**Lower V: Project Brief**

**Underwater / Metamorphosis**

**The Theme:**

*- growth – change – evolution – organic – water – bubbles – coral – colour - light – mollusc – shells – as one – scales – pattern – texture– hidden – jellyfish – movement – sand –pebbles –*

**Underwater** is the realm below the surface of [water](http://en.wikipedia.org/wiki/Water) where the water exists in a natural feature, such as an [ocean](http://en.wikipedia.org/wiki/Ocean), [sea](http://en.wikipedia.org/wiki/Sea), [lake](http://en.wikipedia.org/wiki/Lake), [pond](http://en.wikipedia.org/wiki/Pond), or [river](http://en.wikipedia.org/wiki/River). Three quarters of the planet [Earth](http://en.wikipedia.org/wiki/Earth) is covered by water. A number of [human](http://en.wikipedia.org/wiki/Human) activities are conducted underwater—such as research, [scuba diving](http://en.wikipedia.org/wiki/Scuba_diving). Human [lungs](http://en.wikipedia.org/wiki/Lung) cannot naturally function in this environment. Unlike the [gills](http://en.wikipedia.org/wiki/Gill) of [fish](http://en.wikipedia.org/wiki/Fish) and many other amphibious creatures, human lungs are adapted to the exchange of [gases](http://en.wikipedia.org/wiki/Gas) at atmospheric [pressure](http://en.wikipedia.org/wiki/Pressure), not [liquids](http://en.wikipedia.org/wiki/Liquid). Underwater might also refer to anything you might find underwater in naturally occurring habitats. It may also refer to anything submerged in water, or the movement of objects underwater. Many fish, amphibians and plants can be found underwater. There are also many naturally occurring features that be found underwater, such as sediment, sand dunes, bubbles, waves etc…

**Metamorphosis** describes the biological process by which an animal physically develops after birth or hatching, involving a conspicuous and relatively abrupt change in the animal's body structure through cell growth and differentiation. Some insects, amphibians, molluscs, crustaceans, cnidarians, echinoderms and tunicates undergo metamorphosis, which is usually accompanied by a change of habitat or behavior.

**Exploring and developing ideas for the theme:**

Discuss the theme with your teacher and make sure that you produce evidence to cover the four Assessment Objectives.

**The four Assessment Objectives are:**

**AO1:** Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding

**AO2:** Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

**AO3:** Record ideas, observations and insights relevant to intentions in visual and/or other forms

**AO4:** Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

You could start by recording observations in a variety of ways.

Your work could develop from experimenting with materials and then move on to recording further observations.

You could begin to develop your response to the theme by investigating and analysing the work of artists, designers and craftworkers and then move on to recording observations or experimenting with materials and techniques. Evidence for the Assessment Objectives may be produced in a variety of ways.

**Task List:**

The tasks below have been planned out to help you investigate an idea and outcome in an **independent** manner. Deadlines must be adhered to.

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| --- | --- | --- | --- | --- |
|  | **TASK** | **DATE****DUE** | **✓✗** | **NOTES** |
| 1 | **Mind maps**Visual and written; use key words, annotation, relevant images to the theme | 3/3 |  |  |
| 2 | **Statement of Intent**Explain your initial ideas in written format, use the writing frame to help support this and email to your teacher for checking | 6/3 |  |  |
| 3 | **Collection of secondary visual resources**Produce five drawings from these images in a variety of appropriate media | 6/3 |  |  |
| 4 | **Observational study in pencil**Choose appropriate imagery; show a refined level of skill, tonal shading and proportion. A3 in size | 10/3 |  |  |
| 5 | **Artist Study 1**Alexander McQueen. Visual and written response emailed to teacher for checking. Use the writing frame to support this written work | 20/3 |  |  |
| 6 | **Photo-shoot**To inspire future ideas; consider composition, scale, lighting and props. Produce a contact sheet, and your best four photographs | 25/3 |  |  |
| 7 | **Initial development of Idea**Sketchbook pages of experimentation relevant to idea, using a range of media and processes. | 25/3 |  | V&A Trip on the 24th of March |
| 8 | **Artist Study 2**Chosen Artist. Visual and written response emailed to teacher for checking. Use the writing frame to support this written work | 21/4 |  | Easter Holiday |
| 9 | **Further development of idea**Sketchbook pages of experimentation relevant to idea, refine your use of materials | 28/4 |  | Easter Holiday |
| 10 | **Thumbnail sketches**Document your thoughts, ideas for composition, material choices and colour combinations | 28/4 |  |  |
| 11 | **Final design idea and statement of intent** A clear plan for your outcome, giving details of the materials to be used, methods for construction and/or making, and reasons for your decisions. Make perceptive links back to your developmental work and artist studies | 5/5 |  |  |
| 12 | **Production of outcome**A personal, informed and meaningful response realising intentions and making connections between visual and written research | 19/5 |  | Two weeks to make outcome. Your new topic will be introduced on the 20th of May. |
| 13 | **Written evaluation** Of outcome in response to the theme of Underwater / Metamorphosis  | 22/5 |  | Hand in all work to your teacher. |