

Subject Year Curriculum Overview-Yr11 Art & Design: 3D

	Autumn			Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6	Learning Cycle 7
Topic	Extended project 2		MOCK EXAM/ Extended project 2	EXAM PREP	EXAM PREP	EXAM	Course completes at May half term- all NEA/EXAM work is submitted for moderation.
Critical Prior Knowledge	Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to 3D design and their selected area(s) of study.		Students will have learnt a variety of decorative and constructive techniques relevant to their individual NEA titles-including wood joints, finishes, epoxy resin, jesmonite, wood lathe, line bender for plastics, CAD CAM laser cutting, basic jewellery production. Students will be able to select appropriate artist research, analyse	Through the extended project tasks students should have developed knowledge to allow them to select and critically analyse the work of others and use this work to inform their own ideas. To be able to work in a variety of different media/techniques and processes to realise intentions. To have developed confidence and skill in working with a variety of materials and processes, in order to select the most suitable ones for their chosen designs.			

			it and respond to it within their own work.		
Overall Intent (Big ideas and key concepts)	Students must understand the way sources inspire the development of ideas, relevant to textile design including: how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.	Within the context of 3D design, students must demonstrate the ability to: use 3D design techniques and processes, appropriate to students' personal intentions. Use media and materials, as appropriate to students' personal intentions.	Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses. Present a personal and meaningful response that realises intentions and demonstrates	AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation.	

	<p>The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of:</p> <p>figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation visual and tactile elements.</p>		<p>understanding of visual language.</p>		
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Essential Knowledge milestones (What students must master)	<p>Ability to select appropriate research to inform a theme and develop a personal outcome from.</p> <p>Ability to critically analyse the work of others and self.</p> <p>To start to develop ideas through creative outcomes.</p>	<p>An ability to thoughtfully refine ideas with discrimination.</p> <p>An ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>An ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>An ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>An ability to demonstrate understanding of visual language.</p>	<p>Areas of study In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:</p> <ul style="list-style-type: none"> • architectural design • sculpture • ceramics • product design • jewellery and body adornment • interior design • environmental/landscape/garden design • exhibition design • 3D digital design • designs for theatre, film and television. <p>Knowledge, understanding and skills:</p> <p>Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to three-dimensional design and their selected area(s) of study.</p> <p>Knowledge and understanding:</p> <p>The way sources inspire the development of ideas relevant to three-dimensional design including:</p> <ul style="list-style-type: none"> • how sources relate to historical, contemporary, cultural, social, environmental and creative contexts • 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, needs of an intended audience or details of a specific commission. <p>The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:</p> <ul style="list-style-type: none"> • figurative and non-figurative forms of representation, stylisation, 	

				simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation • visual and tactile elements such as: • colour • line • form • tone • texture • space • proportion • decoration • structure • shape • pattern. Skills Within the context of three-dimensional design, students must demonstrate the ability to: • use three-dimensional techniques and processes, appropriate to students’ personal intentions, for example: • model making • constructing • surface treatment • assembling • modelling • use media and materials, as appropriate to students’ personal intentions, for example: • drawing materials • clay • wood • metal • plaster • plastic • found materials.			
Cultural Capital	Students take influence from selected artists and designers given in their tasks from the exam board for the NEA and Exam pieces of work. Students can also select appropriate artists and designers that are relevant to their own themes and development of ideas. https://www.vam.ac.uk/ https://artsandculture.google.com/ https://www.pinterest.co.uk/						
Mode of Retrieval	Assessment of AO1 portfolio DEVELOP	Assessment of AO2/3 portfolio REFINE/RECORD	Assessment of all AO’S 1-4 through portfolio and final outcome-moderation of NEA task. DEVELOP/REFINE/RECORD/PRESENT	No personal feedback due to the work being exam prep. Students to work towards all four objectives-copies of the assessment sheets will be provided.	No personal feedback due to the work being exam prep. Students to work towards all four objectives-copies of the assessment sheets will be provided.	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.	

ECC Student Characteristics	<p>Creativity-ability to think outside the box to develop work that has personal interest and meaning behind it.</p> <p>Resilience-to be able to refine and reflect on progress and not be scared to try something new and experiment with ideas.</p> <p>Reflective learners-to constantly review and refine work through the sketchbook and discussions with teachers and peers.</p>
Connection to future learning (When is this developed / revisited)?	<p>All knowledge learnt each half term builds upon the progress and depth in the portfolio. Students work on an extended NEA task from the start of Yr10 through to the end of the Autumn term in Yr11. The first term in Yr10 is about learning and understanding how to analyse the work of others and use this to develop samples and techniques into a final outcome. As the course develops students become more confident and refine these skills in a mature and independent manner allowing them to reach the higher grade boundaries of the specification. Students can develop work that has a personal meaning or message. All NEA work builds upon the exam in Yr11, where students need to show their ability to achieve the four objectives for a given theme set by the exam board. The final piece is produced under exam conditions in the classroom.</p>