



## Wath Sixth Form Subject Preparation Pack

---

# 3D ART & DESIGN

### **World-class learning**

World-class learning every lesson, every day

### **The highest expectations**

Everyone can be successful; always expect the highest

### **No excuses**

Create solutions not excuses; make positive thinking a habit

### **Growth mindset**

Believe you can improve; work hard and value feedback

### **Never give up**

Resilience is essential; be relentless in the pursuit of

### **Everyone is valued**

Diversity is celebrated; see the best in everyone

### **Integrity**

Be trustworthy and honest; deliver on promises and walk the talk

# "Have no fear of perfection - you'll never reach it."

- Salvador Dali, artist

- What is 3D Art & Design?
- Why should I study 3D Art & Design?
- What careers can A Level 3D Art & Design lead to?
- What will I study and how will I be assessed?
- Meet the staff
- Tasks

## What is 3D Art & Design?

3D Art and Design introduces students to a variety of experiences that explore a range of three-dimensional media, processes and techniques. Students will be made aware of both traditional and new media.

Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.

Students will explore relevant images, artefacts and resources relating to a range of art and design, from the past and from recent times, including European and non-European examples. This will be integral to the investigating and making process. Students' responses to these examples will be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. This could include aspects of architecture, product design, photography, graphic design and sculpture.

## Why should I study 3D Art & Design?

There are design influences and creative minds at work all around us. Being a part of the design world not only impacts everyone around you but it is a skill that will ultimately change how you see life. The great thing about design is that it isn't your ordinary 9 to 5 job. It is seen as more of a lifestyle and as long as you have passion for it, you can continue developing.

Drawing is a key part to design so if you have a love for expressing yourself visually, this is perfect for you. Not only can you put pen to paper and draw by hand but there are many software programs out there now that allow you to create drawings on your computer. Sketch-Up is one of the most popular drawing programs within design and engineering. An exciting part of 3D design is the model making and all the different techniques and technology you use along the way in order to create them.

A great aspect of pursuing 3D design is that there is no right or wrong answer to how your mind thinks and perceives creativity. Design is not like studying a science or math course; it is subjective and largely based on personal preferences. This gives you the freedom to create work that you feel is right rather than being too restricted. The great thing about 3D design is that it is so broad, so the amount of knowledge at hand to learn is immense. The more you know about other design sectors like furniture, architecture, and interiors, the more it will help you within 3D design.

Students may explore overlapping areas and combinations of areas:

- Ceramics
- Sculpture
- Exhibition design
- Design for theatre, television and film
- Interior design
- Product design
- Environmental and architectural design
- Jewellery/body ornament
- 3D digital design.
- Skills and techniques

## What careers could the A Level Art & Design course lead to?

Due to the nature of the subject the career opportunities are endless. Below are some of the careers our students have gone onto after studying A-Level Design at Wath Academy:

- Automobile and aviation design
- Furniture design
- Fashion - including shoe and jewellery design
- Military vehicle design
- Designing Apple products
- Electronic product design
- Graphic products (packaging).

Here are some further examples of possible careers:

- Architecture or Landscaping
- Joiner/Furniture Maker
- Jeweller/Silversmith
- Set Designer/Prop Maker
- Interior Designer
- Ceramicist
- Advertising
- Educator
- Sculptor.

## What will I study and how will I be assessed?

### Component 1

#### Personal investigation

This is a practical investigation supported by written material. Your personal investigation is self-driven, you have ownership of it. You will be taught drawing and presentation skills. Given the opportunity to learn about materials and joining materials in a practical setting. You will work with woods, metals, plastics, resin, concrete, clay and textiles and to help with the creative process.

You will be exposed to the world of design, architecture and art both past and present

It is essential that you can work independently and undertake your own primary (first-hand) research.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of your ability to research, develop ideas, and relate to your work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

This coursework must be between 1000 and 3000 words and is worth 60% of the A Level grade.

### Component 2

#### Externally set exam

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Component 2 has the same content as component 1 but on a much smaller scale.

#### Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

#### Supervised time – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time. During the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

## Assessment Objectives (AOs)

1. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
2. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
3. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
4. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### Meet the staff.

In product design we have 2 full time teachers along with the rest of the department who support our A Level teaching. We have 2 full time technicians.

#### Mr. D. Tipping

I believe creativity is at the core of our human existence; it sets us apart, allows us freedom to express ourselves in new and exciting way. What a privilege it is to teach this subject; to see young minds grow and develop their unique style and interpretation of the world around them. 3D Art and Design is a superb subject for the explorative and experimental, it is the bedrock for a huge array of careers, and a brilliant spring board for the future. Our in school resources are exceptional and our team can teach you a variety skills you would struggle to find elsewhere.



#### Mr. W. Tullett

I love teaching 3D art and design as it is such a wide-ranging subject that can touch on so many aspects of our every day lives. Until you really sit down and think of all the things that have been designed around you, you do not realise how many objects and environments have been designed by a designer. The course can take inspiration from so many areas, the built environment, industrial design, 3D design and fashion to name just a few. To open student's eyes to all of this out there and to what possibilities this may lead to in the future is a joy. This is why I love teaching 3D art and design



## Tasks

You are to research, analyse, and produce a design in the style of two artist or designers. You must include the following:

1. Gathered information on the artist or designer including example images.
2. Studies of the artist or designer (drawn or CAD) using any medium of your choosing.
3. An analysis of one or two of the artist or designers works.
4. Your own design (drawn, CAD or modelled) in the style of the artist or designer.

Here are some possible artist and designers, although you may find your own influences that suit your interests or even have visited a gallery or city:

Jonathan Adams, Billy Adams, Celia Allen, Artichoke, Florence Balducci, Jan Beeny, Alexander Calder, Clare Collinson, Simon Costin, Wouter Dam, Lowri Davies, Richard Deacon, Tara Donovan, Ann Catrin Evans, Nora Fok, Norman Foster, Lonneke Gordijn & Ralph Nauta, Christopher Guy, Carol Gwizdak, Zaha Hadid, Molly Hatch, Thomas Heatherwick, Joris Laarman, Shaun Leane, Barkow Leibinger, Anna Lewis, Gillian Lowndes, Gordon Matta Clark, Jen Mills, Amanda Moffat, William Morris, Ingrid Murphy, Isamu Noguchi, Ted Noten, Magdalene Odundo, Margaret de Patta, Grayson Perry, Lorenzo Quinn, Frank Roper, Jessica Rosenkrantz and Jesse Louis-Rosenberg, Paula Rylatt, Pippa Small, Simon Starling, Studio Drift, Julie Taymor, Edmund de Waal, Hans Wegner, Meri Wells or Fred Woell.

All your work will be included in your portfolio of evidence submitted at the end of the course. You can chose how you wish to present it: PowerPoint, drawn sketches, research pages, CAD Skecth-Up, models, photographs.