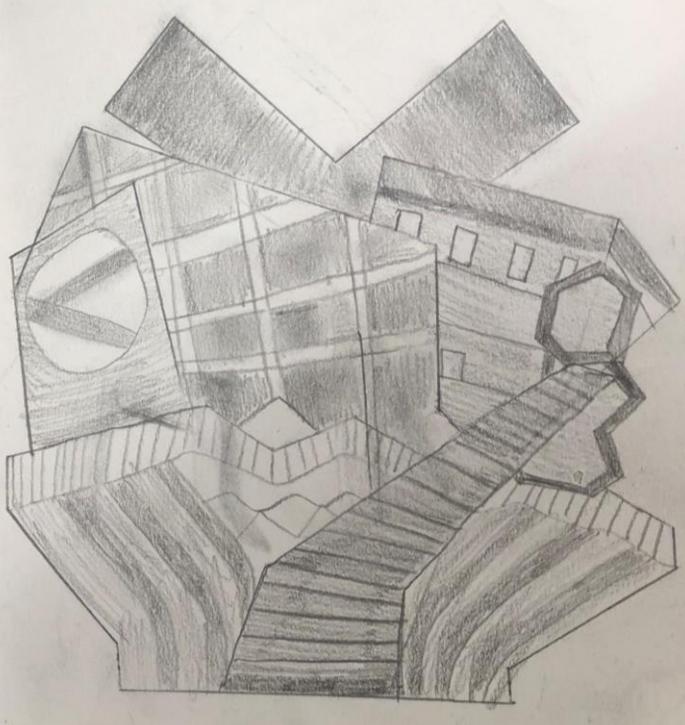
27.05.04 Nancy Gad



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

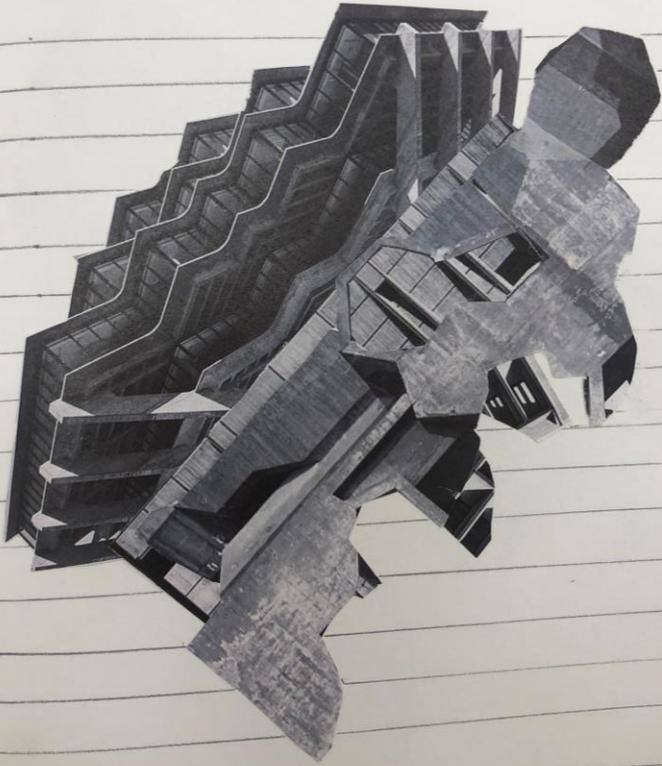
Thursday 27th May 2022

Malak Idris

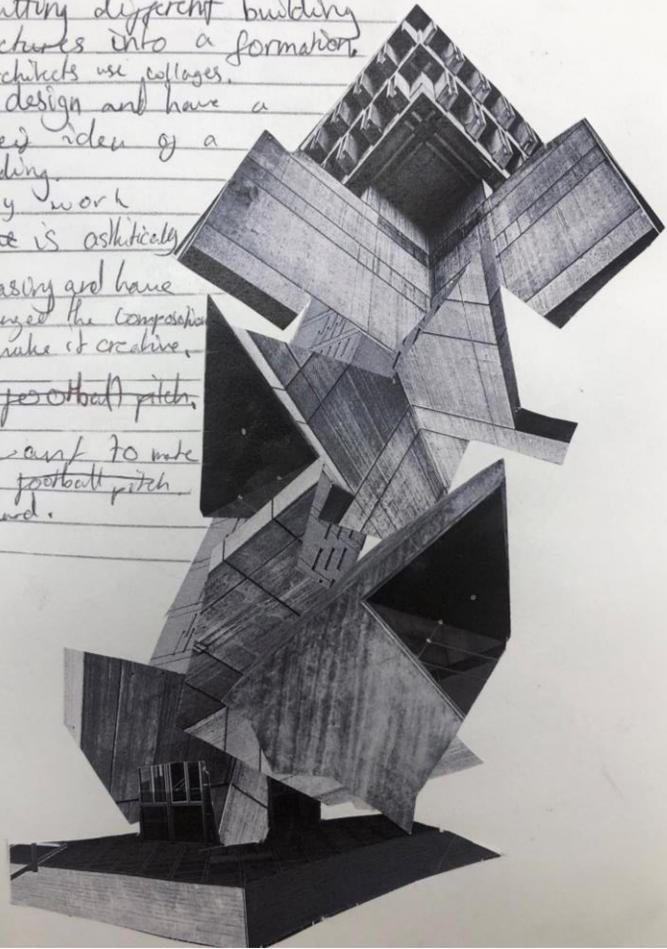
Thursday 27th May 2022

Sammy Zerrouk

Architectural Collages

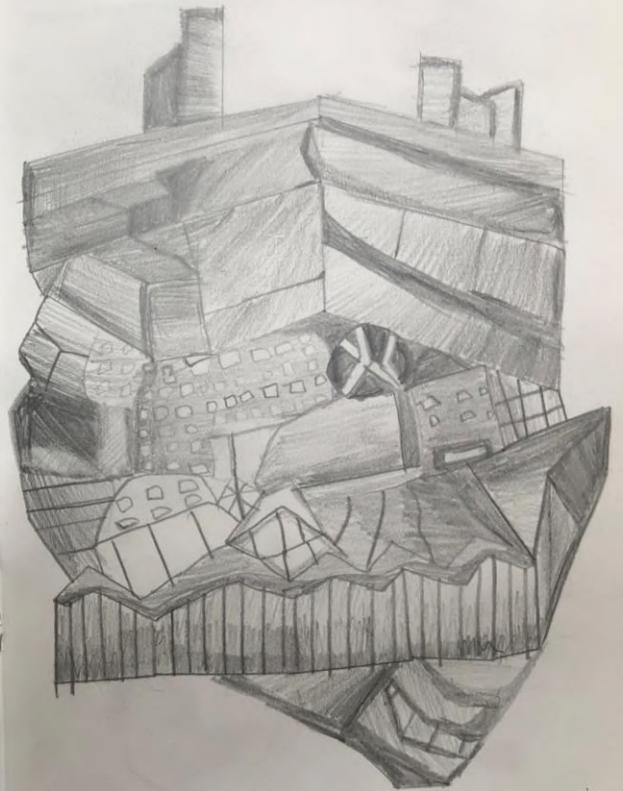


Putting different building
charts into a formation,
architects use collages,
design and have a
clear idea of a
building.
My work
is aesthetically
pleasing and have
used the composition
make it creative,
football pitch
want to make
football pitch
and.



Architecture Collages

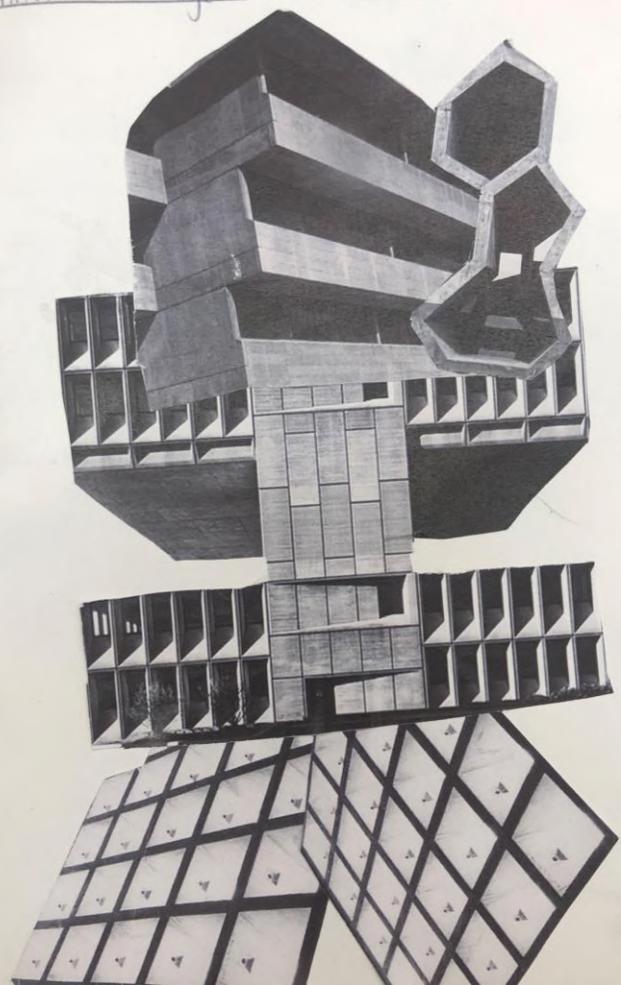
Samran Khalif



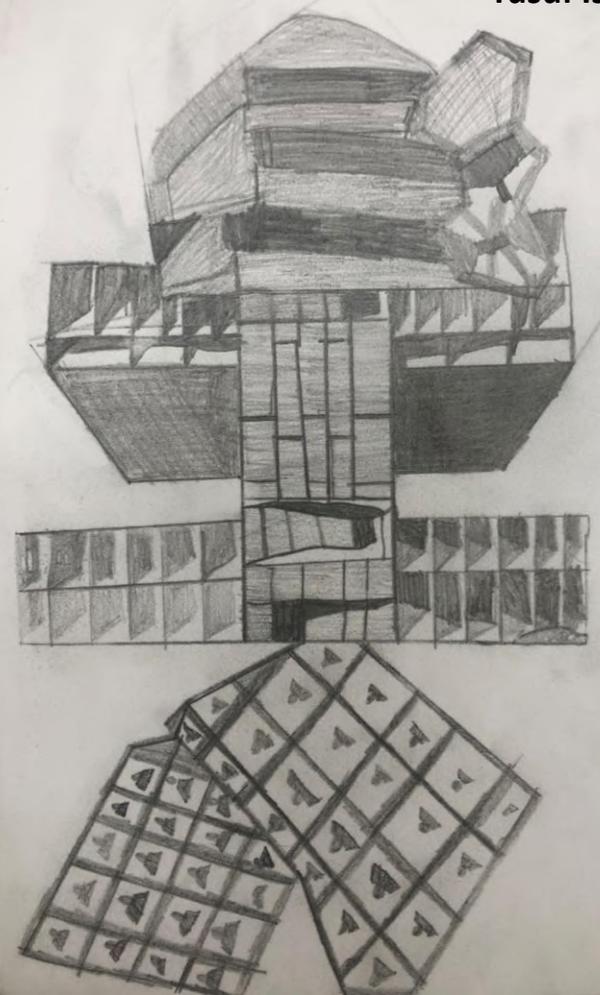
Architctural Collages

27/05/21

Yusuf Ismail

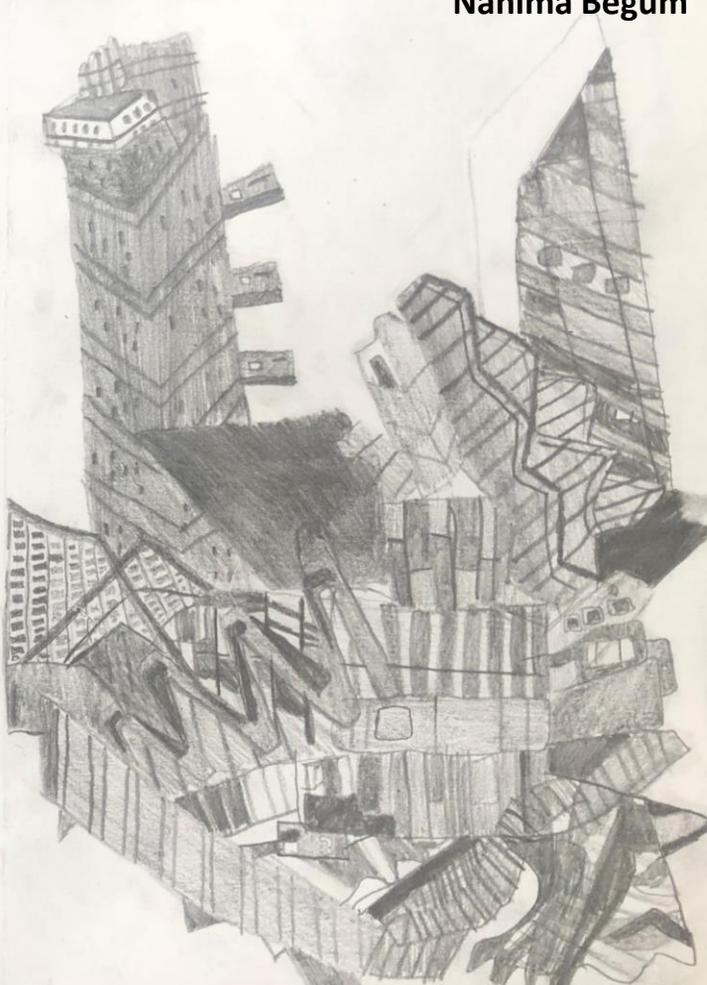
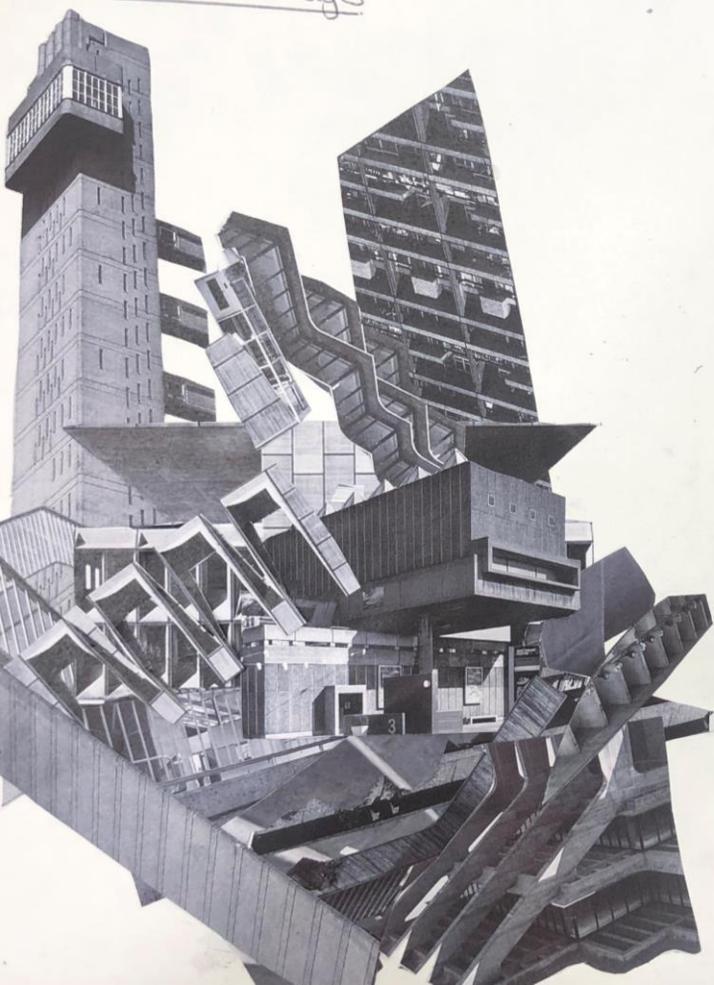


