Year 1 3D Design SOW
4 lessons a week

Week	Lesson Outcomes	Lesson activities	Pro Study	Resources
1	Induction ??			
2	Induction ??			
3 (Timetable Starts)	1-introduction to fusion/ PureRef 2-Lego Project Modelling 3- Lego Project Modelling 4- Lego Project Modelling	1-Basic introduction to Fusion, UI buttons etc, set the challenge to model what ever they want out of Lego. Intro PureRef for making reference sheets. Remind students that their final reference sheet will need to be included in their portfolio. When students have decided n their Lego Project, they are then free to start. 2- start of Lesson talk through with students how to set up their Portfolio: Power Point document set to A3 Front cover needs to have: **Full Name** **Candidate Number** **The College Of Richard Collyer** **65131** Students then need to include screen shots of their final Fusion model, along with setting up everything in Blender and explaining how and WHY they have made the design decisions they have. 3- Students continue to model their Lego item	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a reference board of their work, use the help sheet to analyse their work	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age Marking Criteria for the CAD modelling Projects: **A* (Exceptional Performance)** • **Concept Development**: Innovative and original ideas, thoroughly researched and exceptionally well-developed concepts. • **Technical Proficiency**: Mastery of digital 3D modelling software with complex and sophisticated use of tools and techniques. • **Detail and Accuracy**: Exceptional attention to detail with precise and accurate models; textures and lighting are realistic and meticulously applied. • **Presentation**: Professional-level presentation of work, including high-quality renders, thorough documentation, and clear, engaging explanations. **A (Excellent Performance)** • **Concept Development**: Strong, well-researched ideas with clear evidence of development and refinement. • **Technical Proficiency**: High level of skill in digital 3D modelling, using a wide range of tools and techniques effectively. • **Detail and Accuracy**: High attention to detail with accurate models; textures and lighting are realistically applied. • **Presentation**: Well-presented work with high-quality renders, comprehensive documentation, and clear explanations. **B (Good Performance)**

		4- Students continue to model their Lego item Note! Students need to have finished this in their last lesson of the week ready to take over to blender to set up texturing and rendering.		• **Concept Development**: Good ideas with clear evidence of research and development. • **Technical Proficiency**: Competent use of digital 3D modelling software with effective application of various tools and techniques. • **Detail and Accuracy**: Good attention to detail with generally accurate models; textures and lighting are appropriately applied. • **Presentation**: Good quality presentation with clear renders, adequate documentation, and explanations. **C (Satisfactory Performance)** • **Concept Development**: Satisfactory ideas with some evidence of research and development. • **Technical Proficiency**: Basic competence in digital 3D modelling, using essential tools and techniques effectively. • **Detail and Accuracy**: Adequate attention to detail with reasonably accurate models; textures and lighting are applied correctly but may lack sophistication. • **Presentation**: Satisfactory presentation with clear renders, basic documentation, and explanations. **D (Limited Performance)** • **Concept Development**: Limited ideas with minimal research and development. • **Technical Proficiency**: Limited skill in digital 3D modelling, with basic use of tools and techniques. • **Detail and Accuracy**: Some attention to detail, but models may be inaccurate; textures and lighting are applied but lack precision. • **Presentation**: Basic presentation with low-quality renders, minimal documentation, and explanations. **E (Poor Performance)** • **Concept Development**: Poor ideas with little to no research or development. • **Technical Proficiency**: Poor use of digital 3D modelling software, with minimal effective use of tools and techniques. • **Detail and Accuracy**: Poor attention to detail with inaccurate models; textures and lighting are poorly applied. • **Presentation**: Poor presentation with low-quality renders, little to no documentation, and unclear explanations. **U (Unclassified)** • **Concept Development**: No evidence of coherent ideas, research, or development.

