

3D Design Year 12							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	<p>Introduction to Product Design Unit 1(AO1/AO2) Focus: Core principals of visual communication in design. Practical skills development in the use of Resistant and Non-resistant Materials.</p>	<p>Component 1 Unit 1 (AO1/AO2/ AO3) Focus: Practical skills development in the use of Resistant and Non-resistant Materials. Cutting, shaping, forming, and finishing.</p>	<p>Component 1: Unit 2 Focus: investigation Initial ideas and research (AO1/AO2/AO3) Responding to initial inspirations (AO1/AO2/AO3) Experimenting, developments and reflection. (AO2/AO3) Presenting and refinement of ideas. (AO1/AO2/AO3)</p>	<p>Component 1 Unit 2 Focus: Recording ideas, refinements, evaluating and reflection. (AO1/AO2/AO3) Resolving a project and presenting final outcomes (AO4) Completion of outcomes and final presentation of portfolio (AO1, AO2, AO3, AO4)</p>	<p>Component 1 Unit 3 Focus: Personal investigation: Initial ideas (AO1/AO2/AO3) Responding to initial inspirations (AO1/AO2/AO3) Experimenting, and reflection. (AO2/AO3) Refinement of ideas in context to others work, a given specification and brief theme. (AO1/AO2/AO3)</p>	<p>Component 1: Unit 3 Focus: Recording ideas, refinements, evaluating and reflection. (AO1/AO2/AO3) Resolving a project and presenting final outcomes (AO4) Completion of outcomes and final presentation of portfolio (AO1, AO2, AO3, AO4)</p>	
Assessments	<p>1. Application of 2D Media 2. Application of 3D Media</p>		<p>3. Evaluation of Design (contextual) 4. Evaluation of Design (individual)</p>		<p>5. Evaluation of Design Developments. 6. Evaluation of design Developments.</p>		

Building on Prior Learning	<p>Substantive Knowledge: Students will draw on their understanding of the formal elements to explore new media, Design Aesthetics, Function and Technical processes.</p> <p>Disciplinary/procedural Knowledge: Over the course of year 12 students engage in 3 units of work, which are centred around the Design, Making, evaluative and technical knowledge, within each unit students engage with each learning intention more independently than in the last, developing their ability to work creatively, independently, and resiliently in the development of new product concepts and refinement of practical skills.</p>
Cultural Capital	<p>Cultural capital will be found within in this programme of study. Students explore the rich history of design through the ages, drawing comparisons between historical and contemporary design.</p>
Mastery	<p>In terms of mastery Students will be able to develop ideas through sophisticated, coherent, and sustained research. Students will produce selecting appropriate resources, materials, and processes to rigorously explore and exploit their creative potentials. Students will show sophistication in recording of their ideas and observations, all of which are relevant to their ongoing enquires. Students will produce highly imaginative and skilled responses.</p>
Development of Character	<p>A range of virtues such as moral, intellectual and performance are embedded through engaging students in research identifying factors underpinning design, aesthetics, and function. Students will examine how Products have shaped the world we live in and why design has changed over time. Moral grounding will be built through continued consideration for the needs of others and a respectful approach towards design. Students are expected to demonstrate respect and responsibility for their actions when working in Product Design lessons. Students will be supported in building on their level of confidence within Product Design so that all can engage with enthusiasm and strive for continual improvement!</p>
Extra-Curricular opportunities	<p>In School: Independent rehearsal time for skills development. Master class.</p> <p>Outside of School: Have you seen have you been. BMAG and Tate visits. University taster days.</p>
Metacognitive Learning	<p>Metacognitive learning will build through modelling and feedback. Students will learn through expert modelling. Students will have opportunities to practice and refine the core skills of Design in isolation, before progressing on to more independent applications and the creation of independent design ideas. Through frequent retrieval and recapping of knowledge and understanding will be imbedded and built on students understanding of Designs core principals and develop an understanding of how they should inform one another as the work progresses.</p>