

Year 10 & 11 3D Design – TERM 1, 2 and 3

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | SEND/ More able | Assessment & recording; factual recall checks |
|---|--------------------------|---|---|---|---|---|
| <p>UNIT 1/2 (Sept Year 10- Dec Year 11)</p> | <p>4/5 per fortnight</p> | <p>Students produce two bodies of work across Year 10 and 11. Both give students the opportunity to students to explore their ideas creativity and practically from their own thematic starting point. Students follow a structured lesson by lesson plan booklet that instructs them of their content whilst being supported by the teacher.</p> <p>KNOWLEDGE & SKILLS</p> <p>To improve your observational drawing skills To build your confidence in drawing /designing and making 3D outcomes To focus your attention on looking, investigating and observing objects to better understand shape and form To learn how to review work effectively To learn how to analyse the work of other artists/designers To begin to understand how to effectively put together a portfolio of work to show your learning journey To explore materials and understand their processes To explore and expand your mind on what Art and Design is and begin to discover what it means to you through personal exploration and explore communicating ideas that are independently created To be creative and imaginative To be self-managing, self-improving and organised To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds To develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products To become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills To develop and refine ideas and proposals, personal outcomes or solutions with increasing independence To acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and Intent To develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures To develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries To develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work To demonstrate safe working practices in art, craft and design</p> | <p>Student booklet created for each folder.</p> | <p>CEIAG 6th form taster days. Exploring a range of artists and exploring and learning about their careers within their research.</p> <p>SMSC Explore a range of artists, craft makers and designers who tackle a range of issues in their work such as race, gender, equality, society.</p> <p>Explore a range of cultures, classes, genders and religions within themes in the work students explore.</p> <p>NUMERACY Proportion Scale 2D and 3D drawing</p> <p>LITERACY Art analysis and annotation is continuous throughout the folders. Students have access to a range of support guides to scaffold their writing.</p> | <p>SEND Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper. Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p>Use master classes/interacts to give students time and space to work.</p> <p>MORE ABLE Challenge students to be more independent with their ideas.</p> <p>Encourage students to challenge themselves with more technical skills such as oil painting.</p> <p>Use master classes/interacts to give students time and space to work.</p> <p>Encourage students to participate in nationwide competitions.</p> | <p>FORMATIVE Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p>SUMMATIVE At the end of each project students work is reviewed and feedback is given against each assessment objective. Students have a period of 1 term to make improvements before they start their UNIT 2.</p> |