

# 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.



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.

Drawing for purpose.



**YEAR 11**

**unit 1 - Hepworth**

Post-16 opportunities: A-Level Art courses or Vocational courses. Further study leads to careers in the creative and design sector. Transferable skills in creative and practical problem solving are of wide applicability.

Developing personal ideas and contexts further. Selecting and combining elements from investigation and experimentation.

Broadening knowledge, skill and understanding of visual language and 3D design processes. Line, shape, form, tone, colour, pattern and texture within composition and construction of 3D works.

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.



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.



**unit 1**

**UNIT 1- KS4 60% OF GCSE GRADE**

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



A sustained project developed in response to a broad theme e.g. lighting solution, or Sculpture.



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



**Workshop skills**

**Mondrian Structure**

**YEAR 10**

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

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**

**Lichtenstein Explosion Mirror/Wall Relief**

**YEAR 9**

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

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

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

**YEAR 9 EXPERIMENTAL /SKILL BASED PORTFOLIO**

Drawing for purpose.

Using natural form as inspiration for design solutions



**Food**



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

**YEAR 8**

**Power: The Turbine Project**

**Metals: Casting and Blossfeldt**

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

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



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



**KEY STAGE 3 Design & Technology**

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

**Timbers: Maze Riley and Escher**

**Timbers: Block-bot and Paolozzi**

-Bridget Riley and/or M.C. Escher Inspired

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

Drawing for purpose.

**Paolozzi inspired**

Drawing for purpose.

