

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

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	Identifies and collects a variety of ideas for inspiration	Identifies sources of ideas for the creative
product	under the teacher guidance.	process.
	Use media, appropriate textbooks, magazines, etc.	Identifies tangible (touchable) and intangible
		sources for ideas
Considers environmentally sustainable	Discuss the environmentally sustainable criteria under	Considers environmentally sustainable criteria
criteria during accumulation of ideas	the teacher guidance.	during the accumulation of ideas.
	Look for the available resources around.	
2.Identifies and prepares material, tools and	Identifies and selects the appropriate materials for	Identifies and gather sufficient information
equipment for craft production	production of particular craft products.	suitable for particular craft products.
	Selects materials appropriate for given designs.	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	Collects documents and interpret objects and
	through drawing.	ideas through drawing.

TOPIC	GRADE 4	Grade 5
	Uses and apply elements and principals of art.	Uses and apply elements and principals of art.
	Uses tools and materials to produce craft products.	Uses tools and materials to produce craft
	Produces craft products in line with given designs.	products.
		Produces craft products in line with given designs.
		Produces craft products with limited defects.
4.Produces sequences of the same craft	Selects material, tools and production process for	Selects material, tools and production process
products for the market	producing a specified quantity of same product.	for producing a specified quantity of same product.
	Identifies and make use of the same design	·
	specifications of the original product.	Identifies and make use of the same design
	Produces a sequence of the same product.	specifications of the original product.
	Copies the design when producing the same products in	Produces a sequence of the same product.
	a sequence.	Copies the design when producing the same
	Determines the required quantities of materials for the	products in a sequence.
	specific number of product to be produced.	Determines the required quantities of materials
		for the specific number of product to be produced.
		p. 0 4 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
5.Review and finishes craft product for	Aligns end products with teacher specifications.	Aligns end products with teacher specifications.
market	Grades the quality of finished	Grades the quality of finished
	products.	Products.

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

TOPIC	GRADE 4	Grade 5
	Discusses formal and informal learning	Discusses formal and informal learning
	institutions/providers accessible to the learner in terms	institutions/ providers accessible to the learner in
	of the education and training opportunities available at	terms of the education and training opportunities
	each site.	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 The learner must be able to:	Techniques, activities, resources and process notes	
1	Accumulates ideas to design a craft product	Discuss appropriate tools and equipment used in the Art and crafts workshop.	GRADE 4 : First year	

		GF	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	• Identifies and	Discuss the layout of the	The teacher provides the learner with pictures, magazines and allows
	prepares	workshop as well as safety	accessibility of mediums.
	materials, tools	procedures.	Activity 1: Collate ideas for the craft process and product by means of:
	and equipment		Oral discussions
	for craft		
	production.		Investigation and exploration activities
			Research
			Written activities
			Sensory exploration activities
			Activity 2: Group discussion on the appropriate tools and equipment to be used as
			well as accumulating ideas in the Art and crafts workshop.
			Activity 3: Videos, DVDs and pictures are shown to the learners to show them the
			layout of the workshop as well as safety procedures.
			Activity 4: Video, DVD and pictures are shown to show learners different articles that
			can be produced as well as the aftercare of the products.
			Activity 5: Group discussion on the basic tools and equipment commonly used in the
			workshop.
			Activity 6: Complete a checklist of different tools and equipment used in the
			workshop or workplace.
			Practical:

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC		Practical: Learners discuss the appropriate tools and equipment to be used in the Art and crafts workshop as well as ideas. Learners discuss the layout of the workshop and the safety procedures. Learners watch the video, DVDs and pictures. Learners clean the workshop after using it. Tools and equipment: DVDs and videos, markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet and papers. GRADE 4: Second year Teacher provides the learner with pictures, magazines and allows accessibility of mediums. Activity 1: Revise activities 1-6 that was done in GRADE 4: First year. Practical: Learners discuss the appropriate tools and equipment to be used in the Art and crafts workshop as well as ideas. Learners discuss the layout of the workshop and the safety procedures. Learners watch the video, DVDs and pictures.
			 Learners watch the video, DVDs and pictures. Learners clean the workshop after using it.

	GRADE 4 : Term 1		
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
2-3	Accumulates	• Painting	Tools and equipment: DVDs and videos, markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet and papers. GRADE 4: First year
	 ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product. 	 Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify Tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Identify, select and maintain drawing materials. 	Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on painting on specific paper using watercolour paint. Activity 3: 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. Activity 4: Videos, DVDs and pictures are shown to show learners the process of painting using watercolour paint. Activity 5: Group discussion on the basic tools and equipment used when painting on with watercolour paint on paper.

	GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes	
WEEK	TOPIC	CONTENT		
		 equipment. Gather sufficient (enough and appropriate) materials for craft production. 		

		GF	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand the	Tools and equipment needed:
		process involved in the art of Painting.	Watercolour paint, specific watercolour paint paper, metallic creams, oil-based stencil sticks
		Practisethe skill of Painting.	and creams, brushes, wood, paper, paint-mixing
		Identify different techniques	container, pencils, stencil card (cardboard), tape
		and tools used in the art of	measure and rulers, tracing paper, plastic
		painting in the art and crafs	tablecloth and apron
		workshop.	
		Identify and select the basic	Examples of painting with watercolour paint:
		and appropriate tools and	Capp
		equipment used in the art of painting in the art and crafts workshop. • Identify and select the basic and appropriate tools and equipment used in the process of making and decorating articles using the art of Painting. • Follow housekeeping and safety procedures in the context of craft production.	GRADE 4 : Second year Activity 1: Revise activities 1-6 that was done in GRADE 4 : First year. Activity 2: Group discussion on various techniques used when painting with
		 of craft production. Take the characteristics of the 	acrylic paint.
		materials into account when	35.7

		GI	RADE 4: Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		selecting for specific craft	Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		production.	that are painted by acrylic paint.
		Choose a method of	
		preparation appropriate to the characteristics of the selected	Practical:
		materials.	Learners prepare the cardboards to be painted.
		Prepare the workshop or	Learners use acrylic paint to paint.
		workplace for the process of making articles using the art of	Learners finish the article by painting varnishing, sealing and decorating.
		Painting.	Learners clean the workshop.
		Adheres to housekeeping and	
		safety procedures during preparation of materials.	<u>Teachers Tips</u> :
		Creates appropriate craft	In order to comply to the requirements of the Occupational Health and Safety
		products from given materials.	(OHS) Act 85 of 1993, a practical session with regards to the issuing of
		Uses materials in such a	equipment and tools, needed for a specific craft product must be held before
		manner that products are made	beginning with the new product.
		according to teacher's guidance	There must also be a group discussion on the safety precautions that must be
		and specifications.	followed, as well as the dangers of working with paint.
		Interpret teacher guided design	
		specifications to create a craft	
		product.	Tools and equipment needed:

		GF	RADE 4 : Term 1
WEEK	ТОРІС	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Produce craft products with minimal defects. 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 sameproducts. Identify the steps that must be followed when making or decorating specific articles. Prepare the workshop or workplace for the process of recycling and decorating the articles by using acrylic paint. Identify the steps of finishing the article afterwards by 	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. Example of painting with acrylic paint: Example of painting with acrylic paint:

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		painting and decorating the article. • Identify the steps of cleaning the workshop before leaving the classroom.	
4-5	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products Produces sequences of the same craft products. 	 Decoupage Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify Tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and equipment. 	Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on what decoupage is and articles that can be decoupage. Activity 3: 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. Activity 4: Videos, DVDs and pictures are shown to show learners the different steps taken in decoupage. Activity 5: Practical demonstration of the process of decoupage on wood.

		GF	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC	CONTENT	
		preparation appropriate to the characteristics of the selected materials.	

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Creates appropriate craft	Different mediums can be used for
		products from given materials.	decoration of craft products.
		Uses materials in such a	23
		manner that products are made	
		according to teacher's guidance	Examples of
		and specifications.	decoupage on
		Interpret teacher guided design	wood:
		specifications to create a craft	Noch Jon Ton
		product.	Water of the Lands
		Produce craft products with	Examples of decoupage on wood
		minimal defects.	
		Produce craft products within	
		teacher allocated times.	GRADE 4 : Second year
		Determine the required	Activity 1: Revise activities 1-7 that was done in GRADE 4: First year.
		quantities of materials for the	Activity 2: Group discussion on various techniques used when decoupage on glass
		specific number of products to	stone or wood.
		be produced.	Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		Identify the same design	decorated through glass, stone and wood.
		specifications of original	Activity 4: Practical demonstration by the teacher on how to decoupage.
		designs.	Practical:
		Copy the design specifications	 Learners practise the process of decoupage and prepare the articles to be
		when producing the same	decoupage.
		products.	

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Prepare the workshop or workplace for the process of decoupage. Identify the steps of finishing the decoupage. Identify the steps of cleaning the workshop before leaving the classroom. 	 Learners' decoupage bottles by tearing strips of papers or cut fabric. Learners finish the article by decorating. Learners clean the workshop. Tools needed: Glasses, stones, white glue, sandpaper, sealer, scissors, brayer (roller), acrylic adhesive, craft's knife and old newspapers Example of decoupage on glass and wooden blocks:
6-7	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. 	 Boxes and Cards Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify Tangible (touchable) and intangible sources for ideas. 	 GRADE 4 First year: Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on simple boxes and cards made with stencils and stickers.

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	 Makes a variety of marketable craft products. Produces sequences of the same craft products. 	 Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and equipment. Gather sufficient (enough and appropriate) materials for craft production. Identify and understand making boxes and cards. Practisethe skill of decorating boxes and cards using stencils and stickers Identify different articles that can be made using cards and boxes. Practisethe skill of making own paper. 	Activity 3: Videos, DVDs and pictures are shown to show learner cards and boxes made with stencils and stickers. Activity 4: Practical demonstration by teacher, teacher decorate cards with stencils. Activity 5: Video, DVD and pictures are shown to show learners the process of making and decorating cards and boxes with stencils and stickers. Activity 6: Group discussion on the basic tools and equipment used for making and decorating cards and boxes with stickers and stencils. Activity 7: Complete a checklist of different tools and equipment used for making boxes and cards with stencils and stickers. Practical: Learners use stencils and stickers to create their own cards. Learners use easy patterns for example colour. Learners finish the article by printing and decorating. Learners clean the workshop.
	<		Learners clean the workshop.

tools and equipment used in the

		RADE 4 : Term 1
TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	process of decorating boxes and cards with stickers and stencils. • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • Identify the steps that must be followed when decorating articles using decoupage and stencils. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made	Tools and equipment needed: Boxes, cards, stencils, stickers, glue, paint and scissors. An example of cards decorated with stencils: GRADE 4: Second year Activity 1: Revise activities 1-7 that was done in GRADE 4: First year. Activity 2: Group discussion on various techniques used to decoupage on the card for decoration. Activity 3: Videos, DVDs or pictures are shown to show learners different articles or card decoupage for decoration. Practical: Learners use and prepare cardboard to create their own cards. Learners decorate the cards using the process of decoupage. Learners finish the article by rubbing it with fingers after it has been dried. Learners clean the workshop.
	TOPIC	TOPIC CONTENT The learner must be able to: process of decorating boxes and cards with stickers and stencils. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Identify the steps that must be followed when decorating articles using decoupage and stencils. Creates appropriate craft products from given materials. Uses materials in such a

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		according to teacher's guidance	Tools and equipment needed:
		and specifications.Interpret teacher guided design specifications to create a craft	Cardboard, pencils, tracing paper, brushes, white glue, craft-knife, sand paper and brayer.
		·	Example of cards decorated with decoupage:
		 Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. 	Example of cards decorated with decoupage:
		 Identify the same design specifications of original designs. Copy the design specifications when producing the sameproducts. Prepare the workshop or workplace for the process of decorating articles with cards and boxes. 	

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Identify the steps of finishing the article by decorating the article. Identify the steps of cleaning the workshop before leaving the classroom. 	
8-9	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the 	 Glass Bottles Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during 	Activity 1 Collate ideas for the craft process and product by means of : Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on recycling glass bottles by painting and decorating them. Activity 3: Videos, DVDs and pictures are shown to expose the learners to glass bottles decorated with paint. Activity 4: Videos, DVDs and pictures are shown to show learners the process of using the art of painting glass bottles.

			GF	RADE 4 : Term 1
WEEK	TOPIC		CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	same	craft	selection of tools and	Activity 5: Group discussion on the basic tools and equipment used when painting
	products.		equipment.	and decorating a glass bottles.
			Gather sufficient (enough and	Activity 6: Group discussion on how to clean a glass bottle before decorating the
			appropriate) materials for craft	bottle.
			production	Activity 7: Complete a checklist of different tools and equipment used recycling and
			Practise the skill of painting on	
			glass bottles.	decorating a glass bottles using a paint.
			Identify different mediums that	
			can be used when painting on	Practical:
			glass bottles.	
			Identify and select the basic	Learners bring an already cleaned glass bottle from home to decorate.
			and appropriate tools and	 Learners use paint to decorate the glass bottles.
			equipment used in the work.	Learners finish the article by painting and decorating them.
			Follow housekeeping and	Learners clean the workshop.
			safety procedures in the context	
			of craft production.	Teachers Tips:
			Take the characteristics of the	
			materials into account when	
			selecting for specific craft	
			production.	
			Choose a method of	
			preparation appropriate to the	

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		characteristics of the selected	Washi tape feels like masking tape. It's made of paper, but is not as delicate as
		materials.	would be expected. It comes in patterns and designs and varying widths. Most
		Creates appropriate craft	washi tapes are strong
		products from given materials.	(as strong as duct tape
		Uses materials in such a	in some cases) and
		manner that products are made	functional as well as
		according to teacher's guidance	pretty, making them
		and specifications.	wonderful for both
		Interpret teacher guided design	everyday and
		specifications to create a craft	decorative use.
		product.	Tools and equipment needed:
		Produce craft products with	
		minimal defects.	Glass bottles, paint, ribbons, flowers, brushes, lint and glue
		Produce craft products within	Example of painted bottles:
		teacher allocated times.	Example of painted bottles.
		Determine the required	
		quantities of materials for the	
		specific number of products to	
		be produced.	
		Identify the same design	
		specifications of original	
		designs.	

		GR	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Copy the design specifications	
		when producing the	
		sameproducts.	
		Prepare the workshop or	
		workplace for the process of	
		recycling the glass bottles.	
		Adheres to housekeeping and	
		safety procedures during	
		preparation of materials.	
		Creates appropriate craft	
		products from given materials.	
		Uses materials in such a	
		manner that products are made	GRADE 4 : Second year
		according to teacher's guidance	Activity 1: Revise activities 1-7 that was done in done in GRADE 4: First year.
		and specifications.	,
		Interpret teacher guided design	Activity 2: Group discussion on various techniques used on painting and decorating
		specifications to create a craft	on bottles.
		product.	Activity 3: Videos, DVD and pictures are shown to show the process of recycling and
		Produce craft products with	decorating bottle with letters or signs on.
		minimal defects.	
		Produce craft products within	Paratical:
		teacher allocated times.	Practical:
			 Learners bring an already cleaned glass bottle from home.

	GRADE 4 : Term 1				
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes		
		 Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original design Copy the design specifications when producing the sameproducts. Identify the steps of finishing the article afterwards by decorating the article. Identify the steps of cleaning the workshop before leaving the classroom. 	 Learners decorate the articles by putting letters on the bottle. Learners finish the article by painting and decorating it. Learners clean the workshop. Tools and equipment needed: Glue gun, glass bottles, silicon and paint An example of bottles with letters on: 		
10	Reviews and finishes craft products for market.	 Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. 	Review craft products for the market: Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection on the craft product. Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.)		

	GRADE 4 : Term 1					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
		Reflect on safety procedures in	Activity 3: Grades the quality of finished products.			
		the context of craft production.	GRADE 4 : Second year			
		Produce craft products with				
		limited defects.	Review craft products for the market:			
			Activity 1: Discussion on different crafts made. Discussion must be a supportive			
			reflection on the craft product.			
			Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc.) Activity 3: Grades the quality of finished products.			

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.
- Practisethe 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.

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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.

	GRADE 4 : Term 2				
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes		
		The learner must be able to:			
1-2	 Accumulates 	Plaster of Paris	GRADE 4 : First year		
1-2	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety 	 Plaster of Paris Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify tangible (touchable) and intangible sources for ideas. 	 GRADE 4: First year Teacher provides the learner with the Plaster of Paris recipe. Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on what Plaster of Paris is and articles that can be made using Plaster of Paris. 		
	of marketable craft products. • Produces sequences of the same craft product.	 Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and equipment. 	Activity 3: 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. Activity 4: 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. Activity 5: 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. Activity 6: Complete a checklist of different tools and equipment used for making Plaster of Paris.		

	GRADE 4 : Term 2				
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes		
	10110	 The learner must be able to: Gather sufficient (enough 	Activity 7: Complete a checklist of different tools and equipment used for casting articles		
		, ,			
		and appropriate) materials	in Plaster of Paris.		
		for craft production.			
		Identify and understand	Practical:		
		what Plaster of Paris is.	Learners make Plaster of Paris, using the recipe provided by the teacher.		
		Practisethe skill of mixing	Learners cast a small article in a mould.		
		Plaster of Paris.	Learners finish the article by painting or decorating.		
		Identify different moulds	Learners clean the workshop.		
		that can be used to cast			
		articles in Plaster of Paris.			
		• Identify and select the	Teachers Tips:		
		basic and appropriate	Recipe how to make Plaster of		
		tools and equipment used	Paris:.Add 1 part warm water & 2 parts		
		in the process of making	white glue in mixing bowl. Stir well. Then		
		Plaster of Paris.	add small amounts water, continue to stir.		
		Identify and select the	Add water until consistency is smooth &		
		basic and appropriate	medium thick.		
		tools and equipment used			
		in the process of casting	Mix ingredients to make a smooth, lump-free, thick pasts of PoP.		
		articles in moulds using	Tools and equipment needed:		
		Plaster of Paris.	Water, plaster of paris, wooden paddle or large spoon, containers to mix plaster		
		Identify the steps that	of paris and water, moulds and paint or items to decorate the article.		
		must be followed when	Example of a small article casted in a mould:		

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		 casting small articles in different moulds, using Plaster of Paris. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of casting articles in moulds, using Plaster of Paris. Adheres to housekeeping and safety procedures 	Example of using a silicone mould used for baking cakes: GRADE 4: Second year Activity 1: Revise activities 1-7 that was done in Grade 4: First year. Activity 2: Group discussion on various decorations that can be used in making hand- or footprints in Plaster of Paris. Activity 3: Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris when casting a hand- or footprint. Practical: Learners make Plaster of Paris, using the recipe provided by the teacher. Learners cast Plaster of Paris in a mould or sand mould and decorate with a hand- or footprint.

		GRADE 4 : Term 2
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes The learner must be able to:
		during preparation of • Learners finish the article by painting, decorating or drilling holes.
		materials. • Learners clean the workshop.
		Creates appropriate craft
		products from given Tools and equipment needed:
		materials. • Water, plaster of paris, wooden paddle or large spoon, containers to mix plaster
		Uses materials in such a of paris and water, moulds and paint or items to decorate the article.
		manner that products are
		made according to Examples of a handprint cast in Plaster of Paris:
		teacher's guidance and
		specifications.
		Interpret teacher guided
		design specifications to
		create a craft product.
		Produce craft products
		with minimal defects.
		Produce craft products
		within teacher allocated
		times.
		Determine the required
		quantities of materials for
		the specific number of
		products to be produced.

					GR/	ADE 4 : Term 2
WEEK	TC	OPIC		ONTENT	Techn	iques, activities, resources and process notes
			•	ldentify the same design specifications of original designs. Copy the design specifications when producing the same products. 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.		
3-4	•	Accumulates	Sta	amping and Stencilling.		DE 4 : First year
		ideas for design	•	Collate a variety of ideas	Activity	y 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities

					GRADE 4 : Term 2
WEEK	ТС	TOPIC		ONTENT ne learner must be able to:	Techniques, activities, resources and process notes
		for craft	•	Identify Tangible	Activity 2: Group discussion on what Stamping and Stencilling is and articles that can
		production.		(touchable) and intangible	be made and decorated by using the art of Stamping and Stencilling.
	•	Makes a variety		sources for ideas.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of
		of marketable	•	Identify sources of own	Stamping and Stencilling and to show learners different articles made and decorated by
		craft products.		and other cultures.	using the art of Stamping and Stencilling.
	•	Produces	•	Select materials	Activity 4: Videos, DVDs and pictures are shown to show learners the process of using
		sequences of		appropriate for given	the art of Stamping and Stencilling on articles as well as the finishing and aftercare of the
		the same craft		designs.	article.
		product.	•	Consider environmentally	Activity 5: Group discussion on the basic tools and equipment used when making and
				sustainable criteria during	decorating articles using the art of Stamping and Stencilling.
				selection of tools and	
				equipment.	
			•	Gather sufficient (enough	
				and appropriate) materials	
				for craft production.	
			•	Identify and understand	
				what Stamping and	
				Stencilling is.	
			•	Identify and select the	
				basic tools and equipment	
				used in the art of	
				Stamping and Stencilling.	

