3D Design

Curriculum Vision

Students at Holderness Academy will experience an engaging and ambitious art curriculum, rich in knowledge, which ignites curiosity and prepares them well for future learning or employment regardless of their starting points.

Curriculum Principles	Curriculum Intent
Visual arts appreciation	We want students to develop a deep understanding and appreciation of visual art as a powerful tool to communicate, manipulate and inspire. Students will learn how art/design is central to civilisation, how it has shaped our history, holds a mirror to the present and projects our future. We will ensure that students set out on a lifelong creative journey, able to engage in and appreciate the visual arts to enrich their lives.
Skills development	The curriculum model is built upon a strong foundation of skills centred on the visual elements of art/design. The students learn how to harness and apply each of the visual elements sequentially, working towards convergent outcomes and then transitioning towards divergent outcomes.
Knowledge development	We want to open the history of art to students through a wide range of historical, cultural, and social examples. The students explore and discuss a sequentially curated selection of art/design works that explore a wide range of topics and genres. Each task is also linked to key artists/designers and the students explore how and why artists/designers made their outcomes for different purposes.
Personal development	It is important that each student gets to experience the benefits that art/design can have on their physical, mental, spiritual, and emotional health. We value how art/design can significantly develop confidence, a unique voice, and a sense of identity at a key developmental stage in student's lives. Our curriculum is designed with a slant towards the social, personal and very human aspects of art/design that our students can relate to and engage with.
Transferrable creative skills	We aim to give students the skills required to solve a wide range of problems with creative solutions. Employer's value creative thinkers who are able to adapt and evolve. Our curriculum and our pedagogy is designed to develop students who are able to handle mistakes, accept criticism

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Curriculum Implementation

	and show the resilience to explore and experiment until solutions are formulated.

Key Principles

The Art/Design curriculum breaks down knowledge into three areas: **practical**, **theoretical,** and **disciplinary**. We want our pupils to draw connections between arts/designs past, present and future. Art/design should be contextualised to make it more relevant to students, to dispel misconceptions and to encourage them to expand their minds.

Our Aim Higher picture starters have been thoughtfully designed and sequenced to teach all students about how and why artists/designers create works of art/design for specific purposes.

Multi-disciplinary Curriculum Structure

Subject Discipline	Domain Threads	Domain Concepts
Skills	**Control** Organising materials, holding tools and careful actions.	**Skills and Success** Each task is linked with key skills that the success criteria is built around. Live feedback is given to students using objective language relating to the relevant key skills. **Skills Sequencing** Schemes of learning are designed so that skills are developed more sequentially. Control, accuracy, and emulation leads to interpretation, invention, and expression. **Interwoven Threads** Many of our skills, techniques and themes cross over throughout the curriculum and can be used with some flexibility by teachers. **Techniques Coverage** We aim to provide a purposeful experience of techniques throughout the curriculum. Logistical and cost restrictions are a factor, so we have
	Accuracy Correct visual attributes, precision, and attention to detail.	
	Emulate Learning skills by copying and emulating key artists/designers.	
	Interpret Study key artists/designers to master skills and create own outcomes.	
	Invent Use imagination to generate own ideas and outcomes.	
	Express Use emotion and express to convey thoughts and feelings.	
	Analyse Ability to identify, describe and express meanings.	
Techniques	**Drawing** Drawing techniques, 2D, 3D, Oblique, Isometric, Orthographic etc	
	Shaping Sanding, filing, chiselling etc	
	Permanent Fixings	

