

Archbishop Beck Catholic College Long Term Plan for 3D Dimensional Design -2025-26
GCSE AQA Art and Design 3D Dimensional Design

YEAR 10

Autumn Term 1 Year 10

- Students will be introduced to the GCSE AQA Art and Design 3D Dimensional Design. Students will be shown the expectations and AO (AQA) assessment objectives for the course. The first project will be workshop lead focussing on model making skills. Students will be shown how to create a series of model making samples through experimenting with a wide range of materials and process and experimenting with found materials. Students will investigate sources such as the work of artists, craftspeople and designers to stimulate the development of ideas from their workshops to create a developed sculptural piece. Students will additionally be shown how to create design 'drawings' and the concept of what design drawings can be in 3D design.

Spring Term 2 Year 10

- Set design project- working with a range of model making tools and equipment, students will build on the knowledge they learnt in Term 1 to develop individual themes and concepts for their model box. Students will develop research boards and experimentation boards to develop their concepts prior to making their box to learn about the creative design process that a model maker would take and the four AQA assessment objectives. They will be able to experience a visit from a current set designer who will introduce them to the 1:25 scale modelling and through workshops and hold a seminar in jobs in the creative industry. The work for the students term 2 project will either become a starting point for their main personal investigation or a stand alone project that will be submitted as part of their component 1 portfolio.

Summer Term 3 Year 10

- Students will decide whether to continue with their first model box project theme or choose a new inspirational theme for their personal investigation. Both methods are acceptable and all work from year 10 will be entered as part of their component 1 portfolio. Students will need to complete a series of research boards on their chosen theme and independently investigate

designers, artists and craftspeople to inspire their personal investigation. They will need to create samples, own photography, sculptures and drawings from their research to show their artistic journey and creative thinking as their projects develop.

YEAR 11

Autumn Term 1 Year 11

- (Half Term 1) Students will continue to develop their personal investigations for their component 1 portfolios focussing on experimentation. The first 4 weeks will comprise of workshops developing experimentation boards through sampling and manipulating unusual materials, experimentation with workshop machinery and tools to create interesting effects with foam and plastics, building sculptures with found objects, plaster and clay. Students will be expected to create samples from the workshops that will inspire their own individual projects and present their samples and processes on boards.
- The second 3-4 weeks, students will develop a larger sculptural piece or collection of smaller pieces inspired by their research and experimentation for their personal investigation. They will need to document the making process of this on a board with samples.
- (Half Term 2) Students will plan for their final piece for component 1. Students will need to show their design intentions through either drawing, collage, photography and/or photoshop. Students will then make their final pieces showing a variety of process and techniques. Students will be asked to photograph their work as it develops and produce an evaluation of the making process and realisation of their artistic intentions.

Spring Term 2 Year 11

- Component 2 is an externally set assignment (ESA) in which students choose and respond to a starting point from the externally set assignment paper by AQA. This is released the first week back in January.
- (Half Term 1) Students will be introduced to the ESA theme questions and starting points will be discussed. Students will then choose their theme and research into artists, designers and craftspeople that inspire their ideas. Students will be expected to produce a visual mind map of ideas alongside artist research boards. Students will then produce experimentation samples from their research and own photography to show their artistic intentions and development of ideas through the project.

- (Half Term 2) Students will complete their experimentation boards and develop an idea for their final piece for their exam. Students will need to produce a design and clear plan for their exam as they will need to complete their final piece independently over 10 hours in exam conditions.
- The 10 hour exam will take place either in March or April after Easter.

Summer Term 3 Year 11

- Students will complete their exam if it has not been completed in Spring Term. Once the students have completed their final piece in the exam conditions, students will have until the 8th May 2026 to complete any outstanding coursework, create any extra pieces to challenge and push their grades further and complete relevant paperwork for submission before the completion of their course at May half term.
- Course teachers will mark the students bodies of work and moderate internally submitting marks to AQA for 31st May deadline.
- External moderation will take place between June and July.

Key Vocabulary Design design brief, primary / secondary research, evaluate, mood board, sustainability, recycling, investigation, construction, manufacture, qualities, environment, model making, materials - plastics/ woods/ metal/ modrock/ Styrofoam/acrylic/mdf -medium density fibreboard.

Capital Cultural Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Locality for inspiration 'where we live' Online workshops - with product and set designers Visiting artists/ designers workshops and seminars exploring opportunities in the creative industry. Awareness of job opportunities in Liverpool, the North West and the UK and beyond. Local museums -Tate / Walker Art gallery</p>	<p>Confidence, To work independently to produce a personal investigation interesting to them and explore avenues of enquiry to develop a rich body of work. Building on design and make skills developing in difficulty to independently produce development sculptures and final outcomes.</p> <p>Positive Design and make workshops in groups and individually to build knowledge and skills to confidently create an interesting body of work.</p> <p>Respectful To consider environmental issues / reusing materials and sculpting from found objects. Ownership and pride in their work and respecting other students. Supporting eachother and helping eachother with making processes.</p>	<p>Set Designer Model Maker Prop Maker Artist Sculptor Teacher Architect Graphic Designer Product Designer Cad Designer Product Developer</p>

Metacognition Methods applied in Teaching

-Solving the design problem - design brief though analysis/ researching methods and discussion

-Modelling -you do /we do /they do

-Questioning - reflection - what has gone well / what needs to be developed.

-Team work discussions / sharing ideas- model how it's done in industry -design team culture.