WEEK TOPIC CONTENT The learner must be able to: Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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.					
Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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 decorating an article by using the art of Stamping and	WEEK	TOPIC			٦
safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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 Stamping and		10110	Th		
context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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 an article by using the art of Stamping and				. •	-
production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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 an article by using the art of Stamping and Stencilling an article by using the art of Stamping and				• •	
Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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 Stamping and Stamping an article by using the art of Stamping and					3
the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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				•	_
when selecting for specific craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • 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			•	Take the characteristics of	<u> </u>
craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 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				the materials into account	
 Choose a method of preparation appropriate to the characteristics of the selected materials. 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 				when selecting for specific	
preparation appropriate to the characteristics of the selected materials. • 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				craft production.	
the characteristics of the selected materials. • 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			•	Choose a method of	
selected materials. 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				preparation appropriate to	
 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 				the characteristics of the	٦
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				selected materials.	
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			•	Identify the steps that	
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				must be followed when	
Stamping and Stencilling. • Prepare the workshop or workplace for the process of making or decorating an article by using the art of Stamping and				making or decorating an	
Prepare the workshop or workplace for the process of making or decorating an article by using the art of Stamping and				article by using the art of	
workplace for the process of making or decorating an article by using the art of Stamping and				Stamping and Stencilling.	
of making or decorating an article by using the art of Stamping and			•	Prepare the workshop or	
an article by using the art of Stamping and				workplace for the process	
of Stamping and				of making or decorating	
				an article by using the art	
			K		9

GRADE 4 : Term 2 Techniques, activities, resources and process notes

Activity 6: Complete a checklist of different tools and equipment used when making or decorating an article by using the art of Stamping and Stencilling.

Practical:

- Learners use stamps and stencils to create their own cards.
- Learners finish the article by painting or decorating.
- Learners clean the workshop.

Tools and equipment needed:

 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



Examples of cards made with stencils:



GRADE 4: Second year

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	10110	The learner must be able to:	A 6 % A D 1
		Identify the steps of	Activity 1: Revise activities 1-6 that was done in Grade 4: First year.
		finishing the article	Activity 2: Group discussion on various techniques and stencils when painting on
		afterwards by painting or	tiles.
		decorating the article.	Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		Identify the steps of	made by the art of Stamping and Stencilling on tiles.
		cleaning the workshop	
		before leaving the	Practical:
		classroom.	 Learners use stamps and stencils to paint on tiles for decoration
			 Learners finish the article by painting, varnishing, sealing or decorating. Learners clean the workshop.
			Tools and equipment needed:
			 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

					GRA	ADE 4 : Term 2
WEEK	TOPIC CONTENT The learner must be able to:					iques, activities, resources and process notes
			The	learner must be able to:	Exam	oles of decorated tiles by using the art of Stamping
					_	
	and Stencilling:					
5-6	•	Accumulates	Cro	chet	GRAD	E 4 : First year
		ideas for design	•	Collate a variety of ideas	Activity	7 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during		Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify Tangible	Activity	<u>/ 2:</u> Group discussion on what crochet is and articles that can be made when
		production.		(touchable) and intangible	croche	
	•	Makes a variety		sources for ideas.	Activity	/ 3: Videos, DVDs and pictures are shown to expose the learners to the craft of
		of marketable	•	Identify sources of own	croche	and to show learners different articles made by crocheting.
		craft products.		and other cultures.	Activity	<u>/ 4</u> : Videos, DVDs and pictures are shown to show learners the different stitches
					used w	when crocheting.

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	Produces	The learner must be able to:Select materials	Activity 5: Practical demonstration on how to crochet the different stitches.
	sequences of	appropriate for given	Activity 6: Explanation on how to read an easy crochet pattern.
	the same craft	designs.	Activity 7: Group discussion on the basic tools and equipment used for crocheting.
	product.	Consider environmentally	Activity 8: Complete a checklist of different tools used for crocheting.
		sustainable criteria during	
		selection of tools and	Practical:
		equipment.	 Learners practise crocheting a variety of crochet stitches.
		Gather sufficient (enough	 Learners "read" an easy pattern for crocheting an article.
		and appropriate) materials	 Learners crochet an easy article using the craft of crocheting.
		for craft production.	Learners clean the workshop.
		 Identify and understand 	
		what Crochet is.	
		Identify different stitches	
		that can be used when	
		crocheting.	
		Practisethe skill of	
		crocheting different	
		stitches.	
		• Identify and select the	
		basic tools used in	
		practising the skill of	
		crocheting.	

			GRADE 4 : Term 2
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
			Teachers Tips:
		reading an easy crochet pattern. • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Choose a method of preparation appropriate to	 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. Teachers can use a programme for example "Boardmaker" to teach learners the skill of "reading" or understanding an easy pattern or diagram. Tools needed:
			GRADE 4 : Second year
		cleaning the workshop	Activity 1: Revise activities 1-8 that was done in Grade 4: First year.

			GRADE 4 : Term 2	
WEEK	TOPIC	CONTENT	Techniques, activities, resource	es and process notes
WEEK	10110	The learner must be able to:		
		before leaving the	Basic Lrocnet Scarf Pattern	Activity 2: Group discussion on various techniques when
		classroom.		ocheting a basic granny square with one or more
			* Name and Sauge Color	ours.
			onchair *Free tracket * A	Activity 3: Videos, DVDs or pictures are shown to show
			pattern available lear	rners different articles made by using the craft of
			crochet and using a basic grai	
			Activity 4: Practical demonstration	ration by the teacher on how to read a basic granny
			square pattern.	
			Practical:	
			Learners make a basic gra	anny square with one or more colours.
			 Learners clean the worksh 	hop.
			Tools needed:	
			A crochet hook, yarn, a pair of	f scissors and a darning needle (if necessary)
			Example of a pattern for a Grant	ny Square, a multi colour granny square and an
			easy product to make	
				11.0
			maile maile	A CONTRACTOR OF THE PARTY OF TH
				ALTERNATION OF THE PERSON OF T

					GRADE 4 : Term 2
WEEK	TC	PIC		ONTENT	Techniques, activities, resources and process notes
7-8	•	Accumulates		e learner must be able to: osaic	GRADE 4 : First year
		ideas for design	•	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
		J		•	Oral discussions
		of craft product.		for inspiration.	
	•	Identifies and	•	Consider environmentally	Investigation and exploration activities
		prepares		sustainable criteria during	Research
		materials, tools		the accumulation and	Written activities
		and equipment		selection of ideas.	Sensory exploration activities
		for craft	•	Identify Tangible	Activity 2: Group discussion on what the craft of Mosaic is and articles that can be
		production.		(touchable) and intangible	decorated using Mosaic.
	•	Makes a variety		sources for ideas.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of
		of marketable	•	Identify sources of own	Mosaic and to show learners different articles decorated with Mosaic as well as different
		craft products.		and other cultures.	tiles that can be used.
	•	Produces	•	Select materials	Activity 4: Practical demonstration by teacher – how to mix grout to get the correct
		sequences of		appropriate for given	consistency.
		the same craft		designs.	Activity 5: Videos, DVDs and pictures are shown to show learners the process of
		product.	•	Consider environmentally	decorating articles with Mosaic as well as the aftercare of the product.
				sustainable criteria during	Activity 6: Group discussion on the basic tools and equipment used for decorating
				selection of tools and	articles using the craft of Mosaic.
				equipment.	Activity 7: Complete a checklist of different tools and equipment used for decorating
			•	Gather sufficient (enough	articles with Mosaic.
				and appropriate) materials	
				for craft production.	Practical:
			K	To Start production.	Learners use the craft of Mosaic to decorate a small tray with an edge.

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC	 Identify and understand what the craft of Mosaic is. Practisethe 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 and select the 	 Learners use easy patterns for example Mosaic in rows with the same colour. Learners mix grout to use in the process of decorating with Mosaic. Learners finish the article by applying grout or decorating the article. Learners clean the workshop. Tiles as well as different forms that can be used for decorating with mosaic can be bought at selected shops. 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.
		basic tools and equipment used in the process of decorating articles with mosaic. • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production.	Pre-cut hardboard or sheets of hardboard can also be bought. Tools and equipment needed: 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 Example of mosaic trays:

		GRADE 4 : Term 2
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes The learner must be able to:
		 Choose a method of preparation appropriate to the characteristics of the selected materials Identify the steps that must be followed when decorating articles using the craft of Mosaic. Prepare the workshop or workplace for the process of decorating articles with Mosaic. Identify the steps of finishing the article afterwards by applying grout on the article or decorating the article. Identify the steps of cleaning the workshop before leaving the classroom. GRADE 4: Second year Activity 1: Revise activities 1-7 that was done in Grade 4: First year. Activity 2: Group discussion on various techniques when decorating an article without an edge using the craft of Mosaic. Activity 3: Videos, DVDs or pictures are shown to show learners different articles decorated by the craft of Mosaic. Activity 4: Practical demonstration by teacher on the finishing of an article without an edge using sandpaper and paint. Practical: Learners use the craft of Mosaic to decorate coasters and potholders. Learners decorate an article without an edge. Learners mix grout to use in the process of decorating with Mosaic Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating.

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:	Learners clean the workshop before leaving the classroom. Examples of glass mosaic coasters, pot holders and place mats Compared to the classroom of t
9	Reviews and finishes craft products for market.	 Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. Reflect on safety procedures in the context of craft production. 	GRADE 4: First year Review the craft products for the market: Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection on the craft product. Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc). Activity 3: Grades the quality of finished product. GRADE 4: Second year Review craft products for the market: Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection on the craft product. Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc). Activity 3: Grades the quality of finished products.

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		The learner must be able to:Produce craft products	
		with limited defects.	
40	0(CDADE 4 : Firet weer
10	Costs and prices	Perform basic business	GRADE 4 : First year
	craft products for	calculations, using	Costs and prices craft products:
	a sustainable	electronic equipment	Activity 1: Pen and paper activity: use a calculator and with teacher's guidance perform
	craft enterprise.	correctly.	basic calculation reflecting cost of materials.
		List and record all	Activity 2: Explore, with teacher's guidance, appropriate pricing of production costs
		production costs.	(reflect on cost of material, time to produce the object, packaging, etc).
		Determine prices of craft	
		products by considering	Entrepreneurial awareness:
		market and production	Activity 1: Discussion on different cultures and needs and wants associated to different
		cost factors.	cultures.
			Activity 2: Research and discussion to explore markets for craft production.
			Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
			Design Institute.
			Activity 4: Classroom discussion on target market, advertising and tourism.
			Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop
			entrepreneurial awareness.
	Develops	Identify own and other	Activity 6: Site visits of crafters' studios or crafting institutes.
	entrepreneurial	cultures accurately.	Activity 7: Discussion by visiting crafter.
	awareness within	(Culture refers to own and	Activity 8: Learners prepare for a market day where different craft products made by the
	craft enterprise.	others' experience)	learners will be sold.
		and a spanones,	

			GRADE 4: Term 2
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:	
		Explore markets and the	GRADE 4 : Second year
		concepts of different	Entrepreneurial Awareness:
		markets (market	Activity 1: Discussion on different cultures and needs and wants associated to different
		research).	cultures.
		Match ideas of	Activity 2: Research and discussion to explore markets for craft production.
		appropriate crafts with	Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
		relevant markets.	Design Institute.
		Develop entrepreneurial	Activity 4: Classroom discussion on target market, advertising and tourism.
		awareness of how to	Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop
		market art products in	entrepreneurial awareness.
		terms of target market,	Activity 6: Site visits of crafters' studios or crafting institutes.
		advertising and	Activity 7: Discussion by visiting crafter.
		awareness of tourism.	Activity 8: Learners prepare for a market day where different craft products made by the
			learners will be sold.

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.

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- 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

	3.3 GRADE 4 term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	GRADE 4 : Term 3 Techniques, activities, resources and process notes	
1-3	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product. 	 Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and equipment. Gather sufficient (enough and appropriate) materials for craft production. 	Teacher provides the learner with the recipe for Papier-mâché. Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on what Papier-mâché is and articles that can be made using Papier-mâché. Activity 3: 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. Activity 4: Videos, DVDs and pictures are shown to show learners how to make Papier-mâché. Activity 5: 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. Activity 6: Group discussion on the basic tools and equipment used for making Papier-mâché, as well as the tools and equipment used for making Papier-mâché. Activity 7: Complete a checklist of different tools and equipment used for making Papier-mâché.	

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand	Activity 8: Complete a checklist of different tools and equipment used for making articles
		what Papier-mâché is.	using Papier-mâché.
		Practise the skill of	
		making Papier-mâché.	Practical:
		Identify different moulds	Learners make Papier-mâché , using the recipe provided by the teacher.
		that can be used to make	Learners form an article with their hands using Papier-mâché.
		articles using Papier-	Learners finish the article by painting or decorating.
		mâché.	Learners clean the workshop.
		Identify and select the	
		basic and appropriate	Recipe how to make Papier-mâché:
		tools and equipment used	Glue mixture: Pour 2 parts white glue and one part water into a mixing bowl. These
		in the process of making	quantities can be changed to suit the size of your project. Or, if you have a stronger
		Papier-mâché.	bonding glue, 1 part white glue and 1 part water will do the trick.
		Identify and select the	Flour mixture: Combine 1 part flour with 1 part water. For super large and intense
		basic and appropriate	projects, you may want to substitute white glue for the water.
		tools and equipment used	Wallpaper powder: Pour 2 parts wallpaper powder and one part water into a mixing
		in the process of making	bowl. This method is good if you are doing long-term projects.
		and decorating articles	
		using Papier-mâché.	
		Identify the steps that	Tools and equipment needed:
		must be followed when	A bowl or large container, flour, wallpaper powder, or white glue, water, base
		making Papier-mâché.	structure, paintbrush, mixing spoon or mixing stick, newspaper,
			glue/flour/wallpaper powder and cooking oil (optional)

			GRADE 4: Term 3
WEEK	TOPIC		chniques, activities, resources and process notes
		 Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making articles using Papier-mâché. Adheres to housekeeping and safety procedures during preparation of materials. Creates appropriate craft products from given materials. 	Preparing Papier-mâché: Clear an area. Tear the newspaper into long strips. Choose your method to make Papier-mâché. Blend your choice of mixture. Find a surface you want to Papier-mâché. Creating the Papier-mâché: Dip a strip of newspaper into the mixture. Remove any excess mixture. Lay the strip over the surface or figure. Repeat laying strips. Place the object on a covered surface to dry. Start colouring of decorating after the article is completely dry. Creating the paper roughly, as opposed to cutting with scissors, will result in a smoother final appearance. Using thinner strips of paper will result in a smoother, less bumpy finish. Similarly, smaller pieces of other shapes will work better also. The flour mixture is better for piñatas, as it breaks easier. If your looking for a stronger hold, use the glue one.

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	10110	The learner must be able to:	Very sear point around he tag of the program of the could not be searched by
		Uses materials in such a	You can paint over the top of the papier-mâché with acrylic paint after it has
		manner that products are	completely dried. It sometimes helps to spray a couple of layers of matte spray
		made according to	between the papier-mâché and the paint to prevent the paint from chipping.
		teacher's guidance and	Papier-mâché is not waterproof or water resistant unless you seal it or use an
		specifications.	additive in the mix. If you intend the item to be near water or outside, you will need to
		Interpret teacher guided	finish it with such sealants as tempera paint for children's craft items, to marine
		design specifications to	varnish for an outdoor sculpture.
		create a craft product.	It will take more than 40 minutes to dry.
		Produce craft products	Make sure to have extra newspaper.
		with minimal defects.	Wait for the paper mâché to fully dry before painting it.
		Produce craft products	Your pieces of paper do not necessarily have to be strips. Any small piece of paper,
		within teacher allocated	regardless of the shape will do, so long as you can handle it easily.
		times.	If you are using the flour-water method, white flour makes for a smoother finish than
		Determine the required	does wheat flour.
		quantities of materials for	If you want a simple white finish to your project, use plain white paper (instead of
		the specific number of	primer) for the last two layers.
		products to be produced.	If you are doing a large project and need a lot of paper you can get a lot from a local
		• Identify the same design	newspaper headquarter or recycling centre.
		specifications of original	You can papier-mâché virtually anything: picture frames, old CDs, etc.
		designs.	To keep your fingers from getting sticky, wear latex gloves.
		Copy the design	Try using different types of paper instead of newspaper - kitchen paper towel works
		specifications when	particularly well.
			Have all of your materials out before you start.

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	The learner must be able to: producing the same products. 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.	

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		The learner must be able to.	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) Revise teachers' tips for Grade Four : First year. Examples of articles made with newspaper strips:
4-5	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. 	 Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify Tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. 	Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on what Beading is, and articles that can be made and decorated by using the craft of Beading. Activity 3: 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. Activity 4: Videos, DVDs and pictures are shown to show learners the process of stringing beads as well as the different tools used for Beading.

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		 The learner must be able to: Select materials 	Activity 5: Videos, DVDs and pictures are shown to show learners how to make their own
		appropriate for given	clay beads.
		designs.	Activity 6: Group discussion on the basic tools and equipment used when making and
		Consider environmentally	decorating articles using the craft of Beading.
		sustainable criteria during	Activity 7: Complete a checklist of different tools and equipment used when making or
		selection of tools and	decorating an article by using the craft of Beading.
		equipment.	Activity 8: Practical demonstration by teacher to show learners different wires that can be
		Gather sufficient (enough	used for beading as well as the technique of crimping.
		and appropriate) materials	account to the transfer of the project of the proje
		for craft production.	Practical:
		·	Learners string beads to make an article.
		Identify and understand	Learners sort beads with more than one colour.
		what Beading is.	
		Identify and select the	Learners make their own clay beads.
		basic tools and equipment	Learners practise the technique of crimping.
		used in the craft of	Learners finish the article by painting or decorating.
		Beading.	Learners clean the workshop.
		Follow housekeeping and	<u>Teachers Tips</u> :
		safety procedures in the	There must be a group discussion on the safety precautions that must be followed, as
		context of craft	well as the dangers of working with the tools and equipment used when working with
		production.	Papier-mâché.
		Take the characteristics of	Buy ready-made clay for learners to form their own beads.
		the materials into account	
			Tools and equipment needed:

		GRADE 4 : Term 3
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes The learner must be able to:
		when selecting for specific • Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint,
		craft production. chain nose pliers, round nose
		Choose a method of pliers, wire cutters and pencil
		preparation appropriate to
		the characteristics of the Examples of beads made out of clay:
		selected materials.
		Identify the steps that Example of tools used
		must be followed when for beading:
		making or decorating an
		article by using the craft of
		Beading.
		Prepare the workshop or
		workplace for the process
		of making or decorating GRADE 4 : Second year
		an article by using the Activity 1: Revise activities 1-8 that was done in GRADE 4: First year.
		craft of Beading. • Activity 2: Group discussion on how to make paper beads.
		Creates appropriate craft Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		products from given made with even and uneven beads as well as paper beads.
		materials. • Activity 4: Practical demonstration by teacher to show learners how to make a single
		Uses materials in such a or plain loop.
		manner that products are Practical:
		 made according to Learners sort beads and use uneven beads to string an article.
		Learners practise the technique of a single or plain loop.

