

### GCSE 3D Design- Year 10 Curriculum

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Topic	Architecture	Architecture	Architecture lamps	creatures	Creatures	Creatures	Creatures
3D Art and Design	<p><b>Why this and why now?</b></p>	<p>Students coming into Y10 through a normal KS3 will have experienced a curriculum that builds knowledge, understanding and skills in a wide range of materials, processes and techniques. Basic knowledge of workshop machines and tools should already exist so the emphasis now is on independent development and more thorough investigations into a theme. Presentation to GCSE standard is required and a formula/structure is to be taught on how to cover each of the AQA assessment objectives thoroughly. Starting with research which should now be more specific and explored in more depth as there is now much more time allocation. Assessment objective one requires an indepth critical analysis of a source or sources. Looking at and</p>	<p>In half term 2 students will analyse their research before developing their own architectural shapes/buildings in 3d (Styrofoam) This is a new material and one which is useful in model making for future assignments. Concentrating on assessment objectives 2 and 3 where ideas are being independently developed. This is the first time that students will have time to refine ideas to create several different outcomes as apposed to the one idea which is pursued with the limited time of KS3. Students will need to be guided on how to do this.</p>	<p>In half term 3 students will create design ideas and a final design for their Architectural lamp. Again, this will be the first time they start to move away from the templates which restrict too much variety in KS3. Some guidance will still be in place, but this assignment will act as a demonstration/ scaffold formula for developing independent ideas and planning their own solutions as to how to realise their intended design.</p>	<p>In half term 4 students will start the 2<sup>nd</sup> theme of Creatures as inspired by Gustavo Ramirez Cruz. using the same framework from the previous assignment this will start with research and critical analysis before developing a series of different design ideas using different materials and techniques. The supporting-formula/scaffold will be gradually removed to ensure that students become more independent and ready for the personal investigation of the externally set assignment in year 11.</p>	<p>In half term 5 some students will be focussing on quality of finish to ensure the 3d creatures made are shaped and coloured with control and accuracy. Creativity and originality will be encouraged for finishing touches such as pattern detail, wings and feet. Emphasis will be on assessment objective 4 which is realising their intentions with an original piece</p>	<p>In half term 6 students continue with their creature project but are now given the opportunity to review, modify and refine the 3d pieces made in HT5. A change in scale and material is possible with the emphasis being on refinement. This will be the first time they consider a complete rebuild and will allow students to see the value in this and the progress/improvements which can be made when motivated to attempt a 2<sup>nd</sup> version</p>

	replicating designers/architects work using a variety of materials also encompasses assessment objective 2 where experimentation, reviewing, modifying is required					
<b>What is the essential knowledge that needs to be remembered?</b>	Producing independent research into an artist/sculptor. In this case, Architects Developing presentation skills in sketchbook/folder. Use of key words in verbal and written comments and opinions. Control of a range of media when drawing from observation. Use simple model making materials such as card and grey board.	Producing further independent research into an artist/designer. Refining presentation skills in sketchbook/folder. Use of key words in verbal and written comments and opinions. Handling and shaping of Styrofoam to show 3d form. Recapping of basic tool and machinery operating in the workshop.	Selecting and refining drawings to create a series of designs for a laser cut architectural lamp. A follow on from the laser cut lamp created in year 9 but student know how to measure and plan for their piece to slot together without the help of a template. Use of key words and written comments to evaluate the success of the lamps.	Understanding how to use a range of tools and media to present a creative yet informative critical analysis of the work of Cruz. Written description and analysis using key words and extended writing to suggest inspirations supported by knowledgeable quotes from Cruz himself. Expressing opinions with justification/ evidence to support ideas.	Producing personal and independent research into an artist. Refining presentation skills in sketchbook/folder. Control of a range of wood and foam shaping techniques as well as paint and painting tools when painting from observation. Understanding how to interpret a style of painting by choice of paint and tools when creating pattern on the creature.	How to scale up a design and pattern Self-assessment to make decisions on upgraded model. Refining presentation skills in sketchbook/folder. Increasingly complex use of key words in verbal and written comments, opinions, and evaluations.
<b>What is the assessment intent and how will you assess?</b>	<i>Observational drawings and research will be assessed, and feedback given. Simple key shapes will be identified and will be evaluated, and verbal feedback given before the student begins to develop their own 3d forms. This will give students ideas of the areas they need to develop in the second part of the project to improve</i>	<i>Foam and straw structures will be assessed, and feedback given. Second structure will be evaluated, and verbal feedback given before the student begins to develop their final structure/wall hanging. This will give students ideas of the areas they need to develop in the final part of the project to improve</i>	<i>Design ideas and final design for the laser cut lamp will be assessed and formal feedback given. Making of final lamp will be evaluated (if complete) and verbal feedback given of the areas they need to develop to improve their overall grade. Summative assessment will take place of the whole project Data will be recorded via SIMS</i>	<i>Observational drawings and research will be assessed, and feedback given. Simple key shapes will be identified and will be evaluated, and verbal feedback given before the student begins to develop their own 3d form Data will be recorded via SIMS in accordance to the school calendar- this data</i>	<i>Observational drawings/paintings and research will continue to be assessed and feedback given. Painting skills will be evaluated, and verbal feedback given before the student begins to develop their own creatures. This will give students ideas of the areas they need to develop in the second part of the project to improve</i>	<i>Summative assessment will take place of the whole project once the final creature has been completed and evaluated. This summative assessment will be standardised by at least 2 members of staff. Data will be recorded via SIMS in accordance to the school calendar- this data</i>

	<i>their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>will be a final grade for this coursework project.</i>	<i>their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>will be a final grade for this coursework project.</i>
<b>What should the end point look like?</b>	Research sheets for 3 Architects, presented with drawings and annotation. Plan of making for simple foam building and possible straw sculpture if finished. photographed and evaluated.	Plan of making for/design ideas for building form in wood. Straw sculpture Wooden wall sculpture photographed and evaluated.	Design ideas and final design for laser cut lamp and annotation. Final lamp	Research sheets of the creatures of Gustavo Ramirez Cruz. Painted and collaged copies with annotation Research and drawings of actual creatures which can be used to influence ideas and annotation.	Prototype sculpture of a Cruz inspired creature with evaluation	Design ideas for improved creature with analysis of earlier work to demonstrate developments. Photographs to be included. Final creature with explanation of modifications and refinements made
<b>How does it cover the NC</b>	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record		GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.		GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	