

Scheme of Work 2020-21

Subject: 3D DESIGN

Year Group: 12

Specification: WJEC 3D DESIGN A Level

Lesson	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
<p>ADP Codes:</p> <p>Sp2 – Students have access to outstanding learning opportunities – The department is resourced to ensure all students have access to outstanding learning experiences.</p> <p>C5 – Students reach full potential as barriers have been removed – All learning objectives and tasks – allow scope for differentiation – ensuring all learners are given a chance to learn and progress.</p> <p>Sp5 – Students take responsibility for their own learning journeys – This is encouraged and facilitated with all internal assessment tasks.</p> <p>Sp9 – Creating enjoyment and fascination in learning – Practical component of Engineering allows students to gain first-hand experience of curriculum content – creating a more enjoyable and fascinating learning experience.</p> <p>C3 – Foster a passion for learning – Specialist teachers with a passion and enthusiasm for their subjects bring first-hand experience into the classroom – fostering a passion for learning.</p> <p>M1 – All stakeholders’ model resilience, positive relationships attitudes and behaviours – all social opportunities in lessons and behaviour expectations made clear by teachers. Attitude to lifelong learning modelled by teaching staff.</p>						
1-5	Set design introduction project	Ideas generation and creative thinking.	Mind map of possible themes and ideas. Research theme and create an image board to inspire ideas. Drawings related to the chosen theme for the set design.	Detail of mind map. Suitability and presentation of images. Quality of the drawings created. Fortnightly feedback sheets.	Independent study, research and investigation work.	Lit – Vocabulary SMSC – Understanding TV, movie and live production culture
6-10	Set design introduction project	Working to inspiration to create ideas.	Design and develop ideas for the set design. Sketch at least 4 design ideas to then be evaluated and developed.	Significant differences and suitability of design ideas. Fortnightly feedback sheets.	Continuation of drawings and design work in own time.	Num – Considering dimensions and measurements. SMSC – Understanding TV, movie and live production culture

11-15	Set design introduction project	Working to inspiration to create ideas. Developing drawing skills.	Design and develop ideas for the set design. Create at least 4 design ideas to then be developed. Develop design ideas to improve and evolve. Skills based drawing activity – one and two point perspective of a cube then independent drawings in perspective.	Quality of drawings and developments. Fortnightly feedback sheets.	Practice drawing skills.	
16-20	Set design introduction project	Developments through modelling.	Experiment with materials and processes and develop ideas through model making. Laser cutting, clay models, vacuum forming, card layering/modelling, foam-board modelling.	Creativity, use of materials, techniques and processes. Fortnightly feedback sheets.	Continue to develop ideas. Ongoing research and investigation work.	Num – measuring, cutting and marking out materials.
21-25	Set design introduction project	Developments through modelling. Students will learn how to create 3d models of their ideas and concepts using 3 dimensional mixed-media.	Experiment with materials and processes and develop ideas through model making. Laser cutting, clay models, vacuum forming, card layering/modelling, foam-board modelling.	Creativity, use of materials, techniques and processes. Fortnightly feedback sheets.	Continue to develop ideas. Ongoing research and investigation work.	Num – measuring, cutting and marking out materials.
26-30	Set design introduction project	Final model – Students will learn how to create 3d models of their ideas and concepts using 3 dimensional mixed-media.	Create final model of final set design using materials and processes of your choice.	Quality of final outcome and connection to starting point/theme. Fortnightly feedback sheets.	Ongoing research and investigation work.	Num – measuring, cutting and marking out materials.

31-35	Set design introduction project	Final model - Students will learn how to create 3d models of their ideas and concepts using 3 dimensional mixed-media.	Create final model of final set design using materials and processes of your choice.	Quality of final outcome and connection to starting point/theme. Final assessment – feedback sheet.	Evaluation of final model.	Lit – Extended reflective writing.
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OCTOBER HALF TERM