	GRADE 4 : Term 3				
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes		
		teacher's guidance and	Learners make their own paper beads.		
		specifications.	Learners finish the article by painting, varnishing, sealing or decorating.		
		Interpret teacher guided	Learners clean the workshop		
		design specifications to			
		create a craft product.	Tools and equipment needed:		
		Produce craft products	Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint,		
		with minimal defects.	chain nose pliers, round nose pliers, wire cutters and pencil		
		Produce craft products			
		within teacher allocated	Examples of beads made out of paper or newspaper:		
		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.			
		Identify the steps of			
		finishing the article			

					GRADE 4: Term 3
WEEK	то	PIC		ONTENT	Techniques, activities, resources and process notes
			11.	ne learner must be able to: afterwards by painting or	
				decorating the article.	
			•	Identify the steps of	
				cleaning the workshop	
				before leaving the	
				classroom.	
6-7	•	Accumulates	Ce	ement	GRADE 4 : First year
		ideas for design	•	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	Oral discussions
		Identifies and	•	Consider environmentally	Investigation and exploration activities
		prepares		sustainable criteria during	Research
				the accumulation and	
		materials, tools			Written activities
		and equipment		selection of ideas.	Sensory exploration activities
		for craft	•	Identify Tangible	Activity 2: Group discussion on what the craft of Cement entails and articles that can be
		production.		(touchable) and intangible	made with Cement.
	•	Makes a variety		sources for ideas.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the craft of
		of marketable	•	Identify sources of own	casting articles in Cement and to show learners different articles made by using Cement.
		craft products.		and other cultures.	Activity 4: Videos, DVDs and pictures are shown to show learners the different moulds
	•	Produces	•	Select materials	that can be used when casting articles in Cement.
		sequences of		appropriate for given	Activity 5: Practical demonstration on how to mix Cement to get the correct consistency.
		the same craft		designs.	Activity 6: Group discussion on the basic tools and equipment used for mixing Cement as
		product.	•	Consider environmentally	well as basic tools and equipment used for crafting an article with Cement.
			X	sustainable criteria during	Activity 7: Complete a checklist of different tools used for mixing Cement.

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to: selection of tools and equipment. Gather sufficient (enough	Activity 8: Complete a checklist of different tools used for casting an article in Cement. Practical:
		and appropriate) materials for craft production. • Identify and understand what the craft of Cement entails. • Identify different moulds that can be used for making articles with Cement. • Practise the skill of	 Learners must practise the technique to mix Cement. Make Cement bricks using brick moulds. Learners finish the article by painting, varnishing, sealing or decorating. Learners clean the workshop. Tools needed: 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).
		 Identify and select the basic tools used for mixing Cement. Identify and select the tools needed for casting articles in Cement. Follow housekeeping and safety procedures in the 	Precautions Before You Begin: Work outside. A mask is recommended. Use a disposable drop cloth. Wear gloves. Wear eye protection. Work on a level surface. Basic Concrete Craft Instructions: Spray the interior of your mould container with cooking spray.

		GRADE 4: Term 3	
WEEK	TOPIC		Techniques, activities, resources and process notes
WEEK	TOPIC	context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process.	 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. Fill your mould with concrete. 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. 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. 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
		workplace for the process of mixing Cement. • Prepare the workshop or workplace for the process casting and decorating an article by using the craft of Cement. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are	 concrete a little. Allow the concrete to dry and cure completely before you try to remove it from the carton. Peel the mold away from the concrete. If you are careful, you may be able to save your container to re-use again. Use a sanding block to lightly sand the outside of your piece and remove any rough or uneven areas. If desired, paint the concrete. 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.

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	The learner must be able to: made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products	Examples of cement stones: GRADE 4 : Second year
		within teacher allocated times. • Determine the required quantities of materials for the specific number of products to be produced. • Identify the same design	Activity 1: Revise activities 1-8 that was done in GRADE 4: First year. Activity 2: Group discussion on different moulds that can be used for making stepping stones. Activity 3: Videos, DVDs and pictures are shown to show learners how to make a stepping stone using the craft of Cement. Activity 4: Videos, DVDs and pictures are shown to show learners stepping stones decorated by a hand- or footprint.
		specifications of original designs. • Copy the design specifications when producing the sameproducts.	 Practical: Learners make cement stepping stones using moulds. Learners decorate the stepping stone with a hand- or footprint. Learners finish the article by sanding, painting or decorating the article. Learners clean the workshop. Tools needed:

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify the steps of	Bag of concrete, old bucket, gloves, plastic drop
		mixing Cement and	cloth, dust mask, protective eyewear, clean water,
		casting articles in Cement.	stick to stir and/or small shovel, cooking spray,
		Identify the steps of	empty and clean container that you plan to use for a
		cleaning the workshop	mold, sanding block, furniture pad, sealant
		before leaving the	(optional) and paint (optional)
		classroom.	
			Example of stepping stones by using a cake pan for a
			Examples of stepping stones decorated with a hand- or footprint:
8	Accumulates	Soap-making	GRADE 4 : First year
	ideas for design	Collate a variety of ideas	Teacher provides learners with the recipe for making soap.
	of craft product.	for inspiration.	Activity 1: Collate ideas for the craft process and product by means of:
	Identifies and	Consider environmentally	Oral discussions
	prepares	sustainable criteria during	Investigation and exploration activities

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	materials, tools	the accumulation and	Research
	and equipment	selection of ideas.	Written activities
	for craft	Identify Tangible	Sensory exploration activities
	production.	(touchable) and intangible	Activity 2: Group discussion on what the craft of Soap making is, and different methods
	 Makes a variety 	sources for ideas.	that can be used when making soap.
	of marketable	Identify sources of own	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of
	craft products.	and other cultures.	Soap making and to show learners different soap products that was decorated and
	 Produces 	Select materials	packed.
	sequences of	appropriate for given	Activity 4: Practical demonstration by teacher – how to make soap using glycerine.
	the same craft	designs.	Discussion on the different methods of making soap.
	product.	Consider environmentally	Activity 5: Videos, DVDs and pictures are shown to show learners the different oils and
		sustainable criteria during	fragrances that can be used in the product well as the aftercare of the product.
		selection of tools and	Activity 6: Group discussion on the danger of burning and the precautions that must be
		equipment.	taken when making soap.
		Gather sufficient (enough	Activity 7: Group discussion on the basic tools and equipment used for Soap making.
		and appropriate) materials	Activity 8: Complete a checklist of different tools and equipment used for Soap making
		for craft production.	Activity 9: Complete a checklist of different tools used for making soap.
		Identify and understand	
		what the craft of Soap	Practical:
		making is.	Learners make bath salts using essential oils and glycerine soap.
		Practisethe skill of	Learners use the recipe provided by the teacher.
		reading a specific recipe	Learners make bath salts using glycerine soap and different fragrances.
			Learners finish the article.

			GRADE 4 : Term 3
WEEK	TOPIC		chniques, activities, resources and process notes
		The learner must be able to: for the different methods	Learners clean the workshop.
		of Soap making.	Zades A. V
		Identify and select the To	pols and equipment needed:
		basic tools and equipment	FREET B FROM PA.T - Land SERVE AND THE
		used in the process of Ex	camples of home made bath salts
		Soap making.	
		Follow housekeeping and	
		safety procedures in the GF	RADE 4 : Second year
		context of craft Te	eacher provides learners with the recipe for making hand wash soap using
		production. g/s	ycerine soap and essential oils.
		Take the characteristics of	
		the materials into account Ac	tivity 1: Revise activities 1-9 that was done in GRADE 4 : First year.
		when selecting for specific Ac	stivity 2: Group discussion on various techniques when making soap with glycerine
		craft production.	ар.
		Choose a method of According to the second	stivity 3: Videos, DVDs or pictures are shown to show learners different soaps made
		preparation appropriate to wit	th glycerine soap.
		the characteristics of the Ac	stivity 5: Practical demonstration by teacher on how to make hand wasjsoap using
		selected materials.	cerine soap.
		• Identify the steps that Pr	actical:
		must be followed when	Learners use the craft of soap making to make hand wash soap using glycerine
		decorating articles using	soap.
		the craft of Soap making.	 Learners finish the article by decorating or packing the soap.
			Learners clean the workshop.

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Prepare the workshop or	
		workplace for the process	Teachers Tips:
		of Soap making.	There must also be a group discussion on the safety precautions that must be followed,
		Prepare the workshop or	as well as the dangers of working with the tools and equipment used when producing
		workplace to produce	Soap.
		decorated soap and	
		package.	Examples ofhand wash soaps made with glycerine
		Creates appropriate craft	
		products from given	
		materials.	
		Uses materials in such a	
		manner that products are	
		made according to	The same state of the same sta
		teacher's guidance and	Control of the contro
		specifications.	
		Interpret teacher guided	
		design specifications to	
		create a craft product.	THE CONTRACTOR OF THE CONTRACT
		Produce craft products	
		with minimal defects.	
		Produce craft products	
		within teacher allocated	
		times.	

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to: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.	
		Identify the steps of	
		finishing the article	
		afterwards by decorating	
		and packing the article.	
		Identify the steps of	
		cleaning the workshop	
		before leaving the	
		classroom.	
0.40	D. C		ODADE A First was
9-10	Reviews and	The learner must be able to:	GRADE 4 : First year
	finishes craft	Follow teacher guided	Review the craft products for the market:
	products for market.	design specifications.	

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:	
		Adhere to safety	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		procedures in the context	on the craft product.
		of craft production.	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		Reflect on the selection of	safety procedures. (worksheet, guided discussion, test using visual images, etc.)
		appropriate material, tools	Activity 3: Grades the quality of finished products.
		and equipment according	
		to given specifications or	GRADE 4 : Second year
		designs.	Review craft products for the market:
		Reflect on safety	
		procedures in the context	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		of craft production.	on the craft product.
		Produce craft products	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		with limited defects.	safety procedures. (worksheet, guided discussion, test using visual images, etc.)
			Activity 3: Grades the quality of finished products.

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)

- Select sufficient (enough and appropriate) materials for Papier-mâché production.
- Gather sufficient (enough and appropriate) materials for Papier-mâché production.
- Practisethe 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)

- **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..
- Practisethe skill of making their own beads using different materials.
- Practisethe 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)

- 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.

2018

3.3.4 GRADE 4 TERM 4

3.3.4	711/	DE 4 TERM 4			ODADE 4 - Town 4
			<u></u>	ONTENT	GRADE 4 : Term 4 Techniques, activities, resources and process notes
WEEK	TC	PIC		e learner must be able to:	reciniques, activities, resources and process notes
1-2	•	Accumulates		wter/Foil	Heavy duty foil can be used in stead of Pewter/Foil for GRADE 4 to make it
		ideas for design	•	Collate a variety of ideas	cheaper to learn the craft.
		of craft product.		for inspiration.	A4 Pewter/Foil sheets are cheaper and can also be used for the articles if the
	•	Identifies and	•	Consider environmentally	teacher wants to do the articles in Pewter/Foil.
		prepares		sustainable criteria during	
		materials, tools		the accumulation and	GRADE 4 : First year
		and equipment		selection of ideas.	Activity 1: Collate ideas for the craft process and product by means of:
		for craft	•	Identify tangible	Oral discussions
		production.		(touchable) and intangible	Investigation and exploration activities
	•	Makes a variety		sources for ideas.	Research
		of marketable	•	Identify sources of own	Written activities
		craft products.		and other cultures.	Sensory exploration activities
	•	Produces	•	Select materials	Activity 2: Group discussion on what the craft of Pewter/Foil/foil is and articles that can
		sequences of		appropriate for given	be made using the craft of Pewter/Foil/.
		the same craft		designs.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the craft of
		product.	•	Consider environmentally	Pewter/Foil/ and to show learners different articles made using the craft of
				sustainable criteria during	Pewter/Foil.
				selection of tools and	Activity 4: Videos, DVDs and pictures are shown to show learners the process of making
				equipment.	articles using the craft of Pewter/Foil as well as the aftercare of the product.
			•	Gather sufficient (enough	Activity 5: Group discussion on the basic tools and equipment used for making articles
				and appropriate) materials	using the craft of Pewter/Foil.
			K	for craft production.	

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:Identify and understand	Activity 6: Complete a checklist of different tools and equipment used for making articles
		what Pewter/Foil is.	using the craft of Pewter/Foil.
		Practisethe skill of	
		making articles using the	Practical:
		craft of Pewter/Foil.	Learners trace easy designs on foil.
		Identify and select the	Learners use blunt objects to make the design needed to make the article using the
		basic and appropriate	craft of Pewter/Foil.
		tools and equipment used	Learners finish the article by dusting, washing and polishing the article.
		in the process of	Learners clean the workshop.
		producing articles using	
		the craft of Pewter/Foil.	Steps to polish Pewter/Foil:
		Identify the steps that	Dust your Pewter/Foil items.
		must be followed when	2. Wash your Pewter/Foil items with hot, soapy water.
		making articles using the	3. Polish your Pewter/Foil items using a product specifically made for Pewter/Foil.
		craft of Pewter/Foil.	4. Polish older Pewter/Foil articles carefully.
		Follow housekeeping and	
		safety procedures in the	Tools and equipment needed: (Only if using Pewter sheets and not foil)
		context of craft	Ball and Cups set (sizes 1-3)
		production.	Pattern rollers
		Take the characteristics of	Teflon tips
		the materials into account	Tracers
		when selecting for specific	Cutter
		craft production.	Art knife

		G	RADE 4 : Term 4
WEEK	TOPIC		chniques, activities, resources and process notes
WEEK	TOPIC	 The learner must be able to: Produce craft products with minimal defects. 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 sameproducts. Identify the steps of finishing the orticle 	Metal polish: Use a household metal polish such as Brasso to polish the Pewter/Foil. Glue: Use an adhesive that is suitable for metal and the surface you are gluing it to. Turpentine: For removing excess beeswax and glue. Soft cloth: Work on felt, a duster or a chamois when you 'push out' the Pewter/Foil. Glass droppers: 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. Rubber roller: To flatten the Pewter/Foil sheets. Cotton wool: To apply the patina, to polish and for cleaning. Tracing paper: To transfer the design onto the Pewter/Foil. Scissors: A small pair of curved nail scissors works best for cutting out designs. Craft knife and cutting mat. Pencil and ruler. Masking tape. Rubber gloves: To protect your hands. amples of Pewter/Foil done on foil:

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Example of with crayons: GRADE 4 : Second year
			Activity 1: Revise activities 1-6 that was done in GRADE 4 :
			First year.
			Activity 2: Group discussion on the different materials that can be used for making
			articles using the craft of Pewter/Foil.
			Activity 3: Videos, DVDs or pictures are shown to show learners different articles made
			with the craft of Pewter/Foil using embossing tools.
			Activity 4: Practical demonstration by teacher on the craft of making an article using the
			craft of Pewter/Foil.
			Practical:
			Learners use stencils and foil to make articles.
			Learners use embossing tools.

				GRADE 4 : Term 4
WEEK	ТС	PIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			The learner must be able to.	 Learners finish the article by dusting, washing and polishing. Learners clean the workshop.
				 Tools and equipment needed: Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife Pewter/Foil and copper sheets or foil and fillers
3-4	•	Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of	 Collage The learner must be able to: Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify Tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. 	 GRADE 4: First year Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion on what the craft of Collage is, and articles that can be made and decorated by using the craft of Collage. Activity 3: 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. Activity 4: Videos, DVDs and pictures are shown to show learners how to make an article using the craft of Collage.

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	the same craft	Select materials	Activity 5: Group discussion on the basic tools and equipment used when making and
	product.	appropriate for given	decorating articles using the craft of Collage.
		designs.	Activity 6: Complete a checklist of different tools and equipment used when making or
		Consider environmentally	decorating an article by using the craft of Collage.
		sustainable criteria during	
		selection of tools and	Practical:
		equipment.	Learners make a collage by using paper or carton strips.
		Gather sufficient (enough	Learners finish the article by painting or decorating.
		and appropriate) materials	Learners clean the workshop.
		for craft production.	<u>Teachers Tips</u> :
		Identify and understand	There must be a group discussion on the safety precautions that must be followed,
		what the craft of Collage	as well as the dangers of working with the tools and equipment used when designing
		is.	a Collage.
		Identify and select the	Tools and Equipment:
		basic tools and equipment	Glue, brushes, sizing, primer, mounting board, acrylic
		used when making an	polymer, canvas and plywood
		article using the craft of	polymor, samuae and prymosa
		 Collage. Follow housekeeping and safety procedures in the context of craft production. 	Examples of collage using paper strips:

		GRADE 4 : Term 4
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes
		The learner must be able to: • Take the characteristics of
		the materials into account
		when selecting for specific
		craft production.
		Choose a method of Examples of collage using
		preparation appropriate to paper strips:
		the characteristics of the
		selected materials.
		Identify the steps that
		must be followed when
		making or decorating an GRADE 4 : Second year
		article by using the craft of • Activity 1: Revise activities 1-6 that was done in
		Collage. GRADE 4 : First year.
		Prepare the workshop or Activity 2: Group discussion on how to make a profile using the craft of Collage.
		workplace for the process • Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		of making or decorating made using the craft of collage and showing a profile.
		an article by using the
		craft of Collage. Practical:
		Creates appropriate craft Learners make an article using the craft of collage and showing a profile.
		products from given • Learners finish the article by painting, varnishing, sealing or decorating.
		materials. • Learners clean the workshop.
		Uses materials in such a
		manner that products are Tools and equipment:

	GRADE 4 : Term 4				
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes		
WEEK	TOPIC	The learner must be able to: made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. 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.			

	GRADE 4 : Term 4					
WEEK	тс	PIC		ONTENT	Techniques, activities, resources and process notes	
			•	e learner must be able to: 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.		
5-6	•	Accumulates	Ca	ndle making	GRADE 4 : First year	
		ideas for design	•	Collate a variety of ideas	Recipe for making candles provide by teacher.	
		of craft product.		for inspiration.		
	•	Identifies and	•	Consider environmentally	Activity 1: Collate ideas for the craft process and product by means of:	
		prepares		sustainable criteria during	Oral discussions	
		materials, tools		the accumulation and	Investigation and exploration activities	
		and equipment		selection of ideas.	Research	
		for craft	•	Identify Tangible	Written activities	
		production.		(touchable) and intangible	Sensory exploration activities	
	•	Makes a variety		sources for ideas.	Activity 2: Group discussion on what the craft of Candle making entails and different	
		of marketable	•	Identify sources of own	Candles that can be made.	
		craft products.		and other cultures.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the craft of	
	•	Produces	•	Select materials	Candle and to show learners different Candles that can be made.	
		sequences of		appropriate for given	Activity 4: Videos, DVDs and pictures are shown to show learners the different moulds	
				designs.	that can be used when making Candles.	

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	the same craft	 Consider environmentally 	Activity 5: Practical demonstration on how to make candles using a recipe
	product.	sustainable criteria during	Activity 6: Group discussion on the basic tools and equipment used for making candles
	'	selection of tools and	as well as decorating and packing candles.
		equipment.	Activity 7: Complete a checklist of different tools used for making Candles.
		Gather sufficient (enough	Activity 8: Complete a checklist of different tools used for decorating and packing
		and appropriate) materials	Candles.
		for craft production.	Sull dissi
			Practical:
			Learners use beeswax sheets to make rolled beeswax candles.
		what the craft of Candle	
		making entails.	Learners finish the article by decorating and packing
		Identify different moulds	Learners clean the workshop.
		that can be used for	OR
		making Candles.	Learners follow a recipe to make candles.
		Practisethe skill of	Learners make basic candles using moulds.
		following a recipe when	Learners finish the article by decorating and packing
		making Candles.	Learners clean the workshop.
		Identify and select the	
		basic tools used for	Tools needed:
		making Candles.	Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
		Identify and select the	candle molds, candle dyes and fragrance oils
		tools needed for	Example of a candle made by using a toilet paper roll as a mould:
		decorating and packaging	
		of Candles.	

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making Candles. Prepare the workshop or workplace for the process of decorating and packing Candles. Creates appropriate craft products from given materials. 	Example of candles in shells: Examples of floating candles:

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. 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 	Example of bottle cap candles: Example of rolled beeswax candles How to Make Rolled

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	10110	The learner must be able to: producing the same	
		products.	
		Identify the steps of	
		making Candles.	
		• Identify the steps of	
		cleaning the workshop	GRADE 4 : Second year
		before leaving the	Activity 1: Revise activities 1-8 that was done in GRADE 4 : First year.
		classroom.	Activity 2: Group discussion on different moulds that can be used for making scented
			Candles.
			Activity 3: Videos, DVDs and pictures are shown to show learners how to make scented
			Candles.
			Activity 4: Videos, DVDs and pictures are shown to show learners the different
			fragrances that can be used when making scented candles.
			Activity 5: Practical demonstration by teacher to show learners how to make scented
			candles using different fragrances.
			Practical:
			Learners make candles using beeswax sheets
			Learners finish the article by packing or decorating.
			Learners clean the workshop
			OR
			Learners make scented candles using different moulds.
			Learners finish the article by packing or decorating.

