Key Vocabulary and Definitions:

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| 2D  | A shape with 2 dimensions |
| 3D  | A shape with 3 dimensions |
| Resize  | to change the size of an image |
| Recolour  | to change the colour of an image |
| Rotate  | to move an object in a circle round an axis |
| Perspective  | Perspective view is a 2-D representation of a 3-D space |
| Duplicate  | anything that is an exact copy of another thing |
| View  | a special display of data |

Progression

This unit progresses students’ knowledge and understanding of creating 3D graphics using a computer. Prior to undertaking this unit, learners should have worked with 2D graphics applications.

Curriculum links

Computing – KS2

● Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

● Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Teaching Sequence

**Online Safety: Copyright and Ownership**

1. To demonstrate the use of search tools to find and access online content which can be reused by others.
2. To demonstrate how to make references to and acknowledge sources I have used from the internet.

 **Creating Media – 3D Modelling**

1. To explore 3D modelling and modify 3D objects.
2. To make your own name badge.
3. To make a desk tidy.
4. To plan a 3D model.
5. To make your own 3D model.

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Final Outcome

Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

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| Aims | Advice |
| To demonstrate the use of search tools to find and access online content which can be reused by others. |  |
| To demonstrate how to make references to and acknowledge sources I have used from the internet. |  |