



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational

Year 1 - 4

ART AND CRAFTS

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;

- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

1.3.3.1. Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO ART AND CRAFTS

2.1 What is Art and Crafts?

In Art and Crafts learners explore knowledge and understanding of a variety of materials, techniques and work processes, from developing ideas and solving problems, to the production of creative works of art. Art and Crafts awaken the creative powers in each learner.

The purpose of this subject is to lay a foundation towards a possible career in the craft production environment. Learners completing this subject are able to design, make and review a finished and marketable craft product. The subject is designed to be flexible and accessible as it accommodates a range of materials.

Learners must select a **MINIMUM** of **TWO** crafts **per term**, of which at least **ONE** craft should be developed as a specialisation during the four years. This will ensure that learners demonstrate an ability to create a number of crafts, but also have a **developed ability** in at least one craft that could be developed further in any of the following categories: Functional Recycling, Indigenous or Mixed Media Art and Crafts. **Refer to the table listing in Section 4**

2.2 Topics to be studied in Art and Crafts

1. Design
2. Materials, tools and equipment
3. Craft products
4. Sequences
5. Finishing
6. Costs and prices
7. Entrepreneurship
8. Marketing
9. Work opportunities

2.3 Specific Aims:

The learner is able to:

1. develop and create ideas to design a craft product
2. identify and prepare materials and tools for craft production
3. make a variety of craft products
4. understand and use basic art elements and principles
5. produce sequences of the same craft product
6. review craft products
7. cost and price craft products for a sustainable craft enterprise
8. develop entrepreneurial awareness within the craft enterprise
9. market own products
10. investigate work opportunities to make personal career decisions.

2.4 Requirements for Art and Crafts as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required.

2.4.2 Resources

Human resources

A teacher with skills in the field of Art and Crafts is required to teach the subject.

Art and Crafts teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the arts room, resources, budget and safety measures
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for practical work
- Plan for theory lessons
- Conduct weekly practical sessions
- Maintain and service the arts room as a whole
- Maintain and service the tools and instruments
- Ensure learner safety

- Produce working PAT projects in cooperation with learners
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Self – motivated, to keep her/him abreast of the latest technological developments
- Regularly attend skills workshops

Learner Resources:

- 1 x A4 exercise book e.g. 72 pages hard cover
- Stationary; pen, pencil (2B and H) ruler, eraser, scissors and a mathematical set
- Appropriate attire e.g. overall or apron or old shirt
- Portfolio File (A3 flip file)
- Source file
- A4 flip file

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- Art and Crafts cannot be implemented in a school without an equipped workshop with suitable tables, chairs and work areas for different arts production materials.
- Electricity supply, with multi power sources to ensure safety in class rooms.
- Running water with suitable wet area.
- Lighting and ventilation is of extreme importance and a workshop should ideally have multiple exits with doors that open outward.
- Tools and equipment should have sufficient storage and a well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.
- Display areas with pin up boards and shelves.
- Good housekeeping principles require that all workshops be cleaned regularly. A suitable waste removal system should be in place to accommodate refuse, off-cut materials as well as chemical waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.

- Safety rules must be displayed on posters in the workshop.

Equipment

Suggestions for materials to be used. The table below provides the tools and equipment required per class of 12 learners and a list of **Possible Consumable** items required to teach the subject.

Hand tools	Equipment	Consumables
Scissor: Paper, Material, Industrial (x12)	Staple gun (x3)	Foam; different thickness as well as coloured foam sheets.
Claw hammer (x2)	Cordless drill gun (x1)	Upholstery fabrics
Side cutters (x6)	Electric drill (x1)	Staples
Measuring tape (x6)	Bench drill (x1) (Optional)	Chalk
Skill saw (x6)	Soldering iron (x4)	Masking Tape
Staple remover (x6)	Glue gun (x4)	Glue sticks
Rubber mallet (x6)	Jig saw (x1)	Foam and wood glue
Meter ruler (x6)	Planer (x1)	Thinners
Square ruler (x6)	Working tables (x6)	Pastels and fixatives (hair spray)
G-clamps (x5)	Air Compressor 50 L (x1) (Optional)	Paint brushes & Pallets
Hand screw drivers(2-sets)	Inverter welder (x1) (Optional)	Wood (chipboard and pine)
Pliers (1 set)	Brad nail gun (x1)	Wood screws
Knives (x4)	Drill bits	Nails
Stanley knives (x12) and refills	Off cut machine	Cleaning clothes
Tile Cutter (x12)	Angle Grinder: 115 mm and 230 mm	Fabric e.g. calico
Glasscutter (x6)	Extinguisher - 9kg	Fabric paint, liners and liner bottles
Handsaw	File hand: (1x) for wood and (1x) steel (a variety of shapes)	Hacksaw blades
Hacksaw, frame	Woodwork bench with vice	Soap: Hand

