

**Year 10 – GCSE 3D Design**

<p><b>Curriculum intent</b></p>	<p>The Y10 3D Design curriculum aims and encourages students to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers. Students gain a wider understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Students will explore the processes of sculpture, jewellery and body adornment and product design.</p> <p>The curriculum is designed and sequenced to enable students to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. It develops creativity, historical knowledge, critical understanding through investigative, analytical, experimental, practical, technical and expressive skills, which builds from Y7-Y11 (in art and technology).</p>					
<p><b>Term</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Knowledge</b></p>	<p>Students will begin project 1 of component one called Marine Life and begin to investigate stimuli linked with marine life such as sea creatures, semi-aquatic, coral and plant life.</p> <p>Students will be introduced to the notion of mood boards, mind maps and three artist research pages to inform their experiments and investigations to the Marine Life theme.</p> <p>Cardboard sculpting will be introduced in this term to introduce students to shape, form and texture.</p> <p>Students will continue with their project and continue to complete work at home, but it must be brought in each lesson for guidance and areas for review and</p>	<p>Students will continue to develop their three artist research pages to investigate the theme of Marine Life to inform their experiments and investigations.</p> <p>Student will also take primary photographs to inform their studies. Ideally a trip to a fish monger, lake/ river or aquarium.</p> <p>These photographs should link and be inspired by their selected designers or artists.</p> <p>Observational drawings will form an important part of the long-term project.</p> <p>Students will continue to experiment with cardboard sculptures but also begin to experiment with metallic sculpting</p>	<p>Students will continue with their project and begin to explore a range of 3D creative making techniques.</p> <p>Students will begin to look at Body Adornment and the use of pewter and acrylic in jewellery.</p> <p>Students will use CAD software, 2D Design, to design and create pewter moulds and acrylic jewellery inspired by the artists and designers from their research.</p> <p>Students will also construct a lampshade experiment exploring the colours and textures of the theme, Marine Life.</p> <p>Students will be recording their experiments in their sketchbooks using</p>	<p>Students will continue to experiment materials exploring the theme of Marine Life.</p> <p>Students will have flexibility with the media used dependent upon their designer/artist selected. A range of media and processes are to be used to develop ideas. Sculpture, Jewellery/Body Adornment and Product Design can be explored by the students for their outcome.</p> <p>Students will continue with their project and continue to complete work at home, but it must be brought in each lesson for guidance and areas for review and improvements to be given.</p>	<p>Students will begin project 2 of component one of their coursework.</p> <p>Students will be introduced to previous exam questions from the exam board paper.</p> <p>Students will begin to apply research methods, study the work of artists and develop design-ideas answering the exam question and using some of the designers' /artists' methods and ideas in preparation for their return to year 11.</p> <p>Students will have flexibility with the media used dependent upon their designer/artist selected. A range of media and processes are to be used to develop</p>	<p>During the mock exam, which has an allocation of 5 hours, students will produce a final outcome, and this will conclude their Marine Life project. The response will be in the form 3D technique of their choice.</p> <p>Students will continue to develop their individual projects. Students will have flexibility with the media used dependent upon their designer/artist selected. A range of media and processes are to be used to develop ideas. Sculpture, Jewellery/Body Adornment and Product Design can be explored by the students for their outcome.</p> <p>Students will continue with their project and continue to complete</p>

