Subject Area: A-level Three dimensional design - Year 12

Curriculum Intent: Three-dimensional design is an A-level course is one of exploration and growth. Aspirations are at the centre Art and Design at Trinity Sixth form Academy, forging links with makers both local and national, in an educational context. A set of initial skills based workshops, intend to prompt students to begin to consider the breath of materials and processes and their potential. With a focus on observation, drawing skills are the heart of this course. Observing a range of subject matter, students will learn to adapt their skills based on scale and purpose. Students will research, design, manipulate and make utilising a variety of media, exploring independent focuses from a range of starting points. Experimentation and problem solving is promoted through a challenge and a journey towards mastery. This personal process will conclude in the form of a range of skilled outcomes. Taking an active role in independent research students will deepen their understanding of artists and designers, within the context of the timeline of Art history. Taking into account the interaction between social, historical and political roles students will consider the value of their own artistic investigation and its cultural setting. The course structure aims to foster a natural desire to independently resolve creative problems, embarking on a purposeful learning journey informed by a range of contextual sources. Students select a specialism for the final stages of their three dimensional journey, demonstrating a competence in the application of their skills and processes. Students foster a genuine desire to reflect and respond, refining their outcomes as they progress through their two year making journey.

Dates	Content	Assessment	Rationale
Term 1 and 2	PROJECT 1 – Design and discover AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, designs, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response	**Individual feedback** - targets discussed with all students in a one to one. **Literacy support** - full written feedback given on literacy elements such as research. **Group Crit Sessions** – sketchbook sharing sessions led by peers and tutor. **Self-assessment** – checklists updated weekly to guide your project trajectory and sketchbook focuses **PC1** –AO1 Marks, progress and grade one to one discussions **PC2** – AO1, AO2, AO3, AO4 Marks, progress and grade one to one discussions	Students are introduced to the key elements of 3D design. Exploring form, geometry, materials, production and design. Students research and explore key movements of the design world and apply these to their own processes and creative outcomes. A short initial project with a focus on hands on making, allows students to gauge their opinion on key materials from the power of paper to the constructs of ceramics. Our in-house 3D specialist will introduce key processes from plaster casting to wire sculpture; offering one to one support within the workshop. Working independently students will research a range of practitioners and movements within Art and Design. Students will consider the intentions of Artists and how this sit within the wider world. Exploring their making and design processes, students will respond with their own experiments. Using sketchbooks or digital portfolios, students will review and reflect on their work. Making tweaks and adjustments students will log this making journey and refine their work. PS/CV's: Considering the issues within society, students may take on issues of global importance. For example the impact on their images when recording their 'here and now'. Students draw on the work of practitioners both contemporary and historical, European and non-European. Students will investigate the cultural, political and historical significance of artists work within the timeline of art history.
Term 3 and 4	PROJECT 2 – Structures and Surfaces AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, designs, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response	**Individual feedback** - targets discussed with all students in a one to one. **Literacy support** - full written feedback given on literacy elements such as research. **Group Crit Sessions** – sketchbook sharing sessions led by peers and tutor. **Self-assessment** – checklists updated weekly to guide your project trajectory and sketchbook focuses **PC3** – AO1 **PC4** AO1, AO2	Students will be taught CAD processes and introduced to the laser cutter. An electronics project is included, as well as textiles and theatre design. With a focus on the man-made world, students will explore ceramics, woodworking and casting and moulding as they explore both form and texture. Working independently students will research a range of practitioners and movements within Art and Design. Students will consider the intentions of Artists and how this sit within the wider world. Exploring their making and design processes in both digital and physical forms, students will respond with their own experiments. Using sketchbooks or digital portfolios, students will review and reflect on their work. Making tweaks and adjustments students will log this making journey and refine their work. CEIAG: Explicit links made with the purpose of imagery for example in industries such as Architecture Advertising and Graphic Design, exploring roles in these areas (Careers). Sociological, cultural and historical context is often essential when unpicking the work of practitioners. Regular links made with both film and television. Subjects such as feminism, gender and consumerism openly tackled through class debate as and when raised.
Term 5 and 6	COMPONENT 1 - PERSONAL INVESTIGATION A personal unit, responding to a range of Artists chosen by students themselves AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Drawings, photos and observations AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response **15 HOUR CONTROLLED ASSIGNMENT – FINAL OUTCOMES**	**Individual feedback** - targets discussed with all students in a one to one. **Literacy support** - full written feedback given on literacy elements such as research. **Group Crit Sessions** – sketchbook sharing sessions led by peers and tutor. **Self-assessment** – checklists updated weekly to guide your project trajectory and sketchbook focuses **PC5** AO1, AO2, AO3, AO4 **PC6** AO1, AO2, AO3, AO4	**At the end of year 12 students embark on their own personal investigation.** Time is spent carefully considering the vast number of possible routes of investigation for students personal investigation. This independently selected investigation is student's choice of exploration with Art, Craft and Design. Students must select a topic, theme or issue to interrogate through their own independent exploration. Lessons provide a comprehensive revisit of materials in a workshop approach, supporting students throughout their learning journey. To develop their own compositions and make progress in their designs, students conduct independent research into both contextual and non-contextual sources AO1, AO4. Students are supported to ensure their analytical skills become confident and highly developed; including image analysis, visual analysis and colour palette analysis. Students will complete a range of moodboard, mindmaps and present their findings in the form of a presentation. Students begin to record their initial ideas through examining three-dimensional designers, makers and industries. Students will begin to calculate the path for the project through the form of digital designs and observational sketches. CEIAG: Open trip to ManMet degree shows during June 2022 to promote creative routes In higher education