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4	1-Intro to Blender/ importing Fusion model into blender to apply materials/ how to set up rendering 2- Lego Project continued 3- Lego Project Continued 4- Lego Project Continued	1-Talk about how to export your Fusion model as an FBX file and then import it into blender. Basics of applying materials using the addon Blender Kit, and then unwrapping the models 2- talk about adding a simple scene and lights to a scene in blender 3- Students continue to texture and render their model. Talk about rendering, using evee or cycles to render, looking at samples for renders, by default its set to 4k, realisitcly they don't need to go higher than around 200 depending on what they are modelling and if they are just doing a test render they can do something quite low like 10 **4-Last Lesson of project. Submission of work on Teams this Sunday**	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a reference board of their work, use the help sheet to analyse their work	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
5	1-Fusion Headphones Project Modelling 2- Fusion Headphones Project Modelling	1-Start of Headphone modelling project. Demo how to bring in reference images to fusion to be able to trace around and using sketch dimensions to get exact sizes needed. Students start to model a pair of headphones in fusion.	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

	3- Fusion Headphones Project Modelling 4- Fusion Headphones Project Modelling	2- Students continue to model headphones in fusion 3- Students continue to model headphones in fusion 4- Students continue to model headphones in fusion. **Note! Students must have model finished ready to export for first lesson next week**	reference board of their work, use the help sheet to analyse their work	Marking Criteria for the CAD modelling Projects: **A* (Exceptional Performance)** • **Concept Development**: Innovative and original ideas, thoroughly researched and exceptionally well-developed concepts. • **Technical Proficiency**: Mastery of digital 3D modelling software with complex and sophisticated use of tools and techniques. • **Detail and Accuracy**: Exceptional attention to detail with precise and accurate models; textures and lighting are realistic and meticulously applied. • **Presentation**: Professional-level presentation of work, including high-quality renders, thorough documentation, and clear, engaging explanations. **A (Excellent Performance)** • **Concept Development**: Strong, well-researched ideas with clear evidence of development and refinement. • **Technical Proficiency**: High level of skill in digital 3D modelling, using a wide range of tools and techniques effectively. • **Detail and Accuracy**: High attention to detail with accurate models; textures and lighting are realistically applied. • **Presentation**: Well-presented work with high-quality renders, comprehensive documentation, and clear explanations. **B (Good Performance)** • **Concept Development**: Good ideas with clear evidence of research and development. • **Technical Proficiency**: Competent use of digital 3D modelling software with effective application of various tools and techniques. • **Detail and Accuracy**: Good attention to detail with generally accurate models; textures and lighting are appropriately applied. • **Presentation**: Good quality presentation with clear renders, adequate documentation, and explanations. **C (Satisfactory Performance)** • **Concept Development**: Satisfactory ideas with some evidence of research and development. • **Technical Proficiency**: Basic competence in digital 3D modelling, using essential tools and techniques effectively. • **Detail and Accuracy**: Adequate attention to detail with reasonably accurate models; textures and lighting are applied correctly but may lack sophistication.

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6	1-Headphones Project into Blender, introduction to sculpting in details/ editing materials	1-Students bring Fusion model into blender. Introduction to the sculpting tools inside of blender. Students will need to subdivide their model so they have enough geometry to sculpt clean details in, student then start to use the	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a reference board	

	2-Texturing and rendering headphones 3- Texturing and rendering headphones 4- Texturing and rendering headphones	sculpting brushes to add in details on their headphone speakers. Start to put more of an emphasis on presentation of 3D models. So you wouldn't just have a pair of headphones, you need to build a scene for it to sit in. e.g. it could go on a table next to a phone, it could be in or next to a case for the headphones, but the idea is that you give the model context and not have it randomly floating or not with anything. 2-Students continue to texture and render their headphones 3- Students continue to texture and render their headphones. Introduce the idea of post-production in photoshop, adding simple things like lens flare, depth of field, god rays etc to make things look more realistic 4- **Last Lesson of project. Submission of work on Teams this Sunday**	of their work, use the help sheet to analyse their work	
7	1-Fusion Furniture project modelling 2- Fusion Furniture project modelling 3- Fusion Furniture project modelling	1-Start of Furniture modelling project. Continuing to develop good basic modelling skills and using reference images 2-Students continue to model furniture ready for it to be textured 3- Students continue to model furniture ready for it to be textured	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a reference board of their work, use	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age Marking Criteria for the CAD modelling Projects:

