



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

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## **ART AND CRAFTS**

### **GRADE 4-5**

Curriculum and Assessment  
Policy Statement Grade R-5  
for learners with Severe  
Intellectual Disability  
  
2018 Orientation  
  
Learning programme

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# **1 SECTION 1**

## **INTRODUCTION**

# **2 SECTION 2**

## **INTRODUCTION TO ART AND CRAFTS**

### **2.1 Definition**

The Art and Crafts learning programme explores 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. Art and Crafts awaken the creative powers in each learner. This creativity can be applied in all spheres in later life and work.

### **2.2 Topics**

1. Accumulates ideas for design of craft product.
2. Identifies and prepares materials, tools and equipment for craft production.
3. Makes marketable craft product.
4. Produces sequences of the same craft product.
5. Reviews and finishes craft products for market.
6. Costs and prices craft products for a sustainable craft enterprise.
7. Develops entrepreneurial awareness within craft enterprise.
8. Investigates work opportunities in order to make a personal career decision.

Use a variety of materials in the Art and crafts programme but not limited to the following:

- Wood, metal, clay, bone, horn, glass, stone art, and crafts, e.g. bead work, mosaics and bone carving.
- Paper or canvas art and crafts, e.g. card making, collage and paper mache.
- Plants other than wood art and crafts, e.g. basket weaving, corn dolly making and floral design.

### **2.3 Specific Aims:**

In Art and Crafts the learner will study to:

- Produce Art and craft products using hand-held tools
- Design, make and review a finished and marketable craft product.
- Accumulate creative ideas to design a craft product.
- Identify and prepare materials and tools for craft production.
- Make variety of craft products.

- Understand and skilfully use basic art elements and principles.
- Produce sequences of the same craft product.
- Review craft products.
- Cost and price craft products for a sustainable craft enterprise.
- Develop entrepreneurial awareness within the craft enterprise.
- Investigate work opportunities to make personal career decisions.

#### 2.4 Requirements for Art and Crafts as a subject:

The subject will give learners the opportunity to obtain competencies required in craft production. The subject reflects the needs of people within the craft sector both now and for the future.

##### 2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for Art and Crafts is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2,5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. A minimum of three (3) art and crafts items/projects per term utilizing two (2) or two and a half (2,5) hours per week (depending on the number of subjects offered in the school) is required and teaching less than three (3) art and crafts items/projects per term means that the learners are deprived of the full learning programme. The Art and Crafts periods should be divided into two (2) timeslots.

##### 2.4.2 Resources:

###### 2.4.2.1 Human Resources:

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Art and Crafts.

Art and Craft teachers are required to:

- ✓ Teach the subject content with confidence
- ✓ Interact with learners in a relaxed but firm manner
- ✓ Manage the workshop resourcing, allocation & safety
- ✓ 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 workshop as a whole
- ✓ Maintain and service the tools and instruments
- ✓ Ensure learner safety
- ✓ Produce working PAT projects in cooperation with learners
- ✓ Implement innovative methods to keep the subject interesting
- ✓ Are self-motivated to keep her/him abreast of the latest art developments
- ✓ Regularly attend Art skills workshops.

#### 2.4.2.2 Infrastructure and equipment

The subject may not be offered without the necessary infrastructure and equipment. Each learner creates his/her art and crafts articles individually. The following infrastructure and list of equipment serves as an indication of the minimum equipment needed to offer the subject to teach 15 learners:

#### 2.4.2.3 Infrastructure:

A classroom with 15 chairs and 15 individual tables (or 4 big tables to seat 4 learners each) to seat 15 learners.

Electricity supply to the classroom/workshop is recommended.

Good lighting and ventilation is essential.

#### 2.4.2.4 Equipment:

The minimum equipment needed to offer the subject to teach 15 learners

- Skill saws X 4
- Planer
- Rivet guns X 4
- Glue guns X 4
- Sander
- Pliers X 4
- Side cutter
- Band saw
- Staple guns X 2
- Square X 2
- Screwdriver set X 2

- Electric Drill
- Drill bit set X 2
- Tile cutter X 2
- Cutter knives X 4
- Glasscutter
- G-clam
- Soldering iron X 2
- Chiselled and others.

Comply with the requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 A during practical session with regards to the issuing of equipment and tools, needed for a specific craft product.

The educator must also have a register of all the equipment in the workshop and regular inventory stock taking is essential.

#### 2.4.2.5 Finances

The subject may not be offered without the necessary finances provided by the school.

- An annual budget should be available to purchase Art and Crafts materials for weekly practical tasks
- Maintenance and purchasing of new equipment should be added to the budget

#### 2.5 Career opportunities

Career and occupational opportunities for learners with a severe intellectual disability include but not limited to:

- Artist
- Assistant designers
- Assistant Teacher
- Entrepreneur
- Assistant indoor / Outdoor Decorator

### 3 SECTION 3:

#### 3.1 OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 or 2,5 hours (depending on the number of vocational subjects offered at the school) for the subject Art and Crafts.

#### 3.2 Content overview of topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the Art and Crafts learning programme in grade 4 and 5.

TOPIC	GRADE 4	Grade 5
1.Accumulates ideas for design of craft product  Considers environmentally sustainable criteria during accumulation of ideas	Identifies and collects a variety of ideas for inspiration under the teacher guidance. Use media, appropriate textbooks, magazines, etc.  Discuss the environmentally sustainable criteria under the teacher guidance. Look for the available resources around.	Identifies sources of ideas for the creative process. Identifies tangible (touchable) and intangible sources for ideas Considers environmentally sustainable criteria during the accumulation of ideas.
2.Identifies and prepares material, tools and equipment for craft production	Identifies and selects the appropriate materials for production of particular craft products. Selects materials appropriate for given designs.	Identifies and gather sufficient information suitable for particular craft products. Takes the characteristics of the materials into account when selecting for specific craft production.
3.Makes marketable craft products	Collects documents and interpret objects and ideas through drawing.	Collects documents and interpret objects and ideas through drawing.

TOPIC	GRADE 4	Grade 5
	<p>Uses and apply elements and principals of art.</p> <p>Uses tools and materials to produce craft products.</p> <p>Produces craft products in line with given designs.</p>	<p>Uses and apply elements and principals of art.</p> <p>Uses tools and materials to produce craft products.</p> <p>Produces craft products in line with given designs.</p> <p>Produces craft products with limited defects.</p>
4.Produces sequences of the same craft products for the market	<p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and make use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p> <p>Copies the design when producing the same products in a sequence.</p> <p>Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and make use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p> <p>Copies the design when producing the same products in a sequence.</p> <p>Determines the required quantities of materials for the specific number of product to be produced.</p>
5.Review and finishes craft product for market	<p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished Products.</p>



TOPIC	GRADE 4	Grade 5
	<p>Follows teacher guided design specification.</p> <p>Reflects on the selection of appropriate material, tools and equipment according to given specification or designs.</p> <p>Reflects on safety procedures in the context of craft production.</p>	<p>Follows teacher guided design specification.</p> <p>Reflex on the selection of appropriate material, tools and equipment according to given specification or designs.</p> <p>Reflects on safety proceduresin the context of craftproduction.</p>
6. Cost and prices crafts products for a suitable craft enterprise	<p>Performs basic business calculations in costing and pricing of craft products.</p> <p>List and record all production costs.</p>	<p>Performs basic business calculations in costing and pricing of craft products.</p> <p>List and record all production costs.</p> <p>Determines prices of craft products by considering market and production cost factors.</p>
7. Develops entrepreneurial awareness within craft enterprise	<p>Identifies markets and possible markets for crafts production.</p> <p>Develops aspects of entrepreneurial awareness.</p> <p>Explores markets and concepts of different markets(market research).</p>	<p>Identifies markets and possible markets for craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p> <p>Explores markets and concepts of different markets (market research).</p> <p>Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>
8. Investigates work opportunities in order to make a personal career decision.	Investigates the requirements for specific work opportunities.	Investigates the requirements for specific work opportunities.

TOPIC	GRADE 4	Grade 5
	Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.	Discusses formal and informal learning institutions/ providers accessible to the learner in terms of the education and training opportunities available at each site. Explores job shadowing as a means of accessing employment.

### 3.3 Teaching plans

Each term comprises of ten weeks and a minimum of 9 practical Art and Crafts sessions is compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in GRADE 4 , and therefore 2 suggested Art and Crafts articles/projects are provided to allow the learners to perform the second suggested Art and Crafts articles/projects during their second year in grade 4. It is not advisable to repeat the same Art and Crafts articles/projects more than once as this will not provide the learner the opportunity to learn additional skills.

A minimum of 3 articles should be completed each term, however it is recommended that all the suggested articles are completed during each term.

Vary the difficulty level of the article according to the abilities of the learners, provided that all the skills are executed

One or more activities may be omitted during the practical sessions, however during each practical session the teacher should

- Show an example of a completed article
- Give a short demonstration of the steps to follow before the learners commence with the activity

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Art and Crafts instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations.

#### 3.3.1 GRADE 4 Term 1

The suggested articles are available on Pinterest :<https://www.pinterest.com>

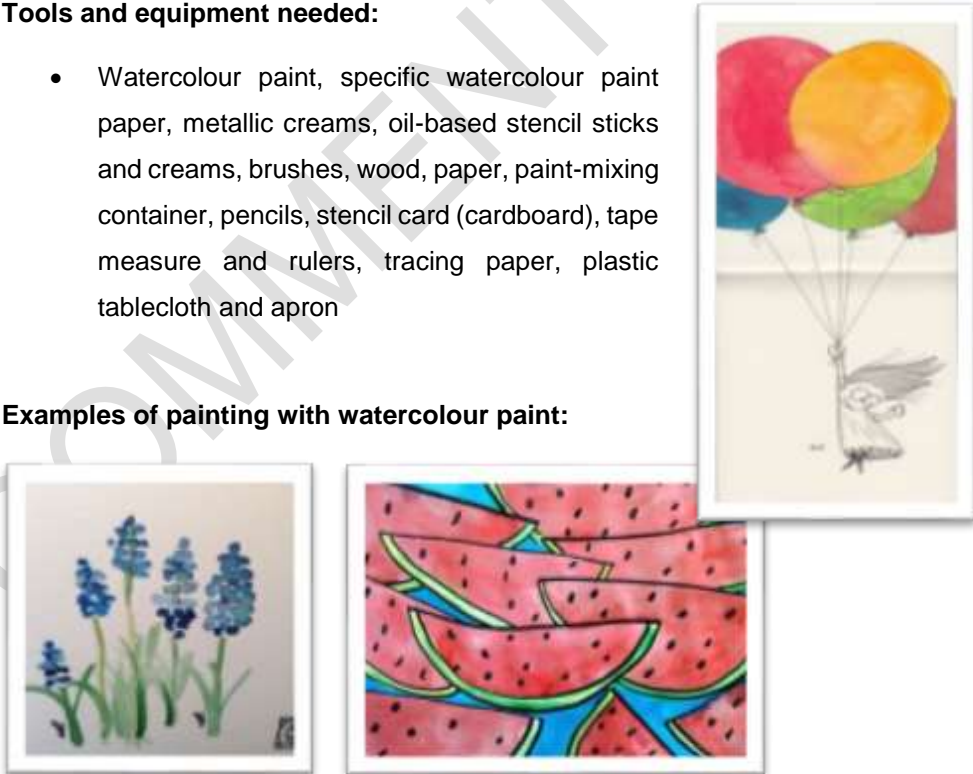
GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1	<ul style="list-style-type: none"><li>• <b>Accumulates ideas to design a craft product</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Discuss</b> appropriate tools and equipment used in the Art and crafts workshop.</li></ul>	<b><u>GRADE 4 : First year</u></b>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Identifies and prepares materials, tools and equipment for craft production.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the layout of the workshop as well as safety procedures.</li> </ul>	<p><b>The teacher provides the learner with pictures, magazines and allows accessibility of mediums.</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on the appropriate tools and equipment to be used as well as accumulating ideas in the Art and crafts workshop.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to the learners to show them the layout of the workshop as well as safety procedures.</p> <p><u>Activity 4:</u> Video, DVD and pictures are shown to show learners different articles that can be produced as well as the aftercare of the products.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment commonly used in the workshop.</p> <p><u>Activity 6:</u> Complete a checklist of different tools and equipment used in the workshop or workplace.</p> <p><b><u>Practical:</u></b></p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners discuss the appropriate tools and equipment to be used in the Art and crafts workshop as well as ideas.</li> <li>Learners discuss the layout of the workshop and the safety procedures.</li> <li>Learners watch the video, DVDs and pictures.</li> <li>Learners clean the workshop after using it.</li> </ul> <p><b>Tools and equipment:</b></p> <ul style="list-style-type: none"> <li>DVDs and videos, markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet and papers.</li> </ul> <p><b><u>GRADE 4 : Second year</u></b></p> <p><b>Teacher provides the learner with pictures, magazines and allows accessibility of mediums.</b></p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in GRADE 4 : First year.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners discuss the appropriate tools and equipment to be used in the Art and crafts workshop as well as ideas.</li> <li>Learners discuss the layout of the workshop and the safety procedures.</li> <li>Learners watch the video, DVDs and pictures.</li> <li>Learners clean the workshop after using it.</li> </ul>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<b>Tools and equipment:</b> <ul style="list-style-type: none"> <li>DVDs and videos, markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet and papers.</li> </ul>
2-3	<ul style="list-style-type: none"> <li><b>Accumulates ideas for design of craft product.</b></li> <li><b>Identifies and prepares materials, tools and equipment for craft production.</b></li> <li><b>Makes a variety of marketable craft products.</b></li> <li><b>Produces sequences of the same craft product.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Painting</b></li> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Identify, select and maintain</b> drawing materials.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on painting on specific paper using watercolour paint.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to painting with watercolour paint and to show learners different articles and papers painted and decorated with watercolour paint.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of painting using watercolour paint.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when painting on with watercolour paint on paper.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>experiment</b> with various drawing techniques to interpret objects or ideas.</li> <li>• <b>Organise</b> and <b>present</b> drawings to communicate objects or ideas.</li> <li>• <b>Know</b> and <b>use</b> the <i>elements</i> of art such as line, colour, shape, tone, texture and space.</li> <li>• <b>Know</b> and <b>use</b> the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</li> <li>• <b>Develop</b> dexterity (skilful use) through using materials to create craft products.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when painting or decorating on paper using watercolour paint.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use watercolour paint to paint on specific paper.</li> <li>• Learners consider the use of colour, texture, line, shape, etc. – appropriate to the craft object.</li> <li>• Learners finish the articles by decorating it.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Teachers Tips:</u></b></p> <ul style="list-style-type: none"> <li>• In order to comply to the requirements of the Occupational Health and Safety (OHS) Act 85 of 1993, a practical session with regards to the issuing of equipment and tools, needed for a specific craft product must be held before beginning with the new product.</li> <li>• There must also be a group discussion on the safety precautions that must be followed, as well as the dangers of working with paint.</li> </ul>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>understand</b> the process involved in the art of Painting.</li> <li>• <b>Practise</b> the skill of Painting.</li> <li>• <b>Identify</b> different techniques and tools used in the art of painting in the art and crafts workshop.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the art of painting in the art and crafts workshop.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when</li> </ul>	<p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Watercolour paint, specific watercolour paint paper, metallic creams, oil-based stencil sticks and creams, brushes, wood, paper, paint-mixing container, pencils, stencil card (cardboard), tape measure and rulers, tracing paper, plastic tablecloth and apron</li> </ul> <p><b>Examples of painting with watercolour paint:</b></p>  <p><b>GRADE 4 : Second year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in GRADE 4 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques used when painting with acrylic paint.</li> </ul>



GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>selecting for specific craft production.</p> <ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making articles using the art of Painting.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles that are painted by acrylic paint.</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners prepare the cardboards to be painted.</li> <li>• Learners use acrylic paint to paint.</li> <li>• Learners finish the article by painting varnishing, sealing and decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Teachers Tips:</u></b></p> <ul style="list-style-type: none"> <li>• In order to comply to the requirements of the Occupational Health and Safety (OHS) Act 85 of 1993, a practical session with regards to the issuing of equipment and tools, needed for a specific craft product must be held before beginning with the new product.</li> <li>• There must also be a group discussion on the safety precautions that must be followed, as well as the dangers of working with paint.</li> </ul> <p>• <b>Tools and equipment needed:</b></p>



GRADE 4 : Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating specific articles.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of recycling and decorating the articles by using acrylic paint.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by</li> </ul>	<ul style="list-style-type: none"> <li>• Acrylic paint, acrylic varnish for sealing finished products, paint, metallic creams, brushes, scissors, paint-mixing container, pencils, cardboard, paper, tracing paper, plastic tablecloth and apron.</li> </ul> <div data-bbox="1057 655 1440 1082" data-label="Image"> </div> <div data-bbox="1467 655 1653 782" data-label="Caption"> <p>Example of painting with acrylic paint:</p> </div> <div data-bbox="1467 839 1653 965" data-label="Caption"> <p>Example of painting with acrylic paint</p> </div> <div data-bbox="1675 296 2011 970" data-label="Image"> </div>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		painting and decorating the article. <ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	
4-5	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> <li>• Makes a variety of marketable craft products</li> <li>• Produces sequences of the same craft products.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decoupage</b></li> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what decoupage is and articles that can be decoupage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the process of decoupage and to show learners different articles decorated through the process of decoupage.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different steps taken in decoupage.</p> <p><u>Activity 5:</u> Practical demonstration of the process of decoupage on wood.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what decoupage is.</li> <li>• <b>Identify</b> different steps that can be used when decoupage.</li> <li>• <b>Practise</b> the skill of decoupage.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools used in practising decoupage.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> </ul>	<p><u>Activity 6.</u> Group discussion on the basic tools and equipment used when decoupage.</p> <p><u>Activity 7:</u> Complete a checklist of different tools used for decoupage.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners practise the process of decoupage.</li> <li>• Learners learn design and prepare articles for decoupage.</li> <li>• Learners' decoupage on wood by tearing strips of papers and use rollers or brushes to decoupage.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• Brush, scissors, wood, rollers, whitepaper glue, sand paper, sealer, brayer (roller) and a craft's knife</li> </ul>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> </ul>	<ul style="list-style-type: none"> <li>• Different mediums can be used for decoration of craft products.</li> </ul> <div data-bbox="1059 435 1368 826" data-label="Image"> </div> <div data-bbox="1680 292 1989 639" data-label="Image"> </div> <p><b>Examples of decoupage on wood:</b></p> <p><b>Examples of decoupage on wood</b></p> <p><b><u>GRADE 4 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques used when decoupage on glass stone or wood.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles decorated through glass, stone and wood.</p> <p><u>Activity 4:</u> Practical demonstration by the teacher on how to decoupage.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners practise the process of decoupage and prepare the articles to be decoupage.</li> </ul>



GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of decoupage.</li> <li>• <b>Identify</b> the steps of finishing the decoupage.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' decoupage bottles by tearing strips of papers or cut fabric.</li> </ul>  <ul style="list-style-type: none"> <li>• Learners finish the article by decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• Glasses, stones, white glue, sandpaper, sealer, scissors, brayer (roller), acrylic adhesive, craft's knife and old newspapers</li> </ul>  <p><b>Example of decoupage on glass and wooden blocks:</b></p>
6-7	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Boxes and Cards</b></li> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> </ul>	<p><b><u>GRADE 4 First year:</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on simple boxes and cards made with stencils and stickers.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft products.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify and understand</b> making boxes and cards.</li> <li><b>Practise</b> the skill of decorating boxes and cards using stencils and stickers..</li> <li><b>Identify</b> different articles that can be made using cards and boxes.</li> <li><b>Practise</b> the skill of making own paper.</li> <li><b>Identify and select</b> the basic tools and equipment used in the</li> </ul>	<p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learner cards and boxes made with stencils and stickers.</p> <p><u>Activity 4:</u> Practical demonstration by teacher, teacher decorate cards with stencils.</p> <p><u>Activity 5:</u> Video, DVD and pictures are shown to show learners the process of making and decorating cards and boxes with stencils and stickers.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used for making and decorating cards and boxes with stickers and stencils.</p> <p><u>Activity 7:</u> Complete a checklist of different tools and equipment used for making boxes and cards with stencils and stickers.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners use stencils and stickers to create their own cards.</li> <li>Learners use easy patterns for example colour.</li> <li>Learners finish the article by printing and decorating.</li> <li>Learners clean the workshop.</li> </ul>





GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>process of decorating boxes and cards with stickers and stencils.</p> <ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when decorating articles using decoupage and stencils.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made</li> </ul>	<div data-bbox="1061 336 1344 730" data-label="Image"> </div> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Boxes, cards, stencils, stickers, glue, paint and scissors.</li> </ul> <p><b>An example of cards decorated with stencils:</b></p> <p><b><u>GRADE 4 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques used to decoupage on the card for decoration.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles or card decoupage for decoration.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use and prepare cardboard to create their own cards.</li> <li>• Learners decorate the cards using the process of decoupage.</li> <li>• Learners finish the article by rubbing it with fingers after it has been dried.</li> <li>• Learners clean the workshop.</li> </ul>





GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of decorating articles with cards and boxes.</li> </ul>	<p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Cardboard, pencils, tracing paper, brushes, white glue, craft-knife, sand paper and brayer.</li> </ul> <p><b>Example of cards decorated with decoupage:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of finishing the article by decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	
8-9	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> <li>• Makes a variety of marketable craft products.</li> <li>• Produces sequences of the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Glass Bottles</b></li> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><u>Activity1</u> Collate ideas for the craft process and product by means of :</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on recycling glass bottles by painting and decorating them.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to glass bottles decorated with paint.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of using the art of painting glass bottles.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	same craft products.	<p>selection of tools and equipment.</p> <ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production</li> <li>• <b>Practise</b> the skill of painting on glass bottles.</li> <li>• <b>Identify</b> different mediums that can be used when painting on glass bottles.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the work.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the</li> </ul>	<p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when painting and decorating a glass bottles.</p> <p><u>Activity 6:</u> Group discussion on how to clean a glass bottle before decorating the bottle.</p> <p><u>Activity 7:</u> Complete a checklist of different tools and equipment used recycling and decorating a glass bottles using a paint.</p> <p><b><u>Practical :</u></b></p> <ul style="list-style-type: none"> <li>• Learners bring an already cleaned glass bottle from home to decorate.</li> <li>• Learners use paint to decorate the glass bottles.</li> <li>• Learners finish the article by painting and decorating them.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Teachers Tips:</b></p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>characteristics of the selected materials.</p> <ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Washi tape</b> feels like masking tape. It's made of paper, but is not as delicate as would be expected. It comes in patterns and designs and varying widths. Most washi tapes are strong (as strong as duct tape in some cases) and functional as well as pretty, making them wonderful for both everyday and decorative use.</li> </ul>  <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Glass bottles, paint , ribbons, flowers, brushes, lint and glue</li> </ul> <p><b>Example of painted bottles:</b></p> 

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of recycling the glass bottles.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> </ul>	 <p><b><u>GRADE 4 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques used on painting and decorating on bottles.</p> <p><u>Activity 3:</u> Videos, DVD and pictures are shown to show the process of recycling and decorating bottle with letters or signs on.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners bring an already cleaned glass bottle from home.</li> </ul>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original design</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners decorate the articles by putting letters on the bottle.</li> <li>• Learners finish the article by painting and decorating it.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Glue gun, glass bottles, silicon and paint</li> </ul> <p><b>An example of bottles with letters on:</b></p> 
10	Reviews and finishes craft products for market.	<ul style="list-style-type: none"> <li>• <b>Follow</b> teacher guided design specifications.</li> <li>• <b>Adhere</b> to safety procedures in the context of craft production.</li> <li>• <b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.)</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Reflect</b> on safety procedures in the context of craft production.</li> <li>• <b>Produce</b> craft products with limited defects.</li> </ul>	<p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>GRADE 4 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.)</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

#### FORMAL ASSESSMENT TASK: GRADE 4

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for GRADE 4 , first and second year are the same, however the articles are more advanced.

