

Year 12 summer project

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| <p>Starting point 1 - Journey</p> <ul style="list-style-type: none"> • Daily activities • Physical journeys • Travel; buses, trains, planes, trams • Childhood to adulthood • Achieving a goal • Pregnancy/birth • Memorabilia • Emotional journeys • Objects that reflect journey e.g. tickets, receipts, maps, timetables • Personal journeys – diaries, letters, relationships | <p>Starting point 2 – Force</p> <ul style="list-style-type: none"> • Athletics, human strength • Movement involved in forceful action • Brutal force, violence • Peer pressure • Trees/landscapes ravaged by wind • Force of wind, rain, fire • Decay, rot, mould • Aftermath of natural disaster • Bombs, terrorist activity • Floods, erosion • Mechanical, electrical force • Political/religious forces • Perseverance, willpower • Breaking/smashing objects • Buildings being demolished • Mental/emotional forces • Recycled items crushed together | <p>Starting point 3 – Old and New</p> <ul style="list-style-type: none"> • Childhood to adulthood • Meeting your childhood or future self • Antique objects • Modern objects, technology • Artifacts • Plastic surgery-old to new • Decaying structures into new, contemporary forms • Deconstructing or reconstructing buildings • New posters overlaid onto outdoor wall • Old peeling posters • Health and medicine • Family, relationships |
| <p>Starting point 4 – Ordinary and Extraordinary</p> <ul style="list-style-type: none"> • Daily routines e.g. brushing teeth, eating breakfast, mundane activities • Scars, tattoos, deformities • Addictions; smoking, drinking • Seeing beauty in ordinary things • Facades/layers to appear extraordinary e.g. make-up • Ordinary people with extraordinary roles (firefighters) • Hybrids (animals, people, mythical creatures) • Depictions of ordinary people so that they look extraordinary • Sculptures of the ordinary at extraordinary scales | <p>Starting point 5 – Time and Movement</p> <ul style="list-style-type: none"> • Objects that represent times – clock, watches • Travel • Surreal interpretations of time (time travel, futuristic world) • Daily routines • Busyness – rush hour, hustle and bustle • Areas that are packed at one time and isolated at another time • Changes over time – childhood to adulthood • Physical changes over time • Sport and physical activities • Dance, swimming, athletes • Seasons, weather changes • Change of circumstance – effects of accidents, surgery | <p>Starting point 6 – Inside/Outside</p> <ul style="list-style-type: none"> • Framing, windows • Prisons, loss of freedom • Pregnancy/birth • Mental, emotional and physical differences • Peeling of things to reveal what is inside e.g. fruit, seed pods, envelopes • Opening boxes, storage, unlocking doors and chests • Inside the earth • Animals in cages • Walls, divisions, outsiders • Effects of the outside; burns, decay, rust, erosion • Looking outside from an unusual perspective e.g. a crack in a wall • The contents of something |

Over the summer, you will be expected to collect primary research for your practical investigations. You must pick from one of the starting points provided. You will start developing ideas in different ways:

- Original photography relating to your idea (minimum of 100 photos)
- Visits to galleries or a place of interest relating to your idea
- Collecting research from secondary sources such as books, magazines and the internet
- Finding and researching artists that relate to your idea
- Creating sketches developed from your idea and contextual research

In your first lesson in September, you will be expected to bring all your research and practical work