Learning Aims and Curriculum Intent:

Intent:

This course is a new offer which is a mix of Art, and Design Technology. This course uses the Art marking criteria but with a heavy emphasis on 3D making in a workshop context. Pupils will, in Component 1 and Component 2, be required to work in one or more area(s) of three-dimensional design, such as architectural design, sculpture, product design, interior design, and 3D digital design. There is no technical theory examination to this course, however there is a requirement that the pupil annotates all their work and responds to a theme in exam conditions. Pupils may explore overlapping and combinations of areas, a key criterion for a successful pupil will be their ability to develop an artistic approach in the presentation of their portfolio pages and preparation for final exam. In addition, pupils making ability will be assessed, given the opportunity to learn and develop their skills throughout the course.

Pupils will learn and understand the way sources inspire the development of ideas relevant to three-dimensional design including, how sources relate to historical, contemporary, cultural, social, environmental, and creative contexts. Similarly, how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	**Topic:** Street Furniture **Indicative content:** Big Learning Objective: Develop your own personal and Meaningful Project in Response to the theme of 'Street Furniture. Ensure that you: **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Whilst this project will enable students to freely pursue an idea/ topic/ or concept of their choice, it is important to acknowledge that workshop lessons covering specific skills, processes and techniques will be explicitly taught. These include: Various approaches to technical drawing Iterative Design Model Making Architectural Design The use of CAD and laser cutting Designing and constructing to scale Experimenting with different finishes on metals and woods **Threshold Question:** How can I investigate a topic 'Street Furniture' brief using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas **Discipline:** Product Design: Architecture	**Subject Specific Skills** Task Analysis Working to scale Metal Manipulation Plastic Dip Coating 3D CAD Software Isometric Drawing Perspective drawing Dye Sublimation Spray painting Surface Finishes Model Making **Transferable Skills** Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment	Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE.

Lent	**Topic:** Externally Set Assignment (Component 2) (Students develop a project in response to a theme provided by the exam board). **Indicative content:** Objective: Investigate a project of your choice. Ensure that you: **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **Threshold Question:** How can I investigate a topic of my choice using appropriate media, processes, and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas **Discipline:** Discipline: Three-Dimensional Design	**Subject Specific Skills** Installational techniques. Use of a range of three-dimensional making techniques to create conceptual and functional products Recording from direct observation. Photography Skills. Sketchbook Presentation. Designer Analysis. Experimentation with techniques and processes Technical Drawing **Transferable Skills** Collaboration Creativity Communication Oracy Literacy Self Assessment Peer Assessment	Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE.
Trinity	**Topic:** Externally Set Assignment (Component 2) (Students develop a project in response to a theme provided by the exam board). **Indicative content:** Objective: Investigate a project of your choice. Ensure that you: **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources. **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3:** Record ideas, observations and insights relevant to intentions as work progresses. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **Threshold Question:** How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas **Discipline:** Discipline: Three-Dimensional Design	**Subject Specific Skills** Installational techniques. Use of a range of three-dimensional making techniques to create conceptual and functional products Recording from direct observation. Photography Skills. Sketchbook Presentation. Designer Analysis. Experimentation with techniques and processes Technical Drawing **Transferable Skills** Collaboration Creativity Communication Oracy Literacy Self Assessment Peer Assessment	Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE

Examples of Homework	Using your primary research, take elements of your photographs and interpret them into isometric shapes. Add annotations
Key terminology	
Super-curricular enrichment and scholarly extension	Due to the self-directed nature of KS4 content, students' Super Curricular requirements will differ. As such, we will differentiate and propose different super curricular opportunities to students on a case-by-case basis. This will be evidenced in students' tutorial logs/ digital sketchbooks and can be shown upon request. **Michaelmas:** Differentiated based on individual student needs/ topics. **Lent:** Differentiated based on individual student needs/ topics. **Trinity:** Differentiated based on individual student needs/ topics.
Useful websites	www.designmuseum.org https://www.vam.ac.uk/

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