Yusuf Ismail



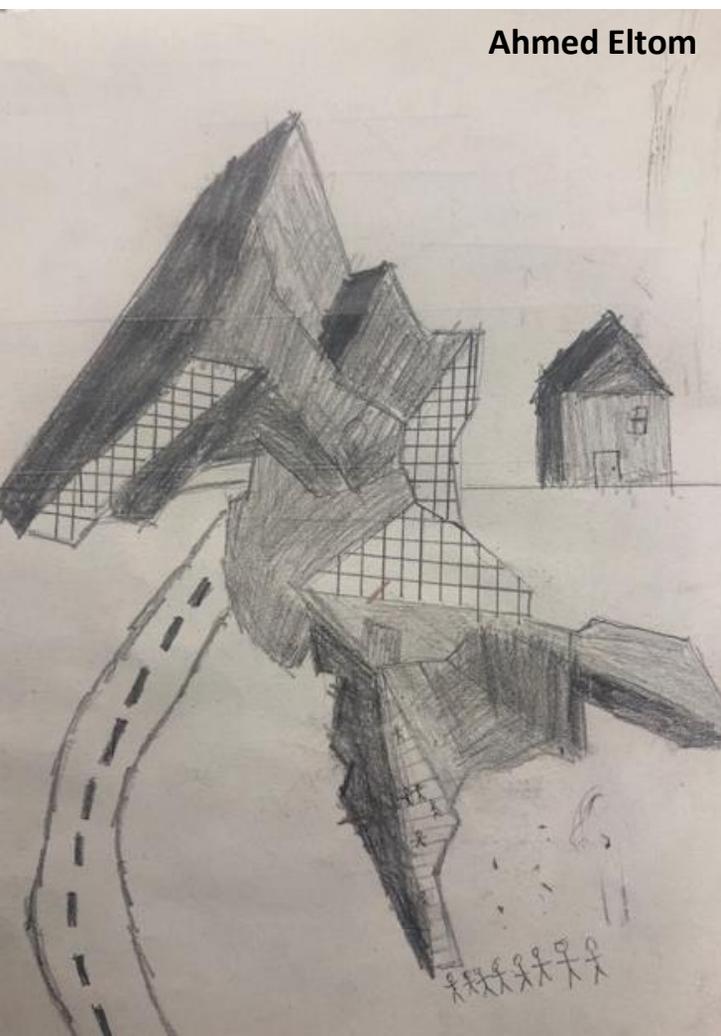
Architctural Collages

Nahima Begum

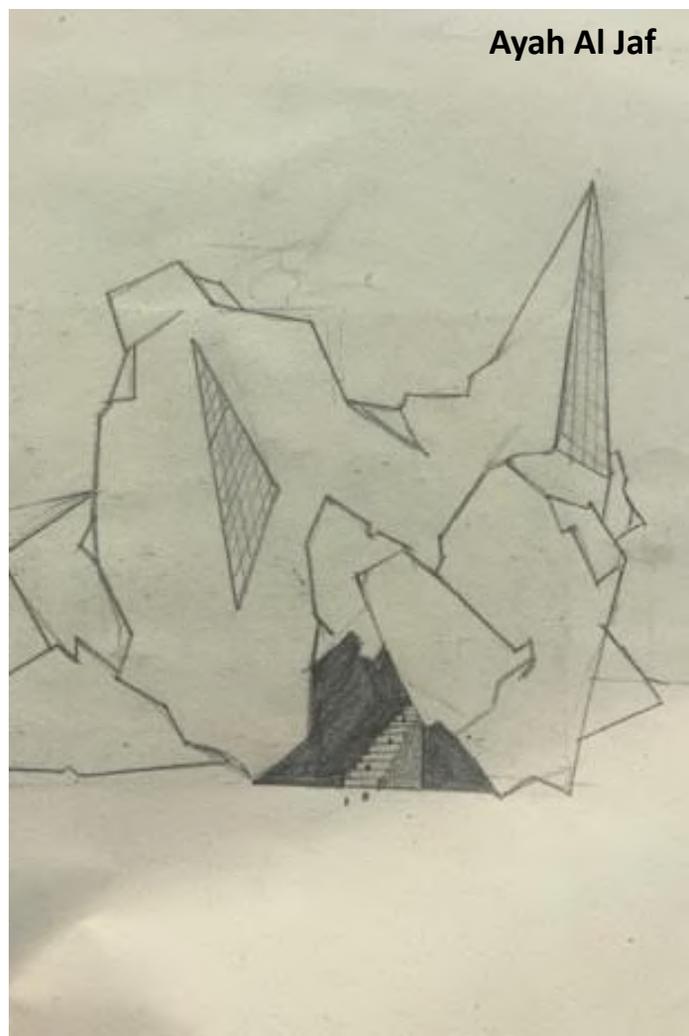




Ahmed Eltom



Ayah Al Jaf



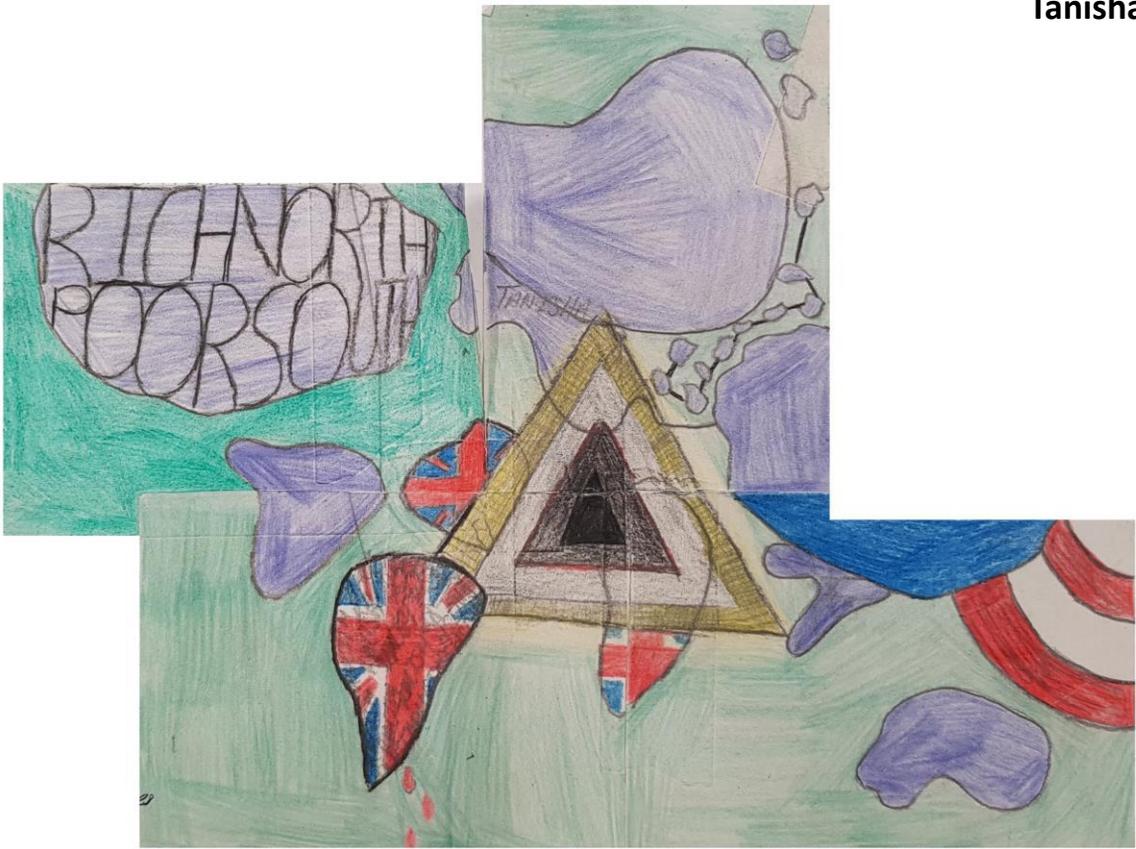


Year 8

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



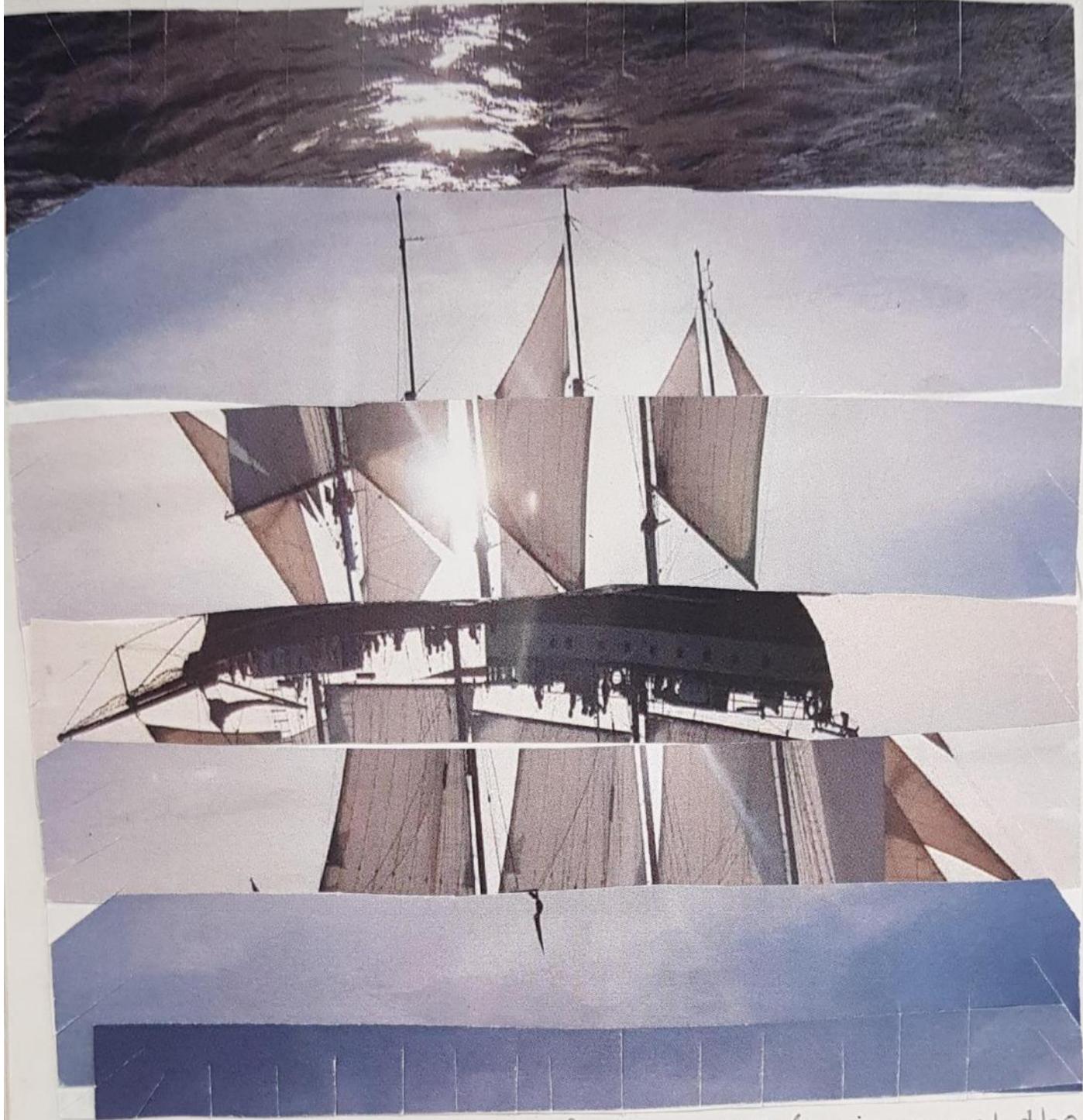
Matthew Makin



7/5/21

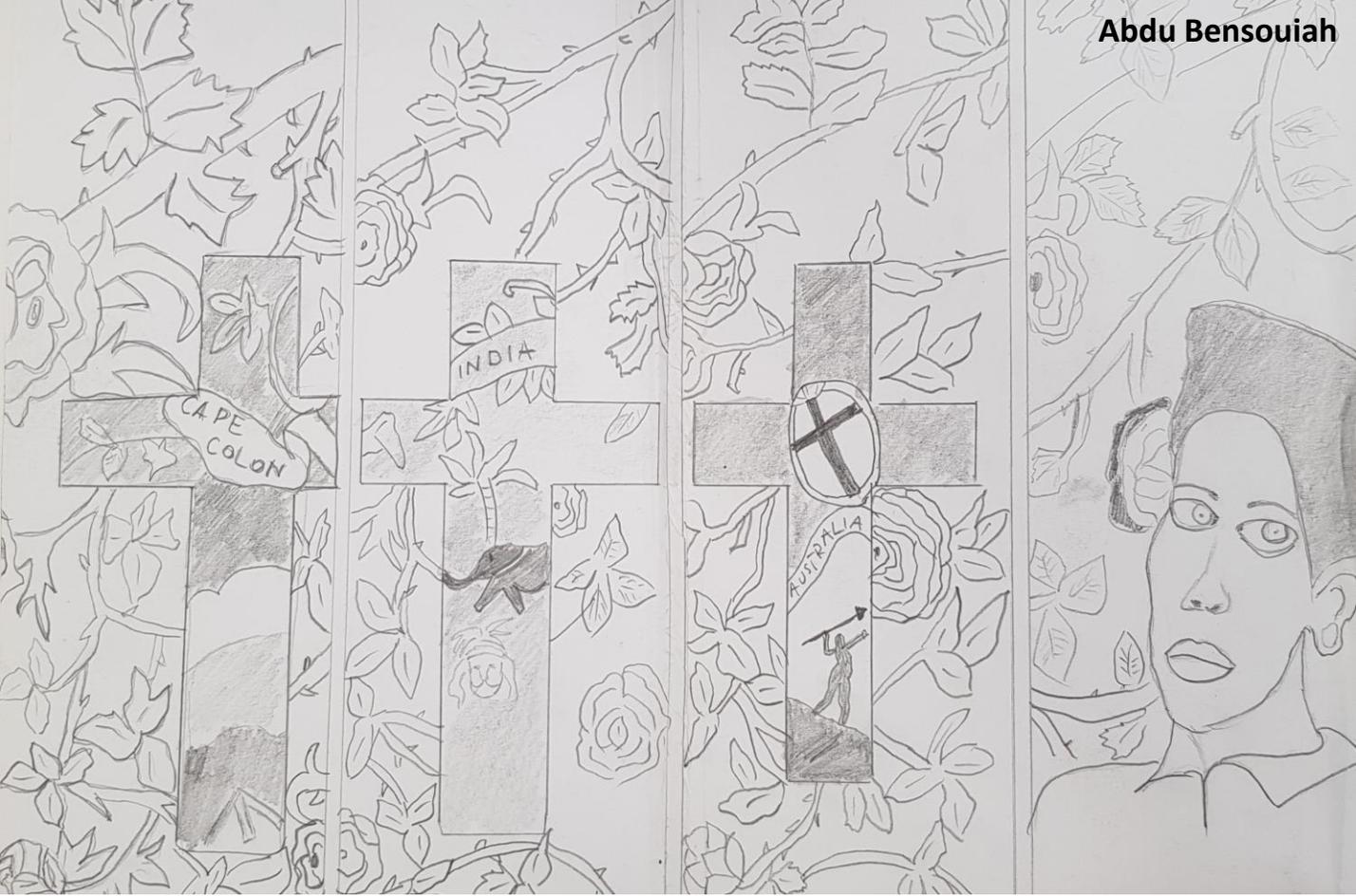
class work

Aya Abdelaoui

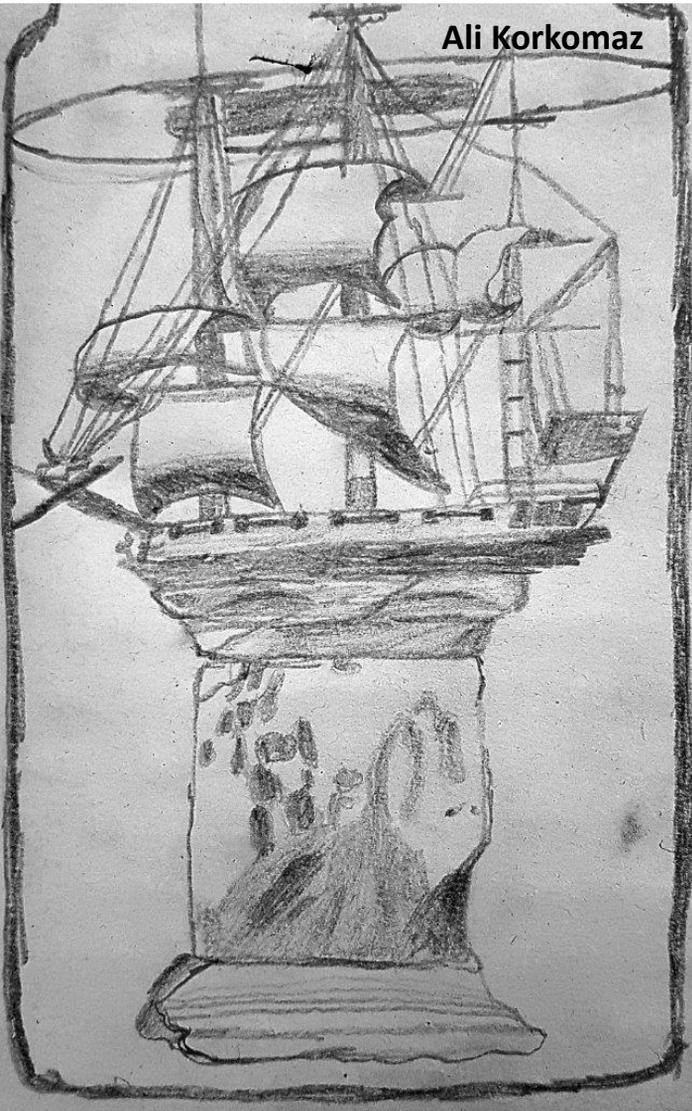


I created this artwork in front of me to represent the Journey from Britain to its colonies and back. Three things that draw my attention would be the ocean at the top of the image, the sky at the bottom and the cuts around the side. This is because usually the ocean is at the bottom but ~~it is~~ I 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