	4- Fusion Furniture project modelling	4- Students continue to model furniture ready for it to be textured **Note! Student need to have their model ready to be exported to blender for next lesson**	the help sheet to analyse their work	**A* (Exceptional Performance)** • **Concept Development**: Innovative and original ideas, thoroughly researched and exceptionally well-developed concepts. • **Technical Proficiency**: Mastery of digital 3D modelling software with complex and sophisticated use of tools and techniques. • **Detail and Accuracy**: Exceptional attention to detail with precise and accurate models; textures and lighting are realistic and meticulously applied. • **Presentation**: Professional-level presentation of work, including high-quality renders, thorough documentation, and clear, engaging explanations. **A (Excellent Performance)** • **Concept Development**: Strong, well-researched ideas with clear evidence of development and refinement. • **Technical Proficiency**: High level of skill in digital 3D modelling, using a wide range of tools and techniques effectively. • **Detail and Accuracy**: High attention to detail with accurate models; textures and lighting are realistically applied. • **Presentation**: Well-presented work with high-quality renders, comprehensive documentation, and clear explanations. **B (Good Performance)** • **Concept Development**: Good ideas with clear evidence of research and development. • **Technical Proficiency**: Competent use of digital 3D modelling software with effective application of various tools and techniques. • **Detail and Accuracy**: Good attention to detail with generally accurate models; textures and lighting are appropriately applied. • **Presentation**: Good quality presentation with clear renders, adequate documentation, and explanations. **C (Satisfactory Performance)** • **Concept Development**: Satisfactory ideas with some evidence of research and development. • **Technical Proficiency**: Basic competence in digital 3D modelling, using essential tools and techniques effectively. • **Detail and Accuracy**: Adequate attention to detail with reasonably accurate models; textures and lighting are applied correctly but may lack sophistication. • **Presentation**: Satisfactory presentation with clear renders, basic documentation, and explanations.

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8	1-Furniture Blender, intro to simulations to make a pillow and cloth 2-Furniture project texturing and rendering	1-student bring their model into blender. Into the basics of cloth simulation to get realistic pillows and blankets. 2- into to some more advanced lighting techniques, IE: GOBOs and HDRIs, for this project final render students can just use built in wave texture to make a window/ blind shadow for their light, anyone that is working quickly can start to make their own GOBOs	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a reference board of their work, use the help sheet to	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

	3- Furniture project texturing and rendering 4- Furniture project texturing and rendering	3- continue to build on the presentation and post production techniques used in the headphones project 4- **Last Lesson of project. Submission of work on Teams this Sunday**	analyse their work	
9	1-Photoshop intro, making your own GOBOs 2- Photoshop intro, making your own GOBOs 3- Photoshop intro, making your own GOBOs 4- Photoshop intro, making your own GOBOs	1-basic intro to photoshop, creating a 1000 by 1000 pixel document. Then looking on sites like Pinterest or google to find silhouettes that they would want to cast shadows on their scene. Go through basic tools of selected colour range and using shape tools. 2- students continue to make their own GOBOs 3- students continue to make their own GOBOs 4- **Final evidence for this work is to have their furniture project render with different GOBO variations** Introduction of major project for students coursework. Over half term students need to come up with a context for their project, use help sheets to discuss good projects that have enough scope to last from January of the first year to December of the 2nd year. Typically projects will fall under the architectural or product visualisation areas	Student to pick a designer they like, this could be an architect, a product designer, game designer etc , create a reference board of their work, use the help sheet to analyse their work	Photoshop

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Half term				
1	1-Super Nintendo Project Modelling in Fusion 2- Super Nintendo Project Modelling in Fusion 3- Super Nintendo Project Modelling in Fusion 4- Super Nintendo Project Modelling in Fusion	1-Start of super Nintendo project, discuss the idea of building up a basic scene. So far we have modelled single items like their Lego or headphones. The furniture project slowly started to introduce the idea of a bit of a scene for context. For this project now students need to start to add other things to their scene. In my video example I do a controller and a game to go with the console. Students are welcome to do the same or may chose to do their own ideas. 2-Students continue to work on the super Nintendo project 3- Students continue to work on the super Nintendo project 4- Students continue to work on the super Nintendo project **Note! Students need to have all modelling for the project done ready for next week**	Based on their context that students have picked, they need to pick 6 different designers or design styles that they like and want to explore as part of inspiration for their NEA, each week students will do one reference board per week with analysis	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age Marking Criteria for the CAD modelling Projects: **A* (Exceptional Performance)** • **Concept Development**: Innovative and original ideas, thoroughly researched and exceptionally well-developed concepts. • **Technical Proficiency**: Mastery of digital 3D modelling software with complex and sophisticated use of tools and techniques. • **Detail and Accuracy**: Exceptional attention to detail with precise and accurate models; textures and lighting are realistic and meticulously applied. • **Presentation**: Professional-level presentation of work, including high-quality renders, thorough documentation, and clear, engaging explanations. **A (Excellent Performance)** • **Concept Development**: Strong, well-researched ideas with clear evidence of development and refinement. • **Technical Proficiency**: High level of skill in digital 3D modelling, using a wide range of tools and techniques effectively. • **Detail and Accuracy**: High attention to detail with accurate models; textures and lighting are realistically applied. • **Presentation**: Well-presented work with high-quality renders, comprehensive documentation, and clear explanations. **B (Good Performance)** • **Concept Development**: Good ideas with clear evidence of research and development. • **Technical Proficiency**: Competent use of digital 3D modelling software with effective application of various tools and techniques.

