



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy

Grade 8 and 9

Art and Design

PUBLIC COMMENTS

PUBLIC COMMENTS

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1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
 - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
 - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*
 - (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to*

the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12*. It will therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R-12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R-12 is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive

to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRDES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7

• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
A maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects	

to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
TOTAL	27,5

Elective Occupational Subjects (Not more than 2)	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Hairdressing, Nail and Beauty Technology	
9. Ancillary Health Care Studies	
10. Services: Maintenance and Upholstery	
11. Consumer Studies	
12. Hospitality Studies	
13. Wholesale and Retail Studies	

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)
	27,5

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2:

INTRODUCTION TO ELEMENTRY DESIGN

2.1 What is Art and Design?

The main purpose of the subject is to develop learners as creative, imaginative individuals who appreciate the arts and who have the basic knowledge and skills to participate in arts activities and to prepare them for possible further study in the art forms of their choice in Further Education and Training (FET).

Design is a creative problem-solving process and includes the study of both design practice and design theory. The design process involves problem identification, planning, research, innovation, conceptualisation, experimentation and critical reflection.

This process typically results in new environments, systems, services and products, which may be unique or intended for mass production, or which may be constructed by hand or produced by mechanical and/or electronic means.

Design adds value to life by creating products that have a purpose, that are functional and that have aesthetic value. Design products can shape the social, cultural and physical environment to the benefit of the nation.

Most importantly, Design equips learners with crucial life skills such as visual literacy, critical and creative thinking, self-discipline, and leadership. It also encourages learners to be resourceful and entrepreneurial, to strategise and to be team players. Design cannot be learnt through occasional or random exposure. Arts is what makes us human and complete as people.

In Art and Design learners explore knowledge and understanding of a variety of materials, techniques and work processes, from developing ideas and solving problems, to the production of creative works of art. The subject lays a foundation towards a possible career in the craft production environment. Learners completing this subject are able to design, make and review a finished and marketable craft product. Most importantly it equips learners with crucial life skills such as visual literacy, critical and creative thinking, self-discipline, and leadership. It also encourages learners to be resourceful and entrepreneurial, to strategise and to be team players. The subject is designed to be flexible and accessible as it accommodates a range of materials.

Art and Design involves problem-solving processes and includes the study of both practice and theory. In Art and Design, the process involves problem identification, planning, research, innovation, conceptualisation, experimentation and critical reflection. This process typically results in new environments, systems, services and products, which may be unique or intended for mass production, or which may be constructed by hand or produced by mechanical and/or electronic means. Art and Design adds value to life by creating products that have a purpose, that are functional and that have aesthetic value. Art and Design products can shape the social, cultural and physical environment to the benefit of the nation.

Learners need to create a minimum of one product per term inclusive of visual literacy (theory), a 2D product that aligns with the visual literacy and will be a build-up process to the final product (3D). This will ensure that learners demonstrate an ability to create a number of products but also have a **developed ability** in at least one product that could be developed further in category.

2.2 Topics to be studied in Art and Design

Literacy

History of Art and Design:

- Basic knowledge that underpins the historical development, characteristics of materials and influences of styles

Create in 2-D

Art elements and Design Principles

- Identification and preparation of resources (materials, tools/equipment, consumables) for the art/design /craft product
- Planning of the 2-D product that will become the 3-D product

Reflection process

Create in 3 – D

Art elements and Design Principles

- Identification and preparation of resources (materials, tools/equipment, consumables) for the art/design /craft product

Entrepreneurial awareness within art/design/craft enterprise

- Producing of a marketable art/design/craft product
- Identification of a marketable product
- Costing on finished items
- Reflection on completed product

2.3 Specific Aims:

The learner is able to:

1. Know and understand the history of Art and Design in South Africa

- understand the social and historical contribution of design with regard to economic growth, entrepreneurship and sustainability
- acknowledge and reflect on the design, art and craft of South African and international and past and present cultures

2. Understand and use basic art elements and principles

- Produce a variety of craft products
- Explore and manipulate materials, processes and techniques efficiently, economically, safely and responsibly
- Develop and create ideas to design a craft product
- Develop his/her ability to analyse, invent, innovate and construct visual language

3. Develop entrepreneurial awareness within the craft enterprise

- Costing, pricing, marketing and time management of the art/design and craft product for a sustainable craft enterprise
- Investigate work opportunities to make personal career decisions
- Develop knowledge, technical abilities and skills in the conceptualisation, production and context of design

4. Reflection

- appraise his/her own work and that of others critically
- understand that design may be a tool for social change by improving the quality of life and providing solutions in response to individual and community needs

2.4 Requirements for Art and Design as a subject

2.4.1 Time Allocation

- The total number of hours allocated for Art and Design is two hours of contact time per week.
- This subject requires a **double period** because of the practical nature of the subject.

The table below provides the time allocated.

Art and Design: Grade 8 and 9			
Activity	Term	Weeks	Time Allocation
Teaching and Learning	1 – 3	8 Weeks	16 Hours
Formal Assessment	Every Term	2 Weeks	4 Hours
Teaching and Learning	4	6 Weeks	12 Hours
Formal Assessment	Every Term	4 Weeks	8 Hours

- Art and Design learners may be expected to work outside of school time whenever required.
- Since the practical components of design are extremely time consuming, the practical and theoretical aspects should be integrated wherever possible.
- The ratio of practical to theoretical teaching contact time should be 3:1 (3 practical lessons to 1 theory lesson).
- The weighting of the assessment of the practical and theoretical is 60 % practical work and 40% theory. This will be explained in full in Chapter 4.

2.5 Resources

2.5.1 Infrastructure

- Art and Design cannot be implemented in a school without an equipped workshop with suitable tables, chairs and work areas for different arts production materials.
- Electricity supply, with multi power sources to ensure safety in class rooms.
- Running water with suitable wet area.
- Lighting and ventilation is of extreme importance and a workshop should ideally have multiple exits with doors that open outward.
- A computer with projector is of utmost importance to teach the subject due to the nature of colour that makes up most of the content.
- A coloured copy machine will be able to assist the educator during the setting of quality briefs for the SBA tasks and will be of vital importance during the setting of examination papers.
- Electronic devices e.g. tablets and or cell phones will assist learners to do research in class and assist with the gathering of information on literacy projects as well as creating 2D products.
- Tools and equipment should have sufficient storage and a well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.
- Display areas with pin up boards and shelves.
- Good housekeeping principles require that all workshops be cleaned regularly. A suitable waste removal system should be in place to accommodate refuse, off-cut materials as well as chemical waste.
- The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Safety Rules posters MUST be clearly displayed in the classroom.

2.5.2 Human resources

A teacher with skill(s) knowledge in the field of Art and Design/Crafts is required to teach the subject.

Art and Design teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the arts room, resources, budget and safety measures
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for practical work
- Plan for theory lessons

- Conduct weekly practical sessions
- Maintain and service the arts room as a whole
- Maintain and service the tools and instruments
- Ensure learner safety
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Self – motivated, to keep her/him abreast of the latest technological developments
- Regularly attend skills workshop
- Identify institutions and /or skills center’s where educator can uplift skills. Budget yearly with the SMT for professional development and equipment to be used in class for learners.
- When the school management team identifies an educator to teach Art and Design they need to consider the educator’s subject qualification and passion
- In cases where educators are spread out amongst many classes, the HOD need to set a weekly information session where planning sharing and monitoring documents (assessments, ATPS’s, lesson planning etc.) must be done.
- If an educator is nominated to teach the subject it is important that the educator will stay in the subject for at least 3-5 years to enable training and understanding of content.

2.5.3 Equipment

- **Suggestions** for materials to be used.
- The table below provides **Possible Consumable** materials, tools and equipment.
- This needs to be planned on a yearly basis per art form taught. N.B Purchase that what is needed for the task. Recycled materials can be used in the place of various materials.

