

Subject overview: KS5 Three-Dimensional Design

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

The A level course has been planned to fulfil the aims and objectives of the AQA guidelines in Art Craft and Design. Learning at A Level takes the form of independent, student-led research and knowledge gained is applied to both practical and written work. The course is structured to ensure students develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the inter relationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Students studying A level Art at St Edmund's Catholic Academy require determination and dedication to the creative subject. For this reason they will focus predominantly on painting & drawing to gain a deeper understanding of discipline the specific processes require, as well as developing a range of new Techniques and processes with a variety of materials used within the art and craft industry.

Students will develop deep knowledge and understanding of creative industries, careers and pathways in preparation for further education and the world of work.

GCE Assessment Objectives:

AO1	AO2	AO3	AO4
Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	Refine ideas through experimenting and selecting appropriate resources, media materials, techniques and processes.	Record Ideas, observations and insights relevant to intentions in visual and /or other forms.	Present a personal and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written oral and other elements.

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Introductory Unit: Key Skills</p> <p>Guiding students through their investigations as they embark on the exploration of a theme.</p> <p>Possible starting points:</p> <ul style="list-style-type: none"> ● Biomimicry/ artist research ● CAD CAM ● Composition ● Architecture ● Product design 	<p>This course is a hybrid of art and design and design technology; it allows students to explore their creativity while problem solving:</p> <p>This unit provides an opportunity for students to:</p> <ul style="list-style-type: none"> ● generate and develop ideas ● research primary and contextual sources ● record practical and written observations ● explore materials & techniques ● develop research skills and ability to analyse sources <p>Units at A level are structured to address the 4 Assessment objectives.</p> <p>Units at KS5 are structured in the same way as those delivered at KS4, however greater student independence is required for students embarking on the A level course.</p>	<p>Ongoing assessment of Component 1 against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the A Level Performance Calculator / Taxonomy and knowledge of expected standards.</p> <p>Internal moderation</p>
Term 1:2	<p>Introduction to a personal study: The personal study is a separate piece of writing which must comprise of a minimum of 1000 words of continuous prose.</p>	<p>The personal study is an independent research project based on their practical work and the artists/ influence they study to develop their ideas for this.</p>	
Term 2:1	<p>Personal Investigation: The personal investigation is a practical project where the theme, media and visual concepts studied are decided on by the student with support and guidance from their teacher.</p>	<p>Students will have to research a theme, develop their ideas through drawing and multi media and produce a final outcome based on their investigations.</p> <ul style="list-style-type: none"> ● record experiences and observations, in a variety of ways, using drawing or other appropriate visual forms; undertake research ● gather, select and organise visual and other appropriate 	

		<p>information</p> <ul style="list-style-type: none"> ● explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements ● use knowledge and understanding of the work of others to develop and extend thinking and inform own work <p>Students build on acquired knowledge, technical skill and understanding as they progress.</p> <p>Students are able to work with increased confidence as they embark on their Personal Investigation.</p>	
Term 2:2	<p>Personal Investigation</p> <ul style="list-style-type: none"> ● developing work from initial investigations ● refining ideas in connection with personal themes for further exploration 	<p>Personal Investigation</p> <ul style="list-style-type: none"> ● developing work from initial investigations ● refining ideas in connection with personal themes for further exploration 	
Term 3:1	<p>Personal Investigation</p> <ul style="list-style-type: none"> ● reviewing and refining ideas to inform the development of practical work in connection with personal themes. 	<ul style="list-style-type: none"> ● generate and explore potential lines of enquiry using appropriate media and techniques ● apply knowledge and understanding when creating images ● review and modify work in progress ● organise, select and communicate ideas, solutions and responses in visual form 	
Term 3:2	<p>Personal Investigation</p> <ul style="list-style-type: none"> ● reviewing and refining ideas to inform the development of practical work in connection with personal themes. 	<ul style="list-style-type: none"> ● generate and explore potential lines of enquiry using appropriate media and techniques ● apply knowledge and understanding when creating images ● review and modify work in progress ● organise, select and communicate ideas, solutions and responses in visual form 	

YEAR 13

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Personal study: written element</p> <ul style="list-style-type: none"> written communication and use of specialist terminology <p>Personal Investigation</p> <ul style="list-style-type: none"> practical work 	<p>To support students as they:</p> <ul style="list-style-type: none"> create a sustained piece of critical and contextual analysis, showing an awareness of intention and context, which links to their own practical work present a sustained piece of written work that expresses personal interpretations and establishes conclusions <p>Units at A level are structured to address the 4 Assessment objectives.</p>	<p>Ongoing assessment of Component 1 against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the A Level Performance Calculator / Taxonomy and knowledge of expected standards.</p> <p>Internal moderation</p>
Term 1:2	<p>Personal Investigation:</p> <ul style="list-style-type: none"> supporting student progress personal investigation through reviewing and refining ideas and work in progress. finalising ideas realising large scale outcomes 	<p>Students will:</p> <ul style="list-style-type: none"> present in depth preparation undertaken in support of their final outcome(s) demonstrate their skills knowledge and understanding through thorough investigation present a personal and meaningful response that realises their personal intentions 	<p>Ongoing assessment of Component 1 against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the A Level Performance Calculator / Taxonomy and knowledge of</p>

			<p>expected standards.</p> <p>Internal moderation</p>
Term 2:1	<p>Introduction to ESA</p> <ul style="list-style-type: none"> ● released 1st February ● developing work from initial investigations ● refining ideas in connection with ESA theme for further exploration 	<p>Students will be supported as they independently respond to the ESA through:</p> <ul style="list-style-type: none"> ● initial research into the provided starting points ● exploring primary and contextual sources ● generating and developing ideas ● recording practical and written observations 	
Term 2:2	<p>Preparation for ESA</p> <ul style="list-style-type: none"> ● reviewing and refining ideas to inform the development of practical work in connection with the ESA 	<p>Students will be supported as they independently respond to the ESA through:</p> <ul style="list-style-type: none"> ● continuing to develop their knowledge, skills and understanding ● reviewing and refining ideas as work progresses ● working towards presenting large scale, ambitious outcomes 	
Term 3:1	<p>(ESA) Practical Examination 15 hours</p>	<ul style="list-style-type: none"> ● Students will present a final outcome developed from their preparation into the starting point(s) provided in connection with the ESA ● Final outcome to be undertaken in exam conditions 	<p>Final assessment of Component 2 (ESA) against Assessment Objectives 1 - 4.</p> <p>Internal & External moderation of Component 1 & 2</p>