S3 Broad General Education Plan – Creative Design

August-October			October - December		January - April		April - May
Learning and Teaching Focus: (Es and Os) **Introduction to the Creative Industries** Researching potential career paths and the skills involved. **TCH 4-02a**	**Learning and Teaching Focus: (Es and Os)** **Branding: Redesign a logo** Researching a brand, it's history and imagery. Redesigning the logo. **TCH 4-11a**	**Learning and Teaching Focus: (Es and Os)** **Forestopia** Design a theme park attraction for an eco-friendly theme park that promotes circular economy. **TCH 4-09a**	**Learning and Teaching Focus (Es and Os)** **Threads** Design a shoe inspired by your generation. **TCH 4-10a**	**Learning and Teaching Focus (Es and Os)** **Christmas Project** Design a Christmas decoration utilising the 3D printer or laser cutter. **TCH 3-09a**	**Learning and Teaching Focus (Es and Os)** **Community Creation through Game Design** Research a theme for a game and create a new community featuring a character and environment. **TCH 4-01a**	**Learning and Teaching Focus (Es and Os)** **Seastory – Animation Project** Research an environmental issue regarding Sea-Life and Communicate it through an animated video. **TCH 4-07a**	**Learning and Teaching Focus (Es and Os)** **Scottish Obscurities – Product Design** Design a gift shop product for a landmark. **TCH 4-11a**
Assessment Approach and evidence gathered: Peer – Sketching Tasks and Evaluations Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – Presentation Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – Moodboard tasks and Presentations. Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – Research and modelling tasks and Evaluations. Working as a team to display exhibition. Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – Sketching Tasks and Evaluations. Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – Presentation Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – Research tasks and reflection. Formative – Success Criteria	**Assessment Approach and evidence gathered:** Peer – 3D modelling tasks and Evaluations Formative – Success Criteria
Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB 3-20a LIT 4-15a	**Key Skills: Literacy/Numeracy/HWB/ Digital Literacy** MTH 3-17c LIT 4-15a	**Key Skills: Literacy/Numeracy/HWB/ Digital Literacy** LIT 4-16a HWB 4-13a	**Key Skills: Literacy/Numeracy/ HWB/Digital Literacy** MNU 4-11a HWB 3-12a	**Key Skills: Literacy/Numeracy/ HWB/Digital Literacy** MNU 4-07a HWB 3-11a	**Key Skills: Literacy/Numeracy/ HWB/Digital Literacy** LIT 4-24a MTH 3-17c	**Key Skills: Literacy/Numeracy/ HWB/Digital Literacy** MTH 3-21a LIT 4-15a HWB 4-13a	**Key Skills: Literacy/Numeracy/ HWB/Digital Literacy** MTH 3-11b HWB 4-20a
Skills for learning, work and life - Developing an understanding of the creative industry and the different specialisms available. - Development of communication skills by	**Skills for learning, work and life** - Gaining an understanding of branding and advertising - Developing research skills and idea generation - Understanding a client brief.	**Skills for learning, work and life** - Researching sustainability and the impact of circular economy - Developing an understanding of a client brief. - Developing an understanding of	**Skills for learning, work and life** - Reflecting on today's society and understanding different generations. - Gaining practical skills in 3D modelling - Developing knowledge of shoe and textile design	**Skills for learning, work and life** - Building digital skills in CAD or DrawPlus - Working to a brief - Problem Solving	**Skills for learning, work and life** - Development of visualising skills, utilising digital software and turning 2D drawings into 3D. - Developing research skills and idea generation	**Skills for learning, work and life** - Developing digital skills. - Researching sustainability and the effects of climate-change - Developing stop-frame animation skills	**Skills for learning, work and life** - Gaining knowledge and understanding of 3D shapes and nets. - Developing digital software skills - Developing research skills and idea generation

Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8
exploring key roles. • Development of visualising skills, utilising digital software and turning 2D drawings into 3D. **META SKILLS:** • **Curiosity** • **Sense-Making**	• Developing knowledge of colour psychology. **META SKILLS:** • **Creativity** • **Initiative** • **Adapting**	conceptual thinking in the design world. **META SKILLS:** • **Integrity** • **Adapting** • **Critical Thinking**	**META SKILLS** • **Communicating** • **Feeling** • **Creativity**	**META SKILLS** • **Initiative** • **Creativity** • **Leading**	• Gaining practical skills in 3D modelling • Developing skills in product refinement. **META SKILLS** • **Communicating** • **Adapting** • **Creativity**	• Understanding the framework of a production company and exploring different roles **META SKILLS** • **Curiosity** • **Feeling** • **Collaborating**	**META SKILLS** • **Adapting** • **Sense-Making** • **Critical Thinking**
Home Learning Research task			**Home Learning** Logo design for trainer collaboration.		**Home Learning** Research task		**Home Learning** Cutting lists Types of material Material sources