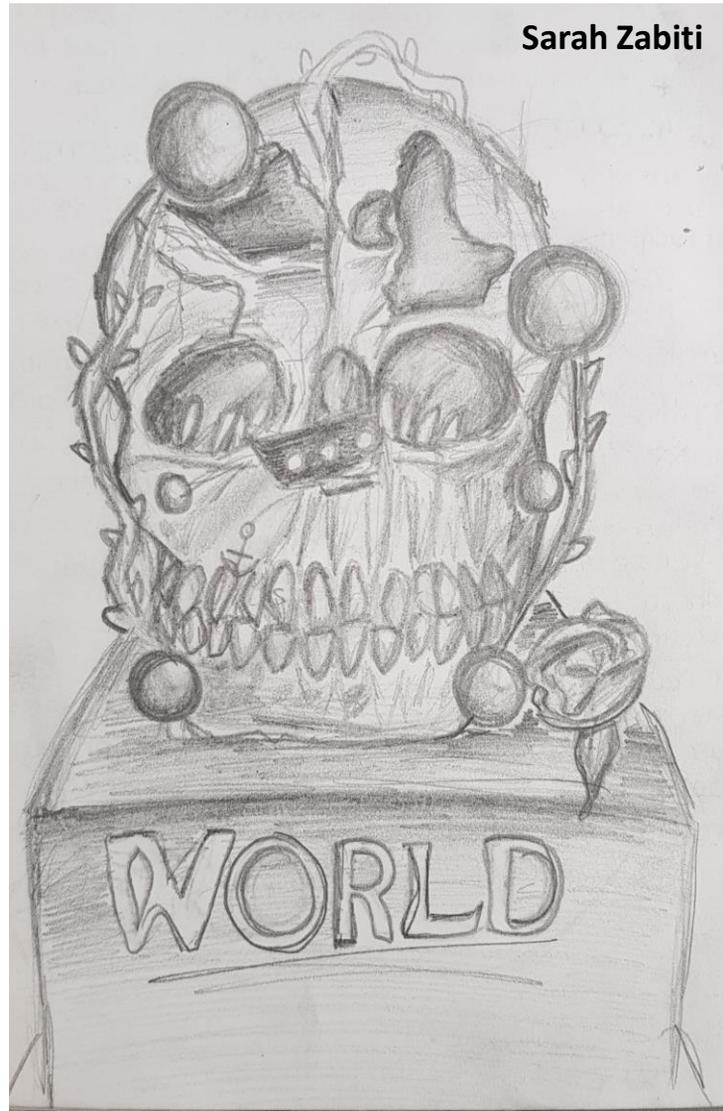
Abdu Bensouiah

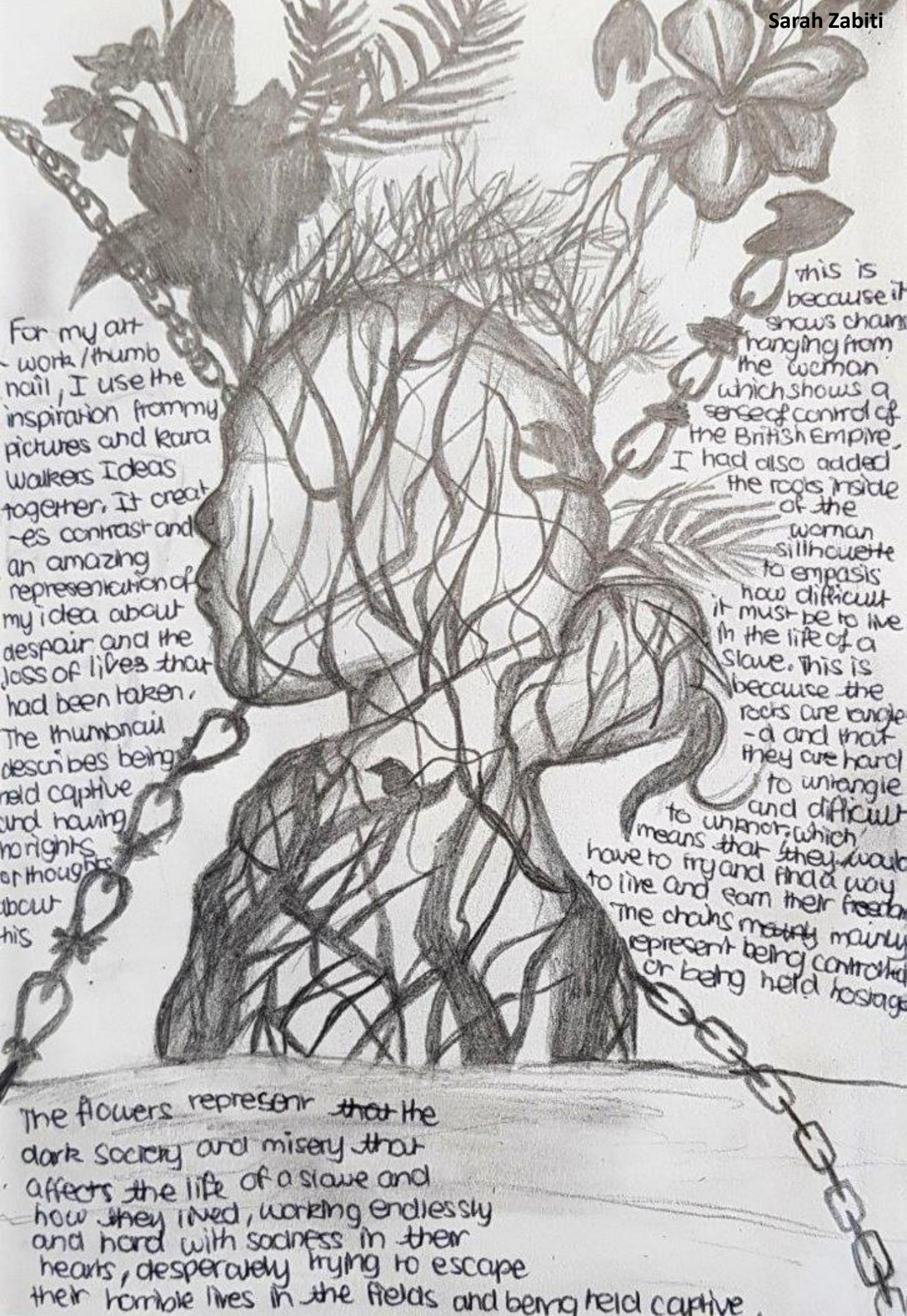


Ali Korkomaz



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.

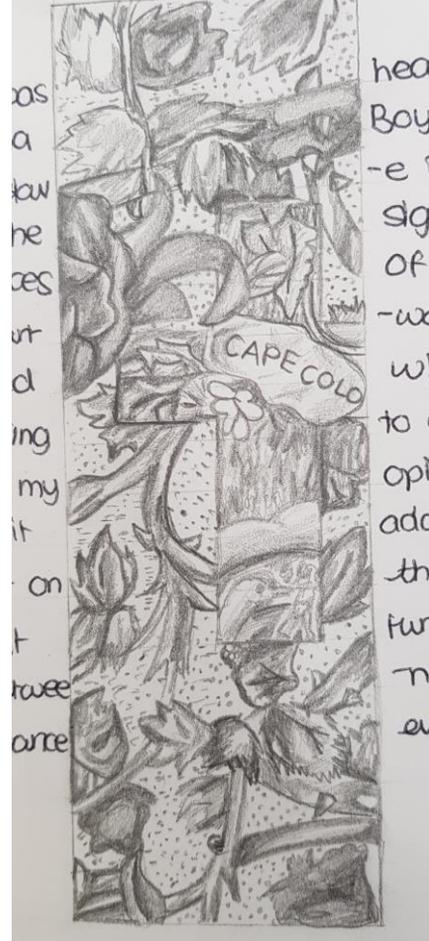
The flowers represent that the dark society and misery that affects the life of a slave and how they lived, working endlessly and hard with sadness in their hearts, desperately trying to escape their horrible lives in the fields and being held captive.

Zineb Ould Beziou



The forgotten ones

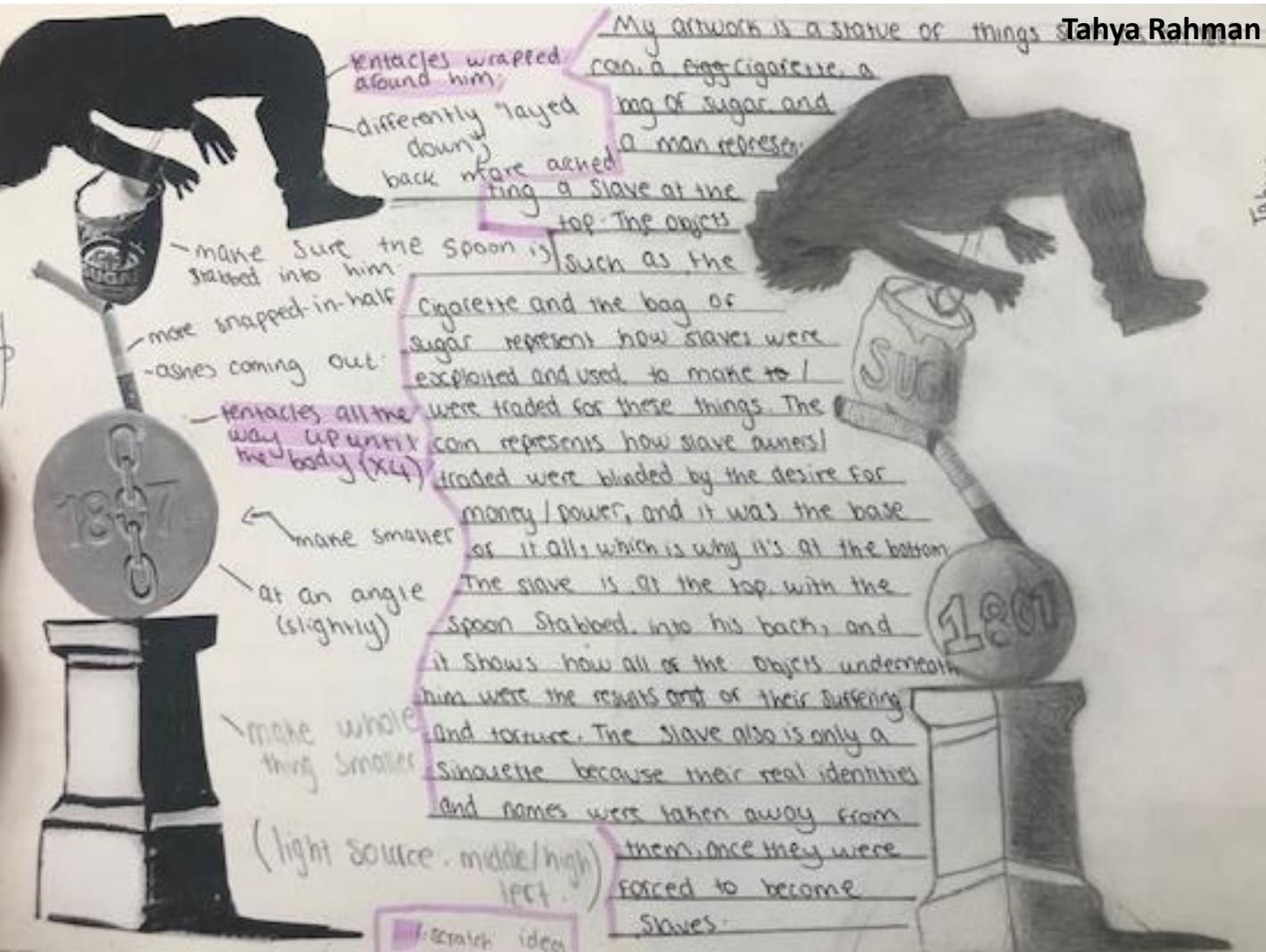
Reproduced version of Sarah Zabiti



as
a
low
ne
ces
or
d
ing
my
it
on
t
tree
orre

hea
Boy
-e
sig
of
-w
wt
to
opt
add
the
fun
n
ev

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
can, a egg, cigarette, a
bag of sugar and
a man repress.
ing a slave at the
top. The objects
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 ashes/
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.

similar idea

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



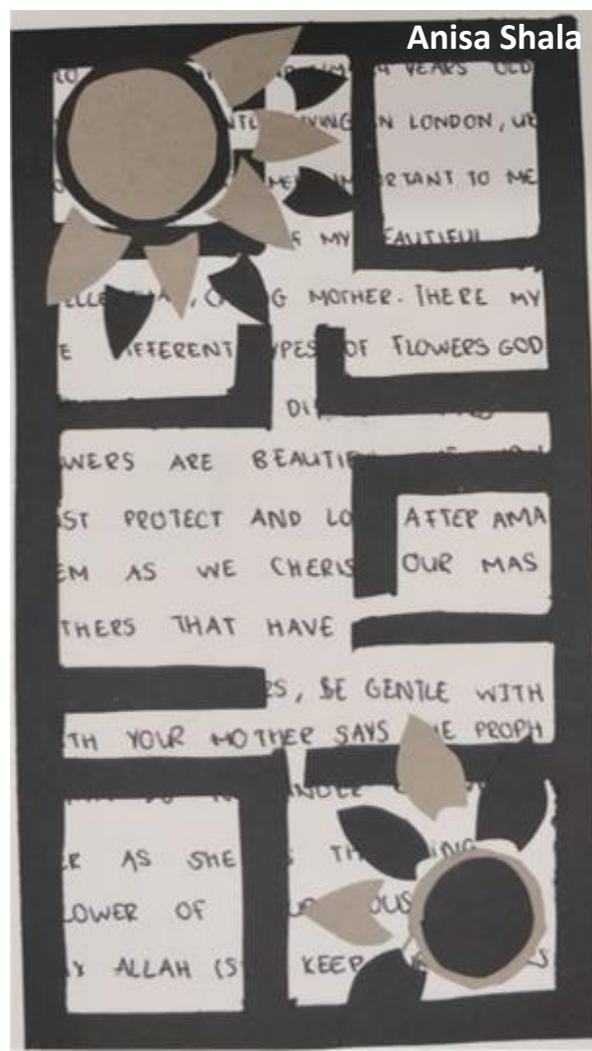
Lorena Sulejmani



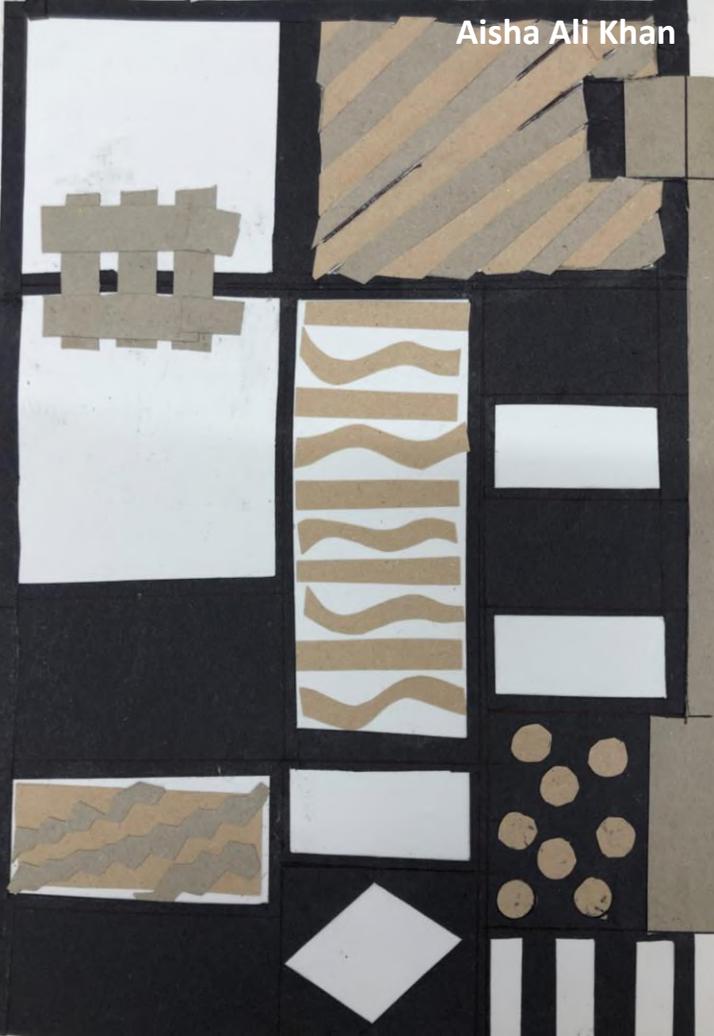
Ali Bensoula



Anisa Shala



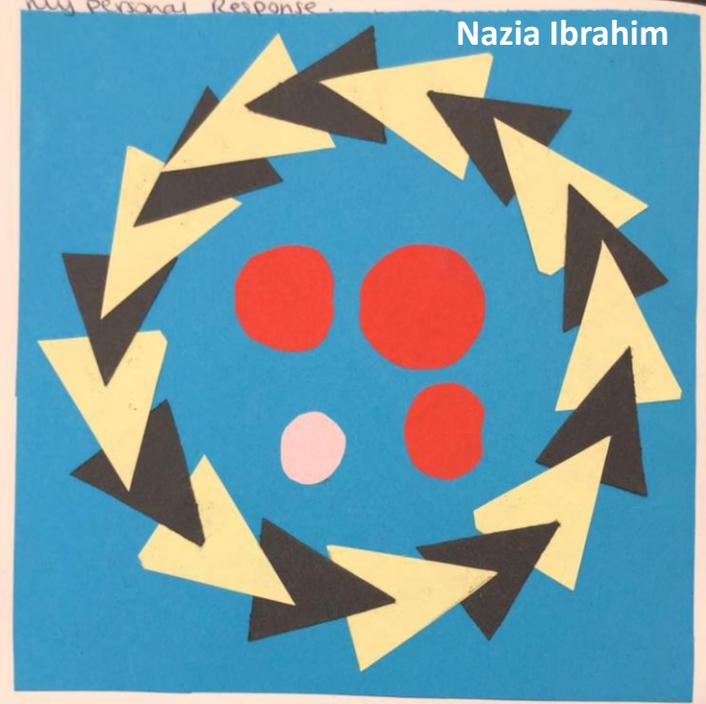
Aisha Ali Khan



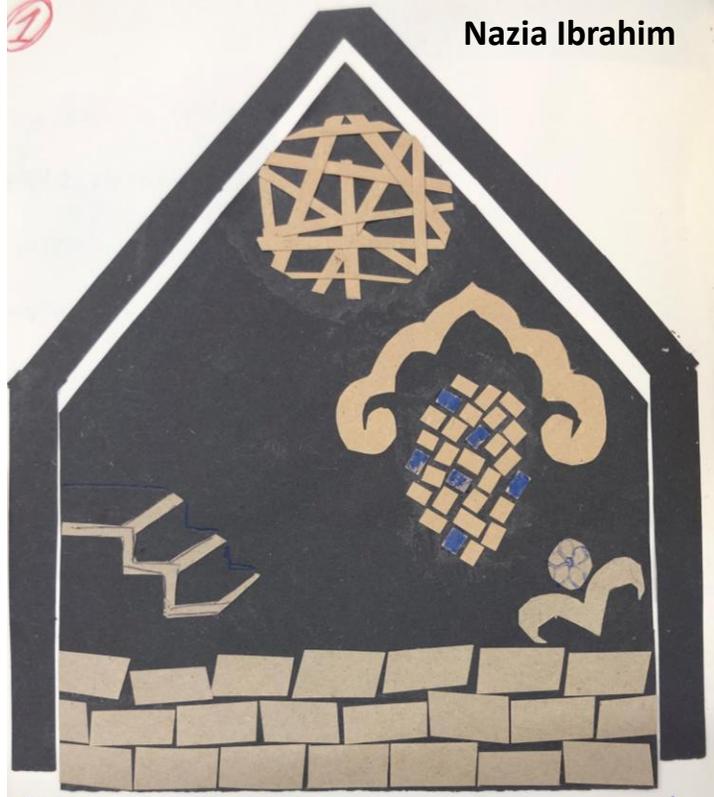
Mahmoud Charari



Nazia Ibrahim



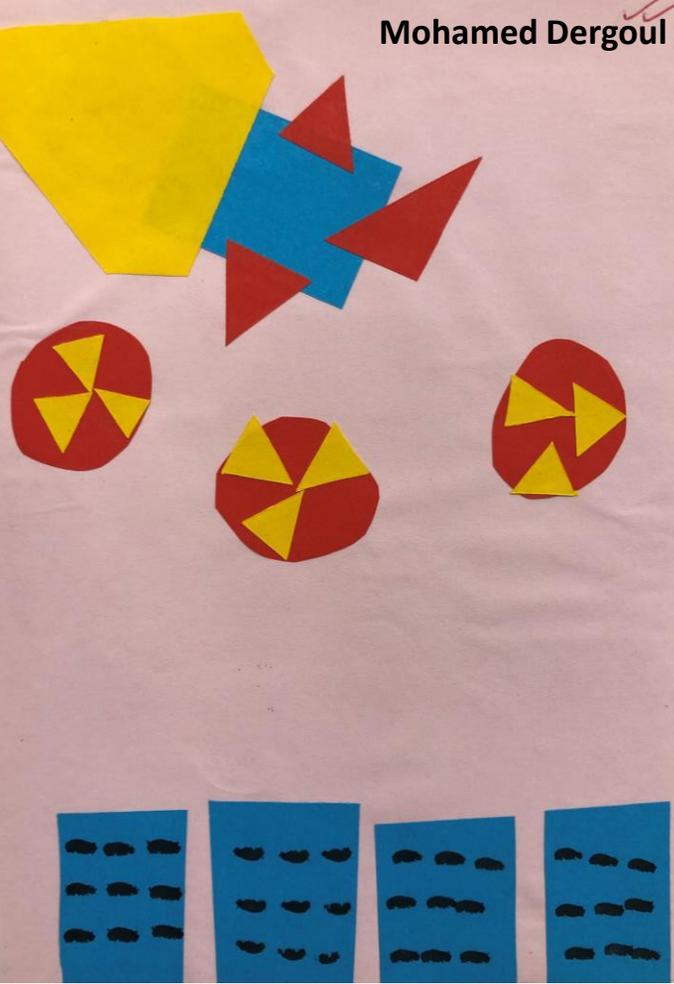
Nazia Ibrahim



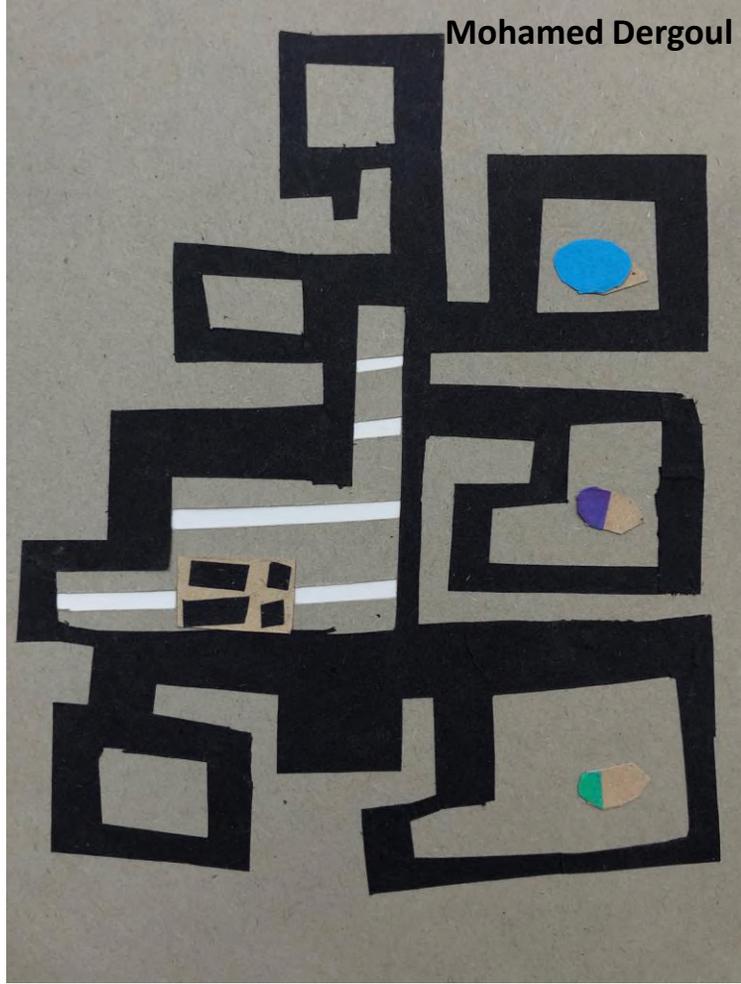
love this!
 The triangles are arranged in a circle to show how lockdown felt like it the ~~day~~ would never end. The black triangles show the bad days and the yellow show the good days. The red circles represent my ^{mum} ~~mom~~, my sister and myself. The pink circle represents my brother.

Hashmi's work explores ideas around home land 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



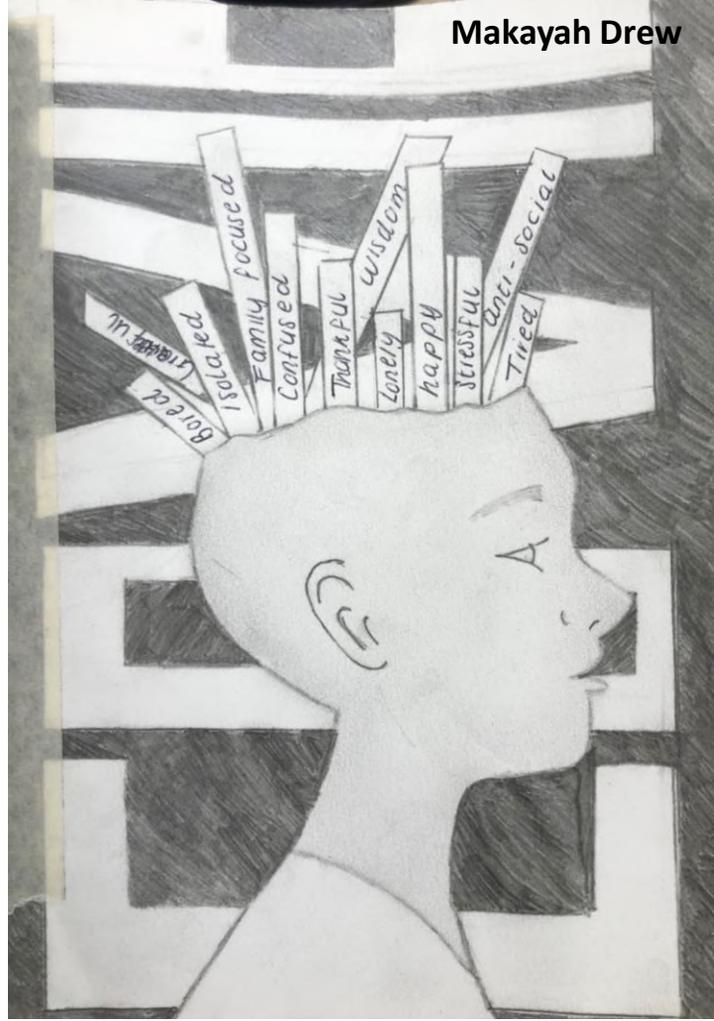
Student Response

Yassin Khayat

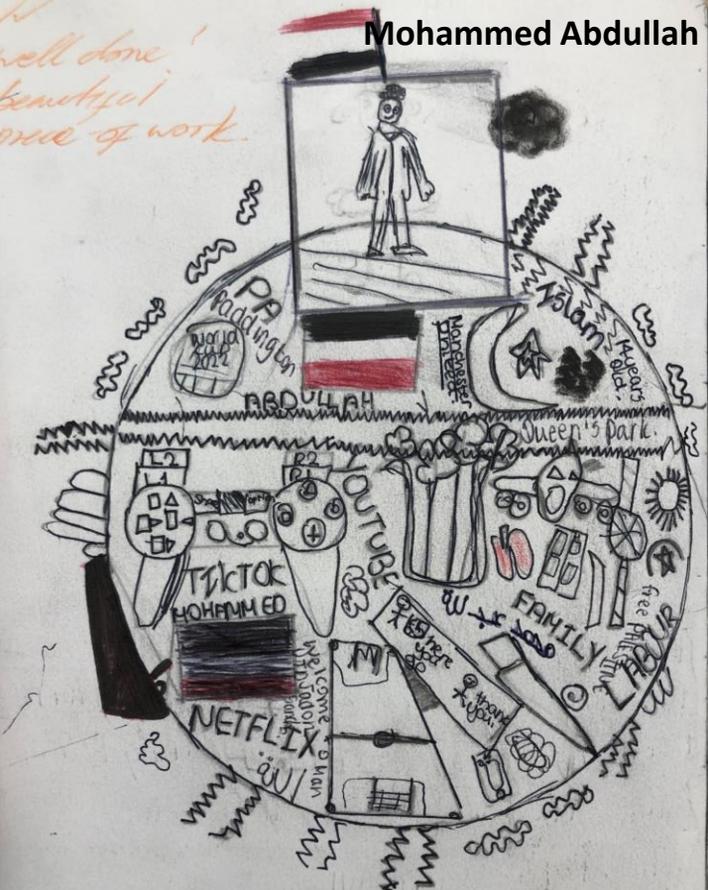




Hashim's artwork explores ideas around personal and emotional experiences in her past life. I made my response personal to me by adding some patterns from some sentimental objects from my work to create a Hashimi inspired artwork. My work makes me feel nostalgic because I have combined patterns from my household items which represents my everyday life and shows how this impacts me daily.



Mohammed Abdullah



How I have represented myself is by adding all of the stuff I love and how this.

