

Design & Technology and 3D Design Learning Journey

CURRICULUM INTENT: In 3D art and Design, students learn how sources inspire the development of their ideas. They draw on the work of artists from contemporary and historical contexts, periods, societies and cultures to inform their own creative journey. Students experiment widely with designs and techniques and are encouraged to take risks as they explore elements of design within their ideas. The overall intention is that students develop highly personal and meaningful creative responses to project and design briefs through the investigation of themes.

Exam & Post – 16 Destination



Presenting a personal and meaningful response to the theme that realises intentions and demonstrates understanding of visual language.



Developing original ideas, experimenting, model and maquette making and refining uses of appropriate media and techniques.

10 HOUR EXAM/unit 2

Unit 2 - EXAM PREPARATION

KS4 - UNIT 2: Exam unit 40% of GCSE AQA will provide an externally set assignment.

Drawing for purpose.

Creating personal and meaningful final pieces in a mock exam. Experiencing an extended period of unaided, focused study, under supervision. Developing organisational and time management skills.



Refining ideas.

YEAR 11

unit 1



Recording ideas and observations on a theme: drawing, photography, model making and annotation.

Investigating sources - other artists' and designers work. Developing analytical and critical thinking skills.



Selecting and experimenting with media and techniques with increasing independence. Drawing techniques, Sculpture, Model and Maquette making. Developing resilience by the challenge to try new things.

unit 1

unit 1

KS4 - UNIT 1 NEA PORTFOLIO (NON EXAM ASSESSMENT) 60% of GCSE A sustained project developed in response to a broad theme e.g. lighting solution, or Kinetic Sculpture.

Working through different processes, interpreting and generating work which reflects the nature of the Artists' and Designers' disciplines, processes, techniques and style.



Students must provide evidence of drawing in their portfolio (and externally -set assignment).

Workshop skills

unit 1

Developing an inquisitive thought process with regard to the influence of design and culture and the times we live in and in the past.



Liechtenstein Explosion mirror

Totemic structure



Enable students to successfully communicate their design ideas and concepts using a variety of techniques and mediums. Presenting their ideas in an appropriate manner.

Investigating sources - other artists' and designers' work. Analysis of context and content. Demonstrating critical understanding.

KEY STAGE 4 3D Design

YEAR 9

YEAR 9 EXPERIMENTAL /SKILL BASED PORTFOLIO

Food

Working within a design theme to produce a personal response. Building on existing knowledge and skills.

Materials knowledge - how do different materials behave? What are their properties? Are they fit for purpose?



Using natural form as inspiration for design solutions

Responding creatively to a brief. Experimenting with a variety of materials to express form and function.



Power: The Turbine Project

Plastics: The Phone Holder Project

- Understanding power generation
- Understanding power storage
- Develop practical skills

- Understand sources of plastics
- Understand types of plastics and their properties
- Understand environmental issues connected to materials

- Work to a Brief
- Work through the design process
- Develop practical skills



- More complex dishes
- Development of cooking skills
- Dishes from around the world

KEY STAGE 3 Design & Technology

YEAR 8

Metals: Key Tag Project

Timbers: The Maze Project, Blockbot

- Understand sources of Metals
- Understand differences between and properties of Metals

- Understand sources of Timbers
- Understand differences between and properties of Timbers



- Food Hygiene knowledge and understanding
- Health & Safety
- Develop practical food preparation and cooking skills

Food