Hand Tools		
Scissor: Paper, Material, Industrial (x12)	Tile Cutter (x12)	Paper stumps
Claw hammer (x2)	Glasscutter (x6)	Paint scrapers
Side cutters (x6)	Handsaw	Mannequin
Measuring tape (x6)	Hacksaw, frame	Stanley knives (x12) and refills
Skill saw (x6)	Moulds (various type)	Steel Brush
Staple remover (x6)	Vice-grips	Ink roller
Rubber mallet (x6)	Chisels: Woodwork + hammer Steal work + hammer	Trowel (troffel) variety of sizes (for painting)

Meter ruler (x6)	Sanding blocks	Ceramic sculpting tools
Square ruler (x6)	Tools for clay work	Rulers: Steel, measuring, plastic, wood (x12)
G-clamps (x5)	Ball pen hammer	Dry rack
Hand screw drivers(2-sets)	Lino cutting sets	Pallet knives
Pliers (1 set)	Etching needle	Paint rollers
Knives (x4)	Nips for ink drawing pens	Easels

Equipment		
Staple gun (x3)	Inverter welder (x1) (Optional)	Light Table (2)
Cordless drill gun (x1)	Brad nail gun (x1)	Guillotine
Electric drill (x1)	Drill bits	Punch: Heavy duty for paper Punch: Heavy duty for leather
Bench drill (x1) (Optional)	Off cut machine	Stove for candle making
Soldering iron (x4)	Angle Grinder: 115 mm and 230 mm	A variety of sizes plastic bowls
Glue gun (x4)	Extinguisher - 9kg	Storage tins
Jig saw (x1)	File hand: (1x) for wood and (1x) steel (a variety of shapes)	Kiln
Planer (x1)	Woodwork bench with vice	Paper making frames
Working tables (x6)	Overhead Projector	Pop Rivet
Air Compressor 50 L (x1) (Optional)	Digital Camera	Buckets for glazing
Decorating wheel for ceramics		
Consumables		
Masking Tape	Sandpaper	Paint brushes & Pallets
Upholstery fabrics	Lino squares, rubber sheets (cut offs)	Staples
Paper: (large sheets: A1 or larger) <ul style="list-style-type: none"> • sugar • newsprint • cardboard • fabriana 	Steel: Round bar Square bar Square tubing Flat bar Welding rods Steel sheeting 0.6 mm, 2 mm, 3 mm	Beads: <ul style="list-style-type: none"> • Beading thread • Needles • Towel or matt • Clamps • Stoppers • Pliers (round nose)

<ul style="list-style-type: none"> • Water colour paper • Hardboard • Coloured paper • White paper (A4 and A3) Handmade paper sheets		<ul style="list-style-type: none"> • Rings • Earring studs and hooks • Elastic • Nappy pins Pins
Chalk	Pastels and fixatives (hair spray)	Foam; different thickness as well as coloured foam sheets.
Glue sticks	Foam and wood glue	Thinners
Glass sheets: Glass cutter Class paint Lead	Wood (chipboard and pine)	Wire Galvanized variety of sizes Copper wire Steel wire
Erasers	Wood screws	Hacksaw blades
Air drying clay/ Papier machè clay	Nails	Soap: Hand
Canvas boards	Cleaning clothes	Grey pencils (2 B and 2H)
Mosaic tiles	Fabric e.g. calico	Wax Crayons
Cellophane sheets Plastic sheets Transparencies	Glues: Wood glue Paper glue Pritt Bostik clear tubes Beading glue Epoxy glue Silicon sealer (clear) Cold glue	Paint: <ul style="list-style-type: none"> • Acrylic • Oil • Water paints • PVA paints • Food colouring • Puff paint • Material paint
String / elastic / pins	Fabric paint, liners and liner bottles	Modge-Podge (acrylic PVA sealer)
Ropes and string and gut, elastics (a variety of width)	A variety of syringes (without needles)	Variety of pencils and koki tips and sizes
Fisher plugs	Foil: heavy duty household	Cooking oil
Raffia	Metal sheeting	Tins for decorations
Grouting	Inks: printing and Indian	Embroidery needles, thread and mesh
Ear buds	Pewter sheets	Mesh for carpet making
Wood stain	Tin sheeting	T-shirt material (string)
	Ceramics: Clay, glazes, oxides	Wool, knitting needles, needle
Candle making:	Colouring pencils (24 – 36 colour boxes)	Colouring pencils (24 – 36 colour boxes)

Wicks, wax, paraffin wax, moulds, melting containers, strainers Fragrance oils Candle dyes		
Duct tape	Duct tape	Glitter (different colours)
Toothpicks/ skewer sticks	Toothpicks/ skewer sticks	Decorative items - Ribbons (different colours and size) - Paper flowers
Plastic bottles (all sizes and shapes)	Plastic bottles (all sizes and shapes)	Clay: air dry, ceramics and papier-machè clay

2.5.4 Finances

- Funds allocated to Art and Design has to be used for the mainly for the subject. (Do not use this in any other subjects).
- The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum.
- The funding must make provision for maintenance of equipment and the replacement over the years.
- Budgeting to take place annually before September for the following year.
- A stock inventory must be maintained by the teacher and verified annually by the HOD and then presented to the SMT of the school.
- All visual resources need to be provided in colour to learners for effected learning and budget allocation should be done accordingly.

2.6 Career opportunities

The aim of Art and Design in the curriculum is to support the development of the learner as a whole; mind body and spirit. It may lead into other professional careers.

Studio Arts Sketch Artist	Set Designer	Art Director	Art Critic	Art Educator
Illustrator	Art Appraiser	Art Dealer	Exhibit Design	Gallery Assistant
Cartoonist	Art Curator	Art Collections Management	Art Conservation	Art Preservation
Art Restoration	Art Archive Management	Sculptor	Fibre Artist	Painter
Art Publisher	Art Therapist	Art Advocate	Art Historian	Art Librarian

2-D Artist

Caricaturist	Court Artist	Sketch Artist	Commercial Artist	Storyboard Artist
Medical Illustrator	Layout Designer	Print Maker	Illustrator	Painter

3-D Artist

Architect	Model Maker	Urban Planner	Landscape Architect	Interior Designer
Set Designer	Silversmith	Metal smith	Ceramist	Sculptor
Artisan	Drafter			

Photo and Film

Film Editor	T.V. Director	Cinematographer	Photo Journalist
Fashion Photographer	Police Photographer	Aerial Photographer	Photographic Retouched
Camera Operator	Lighting Specialist	Commercial Photographer	Documentary Film Maker
Media Production Specialist	Food Photographer	Events Photographer	Science Photographer

Applied Artists

Makeup Artist	Toy Designer	Cake Decoration	Costume Designer
Floral Designer	Quilt Maker	Automotive Designer	Fashion Designer
Class Designer	Tattoo Artist	Footwear Designer	Jewellery Artist

Performing Artists

Producer	Radio Artist	Motion pictures	Special effects Technician	Set Construction	Casting Team	Stage singer
Promoters	Voice Artist	Actors	Stage Management	Theatre Administration	Casting Manager	Backup Dancer
Fundraising and Development	Animation Video's	Stage Directors	Set Designer	Costume Designers	Technical Director	Choreographer
Sound engineer & technicians	Hair and make-up Designer	Wardrobe Tech	Commercial Dance	Casting Director	Coaching	Talent Agent

Digital Artist

Animator	Software Developer	Package and Brand Designer	Desktop Publisher	Logo Designer
Web Designer	Special Effect Artist	Interactive Media Designer	Typographer	Graphic Designer
		Video Game Designer	Interactive Media Designer	

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

- Progression of the Art and Design techniques in Grades 8 and 9 varies.
- It has a practical and theory component for each term.
- The baseline assessments need to be built from an Art and basis.
- Specific skills for each of the selected art/crafts/design product must be taught in an integrated manner.
- Safety measures are repeated every term to ensure learners are aware of potential dangerous situations in the workplace.
- Measurement and calculation are emphasised to support learners with developing mathematical skills.
- In some cases, technical drawings are also important as this will help with the drawings of a given project and will ensure that the learner understands the assembling/ creating process.
- Different tools will be used as the learner progresses from Grades 8 to 9 focusing on the relevant safety aspects to successfully complete a given task.
- The composition and its relevance to the function and handling of the tools needs to be part of the basic knowledge within the particular craft.
- Electrical machines and hand tools are also introduced to improve the appearance of the final product.
- Usage of modern technology e.g. computers, tablets, cell phones are to be incorporated in lessons and in class
- Coloured copies of briefs and or where discussions on art is important to guide learners in understanding and comparing work of art.

