

Year 11 – GCSE 3D Design						
Curriculum intent	The Y11 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 begin a series of workshop investigations into the theme of Botanicals, exploring how natural forms have inspired artists, designers and makers throughout history and in contemporary practice. They will produce a comprehensive design sheet supported by primary and secondary source research, investigating the work of three botanical artists and designers. Through analytical annotation, observational drawing and contextual research, students will explore how botanical structures, textures and patterns can inform three-dimensional design. Students will then experiment with CAD processes including acrylic jewellery and pewter jewellery outcomes, learning	Students will continue developing their Botanicals project, refining their design sheet through further observational studies, experimentation and annotation. They will investigate the photographic studies of Karl Blossfeldt, exploring how enlarged natural forms reveal intricate structures and textures, before producing a bas-relief sculpture inspired by his work. Students will also study the ceramic practice of Charlotte Hupfield, investigating how botanical forms can be translated into functional three-dimensional design. They will design and construct a botanical tealight holder, applying knowledge of form,	Students will begin the AQA Externally Set Assignment (Component 2), selecting one starting point from the examination paper. They will investigate their chosen theme through primary and secondary research, artist studies, observational recording and practical experimentation. Students will independently develop a sustained body of preparatory work, exploring a range of materials, techniques and processes while refining ideas through annotation, evaluation and creative experimentation. This preparation period encourages students to demonstrate independence in planning, investigating	Students will continue refining their investigations for the Externally Set Assignment, evaluating and developing their ideas through ongoing experimentation and annotation. They will produce a series of final outcome proposals, justifying creative decisions and selecting the most successful design for their examination piece. During the ten-hour examination, completed over two consecutive days, students will independently produce a personal response that demonstrates their ability to investigate, experiment, record observations and realise intentions through the appropriate selection of	Students will complete any outstanding coursework and ensure both GCSE components are fully prepared for internal standardisation and external moderation. Staff will undertake marking, moderation and cross-moderation to ensure assessment decisions are consistent and accurately reflect the GCSE Assessment Objectives. Following the completion of the examination process, students will participate in structured revision activities, reflecting upon their creative journey, evaluating their portfolio and preparing for	Not applicable following the completion of the GCSE examination period.

	specialist techniques including designing, casting, finishing and assembling materials. They will evaluate their experiments to inform increasingly personal and creative design ideas.	composition, relief, surface decoration and craftsmanship while demonstrating increasing independence in selecting materials, techniques and processes.	and developing a personal response in preparation for the final examination.	materials, techniques and processes. Students will draw upon the investigative methods and creative confidence developed throughout Key Stage 4.	progression into further study within Art and Design.	
Skills	Students will develop the skills of: • Observational drawing from primary and secondary sources • Artist research and analytical annotation • Design development and idea generation • CAD/CAM processes • Acrylic finishing techniques • Pewter casting and jewellery-making processes • Evaluation and refinement of design ideas	Students will develop the skills of: • Botanical observational studies • Relief sculpture techniques • Clay modelling and construction • Surface texture and decorative techniques • Functional product design (tealight holder) • Refinement, craftsmanship and independent creative decision-making	Students will develop the skills of: • Independent research • Artist investigation • Photography • Experimentation with media • Annotation • Design development • Creative problem solving • Personal response	Students will develop the skills of: • Exam preparation • Refinement of ideas • Planning final outcomes • Independent working • Time management • Creating a personal response • Working within a set time limit • Critical evaluation	Students will develop the skills of: • Reflection on creative practice • Portfolio presentation • Evaluation • Critical analysis • Preparation for progression into further study	
Assessments	Students will be assessed on: • On-going progress is recorded based on sketchbook work and other supportive drawings, investigations, experiments and practical outcomes. Learners have six lessons of 3D Design per fortnight. They are formally assessed according to the GCSE 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 be assessed on: • The Externally Set Assignment (Component 2) forms 40% of the overall GCSE qualification. Students will independently develop preparatory studies before completing the 10-hour examination, undertaken over two consecutive days during the Spring term.

		• Component 1 (Portfolio) accounts for 60% of the overall GCSE qualification. Students' portfolios are assessed holistically, demonstrating sustained investigation, experimentation, refinement and a personal response developed throughout the course. • Both Component 1 and Component 2 are internally assessed by Art staff before being internally standardised and externally moderated by the exam board. • Students will continue to complete a Mastery Recall Quiz each half term up until the completion of the 10-hour examination. GCSE Assessment Objectives and identifying next steps for improvement.
Curiosity	• Students could take photographs of botanicals and natural forms 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