Roman Ahmad

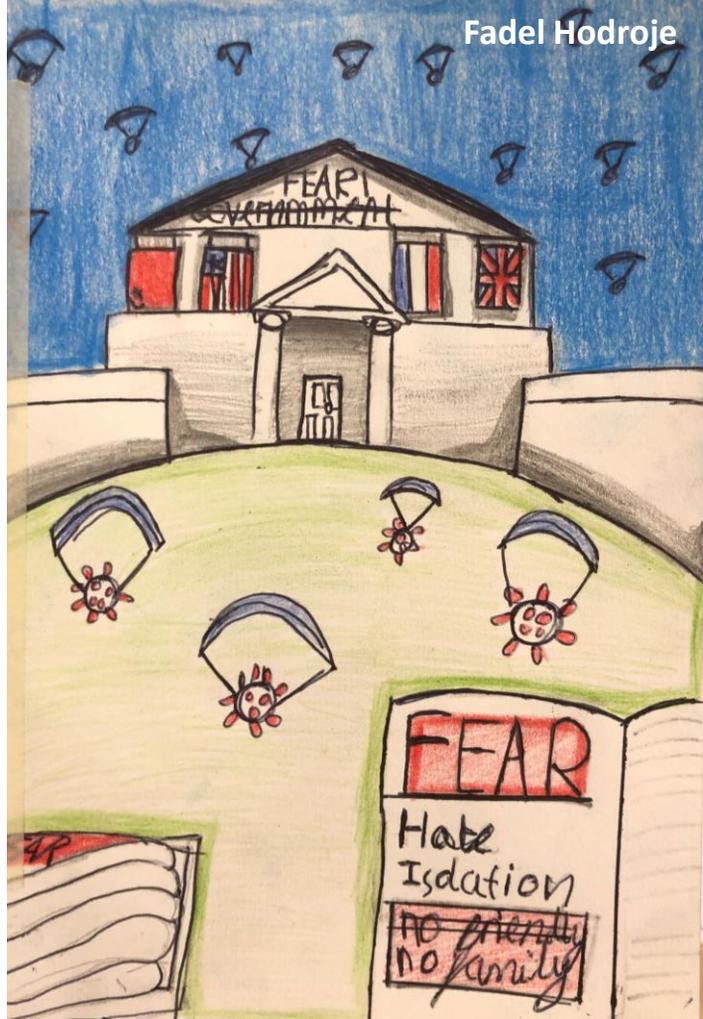


Thursday 29th APRIL

Fadel Hodroje



Fadel Hodroje



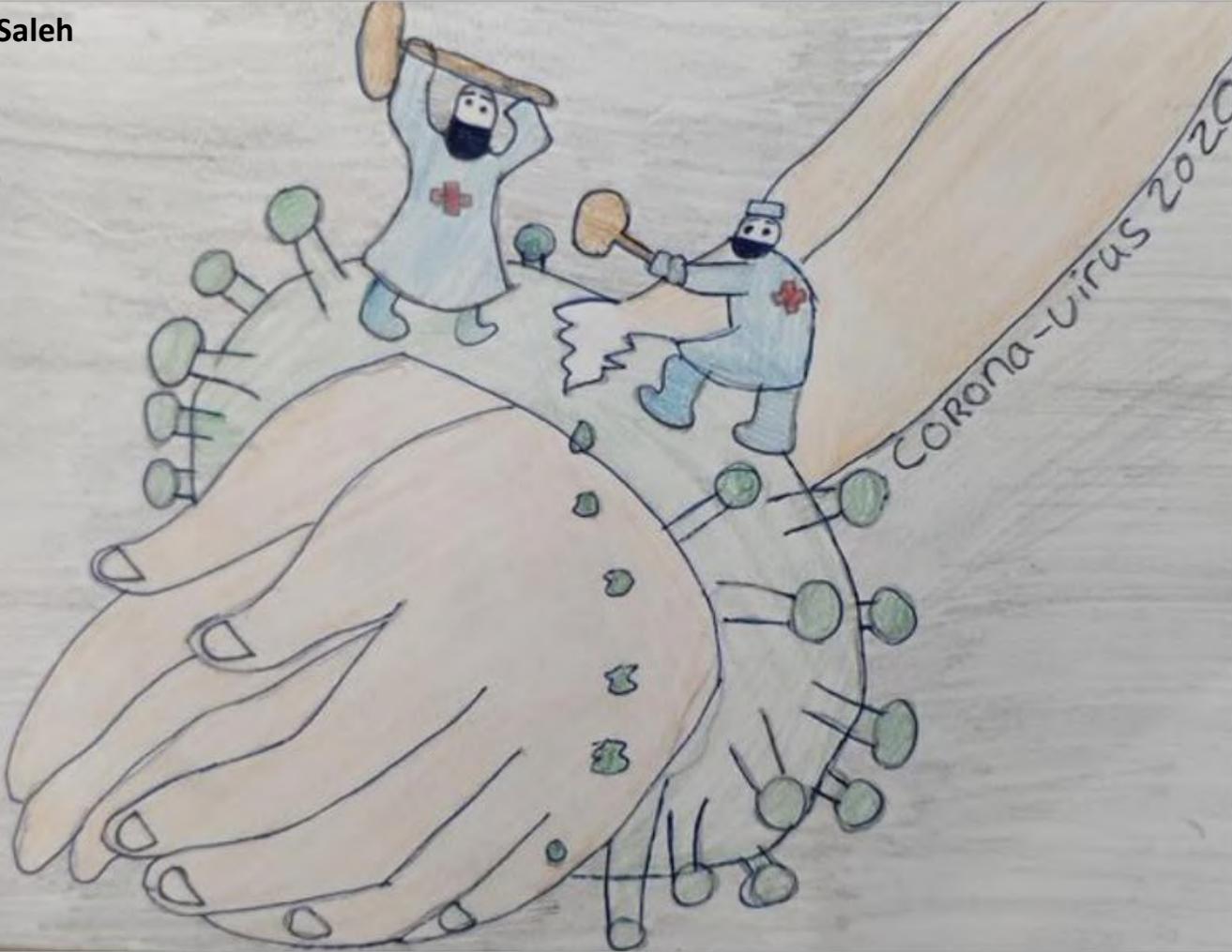
Fadel Hodroje



Fadel Hodroje



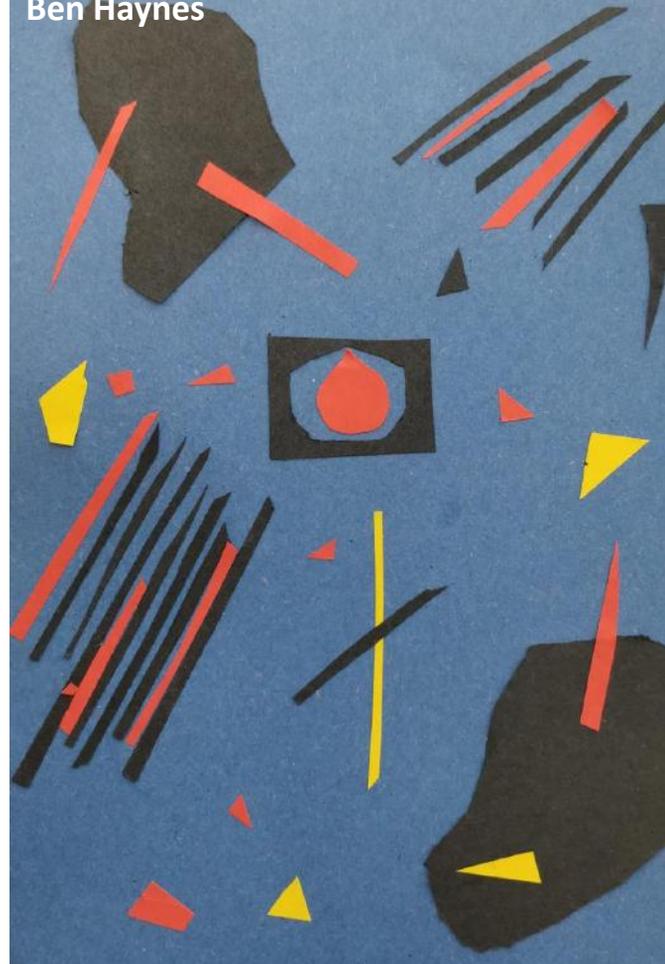
Fajer Saleh



Lydia Lagha



Ben Haynes



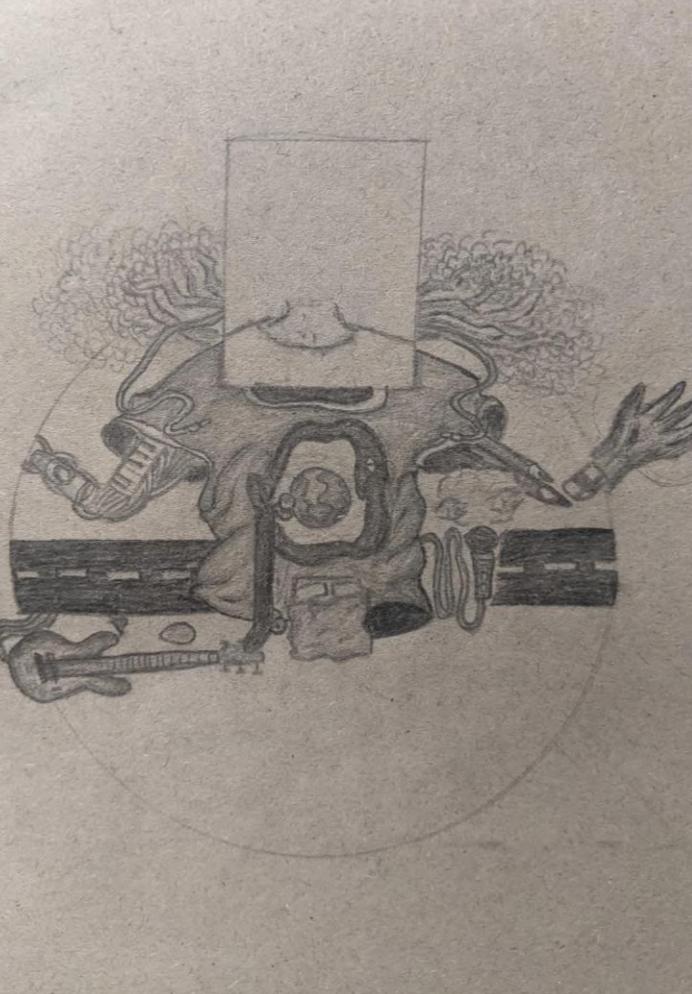
Erblin Sulejmani



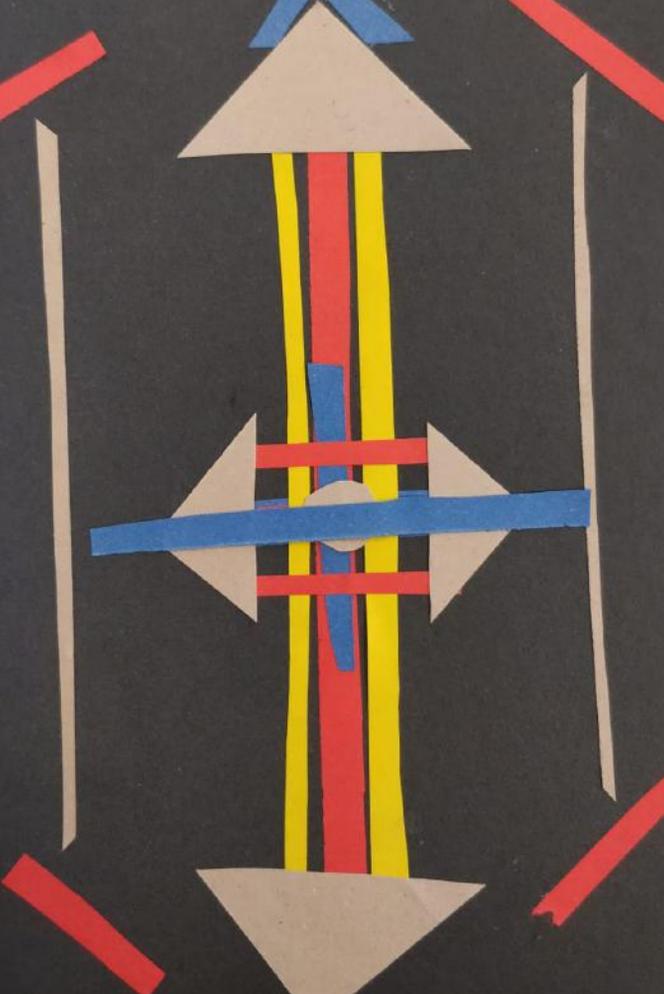
Yara Elhaj

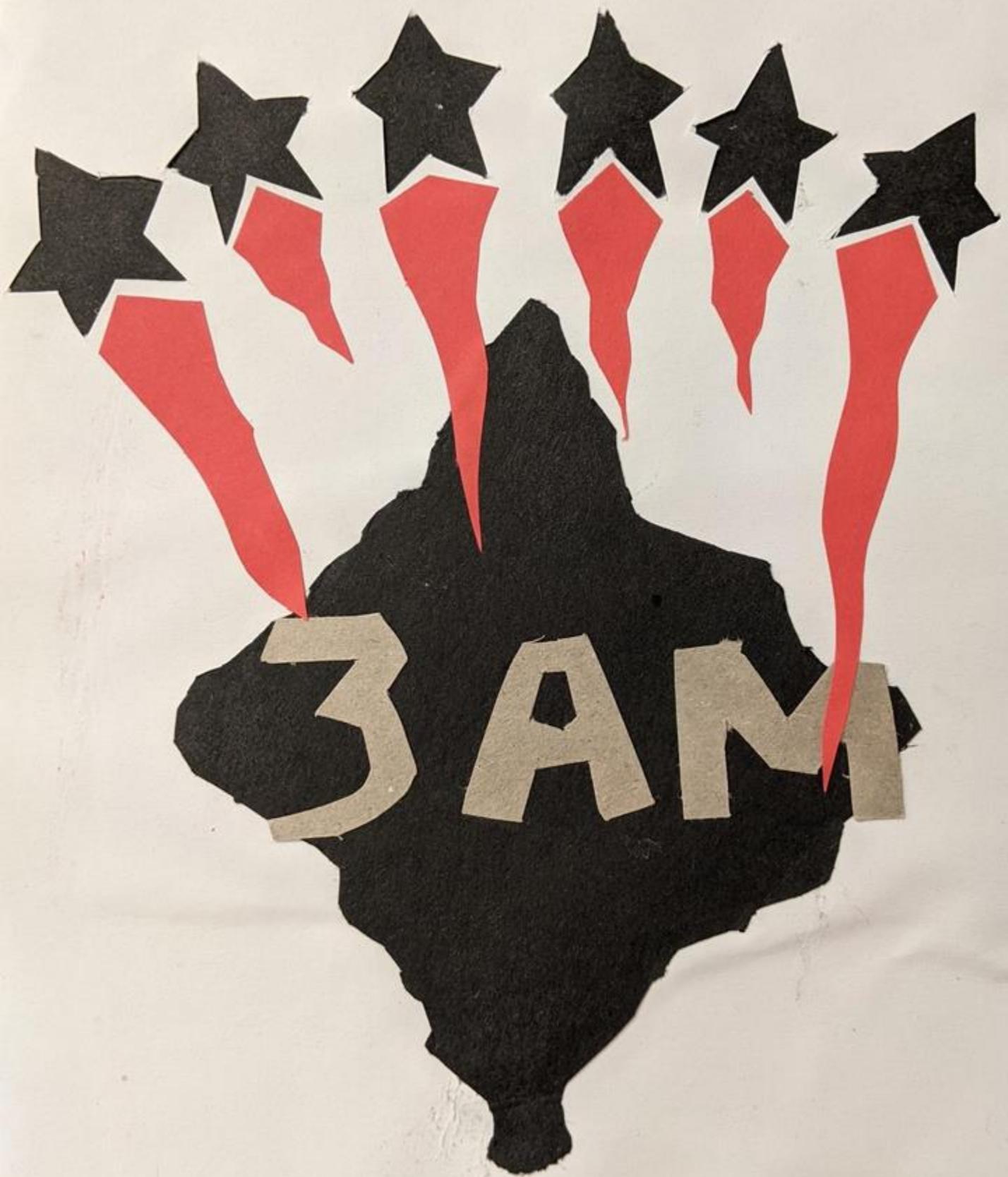


Olivia Andreotti Del Fiori



Basem Khan



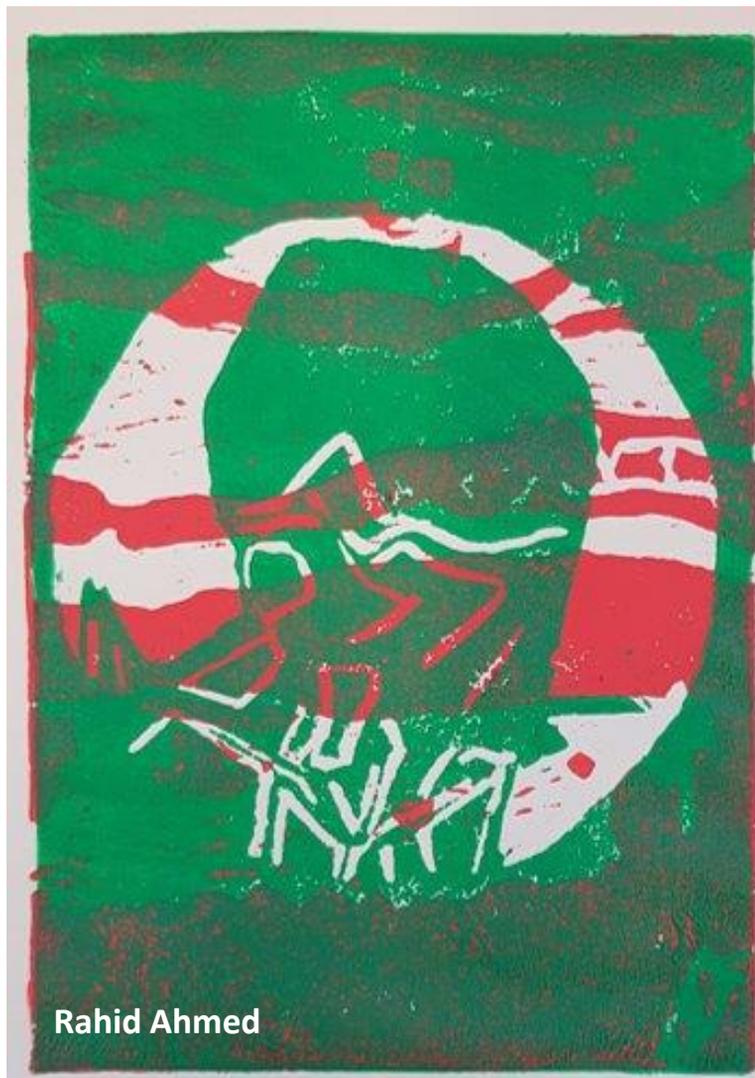




Year 10

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