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	10110	The learner must be able to:	
			Learners clean the workshop
			Teachers Tips:
			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.
			Tools needed:
			Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
			candle molds, candle dyes and fragrance oils
			Examples of candles made with different moulds:
		(h)	Citronella candles in recycled cans:

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Example of candles using beeswax sheets
7-8	Accumulates	Jewellery	GRADE 4 : First year
	ideas for design	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
	of craft product.	for inspiration.	Oral discussions
	Identifies and	Consider environmentally	Investigation and exploration activities
	prepares	sustainable criteria during	Research
	materials, tools	the accumulation and	Written activities
	and equipment	selection of ideas.	Sensory exploration activities
	for craft	Identify tangible	Activity 2: Group discussion on what the craft of making beaded jewellery is, different
	production.	(touchable) and intangible	articles that can be made and decorated when making jewellery using the craft of
	Makes a variety	sources for ideas.	Beading.
	of marketable	Identify sources of own	
	craft products.	and other cultures.	

GRADE 4 : Term 4			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	Produces	Select materials	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of
	sequences of	appropriate for given	making jewellery articles using the craft of beading and to show learners different
	the same craft	designs.	jewellery articles that were made using the craft of Beading.
	product.	Consider environmentally	Activity 4: Practical demonstration by teacher – how to make beaded jewellery.
		sustainable criteria during	Discussion on the different methods of making beaded jewellery.
		selection of tools and	Activity 5: Videos, DVDs and pictures are shown to revise the process of stringing beads
		equipment.	as well as the different tools used for jewellery using the craft of Beading.
		Gather sufficient (enough	Activity 6: Group discussion on the basic tools and equipment used when making and
		and appropriate) materials	decorating jewellery articles using the craft of Beading
		for craft production.	Activity 7: Complete a checklist of different tools and equipment
		Identify and understand	used when making or decorating jewellery articles by using the
		what jewellery making	craft of Beading.
		using the craft of beading	Activity 8: Practical demonstration by teacher to revise the
		is.	different wires that can be used for making beaded jewellery as
		Identify and understand	well as the technique of crimping.
		what jewellery making	
		using the craft of crochet	Activity 9: Practical demonstration by teacher to revise how to
		is.	make a single or plain loop.
		Practise the skill of	
		making a jewellery article	Practical:
		using the craft of beading.	Learner make a jewellery article by using the craft of beading.
			Learners finish the article.
			Learners clean the workshop.

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GRADE 4: Term 4

Techniques, activities, resources and process notes

Teachers Tips:

 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.



Tools and equipment needed:

- Beads
- Wire
- Crimpers
- Clay (for making own clay beads)
- Toothpicks
- Paint
- Chain Nose Pliers



- Round Nose Pliers
- Wire cutters

Examples of beaded jewellery:

GRADE 4 : Second year

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to: the characteristics of the	Activity 1: Collate ideas for the craft process and product by means of:
		selected materials.	Oral discussions
		Identify the steps that	Investigation and exploration activities
		must be followed when	Research
		making jewellery articles	Written activities
		using the craft of beading.	Sensory exploration activities
		Identify the steps that	Activity 2: Group discussion on what jewellery using the craft of crochet is and jewellery
		must be followed when	articles that can be made when crocheting.
		making jewellery articles	Activity 3: Videos, DVDs and pictures are shown to expose the learners to jewellery
		using the craft of crochet.	articles made by using the craft of crochet and to show learners different jewellery
		Prepare the workshop or	articles made by crocheting.
		workplace for the process	Activity 4: Videos, DVDs and pictures are shown to revise the different stitches used
		of making jewellery using	when crocheting.
		the craft of beading.	Activity 5: Practical demonstration and revision on how to crochet the different stitches.
		Prepare the workshop or	Activity 6: Explanation and revision on how to read an easy crochet pattern.
		workplace for the process	Activity 7: Group discussion on the basic tools and equipment used for making jewellery
		of making jewellery using	articles made by using the craft of crocheting.
		the craft of crochet.	Activity 8: Complete a checklist of different tools used for making jewellery articles made
		Creates appropriate craft	by the craft of crocheting
		products from given	
		materials.	Practical:
		Uses materials in such a	Learners make a jewellery article by using the craft of crochet.
		manner that products are	Learners finish the article by decorating or packing the article.

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Fechniques, activities, resources and process notes
		made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products	Fools needed: A crochet hook Yarn

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:Identify the steps of	
		finishing the article	
		afterwards by decorating	
		and packing the article.	
		Identify the steps of	
		cleaning the workshop	
		before leaving the	
		classroom.	
9	Reviews and	Follow teacher guided	GRADE 4 : First year
	finishes craft	design specifications.	Review the craft products for the market:
	products for	Adhere to safety	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
	market.	procedures in the context	on the craft product.
		of craft production.	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		Reflect on the selection of	safety procedures. (worksheet, guided discussion, test using visual images, etc).
		appropriate material, tools	Activity 3: Grades the quality of finished products.
		and equipment according	
		to given specifications or	GRADE 4 : Second year
		designs.	Review craft products for the market:
		Reflect on safety	
		procedures in the context	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		of craft production.	on the craft product.
		Produce craft products	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		with limited defects.	safety procedures. (worksheet, guided discussion, test using visual images, etc).

	GRADE 4 : Term 4				
WEEK	TC	PIC		ONTENT	Techniques, activities, resources and process notes
			In	e learner must be able to:	Activity 3: Grades the quality of finished products.
10		Coots and prices		Dorform hasis business	Costs and prices craft products:
10	•	Costs and prices	•	Perform basic business	Costs and prices trait products.
		craft products for		calculations, using	
		a sustainable		electronic equipment	Activity 1: Pen and paper activity: use a calculator and with teacher's guidance perform
		craft enterprise.		correctly.	basic calculation reflecting cost of materials.
			•	List and record all	Activity 2: Explore, with teacher's guidance, appropriate pricing of production costs
				production costs.	(reflect on cost of material, time to produce the object, packaging, etc).
			•	Determine prices of craft	
				products by considering	Entrepreneurial awareness:
				market and production	Activity 1: Discussion on different cultures and needs and wants associated to different
				cost factors.	cultures.
			•	Identify own and other	Activity 2: Research and discussion to explore markets for craft production.
				cultures accurately.	Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
	•	Develops		(Culture refers to own and	Design Institute.
		entrepreneurial		others' experience)	Activity 4: Classroom discussion on target market, advertising and tourism.
		awareness	•	Explore markets and the	Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop
		within craft		concepts of different	entrepreneurial awareness.
		enterprise.		markets (market	Activity 6: Site visits of crafters' studios or crafting institutes.
				research).	Activity 7: Discussion by visiting crafter.
			•	Match ideas of	Activity 8: Learners prepare for a market day where different craft products made by the
				appropriate crafts with	learners will be sold.
				relevant markets	

	GRADE 4 : Term 4					
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes			
VVLLIX		The learner must be able to:				
		Develop entrepreneurial				
		awareness of how to				
		market art products in				
		terms of target market,				
		advertising and				
		awareness of tourism.				

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)

- **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)

- 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)

- **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 The learner must be able to:	Techniques, activities, resources and process notes				
1	 Accumulates 		Grade 5 : First year				
	ideas to design	Discuss appropriate tools	eacher provides the learner with pictures, magazines and allows accessibility of				
	a craft product.	and equipment used in the Art and crafts	mediums.				
	Identifies and						
	prepares	workshop.	Activity 1: Collate ideas for the craft process and product by means of:				
	materials, tools	Discuss the layout of the	Oral discussions				
	and equipment	workshop as well as safety procedures.	Investigation and exploration activities				
	for craft		Research				
	production.		Written activities				
			Sensory exploration activities				

		Grade 5 : Term 1	
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Activity 2: 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.
			Activity 3: Complete a checklist of different tools and equipment in the workshop or
			workplace.
			Practical:
			Learners discuss the appropriate tools and equipment to be used in the Art and
			crafts workshop as well as ideas.
			Learners discuss the layout of the workshop and the safety procedures.
			Learners watch the video, DVDs and pictures.
			Learners clean the workshop.
			Tools and equipment:
			DVDs and videos , markers, coloured pencils, recycling bin, coloured chalk,
			containers, apron, old sheet, papers and plastic table cloth
			Grade 5 : Second year
			Activity 1: Collate ideas for the craft process and product by means of:
			Oral discussions
		1	Investigation and exploration activities
			Research
			Written activities

	Grade 5 : Term 1					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
			Sensory exploration activities			
			Activity 2: 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.			
			Activity 3: Complete a checklist of different tools and equipment in the workshop or			
			workplace.			
			Grade 5 : Third year			
			Activity 1: Collate ideas for the craft process and product by means of:			
			Oral discussions			
			Investigation and exploration activities			
			Research			
			Written activities			
			Sensory exploration activities			
			Activity 2: 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.			
			Activity 3: Complete a checklist of different tools and equipment in the workshop or			
			workplace.			
2-3	Accumulates	Painting	Grade 5 : First year			
	ideas for design	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:			
	of craft product.	for inspiration.	Oral discussions			

	Grade 5 : Term 1					
WEEK	TC	PIC		ONTENT ne learner must be able to:	Techn	iques, activities, resources and process notes
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible		
		production.		(touchable) and intangible	Activity	2: Group discussion: revise what the art of Painting is and articles that can be
	•	Makes a variety		sources for ideas.	made ι	using the art of Painting.
		of marketable	•	Identify sources of own	<u>Activity</u>	v 3: Videos, DVDs and pictures are shown to revise the art of Painting and to show
		craft products.		and other cultures.	learner	s different articles made using the art of Painting.
	•	Produces	•	Select materials	Activity	<u>v 4</u> : Videos, DVDs and pictures are shown to revise the elements of art such as
		sequences of		appropriate for given	line, co	lour, shape, tone, texture and shape.
		the same craft		designs.	Activity	<u>v 5</u> : Videos, DVDs and pictures are shown to revise the principles of art such as
		product.	•	Identify, select and	pattern	, contrast, rhythm, proportion and emphasis.
				maintain drawing	Activity	6: Group discussion on the basic tools and equipment used in the art of Painting
				materials.	and the	e cleaning of the basic tools and equipment after painting.
			•	Identify and experiment	Activity	<u>7</u> : Complete a checklist of different tools and equipment used for Painting.
				with various drawing	Activity	8: Practical demonstration by teacher on the different techniques used in the art
			tec	chniques to interpret objects	of Pain	ting.
				or ideas.		
			• ,	Organise and present	<u>Praction</u>	cal:
				drawings to communicate	• Lea	arners paint with acrylic paint, or use paint on different mediums for example
				objects or ideas.	gla	ss, wood, tiles.

	Grade 5 : Term 1					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
		Know and use the	Learners consider the use of colour, texture, line, shape, etc. – appropriate to the			
		elements of art such as	craft object.			
		line, colour, shape, tone,	Learners finish the article.			
		texture, space.	Learners clean the workshop.			
		Know and use the				
		principles of art such as	<u>Teachers Tips</u> :			
		pattern, contrast, rhythm,	Pastes and gels are mixed with paint to add texture or to increase or retain			
		proportion and emphasis.	thickness of the paint while adding transparency and lengthening drying time.			
		Develop dexterity (skillful				
		use) through using	Gel medium—thickens and adds transparency.			
		materials to create craft	Heavy gel—adds texture, allowing the paint to hold its peaks.			
		products.				
		Consider environmentally				
		sustainable criteria during				
		selection of tools and				
		equipment.				
		Gather sufficient (enough				
		and appropriate) materials				
		for craft production.				
		Identify and understand				
		what the art of Painting				
		is.				

			Grade 5 : Term 1
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
		Practise the skill of	Modeling paste—a very thick additive that allows the artist to create highly
		painting.	textured effects that dry to a flexible film.
		Identify different	
		techniques and tools used	Tools and equipment:
		in the art of painting.	Brushes, rollers, painting
		Identify and select the	knives, paint (acrylic or oil), air
		basic and appropriate	brush, water colour paint,
		tools and equipment used	pastes and gels, retardant,
		in the art of painting.	varnishes, palette, water
		Identify and select the	container, artists canvas, wood,
		basic and appropriate	fabric, easel, paint pots,
		tools and equipment used	thinners and turpentine
		in the process of making	Examples of painting on wood:
		and decorating articles	Grade 5 : Second year
		using the art of Painting.	Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
		Follow housekeeping and	Activity 2: Group discussion on the concept of painting on material.
		safety procedures in the	Activity 3: Group discussion on the concept of painting Mandalas.
		context of craft	Activity 4: Videos, DVDs or pictures are shown to show learners different articles made
		production.	by using the art of painting on material.
		Take the characteristics of	Activity 5: Videos, DVDs or pictures are shown to show learners different articles made
		the materials into account	by using the art of painting Mandalas.
		when selecting for specific	Activity 6: Practical demonstration by teacher on how to paint Mandalas.
		craft production.	Practical:

		Grade 5 : Term 1
WEEK	TOPIC	The learner must be able to: Techniques, activities, resources and process notes
		Choose a method of Learners make an article using the art of painting on material.
		preparation appropriate to • Learners make an article using the art of painting Mandalas.
		the characteristics of the Learners consider the use of colour, texture, line, shape, patterns etc. – appropriate
		selected materials. to the craft object.
		Prepare the workshop or Learners finish the article.
		workplace for the process • Learners clean the workshop.
		of making articles using
		the art of Painting. <u>Teachers Tips</u> :
		Adheres to housekeeping There are lots of patterns available for painting Mandalas. The learner can also
		and safety procedures design his/her own mandala before painting it on a surface.
		during preparation of
		materials. • Tools and equipment: Brushes, rollers, painting knives, paint (acrylic or oil), air brush,
		Creates appropriate craft water colour paint, pastes and gels, retardant, varnishes, palette, water container,
		products from given artists canvas, wood, fabric, easel, paint pots, thinners, turpentine, stones, fabric and
		materials. wood
		Uses materials in such a
		manner that products are Example of a mandalas painted on stones:
		made according to
		teacher's guidance and Grade 5 : Third year
		specifications. Activity 1: Revise activities 1-8 that was done in
		Interpret teacher guided Grade 5 : First year.
		design specifications to Activity 2: Group discussion on the concept of painting on canvas.
		create a craft product. Activity 3: Group discussion on the concept of painting with oil paint.

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Produce craft products	Activity 4: Videos, DVDs or pictures are shown to show learners different articles made
		with minimal defects.	by using the art of painting on canvas.
		Produce craft products	Activity 5: Videos, DVDs or pictures are shown to show learners different articles made
		within teacher allocated	by using the art of painting with oil paint.
		times.	Activity 6: Practical demonstration by teacher on how to paint on canvas with oil paint.
		Determine the required	Activity 7: Practical demonstration by teacher on how to make your own canvas.
		quantities of materials for	Activity 8: Practical demonstration by teacher on how to clean brushes after painting with
		the specific number of	oil paint.
		products to be produced.	
		Identify the same design	Practical
		specifications of original	Learners make an article using the craft of painting on canvas.
		designs.	
		Copy the design	Learners practise the technique of painting with oil paint.
		specifications when	Learners make use of different mediums.
		producing the same	
		products.	Learners consider use of colour, texture, line, shape, patterns etc. – appropriate to the
		Identify the steps of	craft object.
		finishing the article	Learners finish the article.
		afterwards by painting or	
		decorating the article.	Learners clean their equipment and tools.
		Identify the steps of	
		cleaning the workshop	<u>Teachers Tips</u>

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		before leaving the	Teachers can buy canvas that is already stretched. It is not necessary to make your
		classroom.	own canvas.
			Google: "how to make your own canvas" to get detailed instructions.
			Tools and equipment:
			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
			How to make your own canvas:
			Step 1: Getting Started
			To make the canvases gather up these materials:
			Wood of your choice, to be cut for stretchers.
			A stapler gun, nails or screws.
			White glue.
			Some cotton sheet or linen material.
			Chipboard, available at art stores or online.
		\bigcirc	Step 2:Cut wood to size
			Step 3: Join stretchers

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

					Grade	5 : Term 1	
WEEK	TC	PIC		ONTENT pe learner must be able to:	Techniqu	es, activities, resources and process notes	
4-5	•	Accumulates	De	coupage	Grade 5:	First year	
		ideas for design	•	Collate a variety of ideas	Activity 1:	Collate ideas for the craft process and product by	SERVICE DISABLES.
		of craft product.		for inspiration.	means of:		STORY SHARES
	•	Identifies and	•	Consider environmentally	• 0	ral discussions	建定 图
		prepares		sustainable criteria during	• In	vestigation and exploration activities	TO THE PARTY
		materials, tools		the accumulation and	• R	esearch	一
		and equipment		selection of ideas.	• W	/ritten activities	5335735
		for craft	•	Identify tangible	• S	ensory exploration activities	MCG-1200000
		production.		(touchable) and intangible			
	•	Makes a variety		sources for ideas.	Activity 2:	Group discussion: revise what Decoupage is and articles	that can be made
		of marketable	•	Identify sources of own	and decor	rated by using the craft of Decoupage.	
		craft products.		and other cultures.	Activity 3:	Videos, DVDs and pictures are shown to revise the mediur	n of Decoupage and
	•	Produces	•	Select materials	to show le	earners different articles made and decorated by using the	craft of Decoupage.
		sequences of		appropriate for given	Activity 4:	Videos, DVDs and pictures are shown to revise the proces	s of Decoupage as
		the same craft		designs.		e different tools used for Decoupage.	o or booodpago do
		product.	•	Consider environmentally	Won do an	o amoroni todio adda tor Boddapago.	
				sustainable criteria during	Activity 5:	Group discussion on the basic tools and equipment used v	when making and
				selection of tools and	decorating	g articles using the craft of Decoupage.	
				equipment.	Activity 6:	Complete a checklist of different tools and equipment used	l when making or
			• ,	Gather sufficient (enough	•	g an article by using the craft of Decoupage.	3
				and appropriate) materials			
				for craft production.	<u> </u>	Practical demonstration by teacher to show learners how to	o decoupage small
			K		3D objects	s using small brushes.	
]						

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand	
		what Decoupage is.	
		Identify and select the	
		basic tools and equipment	Practical:
		used in the craft of	Learners decoupage small 3-D objects like eggs, stones or key holders.
		Decoupage.	
		Follow housekeeping and	Learners use small brushes to decoupage.
		safety procedures in the	Learners finish the article.
		context of craft	Learners clean the workshop.
		production.	Learners clear the workshop.
		Take the characteristics of	
		the materials into account	Tools and materials needed:
		when selecting for specific	1 oois and materials needed.
		craft production.	
		Choose a method of	
		preparation appropriate to	
		the characteristics of the	
		selected materials.	
		Identify the steps that	
		must be followed when	
		making or decorating an	
		article by using the craft of	
		Decoupage.	

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC		
		create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for	 Example of decoupage keyholders: Grade 5 : Second year Activity 1: Revise activities 1-7 that was done in Grade 5 : First year. Activity 2: Group discussion on how to decoupage larger objects using bigger strips of paper and fabric. Activity 3: Videos, DVDs or pictures are shown to show learners how to decoupage a larger object by using bigger strips of paper or fabric. Activity 4: Practical demonstration by teacher to show learners how to use brushes and rollers to decoupage larger objects.

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		the specific number of	
		products to be produced.	Practical:
		Identify the same design	Learners decoupage larger objects by using bigger strips of paper or fabric.
		specifications of original	Learners use brushes and rollers to decoupage.
		designs.	Learners finish the article.
		Copy the design	Learners clean the workshop.
		specifications when	Section 1997 and 1997
		producing the same	Tools and materials needed:
		products.	Brayer (roller), brush, scissors, sandpaper, sealer, white glue
		Identify the steps of	and craft's knife and large pieces of wood
		finishing the article	
		afterwards by painting or	Example of decoupage large pieces of wood:
		decorating the article.	
		Identify the steps of	Grade 5 : Third year
		cleaning the workshop	Activity 1: Revise activities 1-7 that was done in Grade 5 : First year.
		before leaving the	Activity 2: Group discussion on how to decoupage on glass for example glass plates,
		classroom.	cups and saucers.
			Activity 3: Videos, DVDs or pictures are shown to show learners how to decoupage
			on glass for example glass plates, cups and saucers.
			Activity 4: Practical demonstration by teacher to show learners how to on glass.
		0^{\checkmark}	Practical:
			Learners decoupage on glass for example glass plates or cups and saucers.