##### Craft Object (Painting)

*The learner must be able to:*

- Identify drawing materials.
- Select drawing materials.
- Maintain drawing materials.
- Identify with various drawing techniques to interpret objects or ideas.

- Experiment with various drawing techniques to interpret objects or ideas.
- Organise drawings to communicate objects or ideas.
- Present drawings to communicate objects or ideas.
- Know the *elements* of art such as line, colour, shape, tone, texture and space.
- Use the *principles* of art such as pattern, contrast, rhythm, proportion and emphasis.
- Develop dexterity (skilful use) through using materials to create craft products
- Consider environmentally sustainable criteria during selection of tools and equipment.
- Gather sufficient (enough and appropriate) materials for craft production.
- Practise the skill of Painting using different paints and painting on different mediums.
- Identify the basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting in the Art and crafts workshop.
- Select the basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting in the Art and crafts workshop.
- Select sufficient (enough and appropriate) materials for painting in the art and crafts workshop.
- Gather sufficient (enough and appropriate) materials for painting in the art and crafts workshop.
- Identify the steps that must be followed when painting in the Art and crafts workshop.
- Prepare the workshop or workplace for the process of painting in the Art and crafts workshop.
- Produce a craft product with minimal defects using the art of painting.
- Identify the steps of finishing the Craft Product.
- Identify the steps of cleaning the workshop before leaving the classroom.

#### Craft Object (Decoupage)

*The learner must be able to:*

- Select sufficient (enough and appropriate) materials for Craft production.
- Gather sufficient (enough and appropriate) materials for Craft production.



- Identify and what Decoupage is.
- Understand what Decoupage is.
- Identify the basic tools and equipment used in the craft of Decoupage.
- Select the basic tools and equipment used in the craft of Decoupage.
- Identify the steps that must be followed when making or decorating an article by using the craft of Decoupage.
- Prepare the workshop or workplace for the process of making or decorating an article by using the craft of Decoupage.
- Produce a Craft product using Decoupage with minimal defects.
- Practise the skill of making and decorating articles using the craft Decoupage.
- Identify the steps of finishing the Craft product.
- Identify the steps of cleaning the workshop before leaving the classroom.

#### Craft Object ( Boxes and Cards)

*The learner must be able to:*

- Select and gather sufficient (enough and appropriate) materials for Craft production.
- Gather sufficient (enough and appropriate) materials for Craft production.
- Identify and understand the craft of making Boxes and Cards.
- Practise the skill of decorating Boxes and Cards using different materials and templates.
- Identify the basic tools used in practising the craft of making Boxes and Cards.
- Select the basic tools used in practising the craft of making Boxes and Cards.
- Prepare the workshop or workplace for the process of making Boxes and Cards.
- Identify the steps that must be followed when making or decorating Boxes and Cards.
- Produce a Craft product with minimal defects.
- Identify the steps of finishing the Craft product.
- Identify the steps of cleaning the workshop before leaving the classroom.

### Craft Object (Glass Bottles)

*The learner must be able to:*

- Select sufficient (enough and appropriate) materials for Craft production.
- Gather sufficient (enough and appropriate) materials for Craft production.
- Identify what the craft of painting on Glass bottles is.
- Understand what the craft of painting on Glass bottles is.
- Practise the skill of painting on glass bottles.
- Identify different mediums that can be used when painting on glass bottles.
- Identify the basic tools used in practising production of painting on glass bottles.
- Select the basic tools used in practising production of painting on glass bottles.
- Prepare the workshop or workplace for the process of painting on glass bottles.
- Identify the steps that must be followed when painting or decorating glass bottles using different mediums..
- Produce a Craft product with minimal defects.
- Identify the steps of finishing the Craft product afterwards.
- Identify the steps of cleaning the workshop before leaving the classroom.

### Sequence of the same object ( 2/3 replicas of the same object)

*The learner must be able to:*

- Create appropriate craft products from given materials
- Produce craft products within teacher allocated times.
- Determine the required quantities of materials for the specific number of products to be produced.
- Identify the same design specifications of original designs.



Copy the design specifications when producing the same products.


## 3.3.2 GRADE 4 : TERM 2



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-2	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Plaster of Paris</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> </ul>	<b>GRADE 4 : First year</b> <b><i>Teacher provides the learner with the Plaster of Paris recipe.</i></b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion on what Plaster of Paris is and articles that can be made using Plaster of Paris. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Plaster of Paris and to show learners different articles made with Plaster of Paris. <u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of casting articles in Plaster of Paris as well as the aftercare of the product. <u>Activity 5:</u> Group discussion on the basic tools and equipment used for making Plaster of Paris, casting articles in Plaster of Paris and the different moulds that can be used in the process. <u>Activity 6:</u> Complete a checklist of different tools and equipment used for making Plaster of Paris.

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what Plaster of Paris is.</li> <li>• <b>Practise</b> the skill of mixing Plaster of Paris.</li> <li>• <b>Identify</b> different moulds that can be used to cast articles in Plaster of Paris.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making Plaster of Paris.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of casting articles in moulds using Plaster of Paris.</li> <li>• <b>Identify</b> the steps that must be followed when</li> </ul>	<p><u>Activity 7:</u> Complete a checklist of different tools and equipment used for casting articles in Plaster of Paris.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> <li>• Learners make Plaster of Paris, using the recipe provided by the teacher.</li> <li>• Learners cast a small article in a mould.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><u>Teachers Tips:</u></p> <ul style="list-style-type: none"> <li>• <b>Recipe how to make Plaster of Paris:</b> Add 1 part warm water &amp; 2 parts white glue in mixing bowl. Stir well. Then add small amounts water, continue to stir. Add water until consistency is smooth &amp; medium thick.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Water, plaster of paris, wooden paddle or large spoon, containers to mix plaster of paris and water, moulds and paint or items to decorate the article.</li> </ul> <p><b>Example of a small article casted in a mould:</b></p>



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>casting small articles in different moulds, using Plaster of Paris.</p> <ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of casting articles in moulds, using Plaster of Paris.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures</li> </ul>	<div>  <p><b>Example of using a silicone mould used for baking cakes:</b></p>  </div> <p><b>GRADE 4 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in Grade 4: First year.</p> <p><u>Activity 2:</u> Group discussion on various decorations that can be used in making hand- or footprints in Plaster of Paris.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris when casting a hand- or footprint.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make Plaster of Paris, using the recipe provided by the teacher.</li> <li>• Learners cast Plaster of Paris in a mould or sand mould and decorate with a hand- or footprint.</li> </ul>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>during preparation of materials.</p> <ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners finish the article by painting, decorating or drilling holes.</li> <li>• Learners clean the workshop.</li> <li>•</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Water, plaster of paris, wooden paddle or large spoon, containers to mix plaster of paris and water, moulds and paint or items to decorate the article.</li> </ul> <p><b>Examples of a handprint cast in Plaster of Paris:</b></p> 


GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	 
3-4	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment</li> </ul>	<b>Stamping and Stencilling.</b> <ul style="list-style-type: none"> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> </ul>	<b>GRADE 4 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul>

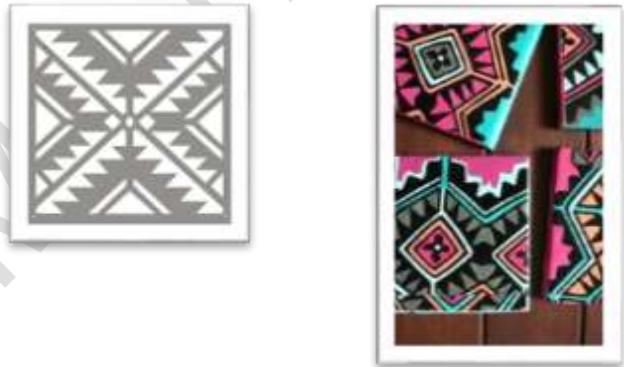
GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	for craft production. <ul style="list-style-type: none"> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify and understand</b> what Stamping and Stencilling is.</li> <li><b>Identify and select</b> the basic tools and equipment used in the art of Stamping and Stencilling.</li> </ul>	<p><u>Activity 2:</u> Group discussion on what Stamping and Stencilling is and articles that can be made and decorated by using the art of Stamping and Stencilling.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Stamping and Stencilling and to show learners different articles made and decorated by using the art of Stamping and Stencilling.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of using the art of Stamping and Stencilling on articles as well as the finishing and aftercare of the article.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the art of Stamping and Stencilling.</p>





GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an article by using the art of Stamping and Stencilling.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the art of Stamping and Stencilling..</li> </ul>	<p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the art of Stamping and Stencilling.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use stamps and stencils to create their own cards.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion (latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams, brushes, craft-knife, cutting mat, paint-mixing container, pencils, stencil card (cardboard), tape measure and rulers, tracing paper and different stencils</li> </ul> <p><b>Examples of cards made with stencils:</b></p> <p><u>GRADE 4 : Second year</u></p>



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 4: First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques and stencils when painting on tiles.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made by the art of Stamping and Stencilling on tiles.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use stamps and stencils to paint on tiles for decoration</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion (latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams, brushes, craft-knife, cutting mat, paint-mixing container, pencils, stencil card (cardboard), tape measure and rulers, tracing paper and different stencils</li> </ul> 

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b>Examples of decorated tiles by using the art of Stamping and Stencilling:</b></p> 
5-6	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> </ul>	<p><b>Crochet</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what crochet is and articles that can be made when crocheting.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of crochet and to show learners different articles made by crocheting.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different stitches used when crocheting.</p>


GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Produces sequences of the same craft product.</li> </ul>	<ul style="list-style-type: none"> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify</b> and <b>understand</b> what Crochet is.</li> <li><b>Identify</b> different stitches that can be used when crocheting.</li> <li><b>Practise</b> the skill of crocheting different stitches.</li> <li><b>Identify</b> and <b>select</b> the basic tools used in practising the skill of crocheting.</li> </ul>	<p><u>Activity 5:</u> Practical demonstration on how to crochet the different stitches.</p> <p><u>Activity 6:</u> Explanation on how to read an easy crochet pattern.</p> <p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for crocheting.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for crocheting.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners practise crocheting a variety of crochet stitches.</li> <li>Learners “read” an easy pattern for crocheting an article.</li> <li>Learners crochet an easy article using the craft of crocheting.</li> <li>Learners clean the workshop.</li> </ul>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Practise</b> the skill of reading an easy crochet pattern.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of crocheting.</li> <li>• <b>Identify</b> the steps of finishing the crochet article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop</li> </ul>	<p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when Crocheting.</li> <li>• Teachers can use a programme for example “Boardmaker” to teach learners the skill of “reading” or understanding an easy pattern or diagram.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• A crochet hook, yarn, a pair of scissors and a darning needle( if necessary).</li> </ul> <p><b>Examples of easy products to crochet and different crochet stitches</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>GRADE 4 : Second year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 4: First year.</li> </ul>







GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		before leaving the classroom.	<div data-bbox="981 295 1303 494" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• <u>Activity 2</u>: Group discussion on various techniques when crocheting a basic granny square with one or more colours.</li> <li>• <u>Activity 3</u>: Videos, DVDs or pictures are shown to show learners different articles made by using the craft of crochet and using a basic granny square.</li> <li>• <u>Activity 4</u>: Practical demonstration by the teacher on how to read a basic granny square pattern.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make a basic granny square with one or more colours.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• A crochet hook, yarn, a pair of scissors and a darning needle (if necessary)</li> </ul> <p><b>Example of a pattern for a Granny Square, a multi colour granny square and an easy product to make</b></p> <div data-bbox="1014 1007 1323 1327" data-label="Image"> </div> <div data-bbox="1541 1003 1787 1283" data-label="Image"> </div>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
7-8	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Mosaic</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<b>GRADE 4 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion on what the craft of Mosaic is and articles that can be decorated using Mosaic. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Mosaic and to show learners different articles decorated with Mosaic as well as different tiles that can be used. <u>Activity 4:</u> Practical demonstration by teacher – how to mix grout to get the correct consistency. <u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners the process of decorating articles with Mosaic as well as the aftercare of the product. <u>Activity 6:</u> Group discussion on the basic tools and equipment used for decorating articles using the craft of Mosaic. <u>Activity 7:</u> Complete a checklist of different tools and equipment used for decorating articles with Mosaic.  <b>Practical:</b> <ul style="list-style-type: none"> <li>Learners use the craft of Mosaic to decorate a small tray with an edge.</li> </ul>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>understand</b> what the craft of Mosaic is.</li> <li>• <b>Practise</b> the skill of mixing grout that is used when decorating articles with Mosaic.</li> <li>• <b>Identify</b> different articles that can be decorated using the craft of Mosaic.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of decorating articles with mosaic.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use easy patterns for example Mosaic in rows with the same colour.</li> <li>• Learners mix grout to use in the process of decorating with Mosaic.</li> <li>• Learners finish the article by applying grout or decorating the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• Tiles as well as different forms that can be used for decorating with mosaic can be bought at selected shops.</li> <li>• Mosaic tiles can be bought in blocks that make it easier for the learners to work with and they don't have to cut the tiles. This will save time. Especially when the learners make a square article.</li> <li>• Pre-cut hardboard or sheets of hardboard can also be bought.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter), adhesive , hard base, grout (different colours), hammer, work gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket, rubber spatula (old credit cards) and clean rags and/or sponges</li> </ul> <p><b>Example of mosaic trays:</b></p> 



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials</li> <li>• <b>Identify</b> the steps that must be followed when decorating articles using the craft of Mosaic.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of decorating articles with Mosaic.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by applying grout on the article or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>GRADE 4 : Second year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 4: First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques when decorating an article without an edge using the craft of Mosaic.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles decorated by the craft of Mosaic.</li> <li>• <u>Activity 4:</u> Practical demonstration by teacher on the finishing of an article without an edge using sandpaper and paint.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use the craft of Mosaic to decorate coasters and potholders.</li> <li>• Learners decorate an article without an edge.</li> <li>• Learners mix grout to use in the process of decorating with Mosaic</li> <li>• Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating.</li> </ul>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners clean the workshop before leaving the classroom.</li> </ul> <p>Examples of glass mosaic coasters, pot holders and place mats</p>  
9	<ul style="list-style-type: none"> <li>Reviews and finishes craft products for market.</li> </ul>	<ul style="list-style-type: none"> <li><b>Follow</b> teacher guided design specifications.</li> <li><b>Adhere</b> to safety procedures in the context of craft production.</li> <li><b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> <li><b>Reflect</b> on safety procedures in the context of craft production.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><b>Review the craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished product.</p> <p><b><u>GRADE 4 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Produce</b> craft products with limited defects.</li> </ul>	
10	<ul style="list-style-type: none"> <li>• Costs and prices craft products for a sustainable craft enterprise.</li> </ul> <p>Develops entrepreneurial awareness within craft enterprise.</p>	<ul style="list-style-type: none"> <li>• <b>Perform</b> basic business calculations, using electronic equipment correctly.</li> <li>• <b>List</b> and <b>record</b> all production costs.</li> <li>• <b>Determine</b> prices of craft products by considering market and production cost factors.</li> <li>• <b>Identify</b> own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</li> </ul>	<p><b>GRADE 4 : First year</b></p> <p><b>Costs and prices craft products:</b></p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p> <p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc).</p> <p><b>Entrepreneurial awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p>

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Explore</b> markets and the concepts of different markets (market research).</li> <li>• <b>Match</b> ideas of appropriate crafts with relevant markets.</li> <li>• <b>Develop</b> entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</li> </ul>	<p><b><u>GRADE 4 : Second year</u></b></p> <p><b>Entrepreneurial Awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p>

#### FORMAL ASSESSMENT TASK: GRADE 4

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for GRADE 4 , first and second year are the same, however the articles are more advanced.

#### Craft Object (Plaster of Paris)

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Plaster of Paris production.
- **Gather** sufficient (enough and appropriate) materials for Plaster of Paris production.
- **Practise** the skill of mixing Plaster of Paris.
- **Identify** different moulds that can be used in Plaster of Paris production.
- **Identify** the basic and appropriate tools and equipment used in Plaster of Paris production.
- **Select** the basic and appropriate tools and equipment used in Plaster of Paris production.
- **Identify** the steps that must be followed when casting articles in different moulds, using Plaster of Paris.
- **Prepare** the workshop or workplace for the process of casting articles in moulds, using Plaster of Paris and decorate the craft product.
- **Produce** a craft product with minimal defects using Plaster of Paris.
- **Identify** the steps of finishing the craft product afterwards by painting or decorating.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Stamping and Stencilling)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Stamping and Stencilling production.
- **Gather** sufficient (enough and appropriate) materials for Stamping and Stencilling production.
- **Identify** what Stamping and Stencilling is.
- **Understand** what Stamping and Stencilling is..
- **Identify** the basic tools and equipment used in the art of Stamping and Stencilling.
- **Select** the basic tools and equipment used in the art of Stamping and Stencilling.
- **Identify** the steps that must be followed when making or decorating an article by using the art of Stamping and Stencilling.
- **Prepare** the workshop or workplace for the process of making or decorating an article by using the art of Stamping and Stencilling.
- **Produce** a craft product using Stamping and Stencilling with minimal defects.

- **Practise** the skill of making own cards using the craft of Stamping and Stencilling.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object ( Crochet)**

*The learner must be able to:*

- **Select sufficient** (enough and appropriate) materials for Crochet production.
- **Gather** sufficient (enough and appropriate) materials for Crochet production.
- **Identify** different stitches that can be used when crocheting.
- **Practise** the skill of crocheting different stitches.
- **Identify the** basic tools used in practising the skill of crocheting.
- **Select** the basic tools used in practising the skill of crocheting.
- **Practise** the skill of reading an easy crochet pattern.
- **Prepare** the workshop or workplace for the process of crocheting.
- **Identify** the steps that must be followed when making or decorating an article using the craft of Crocheting.
- **Produce** a craft product using Crochet with minimal defects.
- **Identify** the steps of finishing the crochet article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Mosaic)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Mosaic production.
- **Gather** sufficient (enough and appropriate) materials for Mosaic production.
- **Identify** what the craft of Mosaic is.