Overview of topics and weighting

Topics	Knowledge and Skills	Time weighting: Two hours per week
Literacy Theory	History of Art and Design: <ul style="list-style-type: none"> - Basic knowledge that underpins the historical development, characteristics of materials and influences of styles - Entrepreneurial awareness within art/design/craft enterprise - Art elements and Design Principles - Planning costing on finished items 	40 %
Create in 2- D	<ul style="list-style-type: none"> - Identification of a marketable product - Planning of marketable product - Identification and preparation of resources (materials, tools/equipment, consumables) for the art/design /craft product - Reflection 	30 %
Create in 3 – D	<ul style="list-style-type: none"> - Identification and preparation of resources (materials, tools/equipment, consumables) for the art/design /craft product - Producing of a marketable art/design/craft product - Reflection on completed product 	30 %

Themes

Art/Design/Craft themes to be identified through the skills of the educator

Policy Statement

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term.

Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school.

Use the table below to select the themes that will be used for each term in Grades 8 – 9.

These include but are **not limited to**:

Themes		
<p>Theme 1</p> <p>Drawing Painting Printmaking Tattoo / stained glass</p>	<p>Theme 2</p> <p>Interior Design Paper making Sculpturing / paper furniture Textile design / weaving</p>	<p>Theme 3</p> <p>Robotics / Robot design Model making Recycling Animation</p>
<p>Theme 4</p> <p>Exterior design Architecture / drafting Town planning / landscaping Stained glass</p>	<p>Theme 5</p> <p>Theatre and Set design Puppetry Storyboard/prop design Graphic advertising/ Film and video making</p>	<p>Theme 6</p> <p>Events design Graphic advertising Photography Display & exhibitions</p>
<p>Theme 7</p> <p>Wall paper and gift rapping Ornaments Layout design Digital graphic design</p>	<p>Theme 8</p> <p>Illustration Animation Storyboard art Model making</p>	<p>Theme 9</p> <p>Drawing Painting Model making Wire work</p>
<p>Theme 10</p> <p>Ceramic art Mosaic Souvenirs Craft works</p>	<p>Theme 11</p> <p>Interior decorating Model making Decoupage Craft working</p>	<p>Theme 12</p> <p>Table ware Carving Ornaments Beadworks</p>
<p>Theme 13</p> <p>Events design Furniture design Ornaments Invitations / poster / logo/ fliers</p>	<p>Theme 14</p> <p>Embroidery Fashion Design Appliqué Beadwork / costume design</p>	<p>Theme 15</p> <p>Basketry Weaving Beading Ornaments</p>
<p>Theme 16</p> <p>Computer design / graphics Film making Animation Story board</p>	<p>Theme 17</p> <p>Tapestry / Carpet and fiber design Wall hangings Interior Design Upholstery</p>	<p>Theme 18</p> <p>Craftwork Hand painting Wire work / soap making Glass blowing</p>

Theme 19	Theme 20	Theme 21
Weaving Jewelry design Accessories / beading Foot work design	Stamping / card making / stenciling / embossing Layout design Scrapbooking Magazines	3D modeling Painting Recycling Tin / Metal work

PUBLIC COMMENTS

Overview of Topic's

Topic		Grade 8	Grade 9
Literacy and Theory	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	Short introductory history of various drawing media such as pencil and colour pencils. (to be integrated with practical tasks) N.B (Refer back to the Themes on page 14-15)	Short introductory history of various drawing media such as pencil, colour pencils, wax crayons and pastels (to be integrated with practical tasks) N.B (Refer back to the Themes on page 14-15)
	Entrepreneurial awareness within art/design/craft enterprise	Entrepreneurial concepts (sourcing material, costing of materials and time management)	Identifies markets and possible markets for art/design and craft products Develops aspects of entrepreneurial awareness e.g. Requirements to be a successful entrepreneur
	Identification of marketable product	Investigates the requirement for specific work opportunities	Investigates the requirement for specific work opportunities that can satisfy the need and wants in the South African Economy
	Art and Design theory: Art elements and Design Principles	Teaching an overview of all art elements and design principles and application in both 2-D and 3-D products	Teaching an overview of all art elements and design principles and application in both 2-D and 3-D products
	Planning costing on finished items	Perform basic business calculations in costing and pricing of a product	Basic business calculations in costing and pricing of a product
Create in 2 - D	Ideas for art/design /craft products	Searches for ideas based on creative input by teachers.	Searches for ideas based on creative input by teachers. Identifies sources of ideas for the creative process
	Planning and making marketable products	Collects documents and interprets objects and/or ideas through drawing using a source book per theme Identifies and selects appropriate tools and equipment for production of design/craft products.	Collects documents and interprets objects and/or ideas through drawing using a source book per theme Identifies and selects appropriate tools and equipment for production of design/craft products. Uses tools and materials to produce design/craft products. Produces craft products with specific materials. Produces craft products in line with given designs

	Identification and preparation of resources (materials, tools/equipment, consumables) for the art/design/craft product	Identify, select and prepare the appropriate materials for production of particular art/design and craft products	Identifies and selects the appropriate materials for production of particular art/design and craft products. Prepares materials for production of the product
	Reflection of completed art/design/craft product	Aligns end products with teacher specifications	Aligns end products with teacher specifications Grades the quality of finished products
Create in 3 -D	Identification and preparation of resources (material, tools/equipment, consumables) for the end product	Identify, select and prepare the appropriate materials for production of particular art/design and craft products	Identifies and selects the appropriate materials for production of particular art/design and craft products. Prepares materials for production of the product
	Producing of a marketable art/design/crafts product	Collects documents and interprets objects and/or ideas through drawing. Identifies and selects appropriate tools and equipment for production of particular design/craft products	Collects documents and interprets objects and/or ideas through drawing Identifies and selects appropriate tools and equipment for production of particular design/craft products Uses tools and materials to produce design/craft products
	Reflection of completed art/design/craft products	Aligns end products with teacher specifications	Aligns end products with teacher specifications Grades the quality of finished products

3.2 CONTENT OUTLINE PER GRADES AND TERM

- All process related material/evidence must be retained or recorded in the source file or flip file or portfolio.
- 2-D needs to be created on appropriate materials required for the particular product including a variety of sizes from very small to extremely large.
- Final Term 4 products and examination papers need to be retained and kept for three years in case of appeals and queries.
- 2-D products need to be created on white paper preferably A3.
- 3-D products need to be retained or recorded for retrospective exhibition.
- All lessons need to contain a clear brief with an instruction sheet.
- Marks will be allocated in different rubrics for the planning, the final product and reflection.
- These marks will be collated to become one mark at the end of each term
- Design/craft products to be taught will be according to the educator knowledge and own discretion.
- Learner products may differ, but the child has to understand the sequences on how he/she created the end product.
- Individual activities should be kept together with the rubric used to assess them.
- Encourage learners to produce products related to a target market.
- Teachers need to articulate clear implementation of degree of complexity and progression in theory and practical work from term to term and from Grades 8 to 9.
- In term 1, 2 and 3 a best item must be retained for district and provincial exhibitions.
- It is recommended that special attention be paid to appropriate general indigenous knowledge systems.
- Respect the creativity of learners and provide a supportive environment.

