**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.

**Mixed Media:**

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. These exercises are more creative with materials and the teacher can choose when the best time during the course would be to include them.

**Exercise 1: Newspaper and emulsion.**

Prepare a page in the sketchbook with torn newspaper and emulsion paint. It is best to do this at the end of a previous lesson so the student can come back to the dry page ready to work. They can provide work for objective 1, 2 or 3 using this exercise. If they are producing work for objective 1 then they will need to have an artist’s image to work from which also needs to be glued into the sketchbook on the same page.

The students draw on the prepared surface with biro or dipping ink. Colour and tone can be added with washes of watercolour or thinned drawing ink. Begin to give the students more opportunities for making their own decisions about how to use the materials and how to combine them. **Assessment:** The students need to rate their work in terms of how well they have managed the drawing materials 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: Mono printing.**

**Exercise 3: Relief printing.**

**Exercise 4: Screen printing.**

**Exercise 5: Ghost printing.**

**Exercise 6: 3D construction with card, modroc and self hardening clay (if there is any demand)**

**Exercise 7: Modroc relief shape with painting Assessment for all the exercises:** The students need to rate their work in terms of how well they have managed the materials  **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>