36-40	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	AO1 <ul style="list-style-type: none"> Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes. 	Exploring themes/subject matter – Investigate possible themes with a personal interest.	Detail and presentation of work in sketchbooks. Fortnightly feedback sheets. Task-by-task sign off using colour coded PLC.	Primary investigation work – photos, mind maps – in sketchbook.	Lit – Vocabulary SMSC – Understanding cultures, politics, history, religion, ethics, equality, individuality.
41-45	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	AO1 <ul style="list-style-type: none"> Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Analytical skill and critical and contextual understanding in comparing and contrasting the 	Development of ideas that are informed by contextual study of past and present three dimensional design in our own and other cultures and sources such as fine art, film and television, and textiles.	Detail and presentation of work in sketchbooks. Fortnightly feedback sheets. Task-by-task sign off using colour coded PLC.	Artist Research – Written response.	Lit – Extended reflective writing.

		work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes.				
46-50	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	<p>AO1</p> <ul style="list-style-type: none"> • Development of ideas that are informed by investigative contextual study of art, craft and design and other sources relevant to the selected area of study. • Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. • Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes. 	Development of ideas that are informed by contextual study of past and present three dimensional design in our own and other cultures and sources such as fine art, film and television, and textiles.	<p>Detail and presentation of work in sketchbooks.</p> <p>Fortnightly feedback sheets.</p> <p>Task-by-task sign off using colour coded PLC.</p>	Sketches and concepts “In the style of” an artist, designer, design movement or object from nature – in sketchbooks.	Lit – Extended reflective writing.
51-55	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	<p>AO1</p> <ul style="list-style-type: none"> • Development of ideas that are informed by investigative contextual study of art, craft and design and other sources relevant to the selected area of study. • Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in 	Awareness of the variety of factors that influence the purposes, meanings and contexts of three dimensional design such as ergonomic factors, economic considerations, production methods and the practical criteria of a given space. Relevant knowledge of working arrangements within which particular three dimensional	<p>Detail and presentation of work in sketchbooks.</p> <p>Fortnightly feedback sheets.</p> <p>Task-by-task sign off using colour coded PLC.</p>	Independent study, research and investigation work.	Lit – Extended reflective writing.

		<p>their methods, approaches, purposes and intentions.</p> <ul style="list-style-type: none"> Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes. 	<p>outcomes are produced, such as in set production for a stage play.</p> <p>Understanding that such designers most are essentially responsive and collaborative.</p>			
56-60	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	<p>AO1</p> <ul style="list-style-type: none"> Development of ideas that are informed by investigative contextual study of art, craft and design and other sources relevant to the selected area of study. Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes. 	<p>Awareness of the variety of factors that influence the purposes, meanings and contexts of three dimensional design such as ergonomic factors, economic considerations, production methods and the practical criteria of a given space. Relevant knowledge of working arrangements within which particular three dimensional outcomes are produced, such as in set production for a stage play.</p> <p>Understanding that such designers most are essentially responsive and collaborative.</p>	<p>Detail and presentation of work in sketchbooks.</p> <p>Fortnightly feedback sheets.</p> <p>Task-by-task sign off using colour coded PLC.</p>	Independent study, research and investigation work.	Lit – Extended reflective writing.
61-65	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	<p>AO1</p> <ul style="list-style-type: none"> Development of ideas that are informed by investigative contextual study of art, craft and design and other sources relevant to the selected area of study. 	<p>Analytical skill, critical and contextual understanding in comparing and contrasting the work of relevant three dimensional designers and other contextual sources and in the formative and summative</p>	<p>Detail and presentation of work in sketchbooks.</p> <p>Fortnightly feedback sheets.</p>	Independent study, research and investigation work.	Lit – Extended reflective writing.

		<ul style="list-style-type: none"> Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes. 	<p>evaluation of personal design processes and outcomes. Personal responses to inspirational images rather than production of cut and paste 'mood' boards.</p>	<p>Task-by-task sign off using colour coded PLC.</p>		
66-70	Unit 1 Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.	<p>AO1</p> <ul style="list-style-type: none"> Development of ideas that are informed by investigative contextual study of art, craft and design and other sources relevant to the selected area of study. Awareness of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the evaluation of personal outcomes. 	<p>Analytical skill, critical and contextual understanding in comparing and contrasting the work of relevant three dimensional designers and other contextual sources and in the formative and summative evaluation of personal design processes and outcomes. Personal responses to inspirational images rather than production of cut and paste 'mood' boards.</p>	<p>Detail and presentation of work in sketchbooks.</p> <p>Fortnightly feedback sheets.</p> <p>Task-by-task sign off using colour coded PLC.</p>	<p>Independent study, research and investigation work.</p>	<p>Lit – Extended reflective writing.</p>

Christmas Holiday