**Grade 8
Term 1**

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners is able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> • Introduction of various South African artists and the media and styles used • Analyse different media and styles • Implement art elements and design principals 	<ul style="list-style-type: none"> • Grey pencils and colouring pencils • Oral discussions • Research • Written activities • Exploring artworks and artefacts from different artists
	Art and Design theory: Art Elements and Design Principles AND Identification of a product in the art/design and craft	<ul style="list-style-type: none"> • Apply the usage of art elements and design principles in both 2-D and 3-D art works • Have suitable informal and formal activities to enhance the theme 	<ul style="list-style-type: none"> • Oral discussions • Written activities • Quizzes and games • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
	Topic 2 Create in 2 - D	Content The learners is able to:	Suggested Techniques, activities, resources and process notes
3-4	<ul style="list-style-type: none"> • Identification of a product in the Art and Design sub topic list on page 14 	<p>Use recycle materials e.g. papier machè, plastic containers, clay, boxes etc.</p> <ul style="list-style-type: none"> • Collate a variety of ideas for inspiration • Consider environmentally sustainable criteria during the accumulation of ideas. • Identify tangible (touchable) and intangible • Sources for ideas. 	<p>Collate ideas and processes to produce a product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research

		<ul style="list-style-type: none"> Identify sources of own and other cultures Incorporate art elements: Lines (4 to 5 different kinds); Shape: 5 basic shapes (square, circle, oval, triangle and rectangle); Colour: primary, secondary, tertiary, analogical, warm and cool colours; Value: degrees of lightness and darkness; Texture: (4 to 5 different kinds) Incorporate design principles: Composition and Proportion 	<ul style="list-style-type: none"> Written and practical activities Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures etc. Exploring artworks and artefacts from different cultures
5 – 6	<p>Planning and making of marketable products</p> <p>Reflection of the end product</p>	<ul style="list-style-type: none"> collect documents through research to interpret the object that will be drawn select materials appropriate for given design consider environmentally sustainable criteria during selection of materials gather sufficient (enough and appropriate) materials for design/craft production follow housekeeping and safety procedures in the context of craft production take the characteristics of the materials into account when selecting for specific craft production identify and experiment with various drawing techniques to interpret objects or ideas 	<ul style="list-style-type: none"> Oral discussion Creating a product through a drawing activity exploring art elements and design principles Create rough sketches/designs / patterns to interpret the product, explore size, proportion etc. Written activity (Planning, making and reflecting)
	Topic 3 Create in 3 - D		
7-8	Entrepreneurial awareness within art/design/craft enterprise	<ul style="list-style-type: none"> know where to search for resources set up a basic budget do basic calculations of the cost of the product analyse the aesthetic value of the product for marketing 	<ul style="list-style-type: none"> oral discussion written activities (calculations) usage of internet, interviewing businesses and store managers

	Planning costing on finished items	<ul style="list-style-type: none"> • understanding time management and how costing is linked to the end product 	
	Identification and preparation of resources (material, tools/equipment, consumables) for the end product	<ul style="list-style-type: none"> • Select materials appropriate for given design • Take the characteristics of the materials into account when selecting for specific craft production • Gather sufficient materials for art/design production • Follow safety procedures in the context of art/design production • Consider environmentally sustainable criteria during selection of tools and equipment • Choose a method of preparations appropriate to the characteristics of the selected materials. 	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the object • Research and investigation activities to explore different materials appropriate to the product. • Written activity • (Planning, making and reflecting)
8 -10	Producing of a marketable art/design/crafts product Reflection of the end product	<ul style="list-style-type: none"> • Develop dexterity (skillful use) through using materials to create craft products. • Keep wasting of materials to a minimum during process creating craft products. • Follow housekeeping and safety procedures in the context of design/craft production. • Consider environmentally sustainable criteria during the preparation of the materials for craft production. 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product. • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces design/craft products with minimal defects.
		ASSESSMENT Themes for next term's project to be given before school closes to allow for planning and collection of materials	

FORMAL ASSESSMENT

- A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.
- The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning.
- The assessment will consist of a Practical Task with a 60 % weighting and a Theory test with a 40 % weighting.

Practical Assessment

Topic 2: 2-D: Demonstration: Design of a craft product 30 %

Topic 3: 3-D: Producing the end product 30 %

Theory

Topic 1: Theory test 40 %

Grade 8
Term 2

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learner is able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> • Exploration of various South African sculptors and the media and techniques used • Analyse different media and techniques through the usage of Art Elements and Design Principals. 	<ul style="list-style-type: none"> • Wood (tree logs) • Clay • Oral discussions • Research • Written activities <p><i>Exploring artworks and artefacts from different artists (e.g. Noria Mabasa, Walter Battiss, Bonnie Ntshalintshali, Anton van Wouw, Jackson Hlungwane, William Kentridge etc.)</i></p>
		<p>Art and Design theory: Art Elements and Design Principles</p> <p>Identification and analysis of art elements (shape, form, texture) and design principles (rhythm, proportion, composition, pattern, etc.).</p>	<ul style="list-style-type: none"> • Oral discussions • Written activities • Quizzes and games • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
	Topic 2 Create in 2 - D		
3-4	Art and Design theory: Art Elements and Design Principles	Identify, analyse and explore the sculptural techniques such as modelling, pinching, assemblage, etc.	<ul style="list-style-type: none"> • Clay • Wood • Oral discussions

	<p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Identification of a product in the Art and Design sub topic list on page 14 		<ul style="list-style-type: none"> • Written activities • Quizzes and games • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
5-6	<ul style="list-style-type: none"> • Identification and preparation of resources (material, tools/equipment, consumables) for the end product • Drawing/designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. • Consider environmentally sustainable criteria during selection of tools and equipment. 	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Investigation and exploration activities • Research • Written activities • Explore art works and artefacts from different cultures. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws etc.

Topic 3 Create in 3 - D			
7-8	<p>Entrepreneurial awareness within art/design/craft enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Producing of a marketable art/design/crafts product • Costing on finished items • Reflection of the end product 	<ul style="list-style-type: none"> • Identify own and other cultures accurately. (Culture refers to own and others' experience) • Explore markets and the concepts of different markets (market research). • Develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. • Develop dexterity (skillful use) through using materials to create craft products. • Consider environmentally sustainable criteria during the preparation of the materials for craft production. • Create appropriate craft products from given materials. • Keep to housekeeping and safety procedures in the context of craft production. • Interpret teacher guided design specifications to create a design/craft product. • Produce design/craft product with minimal defects produce design/craft product within teacher allocated times. 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Identify target market, advertising and tourism. • Design specifications • Practical demonstration • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
9 -10		<p>ASSESSMENT</p> <p>Themes for next term's project to be given before school closes to allow for planning and collection of materials</p>	

FORMAL ASSESSMENT

- A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D
- The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning.
- The assessment will consist of a Practical Task with a 60 % weighting and a Theory test with a 40 % weighting.

Practical Assessment

Topic 2: 2-D: Demonstration: Design of a craft product 30 %

Topic 3: 3-D: Producing the end product 30 %

Theory

Topic 1: Theory test 40 %

**Grade 8
Term 3**

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners is able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> • Introduction of Industrial revolution and the impact it had on the Art and Design techniques and materials. • Arts and crafts movement 	<ul style="list-style-type: none"> • Oral discussions • Research • Written activities • Exploring historical artworks and artefacts from different artists from different areas
		Art and Design theory: <ul style="list-style-type: none"> • Characteristics of pop art • Surface design/Lettering 	<ul style="list-style-type: none"> • Oral discussions • Written activities • Quizzes and games • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
	Topic 2 Create in 2 - D		
3-4	Art and Design theory: Art Elements and Design Principals AND <ul style="list-style-type: none"> • Identification of a product in the Art and 	<ul style="list-style-type: none"> • Researching and identifying different types packaging • Designing logos for packaging using different fonts, colours, shapes, etc. 	<ul style="list-style-type: none"> • Pencils • Paper • Plastic • Research activities • Experimentation with materials • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design

5-6	<p>Design sub topic list on page 14</p> <ul style="list-style-type: none"> • Identification and preparation of resources (material, tools/equipment, consumables) for the end product • Drawing/ designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. 	<p>Collate ideas for the design process and product by means of:</p> <ul style="list-style-type: none"> • Investigation and exploration activities • Research • Written activities • Explore art works and artefacts from different cultures. • Experiment with different materials such as fabric, glass, paper (cartridge paper, tissue paper, handmade paper, paints, glues, plastic, cans, etc. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.
Topic 3 Create in 3 - D			
7-8	<p>Entrepreneurial awareness within Art and Design enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Producing of a marketable 	<ul style="list-style-type: none"> • Identify own and other modern cultures accurately. (Culture refers to own and others' experience) • Collect samples of packaging for embedding the designed logo 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Identify target market, advertising and tourism.