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2	1-Super Nintendo Project texturing and rendering in blender 2- Super Nintendo Project texturing and rendering in blender 3- Super Nintendo Project texturing and rendering in blender 4- Super Nintendo Project texturing and rendering in blender	1-Students bring model into blender, recap adding materials and lighting to project. Demo how to use Photoshop to make your own decals to be used within a scene. Remind students that all of this is evidence to go in your folder so any decals you make even if you don't end up using them still count as evidence of work. 2- Students continue texturing and rendering project 3- Students continue texturing and rendering project 4- **Last Lesson of project. Submission of work on Teams this Sunday**	Based on their context that students have picked, they need to pick 6 different designers or design styles that they like and want to explore as part of inspiration for their NEA, each week students will do one reference board per week with analysis	Note! Long term need to look at an architectural based project to replace this one, but for this year keep this
3	1- Blender furniture project 2- Blender furniture project 3- Blender furniture project 4- Blender furniture project	1-This project focuses on modelling just within blender. Go through how to bring in reference images, adding in shapes and basic topology of vertices edges and faces. 2- Students to continue modelling furniture and scene, naturally extensions for students is to add more items to their scene set up	Based on their context that students have picked, they need to pick 6 different designers or design styles that they like and want to explore as part of	PC's Blender, PowerPoint Blender addons: Blender Kit, One Click Age Marking Criteria for the CAD modelling Projects: **A* (Exceptional Performance)**

		3- Students continue to model their furniture scene 4-Students continue to model their furniture scene	inspiration for their NEA, each week students will do one reference board per week with analysis	• **Concept Development**: Innovative and original ideas, thoroughly researched and exceptionally well-developed concepts. • **Technical Proficiency**: Mastery of digital 3D modelling software with complex and sophisticated use of tools and techniques. • **Detail and Accuracy**: Exceptional attention to detail with precise and accurate models; textures and lighting are realistic and meticulously applied. • **Presentation**: Professional-level presentation of work, including high-quality renders, thorough documentation, and clear, engaging explanations. **A (Excellent Performance)** • **Concept Development**: Strong, well-researched ideas with clear evidence of development and refinement. • **Technical Proficiency**: High level of skill in digital 3D modelling, using a wide range of tools and techniques effectively. • **Detail and Accuracy**: High attention to detail with accurate models; textures and lighting are realistically applied. • **Presentation**: Well-presented work with high-quality renders, comprehensive documentation, and clear explanations. **B (Good Performance)** • **Concept Development**: Good ideas with clear evidence of research and development. • **Technical Proficiency**: Competent use of digital 3D modelling software with effective application of various tools and techniques. • **Detail and Accuracy**: Good attention to detail with generally accurate models; textures and lighting are appropriately applied. • **Presentation**: Good quality presentation with clear renders, adequate documentation, and explanations. **C (Satisfactory Performance)** • **Concept Development**: Satisfactory ideas with some evidence of research and development. • **Technical Proficiency**: Basic competence in digital 3D modelling, using essential tools and techniques effectively. • **Detail and Accuracy**: Adequate attention to detail with reasonably accurate models; textures and lighting are applied correctly but may lack sophistication. • **Presentation**: Satisfactory presentation with clear renders, basic documentation, and explanations. **D (Limited Performance)**

