

Curriculum Area: 3D Design

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 12		Mini-Project Introduction Structures project Re-focus on the importance of a high-quality sketchbook. Shape and form in structures, explore structures in Architecture/built environment and nature. Artist study on Piet Mondrian which leads on to experimenting with 3D structures in paper and card. Explore techniques with joining, folding, attaching etc. Structural investigations and samples created. Wire frame modelling, structural frame building in MDF and Acrylic. Intro to CAD (SketchUP) to develop digital structures. Links to Piet Mondrian/De Stijl movement and his structural artwork. Students explore ideas through linear collage work, sketching and graphite rubbings. TRIP OPTION Yorkshire Sculpture Park visit – finding links with 3D sculptors/artists. Focus on Sean Scully 'Crate of Air'	Skill-Building Projects Intro/re-cap to Adobe Illustrator and the laser cutter. Students create sculptural outcomes based on linear structure in both digital and laser cut format. Lighting Brief – Students to design and make a table light/lamp shade to house an LED light source, based on structural form. Students will fabricate a 3D outcome using a wide range of materials and joining techniques. 3D experimentation with mixed materials. Introduction to styrofoam, sheet MDF, sheet aluminium and the machinery and hand tools used to cut and finish. TRIP OPTION London Gallery Visit Manchester Architecture Photography tour.	Organic Forms Concrete casting. Students study the Brutalism Architecture movement and the artist David Umemoto. The learning focusses on the experimentation process of producing casts using wood, plastics, corrugated card etc. They explore texture and detailing throughout their work. Students learn about what makes a successful mould and how it can impact on a successful outcome. They then mix and prepare concrete to different strengths to explore how a variety of finishes can be achieved. Investigating Organic Form Students will explore shape through a variety and processes and techniques. Modelling clay, manipulating paper through scrunching, crushing, folding, tearing and moulding to create organic shapes. Documenting through photography and exploring the use of light and shadow. To follow, students are taught to carry out a range of observational sketches using a range of different mediums pencil, colouring pencil, fineliner, biro etc.	Introduction to Ceramics Intro to Ceramics - Shaping, firing and glazing. Students will further explore organic form using a variety of clay modelling techniques, rolling a ball of clay, rolling snakes with clay, squeezing the clay, pulling and pinching the clay, carving details into the clay with tools. All of the above used to create organic/curvilinear forms. Firing processes in the kiln and use of a variety of glazes and oxides will be explored and critiqued. Final outcome will be a small vessel. Students will produce artist studies on Henry Moore, Eva Hild and Barbara Hepworth. Curvilinear form explored through the following processes: Laminating paper and card, thermoplastic manipulation, bending and oven forming. Layering and shaping using the laser cutter and 3D Printers.	Personal Investigation 60% Introduction to Personal Investigation with teacher lead workshops while developing skills and new techniques, processes, and ways of working. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). At the beginning of this project students will have access to moderated example material of A* quality to help them understand what is required from them to secure the highest possible grade and to highlight ways that former students have explored the given theme. This will also be contrasted with exemplar C grade material to clarify an understanding of standards		Brain storming/ visual mind map enabling students to find their preferred direction for their project. Regular individual tutorials take place to support and guide students through this entire project. On occasion group workshops will be run to aid a particular skill. <ul style="list-style-type: none"> • Generate and develop personal ideas, Research primary and contextual sources • Record practical and written observations. • Experiment with media and processes generate and explore potential lines of enquiry using appropriate techniques.
	Assessments	<i>Mini-Project as assessment piece</i>	<i>Mini-projects as assessment points</i>	<i>ASSESSMENT – Lamp outcome review sheet.</i>	<i>ASSESSMENT-WORKSHOP RELATED FEEDBACK SHEET – Reviewed against each stage of working the clay</i>	<i>ASSESSMENT – FORMAL WHOLE CLASS FEEDBACK ON A01</i>		

Year 13		Personal Investigation Continuation of Personal Investigation: consolidating ideas, reviewing and refining work as it progresses. Organise, select and communicate ideas, solutions and responses, and present them in a creative and coherent way fully annotating and documenting the individual artistic journey. • Build on artist analysis and research skills making clear links with the work of others outlining how the inspiration as informed their creative process. Reviewing and refining final responses, completion of essay, sketchbook work and final outcomes for Personal Investigation Refine ideas towards producing personal resolved outcome(s).	Externally set exam 40%, Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Specific tasks to be decided by the student(s). However, students will be guided to complete: - Title page - Mind-map responding to the title - Artist workshops - Individualised drawings – with annotations - Artist information page AO2: Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. Continuation of exam preparation: consolidating ideas, reviewing and refining work as it progresses.	Exam Unit and Completion AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Final stages of exam preparation with 15 hour examination in May. Media experiments for final piece - Mixed media - 1 media Application experiments - Surface experiments - Final piece ideas - Trial final pieces - Final piece - Evaluation Students will use this time to make improvements to their coursework unit. Students will display Year 13 work in the A Level Art Exhibition in May. All coursework and examination work marked by teachers and marks sent to the exam board in May. Work displayed by teachers ready for the external moderator in June.
	Assessments	<i>Ongoing tutorials with teacher</i>	<i>Ongoing tutorials with teacher</i>	<i>External Assessment</i>