	<p>art/design/crafts product</p> <ul style="list-style-type: none"> • Costing on finished items • Reflection of the end product 	<ul style="list-style-type: none"> • Create own packaging and embed the designed logo • Explore markets and the concepts of different markets (market research). • Develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. • Develop dexterity (skillful use) through using materials to create craft products. • Consider environmentally sustainable criteria during the preparation of the materials for craft production. • Create appropriate craft products from given materials. • Keep to housekeeping and safety procedures in the context of craft production. • Interpret teacher guided design specifications to create a design/craft product. • Produce design/craft product with minimal defects produce design/craft product within teacher allocated times. 	<ul style="list-style-type: none"> • Design specifications • Practical demonstration. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
9 -10		<p>ASSESSMENT Themes for next term's project to be given before school closes to allow for planning and collection of materials</p>	

FORMAL ASSESSMENT

- A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.
- The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning.
- The assessment will consist of a Practical Task with a 60 % weighting and a Theory test with a 40 % weighting.

Practical Assessment

Topic 2: 2-D: Demonstration: Design of a craft product 30 %

Topic 3: 3-D: Producing the end product 30 %

Theory

Topic 1: Theory test 40 %

**Grade 8
Term 4**

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners is able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> The role of transportation throughout the centuries 	<ul style="list-style-type: none"> Oral discussions Research Written activities Exploring historical artworks and artefacts from different artists from different eras
	Topic 2 Create in 2 - D		
3-4	Art and Design theory: Art Elements and Design Principals AND <ul style="list-style-type: none"> Identification of a product in the Art and Design sub topic list on page 14 Identification and preparation of resources (material, tools/equipment, consumables) for the end product 	<ul style="list-style-type: none"> Reinforcement of art elements and design principles through drawings/designs of a selected mode of transportation, e.g., a car, plane, motorbike, train, etc. 	<ul style="list-style-type: none"> Pencils Pastels Paints and brushes Paper Various materials Research activities Experimentation with materials Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
5-6		<ul style="list-style-type: none"> Select materials appropriate for given designs to for a miniature mode of transport chosen by you. Consider environmentally sustainable criteria during selection of materials. 	Collate ideas for the design process and product by means of: <ul style="list-style-type: none"> Investigation and exploration activities Research Written activities

	<ul style="list-style-type: none"> • Drawing/designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. 	<ul style="list-style-type: none"> • Explore art works and artefacts from different cultures. • Experiment with different materials such as fabric, glass, paper (cartridge paper, tissue paper, handmade paper, paints, glues, plastic, cans, etc.
	Topic 3 Create in 3 - D		
7-8	<p>Entrepreneurial awareness within art/design/craft enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Producing of a marketable art/design/crafts product on the subtopic chosen on page 14 • Costing on finished items • Reflection of the end product 	<ul style="list-style-type: none"> • Select materials appropriate for your design to produce a miniature mode of transport chosen by you. • Explore markets and the concepts of different markets (market research). • Develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. • Develop dexterity (skillful use) through using materials to create craft products. • Consider environmentally sustainable criteria during the preparation of the materials for craft production. • Create appropriate craft products from given materials. 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute or to manufacturing companies of interior designs of transport models or manufacturing companies on designing transportation e.g. Nissan, Toyota etc. • Identify target market, advertising and tourism. • Design specifications • Practical demonstration. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

	<ul style="list-style-type: none"> • Keep to housekeeping and safety procedures in the context of craft production. • Interpret teacher guided design specifications to create a design/craft product. • Produce design/craft product with minimal defects. • Produce design/craft product within teacher allocated times. 	
9 -10	<p>ASSESSMENT Themes for next term's project to be given before school closes to allow for planning and collection of materials.</p>	

FORMAL ASSESSMENT

- A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.
- The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning.
- The assessment will consist of a Practical Task with a 60 % weighting and a Theory test with a 40 % weighting.

Practical Assessment

Topic 2: 2-D: Demonstration: Design of a craft product 30 %
 Topic 3: 3-D: Producing the end product 30 %

Theory

Topic 1: Theory test 40 %

Grade 9

Term 1

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term.

Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered.

The choice made will be guided by the availability of resources and the expertise of the teacher at the school.

A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners is able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> • Introduction of various international artist and the media and styles used. • Analyse different media, styles and techniques • Comparison of South African and international heritage practices and symbolism 	<ul style="list-style-type: none"> • Oral discussions • Research • Written activities <p>Exploring artworks and artefacts from different artists</p> <p>(e.g. Gerald Sekoto, Marianne Fassler Vincent Van Gogh, Michel Angelo, Pablo Picasso, Jürgen Schadeberg, William Kentridge etc.)</p>
		<p>Art and Design theory: Art Elements and Design Principals</p> <p>Identification and analysis of art elements (shape, form, texture) and design principles (rhythm, proportion, composition, pattern, etc.).</p>	<ul style="list-style-type: none"> • Oral discussions • Written activities • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
	Topic 2 Create in 2 - D		
3-4	Art and Design theory: Art Elements and Design Principals	<ul style="list-style-type: none"> • Identify, analyse and explore the of art elements and design principle in own and other's work. 	<ul style="list-style-type: none"> • Oral discussions • Written activities • Quizzes and games

	<p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Identification of a product in the art/design and craft product chosen from theme page 14 • Identification and preparation of resources (material, tools/equipment, consumables) for the end product • Drawing/designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Apply the usage of art elements and design principle to design interior artefacts and select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. • Consider environmentally sustainable criteria during selection of tools and equipment. 	<p>Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design</p> <p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Investigation and exploration activities • Research • Written activities • Explore art works and artefacts from different cultures. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.
	Topic 3 Create in 3 - D		
5-7	<p>Entrepreneurial awareness within art/design/craft enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Producing of a marketable 	<ul style="list-style-type: none"> • Identify own and other cultures accurately. (Culture refers to own and others' experience) • Produce a 3-D art product that reflect the living spaces of people as reflected in your design. • Explore markets and the concepts of different markets (market research). 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Identify target market, advertising and tourism. • Design specifications • Practical demonstration

Grade 9

Term 2

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners are able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> • Exploration of various African or international sculptors using unconventional media and techniques (ice, food, metal, tyres, plastic, etc.). • Analyse different media, styles and techniques 	<ul style="list-style-type: none"> • Metal • Tyres • Plastic • other relevant material • Oral discussions • Research • Written activities Exploring artworks and artefacts from different artists (e.g. Mbongeni Buthelezi, Andries Botha etc.)
		Art and Design theory: Art Elements and Design Principles Identification and analysis of art elements (shape, form, texture) and design principles (rhythm, proportion, composition, pattern, etc.).	<ul style="list-style-type: none"> • Oral discussions • Written activities • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design

Topic 2 Create in 2 - D			
3-4	Art and Design theory: Art Elements and Design Principals AND <ul style="list-style-type: none"> • Identification of a product in the Art and Design sub topic list on page 14 • Identification and preparation of resources (material, tools/equipment, consumables) for the end product • Drawing/designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Identify, analyse and explore the sculptural techniques such as welding, melting, joining, cutting and weaving, assemblage, etc. • Plan the process of planning the above techniques to create a gate/ fence / door / or other type of enclosure. • Use shading techniques to indicate different textures for different surfaces of 3-D art works. 	<ul style="list-style-type: none"> • Oral discussions • Written activities • Quizzes and games • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
		<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. • Consider environmentally sustainable criteria during selection of tools and equipment. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Investigation and exploration activities • Research • Written activities • Explore art works and artefacts from different cultures. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.