					Grade 5 : Term 1
WEEK	тс	PIC		ONTENT e learner must be able to:	Techniques, activities, resources and process notes
					Learners use brushes and rollers to decoupage.
					Learners finish the article.
					Learners clean the workshop.
					Tools and materials needed:
					Brayer (roller), brush, scissors, sandpaper, sealer, white
					glue and craft's knife, glass plates, cups and saucers
					Example of decoupage on plates:
6-7	•	Accumulates	Во	exes and Cards	Grade 5 : First year
		ideas for design	•	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	Oral discussions
	•	Identifies and	•	Consider environmentally	Investigation and exploration activities
		prepares		sustainable criteria during	Research
		materials, tools		the accumulation and	Written activities
		and equipment		selection of ideas.	Sensory exploration activities
		for craft	•	Identify Tangible	Activity 2: Group discussion: revise the craft of Making Boxes and Cards.
		production.		(touchable) and intangible	Activity 3: Videos, DVDs and pictures are shown to learners to revise the craft of making
	•	Makes a variety		sources for ideas.	Boxes and Cards, as well as making own paper.
		of marketable	•	Identify sources of own	Activity 4: Practical demonstration by teacher on how to make own paper.
		craft products.	<	and other cultures.	Activity 5: Practical demonstration by teacher on how to fold Boxes according to a
	•	Produces	•	Select materials	pattern.
		sequences of		appropriate for given	Activity 6: Group discussion on the basic tools and equipment used for making Boxes
				designs.	and Cards as well as basic tools and equipment used for making own paper.

		Grade 5 : Term 1
TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
the same craft	Consider environmentally	Activity 7: Complete a checklist of different tools used for making own paper.
product.	sustainable criteria during	Activity 8: Complete a checklist of different tools used for making Boxes and Cards.
	selection of tools and	
	equipment.	Practical:
	Gather sufficient (enough	Learners make a card and decorate the card with different mediums.
	and appropriate) materials	Learners finish the article by painting, varnishing, sealing or decorating.
	for craft production.	Learners clean the workshop.
	Identify and understand	Tools needed:
	what the craft of making	Cutting mat, scissors in various sizes, craft knives, metal edged ruler, boxes, paper,
	Boxes and Cards entails.	fabric material, pen and paint
	Practise the skill of	
	making own paper.	Examples of cards decorated with different mediums:
	Identify and select the	Examples of cards decorated with different medicins.
	basic tools used for	The state of the s
	making Boxes and Cards.	
	Identify and select the	
	tools needed for making	
	own paper.	
	Follow housekeeping and	
	safety procedures in the	
	context of craft	
	production.	
	the same craft	the same craft product. • Consider environmentally sustainable criteria during selection of tools and equipment. • Gather sufficient (enough and appropriate) materials for craft production. • Identify and understand what the craft of making Boxes and Cards entails. • Practise the skill of making own paper. • Identify and select the basic tools used for making Boxes and Cards. • Identify and select the tools needed for making own paper. • Follow housekeeping and safety procedures in the context of craft

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making Boxes and 	
		Cards. • Prepare the workshop or workplace for the process of making own paper. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications.	Grade 5 : Second year Activity 1: Revise activities 1-8 that was done in Grade 5 : First year. Activity 2: Group discussion on different templates that can be used for making Boxes. Activity 3: Videos, DVDs and pictures are shown to show learners how to make a Box using different templates. Activity 4: Videos, DVDs and pictures are shown to show learners Boxes made using different materials. Practical:

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC		 Techniques, activities, resources and process notes Learners make a box using different materials and templates. Learners finish the article by painting or decorating it. Learners clean the workshop. Tools needed: Cutting mat, scissors in various sizes, craft knives,
		 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 	Examples of boxes made by using a template: Grade 5 : Third year
	•	specifications when producing the same products. • Identify the steps of making own paper as well as making Boxes and Cards.	Activity 1: Revise activities 1-8 that was done in Grade 5: First year. Activity 2: Group discussion: revise different templates that can be used for making Boxes. Activity 3: Videos, DVDs and pictures are shown to show learners how to make a Box using different templates. Activity 4: Videos, DVDs and pictures are shown to show learners how to decorate Boxes using different mediums.

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify the steps of	Practical:
		cleaning the workshop	Learners make a box using different materials and templates.
		before leaving the	Learners decorate die box using different mediums.
		classroom.	Learners finish the article.
			Learners clean the workshop.
			Tools and equipment Cutting mat, scissors in various sizes, craft knives, metal edged ruler and boxes Examples of boxes decorated with different mediums:
8-9	Accumulates	Glass Bottles	Grade 5 : First year
	ideas for design	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
	of craft product.	for inspiration.	Oral discussions
	Identifies and	Consider environmentally	Investigation and exploration activities
	prepares	sustainable criteria during	Research
	materials, tools	the accumulation and	Written activities
	and equipment	selection of ideas.	Sensory exploration activities
			Activity 2: Group discussion: revise the craft of decorating glass Bottles.

		Grade 5 : Term 1	
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	for craft	Identify tangible	Activity 3: Videos, DVDs and pictures are shown to revise the craft of decorating on
	production.	(touchable) and intangible	Glass bottles.
	Makes a variety	sources for ideas.	Activity 4: Practical demonstration by teacher – how to use wire, beads or Washi tape on
	of marketable	Identify sources of own	bottles to create different patterns.
	craft products.	and other cultures.	Activity 5: Videos, DVDs and pictures are shown to show learners the craft of decorating
	 Produces 	Select materials	Glass bottles using spray paint.
	sequences of	appropriate for given	Activity 6: Group discussion on the precautions that must be taken when working with
	the same craft	designs.	spray paint when decorating Glass bottles.
	product.	Consider environmentally	Activity 7: Group discussion on the basic tools and equipment used for decorating Glass
		sustainable criteria during	bottles.
		selection of tools and	Activity 8: Group discussion on how to clean bottles before decorating the bottles.
		equipment.	Activity 9: Complete a checklist of different tools and equipment used for decorating
		Gather sufficient (enough	Glass bottles.
		and appropriate) materials	
		for craft production.	Practical:
		Identify and understand	Learners bring already cleaned glass bottles to school to decorate.
		what the craft of	Learners combine different mediums like chalk paint, blackboard paint and rope to
		decorating Glass bottles	decorate bottles with the purpose of motivational quotes.
		is.	Learners finish the article.
		Practisethe skill of	Learners clean the workshop.
		decorating Glass bottles	
		using different mediums.	Teachers Tips:
		g and an	Make use of wire, beads or washi tape on bottles to create different patterns.

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and select the	Make use of spray paint to spray words on bottles.
		basic tools and equipment	Washi tape feels like masking tape. It's made of paper, but is not as delicate as
		used in the process of	would be expected. It comes in patterns and
		decorating Glass bottles.	designs and varying widths. Most washi tapes
		Follow housekeeping and	are strong (as strong as duct tape in some
		safety procedures in the	cases) and functional as well as pretty,
		context of craft	making them wonderful for both everyday and
		production.	decorative use.
		Take the characteristics of	
		the materials into account	Tools and equipment needed:
		when selecting for specific	Refer to the tools and equipment for the different mediums already discussed in the
		craft production.	curriculum: GRADE 4 .
		Choose a method of	Example of bottles decorated with
		preparation appropriate to	rope and flowers:
		the characteristics of the	
		selected materials.	
		Identify the steps that	
		must be followed when	
		decorating Glass bottles.	Grade 5 : Second year
		Prepare the workshop or	Activity 1: Revise activities 1-9 that was done in Grade 5 : First year.
		workplace for the process	Activity 2: Group discussion on various techniques when using decoupage or mosaic on
		of decorating Glass	Glass bottles.
		bottles.	

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Prepare the workshop or	Activity 3: Videos, DVDs or pictures are shown to show learners different Glass bottles
		workplace to produce	decorated using decoupage or mosaic.
		decorated Glass bottles.	Activity 4: Practical demonstration by teacher on how to make decorate Glass bottles
		Creates appropriate craft	using decoupage or mosaic.
		products from given	
		materials.	Practical:
		Uses materials in such a	Learners bring already cleaned glass bottles to school to decorate.
		manner that products are	Learners use decoupage or mosaic to decorate Glass bottles.
		made according to	Learners make use of rope or different fabrics like hessian to decorate bottles.
		teacher's guidance and	Learners finish the article.
		specifications.	Learners clean the workshop.
		• Interpret teacher guided	
		design specifications to	Tools and equipment needed:
		create a craft product.	Refer to the tools and equipment for the different mediums already discussed in the
		Produce craft products	curriculum: GRADE 4 .
		with minimal defects.	
		Produce craft products	Grade 5 : Third year
		within teacher allocated	Activity 1: Revise activities 1-9 that was done in Grade 5: First year.
		times.	Activity 2: Group discussion on various techniques when cutting glass as well as
		• Determine the required	recycling of bottles to make different glasses.
		quantities of materials for	Activity 3: Videos, DVDs or pictures are shown to show learners different Glasses made
		the specific number of	by using recycled bottles.
		products to be produced.	

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify the same design	Activity 4: Practical demonstration by teacher on how to make a snow globe with a glass
		specifications of original	bottle.
		designs.	Activity 5: Practical demonstration by teacher on how to cut glass.
		Copy the design	Activity 6: Group discussion on the safety precautions that learners must take when
		specifications when	cutting glass.
		producing the same	
		products.	Practical:
		Identify the steps of	Learners practise the skill of cutting glass.
		finishing the article	Learners bring already cleaned glass bottles to school to decorate.
		afterwards by decorating	Learners use recycled bottles for the purpose of making different glasses.
		and packing the article.	Learners make a snow globe with glass bottles.
		Identify the steps of	Learners finish the article.
		cleaning the workshop	Learners clean the workshop.
		before leaving the	
		classroom.	Tools and equipment for cutting glass bottles:
			Bottles, candles, goggles, scoring tool and glass drill bit
			Method:
			Score the glass
			Heat the bottle – using a candle is the safest
		ΔV	Cool it down
			Grabbing both sides, twist and pull apart

			Grade 5 : Term 1
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
			 Tools and equipment for making a snow globe: Small glass jar with tight fitting lid Hot glue gun or super glue Distilled water Liquid glycerine or light corn syrup Fake snow or glitter (find at craft stores)
			 Small plastic trees, animals, houses, or other decorations Method: Use the superglue or hot glue to affix the trees or other decorative items to the inside of the lid. Let dry. Fill jar about 3/4 full of water (or about 1/2 if using corn syrup). Put a few pinches of glitter or fake snow in the jar. Screw the lid on very tightly. Turn the jar upside-down and watch the snow fall inside the homemade DIY snow globe.

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			 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. Finally, decorate the base (lid) of the snow globe with ribbon, fabric, or pretty paper. Example of a snow globe and glasses made with wine bottle
10	Reviews and	The learner must be able to:	Grade 5 : First year
	finishes craft	Follow teacher guided	Review the craft products for the market:
	products for market.	design specifications.	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		Adhere to safety	on the craft product.
		procedures in the context	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		of craft production.	safety procedures. (worksheet, guided discussion, test using visual images, etc).
		Reflect on the selection of	Activity 3: Grades the quality of finished products.
		appropriate material, tools	
		and equipment according	Grade 5 : Second year
		to given specifications or	Review craft products for the market:
		designs.	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		Reflect on safety	on the craft product.
		procedures in the context	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		of craft production.	safety procedures. (worksheet, guided discussion, test using visual images, etc).
			Activity 3: Grades the quality of finished products.

	Grade 5 : Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes	
		Produce craft products		
		with limited defects.	Grade 5 : Third year	
			Review craft products for the market:	
			Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection	
			on the craft product.	
			Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and	
			safety procedures. (worksheet, guided discussion, test using visual images, etc).	
			Activity 3: Grades the quality of finished products.	

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 The learner must be able to:	Techniques, activities, resources and process notes		
1-2	 Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product. 	 Plaster of Paris Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and equipment. 	Grade 5: First year Teacher provides the learner with the Plaster of Paris recipe. Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion: revise what Plaster of Paris is and articles that can be made using Plaster of Paris. Activity 3: 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. Activity 4: 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. Activity 5: 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. Activity 6: Complete a checklist of different tools and equipment used for casting articles in Plaster of Paris.		

	Grade 5 : Term 2				
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes		
		Gather sufficient (enough	Practical:		
		and appropriate) materials	Learners make Plaster of Paris, using the recipe provided		
		for craft production.	by the teacher.		
		Identify and understand	Learners create an object or shape with Plaster of Paris.		
		what Plaster of Paris is.	Learners finish the article by painting or decorating.		
		Practise the skill of	Learners clean the workshop.		
		mixing Plaster of Paris.			
		Identify different moulds	Tools and equipment needed:		
		that can be used to cast	Water, Plaster of Paris, Wooden paddle or large		
		articles in Plaster of Paris.	spoon, Containers to mix Plaster of Paris and water,		
		Identify and select the	Moulds and Paint or items to decorate the article.		
		basic and appropriate			
		tools and equipment used	Examples:		
		in the process of making			
		Plaster of Paris.			
		Identify and select the			
		basic and appropriate	# # # W		
		tools and equipment used			
		in the process of casting			
		articles in moulds using			
		Plaster of Paris.	Grade 5 : Second year		
		Identify the steps that	Activity 1: Revise activities 1-6 that was done in Grade 5: First year.		
		must be followed when			

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		casting small articles in	Activity 2: Group discussion on various moulds that can be used when making a form
		different moulds, using	with Plaster of Paris.
		Plaster of Paris.	Activity 3: Videos, DVDs or pictures are shown to show learners different articles made
		Follow housekeeping and	with Plaster of Paris that was decorated with the craft of decoupage.
		safety procedures in the	
		context of craft	Practical:
		production.	Learners make Plaster of Paris, using the recipe provided by the teacher.
		Take the characteristics of	Learners make a form or mould a form with Plaster of Paris and decoupage.
		the materials into account	Learners finish the article by painting or decorating.
		when selecting for specific	Learners clean the workshop.
		craft production.	
		Choose a method of	Tools and equipment needed:
		preparation appropriate to	Water, Plaster of Paris, Wooden paddle or large spoon, Containers to mix
		the characteristics of the	Plaster of Paris and water, Moulds and Paint or items to decorate the article.
		selected materials.	
		Prepare the workshop or	Examples:
		workplace for the process	
		of casting articles in	THE PARTY AND ASSESSMENT ASSESSME
		moulds, using Plaster of	
		Paris.	
		Adheres to housekeeping	
		and safety procedures	

		Grade 5 : Term 2
TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	during preparation of materials. Creates appropriate craft products from given materials. Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced.	Grade 5: Third year: Activity 1: Revise activities 1-6 that was done in Grade 5: First year. Activity 2: Group discussion on how learners can make their own moulds to use when making a product with Plaster of Paris. Activity 3: Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris and how to decorate the product. Practical: Learners make Plaster of Paris, using the recipe provided by the teacher. Learners make their own mould and cast a product with a specific purpose.
	TOPIC	during preparation of materials. Creates appropriate craft products from given materials. Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify the same design	Learners finish the article by painting or decorating.
		specifications of original	Learners clean the workshop.
		designs.	
		Copy the design	Tools and equipment needed:
		specifications when	Water, Plaster of Paris, Wooden paddle or large spoon,
		producing the same	Containers to mix Plaster of Paris and water, Moulds and
		products.	Paint or items to decorate the article.
		Identify the steps of	Water, Plaster of Paris, Wooden paddle or large spoon,
		finishing the article	Containers to mix Plaster of Paris and water, Moulds and
		afterwards by painting or	Paint or items to decorate the article.
		decorating the article.	
		Identify the steps of	Examples:
		cleaning the workshop	
		before leaving the	
		classroom.	

						nde 5 : Term 2
WEEK	ТС	PIC		ONTENT e learner must be able to:	Techn	niques, activities, resources and process notes
3-4	•	Accumulates	Sta	amping and Stencilling.	Grade	e 5 : First year
		ideas for design	•	Collate a variety of ideas	Activity	y 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible	Activity	y 2: Group discussion: revise what Stamping and Stencilling is and articles that
		production.		(touchable) and intangible	can be	e made and decorated by using the art of Stamping and Stencilling.
	•	Makes a variety		sources for ideas.	Activity	y 3: Videos, DVDs and pictures are shown to revise the medium of Stamping and
		of marketable	•	Identify sources of own	Stenci	lling and to show learners different articles made and decorated by using the art of
		craft products.		and other cultures.	Stamp	ing and Stencilling.
	•	Produces	•	Select materials	Activity	y 4: Videos, DVDs and pictures are shown to revise the process of using the art of
		sequences of		appropriate for given	Stamp	ing and Stencilling on articles as well as the finishing and aftercare of the article.
		the same craft		designs.	Activity	y 5: Group discussion on the basic tools and equipment used when making and
		product.	•	Consider environmentally	decora	ating articles using the art of Stamping and Stencilling.
				sustainable criteria during	Activity	y 6: Complete a checklist of different tools and equipment used when making or
				selection of tools and	decora	ating an article by using the art of Stamping and Stencilling.
				equipment.		
			•	Gather sufficient (enough	<u>Practi</u>	cal:
				and appropriate) materials	• Le	earners use stamps and stencils to decorate bowls.
				for craft production.	• Le	earners finish the article by painting or decorating.
					• Le	earners clean the workshop.

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resource
		Identify and understand	Tools and equipment needed:
		what Stamping and	 Acrylic stencil paint,
		Stencilling is	(latex) paint, fabric pa
		Identify and select the	brushes, craft-knife, d
		basic tools and equipment	(cardboard), tape me
		used in the art of	
		Stamping and	Examples of decorated bowls:
		Stencilling.	
		Follow housekeeping and	
		safety procedures in the	
		context of craft	MARIE
		production.	
		Take the characteristics of	
		the materials into account	
		when selecting for specific	
		craft production.	
		Choose a method of	Grade 5 : Second year
		preparation appropriate to	Activity 1: Revise activities 1-
		the characteristics of the	Activity 2: Group discussion of
		selected materials	glass products.
		Identify the steps that	Activity 3: Videos, DVDs or pi
		must be followed when	decorated by the art of Stamp
		making or decorating an	
			1

ces and process notes

acrylic varnish for sealing finished products, emulsion aint, metallic creams, oil-based stencil sticks and creams, cutting mat, paint-mixing container, pencils, stencil card easure and rulers, tracing paper and different stencils



- -6 that was done in Grade 5: First year.
- on various techniques and stencils when decorating
- pictures are shown to show learners different articles ping and Stencilling on glass products.