- **Understand** what the craft of Mosaic is.
- **Practise** the skill of mixing grout that is used when decorating articles with Mosaic.
- **Identify** different articles that can be decorated using the craft of Mosaic.
- **Identify** the basic tools used in practising Mosaic production.
- **Select** the basic tools used in practising Mosaic production
- **Prepare** the workshop or workplace for the process of Mosaic production.
- **Identify** the steps that must be followed when making or decorating a craft product, using the art of Mosaic.
- **Produce** a product using Mosaic with minimal defects.
- **Identify** the steps of finishing the Mosaic article afterwards by applying grout on the article or decorating the article..
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Sequence of the same object ( 2/3 replicas of the same object)**

*The learner must be able to:*

- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.

## 3.3.3 GRADE 4 term 3



GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-3	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Papier-mâché</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<b>GRADE 4 : First year</b> <b>Teacher provides the learner with the recipe for Papier-mâché.</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion on what Papier-mâché is and articles that can be made using Papier-mâché. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Papier-mâché and to show learners different articles made with Papier-mâché. <u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners how to make Papier-mâché. <u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners the process of making articles using Papier-mâché as well as the aftercare of the product. <u>Activity 6:</u> Group discussion on the basic tools and equipment used for making Papier-mâché, as well as the tools and equipment used for making articles using Papier-mâché . <u>Activity 7:</u> Complete a checklist of different tools and equipment used for making Papier-mâché.




GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify and understand</b> what Papier-mâché is.</li> <li>• <b>Practise</b> the skill of making Papier-mâché.</li> <li>• <b>Identify</b> different moulds that can be used to make articles using Papier-mâché.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making Papier-mâché.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making and decorating articles using Papier-mâché.</li> <li>• <b>Identify</b> the steps that must be followed when making Papier-mâché.</li> </ul>	<p><u>Activity 8:</u> Complete a checklist of different tools and equipment used for making articles using Papier-mâché.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make Papier-mâché , using the recipe provided by the teacher.</li> <li>• Learners form an article with their hands using Papier-mâché.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Recipe how to make Papier-mâché:</b></p> <p><u>Glue mixture:</u> Pour 2 parts white glue and one part water into a mixing bowl. These quantities can be changed to suit the size of your project. Or, if you have a stronger bonding glue, 1 part white glue and 1 part water will do the trick.</p> <p><u>Flour mixture:</u> Combine 1 part flour with 1 part water. For super large and intense projects, you may want to substitute white glue for the water.</p> <p><u>Wallpaper powder:</u> Pour 2 parts wallpaper powder and one part water into a mixing bowl. This method is good if you are doing long-term projects.</p> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• A bowl or large container, flour, wallpaper powder, or white glue, water, base structure, paintbrush, mixing spoon or mixing stick, newspaper, glue/flour/wallpaper powder and cooking oil (optional)</li> </ul>



GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making articles using Papier-mâché.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing Papier-mâché:               <ul style="list-style-type: none"> <li>• Clear an area.</li> <li>• Tear the newspaper into long strips.</li> <li>• Choose your method to make Papier-mâché.</li> <li>• Blend your choice of mixture.</li> <li>• Find a surface you want to Papier-mâché.</li> </ul> </li> <li>• Creating the Papier-mâché:               <ul style="list-style-type: none"> <li>• Dip a strip of newspaper into the mixture.</li> <li>• Remove any excess mixture.</li> <li>• Lay the strip over the surface or figure.</li> <li>• Repeat laying strips.</li> <li>• Place the object on a covered surface to dry.</li> <li>• Start colouring of decorating after the article is completely dry.</li> </ul> </li> </ul> <p><b>Extra tips:</b></p> <ul style="list-style-type: none"> <li>• Tearing the paper roughly, as opposed to cutting with scissors, will result in a smoother final appearance.</li> <li>• Using thinner strips of paper will result in a smoother, less bumpy finish. Similarly, smaller pieces of other shapes will work better also.</li> <li>• The flour mixture is better for piñatas, as it breaks easier. If your looking for a stronger hold, use the glue one.</li> </ul>




GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when</li> </ul>	<ul style="list-style-type: none"> <li>• You can paint over the top of the papier-mâché with acrylic paint after it has completely dried. It sometimes helps to spray a couple of layers of matte spray between the papier-mâché and the paint to prevent the paint from chipping.</li> <li>• Papier-mâché is not waterproof or water resistant unless you seal it or use an additive in the mix. If you intend the item to be near water or outside, you will need to finish it with such sealants as tempera paint for children's craft items, to marine varnish for an outdoor sculpture.</li> <li>• It will take more than 40 minutes to dry.</li> <li>• Make sure to have extra newspaper.</li> <li>• Wait for the paper mâché to fully dry before painting it.</li> <li>• Your pieces of paper do not necessarily have to be strips. Any small piece of paper, regardless of the shape will do, so long as you can handle it easily.</li> <li>• If you are using the flour-water method, white flour makes for a smoother finish than does wheat flour.</li> <li>• If you want a simple white finish to your project, use plain white paper (instead of primer) for the last two layers.</li> <li>• If you are doing a large project and need a lot of paper you can get a lot from a local newspaper headquarter or recycling centre.</li> <li>• You can papier-mâché virtually anything: picture frames, old CDs, etc.</li> <li>• To keep your fingers from getting sticky, wear latex gloves.</li> <li>• Try using different types of paper instead of newspaper - kitchen paper towel works particularly well.</li> <li>• Have all of your materials out before you start.</li> </ul>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>producing the same products.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are making a piñata put the paper clip in whatever you are making before you do the newspaper.</li> </ul> <p><b>Examples of articles made with Papier-mâché without moulds:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b><u>GRADE 4 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of recycling combined with Papier-mâché.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Papier-mâché when using different moulds.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use Papier-mâché and combine it with recycling to make an article.</li> <li>• Learners make a bigger article for example a bowl by tearing strips of newspaper.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>A bowl or large container, flour, wallpaper powder, or white glue, water, base structure, paintbrush, mixing spoon or mixing stick, newspaper, glue/flour/wallpaper powder and cooking oil (optional)</li> <li>Revise teachers' tips for Grade Four : First year.</li> </ul> <p><b>Examples of articles made with newspaper strips:</b></p> 
4-5	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> </ul>	<p><b>Beading</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what Beading is, and articles that can be made and decorated by using the craft of Beading.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Beading and to show learners different articles made and decorated by using the craft of Beading.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of stringing beads as well as the different tools used for Beading.</p>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what Beading is.</li> <li>• <b>Identify and select</b> the basic tools and equipment used in the craft of Beading.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account</li> </ul>	<p><u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners how to make their own clay beads.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the craft of Beading.</p> <p><u>Activity 7:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the craft of Beading.</p> <p><u>Activity 8:</u> Practical demonstration by teacher to show learners different wires that can be used for beading as well as the technique of crimping.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners string beads to make an article.</li> <li>• Learners sort beads with more than one colour.</li> <li>• Learners make their own clay beads.</li> <li>• Learners practise the technique of crimping.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Teachers Tips:</u></b></p> <ul style="list-style-type: none"> <li>• There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when working with Papier-mâché.</li> <li>• Buy ready-made clay for learners to form their own beads.</li> </ul> <p><b>Tools and equipment needed:</b></p>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>when selecting for specific craft production.</p> <ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an article by using the craft of Beading.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the craft of Beading.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to</li> </ul>	<ul style="list-style-type: none"> <li>• Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters and pencil</li> </ul> <p><b>Examples of beads made out of clay:</b></p>  <p><b>Example of tools used for beading:</b></p>  <p><b>GRADE 4 : Second year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on how to make paper beads.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with even and uneven beads as well as paper beads.</li> <li>• <u>Activity 4:</u> Practical demonstration by teacher to show learners how to make a single or plain loop.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners sort beads and use uneven beads to string an article.</li> <li>• Learners practise the technique of a single or plain loop.</li> </ul>


GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>teacher's guidance and specifications.</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make their own paper beads.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop..</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters and pencil</li> </ul> <p><b>Examples of beads made out of paper or newspaper:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>






GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		afterwards by painting or decorating the article. <ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	
6-7	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> <li>• Makes a variety of marketable craft products.</li> <li>• Produces sequences of the same craft product.</li> </ul>	<b>Cement</b> <ul style="list-style-type: none"> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during</li> </ul>	<b>GRADE 4 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion on what the craft of Cement entails and articles that can be made with Cement. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of casting articles in Cement and to show learners different articles made by using Cement. <u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different moulds that can be used when casting articles in Cement. <u>Activity 5:</u> Practical demonstration on how to mix Cement to get the correct consistency. <u>Activity 6:</u> Group discussion on the basic tools and equipment used for mixing Cement as well as basic tools and equipment used for crafting an article with Cement. <u>Activity 7:</u> Complete a checklist of different tools used for mixing Cement.


GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>selection of tools and equipment.</p> <ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what the craft of Cement entails.</li> <li>• <b>Identify</b> different moulds that can be used for making articles with Cement.</li> <li>• <b>Practise</b> the skill of mixing Cement.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools used for mixing Cement.</li> <li>• <b>Identify</b> and <b>select</b> the tools needed for casting articles in Cement.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the</li> </ul>	<p><u>Activity 8:</u> Complete a checklist of different tools used for casting an article in Cement.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners must practise the technique to mix Cement.</li> <li>• Make Cement bricks using brick moulds.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mould, sanding block, furniture pad, sealant (optional) and paint (optional).</li> </ul> <p><b>Precautions Before You Begin:</b></p> <ul style="list-style-type: none"> <li>• Work outside. A mask is recommended.</li> <li>• Use a disposable drop cloth.</li> <li>• Wear gloves.</li> <li>• Wear eye protection.</li> <li>• Work on a level surface.</li> </ul> <p><b>Basic Concrete Craft Instructions:</b></p> <ul style="list-style-type: none"> <li>• Spray the interior of your mould container with cooking spray.</li> </ul>



GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>context of craft production.</p> <ul style="list-style-type: none"> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of mixing Cement.</li> <li>• <b>Prepare</b> the workshop or workplace for the process casting and decorating an article by using the craft of Cement.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on the size of your project, pour some of the concrete powder into your bucket. Follow the directions on the bag and add water. Stir and add more water or concrete to get the desired consistency.</li> <li>• Fill your mould with concrete.</li> <li>• If you want the shape to have a hollow area inside, press another container inside the cement and weigh it down with rocks or stones.</li> <li>• Set the container on a level surface to cure. Gently tap the container down on the ground (or along the sides if it is heavy) to minimize bubbles in the mix.</li> <li>• After several hours when the concrete starts to set up you can go back and used a damp towel to clean up your piece and make sure it is the shape you want. At this point you can brush any concrete off the edges and smooth out the top of the concrete a little. Allow the concrete to dry and cure completely before you try to remove it from the carton.</li> <li>• Peel the mold away from the concrete. If you are careful, you may be able to save your container to re-use again.</li> <li>• Use a sanding block to lightly sand the outside of your piece and remove any rough or uneven areas.</li> <li>• If desired, paint the concrete.</li> <li>• Once the paint and concrete dry, you can seal the concrete by spraying the exterior of the article with a clear sealer. It will darken the color of the concrete a little. but the natural texture and patterns in the cement will still show through.</li> </ul>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>made according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> </ul>	<p><b>Examples of cement stones:</b></p>  <p><b>GRADE 4 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on different moulds that can be used for making stepping stones.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make a stepping stone using the craft of Cement.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners stepping stones decorated by a hand- or footprint.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make cement stepping stones using moulds.</li> <li>• Learners decorate the stepping stone with a hand- or footprint.</li> <li>• Learners finish the article by sanding, painting or decorating the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of mixing Cement and casting articles in Cement.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mold, sanding block, furniture pad, sealant (optional) and paint (optional)</li> </ul> <p><b>Example of stepping stones by using a cake pan for a mould:</b></p>    <p><b>Examples of stepping stones decorated with a hand- or footprint:</b></p>
8	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares</li> </ul>	<b>Soap-making</b> <ul style="list-style-type: none"> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during</li> </ul>	<b>GRADE 4 : First year</b> <b>Teacher provides learners with the recipe for making soap.</b> <b>Activity 1:</b> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> </ul>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	materials, tools and equipment for craft production. <ul style="list-style-type: none"> <li>• Makes a variety of marketable craft products.</li> <li>• Produces sequences of the same craft product.</li> </ul>	the accumulation and selection of ideas. <ul style="list-style-type: none"> <li>• <b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what the craft of Soap making is.</li> <li>• <b>Practise</b> the skill of reading a specific recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what the craft of Soap making is, and different methods that can be used when making soap.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Soap making and to show learners different soap products that was decorated and packed.</p> <p><u>Activity 4:</u> Practical demonstration by teacher – how to make soap using glycerine. Discussion on the different methods of making soap.</p> <p><u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners the different oils and fragrances that can be used in the product well as the aftercare of the product.</p> <p><u>Activity 6:</u> Group discussion on the danger of burning and the precautions that must be taken when making soap.</p> <p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for Soap making.</p> <p><u>Activity 8:</u> Complete a checklist of different tools and equipment used for Soap making</p> <p><u>Activity 9:</u> Complete a checklist of different tools used for making soap.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make bath salts using essential oils and glycerine soap.</li> <li>• Learners use the recipe provided by the teacher.</li> <li>• Learners make bath salts using glycerine soap and different fragrances.</li> <li>• Learners finish the article.</li> </ul>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>for the different methods of Soap making.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of Soap making.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when decorating articles using the craft of Soap making.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <p><b>Examples of home made bath salts</b></p>  <p><b>GRADE 4 : Second year</b></p> <p><b>Teacher provides learners with the recipe for making hand wash soap using glycerine soap and essential oils.</b></p> <p><u>Activity 1:</u> Revise activities 1-9 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques when making soap with glycerine soap.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different soaps made with glycerine soap.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to make hand wasjsoap using glycerine soap.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use the craft of soap making to make hand wash soap using glycerine soap.</li> <li>• Learners finish the article by decorating or packing the soap.</li> <li>• Learners clean the workshop.</li> </ul>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of Soap making.</li> <li>• <b>Prepare</b> the workshop or workplace to produce decorated soap and package.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> </ul>	<p><b>Teachers Tips:</b></p> <p>There must also be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when producing Soap.</p> <p><b>Examples of hand wash soaps made with glycerine</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>



GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by decorating and packing the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	
9-10	Reviews and finishes craft products for market.	<i>The learner must be able to:</i> <ul style="list-style-type: none"> <li>• <b>Follow</b> teacher guided design specifications.</li> </ul>	<b><u>GRADE 4 : First year</u></b> <b>Review the craft products for the market:</b>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Adhere</b> to safety procedures in the context of craft production.</li> <li>• <b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> <li>• <b>Reflect</b> on safety procedures in the context of craft production.</li> <li>• <b>Produce</b> craft products with limited defects.</li> </ul>	<p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.)</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b>GRADE 4 : Second year</b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.)</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

#### FORMAL ASSESSMENT TASK: GRADE 4

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for GRADE 4 , first and second year are the same, however the articles are more advanced.

#### Craft Object (Papier-mâché)

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Papier-mâché production.
- **Gather** sufficient (enough and appropriate) materials for Papier-mâché production.
- **Practise** the skill of making Papier-mâché.
- **Identify** different moulds that can be used to make articles using Papier-mâché.
- **Identify** the basic and appropriate tools and equipment used in the process of making Papier-mâché.
- **Select** the basic and appropriate tools and equipment used in the process of making Papier-mâché.
- **Identify** the basic and appropriate tools and equipment used in the process of making and decorating articles using Papier-mâché.
- **Select** the basic and appropriate tools and equipment used in the process of making and decorating articles using Papier-mâché.
- **Identify** the steps that must be followed when making Papier-mâché.
- **Identify** the steps that must be followed when making a craft product using Papier-mâché.
- **Prepare** the workshop or workplace for the process of making a craft product using Papier-mâché.
- **Produce** a Papier-mâché product with minimal defects.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Beading)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Beading production.
- **Gather** sufficient (enough and appropriate) materials for Beading production.
- **Identify** what Beading is.
- **Understand** what Beading is.
- **Identify** the basic tools and equipment used in the craft of Beading.
- **Select** the basic tools and equipment used in the craft of Beading
- **Identify** the steps that must be followed when making or decorating a craft product using Beading.
- **Prepare** the workshop or workplace for the process of making or decorating a craft product using Beading.

- **Produce** a craft product using Beading with minimal defects..
- **Practise** the skill of making their own beads using different materials.
- **Practise** the different techniques used in the craft of beading for example crimping and/or using a single or plain loop.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object ( Cement)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Cement production.
- **Gather** sufficient (enough and appropriate) materials for Cement production
- **Identify** what the craft of Cement entails.
- **Understand** what the craft of Cement entails.
- **Identify** different moulds that can be used for making articles with Cement.
- **Practise** the skill of mixing Cement.
- **Identify** the basic tools used for mixing Cement.
- **Select** the basic tools used for mixing Cement.
- **Identify** the tools needed for casting a craft product using cement and decorating the craft product.
- **Select** the tools needed for casting a craft product and decorating the craft product.
- **Prepare** the workshop or workplace for the process of mixing Cement.
- **Prepare** the workshop or workplace for the process of casting and decorating articles in Cement.
- **Identify** the steps of mixing Cement.
- **Identify** the steps of casting and decorating articles in Cement.
- **Produce** a craft product using Cement with minimal defects.
- **Identify** the steps of finishing the product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Soap making)**

*The learner must be able to:*

- **Select sufficient** (enough and appropriate) materials for Soap production.
- **Gather** sufficient (enough and appropriate) materials for Soap production.
- **Identify** what the craft of Soap making is.
- **Understand** what the craft of Soap making is.
- **Practise** the skill of reading a specific recipe for the different methods of Soap making..
- **Identify** the basic tools used in the process of Soap making.
- **Select** the basic tools used in the process of Soap making.
- **Prepare** the workshop or workplace for the process of Soap production.
- **Identify** the steps that must be followed when making soap by using different moulds.
- **Identify** the steps that must be followed when making soap using different methods.
- **Produce** a product using the craft of Soap making with minimal defects.
- **Identify** the steps of finishing the article afterwards by packing and decorating.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Sequence of the same object ( 2/3 replicas of the same object)**

*The learner must be able to:*

- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.
- **Copy** the design specifications when producing the same products.


