

Subject: 3D Design.		Year Group: 12
<p>Terms 1 Key Focus/Topic(s):</p> <p>Workshop Taster Project...</p> <p>A series of weekly workshop each with a skills, artist and concept attached to meet all the assessment objectives.</p> <p><i>Below is an example of possible workshops..</i></p> <ul style="list-style-type: none"> • Trip to Beazley Design of the Year – The Design museum London. • CNC – hinges. • 3D Printing – salt and pepper pot. • Pewter Casting pendant design. • Surface Finishes - Daniel Heath and Art Deco. • Ray & Charles Eames – Independent design development. • Tatty Devine – Jewellery – reduce, reuse, recycle. 	<p>Terms 2 Key Focus/Topic(s)</p> <p>Workshop Taster Project Continued...</p> <ul style="list-style-type: none"> • Flat pack furniture and conservation of material. • Tom Dixon v Ron Arad – products for the home. • Hepworth v Moore: outdoor seating • Structural forms • Biomimicry • Personal development of one of the tasks. • Barbara Hepworth and Henry Moore – outdoor seating. <p>Extension: Development of chosen idea.</p>	<p>Terms 3 Key Focus/Topic(s)</p> <p>START COMPONENT ONE PART ONE Personal Investigation 60% Of Total A-level 1ST part or chapter to this component. PowerPoint Presentation. Prototypes and products.</p> <ul style="list-style-type: none"> • Mind-mapping exploring personal project themes. Developing concepts AO1 • Designer research and analysis. • Being inspired by designers and artist to create personal conceptual work. AO1,AO2, AO3,AO4. • Experimentation including drawing CAD and modelling AO2.
<p>Terms 1 Assessment Opportunities :</p> <ul style="list-style-type: none"> • Sharing and discussing work to show good examples and gain understanding for Component 1. • Feedback given on Google Classroom. 	<p>Terms 2 Assessment Opportunities</p> <ul style="list-style-type: none"> • Weekly checks that deadlines and being met. • Opportunities to improve after whole group feedback to resubmit work after improvement. 	<p>Terms 3 Assessment Opportunities</p> <ul style="list-style-type: none"> • Regular checks of work. • One to one tutorials with verbal feedback. • Whole class feedback for students to use and personalise.
<p>Terms 4 Key Focus/Topic(s):</p> <ul style="list-style-type: none"> • Component 1 part 1 continued... • Experimentation AO2 • Greatest hits – reviewing and reflecting. 	<p>Terms 5 Key Focus/Topic(s)</p> <p>Component 1 part 1 continued...</p> <ul style="list-style-type: none"> • Development of final product/protoypes. • Final Design • Planning for making. 	<p>Terms 6 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Project personal final piece (completed in mock exam) • Evaluating whole project and final piece – planning next steps..

		START COMPONENT ONE PART TWO Personal Investigation 60% Of Total A level 2nd part or chapter to this project. 1 sketchbooks or digital folders. Final/larger pieces. <ul style="list-style-type: none"> • Mind-mapping exploring personal project themes. Developing concepts AO1
Terms 4 Assessment Opportunities : <ul style="list-style-type: none"> • Regular checks of work. • One to one tutorials with verbal feedback. • Whole class feedback for students to use and personalise. 	Terms 5 Assessment Opportunities <ul style="list-style-type: none"> • Regular checks of work. • One to one tutorials with verbal feedback. • Whole class feedback for students to use and personalise. 	Terms 6 Assessment Opportunities <ul style="list-style-type: none"> • Feedback given on project 1 for student to reflection on to build on areas for improvement in Component 1 part 1.

Rationale:

The aim for year 12 is to develop their understanding of the theoretical and practical skills associated with design as well as introducing them to a range of designers. The first project builds skills and techniques as a group – developed through group tutorials in workshops. Students become proficient in a variety of techniques in relation to 3D design and learn how to evaluate and analyse using analytical language, whilst also gaining an understanding of the assessment objectives. They develop personal style and specialise as the course goes on. The 2nd project is submitted as Component 1 Coursework and in the project students are supported through mainly one to one tutorials and group session where appropriate.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the AOs (Assessment Objectives). Achievement is judged through ongoing reviews of work. Moodle is used to track student's grades which can be used for audit and data analysis. Teachers in the work together to mark and standardise work. One to one feedback and verbal discussions helps students to reflect on and develop their own work and professional practise in the workshop. The course is planned to empower students considering design and engineering in further education.