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4	1- Blender furniture project 2- Blender furniture project 3- Blender furniture project 4- Blender furniture project	1-Texturing and rendering. Students can add things to their scene if wanted, encourage to explore other processes and skills within blender. Go through some other key lighting techniques. 2- Continue with texturing and rendering 3- Continue with texturing and rendering	Based on their context that students have picked, they need to pick 6 different designers or design styles that they like and want to explore as part of inspiration for	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4- **Last Lesson of project. Submission of work on Teams this Sunday**	their NEA, each week students will do one reference board per week with analysis	
5	1-Lighting and Texturing Challenge 2- Lighting and Texturing Challenge 3- Lighting and Texturing Challenge 4- Lighting and Texturing Challenge	1-intro new project, students are to be given the model of a retro coffee maker. From this students have two weeks to texture light and render a scene of their choosing. They may wish to add additional models to the scene that they have made in either blender or fusion, they can go for any type of style etc that they want. Remind students of skills covered so far, looking at making own GOBOs, making own decals in photoshop etc so students are really encourage to push and do something completely different with their scene, 2- students continue with texturing and lighting challenge 3- students continue with texturing and lighting challenge 4- students continue with texturing and lighting challenge	Based on their context that students have picked, they need to pick 6 different designers or design styles that they like and want to explore as part of inspiration for their NEA, each week students will do one reference board per week with analysis	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age Marking Criteria for the CAD modelling Projects: **A* (Exceptional Performance)** • **Concept Development**: Innovative and original ideas, thoroughly researched and exceptionally well-developed concepts. • **Technical Proficiency**: Mastery of digital 3D modelling software with complex and sophisticated use of tools and techniques. • **Detail and Accuracy**: Exceptional attention to detail with precise and accurate models; textures and lighting are realistic and meticulously applied. • **Presentation**: Professional-level presentation of work, including high-quality renders, thorough documentation, and clear, engaging explanations. **A (Excellent Performance)** • **Concept Development**: Strong, well-researched ideas with clear evidence of development and refinement. • **Technical Proficiency**: High level of skill in digital 3D modelling, using a wide range of tools and techniques effectively. • **Detail and Accuracy**: High attention to detail with accurate models; textures and lighting are realistically applied. • **Presentation**: Well-presented work with high-quality renders, comprehensive documentation, and clear explanations. **B (Good Performance)**

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6	1- Lighting and Texturing Challenge 2- Lighting and Texturing Challenge 3- Lighting and Texturing Challenge 4- Lighting and Texturing Challenge	1- students continue with texturing and lighting challenge 2- students continue with texturing and lighting challenge 3- students continue with texturing and lighting challenge 4- students continue with texturing and lighting challenge	Based on their context that students have picked, they need to pick 6 different designers or design styles that they like and want to explore as part of inspiration for their NEA, each week students will do one reference board per week with analysis	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
7	1- Lighting and Texturing Challenge 2- Lighting and Texturing Challenge 3- 4-	1- students continue with texturing and lighting challenge 2- **Last Lesson of project. Submission of work on Teams this Friday** 3 4-	Students to make any tweaks to their context and 6 reference boards. By the time they come back in January they should have:	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

			1x Finalised context for their NEA 6x reference boards of designers/ design styles analysed	
Xmas Break				
1	1- Design Responses to reference boards 2- Design Responses to reference boards 3- Design Responses to reference boards 4- Design Responses to reference boards	1- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 2- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 3- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4-students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		
2	1- Design Responses to reference boards 2- Design Responses to reference boards 3- Design Responses to reference boards 4- Design Responses to reference boards	1- 1- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 2- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 3- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4-students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		
3	1- Design Responses to reference boards 2- Design Responses to reference boards 3- Design Responses to reference boards 4- Design Responses to reference boards	1- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 2- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 3- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4-students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		
4	1- Design Responses to reference boards 2- Design Responses to reference boards 3- Design Responses to reference boards 4- Design Responses to reference boards	1- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 2- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 3- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4-students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		
5	1- Design Responses to reference boards 2- Design Responses to reference boards 3- Design Responses to reference boards 4- Design Responses to reference boards	1- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 2- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 3- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4-students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		
6	1- Design Responses to reference boards 2- Design Responses to reference boards 3- Design Responses to reference boards 4- Design Responses to reference boards	1- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 2- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc 3- students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc	Over half term, students need to go outside and take photos of real world materials related to what they may use in their projects, they need to be focusing on the properties of these materials, the colours, roughness, glossy needs, any surface imperfections etc	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4-students have to design something related to their context in the style / theme of their chosen, it needs to be modelled textured and rendered, they only have a week to do a single design so if they are doing an architecture based project they don't need to do a whole building they could just focus on a particular area, like roofing or door ways etc		
Half term				
1	1- Materials research 2- Materials research 3- Materials research 4- Materials research	1- Students should have already taken some real-world photos of materials related to their projects, looking at the different properties these materials have in terms of how they look. Students now need to take the photos put them into their folder, analyse them in terms of these properties and then try and recreate them inside blender, when recording their findings of these in blender it is important they take screen shots of what they are doing, including the node set up (this is very important. 2- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it 3- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it	If needed take more photos of their research	PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		4- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it		
2	1- Materials research 2- Materials research 3- Materials research 4- Materials research	1- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it 2- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it 3- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it 4- Continue with Materials research, ensuring that students document everything they are doing with screenshots, talking about what they did, how they did it, and their personal reflection on it		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
3	1- Lighting Research 2- Lighting Research 3- Lighting Research	1- students to research different lighting techniques for their specific type of project. If they are looking at product viz based projects look at different methods for lighting products in CG software. This could be with GOBOs, HDRIs, 3-point lighting set ups. If it is		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