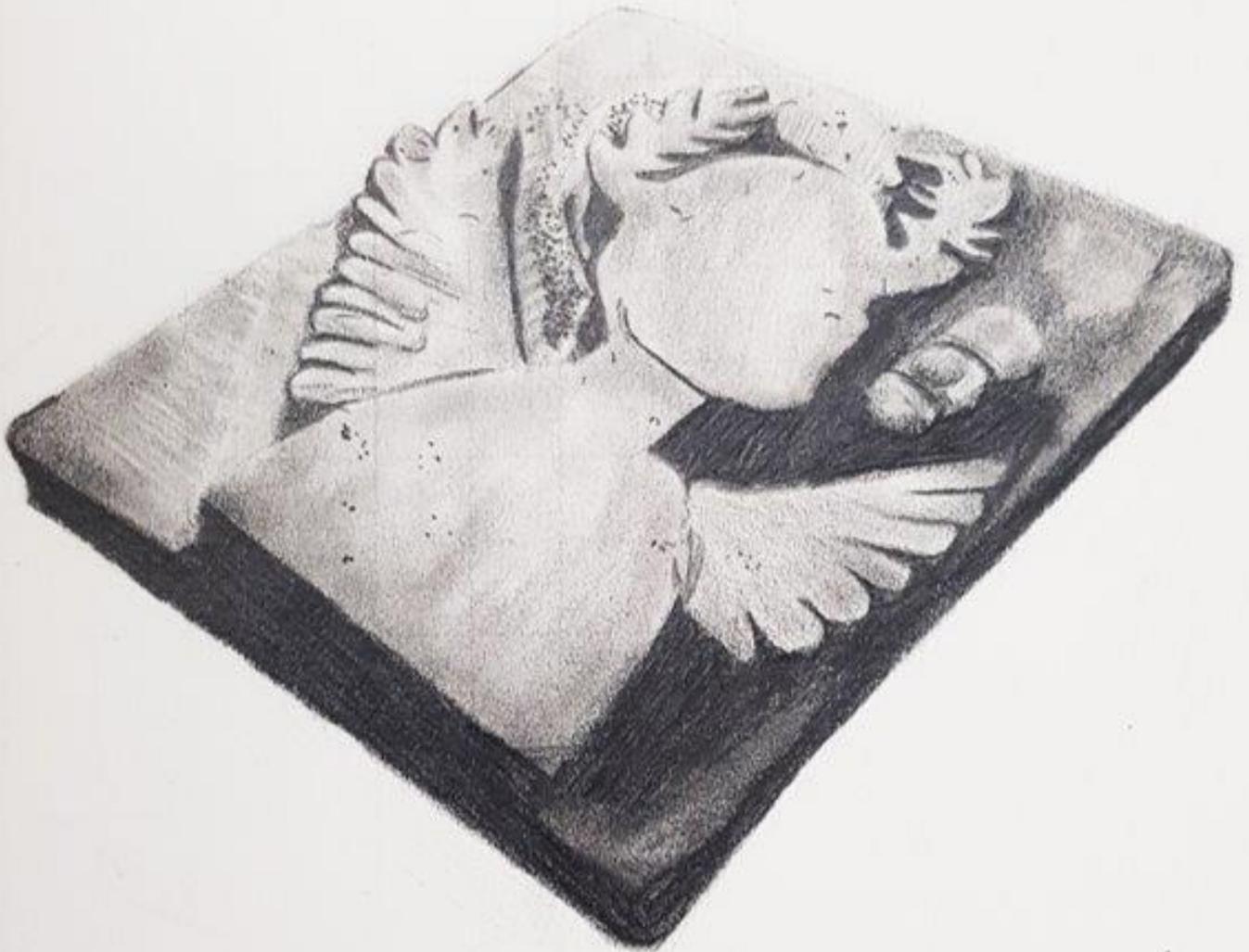
Telita Freitas



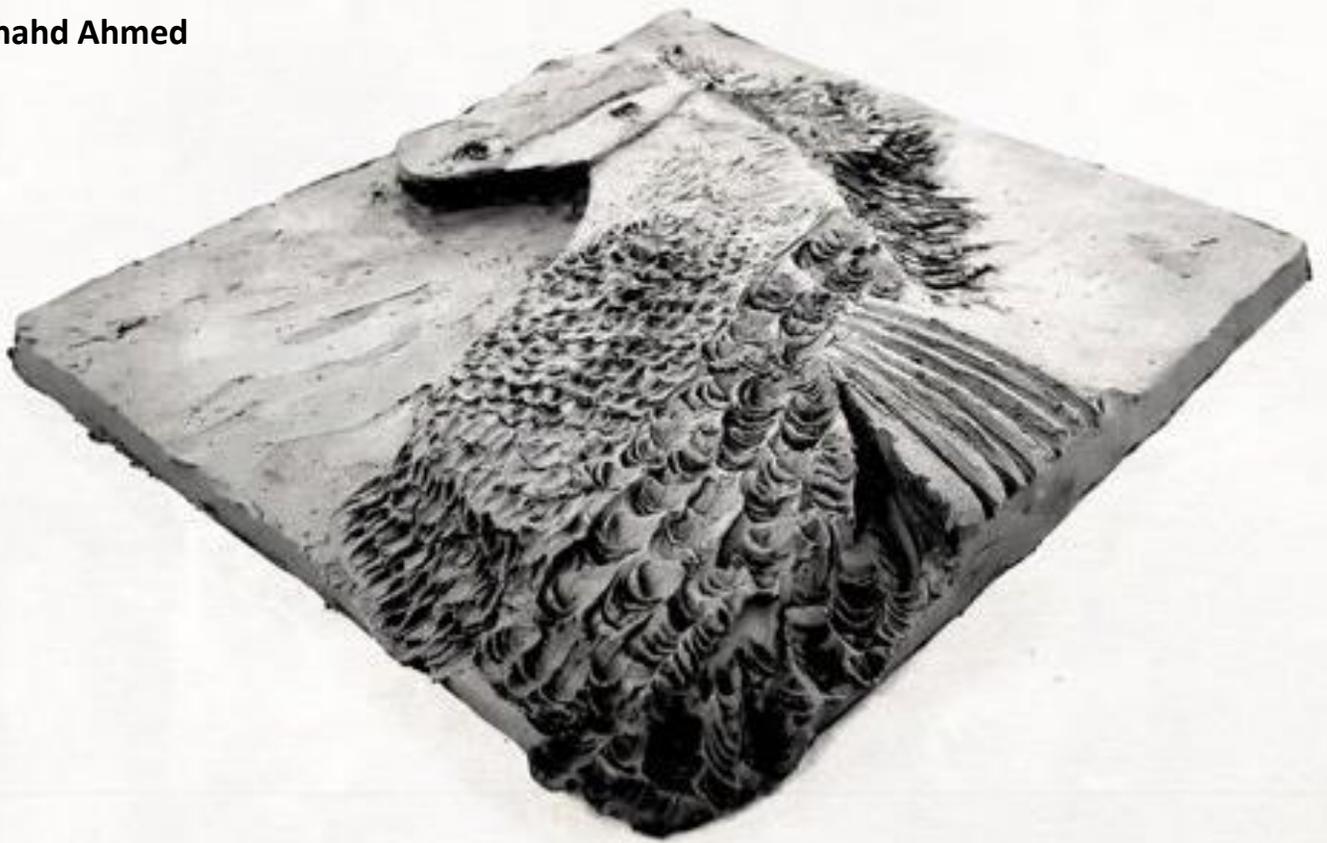
Telita Freitas



Telita Freitas



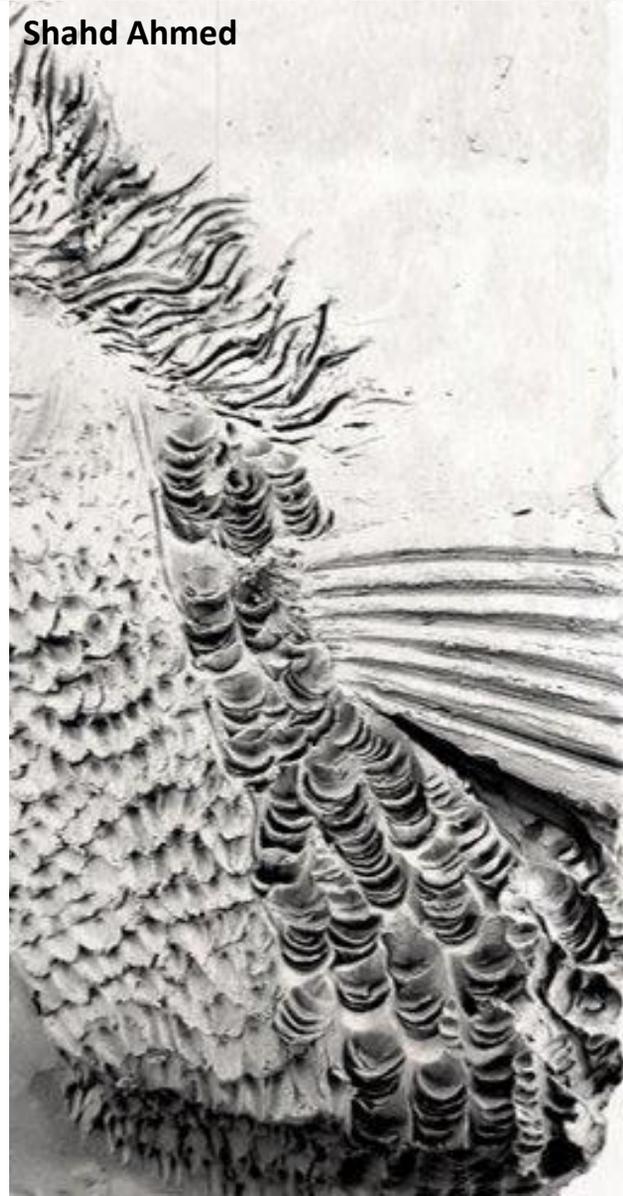
Shahd Ahmed



Shahd Ahmed



Shahd Ahmed



Arwen Miah



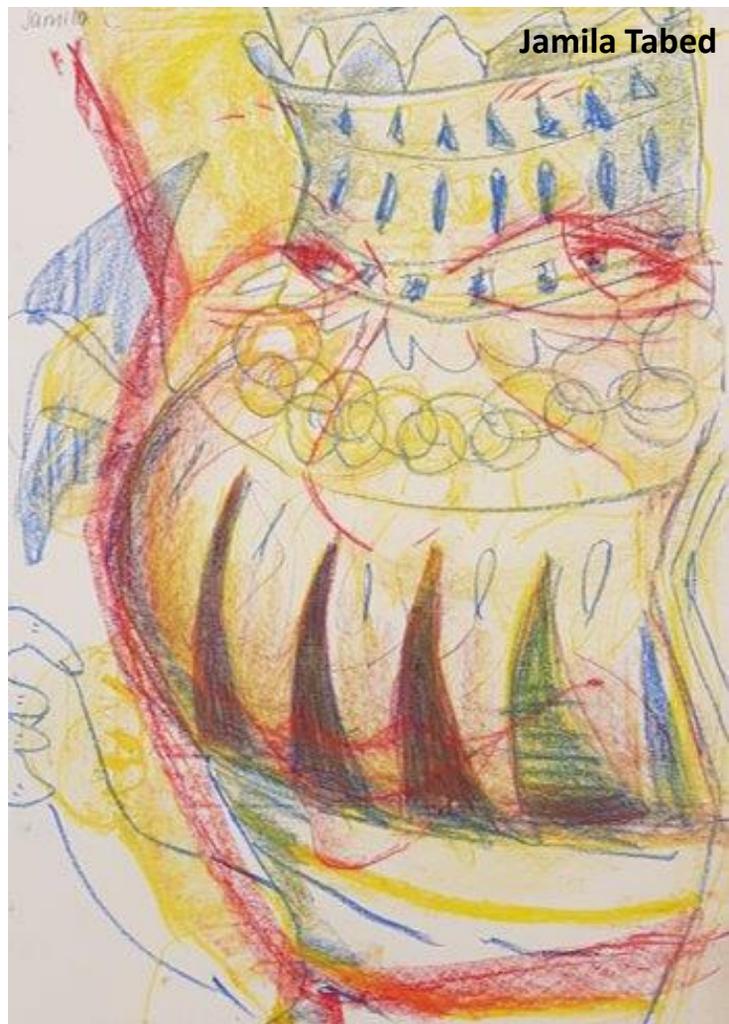
Arwen Miah



Jamila Tabed



Jamila Tabed



Mallak Saleh



Maryam Farajallah





Leonesa Shabani

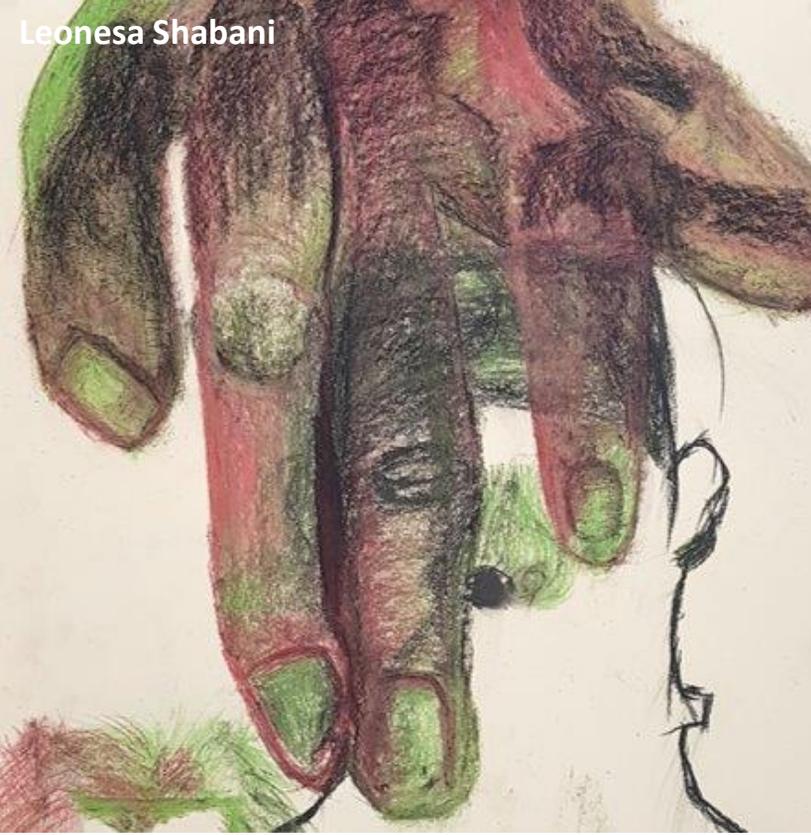


Leonesa Shabani



Iyla Birchall

Leonesa Shabani



Laila Khader



Iyla Birchall

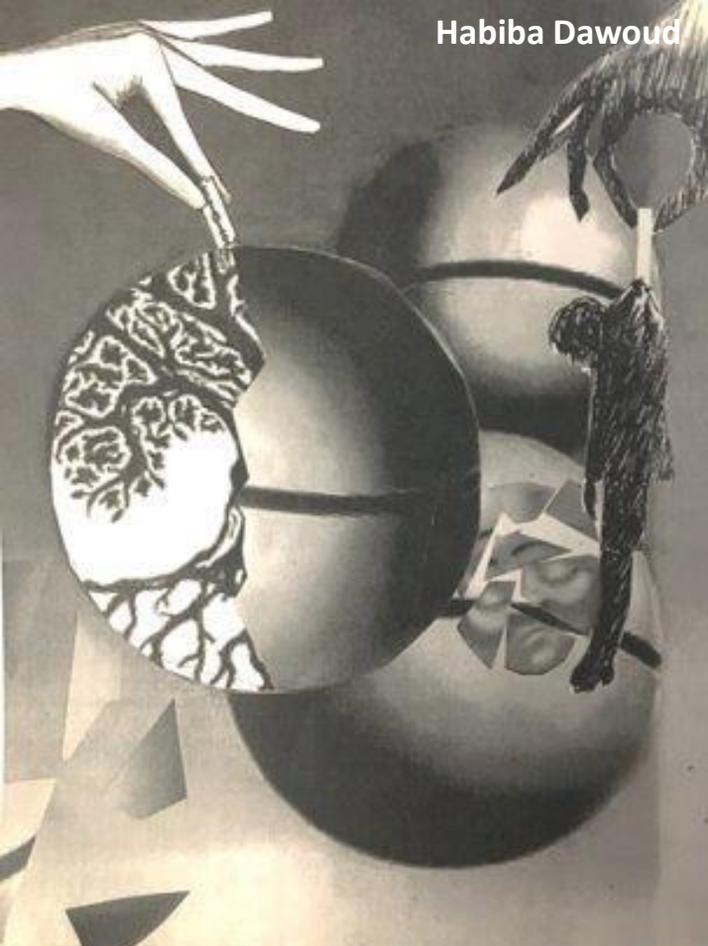
Hanifa Amalon



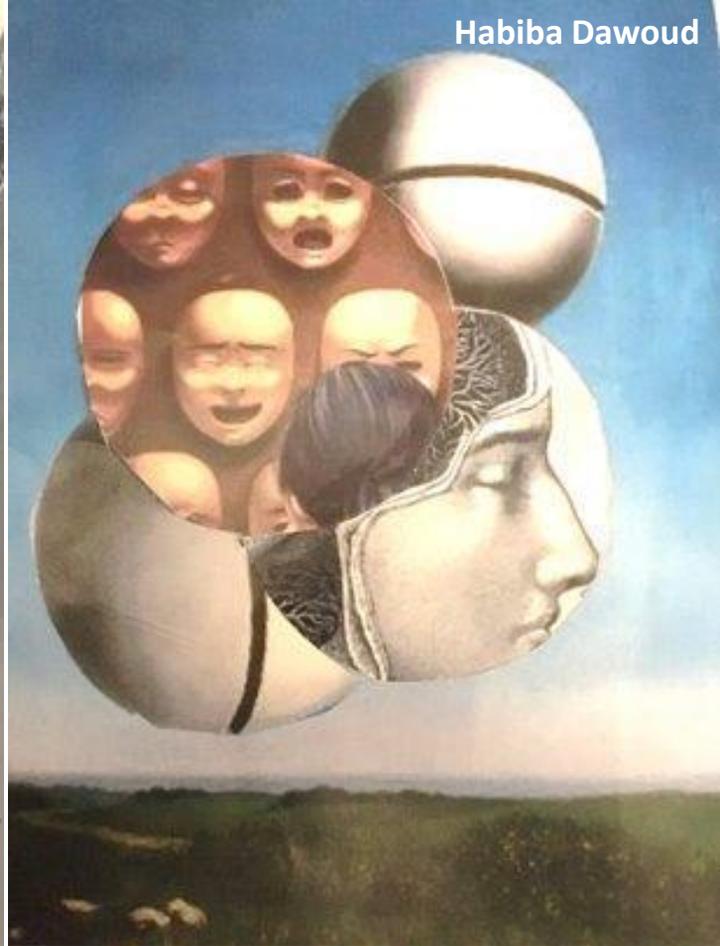
Shelby Scott



