



DESIGN AND TECHNOLOGY GCSE 3D DESIGN

Course Overview for Years 10 - 11

Year	TERM 1	TERM 2	TERM 3	Home learning
10	Skill building Project 1: Students begin the first of two design and realisation units, developing skills in drawing, modelling, and working with tools, machinery, and CAD/CAM. This term focuses on product design, with students researching Art Deco, tracing its stylistic roots to ancient Egyptian artefacts and ziggurat architecture. Inspired by this, they design and manufacture a functional clock that reflects Art Deco's bold geometry, symmetry, and decorative motifs. The project encourages contextual understanding, individual creative response, and technical skill development across traditional and digital methods.	Skill building Project 2: Students undertake the second unit focused on design for the built environment, exploring Deconstructivism through the work of Frank Gehry and others. They design a concept for a temporary structure—such as a home office, camping pod, or food truck—learning to sketch in perspective and communicate their ideas from multiple viewpoints. Using light modelling materials, they build scaled prototypes and apply CAD to create a complementary logo, combining graphic and spatial thinking to develop a cohesive design solution.	Personal Investigation: Students begin a self-initiated project, developing their own brief within either product design or the built environment. They explore potential source material, supported by a museum visit to collect first-hand inspiration. As the term progresses, students design and develop their idea, producing isometric or perspective sketches that reflect their creative direction and personal research. They go on to develop their idea using 3D media and techniques. They complete their project outcome using a suitable media	Students use home learning to continue to add to and practice on their on-going coursework pieces throughout year 10 and 11. Students are advised to see as much design and architecture as they can, by visiting sites of interest or galleries. Throughout the year we will point students to places and exhibitions of interest that might enhance their project work. At the end of year 10, and/or beginning of year 11 the department takes the students on a trip to experience the work of designers, which allows the students a first-hand experience of absorbing and working from source materials

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11	Students continue their Personal Investigation by focusing on the realisation of their main piece. Emphasis is placed on practical development, with students deepening their making skills through techniques such as CAD/CAM and hands-on work with tools and machinery, particularly in resistant materials. The term supports individual creative outcomes through focused technical exploration.	Students begin preparing for their second component: the externally set practical exam. They receive a list of themes from the exam board and select one to form the basis of a personal brief. Over the term, they research, plan, and develop their creative response, producing preparatory work that reflects their chosen direction and supports their final practical outcome.	Students complete their 10-hour practical exam shortly after the Easter break, producing the final outcome developed during their preparatory work. Spread over two school days, the exam allows students to demonstrate the creative and technical skills they've developed across the two-year course through a focused, independently led practical outcome.	A continuation from year 10

See the link below for further information

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>