	4- Lighting Research	for arch viz it would be more about getting realistic sky textures and shadows on buildings, so it looks more realistic. Students need to try 4 different lighting set ups. They need to research them first and talk about where and why they are used. Then go into blender and test them out using one of their previous models. Again, document everything as they are doing it with screen shots and reflecting on what they have done 2- Continue with lighting research 3- Continue with lighting research 4-Continue with lighting research		
4	1- Lighting Research 2- Lighting Research 3- Lighting Research 4- Lighting Research	1- Continue with lighting research 2- Continue with lighting research 3- Continue with lighting research 4- Continue with lighting research		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
5	1- Post Production Research 2- Post Production Research 3- Post Production Research 4- Post Production Research	1- students to explore post production techniques in photoshop, we have covered some basic ones in the skills projects at the start of the year, they can use this as a starting point need to be looking at a minimum of 4 different techniques. As before need to do a bit of research explaining what they techniques are and where/ how they could be used and then testing it on one of their renders, taking screen shots and reflecting 2- continue with postproduction research		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		3- continue with postproduction research 4- continue with postproduction research		
6	1- Specification and brief 2- Specification and brief 3- Specification and brief 4- Specification and brief	1- final part of research section, now students have explored materials, lighting and postproduction techniques they need to lay out the plan for what they are hoping to achieve. The brief is the statement of intent, what is it you want to produce as a final piece? The specification is breaking that down into measurable targets that you can refer back to and reflect on at the end of the process to say if you have met them or not. 2- continue with spec and brief 3- continue with spec and brief 4- continue with spec and brief		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
Easter Break	**Over the easter students to complete their essay using the help guide**			
1	1- First Concepts 2- First Concepts 3- First Concepts 4- First Concepts	1- now that the research section has been finished, students need to come up with **3 different concepts** of designs based on around their context. Each one needs to have a full breakdown with clay renders, screen shots, process fully explained with self-reflection explaining what they did, how they did it and why. Emphasis on the importance of final presentation quality and level of complexity of designs		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age

		2- continue with on with first concepts 3- continue with on with first concepts 4- continue with on with first concepts		
2	1- First Concepts 2- First Concepts 3- First Concepts 4- First Concepts	1- continue with on with first concepts 2- continue with on with first concepts 3- continue with on with first concepts 4- continue with on with first concepts		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
3	1- First Concepts 2- First Concepts 3- First Concepts 4- First Concepts	1- continue with on with first concepts 2- continue with on with first concepts 3- continue with on with first concepts 4- continue with on with first concepts		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
4	1- First Concepts 2- First Concepts 3- First Concepts 4- First Concepts	1- continue with on with first concepts 2- continue with on with first concepts 3- continue with on with first concepts 4- continue with on with first concepts		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
5	1- First Concepts 2- First Concepts 3- First Concepts 4- First Concepts	1- continue with on with first concepts 2- continue with on with first concepts 3- continue with on with first concepts 4- continue with on with first concepts		PC's Fusion, Blender, PureRef powerpoint Blender addons: Blender Kit, One Click Age
Half term				

1	Study Leave			
2	Study Leave			
3	Study Leave			
4	Study Leave			
5	Study Leave			
6	Study Leave			
7	Study Leave			
When students return start design final piece				