

Year 10 – GCSE 3D Design						
Curriculum intent	The Y10 3D Design curriculum aims and encourages students to actively engage in the creative process to develop as effective and independent learners, and as critical and reflective thinkers. Students gain a wider understanding of three dimensional in historical and contemporary contexts, societies and cultures. The 3D Design curriculum is designed and sequenced to enable students to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. It develops creativity, historical knowledge, critical understanding through investigative, analytical, experimental, practical, technical and expressive skills, which builds on from Y7-Y9 in both Art and Technology.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Students will be introduced to the project theme Narrative, exploring how artists, designers communicate stories through environments, structures and objects. Students will undertake a primary research visit to Manchester, collecting photographic evidence, observational drawings and written notes. Students will create a mood board, mind map and initial investigations into architecture, social history and urban environments. Students will research their first artist and produce an analytical artist study page alongside an experimental response inspired by the artist's methods, materials and ideas.	Students will deepen their understanding of architectural and environmental art through researching two additional artists. Students will complete artist research pages and produce practical 2D and 3D responses inspired by each artist. Students will develop observational drawing skills using primary source photographs from Manchester, exploring perspective, structure, texture, tone and architectural detail. Students will begin making connections between artist influences and their own personal investigations.	Students will revisit their primary research, developing investigations into Manchester's social, historical and political significance. Students will explore architectural features, surfaces and urban artefacts discovered during the visit, such as signage, brickwork, shutters, gates and graffiti. Students will produce a range of small-scale 3D experiments using card, wire, mixed media and relief construction techniques. Sketchbooks will evidence experimentation, annotation and reflection on how materials can communicate narrative.	Students will continue refining and developing their practical investigations, producing increasingly sophisticated 3D experiments based on architectural forms, textures and urban environments. Students will explore how narrative can be communicated through scale, composition, materials and structure. Through annotation and evaluation, students will identify successful outcomes and begin generating personal design ideas linked to Manchester's social, political or historical narratives.	Students will refine and finalise a personal design proposal informed by their research, artist studies and experimentation. Students will develop detailed plans, maquettes and construction methods before beginning production of a final 3D outcome. Students will demonstrate increasing independence in selecting appropriate materials, techniques and processes to communicate their intended narrative.	Students will complete their final 3D outcome in the form of a diorama, installation or architectural model. Students will evaluate and analyse the success of their work against their original intentions, artist influences and project theme. Students will demonstrate how their outcome communicates a personal response to the narrative of Manchester through the use of materials, structure, symbolism and visual storytelling.
Skills	Students will develop the skills of:	Students will develop the skills of:	Students will develop the skills of:	Students will develop the skills of: Refinement,	Students will develop the skills of: Planning	Students will develop the skills of:

	• Research, annotation • Photography • artist analysis • visual recording	• Observational drawing, • architectural studies, • artist experimentation	• Material exploration • model making • relief construction • texture studies	• problem solving, • design development, • experimentation	• maquette making • construction techniques	• Realisation of final outcome • evaluation, critical reflection
Assessments	Students will be assessed on: • On-going progress is recorded based on sketchbook work and other supportive drawings, studies, experiments and practical outcomes. Learners have six lessons of Art per fortnight. They are formally assessed according to the exam board assessment objectives: Developing Ideas, Using Resources, Media and Materials, Recording Ideas and Observations and Making a Personal Response. • Formative assessment is given in every lesson. All schemes of learning are delivered following the GCSE assessment structure, incorporating all four assessment objectives throughout the creative process. • Students will complete a Mastery Recall Quiz each half term and will be tested on knowledge from their <i>Masters of Knowledge</i> books. • Students will also receive whole-class feedback using the Mastery Application Feedback Sheets, providing targeted feedback against the GCSE Assessment Objectives and identifying next steps for improvement.				Students will be assessed on: • A mock assessment will take place during Half Term 6. Students will have 5 hours, completed over one day, to produce a personal response to their chosen project. This will prepare learners for the 10-hour Externally Set Assignment completed over two days in Year 11. • Students will complete a Mastery Recall Quiz each half term and will be tested on knowledge from their <i>Masters of Knowledge</i> books. • Students will also receive whole-class feedback using the Mastery Application Feedback Sheets, providing targeted feedback against the GCSE Assessment Objectives and identifying next steps for improvement.	
Curiosity	• Students could take photographs of industrial buildings around them to create a more personal and meaningful response to their project. • Students could visit an art gallery to experience real life artwork; observing and connecting with the artists' messages and thoughts. • Students can attend afterschool sessions to get extra support from their teachers with their sketchbook. Students could visit the following websites: https://www.tate.org.uk/art/student-resource https://www.studentartguide.com/ https://theartyteacher.com/category/arty-students/				For exam practice: Students could visit the following website: • https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8205/specification	