	Grade 5 : Term 2					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
		article by using the art of	Practical:			
		Stamping and Stencilling.	Learners use stamps and stencils to decorate glass products.			
		Prepare the workshop or	Learners finish the article by painting, varnishing, sealing or decorating.			
		workplace for the process	Learners clean the workshop.			
		of making or decorating				
		an article by using the art	Tools and equipment needed:			
		of Stamping and	Acrylic stencil paint, acrylic varnish for sealing finished			
		Stencilling.	products, emulsion (latex) paint, fabric paint, metallic			
		Identify the steps of	creams, oil-based stencil sticks and creams, brushes,			
		finishing the article	craft-knife, cutting mat, paint-mixing container, pencils,			
		afterwards by painting or	stencil card (cardboard), tape measure and rulers,			
		decorating the article.	tracing paper and different stencils			
		• Identify the steps of				
		cleaning the workshop	Example of small decorated			
		before leaving the	mirrors, glass and glass bottles			
		classroom.	to make candle holders			
			(Left: Materials- small mirrors,			
			contact paper, and frosted glass			
			and spray paint)			
			5			

	Grade 5 : Term 2					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
			 (Materials: Jars, Contact paper, Etching cream, Foam brush and a craft knife). Grade 5 Third Year Activity 1: Revise activities 1-6 that was done in Grade 5: First year. Activity 2: Group discussion on various techniques and stencils when making a product out of wood using the art of Stamping and Stencilling . Activity 3: Videos, DVDs or pictures are shown to show learners different articles made out of wood and decorated by the art of Stamping and Stencilling. 			
			Practical: Learners use stamps and stencils to make a product out of wood and decorating using the art of Stamping and Stencilling.			
			 Learners finish the article by painting, varnishing, sealing or decorating. Learners clean the workshop. 			
			Tools and equipment needed:			

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			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
			Example of words stencilled on wood (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.) Examples of wood, decorated with stencils.
5-6	Accumulates	Crochet	Grade 5 : First year
	ideas for design	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
	of craft product.	for inspiration.	Oral discussions

					Gr	ade 5 : Term 2
WEEK	ТС	PIC		ONTENT ne learner must be able to:	Tech	niques, activities, resources and process notes
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible	<u>Activi</u>	ty 2: Group discussion: revise what crochet is and articles that can be made when
		production.		(touchable) and intangible	croch	neting.
	•	Makes a variety		sources for ideas.	<u>Activi</u>	ty 3: Videos, DVDs and pictures are shown to revise the craft of crochet and to
		of marketable	•	Identify sources of own	show	learners different articles made by crocheting.
		craft products.		and other cultures.	<u>Activi</u>	ty 4: Videos, DVDs and pictures are shown to revise the different stitches used
	•	Produces	•	Select materials	when	crocheting.
		sequences of		appropriate for given	<u>Activi</u>	ty 5: Practical demonstration on how to crochet the different stitches.
		the same craft		designs.	<u>Activi</u>	ty 6: Explanation on how to read an easy crochet pattern.
		product.	•	Consider environmentally	<u>Activi</u>	ty 7: Group discussion on the basic tools and equipment used for crocheting.
				sustainable criteria during	<u>Activi</u>	ty 8: Complete a checklist of different tools used for crocheting.
				selection of tools and		
				equipment.	Pract	tical:
			•	Gather sufficient (enough	• L	earner must use the stitches that he/she learned in GRADE 4, first year to make an
				and appropriate) materials	е	asy craft product.
				for craft production.	• L	earners practise crocheting stitches.
			•	Identify and understand	• L	earners "read" an easy pattern for crocheting an article.
				what Crochet is.	• L	earners clean the workshop.
					Tools	s needed:

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify different stitches	A crochet hook, yarn, a pair of scissors and a darning needle (if necessary).
		that can be used when	
		crocheting.	Examples of a dishcloth and different scarves:
		Practisethe skill of	CTUDE CODE
		crocheting different	DIMPE DEAR
		stitches.	CONCUET DATISON
		Identify and select the	CAUCILA III SA I
		basic tools used in	
		practising the skill of	
		crocheting.	
		Practisethe skill of	
		reading an easy crochet	Grade 5 : Second year
		pattern.	Activity 1: Revise activities 1-8 that was done in Grade5: First year.
		Follow housekeeping and	Activity 2: Group discussion on various techniques when crocheting more advanced
		safety procedures in the	granny squares.
		context of craft	Activity 3: Group discussion on various techniques when crocheting different flower
		production.	patterns.
		Take the characteristics of	Activity 4: Videos, DVDs or pictures are shown to show learners different articles
		the materials into account	made by using the craft of crochet and combining the patterns to make a craft
		when selecting for specific	product.
		craft production.	Activity 5: Practical demonstration by the teacher on how to read a advanced granny
		Choose a method of	square pattern.
		preparation appropriate to	

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		the characteristics of the	Practical:
		selected materials	Learners crotchet an easy hat using the stitches already practised. Learners crochet
		Prepare the workshop or	d
		workplace for the process	Learners clean the workshop.
		of crocheting.	
		Identify the steps of	Tools needed:
		finishing the crochet	 A crochet hook, yarn, a pair of scissors and a darning needle (if needed).
		article.	Example of easy crochet hats.
		Identify the steps of	The same of the sa
		cleaning the workshop	AND ALCOHOLD IN THE PARTY OF TH
		before leaving the	
		classroom.	
			Grade 5 Third year
			Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
			Activity 2: Group discussion on various techniques when crocheting jewellery .
			Activity 3: Group discussion on various techniques when crocheting jewellery and
			combining it with beading.
			Activity 4: 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.

			Grade 5 : Term 2
WEEK	TOPIC	The learner must be able to:	echniques, activities, resources and process notes
		•	Activity 5: Practical demonstration by the teacher on how to make jewellery, using
			the craft of crochet.
		•	Learners make jewellery by using crochet stitches learned in previous years. Learners combine crochet with beading and jewellery making. OR Learners crochet an easy baby cocoon and hat. Learners clean the workshop. ools needed: • A crochet hook, yarn, a pair of scissors and a darning needle Examples of jewellery made by using different crochet stitches: Example of an easy baby cocoon and hat.

					Grade	e 5 : Term 2
WEEK	ТС	PIC		ONTENT e learner must be able to:	Techniq	ues, activities, resources and process notes
			111	e learner must be able to.		
7-8	•	Accumulates	Mc	osaic	Grade 5	: First year
		ideas for design	•	Collate a variety of ideas		: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	-	Oral discussions
	•	Identifies and	•	Consider environmentally		Investigation and exploration activities
		prepares		sustainable criteria during		Research
		materials, tools		the accumulation and		Written activities
		and equipment		selection of ideas.		Sensory exploration activities
		for craft	•	Identify tangible		2: Group discussion: revise what the craft of Mosaic is and articles that can be
		production.		(touchable) and intangible	•	ed using Mosaic.
		Makes a variety		sources for ideas.		3: Videos, DVDs and pictures are shown to revise the medium of Mosaic and to
		of marketable	•	Identify sources of own		arners different articles decorated with Mosaic.
		craft products.		and other cultures.		1: Practical demonstration by teacher: revise how to mix grout to get the correct
		Produces		Select materials	consister	
		sequences of	•			•
		the same craft		appropriate for given		2: Video, DVD and pictures are shown to revise the process of decorating articles
				designs.		caic as well as the aftercare of the product.
		product.	•	Consider environmentally		S: Group discussion on the basic tools and equipment used for decorating
				sustainable criteria during		using the craft of Mosaic.
				selection of tools and	•	C: Complete a checklist of different tools and equipment used for decorating
			<	equipment.	articles v	vith Mosaic.
			•	Gather sufficient (enough		
				and appropriate) materials		
			X	for craft production.	<u>Practica</u>	<u>ll:</u>

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand	Learners use the craft of Mosaic to decorate photo frames.
		what the craft of Mosaic	Learners mix grout to use in the process of decorating with Mosaic.
		is.	Learners finish the article by applying grout or decorating the article.
		Practise the skill of	Learners clean the workshop.
		mixing grout that is used	<u>Teachers Tips:</u>
		when decorating articles	Photo frames that can be used for decorating with mosaic can be bought at selected
		with Mosaic.	shops.
		Identify different articles	Pre-cut hardboard or sheets of hardboard can also be bought.
		that can be decorated	
		using the craft of Mosaic.	Tools and equipment needed:
		Identify and select the	
		basic tools and equipment	
		used in the process of	
		decorating articles with	
		mosaic.	
		Follow housekeeping and	
		safety procedures in the	
		context of craft	
		production.	
		Take the characteristics of	
		the materials into account	
		when selecting for specific	
		craft production.	

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Choose a method of	 Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter),adhesive
		preparation appropriate to	(inside and outside), hard base, grout (different colours), hammer, work
		the characteristics of the	gloves, dust mask, wax paper and newspaper, stir stick
		selected materials	- to mix grout, bucket, rubber spatula (old credit cards)
		Identify the steps that	and clean rags and/or sponges
		must be followed when	2005.00000
		decorating articles using	Example of how to make a
		the craft of Mosaic.	mosaic photo frame and a
		Prepare the workshop or	completed frame:
		workplace for the process	
		of decorating articles with	
		Mosaic.	
		Identify the steps of	
		finishing the article	
		afterwards by applying	Grade 5 : Second year
		grout on the article or	Activity 1: Revise
		decorating the article.	activities 1-7 that was
		Identify the steps of	done in Grade 5: First year.
		cleaning the workshop	Activity 2: Group discussion on various techniques when
		before leaving the	decorating a 3-D article using the craft of Mosaic.
		classroom.	• Activity 3: Videos, DVDs or pictures are shown to show learners different 3-D articles
			decorated by the craft of Mosaic.

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			 <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. <u>Activity 5:</u> Practical demonstration by teacher on the finishing of a 3-D article.
			Practical:
			Learners use the craft of Mosaic to decorate a 3-D article for example a jewellery box.
			Learners combine the craft of Mosaic with recycled materials for example old tiles or CD's.
			Learners mix grout to use in the process of decorating with Mosaic.
			 Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating.
			Learners clean the workshop. Tools and equipment needed:

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			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 Examples of mosaic boxes using old CD's (recycling):
			Grade 5 : Third year
			Activity 1: Revise activities 1-7 that was done in Grade 5: First year.
			Activity 2: Group discussion on various techniques when decorating different shapes
			and forms using the craft of Mosaic.
			Activity 3: Videos, DVDs or pictures are shown to show learners how to decorate
			different shapes and forms using the craft of Mosaic.

Techniques, activities, resources and process notes - Activity 4: Videos, DVDs or pictures are shown to show learners how to make a craft product using the craft of Mosaic. - Practical: - Learners use the craft of Mosaic to decorate different shapes and forms Learners make a craft product using the craft of Mosaic Learners mix grout to use in the process of decorating with Mosaic Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating Learners clean the workshop.		Grade 5 : Term 2					
learners how to make a craft product using the craft of Mosaic. Practical: Learners use the craft of Mosaic to decorate different shapes and forms. Learners make a craft product using the craft of Mosaic. Learners mix grout to use in the process of decorating with Mosaic. Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating.	WEEK	TOPIC		Techniques, activities, resources and process notes			
Tools and equipment needed:			The learner must be able to:	 Activity 4: Videos, DVDs or pictures are shown to show learners how to make a craft product using the craft of Mosaic. Practical: Learners use the craft of Mosaic to decorate different shapes and forms. Learners make a craft product using the craft of Mosaic. Learners mix grout to use in the process of decorating with Mosaic. Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating. Learners clean the workshop. 			

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			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 Example of a mosaic stepping stone and other projects:
9	Reviews and finishes craft products for market.	 Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. 	Review the craft products for the market: Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection on the craft product. Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc). Activity 3: Grades the quality of finished product. Grade 5: Second year Review craft products for the market:

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Reflect on safety	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		procedures in the context	on the craft product.
		of craft production.	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		Produce craft products	safety procedures. (worksheet, guided discussion, test using visual images, etc).
		with limited defects	Activity 3: Grades the quality of finished products.
			Grade 5 : Third year
			Review craft products for the market:
			Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
			on the craft product.
			Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
			safety procedures. (worksheet, guided discussion, test using visual images, etc).
			Activity 3: Grades the quality of finished products.
10	Costs and prices	Perform basic business	Grade 5 : First year
	craft products for	calculations, using	Costs and prices craft products:
	a sustainable	electronic equipment	Activity 1: Pen and paper activity: use a calculator and with teacher's guidance perform
	craft enterprise	correctly.	basic calculation reflecting cost of materials.
		List and record all	Activity 2: Explore, with teacher's guidance, appropriate pricing of production costs
		production costs.	(reflect on cost of material, time to produce the object, packaging, etc.)
		Determine prices of craft	
		products by considering	Entrepreneurial awareness:
		market and production	Activity 1: Discussion on different cultures and needs and wants associated to different
		cost factors.	cultures.
			Activity 2: Research and discussion to explore markets for craft production.

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	Develops	Identify own and other	Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
	entrepreneurial	cultures accurately.	Design Institute.
	awareness within	(Culture refers to own and	Activity 4: Classroom discussion on target market, advertising and tourism.
	craft enterprise.	others' experience).	Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop
		Explore markets and the	entrepreneurial awareness.
		concepts of different	Activity 6: Site visits of crafters' studios or crafting institutes.
		markets (market	Activity 7: Discussion by visiting crafter.
		research).	Activity 8: Learners prepare for a market day where different craft products made by the
		Match ideas of	learners will be sold.
		appropriate crafts with	
		relevant markets.	Grade 5 : Second year
		Develop entrepreneurial	Entrepreneurial Awareness:
		awareness of how to	Activity 1: Discussion on different cultures and needs and wants associated to different
		market art products in	cultures.
		terms of target market,	Activity 2: Research and discussion to explore markets for craft production.
		advertising and	Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
		awareness of tourism.	Design Institute.
			Activity 4: Classroom discussion on target market, advertising and tourism.
			Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop
			entrepreneurial awareness.
			Activity 6: Site visits of crafters' studios or crafting institutes.
			Activity 7: Discussion by visiting crafter.
			Activity 8: Learners prepare for a market day where different craft products made by the
			learners will be sold.

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

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 The learner must be able to:	Techniques, activities, resources and process notes
WEEK 1-3	Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product.		Techniques, activities, resources and process notes Grade 5: First year Teacher provides the learner with the recipe for Papier-mâché. Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities Activity 2: Group discussion: revise what Papier-mâché is and 3-D articles that can be made using Papier-mâché. Activity 3: Videos, DVDs and pictures are shown to revise the medium of Papier-mâché and different 3-D articles. Activity 4: Videos, DVDs and pictures are shown to revise to process of how to make Papier-mâché. Activity 5: Videos, DVDs and pictures are shown to revise the process of making 3-Darticlesas well as the aftercare of the product. Activity 6: Group discussion on the basic tools and equipment used for making Papier-
		equipment.	mâché, as well as the tools and equipment used for making articles using Papier-mâché. Activity 7: Complete a checklist of different tools and equipment used for making Papier-mâché.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Gather sufficient (enough	Activity 8: Complete a checklist of different tools and equipment used for making articles
		and appropriate) materials	using Papier-mâché.
		for craft production.	
		Identify and understand	Practical:
		what Papier-mâché is.	Learners make Papier-mâché Lanterns.
		Practise the skill of	Learners use Papier-mâché to make 3-D articles.
		making Papier-mâché.	Learners finish the article by painting or decorating.
		Identify different moulds	Learners clean the workshop.
		that can be used to make	
		articles using Papier-	Recipe how to make Papier-mâché:
		mâché.	Glue mixture: Pour 2 parts white glue and one part water into a mixing bowl. These
		• Identify and select the	quantities can be changed to suit the size of your project. Or, if you have a stronger
		basic and appropriate	bonding glue, 1 part white glue and 1 part water will do the trick.
		tools and equipment used	Flour mixture: Combine 1 part flour with 1 part water. For super large and intense
		in the process of making	projects, you may want to substitute white glue for the water.
		Papier-mâché.	Wallpaper powder: Pour 2 parts wallpaper powder and one part water into a mixing
		Identify and select the	bowl. This method is good if you are doing long-term projects.
		basic and appropriate	
		tools and equipment used	Tools and equipment needed:
		in the process of making	A bowl or large container, flour, wallpaper powder, or white glue, water, base
		and decorating articles	structure, paintbrush, mixing spoon or mixing stick, newspaper,
		using Papier-mâché.	glue/flour/wallpaper powder and cooking oil (optional)

		G	Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	hniques, activities, resources and process notes
		 Identify the steps that must be followed when making Papier-mâché. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making articles using Papier-mâché. Adheres to housekeeping and safety procedures 	Preparing Papier-mâché: Clear an area. Tear the newspaper into long strips. Choose your method to make Papier-mâché. Blend your choice of mixture. Find a surface you want to Papier-mâché. Creating the Papier-mâché article: Dip a strip of newspaper into the mixture. Remove any excess mixture. Lay the strip over the surface or figure. Repeat laying strips. Place the object on a covered surface to dry. Start colouring of decorating after the article is completely dry. ra tips: Tearing the paper roughly, as opposed to cutting with scissors, will result in a smoother final appearance. Using thinner strips of paper will result in a smoother, less bumpy finish. Similarly, smaller pieces of other shapes will work better also. The flour mixture is better for piñatas, as it breaks easier. If your looking for a stronger hold, use the glue one.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Creates appropriate craft	You can paint over the top of the papier-mâché with acrylic paint after it has
		products from given	completely dried. It sometimes helps to spray a couple of layers of matte spray
		materials.	between the papier-mâché and the paint to prevent the paint from chipping.
		Uses materials in such a	Papier-mâché is not waterproof or water resistant unless you seal it or use an
		manner that products are	additive in the mix. If you intend the item to be near water or outside, you will need to
		made according to	finish it with such sealants as tempera paint for children's craft items, to marine
		teacher's guidance and	varnish for an outdoor sculpture.
		specifications.	It will take more than 40 minutes to dry.
		Interpret teacher guided	Make sure to have extra newspaper.
		design specifications to	Wait for the papier mâché to fully dry before painting it.
		create a craft product.	Your pieces of paper do not necessarily have to be strips. Any small piece of paper,
		Produce craft products	regardless of the shape will do, so long as you can handle it easily.
		with minimal defects.	If you are using the flour-water method, white flour makes for a smoother finish than
		Produce craft products	does wheat flour.
		within teacher allocated	If you want a simple white finish to your project, use plain white paper (instead of
		times.	primer) for the last two layers.
		Determine the required	If you are doing a large project and need a lot of paper you can get a lot from a local
		quantities of materials for	newspaper headquarter or recycling centre.
		the specific number of	You can papier-mâché virtually anything: picture frames, old CDs, etc.
		products to be produced.	To keep your fingers from getting sticky, wear latex gloves.
		Identify the same design	Try using different types of paper instead of newspaper - kitchen paper towel works
		specifications of original	particularly well.
		designs.	Have all of your materials out before you start.

			Grade 5: Term 3
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
		Copy the design	If you are making a piñata put the paper clip in whatever you are making before you
		specifications when	do the newspaper
		producing the same	Example of Papier-mâché Lanterns
		products.	
		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.	
			Grade 5 : Second year
			Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
			Activity 2: Group discussion on the concept of using Papier-mâché, glue and rope to
			make an article.
			Activity 3: Videos, DVDs or pictures are shown to show learners different articles made
			with Papier-mâché, glue and rope.
			Practical:
			Learners use Papier-mâché, rope and glue to make an article.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Learners finish the article by painting or decorating.
			Learners clean the workshop.
			Tools and equipment needed:
			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)
			Examples of articles made with rope and Papier-mâché:
			Grade 5 : Third year
			Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
			Activity 2: Group discussion on the concept of using Papier-mâché and combine with
			balloons, faces or teacups to make articles.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Activity 3: Videos, DVDs or pictures are shown to show learners different articles made
			with Papier-mâché combines with balloons, faces or teacups.
			Practical:
			Learners use Papier-mâché and combine with balloons, or faces or teacups to make
			articles.
			Learners finish the article by painting or decorating.
			Learners clean the workshop.
			Tools and equipment needed:
			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)
			Example of teacups and a
			mask made with Papier-
			mâché:

					Grad	le 5 : Term 3
WEEK	тс	PIC		ONTENT e learner must be able to:	Techni	ques, activities, resources and process notes
4-5	•	Accumulates	Ве	eading	Grade:	5 : First year
		ideas for design	•	Collate a variety of ideas	Activity	1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible	Activity	2: Group discussion: revise what Beading is and articles that can be made and
		production.		(touchable) and intangible	decorat	ed by using the craft of Beading.
	•	Makes a variety		sources for ideas.	Activity	3: Videos, DVDs and pictures are shown to revise the craft of Beading and to
		of marketable	•	Identify sources of own	show le	earners different articles made and decorated by using the craft of Beading.
		craft products.		and other cultures.	Activity	4: Videos, DVDs and pictures are shown to revise the process of stringing beads
	•	Produces	•	Select materials	as well	as the different tools used for Beading.
		sequences of		appropriate for given	Activity	5: Videos, DVDs and pictures are shown to show learners how to make their own
		the same craft		designs.	beads (using fabric.
		product.	•	Consider environmentally	Activity	6: Group discussion on the basic tools and equipment used when making and
				sustainable criteria during	decorat	ing articles using the craft of Beading.
				selection of tools and	Activity	7: Complete a checklist of different tools and equipment used when making or
				equipment.	decorat	ing an article by using the craft of Beading.
			•	Gather sufficient (enough	Activity	8: Practical demonstration by teacher to show learners different kinds of jewellery
				and appropriate) materials	wire tha	at can be used for beading.
				for craft production.		
					Practic	al:

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand	Learners string beads to make an article.
		what Beading is.	Learners practise the technique of using jewellery wire.
		Identify and select the	Learners make their own beads using fabric.
		basic tools and equipment	Learners finish the article by painting or decorating.
		used in the craft of	Learners clean the workshop.
		Beading.	
		Follow housekeeping and	Tools and equipment needed:
		safety procedures in the	Beads, wire, crimpers, clay (for making
		context of craft	own clay beads), toothpicks, paint, chain
		production.	nose pliers, round nose pliers and wire
		Take the characteristics of	cutters
		the materials into account	
		when selecting for specific	
		craft production.	Example of paper beads using jewellery wire
		Choose a method of	
		preparation appropriate to	The state of the s
		the characteristics of the	
		selected materials.	
		Identify the steps that	
		must be followed when	
		making or decorating an	
		article by using the craft of	
		Beading.	Example of fabric bead necklaces:

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Prepare the workshop or workplace for the process of making or decorating an article by using the craft of Beading. Creates appropriate craft	
		 products from given materials. Uses materials in such a manner that products are made according to teacher's guidance and 	Grade 5 : Second year
		 Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products 	 Activity 1: Revise activities 1-8 that was done in Grade 5: First year. Activity 2: Group discussion on bead embroidery. Activity 3: Videos, DVDs or pictures are shown to show learners different articles and fabrics used when using the craft of Bead embroidery. Activity 4: Practical demonstration by teacher to show learners how to use the craft of Bead embroidery.
		within teacher allocated times. • Determine the required quantities of materials for	 Practical: Learners practise the craft of Bead embroidery. Learners use the craft of Bead embroidery to decorate different articles and fabrics. Learners finish the article by painting, varnishing, sealing or decorating.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		the specific number of	Learners clean the workshop.
		products to be produced.	
		Identify the same design	Tools and equipment needed:
		specifications of original	Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint,
		designs.	chain nose pliers, round nose pliers, wire cutters, paper and glue
		Copy the design	Examples of bead embroidery
		specifications when	100.0
		producing the same	
		products.	LOYELY ANIMALS
		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.	Grade 5 : Third year
			Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
			Activity 2: Group discussion on bead weaving.
			Activity 3: 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.
			Activity 4: Practical demonstration by teacher to show learners how to use the craft of
			Bead weaving.