	Wood Joints, welding, soldering, riveting etc
	Semi-permanent Fixings Screws, nuts, bolts, machine screws, threading etc
	Machining Turning, milling, drilling, etc
	Casting Sand, Plaster, Pewter etc
	Digital CAD, Techsoft 2D, image manipulation, Photoshop, CAM, Laser cutting, 3D printing etc
Themes	**Health and Safety** Workshop safety, Tool/equipment safety etc
	Aesthetics Form, shape, texture, colour, style, theme, smell, etc
	User Led Design Fitness for purpose, views of others, user needs, target market, etc
	Sustainability Carbon footprint, material choices, renewables, disposal, life cycle analysis, etc
	Communication Presentation, drawings, models, labelling, annotation, etc
	Materials Properties and characteristics, costs, availability, new and smart materials, stock sizes etc
	Social Societal issues, politics, moral etc
Values (ARRK)	**Aspirational**
	Explorer
	Resilient
	Scholar
	Respectful
	Leader
	Kind
	Collaborator

built choice and flexibility into our curriculum.

Interwoven Knowledge (Devices)
Throughout the curriculum, knowledge is interwoven, sequenced and carefully linked to tasks in order for students to understand the purpose and rationale behind the skills they're learning.

Thematic Diversity
We cover a wide range of themes to maximise the experience of the students and to increase the chance of student engagement. We explore abstraction, social and emotional issues to dispel misconceptions about art/design and to broaden the students understanding of more complex concepts.

Pedagogy
Our pedagogy has a strong focus on modelling and live feedback. Staff embody the values and attitudes we aim to engender. We believe that a supportive and open environment helps to create confident and progressive creative students.

Building on prior learning – What can learners do by the end of Key Stage 2?

Learners enter KS3 with a varied experience in Art & Design at KS2. Most students have some experience drawing but not all students have been taught how to improve their drawing accuracy or mastery of tonal shading, for example. Many students have been introduced to a small number of artists/designers and have created work inspired by those artists/designers, but this also varies from school to school. The formal elements of art have not been comprehensively covered. It is common for students to get Art & Design experiences through craft projects linked to seasonal or traditional events. Students do have a general appreciation for Art & Design and often enter KS3 with a positive outlook towards the subject.

What are the knowledge gaps from Key Stage 2?

Learners do not comprehensively cover all of the formal visual elements at KS2 and therefore do not have a foundational base of knowledge and skills to build further. Experiences are varied, and do not often cover specialisms such as print, digital, sculpture, collage, or photography. Students at KS2 study a few, often unrelated artists and do not have a basic understanding of art history.

3D Design Key Stage 4 – Long Term Planning						
Knowledge type	**Half Term 1**	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Y10 Concepts	**Major Project:** Term 1: Research, observational work, and initial ideas. **Project Mapping** - Considering themes (decision making) - Mind mapping (planning skills) - Project intentions (planning skills) - Visit and read (research skills) - Book design (presentation techniques) **Initial Research** - Topic Research - Artist/Designer research **Initial Photography** - Secondary source photography - Primary source photography **Accurate Drawings** - Accurate pencil drawings - Accurate pen drawings The GCSE 3D Design course starts with a focus on research to build up a	**Major Project:** Term 1: Research, observational work, and initial ideas. **Initial Photography** - Secondary source photography - Primary source photography **Accurate Drawings** - Accurate pencil drawings - Accurate pen drawings Students will develop a strong collection of observational drawings with a focus on accuracy and detail. After achieving a level of accuracy students will start to explore more experimental and expressive approaches to mark making. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.	**Major Project:** Term 2: Experimentation with materials and techniques. **Experimentation** Experimentation in the following specialisms: - Drawing - Modelling - Resilient materials - Resistant materials - Sculpture - Digital - Photography Students build on their accurate and controlled skills by exploring more expressive and experimental types of mark making. Students start to explore techniques that provide opportunities to extend the personal, emotional and meaningful impact of their ideas linking to their chosen theme. Students will begin experimenting in other specialist areas including materials manipulation,	**Major Project:** Term 2: Experimentation with materials and techniques. **Experimentation** Experimentation in the following specialisms: - Drawing - Modelling - Resilient materials - Resistant materials - Sculpture - Digital - Photography Students will be exploring ways to exploit the potential of materials through a variety of relevant techniques and processes including print, sculpture, digital, collage and painting and drawing. Students will be consolidating their knowledge by analysing their work through verbal and written means. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind	**Major Project:** Term 3: Developing ideas and refining techniques. **Focused Research** - Artist research - In-depth topic research **Contextual Links** - Artist/designer studies - Analysing artists/designer work **Developing Ideas** - Sketching designs - Additional photography - Digital designs - Analysis of ideas - Compare designs Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and learning how other artists/designers have developed similar ideas and concepts. Students will then combine and refine successful areas of their project into meaningful	**Major Project:** Term 3: Developing ideas and refining techniques. **Contextual Links** - Artist/designer studies - Analysing artists/designer's work **Developing Ideas** - Sketching designs - Additional photography - Digital designs - Analysis of ideas - Compare designs Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists/designers, students will be developing meaningful ideas which can be executed into an original and creative outcome. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.

