

The Gryphon School

Sixth Form

Three-Dimensional Design

A Level Handbook



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Course outline

The Three-Dimensional Design course will introduce you to a wide variety of practical and critical/ contextual experiences. This will include thorough exploration of both traditional and contemporary techniques and working methods, with the emphasis firmly placed upon a dynamic approach to learning.

You will learn how to critically analyse and formulate reasoned arguments and opinions within a supportive and sharing environment, emphasis is placed upon developing the contextside of your visual language. You will study and learn from a vast breadth of Artists and Designers looking at elements such as working methods, techniques and genres, informing and developing your own practice. This is integral to the investigating and making process and your responses will take the form of both written and practical representational outcomes, reinforcing your creative knowledge and understanding.

You should be aware of the four assessment objectives (see below) to be demonstrated in the skills presented and the process, as well as product.

You will use sketchbooks to demonstrate your development, knowledge and understanding.

Your sketchbooks

Your sketchbooks are the fundamental element of this course. They are the place where you will record in both visual and written forms your ideas, intentions, analyse Artists and Designers' work, experiment with mark making, materials, techniques etc. Quality sketchbooks are key to your development and success and great emphasis will be placed upon them throughout the course.

Although your sketchbook is personal to you it is also a reflection on how much pride and effort you put into your work. Often students will put a huge amount of effort into the creation of their imagery and artefacts, only to lose marks due to poor presentation. It is therefore recommended that you take time to present your work in your sketchbook neatly.

Assessment Objectives

Below are the Assessment Objectives (taken directly from the AQA – see link below), along with descriptors that are used when your work is marked and moderated. You should be familiar with these and understand how best to present your work to fully meet the criteria

4.1 Aims:

A Level courses based on this specification should encourage candidates to develop:

- Intellectual, imaginative, creative and intuitive powers.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes.
- An interest in, enthusiasm for and enjoyment of art, craft and design.
- The experience of working with a broad range of media, including traditional and new media and technologies.
- An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- Experience of working within relevant and real frameworks and, where appropriate, to make links to the creative industries.
- Knowledge, understanding and application 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 practice.

4.2 Assessment Objectives (AOs)

The assessment units will assess the following Assessment Objectives.

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

Quality of making

The ability to handle materials, techniques and processes effectively and safely underpins all the Assessment Objectives. It is important in enabling candidates to develop a personal language, to express ideas and link their intentions to outcomes in a confident and assured manner.

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.
- select and use a form and style of writing appropriate to purpose and to complex subject matter.
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Assessment weighting

Weighting of assessment objectives for A-level Art and Design

The assessment objectives are equally weighted within each component. The table shows the approximate weighting of each of the assessment objectives across all components.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting of AOs (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

For Full specification see:

<http://store.aqa.org.uk/qual/gce/pdf/AQA-2200-W-SP.PDF>

or

http://web.aqa.org.uk/qual/gce/arts/art_materials.php?id=06&prev=06

List of useful websites

Below is a list of useful links and websites. Use these as a launch pad for inspiration and ideas for your work.

www.theinspirationgrid.com

www.designspiration.net

www.creativeblog.com

www.computerarts.com

www.designmuseum.org

www.dezeen.com

www.fosterandpartners.com

www.heatherwicksudio.com

www.archdaily.com

How the course is delivered

Three-Dimensional at the Gryphon School is delivered by team teaching. You will have two Three-Dimensional Design teachers, each with their own areas of specialisation. You will be introduced to a variety of experiences, exploring a range of three-dimensional media, processes and techniques and you will be made aware of both traditional and new media. You will explore drawing for many different purposes using a variety of media and techniques and will use sketchbooks to underpin your work. Across the range of teaching, you will gain a comprehensive breadth of practical knowledge and understanding, underpinned with thorough critical and contextual reference, which your practical and critical activities will demonstrate, showing your understanding of different styles, genres and traditions.

During the autumn term, you will be introduced to all the core skills that are vital to your understanding and development. You will rapidly progress, generating practical and contextual work and making informed choices about the creative directions of your personal outcomes. This work forms **Component 1: Personal Investigation** and will continue with various projects throughout the following three terms. Throughout this time your teachers will support/ mentor you, responding to your individual needs. We understand that Three-Dimensional Design is a vast and highly personal field and therefore every student has different aspects of study that they need to develop. It is, however, up to you to discover what areas best suit your style and interests. Your teachers will help you find and develop these.

Finally, **Component 2: Externally Set Assignment** is released at the start of the February of Yr13, and this is based on one of several themes set by the AQA. You will be expected to complete this work before the May deadline. As with your previous terms, there is a high level of independent study expected from you.

You will continually refer to the four assessment objectives to be demonstrated in the context of the content and skills presented. You will also be made aware of the importance of process and rigorously documenting such, as well as the final product.

Overarching Knowledge, skills and understanding

Students should adopt an integrated approach to the critical, practical and theoretical study of Art & Design which includes first-hand experience of original work. You will be expected to work independently both inside and outside of the classroom environment. Your teachers will support your work at all times.

You must demonstrate knowledge and understanding of:

- How ideas, feelings and meanings are conveyed in images and artefacts in their chosen area(s) of Art & Design.
- A range of processes and variety of ways of working related to the chosen area(s) of Art & Design, including, where appropriate, information and communication technology and the use of digital Imaging.
- How images and artefacts relevant to their chosen area(s) of study relate to their social, historical and cultural context.
- A variety of approaches, methods and intentions and the contribution of contemporary practitioners and others from different times and cultures to continuity and change in their chosen area(s) of Art & Design.

