**Y10 Portfolio Project**

* The students first need to choose the **starting point** for their project which will give focus to their research. At this stage the focus needs to be broad (such as ‘the landscape’ or ‘the figure’) as they will become more selective as the project evolves.
* They need to collect as many **images** as possible to inform their research from magazines, internet, photos, film stills, (screen shots) and **collage** a **mood board.** This will help them to begin the job of taking images and exploring the creative potential using a broad range of processes. Below are a series of processes which can be explored although the teacher is expected to use their own experience. They can be done in any order.

**Painting:**

The student needs the list of appropriate artists associated with their chosen starting point for the project. From that list they need to have collected several images that they are going to use to produce evidence for assessment objective 1. Ensure that the students get into the habit of **referencing** where the images come from: **website address**, and that they are labelled fully with the **name of the artist** and **title of the artwork**. They will need to be taught this.

**Exercise 1: Acrylic Painting.**

Using a double page in their sketchbook, the students glue stick one of their artist images on the top of the double page enabling them to see the picture clearly while they copy it below. Explain that they are going to have a series of pages with a variety of studies in different materials and media which will demonstrate their developing skills and strengths. The students draw the basic shapes of their image and decide if it is a complex image whether to focus on a detail. Either way the painting is going to be a **study** and not a **full copy** so prepare them for creating a reasonable sized **fully evolved** but **unfinished** study roughly A5 size. Show them how to help with drawing scale and composition by drawing a cross on the image and a cross on the paper. Demonstrate how to use **thin washes** of **acrylic paint** to **block in shapes** of colour and tone. Also explain your own methods of managing the equipment which you expect them to use from now on. This is not the finished painting but the beginning of the painting and mistakes can be painted over. Nearly all painters start like this to begin the picture gently. They should be able to see the pencil lines through the paint. Don’t worry about the page buckling or pools of paint gathering in puddles as this can become an interesting feature of the painting. Begin to develop confidence with paint. Obviously storage of the wet work is a problem, a space needs to be identified in advance of the exercise to accommodate for this. Successful work will have tone and colour blocked in to show a vague sense of the picture. If work is unsuccessful at this stage, encourage the students to understand that all painting is a fresh start and it is more about how they **cope** with the **challenges** as they arise to come to a satisfactory conclusion, than giving up and starting again. **There is always a creative solution to a problem.**

When dry, draw the details of the artist image accurately on the blocked painting. This is now ready to finish off. Some artists might leave a drawing with washes of colour at this stage as it may be enough of as it is. The students need to be aware of this but for this exercise they are going to plug on and work into the picture with painted detail. Demonstrate detail painting using smaller brushes and the techniques for blending thicker acrylic paint. Mention that the students are expected to use this method of acrylic paint management in the future. Explain that even though it’s satisfying to complete a study fully, it’s not necessary at this stage, as they are still learning and practising the techniques, aiming to produce a range of partly finished yet fully resolved studies. The fully complete work will come later. **Assessment:** The students need to rate their work in terms of how well they have managed the paint to describe **shape, tone, and detail accurately** **and with control**. The teacher assesses using the AQA assessment criteria 1 – 20. <http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP-10.PDF>

**Exercise 2: Watercolour painting.**

Obviously the students have done a lot of watercolour painting already, but encourage them that they are going to develop the technique more fully and use it when needed with control and confidence. They can either work on the same double page as the acrylic painting exercise and they can choose whether to use the same artist image as before to compare the 2 techniques side by side. Or they can start a fresh page with a different artist if they like. Remember the sketchbook is a tool for them to use to demonstrate their ongoing development and creativity. Give the students a small **A5 sized piece of watercolour paper** to use. They draw the shapes of the artist image, as before, with **faint lines**. This time the blocks of colour are added with **thin washes** of watercolour paint. At this stage light or white areas are achieved with **thinner paint**. Show how **tonal range** is achieved with **wet-on-wet** technique. Accidents can be **blotted** not rubbed. Again, have an area ready for drying.

When dry, the students glue stick the painting in the sketchbook next to the artists study and compare the painting with the acrylic painting at this stage. Share observations. Again some artists might leave their work at this stage as it may be sufficient. This time the student needs to decide whether they want to add drawn detail on top of the painting with either pencil or biro. **Assessment:** The students need to rate their work in terms of how well they have managed the paint to describe **shape, tone, and detail accurately** **and with control**. They also need to compare the work with the previous acrylic painting and decide which is more successful and why. The teacher assesses using the AQA assessment criteria 1 – 20. <http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP-10.PDF>

**Exercise 3: Oil Painting.**