	Topic 3 Create in 3 - D		
5-7	<p>Entrepreneurial awareness within art/design/craft enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Producing of a marketable art/design/crafts product • Costing on finished items • Reflection of the end product 	<ul style="list-style-type: none"> • Create a 3-dimensional model of a gate/ fence / door or other type of enclosure. • Keep in mind the aesthetic quality of such an item, as this will affect reception by your audience or consumers. • Identify own and other cultures accurately. (Culture refers to own and others' experience) • Explore markets and the concepts of different manufactures; companies etc. (market research). • Develop entrepreneurial awareness of how to market art products in terms of target market, advertising means and exporting • Develop dexterity (skillful use) through using materials to create craft products. • Consider environmentally sustainable criteria during the preparation of the materials for craft production. • Create appropriate craft products from given materials. • Keep to housekeeping and safety procedures in the context of craft production. • Interpret teacher guided design specifications to create a design/craft product. 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets manufactures companies or craft making institutions like the Cape Craft & Design Institute. • Identify target market and advertising means and exporting • Design specifications • Practical demonstration. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

**Grade 9
Term 3**

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners are able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> • Comparison of ancient African and international fashion accessories or useful items in the fashion industry e.g. jewellery, hats, shoes etc. • Uses and designs of the functional containers 	<ul style="list-style-type: none"> • Oral discussions • Research • Written activities Exploring historical artworks and artefacts from different artists from different eras
		Art and Design theory: <ul style="list-style-type: none"> • Art elements (lines, shapes, colours, etc.) and design principles (patterns, rhythm, harmony, etc.) found on fashion accessories or useful items in the fashion industry 	<ul style="list-style-type: none"> • Oral discussions • Written activities • Quizzes and games Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
Topic 2 Create in 2 - D			
3-4	Art and Design theory: Art Elements and Design Principals AND <ul style="list-style-type: none"> • Identification of a product in the Art and Design sub topic list on page 14 	<ul style="list-style-type: none"> • Researching and identifying different types of fashion items in the fashion industry and exploring media for the advertising of items 	<ul style="list-style-type: none"> • Pencils • Paper • Research activities • Experimentation with materials • Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design
5-6	<ul style="list-style-type: none"> • Identification and preparation of resources 	<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. 	Collate ideas for the design process and product by means of: <ul style="list-style-type: none"> • investigation and exploration activities

	<p>(material, tools/equipment, consumables) for the end product</p> <ul style="list-style-type: none"> • Drawing/designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. 	<ul style="list-style-type: none"> • Research • Written activities • Explore art works and artefacts from different cultures. • Experiment with different materials such as fabric, glass, paper (cartridge paper, tissue paper, handmade paper, paints, glues, plastic, cans, etc. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.
	Topic 3 Create in 3 - D		
7-8	<p>Entrepreneurial awareness within art/design/craft enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Identification of a product in the Art and Design sub topic list on page 14 	<ul style="list-style-type: none"> • Identify own and other modern cultures accurately in identifying fashion items of these cultures (Culture refers to own and others' experience) • Produce a 3-D object of your choice reflecting your chosen design and media you designed. • Explore markets and the concepts of different markets (market research). • Develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Identify target market, advertising and tourism. • Design specifications • Practical demonstration. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

**Grade 9
Term 4**

Teachers should administer at least 4 informal formative tasks per theme (Ranging from Theme 1 – 21) on page 14 per term. Out of the four sub-themes, one should be selected as a focus for visual literacy, and the rest will be taught at a practical level (2 D and or 3D). Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a formal assessment task being completed. By the end of the year a total of 16 themes would have been covered. The choice made will be guided by the availability of resources and the expertise of the teacher at the school. A task should consist out of a brief (planning), a final product (rubric), reflection and need to have Literacy, Create in 2 D and 3D.

Week	Topic 1 Visual Literacy	Content The learners are able to:	Suggested Techniques, activities, resources and process notes
1-2	History of Art and Design: Basic knowledge that underpins the historical development characteristics and influences of styles	<ul style="list-style-type: none"> The role of an artist as a designer within the global society 	<ul style="list-style-type: none"> Oral discussions Research Written activities Exploring historical artworks and artefacts from different artists from different eras
	Topic 2 Create in 2 - D		
3-4	Art and Design theory: Art Elements and Design Principals AND <ul style="list-style-type: none"> Identification of a product in the Art and Design sub topic list on page 14 Identification and preparation of resources (material, tools/equipment, consumables) for the end product 	<ul style="list-style-type: none"> Use art elements and design principles to create a product for mixed media designs in the economic society (e.g. comics, computer Art and Designs, magazines etc.) 	<ul style="list-style-type: none"> Pencils Pastels Paints and brushes Paper Various materials Research activities Experimentation with materials <p>Pictures, textbooks and other media for teaching the Elements of Art and the Principles of Design</p>
5-6		<ul style="list-style-type: none"> Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of materials. 	<p>Collate ideas for the design process and product by means of:</p> <ul style="list-style-type: none"> investigation and exploration activities

	<ul style="list-style-type: none"> • Drawing/ designing of the 2-D product that will become the 3-D product • Reflection process 	<ul style="list-style-type: none"> • Gather sufficient (enough and appropriate) materials for design/craft production. • Follow housekeeping and safety procedures in the context of design/craft production. • Take the characteristics of the materials into account when selecting for specific design/craft production. • Select appropriate tools and equipment for the given designs. 	<ul style="list-style-type: none"> • research • written activities • explore art works and forms from different cultures. • experiment with different materials such as fabric, glass, paper (cartridge paper, tissue paper, handmade paper, paints, glues, plastic, cans, etc.
	Topic 3 Create in 3 - D		
7-8	<p>Entrepreneurial awareness within art/design/craft enterprise</p> <ul style="list-style-type: none"> • Identification of a marketable product • Producing of a marketable art/design/crafts product • Costing on finished items • Reflection of the end product 	<ul style="list-style-type: none"> • Create a Marquette of the above interior design product. • Identify artists in popular culture and global society. • Explore markets and the concepts of different markets (market research). • Develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. • Develop dexterity (skillful use) through using materials to create craft products. • Consider environmentally sustainable criteria during the preparation of the materials for craft production. • Create appropriate craft products from given materials. 	<ul style="list-style-type: none"> • Research to explore markets for craft production. • Field trip to craft markets or craft making institution, industries e.g. printing companies Identify target market, advertising and tourism. • Design specifications • Practical demonstration. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

SECTION 4

ASSESSMENT

4.1 INTRODUCTION

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be available in the learners' evidence of work (files/workbooks/portfolios/source books/note books etc.). It is important that informal tasks are available as evidence of the process of the learners' journey towards the final product. These tasks are important building blocks in the process towards the final product.

Teachers should administer at least 4 informal formative tasks per art form per term (to a total of a minimum of 8 informal formative tasks per term for the subject, Creative Arts).

These informal assessment tasks can include the following: discussions, verbal and written reflections, journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings etc.

All effort should be made to include activities that would enhance learners' proficiency in languages. The terminology of the specific art form should be taught and continuously be reinforced.

NB Visual Arts: The Informal tasks should be adapted to suit individual school contexts and themes should be relevant and be done as a build-up process towards Formal Tasks, i.e. 2D should be done as a concept development towards 3D. Visual Literacy needs to be integrated in all practical activities

4.2 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information about learner performance, that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide

feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allow learners to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

Formal assessment tasks form part of a yearlong formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
7 – 9 Academic stream	40%	External examination 60%
Occupational stream	60%	40%
10 and 11	25% including a mid-year examination	External examination: 75%
	25% including mid-year and trial examinations	External examination: 75%

The cognitive demands in assessment should be **appropriate for the age and developmental level** of the learners in the grade. Assessment in Art and Design must cater for a range of cognitive levels and abilities of learners. The assessment tasks should be carefully designed to cover the content of the subject as well as the range of skills and the cognitive levels that have been identified in the specific aims. The design of assessments should therefore ensure that a full range of content and skills are assessed within each Grade in the Phase. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessments.

