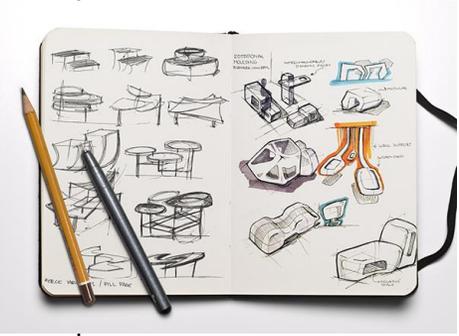
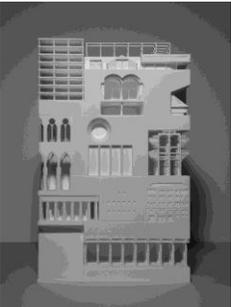


Autumn Term Year 12 3D Design	Objectives	Artists/Designers explored	Wider learning	media	Outcomes (LL)
<p>Induction to the course</p> <p>Minimalism</p> 	<p>To explore and gain an understanding of Minimalist design principles and then to create designs based on this.</p> <p>To use drawing as an analytical as well as a creative tool.</p> <p>To learn model making techniques in foam board</p> <p>To produce designs using 3D modelling software.</p> <p>To 3D print designs</p> <p>To produce designs on 2D Design software</p> <p>To produce laser-cut work</p>	<ul style="list-style-type: none"> • Ludwig Mies van der Rohe • Donald Judd • Jony Ive • Dieter Rams (As little design as possible) <ul style="list-style-type: none"> • Marc Newson <i>I think it's really important to design things with a kind of personality. To create well I have to be in a good mood, happy and cool.</i> 	<ul style="list-style-type: none"> • Design studio working practise / behaviour • Safe workshop practice • Collaborative attitude • Decision making • Independence • Photographic techniques • Resilience. • Curiosity. • Problem solving • Materials technology • To develop an individual sketch book presentation style 	<p>Paper Card Plastic film Sheet aluminium Wire Wood</p> 	<p>An architectural models in the Minimalist style.</p> <p>Portfolio of supporting studies.</p> 

SpringTerm Year 12 3D Design	Objectives	Artists / Designers / Styles explored	Wider learning	media	Outcomes (LL)
Practical prototyping skills	<ul style="list-style-type: none"> • To learn constructional skills associated with 3D Design, model making and Product design. • To develop safe working practises around the machines and tools used. • To encourage the creative use of tools. • To work with a specific level of accuracy. 	<ul style="list-style-type: none"> • Arts and crafts • Shaker • William Morris 	<ul style="list-style-type: none"> • Historical context • Environmental issues surrounding the use of materials • Commercial applications • Design Process • Working to deadlines • Planning and costing 	<ul style="list-style-type: none"> • A range of resistant materials used in the construction of prototypes. 	<ul style="list-style-type: none"> • Hand made wooden puzzle with laser cut decoration. • Machine turned, aluminium capsule. • Styrofoam replica. • Portfolio of supporting studies.



Summer Term Year 12/ Autumn Term Year 13 3D Design	Objectives	Artists / Designers / Styles explored	Wider learning	media	Outcomes (LL)
<p>Component 1 A Level Art and Design Edexcel</p> <p>Three Dimensional Design</p> <p>Internally set, assessed by the teacher and externally moderated.</p> <p>60% of the total A Level qualification</p>	<ul style="list-style-type: none"> This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). Understand how images and artefacts relate to ethical and political contexts 	<p>As appropriate to individual studies.</p> 	<p>Connected to individual studies but may include:</p> <ul style="list-style-type: none"> An appreciation of the work of other artists and designers, both contemporary and historical. Project management Collaborative working Photography Social issues Environmental / sustainability issues Materials technology Social media Business Intellectual law such as patents, copyright and registered designs 	<p>Students may work in any media appropriate to their own activities.</p> 	<p>There are three major elements: supporting studies, practical work, and a personal study.</p> <ul style="list-style-type: none"> Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification.

Spring / Summer Term Year 13 3D Design	Objectives	Artists / Designers / Styles explored	Wider learning	media	Outcomes (LL)
<p>Component 2 A Level Art and Design Edexcel</p> <p>Three Dimensional Design</p> <p>Externally set, assessed by the teacher and externally moderated.</p> <p>40% of the total A Level qualification</p> <p>The Externally Set Assignment is released on 1 February and contains a theme and suggested starting points.</p> <p>Students have from 1 st February until the commencement of the final 15–hour period of sustained focus to develop preparatory studies. (Usually early May)</p>	<p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme</p>	<p>As appropriate to individual studies.</p>	<p>Connected to individual studies but may include:</p> <ul style="list-style-type: none"> • An appreciation of the work of other artists and designers, both contemporary and historical. • Project management • Collaborative working • Photography • Social issues • Environmental / sustainability issues • Materials technology • Social media • Business • Intellectual law such as patents, copyright and registered designs 	<p>Students may work in any media appropriate to their own activities.</p>	<p>Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus.</p> <ul style="list-style-type: none"> • Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. • During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment