Curriculum Rationale and Overview

Subject: 3D Design **Year group: 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context (AO's)	Assessment objectives (25% each) AO1 – Analysis of designers Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources? AO2 – Drawing and modelling skills Is there evidence of a wide range of appropriate techniques, media and processes? AO3 – Initial ideas, developed designs Are the ideas imaginative and linked to the initial context and subsequent research? Are these ideas explained clearly through annotation? AO4 – Present Are students able to realise intentions and create a personal and meaningful response?					
Scheme of Learning Title:	Introduction to 3D Design - Basic Skills Assessment Exploring Architecture, Artist, Art Movement		Experimental studies - Lighthouses			
Content *What will students know?*	Students will complete a short timber project to assess their baseline knowledge and skills in the workshop. Students will begin by exploring 3 designers, artists, architects or design styles that link to a chosen theme. They will then explore the work of these artists by experimenting with different mediums and techniques. Students go on to create a 3D response that shows how the selected artists have influenced their own practice.		Students will be introduced to the theme and constraint of the project brief (elements that must be included). Students will then explore and investigate ,the theme creating their own design ideas based on their own investigations. They will model their ideas using a variety of techniques, including computer modelling and materials such as clay, plaster, wire, wood and card.		Students will start to develop ideas for the final outcome linking small threads from earlier work and research to help with their development. Students will explore and experiment with a wide range of media and materials to suit the progression of their ideas.	
Stuck in their brain *What will students understand?*	Understand architectural principles of design Understand how to apply pencil to create varied tones to produce an architectural design. Understand how to create a monoprint.	Understand how to use internet tools and reliable websites to research artists. Understand the properties of 3D modelling materials and how to use the most	Understand how drawings can develop into 3D applications. Understand how to use 2D design to create components of models and how to fit them all together. Understand how to	Understand how to interpret a brief and understand the specification and constraint of a project. Understand how to gather ideas on the theme by using research. .	Understand how to use sources to make first hand observation studies. To understand how to critically evaluate their outcomes in connection to the themes.	Understand how to use internet tools and reliable websites to research artists. Understand the stages of analysis in order to produce extended writing.

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	Understand how to critique the work of an artist and use research to inform their own design study. To understand health and safety in the workshop and how to use tools and equipment to create 3D models made of timber. Understand how to create and produce effective boards that summarise, present and communicate their ideas and exploration.	effective/appropriate media for the appropriate task. Understand how to use different materials and techniques to achieve various 3D outcomes considering form, scale, texture, and shaping. Understand how to use CAD to create 3D renders of design.	use the What? How? Why? Learnt? Quality? What Next? format when annotating their own work. Understand how to use photography to represent their 3D work on a 2D format.	To understand sustainability in the concept of 3D Design and how to consider the lifecycle of their design and the materials used. Understand how to create a personalised idea on the theme and produce a mindmap on subject matter, sources and concepts. Understand how to annotate their work to highlight the successes and areas for development.	To understand how they can use a variety of materials to personalise their theme even further. Understand how to create original ideas and how to evaluate if they are successful and can be explored further.	Understand how to create a production plan based on their final design and why they are important. Understand techniques to create text models or elements and how to analyse their effectiveness. Understand how to create a final mood board summarising their final idea and what needs to be included.
Evidence in book *What will students be able to do?*	Be able to critique an architectural design recording their investigations of the architect. Be able to create an observational drawing of the architect's work that uses a wide range of line qualities using pencil, pen and ink. Be able to produce a monoprint of their inspirational building Be able to create an 3D render of their building design using onshape.	Be able to use extended writing to analyse the work of artists using the What? Why? How? format. Be able to create a mood board exploring the work of Designer Be able to produce a series of design studies examining approaches to creating texture in 3D Forms. Be able to experiment with clay, plaster, papier mache wire, tissue paper and glue to create 3D forms.	Be able to use 2D Design to explore Art Deco patterns and shapes to create templates and design styles. Be able to experiment further with a wider range of media to explore design ideas creating 3D models using pewter casting and acrylics. Be able to explore a final artist/movement theme to enhance their idea development.	Be able to produce a general mind map on the theme Lighthouses and explore different designs, styles and functions. Be able to select a personalised idea on the theme and produce a mindmap on subject matter, sources and concepts. Be able to annotate their work to highlight the successes and areas for development.	Be able to critically evaluate their outcomes in connection to the themes. Be able to identify how they can develop their personalised theme even further. Be able to gather secondary resources from the internet, books or magazines. And take photographs. Create mock ups and prototypes to explore their chosen media	Be able to create a design for their final piece based on previously explored techniques. To be able to create a production plan, detailing their chosen media, timeframes and staged approaches. Be able to annotate their creative journey.

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	Be able to use annotations to record their thoughts and observations. Be able to create a 3 Dimensional Model of their design using timber, tools and equipment in the workshop.	Be able to write a description of texture, shape and form. Be able to use annotations to record their creative thoughts.	Be able to conduct further investigations into their final theme selection.	Be able to produce a series of studies using the 3D techniques that demonstrate their strengths and potential for development into final outcomes.	and production methods. Present work on A3 boards with annotations to explain their creative journey so far.	
Submissions	Board 1 - Artist Research Board 2 - Recording Studies Board 3 - Artist Research	Board 4/5 - Recording Studies Board 6 Artist Research Board 6/7 Recording Studies	Board 8. - Development in Media Board 9 - Further Investigation	Board 10 - Theme Mood Board Board 11/12 - Development of Ideas	Board 11 - Initial Ideas Board 12 - Refine Ideas	Board 13 - FInal Ideas Board 14 - Mood Board Preparation for final outcome - Aug 25
How will they be formally assessed?	Students will be formally marked after each board submission/ end of unit using the AQA assessment criteria. Assessment will be recorded on departmental tracker and on yellow sheets in the back of student Portfolios. They will then have the chance to respond to EBI's and make any further refinements to their work. At each progress update, students will have a portfolio review and a current working grade will be given for the boards they have created to date . A 10 hour practical mock exam will take place where students will conclude this project.					