	improvements to be given.	<p>mediums such as wire and tin foil and gain an understanding of armatures.</p> <p>Students will continue with their project and continue to complete work at home, but it must be brought in each lesson for guidance and areas for review and improvements to be given.</p>	<p>analytical and evaluative annotation to deepen their understanding of the materials and processes.</p> <p>Students will continue with their project and continue to complete work at home, but it must be brought in each lesson for guidance and areas for review and improvements to be given.</p>	<p>Students to work towards planning a final outcome for the Marine Life project.</p> <p>Students will prepare two or three final outcome ideas showing clearly their thought processes and include annotations to support their final idea.</p> <p>From these outcomes' students must select the most successful idea and prepare for their 5-hour mock exam and then complete an evaluation of their outcome.</p>	<p>ideas. Sculpture, Jewellery/Body Adornment and Product Design can be explored by the students for their outcome.</p> <p>Students will continue with their project and continue to complete work at home, but it must be brought in each lesson for guidance and areas for review and improvements to be given.</p>	<p>work at home, but it must be brought in each lesson for guidance and areas for review and improvements to be given.</p> <p>Students will continue this project HT2 of Y11.</p>
<b>Skills</b>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Mind-map</li> <li>• Mood-board</li> <li>• Artist Research</li> <li>• Modelling</li> <li>• Hot Glue</li> <li>• Recording in Sketchbook</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Tonal drawing</li> <li>• Wire work</li> <li>• Photography</li> <li>• Sculpting</li> <li>• Recording in Sketchbook</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• 2D Design (CAD)</li> <li>• Acrylic</li> <li>• Modelling</li> <li>• Pewter Casting</li> <li>• Annotation</li> <li>• Recording in Sketchbook</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• 2D Design (CAD)</li> <li>• Acrylic</li> <li>• Modelling</li> <li>• Pewter Casting</li> <li>• Annotation</li> <li>• Recording in Sketchbook</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Mind-map</li> <li>• Mood-board</li> <li>• Artist Research</li> <li>• Modelling</li> <li>• Sculpting</li> <li>• 2D Design (CAD)</li> <li>• Acrylic</li> <li>• Modelling</li> <li>• Pewter Casting</li> <li>• Annotation</li> <li>• Recording in Sketchbook</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Wire work</li> <li>• Photography</li> <li>• Sculpting</li> <li>• 2D Design (CAD)</li> <li>• Acrylic</li> <li>• Modelling</li> <li>• Pewter Casting</li> <li>• Annotation</li> <li>• Recording in Sketchbook</li> </ul>
<b>Assessments</b>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• On-going progress is recorded based on sketchbook work and other supportive drawings, designs and models. Learners have six lessons of 3D Design a fortnight. They are formally assessed according to the exam board assessment objectives: 'Developing Ideas', 'Using resources media and materials', 'Recording Ideas and observations' and 'Making a personal Response'.</li> </ul>				<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• A mock assessment will take place in HT6, 5 hours over the period of one day to create a personal response to their project. This will</li> </ul>	

	<ul style="list-style-type: none"> <li>Formative assessment is given in every lesson. All schemes will be delivered following the GCSE structure including all four assessment objectives.</li> </ul>	<p>prepare learners for their 10-hour exam that takes place over two days in year 11.</p>
<p><b>Curiosity</b></p>	<p>For Marine Life Project:</p> <ul style="list-style-type: none"> <li>Students could visit a fish monger, local river/lake, pet shop or aquarium to get primary source images of fish for their research and development of ideas.</li> <li>Students could visit an art gallery to experience real life artwork; observing and connecting with the artists' messages and thoughts.</li> <li>Students can attend afterschool sessions to get extra support from their teachers with their sketchbook.</li> </ul> <p>Students could watch the following videos:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=zKY2fvT3f7U">https://www.youtube.com/watch?v=zKY2fvT3f7U</a> – wire work fish tutorial</li> <li><a href="https://www.youtube.com/watch?v=kxMCR\$puJz4">https://www.youtube.com/watch?v=kxMCR\$puJz4</a> – ceramic techniques</li> <li><a href="https://www.youtube.com/watch?v=TXjk_6FXWow">https://www.youtube.com/watch?v=TXjk_6FXWow</a> – fabric manipulation</li> </ul> <p>Students could visit the following websites:</p> <ul style="list-style-type: none"> <li><a href="https://www.mallgalleries.org.uk/whats-on/exhibitions/royal-society-marine-artists-annual-exhibition-2021">https://www.mallgalleries.org.uk/whats-on/exhibitions/royal-society-marine-artists-annual-exhibition-2021</a> - current online exhibition surrounding sea life</li> <li><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></li> </ul> <p>Extra-Curricular events:</p> <ul style="list-style-type: none"> <li>Yorkshire Sculpture Park</li> <li>Aquarium Trip</li> <li>Visit to ASFC arts department</li> <li>Visiting artist in residence</li> <li>3D Design catch up sessions after school</li> </ul>	<p>For exam practice:</p> <p>Students could visit the following website:</p> <ul style="list-style-type: none"> <li><a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a> AQA course information</li> <li><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a> High quality examples of GCSE art work.</li> </ul>