				Grade 5: Term 3
WEEK	ТОР	PIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
				 Activity 5: Group discussion on how to combine beading with recycling. Practical: Learners practise the craft of Bead weaving. Learners combine Beading with recycling and make an article. Learners finish the article by painting, varnishing, sealing or decorating. Learners clean the workshop. Tools and equipment needed: Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters, paper and glue Two examples of bead weaving and an article combined with recycling
6-7	• /	Accumulates	Cement	Grade 5 : First year
	i	ideas for design	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
	C	of craft product.	for inspiration.	Oral discussions
	• 1	Identifies and	Consider environmentally	Investigation and exploration activities
	F	prepares	sustainable criteria during	Research
	r	materials, tools		Written activities

					Grade 5: Term 3
WEEK	тс	PIC		ONTENT e learner must be able to:	Techniques, activities, resources and process notes
		and equipment		the accumulation and	Sensory exploration activities
		for craft		selection of ideas.	Activity 2: Group discussion: review the craft of Cement and articles that can be made
		production.	•	Identify tangible	with Cement.
	•	Makes a variety		(touchable) and intangible	Activity 3: Videos, DVDs and pictures are shown to revise the craft of casting articles in
		of marketable		sources for ideas.	Cement and to show learners different articles made by using Cement.
		craft products.	•	Identify sources of own	Activity 4: Videos, DVDs and pictures are shown to show learners the different stepping
	•	Produces		and other cultures.	stones using the craft of Cement.
		sequences of	•	Select materials	Activity 5: Practical demonstration on how to mix Cement to get the correct consistency.
		the same craft		appropriate for given	Activity 6: Group discussion on the basic tools and equipment used for mixing Cement as
		product.		designs.	well as basic tools and equipment used for crafting stepping stones with Cement.
			•	Consider environmentally	Activity 7: Complete a checklist of different tools used for mixing Cement.
				sustainable criteria during	Activity 8: Complete a checklist of different tools used for casting an article in Cement.
				selection of tools and	
				equipment.	Practical:
			•	Gather sufficient (enough	Learners make cement stepping stones, using pictures or words on top.
				and appropriate) materials	Learners use different moulds to make stepping stones.
				for craft production.	Learners finish the article by painting, varnishing, sealing or decorating.
			•	Identify and understand	Learners clean the workshop.
				what the craft of Cement	Tools needed:
				entails.	Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective
			•	Identify different moulds	eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and
				that can be used for	clean container that you plan to use for a mould, sanding block, furniture pads,
			K		sealant (optional) and paint (optional)

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		making articles with	Precautions Before You Begin:
		Cement.	Work outside. A mask is recommended.
		Practise the skill of	Use a disposable drop cloth.
		mixing Cement.	Wear gloves.
		Identify and select the	Wear eye protection.
		basic tools used for	Work on a level surface.
		mixing Cement.	
		Identify and select the	Basic Concrete Craft Instructions:
		tools needed for casting	Spray the interior of your mould container with cooking spray.
		articles in Cement.	Depending on the size of your project, pour some of the concrete powder into your
		Follow housekeeping and	bucket. Follow the directions on the bag and add water. Stir and add more water or
		safety procedures in the	concrete to get the desired consistency.
		context of craft	Fill your mould with concrete.
		production.	If you want the shape to have a hollow area inside, press another container inside
		Take the characteristics of	the cement and weigh it down with rocks or stones.
		the materials into account	Set the container on a level surface to cure. Gently tap the container down on the
		when selecting for specific	ground (or along the sides if it is heavy) to minimize bubbles in the mix.
		craft production.	After several hours when the concrete starts to set up you can go back and used a
		Choose a method of	damp towel to clean up your piece and make sure it is the shape you want. At this
		preparation appropriate to	point you can brush any concrete off the edges and smooth out the top of the
		the characteristics of the	concrete a little. Allow the concrete to dry and cure completely before you try to
		selected materials.	remove it from the carton.

	Grade 5: Term 3					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
		Prepare the workshop or	Peel the mold away from the concrete. If	you are careful, you		
		workplace for the process	may be able to save your container to re-	use again.		
		of mixing Cement	Use a sanding block to lightly sand the	outside of your piece		
		Prepare the workshop or	and remove any rough or uneven areas.			
		workplace for the process	If desired, paint the concrete.			
		casting and decorating an	Once the paint and concrete dry, you can	seal the concrete by		
		article by using the craft of	spraying the exterior of the article with a	clear		
		Cement.	sealer. It will darken the color of the	362		
		Creates appropriate craft	concrete a little,	but		
		products from given	the natural texture and patterns in the	6		
		materials.	cement will still show through.	1000		
		Uses materials in such a	** ** ** **			
		manner that products are	Examples of stepping stones decor	rated		
		made according to	with flowers or glass:			
		teacher's guidance and		Maria Contract		
		specifications.		Contract of the second		
		Interpret teacher guided	Grade 5 : Second year	3000		
		design specifications to				
		create a craft product.	Activity 1: Revise activities 1-8 that was done in Grade 5: First ye	ear.		
		Produce craft products	Activity 2: Group discussion on how to make moulds using differ	ent		
		with minimal defects.	mediums.			

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 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. Identify the steps of mixing Cement and casting articles in Cement. Identify the steps of cleaning the workshop before leaving the classroom. 	Activity 3: Videos, DVDs and pictures are shown to show learners how to make moulds using different mediums to cast articles using the craft of Cement. Activity 4: Videos, DVDs and pictures are shown to show learners articles made by different moulds. Practical: Learners create their own moulds by using different mediums. Learners cast an article using their own mould. Learners finish the article by sanding, painting or decorating the article. Learners clean the workshop. Tools needed: 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)

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC		
			Activity 5: Practical demonstration by teacher on how to mix finer Cement.

	Grade 5: Term 3					
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes			
			Practical: Learners cast small garden objects with a mould using the craft of Cement. Learners practise the technique to mix finer cement for the small articles. Learners finish the article by sanding, painting or decorating the article. Learners clean the workshop. Tools needed: 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) Examples of cement articles.			
8	Accumulates	Soap-making	Grade 5 : First year			
	ideas for design	Collate a variety of ideas	Teacher provides learners with the recipe for making soap.			
	of craft product.	for inspiration.	Activity 1: Collate ideas for the craft process and product by means of:			
			Oral discussions			

						ide 5: Term 3
WEEK	то	PIC		ONTENT ne learner must be able to:	Techn	niques, activities, resources and process notes
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible	<u>Activit</u>	y 2: Group discussion: revise what the craft of Soap making is and different
		production.		(touchable) and intangible	metho	ds that can be used when making soap.
	•	Makes a variety		sources for ideas.	Activity	y 3: Videos, DVDs and pictures are shown to revise the process of Soap making
		of marketable	•	Identify sources of own	and to	show learners different soap products that was decorated and packed.
		craft products.		and other cultures.	Activity	y 4: Practical demonstration by teacher – how to make liquid soaps and scrubs.
	•	Produces	•	Select materials	Discus	ssion on the different methods of making liquid soaps and scrubs.
		sequences of		appropriate for given	Activity	y 5: Videos, DVDs and pictures are shown to show learners the different soaps and
		the same craft		designs.	scrubs	s that can be made as well as the aftercare of the product.
		product.	•	Consider environmentally	Activity	y 6: Group discussion on the danger of burning and the precautions that must be
				sustainable criteria during	taken	when making soap.
				selection of tools and	Activity	<u>y 7</u> : Group discussion on the basic tools and equipment used for making liquid
				equipment.	soaps	and scrubs.
			•	Gather sufficient (enough	Activity	y 8: Complete a checklist of different tools and equipment used for making liquid
				and appropriate) materials	soaps	and scrubs.
				for craft production.		
			•	Identify and understand	<u>Practi</u>	ical:
				what the craft of Soap	• Le	earners make liquid soaps and scrubs.
				making is.	• Le	earners finish the article.
			X		• Le	earners clean the workshop.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Practise the skill of reading a specific recipe for the different methods of Soap making. Identify and select the basic tools and equipment used in the process of Soap making. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Identify the steps that must be followed when 	Tools and equipment needed: • 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 Examples of liquid soaps: Grade 5 : Second year Activity 1: Revise activities 1-8 that was done in Grade 5 : First year. Activity 2: Group discussion on various techniques when making soap using more than one colour. Activity 3: Videos, DVDs or pictures are shown to show learners different soaps made using more than one colour. Activity 4: Practical demonstration by teacher on how to make soap using more than one colour.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		decorating articles using	Practical:
		the craft of Soap making.	Learners make soap using more than one colour.
		Prepare the workshop or	Learners finish the article by decorating or packing the soap.
		workplace for the process	Learners clean the workshop.
		of Soap making.	
		Prepare the workshop or	Tools and equipment needed:
		workplace to produce	Stick blender (also called an immersion blender), digital scale, stainless steel
		decorated soap and	pot, bowls, spoons, thermometer, soap mould, freezer paper, cardboard box,
		package.	knife and glasses and gloves
		Creates appropriate craft	
		products from given	Examples of soap with different
		materials.	colours:
		Uses materials in such a	
		manner that products are	
		made according to	
		teacher's guidance and	
		specifications.	
		Interpret teacher guided	Grade 5 : Third year
		design specifications to	Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
		create a craft product.	Activity 2: Group discussion on how to produce decorated soap and package.
		Produce craft products	Activity 3: Videos, DVDs or pictures are shown to show learners decorated soap and
		with minimal defects.	package.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Produce craft products	Activity 4: Practical demonstration by teacher on how to
		within teacher allocated	produce decorated soap and package.
		times.	
		Determine the required	Practical:
		quantities of materials for	Learners produce decorated soap and package.
		the specific number of	Learners finish the article by decorating or packing the
		products to be produced.	soap.
		Identify the same design	Learners clean the workshop.
		specifications of original	Tools and equipment needed:
		 Copy the design specifications when producing the same products. 	Stick blender (also called an digital scale, stainless steel thermometer, soap mould, box, knife and glasses and immersion blender), pot, bowls, spoons, freezer paper, cardboard gloves
		Identify the steps of finishing the article afterwards by decorating	Examples of different packaging of soaps:
		and packing the article.Identify the steps of	Example of soap decorated with
		cleaning the workshop	stencils:
	<	before leaving the classroom.	学

				Grade 5: Term 3
WEEK	TOPIC		ONTENT ne learner must be able to:	Techniques, activities, resources and process notes
9-10	Reviews and	•	Follow teacher guided	Grade 5 : First year
	finishes craft		design specifications.	Review the craft products for the market:
	products for market.	•	Adhere to safety	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
			procedures in the context	on the craft product.
			of craft production.	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		•	Reflect on the selection of	safety procedures. (worksheet, guided discussion, test using visual images, etc.).
			appropriate material, tools	Activity 3: Grades the quality of finished products.
			and equipment according	
			to given specifications or	Grade 5 : Second year
			designs.	Review craft products for the market:
		•	Reflect on safety	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
			procedures in the context	on the craft product.
			of craft production.	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		•	Produce craft products	safety procedures. (worksheet, guided discussion, test using visual images, etc.).
			with limited defects.	Activity 3: Grades the quality of finished products.
				Grade 5 : Third year
				Review craft products for the market:
				Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
				on the craft product.
				Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
				safety procedures. (worksheet, guided discussion, test using visual images, etc.).
				Activity 3: Grades the quality of finished products.

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)

- 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)

- 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)

- 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.

					Grad	de 5 : Term 4
WEEK	тс	PIC		ONTENT	Technic	ques, activities, resources and process notes
	. •			e learner must be able to:	11	dutufull can be used instant of Pouten/Fail for ODADE 4 to make it absence
1-2	•	Accumulates	Pe	wter/Foil	-	duty foil can be used instead of Pewter/Foil for GRADE 4 to make it cheaper
		ideas for design	•	Collate a variety of ideas	<u>to l</u>	earn the craft.
		of craft product.		for inspiration.	A4 Pew	vter/Foil sheets are cheaper and can also be used for the articles if the
	•	Identifies and	•	Consider environmentally	<u>tea</u>	cher wants to do the articles in Pewter/Foil.
		prepares		sustainable criteria during		
		materials, tools		the accumulation and	Grade !	5 : First year
		and equipment		selection of ideas.	Activity	1: Collate ideas for the craft process and product by means of:
		for craft	•	Identify tangible	•	Oral discussions
		production.		(touchable) and intangible	•	Investigation and exploration activities
	•	Makes a variety		sources for ideas.	•	Research
		of marketable	•	Identify sources of own	•	Written activities
		craft products.		and other cultures.	•	Sensory exploration activities
	•	Produces	•	Select materials	Activity	2: Group discussion: revise the craft of Pewter/Foil is and small articles that can
		sequences of		appropriate for given	be mad	e using the craft of Pewter/Foil.
		the same craft		designs.	Activity	3: Videos, DVDs and pictures are shown to revise the craft of Pewter/Foil and to
		product	•	Consider environmentally	show le	earners different small articles made using the craft of Pewter/Foil.
				sustainable criteria during	Activity	4: Videos, DVDs and pictures are shown to revise the process of making articles
				selection of tools and	using th	ne craft of Pewter/Foil as well as the aftercare of the product.
				equipment.	Activity	5: Group discussion on the basic tools and equipment used for making articles
					using th	ne craft of Pewter/Foil.

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:Gather sufficient (enough	Activity 6: Complete a checklist of different tools and equipment used for making articles
		and appropriate) materials	using the craft of Pewter/Foil.
		for craft production.	doing the draft of 1 ewter/1 oil.
		·	
		Identify and understand	Practical
		what Pewter/Foil is.	Practical:
		Practise the skill of	Learners use Pewter/Foil sheets or foil to make small articles.
		making articles using the	Learners use embossing tools.
		craft of Pewter/Foil.	Learners finish the article by dusting, washing and polishing the article.
		Identify and select the	Learners clean the workshop.
		basic and appropriate	
		tools and equipment used	Steps to polish Pewter/Foil:
		in the process of	Dust your Pewter/Foil items.
		producing articles using	Wash your Pewter/Foil items with hot, soapy water.
		the craft of Pewter/Foil.	Polish your Pewter/Foil items using a product specifically made for Pewter/Foil.
		Identify the steps that	Polish older Pewter/Foil articles carefully.
		must be followed when	
		making articles using the	Tools and equipment needed:
		craft of Pewter/Foil.	 Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife,
		Follow housekeeping and	Pewter/Foil and copper sheets or foil and fillers
		safety procedures in the	To thom, on and soppor should be found this to
		context of craft production.	Additional information on Tools and Equipment:
		Take the characteristics of	Item to be decorated: Anything with a hard surface, such as a box, frame or bottle.
		the materials into account	item to be decorated. Arrything with a nard surface, such as a box, frame or bottle.
		the materials into account	

	Grade 5 : Term 4				
WEEK	TOPIC	CONTENT	Те	echniques, activities, resources and process notes	
WEEK	10110	The learner must be able to:		Made and a little of the country of the little of the litt	
		when selecting for specific	•	Work surface: It must be smooth and hard, something like a smooth wooden board	
		craft production.		or large, thick piece of glass.	
		Choose a method of	•	Modelling tools: Available at art or craft shops. A tracer is used to trace the design	
		preparation appropriate to		onto the Pewter/Foil; a paper pencil (also known as a torchon) is used to flatten and	
		the characteristics of the		neaten the areas around the modelled design; a hockey stick is used to model the	
		selected materials.		Pewter/Foil for high-relief work; and a ball tool has a ball at the tip and is used for	
		Prepare the workshop or		doing low-relief work to make a wider line than a tracer.	
		workplace for the process	•	Filler: This is used to fill the back of a high-relief design to prevent it from being	
		of making articles using		pushed back or flattened. Beeswax works best because it hardens quickly and	
		the craft of Pewter/Foil.		doesn't contract when it cools.	
		Adheres to housekeeping	•	Exterior crack filler mixed with a little cold glue can also be used. Do not use candle	
		and safety procedures		wax as it shrinks when it cools, and cracks easily.	
		during preparation of	•	Lubricant: Use petroleum jelly, baby oil, sunflower oil or liquid paraffin to help the	
		materials.		modelling tools glide over the Pewter/Foil.	
		Creates appropriate craft	•)	Patina: A liquid chemical to corrode the metal and give it an aged appearance.	
		products from given	•	Degreaser: The front of the Pewter/Foil has to be degreased using a degreaser such	
		materials.		as baby powder, so that the patina takes.	
		Uses materials in such a	•	Metal polish: Use a household metal polish such as Brasso to polish the	
		manner that products are		Pewter/Foil.	
		made according to	•	Glue: Use an adhesive that is suitable for metal and the surface you are gluing it to.	
		teacher's guidance and	•	Turpentine: For removing excess beeswax and glue.	
		specifications.	•	Soft cloth: Work on felt, a duster or a chamois when you 'push out' the Pewter/Foil.	

NEEK	TOPIC	The learner must be able to:	Те
		Interpret teacher guided	•
		design specifications to	
		create a craft product.	
		Produce craft products	•
		with minimal defects.	•
		Produce craft products	•
		within teacher allocated	•
		times.	•
		Determine the required	•
		quantities of materials for	•
		the specific number of	Г
		products to be produced.	
		• Identify the same design	
		specifications of original	
		designs.	
		Copy the design	4
		specifications when	
		producing the same	
		products.	
		Identify the steps of	
		finishing the article	
		afterwards.	

Grade 5 : Term 4 echniques, activities, resources and process notes

- Glass droppers: 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.
- Rubber roller: To flatten the Pewter/Foil sheets.
- Cotton wool: To apply the patina, to polish and for cleaning.
- Tracing paper: To transfer the design onto the Pewter/Foil.
- Scissors: A small pair of curved nail scissors works best for cutting out designs.
- Craft knife and cutting mat.
- Pencil and ruler
- Masking tape



• Rubber gloves: To protect your hands

Examples of Pewter/Foil on small articles:





			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	10110	The learner must be able to:	
		Identify the steps of	
		cleaning the workshop	
		before leaving the	
		classroom.	
			Grade 5 : Second year
			Activity 1: Revise activities 1-6 that was done in Grade 5 : First year.
			Activity 2: Group discussion on the different materials that can be used for making
			articles using the craft of Pewter/Foil.
			Activity 3: Videos, DVDs or pictures are shown to show learners different 3-D articles
			made with the craft of Pewter/Foil using embossing tools.
			Activity 4: Practical demonstration by teacher on the craft of making a 3-D article using
			the craft of Pewter/Foil.
			Practical:
			Learners use Pewter/Foil sheets to decorate 3-D articles.
			Learners use embossing tools.
			Learners finish the article by dusting, washing and polishing.
			Learners clean the workshop.
	4	0	Tools and equipment needed:

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
VVEEK	TOFIC	The learner must be able to:	
			Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife,
			Pewter/Foil and copper sheets or foil and fillers
			Examples of Pewter/Foil on boxes:
			Examples of Fewtern on on boxes.
			Grade 5 : Third year
			Activity 1: Revise activities
			1-6 that was done in
			Grade 5 : First year.
			Activity 2: Group
			discussions on the
			different mediums that can be used for decorating using
			the craft of Pewter/Foil for example clay, glass and wood.
			Activity 3: Videos, DVDs or pictures are shown to show
			learners different mediums of articles made with the craft
			of Pewter/Foil using embossing tools.
			Activity 4: Practical demonstration by teacher on the craft
			of Pewter/Foil on different mediums for example clay,
			glass and wood.
			Practical:
			Learners use Pewter/Foil on different mediums like clay, glass and wood.