Formal assessments must cater for a range of cognitive levels and abilities of learners, as shown below:

Cognitive Levels	Examples of useful verbs	Percentage of task

4.4 PROGRAMME OF ASSESSMENT GRADES 8 – 9

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The assessment task for each term and grade consists out of:

- A proper brief to the learners that is pasted in the source book/file/portfolio.
- Clear instruction sheet with target settings and dates indicating the start of the project and the date the project ends
- Planning of the project with a checklist that contains clear indicated marks
- Rubrics that are set up where a checklist may include if the learner went through the proper steps to plan and execute the product to be marked
- Reflection on what were achieved and where a learner need to improve. The reflection also counts marks.
- **Teachers should administer at least 4 informal formative task per theme (ranging form theme 1 – 21 on page 14 per term. Out of the 4 themes, one should be selected as a focus topic for Visual Literacy and the rest must be taught at a practical level (2D and 3D).**
- **Lessons should be structured in a way that allows a build-up format which will culminate at the end of the term in a Formal Assessment Task being completed.**

In grades 8 and 9, school-based assessment counts for 40 % and the end-of-year examination counts for 60 %.

PROGRAMME OF ASSESSMENT: ART AND DESIGN	
Formal assessments (SBA during the year)	End of year examination
60 %	40 %
<ul style="list-style-type: none"> • Assessment of practical work each term <ul style="list-style-type: none"> - Create in 2-D 20 % - Create in 3-D 20 % • Assessment: Exams (Theory) 20 % 	<ul style="list-style-type: none"> • Assessment of practical work each term <ul style="list-style-type: none"> - Create in 2-D 10% - Create in 3-D 10%

•						Assessment: Exams (Theory)	20%
ASSESSMENT PER TERM							
Term 1		Term 2		Term 3		Term 4	
Practical & Theory assessment		Practical & Theory assessment		Practical & Theory assessment		Practical & Exams assessment	
Create in 2-D	5%	Create in 2-D	5%	Create in 2-D	5%	Create in 2-D	10%
Create in 3-D	5 %	Create in 3-D	5 %	Create in 3-D	5 %	Create in 3-D	10%
Theory	10 %	Theory	10 %	Theory	10 %	Theory	20%
Total	20 %	Total	20 %	Total	20 %	Total	40 %

	TERM 1		TERM 2		TERM 3		TERM 4	
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Art Form	Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2
Form/types of assessment	2D Practical Task and Theory	3D Practical Task	2 D Practical and Theory Written Exam	3 D Practical Task	2D Practical Task and Theory	3D Practical Task	2 D Practical and Theory Written Exam	3 D Practical
Tool(s) of Assessment	Rubric	Rubric	Rubric & Memo	Rubric & Memo	Rubric	Rubric	Rubric & Memo	Rubric & Memo

Time Allocation	Week 7-10							
Date Of Completion	End of Term							
Total Marks	2D =25 +Theory = 25	50	2D =50 + Theory = 50	50	2D =25 + Theory = 25	50	2D =50 + Theory = 50	50
	50		100		50		100	
Weighting SBA%/EXAM%	5	5	20	20	5	5	10	10
Content Focus: Knowledge and Skills	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term

COGNITIVE LEVELS

The form of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:

COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Low	Repetitive skills in each term	50 %
Medium	Application of skills Analysis of artworks Written assignment requiring comprehension	30 %
High	Creative work: synthesis of skills and knowledge into art works; evaluation of art works	20 %

TIMING OF FORMAL ASSESSMENT

Grades 8 and 9					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS
Term 1	Accumulate ideas for design of craft product. Make marketable craft product.	Activity: Theory/Literacy	Pen and paper test	10 %	FAT 1
		Activity 2: Create in 2-D Design of art/design product	Practical	5 %	
		Activity 3: Create in 3-D Make marketable craft product. Model	Practical	5 %	
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS

Term 2	Accumulate ideas for design of craft product. Make marketable craft product.	Activity 1: Theory/Literacy	Pen and paper test	10 %	FAT 1
		Activity 2: Create in 2-D	Practical	5 %	
		Activity 3: Create in 3-D Make marketable craft product.	Practical	5 %	
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS
Term 3	Accumulate ideas for design of craft product. Make marketable craft product.	Activity 1: Theory/Literacy	Pen and paper test	10%	FAT 1
		Activity 2: Create in 2-D	Practical	5%	
		Activity 3: Create in 3-D Make marketable craft product. Model	Practical	5%	

Term 4	Accumulate ideas for design of craft product. Make marketable craft product.	Activity 1: Theory/Literacy	Pen and paper test	20 %	FAT 1
		Activity 2: Create in 2-D	Practical	10%	
		Activity 3: Create in 3-D Make marketable craft product. Model	Practical	10 %	

Outline of the Practical Assessment Task

Learners must receive the PAT in the form of a written brief to inform them of the following before commencing with the work:

- The exact aim or end product expected regarding medium, size, etc.
- Sources available for reference/research/investigations/experimentation
- Assessment procedures and criteria to be used
 - Exact, non-negotiable dates for handing in work; checkpoints along the way
 - Any possible limitations and/or guidelines for the assignment
- Appropriate media, techniques and/or approaches for the assignment

In Grade 8 and 9 we are moving towards the FET phase where tasks should be open-ended briefs that allow learners to choose the materials, tools, techniques, themes and processes within their specialised practical options, e.g. painting, sculpture, printmaking, etc.

- It is strongly advised that Visual Arts teachers set their own PATs, to inspire creativity and originality. Contextual factors should be taken into account, namely the materials, equipment and facilities at a school, resources, cost, experience of learners, etc.

- Appropriate media, techniques and/or approaches should be chosen for the task.
- The exact aim or end product expected of the task regarding medium, size, etc. should be communicated to learners. Remember to give scope to innovative and personal interpretations. Originality and creativity are of the utmost importance.

- When themes are decided on, take the learners' interests, experiences and context in account to challenge them. Artworks tell us about artists' experiences, ideas and feelings. Encourage 'honesty' so that learners' artworks speak of their experiences, ideas and feelings, so that they do not produce 'second-hand' works.

- Although learners must receive a written brief, it is sometimes a good idea to give the brief to them just before starting with the final artwork. Topic 1 would consist of a series of 'building blocks' (step-by-step activities as part of the process work) given at consecutive times to ensure experimentation. Learners may not know where the topic is leading, which creates an aspect of surprise. This prevents the tendency of learners getting stuck on their first idea without experimenting and researching other possibilities.

- Set expectations, minimum requirements and deadlines regarding the end product.

Informal and formal preparation for practical work must be recorded in a sourcebook/ visual diary kept specifically for Visual Arts.

This sourcebook is NOT a formal, neat notebook, but is an expressive, personal 'diary' of ideas and stimuli which reflect an individual's own style, interests and personality.

It should be full, exciting and a useful source of ideas and images for use in practical assignments. Learners should put all their conceptual ideas, planning, 'playing around' and exploratory work in their Visual Arts sourcebook.

The sourcebook provides insight into the way that the learners have formed ideas, how many alternatives they have investigated and other processes leading to the final work.

The sourcebook should clearly communicate all thought processes leading to the making of artworks.

