# 3D Design Curriculum Map 2022-2023

**Intent**

By the end of KS3 students will have a good foundation in the following areas:

- Developing ideas through investigation, demonstrating critical understanding of sources
- Refining work by exploring ideas, selecting and experimenting with appropriate materials, techniques and processes
- Recording ideas, observations and insights as work progresses
- Presenting personal responses that demonstrate an understanding of visual language

Students follow the EDUQAS 3D Design GCSE at KS4, which builds on this foundation to ensure the best possible results

**Implementation**

The KS3 curriculum is delivered through carousels in Years 7, 8 & 9 with nine/ten-week rotations. knowledge, skills and understanding are progressively developed through project-based work, which focus on safe working practices; practical skills; idea development; graphical communication; and understanding materials, techniques and processes. KS3 projects are supported by student workbooks, which ensure consistent delivery and provide evidence of achievement.

The KS4 curriculum is under "3D Art and Design". Whilst allowing students the same type of experience and access to his course is less prescriptive and eliminates the requirement for students to sit a terminal examination. The Art and Design course is essentially 100% coursework (60% "Coursework and 40% "Externally Set Assignment [ESA]"). The ESA is an additional piece of coursework completed under controlled conditions in school. The Coursework element is taught in a prescriptive manner until year 11 and consists of one project that covers all the assessment objectives. Following this foundational element students are able to develop work independently choosing additional starting points and ways of working. It is expected that students will have at least two final pieces at the end of the course plus a large amount of preparation work. Drawing and mark-making is a core part of the course. Students will also be required to keep an online portfolio and use a camera or device to take photographs. Students prepare for the externally set exam during the Spring term in Year 11, with the two-day practical exam typically taking place in late April or early May. KS4 students' work is presented in portfolios, which are structured to provide evidence for the exam board's assessment criteria.

**Review date:** July 2023

| Year 7 3D Design<br>(carousel 9 weeks)<br>Cross curricular Maths | | | |
|---|---|---|---|
| **Learning Period 1**<br>8 week project with two lessons a week<br>(September to November) | **Learning Period 2**<br>8 week project with two lessons a week (November to January) | **Learning Period 3**<br>8 week project with two lessons a week (February to April) | **Learning Period 4**<br>8 week project with two lessons a week (May to July) |
| **Project** | **Decorative Place holder Tulip design**<br>Students create a place holder using softwood. This is an introduction to using the scroll saws, drills and further development of hand shaping using hand tools. Students | | |
| **Knowledge** | • Safety in the workshop (safe use of the belt sander)<br>• Introduction to joining wood (various fixings and joints)<br>• Understanding the difference between functional and decorative design<br>• Introduction to a range of different historical world art styles Cross curricular with Art | | |
| **Skills** | • Developing hand skills (cutting and shaping softwood to create shapes)<br>• Alternative methods of joining with dowel and glue.<br>• Application of paint and other surface finishes (acrylic paint and/or varnish)<br>• Documenting and evaluating work as it progresses<br>• Understanding how to use templates<br>• Fixing joints accurately. | | |
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| **Year 8 3D Design<br>(carousel 9 weeks)<br>Cross curricular Maths** | | | |
| **Learning Period 1**<br>8 week project with one lesson a week<br>(September to November) | **Learning Period 2**<br>8 week project with one lesson a week (November to January) | **Learning Period 3**<br>8 week project with one lesson a week (February to April) | **Learning Period 4**<br>8 week project with one lesson a week (May to July) |

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| **Year 9 3D Design**<br>**(carousel 9 weeks)**<br>**Cross curricular Humanities** | | | |
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| **Learning Period 1**<br>8 week project with one lesson a week (September to November) | **Learning Period 2**<br>8 week project with one lesson a week (November to January) | **Learning Period 3**<br>8 week project with one lesson a week (February to April) | **Learning Period 4**<br>8 week project with one lesson a week (May to July) |

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| | • Fixing joints accurately.<br>• |

| Year 10 GCSE 3D Design<br>Cross curricular Science | | |
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| **Learning Period 1**<br>Autumn term with three lessons a week<br>(September to December) | **Learning Period 2**<br>Spring term with three lessons a week (January to April) | **Learning Period 3**<br>Summer term with three lessons a week<br>(May to July) |

| Cross curricular- History | |
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| **Learning Period 1**<br>Autumn term with three lessons a week<br>(September to December)<br>Completeion of Sculptural Heads Project and Second Project | **Learning Period 2**<br>Spring term with three lessons a week (January to March)<br>**ESA** (students follow the deisgn process to plan a 3D outcome of their choice based on the brief.)<br><br>**April-May**<br>Present Exhibition of work |

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| **Project** | **Self-determined Project**<br><br>Students develop 2D and 3D skills towards the development and production of their own, self-determined outcomes. Students will choose a project theme from a selection. Research artists will them be sourced that fit thi theme. A shortlist of artists will be researched and outcomes produced, following their influcences. Students will then source observational references which they can then experiment with in a range of materials.<br><br>Following the production of artist outcomes and material experiements, students will look to develop their ideas by progressively refining their work. This element of the course allows students to extend and refine their skills and access the higher grades.<br><br>Students will use their refined ideas to develop a final piece that is the culination of their development and that is a reaction to the project theme.<br><br>The ESA is an assignment set by the examination board at the beginning of January in year 11. This will be approached in a similar manner to their previous work but be time limited. The course culminates in a 10 Hour Controlled Assessment period focusing on making their planned outcome. The type of 3D outcome is selected by students through engagement with the project as it develops and conversations with their teacher. |
| **Knowledge** | • Safety in the workshop (all year groups should be reminded of the safety protocols in the workshop before using machines)<br>• Signed agreement for safe conduct in the workshop<br>• How to develop projects using the assessment objectives.<br>• How to plan and present work for different audiences |

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<tr><td colspan="3">Year 11 GCSE 3D Design<br>Cross curricular English</td></tr>
<tr><td colspan="3">EDUQAS GCSE 3D Design assessment objectives (AOs):<ul><li>AO1: Develop ideas through investigation, demonstrating critical understanding of sources</li><li>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>AO3: Record ideas, observations and insights relevant to intentions as work progresses</li><li>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li></ul>Assessment outcomes (with evidence in all assessment objectives):<ul><li>Grade 8-9: Exceptional Progress</li><li>Grades 7 - Mastery</li><li>Grades 5 – 6: Secure</li><li>Grade 4: Developing</li><li>Grade 2-3: Emerging</li></ul>Grades 0 – 2: Minimal</td></tr>
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