You will be expected to demonstrate skills in the context of your study:

- Making appropriate use of colour, line, tone, shape, texture, pattern and form.
- Showing in your work appreciation of the formal elements.
- Responding to an idea, issue, concept, theme or brief.
- Making appropriate use of both 2-dimensional and 3-dimensional art techniques.
- Providing evidence of the use of safe working practices.

You are also expected to:

- Present relevant information in a form that suits its purposes.
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Areas of study

You will work in one or more of the following areas of Three-Dimensional Design and you 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

Students are expected to demonstrate skills in the context of their chosen area(s) of Three-Dimensional Design. Students are required to demonstrate skills in all of the following:

- Appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- Awareness of intended audience or purpose for their chosen area(s) of Three-Dimensional Design
- Awareness of the relationship between Three-Dimensional Design and urban, rural or other settings
- Appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of Three-Dimensional Design
- The safe use of a variety of tools and equipment
- Understanding of working method, such as model-making, constructing and assembling

You are also expected to:

- Present relevant information in a form that suits its purposes.
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Understanding Visual Language and developing Visual Literacy

Objective:

- Development of Visual Literacy.
- Learn the basic vocabulary used in formal analysis in the visual arts.
- Combine content information with formal analysis to "read" (analyse) Art & Design works.

To enhance your appreciation of art it is necessary to develop the skills to make careful visual analysis. While everyone can easily discuss the Art/ Design works' content ("what you see"), most need more training to learn about formal analysis used in the visual arts. Formal analysis focuses on an Art/ Design works' "formal" qualities or those visual elements that give it form. These include: shape, size, texture, line, space, etc.

Formal analysis provides a basic common language in the visual arts. However, a description of an Art/ Design work based only on formal analysis would be incomplete. Artists and Designers make decisions both about composition (arrangement of visual elements) as well as content (meaning) when creating their art. Consequently, it is important to consider the artist's intentions for making a piece of art of a particular subject. Finally, the historical and social context in which an artwork was made must also be carefully considered.

An important note: each image offers a variety of interpretations. There is no one correct answer when interpreting works of Art & Design. We encourage you to carefully examine Art & Design work to develop your skills for analysing Art & Design and to explore your own personal interpretations.

Summer Holiday Task: 'DESIGN EXPLORATION'

Your holiday task consists of two parts; a research and drawn exploration and a practical making task, based upon the work of one of the suggested designers listed below. This process of research, practical drawn and prototyping/ model making is precisely the process you will be following when responding to the inspirational work of others throughout the 3D Design course and this work will be included in your A Level design portfolio. In selecting an appropriate designer for this task, you should firstly have a look at the work of all of the designers listed, their work covers all of the main design genres and there will certainly be something for everyone to choose from and remember, one of the keys to becoming a great creative is moving out of your regular comfort zone. Once you have selected a designer to focus upon and specifically one inspirational piece, you need to create your research pages. In a regular, A3 size physical sketchbook, we expect a two page layout with the designers name, a range of images appropriate to your interest in their work (not just random shots) a brief intro to their work and then the important bit – your personal critique of what you feel about their work, why you are interested/ inspired by it, how it will influence the direction your work will go...

This personal response is absolutely key and will build your foundation skills for this A Level. You should create this two page A3 size layout digitally, using either Word, Publisher or Powerpoint, however these pages should appear as they would in a physical sketchbook, so consider background page colour, a layered approach to image layout, text boxes with annotations explaining images and good paragraphs of analysis. Working digitally will allow you all to complete this work in the absence of access to the range of practical materials you would have in school.

Your next task is to create two A3 pages of sketch responses to your particular area of focus from your chosen designer. To aid you in this, Google image search the sketchbook pages of the designer, Reid Schlegel. Schlegel is an inspirational Industrial designer and we use his drawing techniques throughout the course. Look at the way he sketches and arranges loose sketches with more finished drawings on a single page. You should use pencil and perhaps black biro for your drawings and Schlegel works on a toned paper to enable white gel pen highlights in his work. These two pages should feature drawings which really explore the piece you are focusing upon and you should include brief annotations (look at Schlegel's notes and the style in which he writes on his drawings) to clarify details.

Finally, you will create a small 3D scale model version of your analysed piece. Granted, you may not have specific media to hand, but be creative in making your replica of this piece. Many designers use just thin card, paper and masking tape for their prototypes, so the key here is to be creative and think outside of regular conventions and see what you can create. This type of prototyping is a core element of the 3D Design course and if your first attempt does not go to plan, you must keep this as evidence and progress with another attempt. All of this investigation is a crucial part of your creative journey as a student of 3D Design.

For inspiration look at the work of the following Designers: Stuart Freeborn, Thomas Heatherwick, Antoni Gaudi, Kenichiro Ashida, Zaha Hadid, Frank Gehry, Philippe Stark, Frank Lloyd Wright, Aleksander Rodchenko, Le Corbusier, Walter Gropius (Architecture), Alexander McQueen, Vivienne Westwood, Karl Lagerfeld (Fashion), Ray Harryhausen, Phil Tippett (Animators), Reid Schlegel, Doug Chiang, Terry L Whitlatch (Concept Artist), Lorne Peterson, Mike Hill (Sculptors), Richard Taylor (Weta Workshop), Stuart Craig (Harry Potter Senior Designer).

Once completed, you will bring your completed work to your first 3D Design lesson to present and discuss in a group critique with your teacher and peers. You will be given the opportunity to print your A3 digital research in preparation for this critique and together with your pages of drawings and 3D outcome will form part of your first unit of coursework.

This piece of work is mandatory and we look forward to seeing what you produce.

If you require advice or support, please contact the Interim Head of Department by e-mail no later than 10th July:

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