			Grade 5 : Term 4
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
		The learner must be able to.	Learners use embossing tools.
			Learners finish the article by dusting, washing and polishing.
			Learners clean the workshop.
			Learners clear the workshop.
			Tools and equipment needed:
			Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife,
			Pewter/Foil and copper sheets or foil and fillers
			1 SWIGHT OIL AIR GOPPON SHIEGES OF FOIL AIR IIII OF
			Example of Pewter/Foil on glass, clay and wood:
3-4	Accumulates		Grade 5 : First year
	ideas for des		Activity 1: Collate ideas for the craft process and product by means of:
	of craft produ	ct. for inspiration.	Oral discussions
	 Identifies and 	Consider environmentally	Investigation and exploration activities
	prepares	sustainable criteria during	Research
	materials, too	ols	Written activities

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	and equipment	the accumulation and	Sensory exploration activities
	for craft	selection of ideas.	Activity 2: Group discussion: revise the craft of Collage and articles that can be made
	production.	Identify tangible	and decorated by using the craft of Collage.
	 Makes a variety 	(touchable) and intangible	Activity 3: Videos, DVDs and pictures are shown to revise the medium of Collage and to
	of marketable	sources for ideas.	show learners different articles made and decorated by using the craft of Collage.
	craft products.	Identify sources of own	Activity 4: Videos, DVDs and pictures are shown to revise how to make an article using
	 Produces 	and other cultures.	the craft of Collage.
	sequences of	Select materials	Activity 5: Group discussion on the basic tools and equipment used when making and
	the same craft	appropriate for given	decorating articles using the craft of Collage.
	product	designs.	Activity 6: Complete a checklist of different tools and equipment used when making or
		Consider environmentally	decorating an article by using the craft of Collage.
		sustainable criteria during	
		selection of tools and	Practical:
		equipment.	Learners make a collage with the theme "what is in my head".
		Gather sufficient (enough	Learners use buttons, fabric and paper in the collage.
		and appropriate) materials	Learners finish the article by painting or decorating.
		for craft production.	Learners clean the workshop.
		Identify and understand	Tools and Equipment:
		what the craft of Collage	Glue, brushes, sizing, primer, mounting
		is.	board, acrylic polymer, canvas and
	4	Identify and select the	plywood
		basic tools and equipment	A contraction of the contraction
		used when making an	

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	content The learner must be able to: article using the craft of Collage. • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • Identify the steps that must be followed when making or decorating an article by using the craft of Collage.	Techniques, activities, resources and process notes Example of collages with the theme "what is inside my head" Grade 5: Second year Activity 1: Revise activities 1-6 that was done in Grade 5: First year. Activity 2: Group discussion on how to make a collage on canvas or glass.

		Grade 5 : Term 4
WEEK	TOPIC	The learner must be able to: Techniques, activities, resources and process notes
		Creates appropriate craft Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood
		products from given
		materials. Example of collage on glass and
		Uses materials in such a canvas:
		manner that products are
		made according to
		teacher's guidance and
		specifications.
		Interpret teacher guided
		design specifications to
		create a craft product.
		Produce craft products
		with minimal defects.
		Produce craft products Grade 5 : Third year
		within teacher allocated • Activity 1: Revise activities 1-6 that was done in Grade 5: First year.
		times. • Activity 2: Group discussion on how to make a collage on wood using recycled
		Determine the required material.
		quantities of materials for <u>Activity 3</u> : Videos, DVDs or pictures are shown to show learners different articles
		the specific number of made using the craft of collage on wood using recycled material.
		products to be produced.
		Identify the same design Practical:
		specifications of original • Learners use recycled material to make a collage on wood.
		designs. • Learners finish the article by painting, varnishing, sealing or decorating.

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	 Copy the design specifications when producing the same products. Identify the steps of finishing the article afterwards by painting or decorating the article. 	 Learners clean the workshop. Tools and equipment: Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood Examples of collage on wood:
5-6	Accumulates	Identify the steps of cleaning the workshop before leaving the classroom. Candle making	Grade 5 : First year
3-0			
	ideas for desi		Recipe for making candles provide by teacher. Activity 1: Collete ideas for the graft process and product by making of:
	of craft produ		Activity 1: Collate ideas for the craft process and product by means of:
	 Identifies and 		Oral discussions
	prepares	sustainable criteria during	Investigation and exploration activities
	materials, too		Research
	and equipme		Written activities
	for craft	Identify tangible	Sensory exploration activities
	production.	(touchable) and intangible	Activity 2: Group discussion: revise what the craft of Candle making entails and different
		sources for ideas.	Candles that can be made.

					Grade 5 : Term 4
WEEK	TC	PIC		ONTENT	Techniques, activities, resources and process notes
	•	Makes a variety	•	e learner must be able to: Identify sources of own	Activity 3: Videos, DVDs and pictures are shown to revise the craft of Candle making
	_	of marketable		and other cultures.	and to show learners different Candles that can be made.
					Activity 4: Videos, DVDs and pictures are shown to show learners Candles made with
		craft products.	•	Select materials	
	•	Produces		appropriate for given	different colours.
		sequences of		designs.	Activity 5: Practical demonstration on how to make candles using different colours.
		the same craft	•	Consider environmentally	Activity 6: Group discussion on the basic tools and equipment used for making candles
		product		sustainable criteria during	as well as decorating and packing candles.
				selection of tools and	Activity 7: Complete a checklist of different tools used for making Candles.
				equipment.	Activity 8: Complete a checklist of different tools used for packing and decorating
			•	Gather sufficient (enough	Candles.
				and appropriate) materials	
				for craft production.	Practical:
			•	Identify and understand	Learners make candles using different colours.
				what the craft of Candle	Learners follow a recipe to make candles.
				making entails.	OR
			•	Identify different moulds	Learners make heart-shaped rolled beeswax tea-lights.
				that can be used for	Learners finish the article by decorating or packing.
				making Candles.	Learners clean the workshop.
			•	Practise the skill of	
				following a recipe when	Tools and Equipment:
				making Candles.	Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
					candle molds, candle dyes and fragrance oils
			K		
					Examples of candles made with different colours:

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	 Identify and select the basic tools used for making Candles. Identify and select the tools needed for decorating and packaging of Candles. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making Candles. Prepare the workshop or workplace for the process 	Example of heart-shaped rolled beeswax tea-lights How To Make Reart-Shaped Rolled Beeswax Tealights Grade 5: Second year

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	10110	The learner must be able to: of decorating and packing	Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
		Candles.	Activity 2: Group discussion on how to make candles with different shapes.
		Creates appropriate craft	Activity 3: Videos, DVDs and pictures are shown to show learners how to make Candles
		products from given	with different shapes
		materials.	Activity 4: Practical demonstration by teacher to show learners how to make dipped
		Uses materials in such a	tapered candles.
		manner that products are	Activity 5: Practical demonstration by teacher to show learners how to make candles with
		made according to	water balloons.
		teacher's guidance and	
		specifications.	Practical:
		Interpret teacher guided	Learners make candles with different shapes.
		design specifications to	Learners make dipped tapered candles.
		create a craft product.	OR
		Produce craft products	Learners make striped rolled beeswax candles
		with minimal defects.	Learners finish the article by packing or decorating.
		Produce craft products	Learners clean the workshop.
		within teacher allocated	
		times.	Tools and Equipment:
		Determine the required	Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
		quantities of materials for	candle molds, candle dyes and fragrance oils
		the specific number of	
		products to be produced.	

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
*VLLIX	10110	The learner must be able to:	
		 Identify the same design specifications of original designs. Copy the design specifications when producing the same products. Identify the steps of making Candles. Identify the steps of cleaning the workshop before leaving the 	Example of dipped tapered candles and candles made with ice:
		classroom.	Example of striped rolled beeswax candles

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	10110	The learner must be able to:	
			Example of candles made with water balloons and candles made in the sand Grade 5: Third year Activity 1: Revise activities 1-8 that was done in Grade 5: First year. Activity 2: Group discussion on how to decorate Candles. Activity 3: Videos, DVDs and pictures are shown to show learners how to decorate Candles. Activity 4: Practical demonstration by teacher to show learners how to decorate candles. Practical: Learners decorate candles.

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:	OR
			Learners make and decorate rolled beeswax candles
			Learners finish the article.
			Learners clean the workshop.
			Tools and Equipment:
			Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
			candle molds, candle dyes and fragrance oils
			Examples of decorated rolled beeswax candles
			Examples of decorated folied beeswax calidies
			7 62
			4°2
			Examples of decorated candles:
			Examples of decorated candles.
		·	

					Grad	e 5 : Term 4
WEEK	ТС	PIC		ONTENT	Technic	ques, activities, resources and process notes
7-8	•	Accumulates		e learner must be able to: wellery	Grade F	5 : First year
7 0			•	Collate a variety of ideas		1: Collate ideas for the craft process and product by means of:
		ideas for design	•	•	-	
		of craft product.		for inspiration.		Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible	Activity	2: Group discussion: revise the craft of making mosaic jewellery and different
		production.		(touchable) and intangible	articles	that can be made and decorated when making jewellery using the craft of
	•	Makes a variety		sources for ideas.	mosaic.	
		of marketable	•	Identify sources of own	Activity	3: Videos, DVDs and pictures are shown to revise the medium of making
		craft products.		and other cultures.	jeweller	y articles using the craft of mosaic and to show learners different jewellery articles
	•	Produces	•	Select materials	that wer	re made using the craft of mosaic.
		sequences of		appropriate for given	Activity	4: Practical demonstration by teacher – how to mix grout to get the correct
		the same craft		designs.	consiste	ency.
		product	•	Consider environmentally	Activity	5: Practical demonstration by teacher – how to make jewellery using the craft of
				sustainable criteria during	Mosaic.	
				selection of tools and	Activity	6: Group discussion on the basic tools and equipment used when making and
				equipment.	decorati	ing jewellery articles using the craft of Mosaic.
			•	Gather sufficient (enough	Activity	7: Complete a checklist of different tools and equipment used when making or
				and appropriate) materials	decorati	ing jewellery using the craft of Mosaic.
				for craft production.		
			K		Practica	<u>al:</u>

		Grade 5 : Term 4
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes
		 The learner must be able to: Identify and understand Learners make a jewellery article using the craft of Mosaic.
		what jewellery making • Learners mix grout to use in the process of making jewellery using the craft of
		using the craft of Mosaic Mosaic.
		is. • Learners finish the article.
		Identify and understand Learners clean the workshop.
		what jewellery making
		using the craft of Collage
		is. • Tiles as well as different forms that can be used for decorating with mosaic can be
		Identify and understand bought at selected shops.
		what jewellery making • Pre-cut hardboard or sheets of hardboard can also be bought.
		using the craft of
		Pewter/Foil is Tools and equipment needed:
		 Practise the skill of Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter), adhesive,
		curety goggies, the hippers, the batter, glass batter (diamona batter), adhesive,
		in the state of th
		using the craft of Mosaic. gloves, dust mask, wax paper and newspaper, stir
		Practise the skill of stick – to mix grout, bucket, rubber spatula (old credit
		making a jewellery article cards) and clean rags
		using the craft of Collage. and/or sponges
		Practise the skill of
		making a jewellery article
		using the craft of
		Pewter/Foil.

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:	Examples of massis iswellery
		Identify and select the basic tools and equipment	Examples of mosaic jewellery:
		used in the process of	
		making jewellery using the	
		craft of Mosaic.	
		Identify and select the	
		basic tools and equipment	
		used in the process of	
		making jewellery using the	
		craft of Collage.	Grade 5 : Second year
		Identify and select the	Activity 1: Collate ideas for the craft process and product by means of:
		basic tools and equipment	Oral discussions
		used in the process of	Investigation and exploration activities
		making jewellery using the	Research
		craft of Pewter/Foil.	Written activities
		Follow housekeeping and	Sensory exploration activities
		safety procedures in the	Activity 2: Group discussion on what jewellery using the craft of Collage is and jewellery
		context of craft production.	articles that can be made using the craft of collage.
		Take the characteristics of	Activity 3: Videos, DVDs and pictures are shown to expose the learners to jewellery
		the materials into account	articles made by using the craft of Collage.
		when selecting for specific	Activity 4: Group discussion on the basic tools and equipment used for making jewellery
		craft production.	articles by using the craft of Collage.

		Grade 5 : Term 4
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes The learner must be able to:
		Choose a method of Activity 5: Complete a checklist of different tools used for making jewellery articles made
		preparation appropriate to by the craft of Collage.
		the characteristics of the
		selected materials. Practical:
		Identify the steps that Learners make a jewellery article using the craft of Collage.
		must be followed when • Learners finish the article by decorating or packing the article.
		making jewellery articles • Learners clean the workshop.
		using the craft of Mosaic.
		Identify the steps that Tools and Equipment:
		must be followed when • Glue, brushes, sizing, primer, mounting
		making jewellery articles board, acrylic polymer, canvas and
		using the craft of Collage. plywood
		Identify the steps that Examples of collage jewellery:
		must be followed when
		making jewellery articles
		using the craft of Grade 5 : Third year
		Pewter/Foil. Activity 1: Collate ideas for the craft process and product by means
		Prepare the workshop or of:
		workplace for the process • Oral discussions
		of making jewellery using • Investigation and exploration activities
		the craft of Mosaic. • Research
		Prepare the workshop or Written activities
		workplace for the process • Sensory exploration activities

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to: of making jewellery using	Activity 2: Group discussion on what jewellery using the craft of Pewter/Foil is and
		the craft of Collage.	jewellery articles that can be made using the craft of Pewter/Foil.
		 Prepare the workshop or 	Activity 3: Videos, DVDs and pictures are shown to expose the learners to jewellery
			articles made by using the craft of Pewter/Foil.
		workplace for the process	
		of making jewellery using	Activity 4: Group discussion on the basic tools and equipment used for making jewellery
		the craft of Pewter/Foil.	articles by using the craft of Pewter/Foil.
		Creates appropriate craft	Activity 5: Complete a checklist of different tools used for making jewellery articles made
		products from given	by the craft of Pewter/Foil.
		materials.	
		Uses materials in such a	Practical:
		manner that products are	Learners make a jewellery article by using the craft of Pewter/Foil.
		made according to	Learners use embossing tools.
		teacher's guidance and	Learners finish the article by dusting, washing and polishing the article.
		specifications.	Learners clean the workshop.
		Interpret teacher guided	
		design specifications to	Steps to polish Pewter/Foil:
		create a craft product.	Dust your Pewter/Foil items.
		Produce craft products	Wash your Pewter/Foil items with hot, soapy water.
		with minimal defects.	Polish your Pewter/Foil items using a product specifically made for Pewter/Foil.
		Produce craft products	Polish older Pewter/Foil articles carefully.
		within teacher allocated	
		times.	Tools and equipment needed:
			Ball and Cups set (sizes 1-3)

	Grade 5 : Term 4				
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes		
		 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. Identify the steps of finishing the article afterwards by decorating and packing the article. Identify the steps of cleaning the workshop before leaving the classroom. 	Pattern rollers Teflon tips Tracers Cutter Art knife Pewter/Foil and copper sheets or foil Fillers Examples of Pewter/Foiljewellery:		
9	Reviews and finishes craft	Follow teacher guided design specifications.	Grade 5 : First year Review the craft products for the market:		
	products for		Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection		
	market.		on the craft product.		

	Grade 5 : Term 4				
WEEK	TOPI	IC		ONTENT	Techniques, activities, resources and process notes
			ın	e learner must be able to: Adhere to safety	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
				procedures in the context	safety procedures. (worksheet, guided discussion, test using visual images, etc.).
				•	Activity 3: Grades the quality of finished products.
				of craft production.	Activity 5. Grades the quality of finished products.
			•	Reflect on the selection of	Overla F. Consortium
				appropriate material, tools	Grade 5 : Second year
				and equipment according	Review craft products for the market:
				to given specifications or	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
				designs.	on the craft product.
			•	Reflect on safety	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
				procedures in the context	safety procedures. (worksheet, guided discussion, test using visual images, etc).
				of craft production.	Activity 3: Grades the quality of finished products.
			•	Produce craft products	
				with limited defects.	Grade 5 : Third year
					Review craft products for the market:
					Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
					on the craft product.
					Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
					safety procedures. (worksheet, guided discussion, test using visual images, etc).
					Activity 3: Grades the quality of finished products.
10	• (Costs and prices	•	Identify own and other	Grade 5 : First year
	С	raft products for		cultures accurately.	Costs and prices craft products:
	а	sustainable		(Culture refers to own and	Activity 1: Pen and paper activity: use a calculator and with teacher's guidance perform
	С	craft enterprise.		others' experience).	basic calculation reflecting cost of materials.

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	Develops	 The learner must be able to: Explore markets and the 	Activity 2: Explore, with teacher's guidance, appropriate pricing of production costs
	entrepreneurial	concepts of different	(reflect on cost of material, time to produce the object, packaging, etc).
	awareness	markets (market	
	within craft	research).	Entrepreneurial awareness:
	enterprise.	Match ideas of	Activity 1: Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different
	omorprico.	appropriate crafts with	cultures.
		relevant markets.	Activity 2: Research and discussion to explore markets for craft production.
		Develop entrepreneurial	Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
		awareness of how to	Design Institute.
			Activity 4: Classroom discussion on target market, advertising and tourism.
		market art products in	Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop
		terms of target market,	entrepreneurial awareness.
		advertising and	Activity 6: Site visits of crafters' studios or crafting institutes.
		awareness of tourism.	
			Activity 9: Learners propers for a market day where different ereft products made by the
			Activity 8: Learners prepare for a market day where different craft products made by the learners will be sold.
			learners will be sold.
			01.5.0
			Grade 5 : Second year
			Costs and prices craft products:
			Activity 1: Pen and paper activity: use a calculator and with teacher's guidance perform
			basic calculation reflecting cost of materials.
			Activity 2: Explore, with teacher's guidance, appropriate pricing of production costs
			(reflect on cost of material, time to produce the object, packaging, etc.).

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

	Grade 5 : Term 4		
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
VVLLIX	10110	The learner must be able to:	
			Activity 2: Research and discussion to explore markets for craft production.
			Activity 3: Field trip to craft markets or craft making institutions like the Cape Craft &
		Design Institute.	
		Activity 4: Classroom discussion on target market, advertising and tourism.	
		Activity 5: Use pamphlets, advertisements, craft exhibitions as examples to develop	
		entrepreneurial awareness.	
		Activity 6: Site visits of crafters' studios or crafting institutes.	
		Activity 7: Discussion by visiting crafter.	
			Activity 8: Learners prepare for a market day where different craft products made by the
			learners will be sold.

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)

- 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)

- 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)

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

3	Week 6 or 7	Present and identify techniques	Identify the basic and appropriate
		necessary to make a craft object to	tools and equipment used in the
		communicate and interpret objects or	process of making and decorating
		ideas.	craft products in the Art and crafts
		Produce a Craft product using a	workshop.
		specific art or craft technique with	Consider environmentally
		minimal defects.	sustainable criteria during selection
		Identify the steps of cleaning the	of tools and equipment
		workshop before leaving the	
		classroom	
4	Week 8 or 10	Know the <i>elements</i> of art and craft	Select the basic and appropriate
4	Week 8 01 10		
		such as line, colour, shape, tone,	tools and equipment used in the
		texture and space.	process of making and decorating
		Identify the steps of cleaning the	craft products in the Art and crafts
		workshop before leaving the	workshop.
		classroom	Select sufficient (enough and
		Produce a Craft product using a specific art or craft technique with	appropriate) materials for making a craft product in the art and crafts workshop
		minimal defects.	

A minimum of 4practical 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 Gather sufficient (enough and materials necessary for the specific appropriate) materials for craft Craft product. Craft product.

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

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