The sourcebook should include the following:

- Sketches and preparatory drawings. Drawing is a compulsory part of all practical options in Visual Arts.
- Images, articles, excerpts, samples, photographs, etc. collected by the learner.
- Objects (pieces of paper, packaging, etc.) which the learner has found interesting, stimulating, of personal significance or which may prove useful for a practical project at some stage.
- Doodles, words, sketches and writings related to the learner's experiences and context.
- Research on a wide variety of artists, as well as examples that will inform their practical work.
- Anything else which the learner may find stimulating and/or interesting and which may function as a source for his/her practical work.
- Investigation of different techniques and materials.
- Mind maps to generate ideas
- Documentation of any process work.

Visual research, investigation and practical process work Teachers should:

- Encourage experimentation with different media. These could include small paintings, collages, etc.
- Encourage learners to use the sourcebook for writing and making sketches in order to go beyond the set brief
- Place emphasis on the fact that this is a personal expression and that there is not only one way of doing it. Do not be too prescriptive, but allow learners to find their own way of creating the sourcebook within the guidelines. Boys often prefer a more 'no-nonsense' approach, while many girls put emphasis on creating 'beautiful' pages. Be aware of this and guide accordingly.
- Expose learners to a variety of artists' books and emphasise that the process of developing the artwork is more important than just a neat 'scrapbook'. There are no prescriptions regarding the size – it can be A3, A4 or any other size.

Very few learners can complete a brief on their own. You as the Visual Arts teacher are expected to guide the creative process from start to finish. Be open-minded about divergent solutions to practical projects.

- Continuously do informal assessment by discussing the progression of learners' work. Try to guide learners to come up with their own solutions, rather than imposing your ideas on them.
- Have regular 'critique sessions' during which you facilitate and teach learners to talk and discuss the work of their classmates in a constructive way.
 - Remember that you as the Visual Arts teacher must guide the aesthetic qualities of any tasks. It is the duty of the teacher to help the learner to find his/her own creative voice.
 - Try to lead them to individual and innovative approaches/solutions.
 - Guide them to develop ideas by working from first-hand observation.
 - Also guide learners to eliminate source material that lacks aesthetic appeal. Aesthetic does not mean 'pretty'; some of the 'ugliest' imagery can be stunningly rendered in an artwork.
 - Learners should take confident and calculated risks, trying out new ideas and processes without fear of failure.
 - It is important that the Visual Arts teacher teaches confidence so that learners will feel comfortable in taking risks and learn from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
 - Creative activity may proceed from a number of different levels, from the lower end producing a pastiche of an existing idea or work, to the upper level, developing an entirely fresh and individualised process and/or outcome.
 - It is important to view and discuss the body of work by a learner continuously throughout the year. It helps to identify their strengths and weaknesses.
 - Beware of damaging critiques. It is advisable to start with the positive and then move to areas that can be improved. Also go into a dialogue with a learner, e.g. 'I think it will be more effective if you change this ... What do you think?' This makes them feel part of the process and makes them think about their work.
 - It is important that you understand and know your learners and develop their particular strengths. Some learners will be careful planners, while others work more intuitively

Reflection:

- At the end of each PAT there should be some form of reflection/feedback on work produced by each learner to ensure future development of the learner.
- This may be written and/or verbal feedback that comments on strengths and weaknesses.
- This could be in the form of self-reflection, class/teacher reflection and marking, peer reflection or open critique sessions guided by the teacher as well as the learner.

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Art and achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels.

4.7 GENERAL

This document should be read in conjunction with:

- 4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.7.2 *National Protocol for Assessment Grades R-12;*
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);*
- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

4.8 ANNEXURES

4.8.1 Annexure A: Example of recording schedule

Here are examples of recording schedules for Grades 8 and 9 in Art and Design
An example of an annual Grade 8 and 9 Recording Schedule

	Theory					Create in 2 - D Practical					Create in 3 – D Practical					END OF YEAR			
Criteria	Term 1	Term 2	Term 3	Term 4	TOTAL	Term 1	Term 2	Term 3	Term 4	TOTAL	Term 1	Term 2	Term 3	Term 4	TOTAL	Theory	Create in 2 D	Create in 3D	TOTAL
Maximum marks	25	50	25	50	150	25	25	25	25	100	25	50	25	50	150	50	25	25	100
Names of learners																			

4.8.2 Annexure B: Criteria for Practical Work

How to mark/assess the PATs ASSESSMENT CRITERIA FOR PRACTICAL WORK

Outstanding	90– 100	<ul style="list-style-type: none"> ● The learner generated many ideas; tried unusual combinations or changes before choosing one idea; made connections to previous knowledge; mastery of problem-solving skills. ● Effort far beyond that required. ● The 'WOW' factor is evident. ● Works show great innovation. ● Content/Conceptual richness of the work is excellent. ● The work as a whole is confident and evocative: it engages the viewer with excellent visual qualities. ● The work clearly demonstrates original vision, a variety of innovative ideas and/or risk taking, and inventive articulation of a broad range of the elements and principles. ● Outstanding and original presentation. Exceptional ability, creativity richness, insightful, fluent, high skill, observation and knowledge powerfully expressed; supported by an original or unusual selection of relevant visual references
Excellent	80 - 89	<ul style="list-style-type: none"> ● Striking impact: most of the above; detailed; well organised and coherent; polished; skill evident; supported by original/unusual/relevant visual references; presentation original and considered; less resolved; some minor flaws evident. ● Often excellent technical abilities, but not as innovative OR very innovative, but lacking technical richness
Very Good	70 - 79	<ul style="list-style-type: none"> ● Well organised, as above, but lacks the 'glow and sparkle' (less convincing in terms of imagination, creativity and innovation); good level of competence and selection of content; supported by a good selection of relevant visual references; obvious care and effort taken with original presentation; some obvious inconsistencies/ flaws evident. ● Good evidence of effort and commitment. Interesting/Innovative/ Creative, but not technically resolved. ● Technically good, but lacks conceptual richness or vice versa. Work may be creatively innovated, but lacks technical skill.

	60 - 69	<ul style="list-style-type: none"> • The work demonstrates some originality; clear intent; convincing; simple direct use of medium; displays understanding but tends towards the pedestrian and stereotyped response at times; adequate selection of relevant visual references; reasonable effort taken with presentation; distracting/obvious inconsistencies. • Sound level of competence.
Average	50 - 59	<ul style="list-style-type: none"> • Adequate; feels mechanical; derivative or copied; little insight. • Unimaginative; some visual references not always clearly identified. • Fair presentation; many distracting inconsistencies. • Average level of technical competence. Possibly limited commitment in terms of time and effort. • Imagery is copied from another source with little transformation of images. • Little evidence of trying anything unusual. • Scope of work is narrow and/or repetitive.
Below Average	40 - 49	<ul style="list-style-type: none"> • Enough material/works to pass; not logically constructed. • Limited selection of information; poor technical skills and/or a lack of time on task might be contributing factors. • Little use of visual information, clumsy or careless presentation in need of support/motivation to pass. • Imagery is copied from another source with very little transformation. • Composition is weak and undeveloped; no evidence of planning, or incomplete planning.
Weak	30- 39	<ul style="list-style-type: none"> • Just enough material/works to pass. • Visually uninteresting, uncreative; limited/poor technical skill used. • Little attempt to present information in an acceptable manner; little or no visual information/reference. • General lack of commitment; in need of support/motivation to pass. • Insufficient time on task. Standard below the acceptable. • Poor solutions to problems; artwork is copied and superficial. No evidence of original thought.
Very Weak FAIL	20- 29	<ul style="list-style-type: none"> • Very little information; jumbled; not easy to view; little or irrelevant work/visual information. • No effort made to present work in an acceptable manner; general lack of commitment/cooperation. • Very poor skills level. • Project very weak or incomplete.

		<ul style="list-style-type: none"> • Poor artistic decision-making. • Classes were missed and learner failed to make up the time.
Unacceptable	0 - 19	<ul style="list-style-type: none"> • Incoherent; irrelevant; very little or no work; lack of even limited skills; no commitment/cooperation. • Work incomplete. • Poor artistic decision-making/learner put forth no effort. • Most classes were missed and learner failed to make up the time.

PUBLIC COMMENTS