Habiba Dawoud



Habiba Dawoud



Iyla Birchall

Zara Chowdury



Shelby Scott





because... Marina Yemelyanenko
sun and is... because it
powers and advantages

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



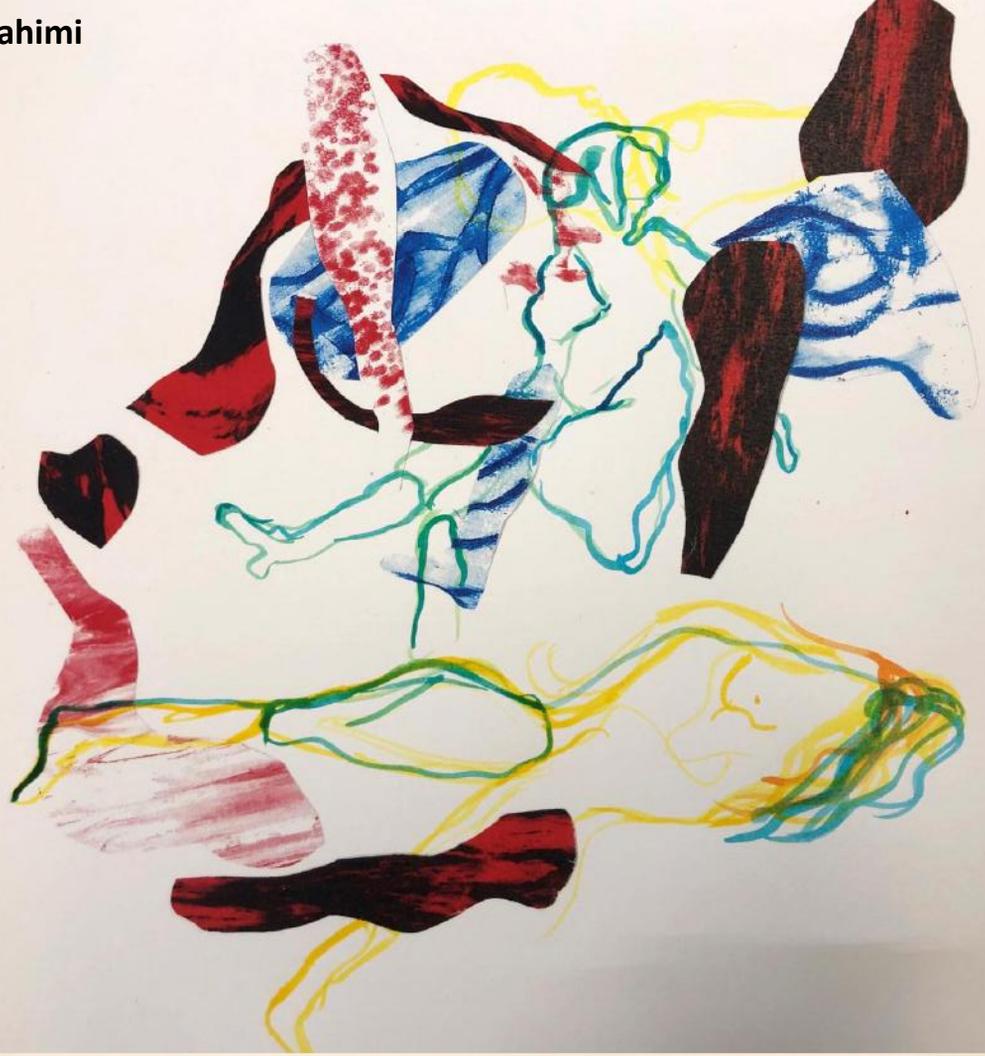
Genta Brahim



Genta Brahimi



Genta Brahimi



Genta Brahimi



Genta Brahimi



Genta Brahimi



Jasmine Mokhlisse

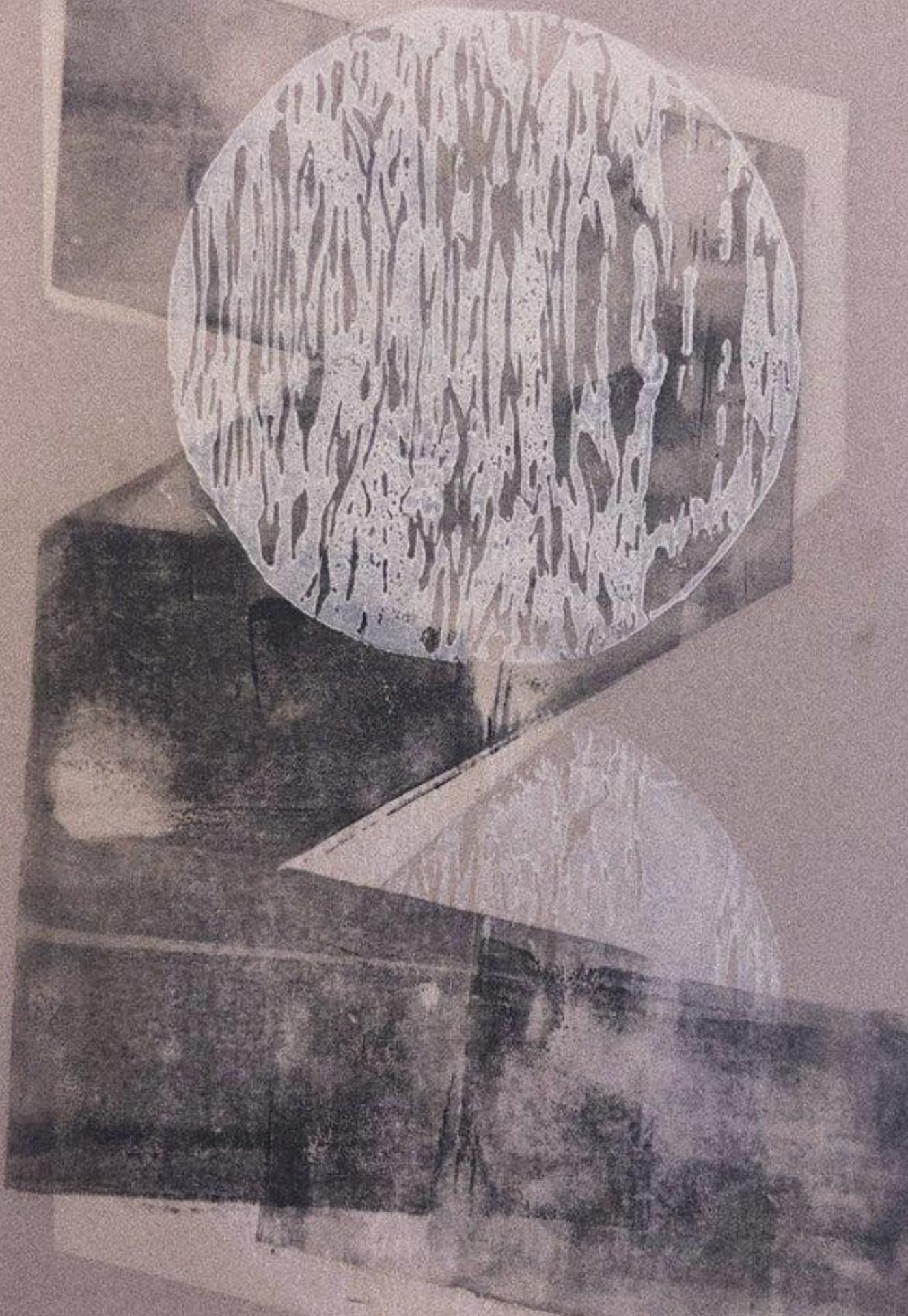


Jasmine Mokhlisse

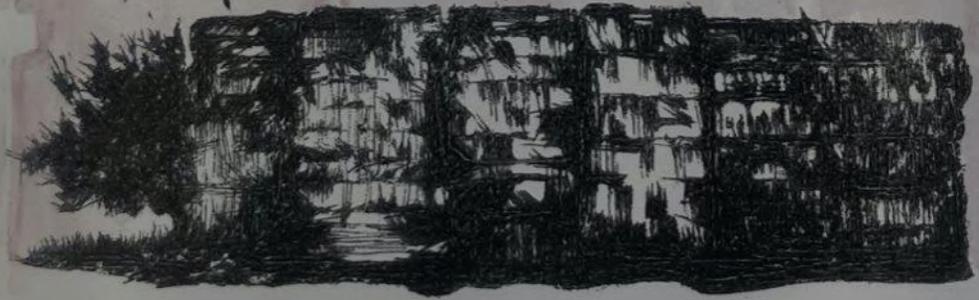


Jasmine Mokhlisse

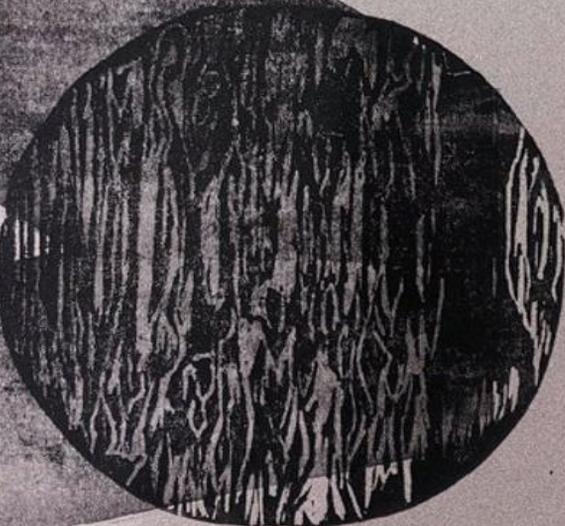
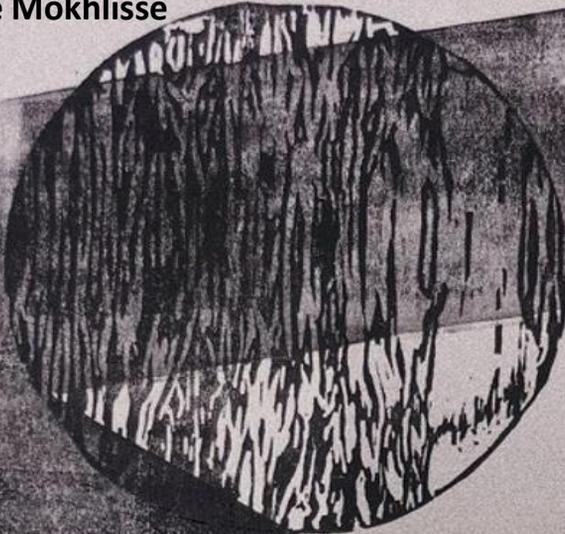




Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse



Jasmine Mokhlisse





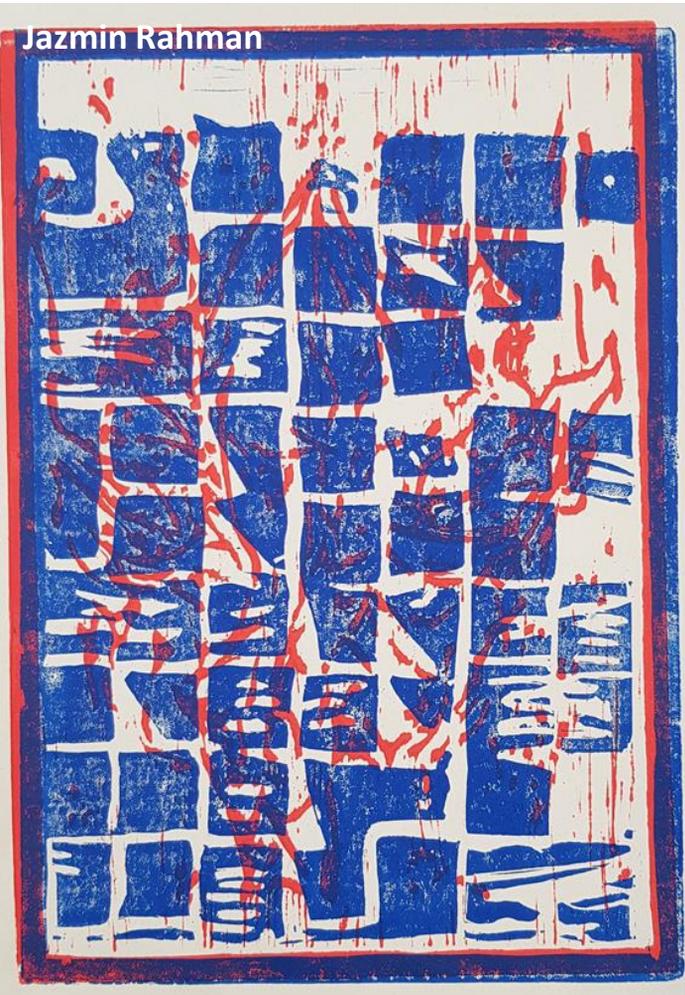
Jazmin Rahman



Jazmin Rahman



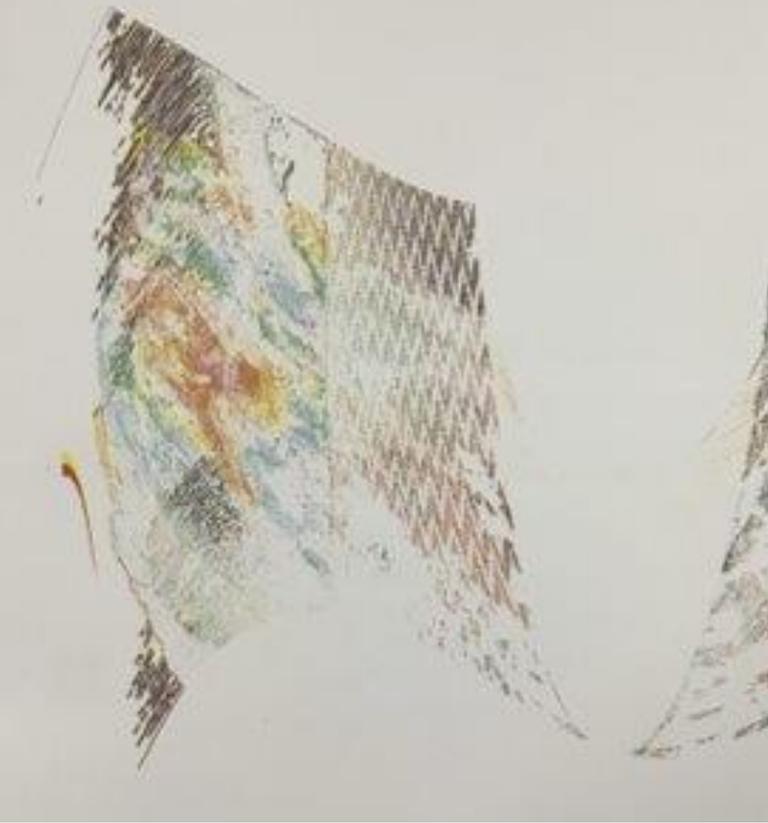
Jazmin Rahman



Jazmin Rahman



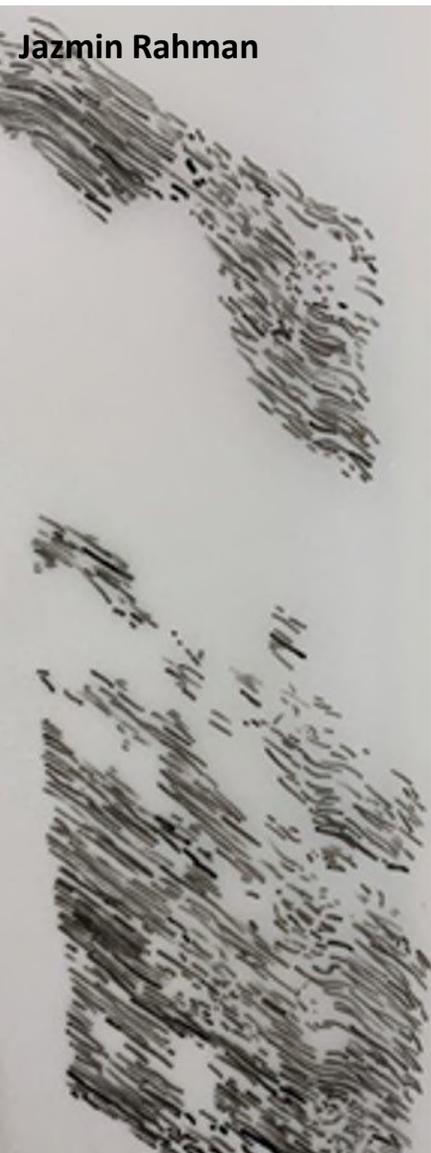
Jazmin Rahman



Jazmin Rahman



Jazmin Rahman



Jazmin Rahman



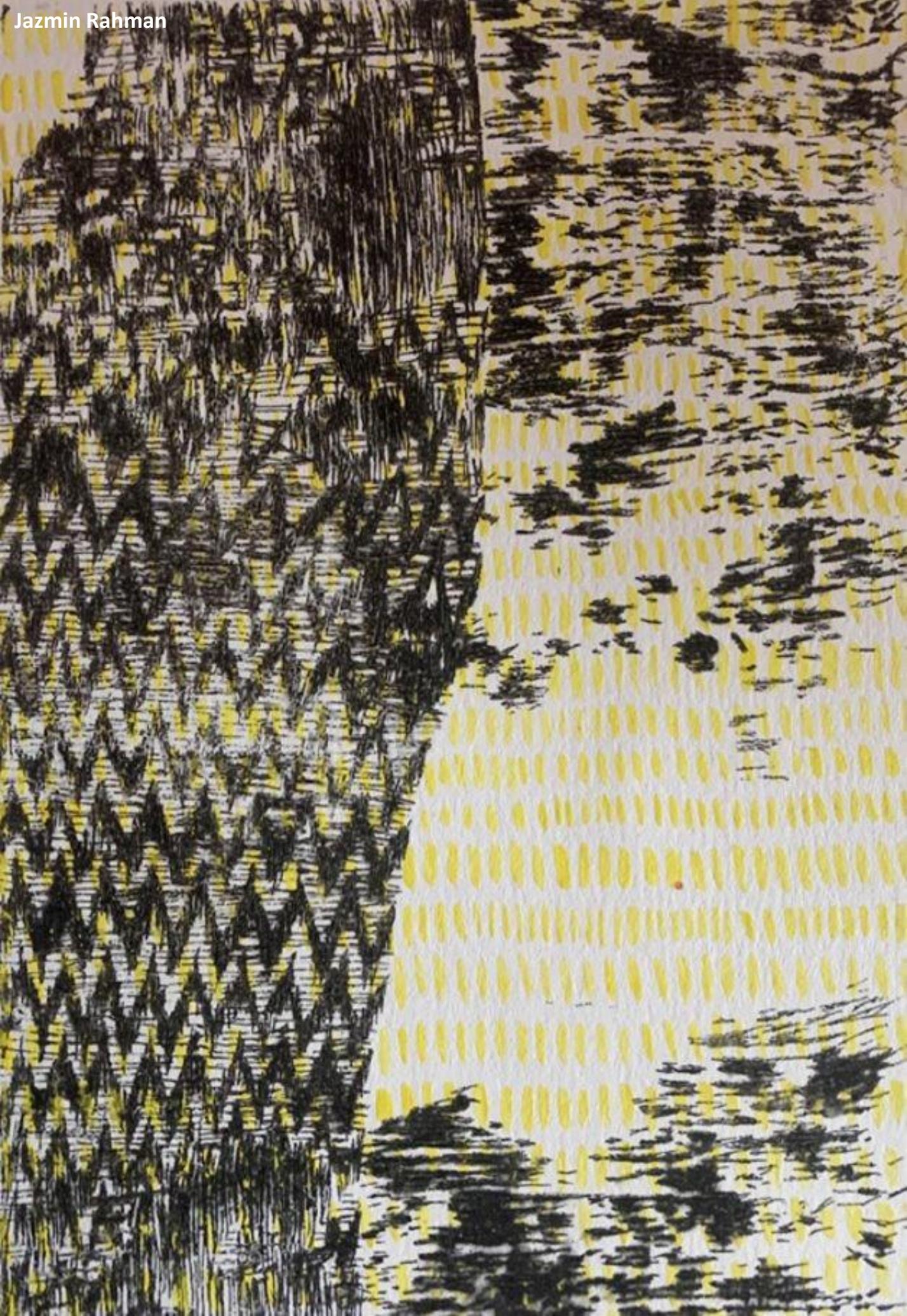


Jazmin Rahman

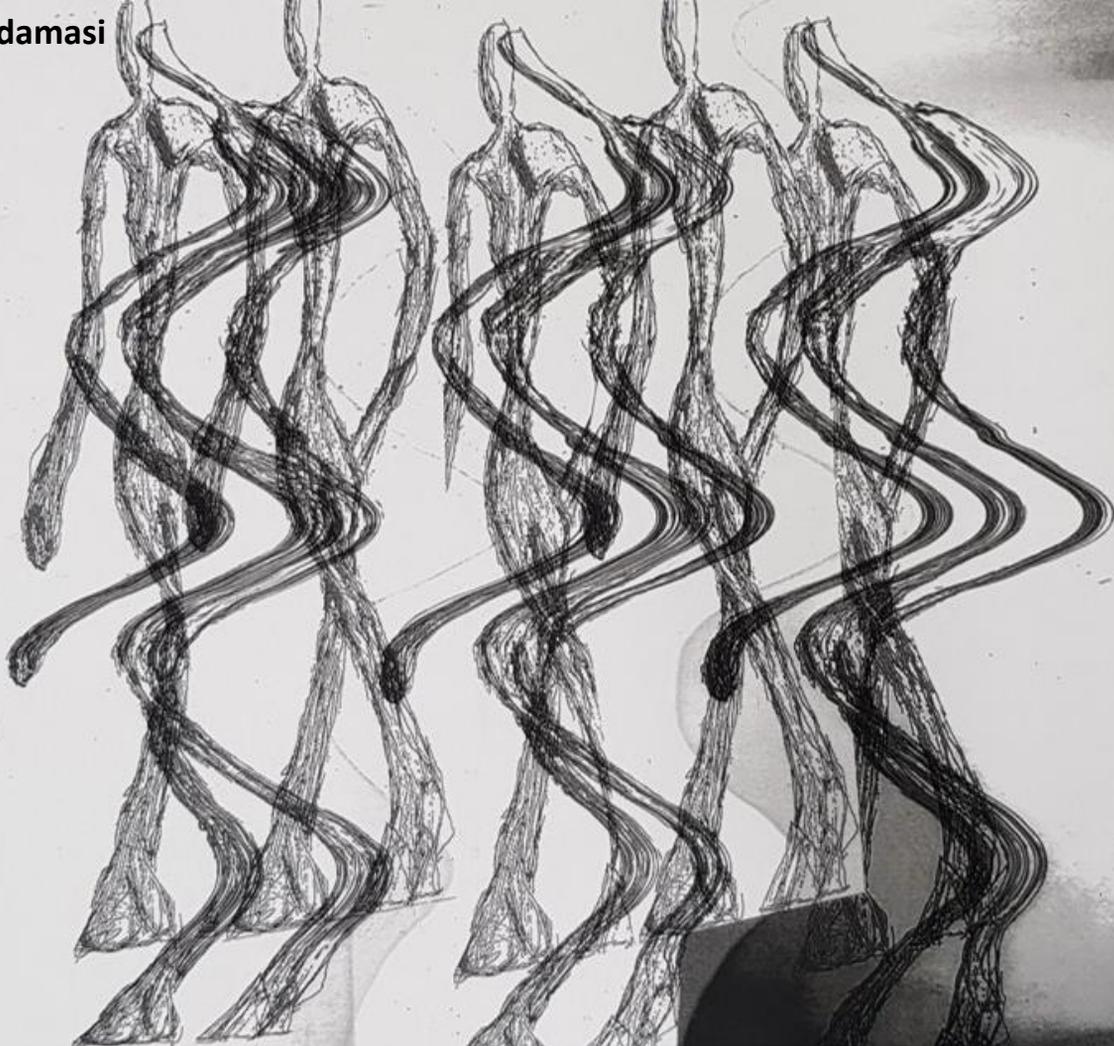


Jazmin Rahman





Mohammed Badamasi



Mohammed Badamasi



Mohammed Badamasi





Mohammed Badamasi



Mohammed Badamasi





Mohammed Badamasi



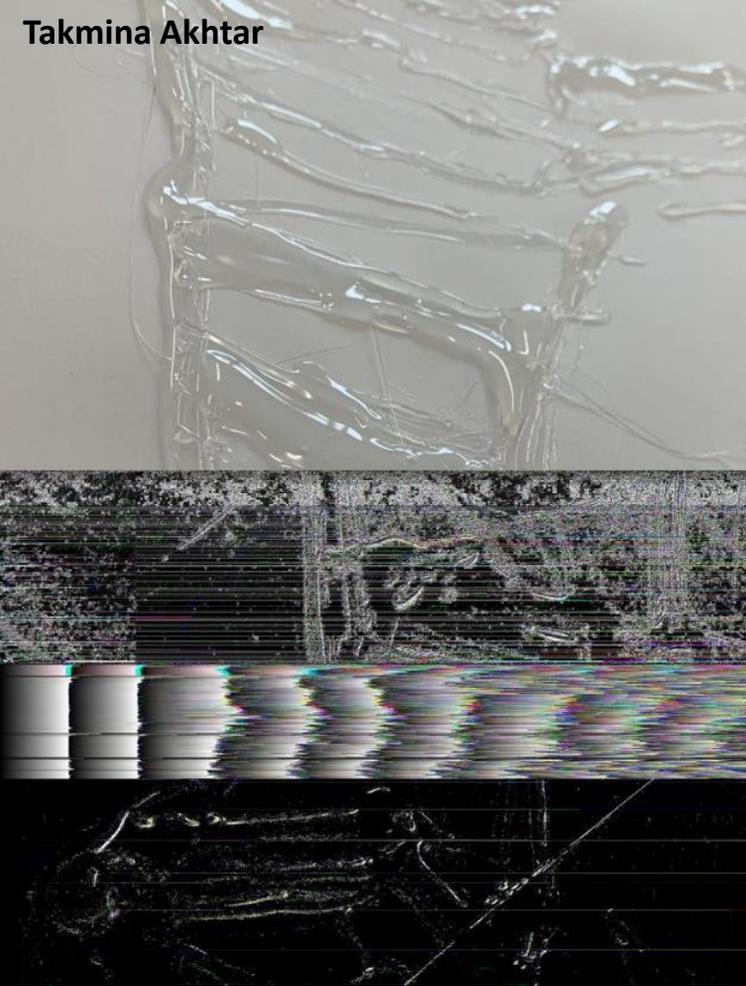
Mohammed Badamasi



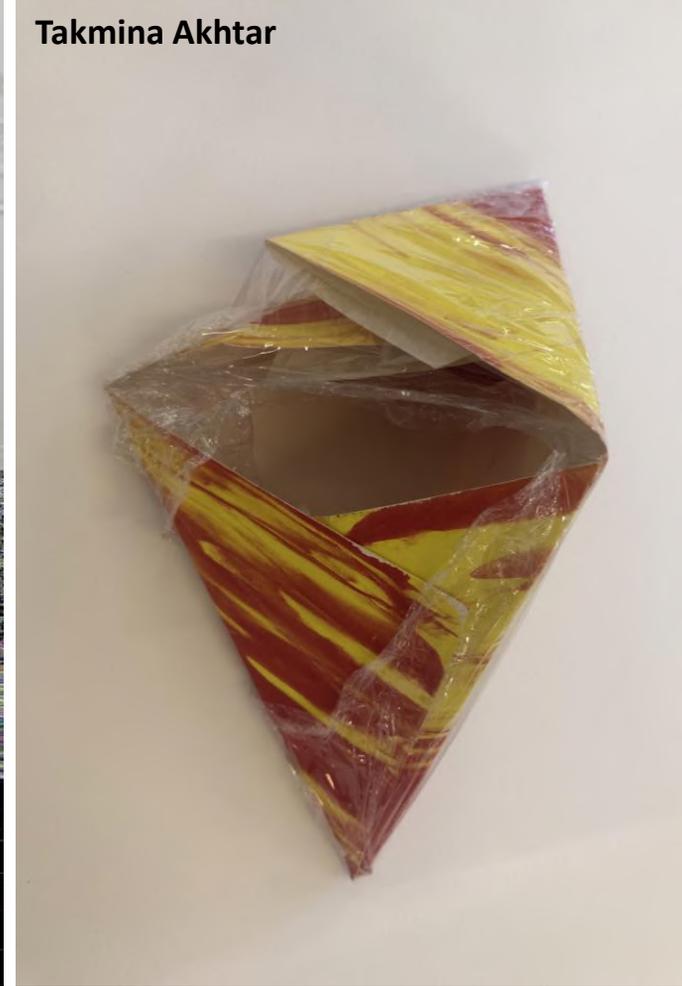




Takmina Akhtar



Takmina Akhtar



Takmina Akhtar

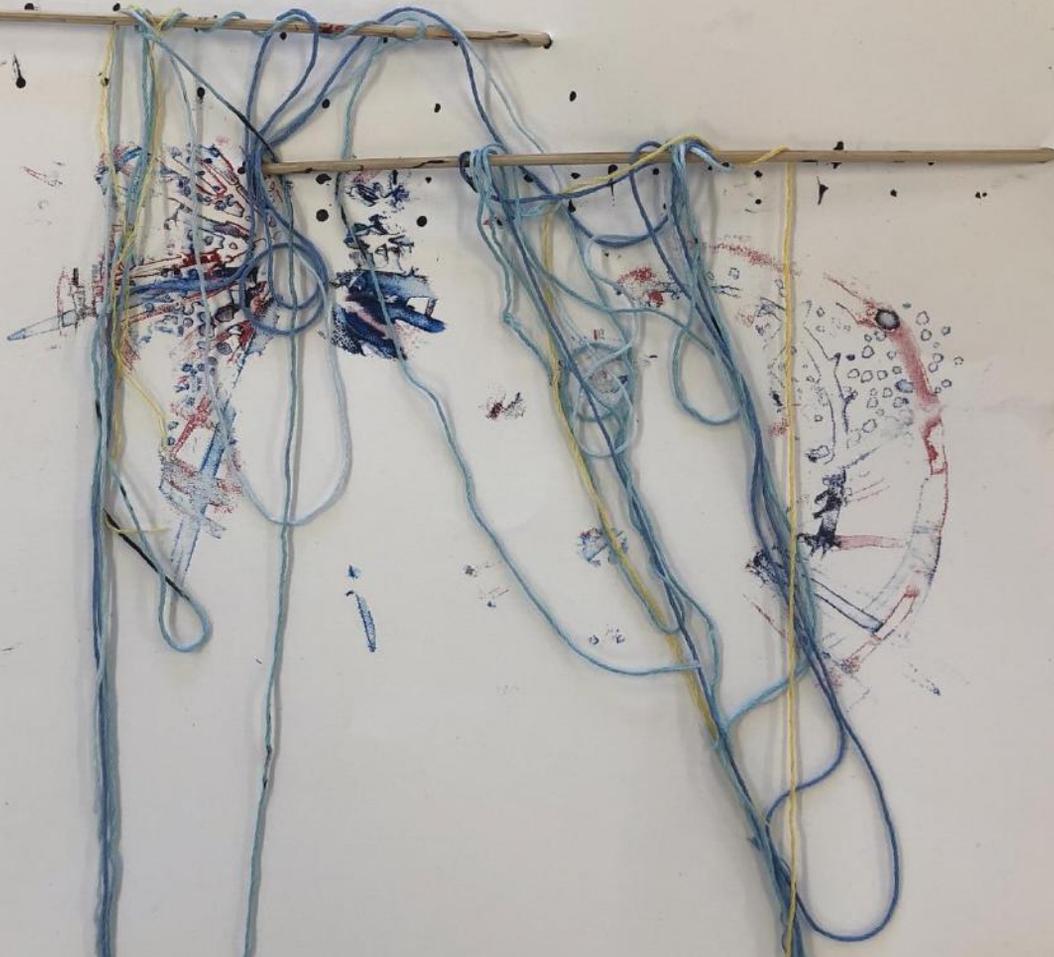


Takmina Akhtar





Takmina Akhtar



Takmina Akhtar