## 3.3.4 GRADE 4 TERM 4



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-2	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Pewter/Foil</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<p><u>Heavy duty foil can be used in stead of Pewter/Foil for GRADE 4 to make it cheaper to learn the craft.</u></p> <p><u>A4 Pewter/Foil sheets are cheaper and can also be used for the articles if the teacher wants to do the articles in Pewter/Foil.</u></p> <p><b>GRADE 4 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what the craft of Pewter/Foil/foil is and articles that can be made using the craft of Pewter/Foil/.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of Pewter/Foil/ and to show learners different articles made using the craft of Pewter/Foil.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of making articles using the craft of Pewter/Foil as well as the aftercare of the product.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used for making articles using the craft of Pewter/Foil.</p>


GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify and understand</b> what Pewter/Foil is.</li> <li>• <b>Practise</b> the skill of making articles using the craft of Pewter/Foil.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.</li> <li>• <b>Identify</b> the steps that must be followed when making articles using the craft of Pewter/Foil.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> </ul>	<p><u>Activity 6:</u> Complete a checklist of different tools and equipment used for making articles using the craft of Pewter/Foil.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners trace easy designs on foil.</li> <li>• Learners use blunt objects to make the design needed to make the article using the craft of Pewter/Foil.</li> <li>• Learners finish the article by dusting, washing and polishing the article.</li> <li>• Learners clean the workshop.</li> </ul> <p>• <b>Steps to polish Pewter/Foil:</b></p> <ol style="list-style-type: none"> <li>1. Dust your Pewter/Foil items.</li> <li>2. Wash your Pewter/Foil items with hot, soapy water.</li> <li>3. Polish your Pewter/Foil items using a product specifically made for Pewter/Foil.</li> <li>4. Polish older Pewter/Foil articles carefully.</li> </ol> <p><b>Tools and equipment needed: (Only if using Pewter sheets and not foil)</b></p> <ul style="list-style-type: none"> <li>• Ball and Cups set (sizes 1-3)</li> <li>• Pattern rollers</li> <li>• Teflon tips</li> <li>• Tracers</li> <li>• Cutter</li> <li>• Art knife</li> </ul>



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making articles using the craft of Pewter/Foil.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> </ul>	<ul style="list-style-type: none"> <li>• Pewter/Foil and copper sheets or foil</li> <li>• Fillers</li> <li>• <b>Additional information on Tools and Equipment:</b></li> <li>• <b>Item to be decorated:</b> Anything with a hard surface, such as a box, frame or bottle.</li> <li>• <b>Work surface:</b> It must be smooth and hard, something like a smooth wooden board or large, thick piece of glass.</li> <li>• <b>Modelling tools:</b> Available at art or craft shops. A tracer is used to trace the design onto the Pewter/Foil; a paper pencil (also known as a torchon) is used to flatten and neaten the areas around the modelled design; a hockey stick is used to model the Pewter/Foil for high-relief work; and a ball tool has a ball at the tip and is used for doing low-relief work to make a wider line than a tracer.</li> <li>• <b>Filler:</b> This is used to fill the back of a high-relief design to prevent it from being pushed back or flattened. Beeswax works best because it hardens quickly and doesn't contract when it cools.</li> <li>• <b>Exterior crack filler</b> mixed with a little cold glue can also be used. Do not use candle wax as it shrinks when it cools, and cracks easily.</li> <li>• <b>Lubricant:</b> Use petroleum jelly, baby oil, sunflower oil or liquid paraffin to help the modelling tools glide over the Pewter/Foil.</li> <li>• <b>Patina:</b> A liquid chemical to corrode the metal and give it an aged appearance.</li> <li>• <b>Degreaser:</b> The front of the Pewter/Foil has to be degreased using a degreaser such as baby powder, so that the patina takes.</li> </ul>






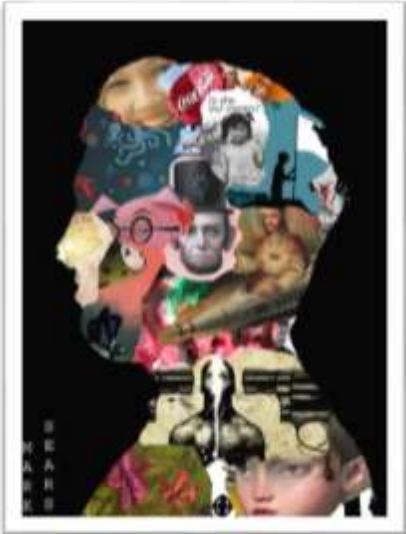
GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Metal polish:</b> Use a household metal polish such as Brasso to polish the Pewter/Foil.</li> <li>• <b>Glue:</b> Use an adhesive that is suitable for metal and the surface you are gluing it to.</li> <li>• <b>Turpentine:</b> For removing excess beeswax and glue.</li> <li>• <b>Soft cloth:</b> Work on felt, a duster or a chamois when you 'push out' the Pewter/Foil.</li> <li>• <b>Glass droppers:</b> To fill the back of the relief design with beeswax. If it clogs up, place the dropper in boiling water, but do not let the rubber come into contact with the water otherwise it will perish.</li> <li>• <b>Rubber roller:</b> To flatten the Pewter/Foil sheets.</li> <li>• <b>Cotton wool:</b> To apply the patina, to polish and for cleaning.</li> <li>• <b>Tracing paper:</b> To transfer the design onto the Pewter/Foil.</li> <li>• <b>Scissors:</b> A small pair of curved nail scissors works best for cutting out designs.</li> <li>• Craft knife and cutting mat.</li> <li>• Pencil and ruler.</li> <li>• Masking tape.</li> <li>• Rubber gloves: To protect your hands.</li> </ul> <p><b>Examples of Pewter/Foil done on foil:</b></p> 

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<div>  <p>Example of with crayons:</p>  <p>Pewter/Foil on foil</p> </div> <p><b>GRADE 4 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-6 that was First year.</p> <p><u>Activity 2:</u> Group discussion on the different materials that can be used for making articles using the craft of Pewter/Foil.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with the craft of Pewter/Foil using embossing tools.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on the craft of making an article using the craft of Pewter/Foil.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use stencils and foil to make articles.</li> <li>• Learners use embossing tools.</li> </ul> <p>done in GRADE 4 :</p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners finish the article by dusting, washing and polishing.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife</li> <li>Pewter/Foil and copper sheets or foil and fillers</li> </ul> 
3-4	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of</li> </ul>	<p><b>Collage</b></p> <p><i>The learner must be able to:</i></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> </ul>	<p><b>GRADE 4 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what the craft of Collage is, and articles that can be made and decorated by using the craft of Collage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Collage and to show learners different articles made and decorated by using the craft of Collage.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners how to make an article using the craft of Collage.</p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	the same craft product.	<ul style="list-style-type: none"> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify and understand</b> what the craft of Collage is.</li> <li>• <b>Identify and select</b> the basic tools and equipment used when making an article using the craft of Collage.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> </ul>	<p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the craft of Collage.</p> <p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the craft of Collage.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make a collage by using paper or carton strips.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Teachers Tips:</u></b></p> <ul style="list-style-type: none"> <li>• There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when designing a Collage.</li> </ul> <p><b><u>Tools and Equipment:</u></b></p> <ul style="list-style-type: none"> <li>• Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood</li> </ul> <p><b><u>Examples of collage using paper strips:</u></b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>




GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an article by using the craft of Collage.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the craft of Collage.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are</li> </ul>	<div>   </div> <p><b>Examples of collage using paper strips:</b></p> <p><b>GRADE 4 : Second year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in GRADE 4 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on how to make a profile using the craft of Collage.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made using the craft of collage and showing a profile.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make an article using the craft of collage and showing a profile.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment:</b></p>



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>made according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> </ul>	<ul style="list-style-type: none"> <li>• Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas, plywood and Foamelite</li> </ul> <p><b>Examples of profiles made with collage:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	
5-6	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> <li>• Makes a variety of marketable craft products.</li> <li>• Produces sequences of</li> </ul>	<b>Candle making</b> <ul style="list-style-type: none"> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> </ul>	<b>GRADE 4 : First year</b> <b><i>Recipe for making candles provide by teacher.</i></b>  <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion on what the craft of Candle making entails and different Candles that can be made. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of Candle and to show learners different Candles that can be made. <u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different moulds that can be used when making Candles.




GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	the same craft product.	<ul style="list-style-type: none"> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what the craft of Candle making entails.</li> <li>• <b>Identify</b> different moulds that can be used for making Candles.</li> <li>• <b>Practise</b> the skill of following a recipe when making Candles.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools used for making Candles.</li> <li>• <b>Identify</b> and <b>select</b> the tools needed for decorating and packaging of Candles.</li> </ul>	<p><u>Activity 5:</u> Practical demonstration on how to make candles using a recipe..</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used for making candles as well as decorating and packing candles.</p> <p><u>Activity 7:</u> Complete a checklist of different tools used for making Candles.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for decorating and packing Candles.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use beeswax sheets to make rolled beeswax candles.</li> <li>• Learners finish the article by decorating and packing..</li> <li>• Learners clean the workshop.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners follow a recipe to make candles.</li> <li>• Learners make basic candles using moulds.</li> <li>• Learners finish the article by decorating and packing..</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks, candle molds, candle dyes and fragrance oils</li> </ul> <p><b>Example of a candle made by using a toilet paper roll as a mould:</b></p>





GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making Candles.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of decorating and packing Candles.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> </ul>	<p><b>Example of candles in shells:</b></p>   <p><b>Examples of floating candles:</b></p> 

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when</li> </ul>	<p><b>Example of bottle cap candles:</b></p>  <p><b>Example of rolled beeswax candles</b></p> 



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>producing the same products.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of making Candles.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><b><u>GRADE 4 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on different moulds that can be used for making scented Candles.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make scented Candles.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different fragrances that can be used when making scented candles.</p> <p><u>Activity 5:</u> Practical demonstration by teacher to show learners how to make scented candles using different fragrances.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make candles using beeswax sheets</li> <li>• Learners finish the article by packing or decorating.</li> <li>• Learners clean the workshop</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners make scented candles using different moulds.</li> <li>• Learners finish the article by packing or decorating.</li> </ul>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners clean the workshop</li> </ul> <p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when producing Candles.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks, candle molds, candle dyes and fragrance oils</li> </ul> <p><b>Examples of candles made with different moulds:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Citronella candles in recycled cans:</b></p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			  <p>Example of candles using beeswax sheets</p>
7-8	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> </ul>	<b>Jewellery</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> </ul>	<b>GRADE 4 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion on what the craft of making beaded jewellery is, different articles that can be made and decorated when making jewellery using the craft of Beading.



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Produces sequences of the same craft product.</li> </ul>	<ul style="list-style-type: none"> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify and understand</b> what jewellery making using the craft of beading is.</li> <li><b>Identify and understand</b> what jewellery making using the craft of crochet is.</li> <li><b>Practise</b> the skill of making a jewellery article using the craft of beading.</li> </ul>	<p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of making jewellery articles using the craft of beading and to show learners different jewellery articles that were made using the craft of Beading.</p> <p><u>Activity 4:</u> Practical demonstration by teacher – how to make beaded jewellery. Discussion on the different methods of making beaded jewellery.</p> <p><u>Activity 5:</u> Videos, DVDs and pictures are shown to revise the process of stringing beads as well as the different tools used for jewellery using the craft of Beading.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used when making and decorating jewellery articles using the craft of Beading..</p> <p><u>Activity 7:</u> Complete a checklist of different tools and equipment used when making or decorating jewellery articles by using the craft of Beading.</p> <p><u>Activity 8:</u> Practical demonstration by teacher to revise the different wires that can be used for making beaded jewellery as well as the technique of crimping.</p> <p><u>Activity 9:</u> Practical demonstration by teacher to revise how to make a single or plain loop.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learner make a jewellery article by using the craft of beading.</li> <li>Learners finish the article.</li> <li>Learners clean the workshop.</li> </ul>



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Practise</b> the skill of making a jewellery article using the craft of crochet.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of making jewellery using the craft of beading.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of making jewellery using the craft of crochet.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to</li> </ul>	<p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when making jewellery using the craft of Beading.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Beads</li> <li>• Wire</li> <li>• Crimpers</li> <li>• Clay (for making own clay beads)</li> <li>• Toothpicks</li> <li>• Paint</li> <li>• Chain Nose Pliers</li> <li>• Round Nose Pliers</li> <li>• Wire cutters</li> </ul> <p><b>Examples of beaded jewellery:</b></p> <p><u><b>GRADE 4 : Second year</b></u></p>  

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>the characteristics of the selected materials.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the steps that must be followed when making jewellery articles using the craft of beading.</li> <li>• <b>Identify</b> the steps that must be followed when making jewellery articles using the craft of crochet.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making jewellery using the craft of beading.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making jewellery using the craft of crochet.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are</li> </ul>	<p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what jewellery using the craft of crochet is and jewellery articles that can be made when crocheting.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to jewellery articles made by using the craft of crochet and to show learners different jewellery articles made by crocheting.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the different stitches used when crocheting.</p> <p><u>Activity 5:</u> Practical demonstration and revision on how to crochet the different stitches.</p> <p><u>Activity 6:</u> Explanation and revision on how to read an easy crochet pattern.</p> <p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for making jewellery articles made by using the craft of crocheting.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for making jewellery articles made by the craft of crocheting</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make a jewellery article by using the craft of crochet.</li> <li>• Learners finish the article by decorating or packing the article.</li> </ul>



GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>made according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• A crochet hook</li> <li>• Yarn</li> <li>• A pair of scissors</li> </ul> <p><b>Examples of crochet jewellery:</b></p>  

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the steps of finishing the article afterwards by decorating and packing the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Reviews and finishes craft products for market.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow</b> teacher guided design specifications.</li> <li>• <b>Adhere</b> to safety procedures in the context of craft production.</li> <li>• <b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> <li>• <b>Reflect</b> on safety procedures in the context of craft production.</li> <li>• <b>Produce</b> craft products with limited defects.</li> </ul>	<p><b><u>GRADE 4 : First year</u></b></p> <p><b>Review the craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>GRADE 4 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			Activity 3: Grades the quality of finished products.
10	<ul style="list-style-type: none"> <li>Costs and prices craft products for a sustainable craft enterprise.</li> <li>Develops entrepreneurial awareness within craft enterprise.</li> </ul>	<ul style="list-style-type: none"> <li><b>Perform</b> basic business calculations, using electronic equipment correctly.</li> <li><b>List</b> and <b>record</b> all production costs.</li> <li><b>Determine</b> prices of craft products by considering market and production cost factors.</li> <li><b>Identify</b> own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</li> <li><b>Explore</b> markets and the concepts of different markets (market research).</li> <li><b>Match</b> ideas of appropriate crafts with relevant markets</li> </ul>	<p><b>Costs and prices craft products:</b></p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p> <p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc).</p> <p><b>Entrepreneurial awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li><b>Develop</b> entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</li> </ul>	

#### FORMAL ASSESSMENT TASK: GRADE 4

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for GRADE 4 , first and second year are the same, however the articles are more advanced.

#### Craft Object (Pewter/Foil)

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Pewter/Foilproduction.
- **Gather** sufficient (enough and appropriate) materials for Pewter/Foilproduction.
- **Identify** what Pewter/Foil is.
- **Understand** what Pewter/Foil is.
- **Practise** the skill of making articles using the craft of Pewter/Foil.
- **Identify the** basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.
- **Select** the basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.

- **Identify** the steps that must be followed when making articles using the craft of foil and using blunt objects or embossing tools.
- **Identify** the steps that must be followed when polishing articles made by using the craft of Pewter/Foil.
- **Prepare** the workshop or workplace for the process of making articles using the craft of Pewter/Foil.
- **Produce** a craft product with minimal defects using the craft of Pewter/Foil.
- **Identify** the steps of finishing the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Collage)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Craft production using the craft of Collage.
- **Gather** sufficient (enough and appropriate) materials for Craft production using the craft of Collage.
- **Identify** what the craft of Collage is.
- **Understand** what the craft of Collage is.
- **Identify** the basic tools and equipment used in the craft of Collage.
- **Select** the basic tools and equipment used in the craft of Collage.
- **Identify** the steps that must be followed when making a Collage using different materials.
- **Prepare** the workshop or workplace for the process of making or decorating a craft product using Collage.
- **Produce** a Craft product using Collage with minimal defects.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object ( Candle making)**

*The learner must be able to:*

- **Select sufficient** (enough and appropriate) materials for production of Candles.

- **Gather** sufficient (enough and appropriate) materials for production of Candles
- **Identify** what the craft of Candle making entails.
- **Understand** what the craft of Candle making entails.
- **Identify** different moulds that can be used for making Candles.
- **Practise** the skill of following a recipe when making Candles.
- **Identify** the tools used for making basic or scented candles using moulds.
- **Select** the tools used for making basic or scented candles using moulds.
- **Identify** the tools needed for decorating and packing candles.
- **Select** the tools needed for decorating and packing candles.
- **Prepare** the workshop or workplace for the process of making basic or scented candles using moulds.
- **Identify** the steps of making basic or scented candles using moulds.
- **Produce** a craft product using the craft of Candle making with minimal defects.
- **Identify** the steps of finishing the product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Craft Object (Jewellery)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for making jewellery using the craft of Beading or Crochet.
- **Gather** sufficient (enough and appropriate) materials for making jewellery using the craft of Beading or Crochet.
- **Identify** the craft of making jewellery using Beading or Crochet.
- **Understand** the craft of making jewellery using Beading or Crochet.
- **Practise** the skill of making a jewellery article using the craft of Beading or Crochet.
- **Identify the** basic tools used for making a jewellery article using the craft of Beading or Crochet.
- **Select** the basic tools used for making a jewellery article using the craft of Beading or Crochet.

- **Prepare** the workshop or workplace for the process of making a jewellery article using the craft of Beading or Crochet.
- **Identify** the steps that must be followed when making jewellery article using the craft of Beading or Crochet.
- **Produce** a jewellery craft product using the craft of Beading or Crochet with minimal defects.
- **Identify** the steps of finishing the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Sequence of the same object ( 2/3 replicas of the same object)**

*The learner must be able to:*

- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.
- **Copy** the design specifications when producing the same products.

Learners spend three (3) years in Grade 5 , and therefore three (3) suggested art and crafts articles/projects are provided to allow the learners to perform the second suggested art and crafts articles/projects during their second year in grade 5 and the third suggested project during their third year in grade 5. It is not advisable to repeat the same art and crafts articles/projects more than once as this will not provide the learner the opportunity to learn additional skills.

A minimum of 3 articles should be completed each term, however it is recommended that all the suggested articles are completed during each term.

Vary the difficulty level of the article according to the abilities of the learners, provided that all the skills are executed

One or more activities may be omitted during the practical sessions, however during each practical session the teacher should

- Show an example of a completed article
- Give a short demonstration of the steps to follow before the learners commence with the activity

The suggested articles are available on Pinterest : <https://www.pinterest.com>

### 3.3.5 Grade 5 TERM 1

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1	<ul style="list-style-type: none"> <li>• Accumulates ideas to design a craft product. Identifies and prepares materials, tools and equipment for craft production.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> appropriate tools and equipment used in the Art and crafts workshop.</li> <li>• <b>Discuss</b> the layout of the workshop as well as safety procedures.</li> </ul>	<p><b><u>Grade 5 : First year</u></b></p> <p><b>Teacher provides the learner with pictures, magazines and allows accessibility of mediums.</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul>



Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><u>Activity 2:</u> Group discussion: revise the basic tools and equipment used in the workshop or workplace, the layout of the workshop or workplace and the cleaning of the basic tools and equipment.</p> <p><u>Activity 3:</u> Complete a checklist of different tools and equipment in the workshop or workplace.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners discuss the appropriate tools and equipment to be used in the Art and crafts workshop as well as ideas.</li> <li>• Learners discuss the layout of the workshop and the safety procedures.</li> <li>• Learners watch the video, DVDs and pictures.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment:</b></p> <ul style="list-style-type: none"> <li>• DVDs and videos , markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet, papers and plastic table cloth</li> </ul> <p><b><u>Grade 5 : Second year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> </ul>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise the basic tools and equipment used in the workshop or workplace, the layout or the workshop or workplace and the cleaning of the basic tools and equipment.</p> <p><u>Activity 3:</u> Complete a checklist of different tools and equipment in the workshop or workplace.</p> <p><b><u>Grade 5 : Third year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise the basic tools and equipment used in the workshop or workplace, the layout or the workshop or workplace and the cleaning of the basic tools and equipment.</p> <p><u>Activity 3:</u> Complete a checklist of different tools and equipment in the workshop or workplace.</p>
2-3	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> </ul>	<b><u>Grade 5 : First year</u></b> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> </ul>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Identify, select and maintain</b> drawing materials.</li> <li><b>Identify and experiment</b> with various drawing techniques to interpret objects or ideas.</li> <li><b>Organise and present</b> drawings to communicate objects or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise what the art of Painting is and articles that can be made using the art of Painting.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the art of Painting and to show learners different articles made using the art of Painting.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the elements of art such as line, colour, shape, tone, texture and shape.</p> <p><u>Activity 5:</u> Videos, DVDs and pictures are shown to revise the principles of art such as pattern, contrast, rhythm, proportion and emphasis.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used in the art of Painting and the cleaning of the basic tools and equipment after painting.</p> <p><u>Activity 7:</u> Complete a checklist of different tools and equipment used for Painting.</p> <p><u>Activity 8:</u> Practical demonstration by teacher on the different techniques used in the art of Painting.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners paint with acrylic paint, or use paint on different mediums for example glass, wood, tiles.</li> </ul>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Know</b> and <b>use</b> the <i>elements</i> of art such as line, colour, shape, tone, texture, space.</li> <li>• <b>Know</b> and <b>use</b> the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</li> <li>• <b>Develop</b> dexterity (skillful use) through using materials to create craft products.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what the art of Painting is.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners consider the use of colour, texture, line, shape, etc. – appropriate to the craft object.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• <b>Pastes and gels</b> are mixed with paint to add texture or to increase or retain thickness of the paint while adding transparency and lengthening drying time.</li> <li>• Gel medium—thickens and adds transparency.</li> <li>• Heavy gel—adds texture, allowing the paint to hold its peaks.</li> </ul>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Practise</b> the skill of painting.</li> <li>• <b>Identify</b> different techniques and tools used in the art of painting.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the art of painting.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling paste—a very thick additive that allows the artist to create highly textured effects that dry to a flexible film.</li> </ul> <p><b>Tools and equipment:</b></p> <ul style="list-style-type: none"> <li>• Brushes, rollers, painting knives, paint (acrylic or oil), air brush, water colour paint, pastes and gels, retardant, varnishes, palette, water container, artists canvas, wood, fabric, easel, paint pots, thinners and turpentine</li> </ul> <p><b>Examples of painting on wood:</b></p> <p><b>Grade 5 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of painting on material.</p> <p><u>Activity 3:</u> Group discussion on the concept of painting Mandalas.</p> <p><u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners different articles made by using the art of painting on material.</p> <p><u>Activity 5:</u> Videos, DVDs or pictures are shown to show learners different articles made by using the art of painting Mandalas.</p> <p><u>Activity 6:</u> Practical demonstration by teacher on how to paint Mandalas.</p> <p><b>Practical:</b></p>



Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making articles using the art of Painting.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make an article using the art of painting on material.</li> <li>• Learners make an article using the art of painting Mandalas.</li> <li>• Learners consider the use of colour, texture, line, shape, patterns etc. – appropriate to the craft object.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• There are lots of patterns available for painting Mandalas. The learner can also design his/her own mandala before painting it on a surface.</li> <li>• <b>Tools and equipment:</b> Brushes, rollers, painting knives, paint (acrylic or oil), air brush, water colour paint, pastes and gels, retardant, varnishes, palette, water container, artists canvas, wood, fabric, easel, paint pots, thinners, turpentine, stones, fabric and wood</li> </ul> <p><b>Example of a mandalas painted on stones:</b></p> <p><b>Grade 5 : Third year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of painting on canvas.</p> <p><u>Activity 3:</u> Group discussion on the concept of painting with oil paint.</p>




Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop</li> </ul>	<p><u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners different articles made by using the art of painting on canvas.</p> <p><u>Activity 5:</u> Videos, DVDs or pictures are shown to show learners different articles made by using the art of painting with oil paint.</p> <p><u>Activity 6:</u> Practical demonstration by teacher on how to paint on canvas with oil paint.</p> <p><u>Activity 7:</u> Practical demonstration by teacher on how to make your own canvas.</p> <p><u>Activity 8:</u> Practical demonstration by teacher on how to clean brushes after painting with oil paint.</p> <p>Practical</p> <p>Learners make an article using the craft of painting on canvas.</p> <p>Learners practise the technique of painting with oil paint.</p> <p>Learners make use of different mediums.</p> <p>Learners consider use of colour, texture, line, shape, patterns etc. – appropriate to the craft object.</p> <p>Learners finish the article.</p> <p>Learners clean their equipment and tools.</p> <p><b><u>Teachers Tips</u></b></p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		before leaving the classroom.	<ul style="list-style-type: none"> <li>Teachers can buy canvas that is already stretched. It is not necessary to make your own canvas.</li> <li>Google: "how to make your own canvas" to get detailed instructions.</li> <li><b><u>Tools and equipment:</u></b></li> <li>Brushes, rollers, painting knives, paint (acrylic or oil), air brush, water colour paint, pastes and gels, retardant, varnishes, palette, water container, artists canvas, easel, paint pots, thinners and turpentine</li> </ul> <p>How to make your own canvas:</p> <p>Step 1: Getting Started</p> <p>To make the canvases gather up these materials:</p> <p>Wood of your choice, to be cut for stretchers.</p> <p>A stapler gun, nails or screws.</p> <p>White glue.</p> <p>Some cotton sheet or linen material.</p> <p>Chipboard, available at art stores or online.</p> <p>Step 2: Cut wood to size</p> <p>Step 3: Join stretchers</p>







Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p>Stretchers are joined with a staplergun and glue.</p> <p>Step 4: Cut chipboard</p> <p>Chipboard is cut for frames.</p> <p>Step 5: Assemble pieces and glue</p> <p>Apply ample glue to stretchers to cover all wood. Then lay chipboard on this glue to assemble canvas.</p> <p><b>Step 6: Cut material to size</b></p> <p>Step 7: Stretch and Glue Material To Chipboard</p> <p>To apply fabric, spread slightly diluted glue to entire surface.</p> <p>Glue is spread onto chipboard with a brush. It helps to slightly dilute glue with water but don't overdo it.</p> <p>Step 8: Make Canvas Boards as Well</p> <p>To make canvas boards simply cut fabric to size and glue up as in the stretched canvasses.</p> <p>A simpler but effective canvas can be made by cutting chosen chipboard to size, covering with glue and attaching material to this surface. These are sold as canvas boards by art suppliers.</p>






Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
4-5	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Decoupage</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise what Decoupage is and articles that can be made and decorated by using the craft of Decoupage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of Decoupage and to show learners different articles made and decorated by using the craft of Decoupage.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the process of Decoupage as well as the different tools used for Decoupage.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the craft of Decoupage.</p> <p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the craft of Decoupage.</p> <p><u>Activity 7:</u> Practical demonstration by teacher to show learners how to decoupage small 3D objects using small brushes.</p> 


Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify and understand</b> what Decoupage is.</li> <li>• <b>Identify and select</b> the basic tools and equipment used in the craft of Decoupage.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an article by using the craft of Decoupage.</li> </ul>	<p><b><u>Practical:</u></b></p> <p>Learners decoupage small 3-D objects like eggs, stones or key holders.</p> <p>Learners use small brushes to decoupage.</p> <p>Learners finish the article.</p> <p>Learners clean the workshop.</p> <p><b>Tools and materials needed:</b></p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the craft of Decoupage.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for</li> </ul>	<ul style="list-style-type: none"> <li>• Brayer (roller), brush, scissors, sandpaper, sealer, white glue and craft's knife</li> </ul> <p><b>Example of decoupage on eggs and small rocks</b></p>    <p><b>Example of decoupage keyholders:</b></p> <p><b><u>Grade 5 : Second year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on how to decoupage larger objects using bigger strips of paper and fabric.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners how to decoupage a larger object by using bigger strips of paper or fabric.</li> <li>• <u>Activity 4:</u> Practical demonstration by teacher to show learners how to use brushes and rollers to decoupage larger objects.</li> </ul>


Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>the specific number of products to be produced.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners decoupage larger objects by using bigger strips of paper or fabric.</li> <li>• Learners use brushes and rollers to decoupage.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and materials needed:</b> Brayer (roller), brush, scissors, sandpaper, sealer, white glue and craft's knife and large pieces of wood</p> <p><b>Example of decoupage large pieces of wood:</b></p>  <p><b>Grade 5 : Third year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on how to decoupage on glass for example glass plates, cups and saucers.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners how to decoupage on glass for example glass plates, cups and saucers.</li> <li>• <u>Activity 4:</u> Practical demonstration by teacher to show learners how to on glass.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners decoupage on glass for example glass plates or cups and saucers.</li> </ul>


Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners use brushes and rollers to decoupage.</li> <li>Learners finish the article.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and materials needed:</b></p> <ul style="list-style-type: none"> <li>Brayer (roller), brush, scissors, sandpaper, sealer, white glue and craft's knife, glass plates, cups and saucers</li> </ul> <p><b>Example of decoupage on plates:</b></p> 
6-7	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of</li> </ul>	<p><b>Boxes and Cards</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> Tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise the craft of Making Boxes and Cards.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to learners to revise the craft of making Boxes and Cards, as well as making own paper.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on how to make own paper.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to fold Boxes according to a pattern.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used for making Boxes and Cards as well as basic tools and equipment used for making own paper.</p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	the same craft product.	<ul style="list-style-type: none"> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what the craft of making Boxes and Cards entails.</li> <li>• <b>Practise</b> the skill of making own paper.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools used for making Boxes and Cards.</li> <li>• <b>Identify</b> and <b>select</b> the tools needed for making own paper.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> </ul>	<p><u>Activity 7:</u> Complete a checklist of different tools used for making own paper.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for making Boxes and Cards.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make a card and decorate the card with different mediums.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Tools needed:</u></b></p> <ul style="list-style-type: none"> <li>• Cutting mat, scissors in various sizes, craft knives, metal edged ruler, boxes, paper, fabric material, pen and paint</li> </ul> <p><b>Examples of cards decorated with different mediums:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>




Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making Boxes and Cards.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making own paper.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> </ul>	 <p><b><u>Grade 5 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on different templates that can be used for making Boxes.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make a Box using different templates.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners Boxes made using different materials.</p> <p><b><u>Practical:</u></b></p>



Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of making own paper as well as making Boxes and Cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a box using different materials and templates.</li> <li>• Learners finish the article by painting or decorating it.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• Cutting mat, scissors in various sizes, craft knives, metal edged ruler and boxes</li> </ul> <p><b>Examples of boxes made by using a template:</b></p>  <p><b>Grade 5 : Third year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion: revise different templates that can be used for making Boxes.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make a Box using different templates.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners how to decorate Boxes using different mediums.</p>


Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li><b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners make a box using different materials and templates.</li> <li>Learners decorate die box using different mediums.</li> <li>Learners finish the article.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment</b></p> <p>Cutting mat, scissors in various sizes, craft knives, metal edged ruler and boxes</p> <p><b>Examples of boxes decorated with different mediums:</b></p> 
8-9	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment</li> </ul>	<p><b>Glass Bottles</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise the craft of decorating glass Bottles.</p>


Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	for craft production. • Makes a variety of marketable craft products. • Produces sequences of the same craft product.	<ul style="list-style-type: none"> <li>• <b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify and understand</b> what the craft of decorating Glass bottles is.</li> <li>• <b>Practise</b> the skill of decorating Glass bottles using different mediums.</li> </ul>	<p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of decorating on Glass bottles.</p> <p><u>Activity 4:</u> Practical demonstration by teacher – how to use wire, beads or Washi tape on bottles to create different patterns.</p> <p><u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners the craft of decorating Glass bottles using spray paint.</p> <p><u>Activity 6:</u> Group discussion on the precautions that must be taken when working with spray paint when decorating Glass bottles.</p> <p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for decorating Glass bottles.</p> <p><u>Activity 8:</u> Group discussion on how to clean bottles before decorating the bottles.</p> <p><u>Activity 9:</u> Complete a checklist of different tools and equipment used for decorating Glass bottles.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners bring already cleaned glass bottles to school to decorate.</li> <li>• Learners combine different mediums like chalk paint, blackboard paint and rope to decorate bottles with the purpose of motivational quotes.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Teachers Tips:</u></b></p> <ul style="list-style-type: none"> <li>• Make use of wire, beads or washi tape on bottles to create different patterns.</li> </ul>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of decorating Glass bottles.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when decorating Glass bottles.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of decorating Glass bottles.</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of spray paint to spray words on bottles.</li> <li>• <b>Washi tape</b> feels like masking tape. It's made of paper, but is not as delicate as would be expected. It comes in patterns and designs and varying widths. Most washi tapes are strong (as strong as duct tape in some cases) and functional as well as pretty, making them wonderful for both everyday and decorative use.</li> </ul>  <p><b><u>Tools and equipment needed:</u></b></p> <ul style="list-style-type: none"> <li>• Refer to the tools and equipment for the different mediums already discussed in the curriculum: GRADE 4 .</li> </ul> <p><b>Example of bottles decorated with rope and flowers:</b></p>   <p><b><u>Grade 5 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-9 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques when using decoupage or mosaic on Glass bottles.</p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace to produce decorated Glass bottles.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> </ul>	<p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different Glass bottles decorated using decoupage or mosaic.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on how to make decorate Glass bottles using decoupage or mosaic.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners bring already cleaned glass bottles to school to decorate.</li> <li>• Learners use decoupage or mosaic to decorate Glass bottles.</li> <li>• Learners make use of rope or different fabrics like hessian to decorate bottles.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Tools and equipment needed:</u></b></p> <ul style="list-style-type: none"> <li>• Refer to the tools and equipment for the different mediums already discussed in the curriculum: GRADE 4 .</li> </ul> <p><b><u>Grade 5 : Third year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-9 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques when cutting glass as well as recycling of bottles to make different glasses.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different Glasses made by using recycled bottles.</p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by decorating and packing the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><u>Activity 4:</u> Practical demonstration by teacher on how to make a snow globe with a glass bottle.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to cut glass.</p> <p><u>Activity 6:</u> Group discussion on the safety precautions that learners must take when cutting glass.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners practise the skill of cutting glass.</li> <li>• Learners bring already cleaned glass bottles to school to decorate.</li> <li>• Learners use recycled bottles for the purpose of making different glasses.</li> <li>• Learners make a snow globe with glass bottles.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Tools and equipment for cutting glass bottles:</u></b></p> <ul style="list-style-type: none"> <li>• Bottles, candles, goggles, scoring tool and glass drill bit</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Score the glass</li> <li>• Heat the bottle – using a candle is the safest</li> <li>• Cool it down</li> <li>• Grabbing both sides, twist and pull apart</li> </ul>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b><u>Tools and equipment for making a snow globe:</u></b></p> <ul style="list-style-type: none"> <li>• Small glass jar with tight fitting lid</li> <li>• Hot glue gun or super glue</li> <li>• Distilled water</li> <li>• Liquid glycerine or light corn syrup</li> <li>• Fake snow or glitter (find at craft stores)</li> <li>• Small plastic trees, animals, houses, or other decorations</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Use the superglue or hot glue to affix the trees or other decorative items to the inside of the lid. Let dry.</li> <li>• Fill jar about 3/4 full of water (or about 1/2 if using corn syrup).</li> <li>• Put a few pinches of glitter or fake snow in the jar.</li> <li>• Screw the lid on very tightly.</li> <li>• Turn the jar upside-down and watch the snow fall inside the homemade DIY snow globe.</li> </ul> 

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Now add several drops of liquid glycerine (or an equal amount of corn syrup) making sure you leave room for air at the top. Repeat step 5.</li> <li>Finally, decorate the base (lid) of the snow globe with ribbon, fabric, or pretty paper.</li> </ul> <p><b>Example of a snow globe and glasses made with wine bottle</b></p> 
10	Reviews and finishes craft products for market.	<i>The learner must be able to:</i> <ul style="list-style-type: none"> <li><b>Follow</b> teacher guided design specifications.</li> <li><b>Adhere</b> to safety procedures in the context of craft production.</li> <li><b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> <li><b>Reflect</b> on safety procedures in the context of craft production.</li> </ul>	<p><b><u>Grade 5 : First year</u></b></p> <p><b>Review the craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>Grade 5 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>



Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li><b>Produce</b> craft products with limited defects.</li> </ul>	<p><b><u>Grade 5 : Third year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

#### FORMAL ASSESSMENT TASK: GRADE 5

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for Grade 5 , first, second and third year are the same, however the articles are more advanced.

##### **Craft Object (Painting)**

*The learner must be able to:*

- **Identify** drawing materials.
- **Select** and **maintain** drawing materials.
- **Maintain** drawing materials.
- **Identify** with various drawing techniques to interpret objects or ideas.
- **Experiment** with various drawing techniques to interpret objects or ideas.
- **Organise** drawings to communicate objects or ideas.
- **Present** drawings to communicate objects or ideas.
- **Know** the *elements* of art such as line, colour, shape, tone, texture and space.

- **Use** the *elements* of art such as line, colour, shape, tone, texture and space.
- **Know** the *principles* of art such as pattern, contrast, rhythm, proportion and emphasis.
- **Use** the *principles* of art such as pattern, contrast, rhythm, proportion and emphasis.
- **Develop** dexterity (skilful use) through using materials to create craft products
- **Consider** environmentally sustainable criteria during selection of tools and equipment.
- **Gather** sufficient (enough and appropriate) materials for craft production.
- **Practise** the skill of Painting using different paints and painting on different mediums.
- **Identify the** basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting in the Art and crafts workshop.
- **Identify the** basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting in the Art and crafts workshop.
- **Select** the basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting in the Art and crafts workshop.
- **Select sufficient** (enough and appropriate) materials for painting in the art and crafts workshop.
- **Gather** sufficient (enough and appropriate) materials for painting in the art and crafts workshop
- **Identify** the steps that must be followed when painting in the Art and crafts workshop.
- **Prepare** the workshop or workplace for the process of painting in the Art and crafts workshop.
- **Produce** a craft product with minimal defects using the art of painting.
- **Identify** the steps of finishing the Craft Product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Craft Object (Decoupage)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Craft production.
- **Gather** sufficient (enough and appropriate) materials for Craft production
- **Identify** what Decoupage is.

- **Understand** what Decoupage is.
- **Identify** the basic tools and equipment used in the craft of Decoupage.
- **Select** the basic tools and equipment used in the craft of Decoupage
- **Identify** the steps that must be followed when making or decorating an article by using the craft of Decoupage.
- **Prepare** the workshop or workplace for the process of making or decorating an article by using the craft of Decoupage.
- **Produce** a Craft product using Decoupage with minimal defects.
- **Practise** the skill of making and decorating articles using the craft Decoupage.
- **Identify** the steps of finishing the Craft product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Craft Object ( Boxes and Cards)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Craft production.
- **Gather** sufficient (enough and appropriate) materials for Craft production.
- **Identify** the craft of making Boxes and Cards.
- **Understand** the craft of making Boxes and Cards.
- **Practise** the skill of decorating Boxes and Cards using different materials and templates.
- **Identify** the basic tools used in practising the craft of making Boxes and Cards.
- **Select** the basic tools used in practising the craft of making Boxes and Cards.
- **Prepare** the workshop or workplace for the process of making Boxes and Cards.
- **Identify** the steps that must be followed when making or decorating Boxes and Cards.
- **Produce** a Craft product with minimal defects.
- **Identify** the steps of finishing the Craft product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Glass Bottles)**

*The learner must be able to:*

- **Select sufficient** (enough and appropriate) materials for Craft production.
- **Gather** sufficient (enough and appropriate) materials for Craft production.
- **Identify** what the craft of painting on Glass bottles is.
- **Understand** what the craft of painting on Glass bottles is.
- **Practise** the skill of painting on glass bottles.
- **Identify** different mediums that can be used when painting on glass bottles.
- **Identify the** basic tools used in practising production of painting on glass bottles.
- **Select** the basic tools used in practising production of painting on glass bottles.
- **Prepare** the workshop or workplace for the process of painting on glass bottles.
- **Identify** the steps that must be followed when painting or decorating glass bottles using different mediums..
- **Produce** a Craft product with minimal defects.
- **Identify** the steps of finishing the Craft product afterwards.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Sequence of the same object ( 2/3 replicas of the same object)**




*The learner must be able to:*



- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.

**Copy** the design specifications when producing the same products.

## 3.3.6 GRADE 5 TERM 2


Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-2	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Plaster of Paris</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> </ul>	<b>Grade 5 : First year</b> <b>Teacher provides the learner with the Plaster of Paris recipe.</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion: revise what Plaster of Paris is and articles that can be made using Plaster of Paris. <u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of Plaster of Paris and to show learners different articles made with Plaster of Paris. <u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the process of casting articles in Plaster of Paris as well as the aftercare of the product. <u>Activity 5:</u> Group discussion on the basic tools and equipment used for making Plaster of Paris, casting articles in Plaster of Paris and the different moulds that can be used in the process. <u>Activity 6:</u> Complete a checklist of different tools and equipment used for casting articles in Plaster of Paris.