	solid foundation for the extended project. Students will learn about their topic in greater depth through reading, researching, and exploring the history and facts around their theme. Students will also be encouraged to gather experiences linked to their topic by visiting places, galleries, and exhibitions if possible. Observational drawings will be centred around accuracy and confident control of tools, and it is also encouraged that students will take their own primary source photographs. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.		sculpture, digital, collage and modelling. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.	many works of art/design.	ideas to develop into potential outcomes. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.	

Tier 3 Vocab	Composition Diverse	Emphasis Shape	Figurative Abstract	Gesture Control	Illustration Model	Interpretation Meaning
Assessment	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Key Stage 4 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y11 Concepts	**Major Project:** Term 4: Developing final ideas and realising intentions in a final piece. **Refining Work** - Technique samples - Refined studies - Analysis of studies **Final Piece Design** - Mock-up studies - Process of making - Final piece plan **Final Piece** - Final process - Final evaluation **Project Organisation**	**Major Project:** Term 4: Developing final ideas and realising intentions in a final piece. **Refining Work** - Technique samples - Refined studies - Analysis of studies **Final Piece Design** - Mock-up studies - Process of making - Final piece plan **Final Piece** - Final process - Final evaluation **Project Organisation**	Externally Set Assignment Term 5: Student's research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece. **Recording** - Consider themes - Mind map - Project intentions - Topic research - Artist/Designer research **Experiment** - Explore techniques	**Externally Set Assignment:** Term 5: Student's research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece. **Development** - Artist/designer studies - Sketching designs - Digital designs - Compare designs - Refined studies Throughout Y11 students will learn about new	**Externally Set Assignment:** Term 6: Student's research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece. **Present** - Final piece design - Mock-up studies - Making the final piece Throughout Y11 students will learn about new artists/designers and develop their knowledge of the	**Externally Set Assignment:**

	- Portfolio theme - Presentation methods Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and learning how other artists/designers have developed similar ideas and concepts. Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes. Throughout Y11 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.	- Portfolio theme - Presentation methods Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists/designers, students will be developing meaningful ideas which can be executed into an original and creative outcome. Throughout Y11 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.	Throughout Y11 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.	artists/designers and develop their knowledge of the meaning behind many works of art/design.	meaning behind many works of art/design.	

Tier 3 Vocab	Proportion Aesthetic	Ergonomic Anthropometric	Cast Waste	Primary Secondary	Inspire Emulate	Evaluate Analyse
Assessment	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course	- Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course
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3D Design Wider Curriculum

Local and Global Context Why is our curriculum relevant? How does it build understanding of the local area and international Issues?	**Holderness Academy Values** How does your curriculum develop our academy's values of **Aspiration, Resilience, Respect** and **Kindness**	**Literacy and Numeracy** How does our curriculum improve access to the world?	**Employability** How does our curriculum develop employability skills and enable effective planning and choices for the future?

Careers

Year 7

Year 8

Year 9

Year 10

Year 11