



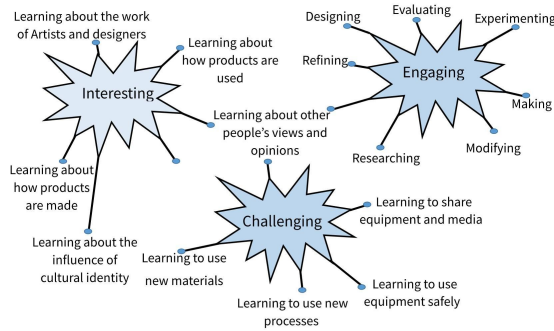
### 3D Design Curriculum Overview

#### What are the aims of the 3D Design curriculum?

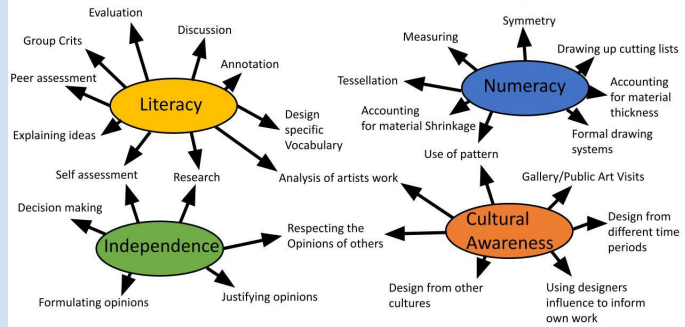
The scheme of learning is designed to ensure all our learners increase their opportunities and life chances, in preparation for life beyond ACHS to become health and safety conscious, self-aware and work ready. All students will demonstrate they are confident, self-assured learners with a clear focus on progress and high aspirations, with opportunities provided to ensure students become culturally aware individuals and that creative and individual responses to tasks are generated. Students are encouraged to understand their role in society by considering different roles, values and attitudes.

#### How does the 3D Design curriculum support the Seaton Valley Federation’s curriculum vision and intent?

##### I.C.E. Curriculum in Art and Design Technology



##### The L.I.N.C. Approach in Design:



#### How is the 3D Design curriculum sequenced to support pupils to make effective progress?

Design Tech in KS3, is teacher led seeks to draw year 5 and 6 experiences together into projects which cover GCSE assessment objectives so that theory informs practical and skills are developed and modified through projects which explore specific materials and components in different forms. We also seek to encourage literacy and develop reading skills developing understanding of subject specialist vocabulary. 3D Design in year 9 develops analytical and finishing skills and involves more combined skills or media. The development of more creative and individualised outcomes is also key. Assessment descriptors, criteria and assessment proforma have been developed to bridge the gap between KS3 marking without levels and GCSE grade descriptors. We also seek to encourage literacy by encouraging students to use the conventions of analytical writing.

3D Design in KS4 develops analytical and finishing skills further and involves more complex skills or media. Processes which have more safety restrictions and therefore cant be used with younger students (e.g.lathe work) are also included. The independent development of more creative and individualised outcomes is also key. We also seek to encourage literacy and develop reading skills looking at extended writing within art and design disciplines. As work is developed in year 10 and 11, students are encouraged to progressively self-negotiate and whole class teaching is quickly replaced by individual focused assessment and feedback tutorials.

3D Design at Key stage 5 begins with teacher-led experiences designed to refine skills and provide experience of media and processes not encountered in KS4 due to expense or technicality. The development of more creative and individualised outcomes is also key. Students are taught to develop their creativity and ideas, and increase proficiency in their execution. Students will develop a critical understanding of artists and designers, expressing reasoned judgements that can inform their own work. We seek to encourage literacy and develop reading skills with the aim of informing the Unit 1 written element. Students will fluently analyse the work of artists in written and practical forms as well as developing confident and highly developed observational skills through a variety of materials. Projects in year 12 are designed specifically to push students out of their comfort zone and explore unfamiliar practices with the intention of



broadening practice. Students are encouraged to select from work produced during year 12 to form the backbone of their personal study unit in year 13. Students are also encouraged to progressively conceptualise their work where appropriate and to develop a more semiotic approach to critical and contextual analysis.

## How is assessment and feedback used to aid progress?

Verbal/written feedback and given once per cycle.  
Holistic Formal assessments undertaken every half term with written targets.  
Pupils respond to feedback through practical work and this is then documented on the assessment sheets in the pupil response section.  
In years 7&8 KS3 assessment criteria and grading is used.  
In years 9-11 GCSE assessment criteria and grading is used with indicators for year 9 detailing the cross over with the KS3 Grading.  
At KS5 A level assessment criteria and grading is used.  
Moderation is undertaken at each formal assessment point.

## How is staffing organised within 3D Design?

C Lawton delivers all year 7 and 8.  
M Jones Delivers all lessons years 9-11  
M Jones, R Maclauchlan and C Lawton deliver lessons at KS5

## Examined courses – exam board and course code (exams and controlled assessment elements)

GCSE Art: 3D Design: EDUQAS: C655QS. Unit 1 Coursework portfolio, Unit 2 Externally Set Assignment.  
A Level Art: 3D Design: AQA: 7205. Unit 1 Personal investigation, Unit 2 Externally Set Assignment.