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what Plaster of Paris is.</li> <li>• <b>Practise</b> the skill of mixing Plaster of Paris.</li> <li>• <b>Identify</b> different moulds that can be used to cast articles in Plaster of Paris.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making Plaster of Paris.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of casting articles in moulds using Plaster of Paris.</li> <li>• <b>Identify</b> the steps that must be followed when</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make Plaster of Paris, using the recipe provided by the teacher.</li> <li>• Learners create an object or shape with Plaster of Paris.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Water, Plaster of Paris, Wooden paddle or large spoon, Containers to mix Plaster of Paris and water, Moulds and Paint or items to decorate the article.</li> </ul> <p><b>Examples:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Grade 5 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5: First year.</p> <div style="float: right;">  </div>



Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>casting small articles in different moulds, using Plaster of Paris.</p> <ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of casting articles in moulds, using Plaster of Paris.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures</li> </ul>	<p><u>Activity 2:</u> Group discussion on various moulds that can be used when making a form with Plaster of Paris.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris that was decorated with the craft of decoupage.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make Plaster of Paris, using the recipe provided by the teacher.</li> <li>• Learners make a form or mould a form with Plaster of Paris and decoupage.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Water, Plaster of Paris, Wooden paddle or large spoon, Containers to mix Plaster of Paris and water, Moulds and Paint or items to decorate the article.</li> </ul> <p><b>Examples:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>during preparation of materials.</p> <ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> </ul>	<div data-bbox="1003 304 1391 826" data-label="Image"> </div> <div data-bbox="1487 384 2007 778" data-label="Image"> </div> <p><b><u>Grade 5 : Third year:</u></b></p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5: First year.</p> <p><u>Activity 2:</u> Group discussion on how learners can make their own moulds to use when making a product with Plaster of Paris.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris and how to decorate the product.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make Plaster of Paris, using the recipe provided by the teacher.</li> <li>• Learners make their own mould and cast a product with a specific purpose.</li> </ul>



Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Water, Plaster of Paris, Wooden paddle or large spoon, Containers to mix Plaster of Paris and water, Moulds and Paint or items to decorate the article.</li> <li>• Water, Plaster of Paris, Wooden paddle or large spoon, Containers to mix Plaster of Paris and water, Moulds and Paint or items to decorate the article.</li> </ul> <p><b>Examples:</b></p> 




Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
3-4	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Stamping and Stencilling.</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<b>Grade 5 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion: revise what Stamping and Stencilling is and articles that can be made and decorated by using the art of Stamping and Stencilling. <u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of Stamping and Stencilling and to show learners different articles made and decorated by using the art of Stamping and Stencilling. <u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the process of using the art of Stamping and Stencilling on articles as well as the finishing and aftercare of the article. <u>Activity 5:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the art of Stamping and Stencilling. <u>Activity 6:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the art of Stamping and Stencilling.  <b>Practical:</b> <ul style="list-style-type: none"> <li>Learners use stamps and stencils to decorate bowls.</li> <li>Learners finish the article by painting or decorating.</li> <li>Learners clean the workshop.</li> </ul>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify and understand</b> what Stamping and Stencilling is..</li> <li>• <b>Identify and select</b> the basic tools and equipment used in the art of Stamping and Stencilling.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an</li> </ul>	<p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion (latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams, brushes, craft-knife, cutting mat, paint-mixing container, pencils, stencil card (cardboard), tape measure and rulers, tracing paper and different stencils</li> </ul> <p><b>Examples of decorated bowls:</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b><u>Grade 5 : Second year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5: First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques and stencils when decorating glass products.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles decorated by the art of Stamping and Stencilling on glass products.</li> </ul>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>article by using the art of Stamping and Stencilling.</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the art of Stamping and Stencilling.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use stamps and stencils to decorate glass products.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion (latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams, brushes, craft-knife, cutting mat, paint-mixing container, pencils, stencil card (cardboard), tape measure and rulers, tracing paper and different stencils</li> </ul> <div data-bbox="990 855 1285 1311" data-label="Image"> </div> <p><b>Example of small decorated mirrors, glass and glass bottles to make candle holders</b>  <i>(Left: Materials- small mirrors, contact paper, and frosted glass and spray paint)</i></p> <div data-bbox="1792 469 2016 1286" data-label="Image"> </div>




Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p>( Materials: Jars, Contact paper, Etching cream, Foam brush and a craft knife).</p> <p><b><u>Grade 5 Third Year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5: First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques and stencils when making a product out of wood using the art of Stamping and Stencilling .</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made out of wood and decorated by the art of Stamping and Stencilling.</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use stamps and stencils to make a product out of wood and decorating using the art of Stamping and Stencilling.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p>




Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion (latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams, brushes, craft-knife, cutting mat, paint-mixing container, pencils, stencil card (cardboard), tape measure and rulers, tracing paper and different stencils</li> </ul> <p><b>Example of words stencilled on wood</b>  <i>(Print words or name on paper; turn over and cover the word with the side of a pencil; place pencil side on wood and secure with tape; use pencil to outline printed word - this makes a template for you to paint.)</i></p> <p><b>Examples of wood, decorated with stencils.</b></p>   
5-6	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> </ul>	<b>Crochet</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> </ul>	<b>Grade 5 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> </ul>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify</b> and <b>understand</b> what Crochet is.</li> </ul>	<ul style="list-style-type: none"> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise what crochet is and articles that can be made when crocheting.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of crochet and to show learners different articles made by crocheting.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the different stitches used when crocheting.</p> <p><u>Activity 5:</u> Practical demonstration on how to crochet the different stitches.</p> <p><u>Activity 6:</u> Explanation on how to read an easy crochet pattern.</p> <p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for crocheting.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for crocheting.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learner must use the stitches that he/she learned in GRADE 4 , first year to make an easy craft product.</li> <li>Learners practise crocheting stitches.</li> <li>Learners “read” an easy pattern for crocheting an article.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p>



Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> different stitches that can be used when crocheting.</li> <li>• <b>Practise</b> the skill of crocheting different stitches.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools used in practising the skill of crocheting.</li> <li>• <b>Practise</b> the skill of reading an easy crochet pattern.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to</li> </ul>	<ul style="list-style-type: none"> <li>• A crochet hook, yarn, a pair of scissors and a darning needle (if necessary).</li> </ul> <p><b>Examples of a dishcloth and different scarves:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b><u>Grade 5 : Second year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-8 that was done in Grade5: First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques when crocheting more advanced granny squares.</li> <li>• <u>Activity 3:</u> Group discussion on various techniques when crocheting different flower patterns.</li> <li>• <u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners different articles made by using the craft of crochet and combining the patterns to make a craft product.</li> <li>• <u>Activity 5:</u> Practical demonstration by the teacher on how to read a advanced granny square pattern.</li> </ul>





Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>the characteristics of the selected materials</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of crocheting.</li> <li>• <b>Identify</b> the steps of finishing the crochet article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners crochet an easy hat using the stitches already practised. Learners crocheted</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• A crochet hook, yarn, a pair of scissors and a darning needle (if needed).</li> </ul> <p><b>Example of easy crochet hats.</b></p>  <p><b>Grade 5 Third year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques when crocheting jewellery .</li> <li>• <u>Activity 3:</u> Group discussion on various techniques when crocheting jewellery and combining it with beading.</li> <li>• <u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners different articles made by making jewellery, using the craft of crochet and combining it with beading.</li> </ul>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Activity 5: Practical demonstration by the teacher on how to make jewellery, using the craft of crochet.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners make jewellery by using crochet stitches learned in previous years.</li> <li>Learners combine crochet with beading and jewellery making.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Learners crochet an easy baby cocoon and hat.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>A crochet hook, yarn, a pair of scissors and a darning needle</li> </ul> <div data-bbox="1742 359 1995 719" data-label="Image"> </div> <div data-bbox="1568 775 2018 1046" data-label="Image"> </div> <div data-bbox="987 995 1249 1347" data-label="Image"> </div> <p><b>Examples of jewellery made by using different crochet stitches:</b></p> <p><b>Example of an easy baby cocoon and hat.</b></p>


Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
7-8	<ul style="list-style-type: none"> <li>• <b>Accumulates</b> ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> <li>• Makes a variety of marketable craft products.</li> <li>• Produces sequences of the same craft product.</li> </ul>	<b>Mosaic</b> <ul style="list-style-type: none"> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li>• <b>Identify</b> sources of own and other cultures.</li> <li>• <b>Select</b> materials appropriate for given designs.</li> <li>• <b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<b><u>Grade 5 : First year</u></b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion: revise what the craft of Mosaic is and articles that can be decorated using Mosaic. <u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of Mosaic and to show learners different articles decorated with Mosaic. <u>Activity 4:</u> Practical demonstration by teacher: revise how to mix grout to get the correct consistency. <u>Activity 5:</u> Video, DVD and pictures are shown to revise the process of decorating articles with Mosaic as well as the aftercare of the product. <u>Activity 6:</u> Group discussion on the basic tools and equipment used for decorating articles using the craft of Mosaic. <u>Activity 7:</u> Complete a checklist of different tools and equipment used for decorating articles with Mosaic.  <b><u>Practical:</u></b>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>understand</b> what the craft of Mosaic is.</li> <li>• <b>Practise</b> the skill of mixing grout that is used when decorating articles with Mosaic.</li> <li>• <b>Identify</b> different articles that can be decorated using the craft of Mosaic.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of decorating articles with mosaic.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use the craft of Mosaic to decorate photo frames.</li> <li>• Learners mix grout to use in the process of decorating with Mosaic.</li> <li>• Learners finish the article by applying grout or decorating the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• Photo frames that can be used for decorating with mosaic can be bought at selected shops.</li> <li>• Pre-cut hardboard or sheets of hardboard can also be bought.</li> </ul> <p>• <b>Tools and equipment needed:</b></p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials</li> <li>• <b>Identify</b> the steps that must be followed when decorating articles using the craft of Mosaic.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of decorating articles with Mosaic.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by applying grout on the article or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter), adhesive (inside and outside), hard base, grout (different colours), hammer, work gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket, rubber spatula (old credit cards) and clean rags and/or sponges</li> </ul> <p><b>Example of how to make a mosaic photo frame and a completed frame:</b></p>  <p><b>Grade 5 : Second year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5: First year.</li> <li>• <u>Activity 2:</u> Group discussion on various techniques when decorating a 3-D article using the craft of Mosaic.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different 3-D articles decorated by the craft of Mosaic.</li> </ul> 

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>• <u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners different recycled materials that can be used when making articles using the craft of Mosaic.</li> <li>• <u>Activity 5:</u> Practical demonstration by teacher on the finishing of a 3-D article.</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use the craft of Mosaic to decorate a 3-D article for example a jewellery box.</li> <li>• Learners combine the craft of Mosaic with recycled materials for example old tiles or CD's.</li> <li>• Learners mix grout to use in the process of decorating with Mosaic.</li> <li>• Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter), adhesive (inside and outside), hard base, grout (different colours), hammer, work gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket, rubber spatula (old credit cards) and clean rags and/or sponges</li> </ul> <div data-bbox="1028 534 1370 740" data-label="Image"> </div> <div data-bbox="1400 454 1727 740" data-label="Image"> </div> <div data-bbox="1736 454 2029 703" data-label="Image"> </div> <p><b>Examples of mosaic boxes using old CD's (recycling):</b></p> <p><b><u>Grade 5 : Third year</u></b></p> <ul style="list-style-type: none"> <li><u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5: First year.</li> <li><u>Activity 2:</u> Group discussion on various techniques when decorating different shapes and forms using the craft of Mosaic.</li> <li><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners how to decorate different shapes and forms using the craft of Mosaic.</li> </ul>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Activity 4: Videos, DVDs or pictures are shown to show learners how to make a craft product using the craft of Mosaic.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners use the craft of Mosaic to decorate different shapes and forms.</li> <li>Learners make a craft product using the craft of Mosaic.</li> <li>Learners mix grout to use in the process of decorating with Mosaic.</li> <li>Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> 



Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter), adhesive (inside and outside), hard base, grout (different colours), hammer, work gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket, rubber spatula (old credit cards) and clean rags and/or sponges</li> </ul> <div data-bbox="981 550 1370 869" data-label="Image"> </div> <div data-bbox="1765 295 2033 646" data-label="Image"> </div> <p><b>Example of a mosaic stepping stone and other projects:</b></p>
9	<ul style="list-style-type: none"> <li>Reviews and finishes craft products for market.</li> </ul>	<ul style="list-style-type: none"> <li><b>Follow</b> teacher guided design specifications.</li> <li><b>Adhere</b> to safety procedures in the context of craft production.</li> <li><b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> </ul>	<p><b><u>Grade 5: First year</u></b></p> <p><b>Review the craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished product.</p> <p><b><u>Grade 5 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li><b>Reflect</b> on safety procedures in the context of craft production.</li> <li><b>Produce</b> craft products with limited defects</li> </ul>	<p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b>Grade 5 : Third year</b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>
10	<ul style="list-style-type: none"> <li>Costs and prices craft products for a sustainable craft enterprise</li> </ul>	<ul style="list-style-type: none"> <li><b>Perform</b> basic business calculations, using electronic equipment correctly.</li> <li><b>List</b> and <b>record</b> all production costs.</li> <li><b>Determine</b> prices of craft products by considering market and production cost factors.</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><b>Costs and prices craft products:</b></p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p> <p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)</p> <p><b>Entrepreneurial awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	Develops entrepreneurial awareness within craft enterprise.	<ul style="list-style-type: none"> <li>• <b>Identify</b> own and other cultures accurately. (<i>Culture refers to own and others' experience</i>).</li> <li>• <b>Explore</b> markets and the concepts of different markets (market research).</li> <li>• <b>Match</b> ideas of appropriate crafts with relevant markets.</li> <li>• <b>Develop</b> entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</li> </ul>	<p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p> <p><b><u>Grade 5 : Second year</u></b></p> <p><b>Entrepreneurial Awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b><u>Grade 5 : Third year</u></b></p> <p><b>Entrepreneurial Awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p>

### FORMAL ASSESSMENT TASK: GRADE 5

#### **GRADE 5 : TERM 2**

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for Grade 5 , first, second and third year are the same, however the articles are more advanced.

### **Craft Object (Plaster of Paris)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Plaster of Paris production.
- **Gather** sufficient (enough and appropriate) materials for Plaster of Paris production.
- **Practise** the skill of mixing Plaster of Paris.
- **Identify** different moulds that can be used in Plaster of Paris production.
- **Identify** the basic and appropriate tools and equipment used in Plaster of Paris production.
- **Select** the basic and appropriate tools and equipment used in Plaster of Paris production.
- **Identify** the steps that must be followed when making and decorating a craft product, using Plaster of Paris.
- **Prepare** the workshop or workplace for the process of making and decorating a craft product, using Plaster of Paris.
- **Produce** a Plaster of Paris craft product with minimal defects.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Stamping and Stencilling)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Stamping and Stencilling production.
- **Gather** sufficient (enough and appropriate) materials for Stamping and Stencilling production.
- **Identify** what Stamping and Stencilling is.
- **Understand** what Stamping and Stencilling is.
- **Identify** the basic tools and equipment used in the art of Stamping and Stencilling.
- **Select** the basic tools and equipment used in the art of Stamping and Stencilling.
- **Identify** the steps that must be followed when making or decorating craft products using the art of Stamping and Stencilling.

- **Prepare** the workshop or workplace for the process of making or decorating craft products using the art of Stamping and Stencilling..
- **Produce** a craft product using Stamping and Stencilling with minimal defects.
- **Practise** the skill of making or decorating craft products, using Stamping and Stencilling.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object ( Crochet)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Crochet production.
- **Gather** sufficient (enough and appropriate) materials for Crochet production.
- **Identify** different stitches that can be used when crocheting.
- **Practise** the skill of crocheting a variety of crochet stitches and using the stitches to make an easy craft product.
- **Identify** the basic tools used in practising the skill of crocheting.
- **Select** the basic tools used in practising the skill of crocheting.
- **Practise** the skill of reading an easy crochet pattern for crocheting a craft article.
- **Prepare** the workshop or workplace for the process of crocheting.
- **Identify** the steps that must be followed when making or decorating a craft product using crocheting.
- **Produce** a craft product using Crochet with minimal defects.
- **Identify** the steps of finishing the crochet article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Mosaic)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Mosaic production.

- **Gather** sufficient (enough and appropriate) materials for Mosaic production.
- **Identify** what the craft of Mosaic is.
- **Understand** what the craft of Mosaic is.
- **Practise** the skill of mixing grout that is used when decorating articles with Mosaic.
- **Identify** different articles that can be decorated using the craft of Mosaic.
- **Identify** the basic tools used to decorate mosaic articles.
- **Select** the basic tools used to decorate mosaic articles.
- **Prepare** the workshop or workplace for the process of Mosaic production.
- **Identify** the steps that must be followed when making or decorating mosaic articles.
- **Produce** a craft product using Mosaic with minimal defects.
- **Identify** the steps of finishing the Mosaic article afterwards by applying grout on the article or decorating the article..
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Sequence of the same object ( 2/3 replicas of the same object)**

*The learner must be able to:*

- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.

**Copy** the design specifications when producing the same products.

## 3.3.7 GRADE 5 TERM 3


Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-3	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Papier-mâché</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> </ul>	<b>Grade 5 : First year</b> <b>Teacher provides the learner with the recipe for Papier-mâché.</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion: revise what Papier-mâché is and 3-D articles that can be made using Papier-mâché. <u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of Papier-mâché and different 3-D articles. <u>Activity 4:</u> Videos, DVDs and pictures are shown to revise to process of how to make Papier-mâché. <u>Activity 5:</u> Videos, DVDs and pictures are shown to revise the process of making 3-D articles as well as the aftercare of the product. <u>Activity 6:</u> Group discussion on the basic tools and equipment used for making Papier-mâché, as well as the tools and equipment used for making articles using Papier-mâché. <u>Activity 7:</u> Complete a checklist of different tools and equipment used for making Papier-mâché.





Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what Papier-mâché is.</li> <li>• <b>Practise</b> the skill of making Papier-mâché.</li> <li>• <b>Identify</b> different moulds that can be used to make articles using Papier-mâché.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making Papier-mâché.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of making and decorating articles using Papier-mâché.</li> </ul>	<p><u>Activity 8:</u> Complete a checklist of different tools and equipment used for making articles using Papier-mâché.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make Papier-mâché Lanterns.</li> <li>• Learners use Papier-mâché to make 3-D articles.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p>• <b>Recipe how to make Papier-mâché:</b></p> <p><u>Glue mixture:</u> Pour 2 parts white glue and one part water into a mixing bowl. These quantities can be changed to suit the size of your project. Or, if you have a stronger bonding glue, 1 part white glue and 1 part water will do the trick.</p> <p><u>Flour mixture:</u> Combine 1 part flour with 1 part water. For super large and intense projects, you may want to substitute white glue for the water.</p> <p><u>Wallpaper powder:</u> Pour 2 parts wallpaper powder and one part water into a mixing bowl. This method is good if you are doing long-term projects.</p> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• A bowl or large container, flour, wallpaper powder, or white glue, water, base structure, paintbrush, mixing spoon or mixing stick, newspaper, glue/flour/wallpaper powder and cooking oil (optional)</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the steps that must be followed when making Papier-mâché.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making articles using Papier-mâché.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing Papier-mâché:               <ul style="list-style-type: none"> <li>• Clear an area.</li> <li>• Tear the newspaper into long strips.</li> <li>• Choose your method to make Papier-mâché.</li> <li>• Blend your choice of mixture.</li> <li>• Find a surface you want to Papier-mâché.</li> </ul> </li> <li>• Creating the Papier-mâché article:               <ul style="list-style-type: none"> <li>• Dip a strip of newspaper into the mixture.</li> <li>• Remove any excess mixture.</li> <li>• Lay the strip over the surface or figure.</li> <li>• Repeat laying strips.</li> <li>• Place the object on a covered surface to dry.</li> <li>• Start colouring of decorating after the article is completely dry.</li> </ul> </li> </ul> <p><b>Extra tips:</b></p> <ul style="list-style-type: none"> <li>• Tearing the paper roughly, as opposed to cutting with scissors, will result in a smoother final appearance.</li> <li>• Using thinner strips of paper will result in a smoother, less bumpy finish. Similarly, smaller pieces of other shapes will work better also.</li> <li>• The flour mixture is better for piñatas, as it breaks easier. If your looking for a stronger hold, use the glue one.</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> </ul>	<ul style="list-style-type: none"> <li>• You can paint over the top of the papier-mâché with acrylic paint after it has completely dried. It sometimes helps to spray a couple of layers of matte spray between the papier-mâché and the paint to prevent the paint from chipping.</li> <li>• Papier-mâché is not waterproof or water resistant unless you seal it or use an additive in the mix. If you intend the item to be near water or outside, you will need to finish it with such sealants as tempera paint for children's craft items, to marine varnish for an outdoor sculpture.</li> <li>• It will take more than 40 minutes to dry.</li> <li>• Make sure to have extra newspaper.</li> <li>• Wait for the papier mâché to fully dry before painting it.</li> <li>• Your pieces of paper do not necessarily have to be strips. Any small piece of paper, regardless of the shape will do, so long as you can handle it easily.</li> <li>• If you are using the flour-water method, white flour makes for a smoother finish than does wheat flour.</li> <li>• If you want a simple white finish to your project, use plain white paper (instead of primer) for the last two layers.</li> <li>• If you are doing a large project and need a lot of paper you can get a lot from a local newspaper headquarter or recycling centre.</li> <li>• You can papier-mâché virtually anything: picture frames, old CDs, etc.</li> <li>• To keep your fingers from getting sticky, wear latex gloves.</li> <li>• Try using different types of paper instead of newspaper - kitchen paper towel works particularly well.</li> <li>• Have all of your materials out before you start.</li> </ul>



Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are making a piñata put the paper clip in whatever you are making before you do the newspaper</li> </ul> <p><b>Example of Papier-mâché Lanterns</b></p>  <p><b><u>Grade 5 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of using Papier-mâché, glue and rope to make an article.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Papier-mâché, glue and rope.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use Papier-mâché, rope and glue to make an article.</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners finish the article by painting or decorating.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>A bowl or large container, flour, wallpaper powder, or white glue, water, base structure, paintbrush, mixing spoon or mixing stick, newspaper, glue/flour/wallpaper powder and cooking oil (optional)</li> </ul> <p><b>Examples of articles made with rope and Papier-mâché:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b><u>Grade 5 : Third year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of using Papier-mâché and combine with balloons, faces or teacups to make articles.</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Papier-mâché combines with balloons, faces or teacups.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners use Papier-mâché and combine with balloons, or faces or teacups to make articles.</li> <li>Learners finish the article by painting or decorating.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>A bowl or large container, flour, wallpaper powder, or white glue, water, base structure, paintbrush, mixing spoon or mixing stick, newspaper, glue/flour/wallpaper powder and cooking oil (optional)</li> </ul> <p><b>Example of teacups and a mask made with Papier-mâché:</b></p>






Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
4-5	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<b>Beading</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<b>Grade 5 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion: revise what Beading is and articles that can be made and decorated by using the craft of Beading. <u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of Beading and to show learners different articles made and decorated by using the craft of Beading. <u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the process of stringing beads as well as the different tools used for Beading. <u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners how to make their own beads using fabric. <u>Activity 6:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the craft of Beading. <u>Activity 7:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the craft of Beading. <u>Activity 8:</u> Practical demonstration by teacher to show learners different kinds of jewellery wire that can be used for beading.  <b>Practical:</b>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify and understand</b> what Beading is.</li> <li>• <b>Identify and select</b> the basic tools and equipment used in the craft of Beading.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an article by using the craft of Beading.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners string beads to make an article.</li> <li>• Learners practise the technique of using jewellery wire.</li> <li>• Learners make their own beads using fabric.</li> <li>• Learners finish the article by painting or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers and wire cutters</li> </ul> <p><b>Example of paper beads using jewellery wire</b></p>   <p><b>Example of fabric bead necklaces:</b></p>



Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the craft of Beading.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for</li> </ul>	<div data-bbox="992 336 1391 647" data-label="Image"> </div> <div data-bbox="1503 448 1899 746" data-label="Image"> </div> <p><b><u>Grade 5 : Second year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on bead embroidery.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles and fabrics used when using the craft of Bead embroidery.</li> <li>• <u>Activity 4:</u> Practical demonstration by teacher to show learners how to use the craft of Bead embroidery.</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners practise the craft of Bead embroidery.</li> <li>• Learners use the craft of Bead embroidery to decorate different articles and fabrics.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> </ul>


Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>the specific number of products to be produced.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters, paper and glue</li> </ul> <p><b>Examples of bead embroidery</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b><u>Grade 5 : Third year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on bead weaving.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners the craft of bead weaving and different articles that can be made using the craft of Bead weaving.</li> <li>• <u>Activity 4:</u> Practical demonstration by teacher to show learners how to use the craft of Bead weaving.</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Activity 5: Group discussion on how to combine beading with recycling.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners practise the craft of Bead weaving.</li> <li>Learners combine Beading with recycling and make an article.</li> <li>Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters, paper and glue</li> </ul> <p><b>Two examples of bead weaving and an article combined with recycling</b></p> 
6-7	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools</li> </ul>	<p><b>Cement</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> </ul>


Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	and equipment for craft production. <ul style="list-style-type: none"> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	the accumulation and selection of ideas. <ul style="list-style-type: none"> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify</b> and <b>understand</b> what the craft of Cement entails.</li> <li><b>Identify</b> different moulds that can be used for</li> </ul>	<ul style="list-style-type: none"> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: review the craft of Cement and articles that can be made with Cement.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of casting articles in Cement and to show learners different articles made by using Cement.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different stepping stones using the craft of Cement.</p> <p><u>Activity 5:</u> Practical demonstration on how to mix Cement to get the correct consistency.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used for mixing Cement as well as basic tools and equipment used for crafting stepping stones with Cement.</p> <p><u>Activity 7:</u> Complete a checklist of different tools used for mixing Cement.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for casting an article in Cement.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners make cement stepping stones, using pictures or words on top.</li> <li>Learners use different moulds to make stepping stones.</li> <li>Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mould, sanding block, furniture pads, sealant (optional) and paint (optional)</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>making articles with Cement.</p> <ul style="list-style-type: none"> <li>• <b>Practise</b> the skill of mixing Cement.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools used for mixing Cement.</li> <li>• <b>Identify and select</b> the tools needed for casting articles in Cement.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> </ul>	<p><b>Precautions Before You Begin:</b></p> <ul style="list-style-type: none"> <li>• Work outside. A mask is recommended.</li> <li>• Use a disposable drop cloth.</li> <li>• Wear gloves.</li> <li>• Wear eye protection.</li> <li>• Work on a level surface.</li> </ul> <p><b>Basic Concrete Craft Instructions:</b></p> <ul style="list-style-type: none"> <li>• Spray the interior of your mould container with cooking spray.</li> <li>• Depending on the size of your project, pour some of the concrete powder into your bucket. Follow the directions on the bag and add water. Stir and add more water or concrete to get the desired consistency.</li> <li>• Fill your mould with concrete.</li> <li>• If you want the shape to have a hollow area inside, press another container inside the cement and weigh it down with rocks or stones.</li> <li>• Set the container on a level surface to cure. Gently tap the container down on the ground (or along the sides if it is heavy) to minimize bubbles in the mix.</li> <li>• After several hours when the concrete starts to set up you can go back and used a damp towel to clean up your piece and make sure it is the shape you want. At this point you can brush any concrete off the edges and smooth out the top of the concrete a little. Allow the concrete to dry and cure completely before you try to remove it from the carton.</li> </ul>




Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of mixing Cement. .</li> <li>• <b>Prepare</b> the workshop or workplace for the process casting and decorating an article by using the craft of Cement.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> </ul>	<ul style="list-style-type: none"> <li>• Peel the mold away from the concrete. If may be able to save your container to re-</li> <li>• Use a sanding block to lightly sand the and remove any rough or uneven areas.</li> <li>• If desired, paint the concrete.</li> <li>• Once the paint and concrete dry, you can spraying the exterior of the article with a sealer. It will darken the color of the</li> </ul> <div data-bbox="981 683 1258 954" data-label="Image"> </div> <div data-bbox="1541 300 1729 673" data-label="Image"> </div> <div data-bbox="1281 290 2020 794" data-label="Text"> <p>you are careful, you use again. outside of your piece</p> <p>seal the concrete by clear</p> <p>but</p> <p>concrete a little, the natural texture and patterns in the cement will still show through.</p> <p><b>Examples of stepping stones decorated with flowers or glass:</b></p> <div data-bbox="1863 619 2033 1209" data-label="Image"> </div> </div>
<p><b>Grade 5 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to make moulds using different mediums.</p>			

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of mixing Cement and casting articles in Cement.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make moulds using different mediums to cast articles using the craft of Cement.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners articles made by different moulds.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners create their own moulds by using different mediums.</li> <li>• Learners cast an article using their own mould.</li> <li>• Learners finish the article by sanding, painting or decorating the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>• Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mould, sanding block, furniture pads, sealant (optional) and paint (optional)</li> </ul> 









Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b>Examples of articles using different kinds of moulds:</b></p>  <p><b><u>Grade 5 : Third Year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to mix finer Cement for casting smaller articles.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to mix finer Cement for casting smaller articles.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners examples of small garden articles casted in a mould.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to mix finer Cement.</p>







Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners cast small garden objects with a mould using the craft of Cement.</li> <li>Learners practise the technique to mix finer cement for the small articles.</li> <li>Learners finish the article by sanding, painting or decorating the article.</li> <li>Learners clean the workshop.</li> </ul>  <p><b>Tools needed:</b></p> <ul style="list-style-type: none"> <li>Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mould, sanding block, furniture pads, sealant (optional) and paint (optional)</li> </ul> <p><b>Examples of cement articles.</b></p>  
8	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> </ul>	<p><b>Soap-making</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><b><i>Teacher provides learners with the recipe for making soap.</i></b></p> <p><b>Activity 1:</b> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify</b> and <b>understand</b> what the craft of Soap making is.</li> </ul>	<ul style="list-style-type: none"> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise what the craft of Soap making is and different methods that can be used when making soap.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the process of Soap making and to show learners different soap products that was decorated and packed.</p> <p><u>Activity 4:</u> Practical demonstration by teacher – how to make liquid soaps and scrubs. Discussion on the different methods of making liquid soaps and scrubs.</p> <p><u>Activity 5:</u> Videos, DVDs and pictures are shown to show learners the different soaps and scrubs that can be made as well as the aftercare of the product.</p> <p><u>Activity 6:</u> Group discussion on the danger of burning and the precautions that must be taken when making soap.</p> <p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for making liquid soaps and scrubs.</p> <p><u>Activity 8:</u> Complete a checklist of different tools and equipment used for making liquid soaps and scrubs.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners make liquid soaps and scrubs.</li> <li>Learners finish the article.</li> <li>Learners clean the workshop.</li> </ul>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Practise</b> the skill of reading a specific recipe for the different methods of Soap making.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of Soap making.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when</li> </ul>	<p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Stick blender (also called an immersion blender), digital scale, stainless steel pot, bowls, spoons, thermometer, soap mould, freezer paper, cardboard box, knife and glasses and gloves</li> </ul> <p><b>Examples of liquid soaps:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Grade 5 : Second year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques when making soap using more than one colour.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different soaps made using more than one colour.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on how to make soap using more than one colour.</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>decorating articles using the craft of Soap making.</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of Soap making.</li> <li>• <b>Prepare</b> the workshop or workplace to produce decorated soap and package.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make soap using more than one colour.</li> <li>• Learners finish the article by decorating or packing the soap.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Stick blender (also called an immersion blender), digital scale, stainless steel pot, bowls, spoons, thermometer, soap mould, freezer paper, cardboard box, knife and glasses and gloves</li> </ul> <p><b>Examples of soap with different colours:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Grade 5 : Third year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to produce decorated soap and package.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners decorated soap and package.</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by decorating and packing the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<p><u>Activity 4:</u> Practical demonstration by teacher on how to produce decorated soap and package.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners produce decorated soap and package.</li> <li>• Learners finish the article by decorating or packing the soap.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Stick blender (also called an immersion blender), digital scale, stainless steel thermometer, soap mould, box, knife and glasses and</li> </ul> <p><b>Examples of different packaging of</b></p>  <p><b>Example stencils:</b></p>    <p>immersion blender), pot, bowls, spoons, freezer paper, cardboard gloves</p> <p>soaps:</p> <p>of soap decorated with</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
9-10	Reviews and finishes craft products for market.	<ul style="list-style-type: none"> <li>• <b>Follow</b> teacher guided design specifications.</li> <li>• <b>Adhere</b> to safety procedures in the context of craft production.</li> <li>• <b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> <li>• <b>Reflect</b> on safety procedures in the context of craft production.</li> <li>• <b>Produce</b> craft products with limited defects.</li> </ul>	<p><b><u>Grade 5 : First year</u></b></p> <p><b>Review the craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>Grade 5 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>Grade 5 : Third year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

## FORMAL ASSESSMENT TASK: GRADE 5

### GRADE 5 : TERM 3

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for Grade 5 , first, second and third year are the same, however the articles are more advanced.

#### **Craft Object (Papier-mâché)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Papier-mâché production.
- **Gather** sufficient (enough and appropriate) materials for Papier-mâché production.
- **Practise** the skill of making Papier-mâché.
- **Identify** different moulds that can be used to make articles using Papier-mâché.
- **Identify** the basic and appropriate tools and equipment used in the process of making Papier-mâché.
- **Select** the basic and appropriate tools and equipment used in the process of making Papier-mâché.
- **Identify** the basic and appropriate tools and equipment used in the process of making and decorating articles using Papier-mâché.
- **Select** the basic and appropriate tools and equipment used in the process of making and decorating articles using Papier-mâché.
- **Identify** the steps that must be followed when making Papier-mâché.
- **Identify** the steps that must be followed when making a craft product using Papier-mâché and using a variety of materials in the process.
- **Identify** the steps when using Papier-mâché to make a craft product.
- **Prepare** the workshop or workplace for the process of making articles using Papier-mâché.
- **Produce** a Papier-mâché craft product with minimal defects.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.



- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Beading)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Beading production.
- **Gather** sufficient (enough and appropriate) materials for Beading production
- **Identify** what Beading is.
- **Understand** what Beading is.
- **Identify** the basic tools and equipment used in the craft of Beading.
- **Select** the basic tools and equipment used in the craft of Beading.
- **Identify** the steps that must be followed when making or decorating an article using the craft of Beading.
- **Prepare** the workshop or workplace for the process of making or decorating an article by using the craft of Beading.
- **Produce** a craft product using Beading with minimal defects.
- **Practise** the technique of using different kinds of jewellery wire when making a craft product using the craft of Beading.
- **Practise** the craft of Bead embroidery.
- **Practise** the craft of Bead weaving
- **Practise** the skill of making their own beads using different materials.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object ( Cement)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Cement production.
- **Gather** sufficient (enough and appropriate) materials for Cement production.



- **Identify** what the craft of Cement entails.
- **Understand** what the craft of Cement entails.
- **Identify** different moulds that can be used for making articles with Cement.
- **Practise** the skill of mixing Cement.
- **Practise** the skill of mixing finer Cement for small articles.
- **Identify** the basic tools used for mixing Cement.
- **Select** the basic tools used for mixing Cement.
- **Identify** the tools needed for casting a craft product and decorating the product using different materials.
- **Select** the tools needed for casting Cement stepping stones, using words on top of the stepping stone.
- **Identify** the tools needed for casting Cement stepping stones, using different moulds.
- **Select** the tools needed for casting Cement stepping stones, using different moulds.
- **Prepare** the workshop or workplace for the process of mixing Cement.
- **Prepare** the workshop or workplace for the process of casting articles in Cement.
- **Identify** the steps when mixing Cement.
- **Identify** the steps when casting articles in Cement.
- **Produce** a craft product using Cement with minimal defects.
- **Identify** the steps of finishing the product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Craft Object (Soap making)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Soap production.
- **Gather** sufficient (enough and appropriate) materials for Soap production.
- **Identify** what the craft of Soap making is.
- **Understand** what the craft of Soap making is.

- **Practise** the skill of reading a specific recipe for the different methods of Soap making.
- **Identify** the basic tools used to produce decorated soap and package.
- **Select** the basic tools used to produce decorated soap and package.
- **Prepare** the workshop or workplace for the process of decorated soap and package.
- **Identify** the steps that must be followed when making decorated soap and package.
- **Produce** a craft product using the craft of Soap making with minimal defects.
- **Identify** the steps of finishing the article afterwards by decorating and packing.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Sequence of the same object ( 2/3 replicas of the same object)**

*The learner must be able to:*

- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.




**Copy** the design specifications when producing the same products.


## 3.3.8 GRADE 5 TERM 4



Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-2	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product</li> </ul>	<b>Pewter/Foil</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> </ul>	<p><b><u>Heavy duty foil can be used instead of Pewter/Foil for GRADE 4 to make it cheaper to learn the craft.</u></b></p> <p><b><u>A4 Pewter/Foil sheets are cheaper and can also be used for the articles if the teacher wants to do the articles in Pewter/Foil.</u></b></p> <p><b><u>Grade 5 : First year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise the craft of Pewter/Foil is and small articles that can be made using the craft of Pewter/Foil.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of Pewter/Foil and to show learners different small articles made using the craft of Pewter/Foil.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the process of making articles using the craft of Pewter/Foil as well as the aftercare of the product.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used for making articles using the craft of Pewter/Foil.</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li>• <b>Identify</b> and <b>understand</b> what Pewter/Foil is.</li> <li>• <b>Practise</b> the skill of making articles using the craft of Pewter/Foil.</li> <li>• <b>Identify and select</b> the basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.</li> <li>• <b>Identify</b> the steps that must be followed when making articles using the craft of Pewter/Foil.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account</li> </ul>	<p><u>Activity 6:</u> Complete a checklist of different tools and equipment used for making articles using the craft of Pewter/Foil.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners use Pewter/Foil sheets or foil to make small articles.</li> <li>• Learners use embossing tools.</li> <li>• Learners finish the article by dusting, washing and polishing the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Steps to polish Pewter/Foil:</b></p> <ul style="list-style-type: none"> <li>• Dust your Pewter/Foil items.</li> <li>• Wash your Pewter/Foil items with hot, soapy water.</li> <li>• Polish your Pewter/Foil items using a product specifically made for Pewter/Foil.</li> <li>• Polish older Pewter/Foil articles carefully.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife, Pewter/Foil and copper sheets or foil and fillers</li> </ul> <p><b>Additional information on Tools and Equipment:</b></p> <ul style="list-style-type: none"> <li>• <b>Item to be decorated:</b> Anything with a hard surface, such as a box, frame or bottle.</li> </ul>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>when selecting for specific craft production.</p> <ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making articles using the craft of Pewter/Foil.</li> <li>• <b>Adheres</b> to housekeeping and safety procedures during preparation of materials.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work surface:</b> It must be smooth and hard, something like a smooth wooden board or large, thick piece of glass.</li> <li>• <b>Modelling tools:</b> Available at art or craft shops. A tracer is used to trace the design onto the Pewter/Foil; a paper pencil (also known as a torchon) is used to flatten and neaten the areas around the modelled design; a hockey stick is used to model the Pewter/Foil for high-relief work; and a ball tool has a ball at the tip and is used for doing low-relief work to make a wider line than a tracer.</li> <li>• <b>Filler:</b> This is used to fill the back of a high-relief design to prevent it from being pushed back or flattened. Beeswax works best because it hardens quickly and doesn't contract when it cools.</li> <li>• <b>Exterior crack filler</b> mixed with a little cold glue can also be used. Do not use candle wax as it shrinks when it cools, and cracks easily.</li> <li>• <b>Lubricant:</b> Use petroleum jelly, baby oil, sunflower oil or liquid paraffin to help the modelling tools glide over the Pewter/Foil.</li> <li>• <b>Patina:</b> A liquid chemical to corrode the metal and give it an aged appearance.</li> <li>• <b>Degreaser:</b> The front of the Pewter/Foil has to be degreased using a degreaser such as baby powder, so that the patina takes.</li> <li>• <b>Metal polish:</b> Use a household metal polish such as Brasso to polish the Pewter/Foil.</li> <li>• <b>Glue:</b> Use an adhesive that is suitable for metal and the surface you are gluing it to.</li> <li>• <b>Turpentine:</b> For removing excess beeswax and glue.</li> <li>• <b>Soft cloth:</b> Work on felt, a duster or a chamois when you 'push out' the Pewter/Foil.</li> </ul>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Glass droppers:</b> To fill the back of the relief design with beeswax. If it clogs up, place the dropper in boiling water, but do not let the rubber come into contact with the water otherwise it will perish.</li> <li>• <b>Rubber roller:</b> To flatten the Pewter/Foil sheets.</li> <li>• <b>Cotton wool:</b> To apply the patina, to polish and for cleaning.</li> <li>• <b>Tracing paper:</b> To transfer the design onto the Pewter/Foil.</li> <li>• <b>Scissors:</b> A small pair of curved nail scissors works best for cutting out designs.</li> <li>• Craft knife and cutting mat.</li> <li>• Pencil and ruler</li> <li>• Masking tape</li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li>• Rubber gloves: To protect your hands</li> </ul> <p><b>Examples of Pewter/Foil on small articles:</b></p> <div style="display: flex; align-items: center;">   </div> </div> </div>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li><b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	 <p><b><u>Grade 5 : Second year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the different materials that can be used for making articles using the craft of Pewter/Foil.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different 3-D articles made with the craft of Pewter/Foil using embossing tools.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on the craft of making a 3-D article using the craft of Pewter/Foil.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners use Pewter/Foil sheets to decorate 3-D articles.</li> <li>Learners use embossing tools.</li> <li>Learners finish the article by dusting, washing and polishing.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife, Pewter/Foil and copper sheets or foil and fillers</li> </ul> <div>   </div> <p><b>Examples of Pewter/Foil on boxes:</b></p> <p><b><u>Grade 5 : Third year</u></b></p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussions on the different mediums that can be used for decorating using the craft of Pewter/Foil for example clay, glass and wood.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different mediums of articles made with the craft of Pewter/Foil using embossing tools.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on the craft of Pewter/Foil on different mediums for example clay, glass and wood.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners use Pewter/Foil on different mediums like clay, glass and wood.</li> </ul>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> <li>Learners use embossing tools.</li> <li>Learners finish the article by dusting, washing and polishing.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife, Pewter/Foil and copper sheets or foil and fillers</li> </ul> <p><b>Example of Pewter/Foil on glass, clay and wood:</b></p> <div>    </div>
3-4	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> </ul>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	and equipment for craft production. <ul style="list-style-type: none"> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product</li> </ul>	the accumulation and selection of ideas. <ul style="list-style-type: none"> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify and understand</b> what the craft of Collage is.</li> <li><b>Identify and select</b> the basic tools and equipment used when making an</li> </ul>	<ul style="list-style-type: none"> <li>Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise the craft of Collage and articles that can be made and decorated by using the craft of Collage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of Collage and to show learners different articles made and decorated by using the craft of Collage.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise how to make an article using the craft of Collage.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when making and decorating articles using the craft of Collage.</p> <p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the craft of Collage.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners make a collage with the theme “what is in my head”.</li> <li>Learners use buttons, fabric and paper in the collage.</li> <li>Learners finish the article by painting or decorating.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and Equipment:</b></p> <ul style="list-style-type: none"> <li>Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-end;">    </div>


Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>article using the craft of Collage.</p> <ul style="list-style-type: none"> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making or decorating an article by using the craft of Collage.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making or decorating an article by using the craft of Collage.</li> </ul>	<p><b>Example of collages with the theme “what is inside my head”</b></p> <p><b><u>Grade 5 : Second year</u></b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on how to make a collage on canvas or glass.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made using the craft of collage on canvas or glass with a “nature” theme.</li> </ul> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make a collage on canvas or glass.</li> <li>• The theme of the collage is “Nature</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment:</b></p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood</li> </ul> <p><b>Example of collage on glass and canvas:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Grade 5 : Third year</b></p> <ul style="list-style-type: none"> <li>• <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5 : First year.</li> <li>• <u>Activity 2:</u> Group discussion on how to make a collage on wood using recycled material.</li> <li>• <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made using the craft of collage on wood using recycled material.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners use recycled material to make a collage on wood.</li> <li>• Learners finish the article by painting, varnishing, sealing or decorating.</li> </ul>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by painting or decorating the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and equipment:</b></p> <ul style="list-style-type: none"> <li>• Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood</li> </ul> <p><b>Examples of collage on wood:</b></p> 
5-6	<ul style="list-style-type: none"> <li>• Accumulates ideas for design of craft product.</li> <li>• Identifies and prepares materials, tools and equipment for craft production.</li> </ul>	<p><b>Candle making</b></p> <ul style="list-style-type: none"> <li>• <b>Collate</b> a variety of ideas for inspiration.</li> <li>• <b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li>• <b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> </ul>	<p><b>Grade 5 : First year</b></p> <p><b><i>Recipe for making candles provide by teacher.</i></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion: revise what the craft of Candle making entails and different Candles that can be made.</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> <li><b>Identify and understand</b> what the craft of Candle making entails.</li> <li><b>Identify</b> different moulds that can be used for making Candles.</li> <li><b>Practise</b> the skill of following a recipe when making Candles.</li> </ul>	<p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of Candle making and to show learners different Candles that can be made.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners Candles made with different colours.</p> <p><u>Activity 5:</u> Practical demonstration on how to make candles using different colours.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used for making candles as well as decorating and packing candles.</p> <p><u>Activity 7:</u> Complete a checklist of different tools used for making Candles.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for packing and decorating Candles.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Learners make candles using different colours.</li> <li>Learners follow a recipe to make candles.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Learners make heart-shaped rolled beeswax tea-lights.</li> <li>Learners finish the article by decorating or packing.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and Equipment:</b></p> <ul style="list-style-type: none"> <li>Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks, candle molds, candle dyes and fragrance oils</li> </ul> <p><b>Examples of candles made with different colours:</b></p>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>select</b> the basic tools used for making Candles.</li> <li>• <b>Identify</b> and <b>select</b> the tools needed for decorating and packaging of Candles.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making Candles.</li> <li>• <b>Prepare</b> the workshop or workplace for the process</li> </ul>	  <p><u>Example of heart-shaped rolled beeswax tea-lights</u></p>  <p>How To Make Heart-Shaped Rolled Beeswax Tealights</p> <p><u>Grade 5 : Second year</u></p>








Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>of decorating and packing Candles.</p> <ul style="list-style-type: none"> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> </ul>	<p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to make candles with different shapes.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make Candles with different shapes..</p> <p><u>Activity 4:</u> Practical demonstration by teacher to show learners how to make dipped tapered candles.</p> <p><u>Activity 5:</u> Practical demonstration by teacher to show learners how to make candles with water balloons.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make candles with different shapes.</li> <li>• Learners make dipped tapered candles.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Learners make striped rolled beeswax candles</li> <li>• Learners finish the article by packing or decorating.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Tools and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks, candle molds, candle dyes and fragrance oils</li> </ul>






Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of making Candles.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<div data-bbox="999 316 1429 687">  </div> <p>Example of dipped tapered candles and candles made with ice:</p> <div data-bbox="1632 480 1944 858">  </div> <p>Example of striped rolled beeswax candles</p> <div data-bbox="1016 898 1447 1256">  </div>


Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<div data-bbox="1025 355 1238 930" data-label="Image"> </div> <div data-bbox="1263 612 1590 778" data-label="Caption"> <p>Example of candles made with water balloons and candles made in the sand</p> </div> <div data-bbox="1570 293 1939 703" data-label="Image"> </div> <p><b>Grade 5 : Third year</b></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to decorate Candles.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to decorate Candles.</p> <p><u>Activity 4:</u> Practical demonstration by teacher to show learners how to decorate candles.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>Learners decorate candles.</li> </ul>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b>OR</b></p> <ul style="list-style-type: none"> <li>Learners make and decorate rolled beeswax candles</li> <li>Learners finish the article.</li> <li>Learners clean the workshop.</li> </ul> <p><b>Tools and Equipment:</b></p> <ul style="list-style-type: none"> <li>Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks, candle molds, candle dyes and fragrance oils</li> </ul> <p><b>Examples of decorated rolled beeswax candles</b></p>   <p><b>Examples of decorated candles:</b></p>   

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
7-8	<ul style="list-style-type: none"> <li>Accumulates ideas for design of craft product.</li> <li>Identifies and prepares materials, tools and equipment for craft production.</li> <li>Makes a variety of marketable craft products.</li> <li>Produces sequences of the same craft product</li> </ul>	<b>Jewellery</b> <ul style="list-style-type: none"> <li><b>Collate</b> a variety of ideas for inspiration.</li> <li><b>Consider</b> environmentally sustainable criteria during the accumulation and selection of ideas.</li> <li><b>Identify</b> tangible (touchable) and intangible sources for ideas.</li> <li><b>Identify</b> sources of own and other cultures.</li> <li><b>Select</b> materials appropriate for given designs.</li> <li><b>Consider</b> environmentally sustainable criteria during selection of tools and equipment.</li> <li><b>Gather</b> sufficient (enough and appropriate) materials for craft production.</li> </ul>	<b>Grade 5 : First year</b> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> <li>Oral discussions</li> <li>Investigation and exploration activities</li> <li>Research</li> <li>Written activities</li> <li>Sensory exploration activities</li> </ul> <u>Activity 2:</u> Group discussion: revise the craft of making mosaic jewellery and different articles that can be made and decorated when making jewellery using the craft of mosaic. <u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the medium of making jewellery articles using the craft of mosaic and to show learners different jewellery articles that were made using the craft of mosaic. <u>Activity 4:</u> Practical demonstration by teacher – how to mix grout to get the correct consistency. <u>Activity 5:</u> Practical demonstration by teacher – how to make jewellery using the craft of Mosaic. <u>Activity 6:</u> Group discussion on the basic tools and equipment used when making and decorating jewellery articles using the craft of Mosaic. <u>Activity 7:</u> Complete a checklist of different tools and equipment used when making or decorating jewellery using the craft of Mosaic.  <b><u>Practical:</u></b>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify and understand</b> what jewellery making using the craft of Mosaic is.</li> <li>• <b>Identify and understand</b> what jewellery making using the craft of Collage is.</li> <li>• <b>Identify and understand</b> what jewellery making using the craft of Pewter/Foil is</li> <li>• <b>Practise</b> the skill of making a jewellery article using the craft of Mosaic.</li> <li>• <b>Practise</b> the skill of making a jewellery article using the craft of Collage.</li> <li>• <b>Practise</b> the skill of making a jewellery article using the craft of Pewter/Foil.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a jewellery article using the craft of Mosaic.</li> <li>• Learners mix grout to use in the process of making jewellery using the craft of Mosaic.</li> <li>• Learners finish the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Teachers Tips:</b></p> <ul style="list-style-type: none"> <li>• Tiles as well as different forms that can be used for decorating with mosaic can be bought at selected shops.</li> <li>• Pre-cut hardboard or sheets of hardboard can also be bought.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter), adhesive, hard base, grout (different colours), hammer, work gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket, rubber spatula (old credit cards) and clean rags and/or sponges</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of making jewellery using the craft of Mosaic.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of making jewellery using the craft of Collage.</li> <li>• <b>Identify</b> and <b>select</b> the basic tools and equipment used in the process of making jewellery using the craft of Pewter/Foil.</li> <li>• <b>Follow</b> housekeeping and safety procedures in the context of craft production.</li> <li>• <b>Take</b> the characteristics of the materials into account when selecting for specific craft production.</li> </ul>	<p><b>Examples of mosaic jewellery:</b></p>  <p><b><u>Grade 5 : Second year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul> <p><u>Activity 2:</u> Group discussion on what jewellery using the craft of Collage is and jewellery articles that can be made using the craft of collage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to jewellery articles made by using the craft of Collage.</p> <p><u>Activity 4:</u> Group discussion on the basic tools and equipment used for making jewellery articles by using the craft of Collage.</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Choose</b> a method of preparation appropriate to the characteristics of the selected materials.</li> <li>• <b>Identify</b> the steps that must be followed when making jewellery articles using the craft of Mosaic.</li> <li>• <b>Identify</b> the steps that must be followed when making jewellery articles using the craft of Collage.</li> <li>• <b>Identify</b> the steps that must be followed when making jewellery articles using the craft of Pewter/Foil.</li> <li>• <b>Prepare</b> the workshop or workplace for the process of making jewellery using the craft of Mosaic.</li> <li>• <b>Prepare</b> the workshop or workplace for the process</li> </ul>	<p><u>Activity 5:</u> Complete a checklist of different tools used for making jewellery articles made by the craft of Collage.</p> <p><b><u>Practical:</u></b></p> <ul style="list-style-type: none"> <li>• Learners make a jewellery article using the craft of Collage.</li> <li>• Learners finish the article by decorating or packing the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b><u>Tools and Equipment:</u></b></p> <ul style="list-style-type: none"> <li>• Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood</li> </ul> <p><b><u>Examples of collage jewellery:</u></b></p>  <p><b><u>Grade 5 : Third year</u></b></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> <li>• Oral discussions</li> <li>• Investigation and exploration activities</li> <li>• Research</li> <li>• Written activities</li> <li>• Sensory exploration activities</li> </ul>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>of making jewellery using the craft of Collage.</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the workshop or workplace for the process of making jewellery using the craft of Pewter/Foil.</li> <li>• <b>Creates</b> appropriate craft products from given materials.</li> <li>• <b>Uses</b> materials in such a manner that products are made according to teacher's guidance and specifications.</li> <li>• <b>Interpret</b> teacher guided design specifications to create a craft product.</li> <li>• <b>Produce</b> craft products with minimal defects.</li> <li>• <b>Produce</b> craft products within teacher allocated times.</li> </ul>	<p><u>Activity 2:</u> Group discussion on what jewellery using the craft of Pewter/Foil is and jewellery articles that can be made using the craft of Pewter/Foil.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to jewellery articles made by using the craft of Pewter/Foil.</p> <p><u>Activity 4:</u> Group discussion on the basic tools and equipment used for making jewellery articles by using the craft of Pewter/Foil.</p> <p><u>Activity 5:</u> Complete a checklist of different tools used for making jewellery articles made by the craft of Pewter/Foil.</p> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learners make a jewellery article by using the craft of Pewter/Foil.</li> <li>• Learners use embossing tools.</li> <li>• Learners finish the article by dusting, washing and polishing the article.</li> <li>• Learners clean the workshop.</li> </ul> <p><b>Steps to polish Pewter/Foil:</b></p> <ul style="list-style-type: none"> <li>• Dust your Pewter/Foil items.</li> <li>• Wash your Pewter/Foil items with hot, soapy water.</li> <li>• Polish your Pewter/Foil items using a product specifically made for Pewter/Foil.</li> <li>• Polish older Pewter/Foil articles carefully.</li> </ul> <p><b>Tools and equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Ball and Cups set (sizes 1-3)</li> </ul>



Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Determine</b> the required quantities of materials for the specific number of products to be produced.</li> <li>• <b>Identify</b> the same design specifications of original designs.</li> <li>• <b>Copy</b> the design specifications when producing the same products.</li> <li>• <b>Identify</b> the steps of finishing the article afterwards by decorating and packing the article.</li> <li>• <b>Identify</b> the steps of cleaning the workshop before leaving the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern rollers</li> <li>• Teflon tips</li> <li>• Tracers</li> <li>• Cutter</li> <li>• Art knife</li> <li>• Pewter/Foil and copper sheets or foil</li> <li>• Fillers</li> </ul> <p><b>Examples of Pewter/Foiljewellery:</b></p> <div>    </div>
9	<ul style="list-style-type: none"> <li>• Reviews and finishes craft products for market.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow</b> teacher guided design specifications.</li> </ul>	<p><b><u>Grade 5 : First year</u></b></p> <p><b>Review the craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Adhere</b> to safety procedures in the context of craft production.</li> <li>• <b>Reflect</b> on the selection of appropriate material, tools and equipment according to given specifications or designs.</li> <li>• <b>Reflect</b> on safety procedures in the context of craft production.</li> <li>• <b>Produce</b> craft products with limited defects.</li> </ul>	<p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>Grade 5 : Second year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><b><u>Grade 5 : Third year</u></b></p> <p><b>Review craft products for the market:</b></p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>
10	<ul style="list-style-type: none"> <li>• Costs and prices craft products for a sustainable craft enterprise.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> own and other cultures accurately. (<i>Culture refers to own and others' experience</i>).</li> </ul>	<p><b><u>Grade 5 : First year</u></b></p> <p><b>Costs and prices craft products:</b></p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	<ul style="list-style-type: none"> <li>Develops entrepreneurial awareness within craft enterprise.</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore</b> markets and the concepts of different markets (market research).</li> <li><b>Match</b> ideas of appropriate crafts with relevant markets.</li> <li><b>Develop</b> entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</li> </ul>	<p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc).</p> <p><b>Entrepreneurial awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p> <p><b>Grade 5 : Second year</b></p> <p><b>Costs and prices craft products:</b></p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p> <p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.).</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><b>Entrepreneurial awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p> <p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p> <p><b><u>Grade 5 : Third year</u></b></p> <p><b>Costs and prices craft products:</b></p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p> <p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc).</p> <p><b>Entrepreneurial awareness:</b></p> <p><u>Activity 1:</u> Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures.</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><u>Activity 2:</u> Research and discussion to explore markets for craft production.</p> <p><u>Activity 3:</u> Field trip to craft markets or craft making institutions like the Cape Craft &amp; Design Institute.</p> <p><u>Activity 4:</u> Classroom discussion on target market, advertising and tourism.</p> <p><u>Activity 5:</u> Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.</p> <p><u>Activity 6:</u> Site visits of crafters' studios or crafting institutes.</p> <p><u>Activity 7:</u> Discussion by visiting crafter.</p> <p><u>Activity 8:</u> Learners prepare for a market day where different craft products made by the learners will be sold.</p>

#### FORMAL ASSESSMENT TASK: GRADE 5

Assessment to be formally recorded during four (4) skills training sessions and a minimum of four (4) skills are reported. Learners in each grade should be assessed on a specific skill, and different skills to assess learners in a grade may not be used. The following serves as suggestion of skills to record and report on. The assessment goals for Grade 5 , first, second and third year are the same, however the articles are more advanced.

##### Craft Object (Pewter/Foil)

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Pewter/Foil production.
- **Gather** sufficient (enough and appropriate) materials for Pewter/Foil production.
- **Identify** what Pewter/Foil is.
- **Understand** what Pewter/Foil is.

- **Practise** the skill of making articles using the craft of Pewter/Foil on different mediums.
- **Identify** the basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.
- **Select** the basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.
- **Identify** the steps that must be followed when making articles using the craft of Pewter/Foil by using embossing tools.
- **Identify** the steps that must be followed when polishing articles made by using the craft of Pewter/Foil.
- **Prepare** the workshop or workplace for the process of making articles on different mediums using the craft of Pewter/Foil with embossing tools.
- **Produce** a craft product with minimal defects using the craft of Pewter/Foil.
- **Identify** the steps of finishing the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Craft Object (Collage)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for Craft production using the craft of Collage.
- **Gather** sufficient (enough and appropriate) materials for Craft production using the craft of Collage.
- **Identify** what the craft of Collage is.
- **Understand** what the craft of Collage is.
- **Identify** the basic tools and equipment used in the craft of Collage.
- **Select** the basic tools and equipment used in the craft of Collage.
- **Identify** the steps that must be followed when making a Collage with a specific theme on different mediums for example canvass, glass or wood.
- **Prepare** the workshop or workplace for the process of making or decorating an article by using the craft of Collage.
- **Produce** a Craft product using Collage with minimal defects.
- **Identify** the steps of finishing the article afterwards by painting or decorating the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object ( Candle making)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for production of Candles.
- **Gather** sufficient (enough and appropriate) materials for production of Candles.
- **Identify** what the craft of Candle making entails.
- **Understand** what the craft of Candle making entails.
- **Identify** different moulds that can be used for making Candles.
- **Practise** the skill of following a recipe when making Candles.
- **Identify** the basic tools used for making candles with different colours or shapes.
- **Identify** the basic tools used for dipped and tapered candles.
- **Select** the tools used for making candles with different colours or shapes.
- **Select** the tools used for making dipped or tapered candles.
- **Identify** the tools needed for decorating and packing candles.
- **Select** the tools needed for decorating and packing candles.
- **Prepare** the workshop or workplace for the process of making candles with different colours and shapes.
- **Identify** the steps of making basic candles using moulds.
- **Produce** a craft product using the craft of Candle making with minimal defects.
- **Identify** the steps of finishing the product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

### **Craft Object (Jewellery)**

*The learner must be able to:*

- **Select** sufficient (enough and appropriate) materials for making jewellery using the craft of Mosaic, Collage and Pewter/Foil.

- **Gather** sufficient (enough and appropriate) materials for making jewellery using the craft of Mosaic, Collage and Pewter/Foil.
- **Identify** the craft of making jewellery using Mosaic, Collage and Pewter/Foil.
- **Understand** the craft of making jewellery using Mosaic, Collage and Pewter/Foil.
- **Practise** the skill of making a jewellery article using the craft of Mosaic, Collage and Pewter/Foil.
- **Identify** the basic tools used for making a jewellery article using the craft of Mosaic, Collage and Pewter/Foil.
- **Select** the basic tools used for making a jewellery article using the craft of Mosaic, Collage and Pewter/Foil.
- **Prepare** the workshop or workplace for the process of making a jewellery article using the craft of Mosaic, Collage and Pewter/Foil.
- **Identify** the steps that must be followed when making jewellery article using the craft of Mosaic, Collage and Pewter/Foil.
- **Produce** a jewellery craft product using the craft of Mosaic, Collage and Pewter/Foil with minimal defects.
- **Identify** the steps of finishing the article.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

#### **Sequence of the same object ( 2/3 replicas of the same object)**

*The learner must be able to:*

- **Create** appropriate craft products from given materials
- **Produce** craft products within teacher allocated times.
- **Determine** the required quantities of materials for the specific number of products to be produced.
- **Identify** the same design specifications of original designs.
- **Copy** the design specifications when producing the same products.



## 4 SECTION 4

### ASSESSMENT

Subject specific content to be added to generic section 4 after public comment changes/corrections have been made.

Assessment across grade 4 – 5.

Grade 4 – First and Second Year. Practical assessment tasks

A minimum of 4 practical tasks/activities/skills should be completed each term, however it is recommended that all the suggested practical tasks/activities/skills are completed during each term.

Task	Term 1-4		
1	Week 2 or 3	<p>Identify, select and maintain materials necessary for the specific Craft product.</p> <p>Experiment with and organise various art and craft techniques to interpret objects or ideas.</p> <p>Identify the steps that must be followed when making a craft product in the Art and crafts workshop.</p>	<p>Gather sufficient (enough and appropriate) materials for craft production.</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>
2	Week 4 or 5	<p>Prepare the workshop or workplace for the process of making a craft product in the Art and crafts workshop.</p> <p>Use the principles of art such as pattern, contrast, rhythm, proportion and emphasis.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Practise the skill of a specific art or crafts technique using different materials and different mediums.</p> <p>Develop dexterity (skilful use) through using materials to create craft products</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p>

3	Week 6 or 7	<p>Present and identify techniques necessary to make a craft object to communicate and interpret objects or ideas.</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Identify the basic and appropriate tools and equipment used in the process of making and decorating craft products in the Art and crafts workshop.</p> <p>Consider environmentally sustainable criteria during selection of tools and equipment</p>
4	Week 8 or 10	<p>Know the <i>elements</i> of art and craft such as line, colour, shape, tone, texture and space.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p>	<p>Select the basic and appropriate tools and equipment used in the process of making and decorating craft products in the Art and crafts workshop.</p> <p>Select sufficient (enough and appropriate) materials for making a craft product in the art and crafts workshop</p>

A minimum of 4 practical tasks/activities/skills should be completed each term, however it is recommended that all the suggested practical tasks/activities/skills are completed during each term.

#### Grade 5 : First, Second and Third Year – Practical assessment tasks

A minimum of 4 practical tasks/activities/skills should be completed each term, however it is recommended that all the suggested practical tasks/activities/skills are completed during each term.

Task	Term 1-4		
1	Week 2 or 3	Identify, select and maintain materials necessary for the specific Craft product.	Gather sufficient (enough and appropriate) materials for craft production.

		<p>Experiment with and organise various art and craft techniques to interpret objects or ideas.</p> <p>Identify the steps that must be followed when making a craft product in the Art and crafts workshop.</p>	<p>Produce a Craft product using a specific art or craft technique with minimal defects.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>
2	Week 4 or 5	<p>Prepare the workshop or workplace for the process of making a craft product in the Art and crafts workshop.</p> <p>Use the principles of art such as pattern, contrast, rhythm, proportion and emphasis.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Practise the skill of a specific art or crafts technique using different materials and different mediums.</p> <p>Develop dexterity (skilful use) through using materials to create craft products</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p>
3	Week 6 or 7	<p>Present and identify techniques necessary to make a craft object to communicate and interpret objects or ideas.</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Identify the basic and appropriate tools and equipment used in the process of making and decorating craft products in the Art and crafts workshop.</p> <p>Consider environmentally sustainable criteria during selection of tools and equipment</p>
4	Week 8 or 10	<p>Know the <i>elements</i> of art and craft such as line, colour, shape, tone, texture and space.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Select the basic and appropriate tools and equipment used in the process of making and decorating craft products in the Art and crafts workshop.</p> <p>Select sufficient (enough and appropriate) materials for making a craft product in the art and crafts workshop</p>

		Produce a Craft product using a specific art or craft technique with minimal defects.	
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