Moulds (various type)	Overhead Projector	Grey pencils (2 B and 2H)
Vice-grips	Digital Camera	Erasers
Chisels: Woodwork + hammer Steal work + hammer	Computer with software for sound and visual editing and or photo shop and a printer (colour).	Air drying clay/Paper mache clay
Sanding blocks	Light Table (2)	Canvas boards
Tools for clay work	Guillotine	Mosaic tiles
Ball pen hammer	Punch: Heavy duty for paper Punch: Heavy duty for leather	Modge Podge (acrylic PVA sealer)
Lino cutting sets		Beads: <ul style="list-style-type: none"> • Beading thread • Needles • Towel or matt • Clamps • Stoppers • Pliers (round nose) • Rings • Earring studs and hooks • Elastic • Nappy pins • Pins
Etching needle		
Nips for ink drawing pens		
Paper stumps		
Paint scrapers		
Mannequin		
Steel Brush	Stove for candle making	String / elastic / pins
Ink roller	A variety of sizes plastic bowls	Sandpaper
"Troffel" variety of sizes (for painting)	Storage tins	Lino squares, rubber sheets (cut offs)
Ceramic sculpting tools	Kiln	Steel: Round bar Square bar Square tubing Flat bar Welding rods Steel sheeting 0.6 mm, 2 mm, 3 mm
Rulers: Steel, measuring, plastic, wood (x12)	Paper making frames	
Dry rack	Pop Rivet	
Pallet knives	Buckets for glazing	
Paint rollers		Glass sheets: Glass cutter Class paint Lead
Easels		

		Paper: (large sheets: A1 or larger) <ul style="list-style-type: none"> • sugar • newsprint • cardboard • fabiana • Water colour paper • Hardboard • Coloured paper • White paper (A4 and A3) • Handmade paper sheets
		Paint: <ul style="list-style-type: none"> • Acrylic • Oil • Water paints • PVA paints • Food colouring • Puff paint
		Wax Crayons
		Wire Galvanized variety of sizes Copper wire Steel wire
		Duct tape
		Toothpicks/ skewer sticks
		Ropes and string and gut, elastics (a variety of width.
Garlic press		Glues: Wood glue Paper glue Pritt Bostik clear tubes Beading glue Epoxy glue Silicon sealer (clear) Cold glue
		Variety of pencils and koki tips and sizes
		Fisher plugs
		Raffia
		Grouting

		Ear buds
		A variety of syringes (without needles)
		Cooking oil
		Cellophane sheets Plastic sheets Transparencies
		Foil: heavy duty household
		Metal sheeting
		Inks: printing and Indian
		Pewter sheets
		Tin sheeting
		Tins for decorations
		Embroidery needles, thread and mesh
		Mesh for carpet making
		T-shirt material (string)
		Wool, knitting needles, needle
		Candle making: Wicks, wax, paraffin wax, moulds, melting containers, sustainers Fragrance oils Candle dyes
		Ceramics: Clay, glazes, oxides
		Wood stain
		Plastic bottles (all sizes and shapes)
		Sponges: different shapes and sizes
	Decorating wheel for ceramics	Colouring pencils (24 – 36 colour boxes)
		Glitter (different colours)
		Decorative items - Ribbons (different colours and size) - Paper flowers

		Clay: air dry, ceramics and paper mache clay
		Charcoal

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years. Funding is in accordance with norms and standard policy.

Resourcing could be sub divided into the following categories:

- Safety Equipment
- Tools and Equipment
- Consumable Materials
- Practical Assessment Task (PAT) Resources
- Teaching and Learning Support Material (LTSM)
- Maintenance

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Art and Crafts production include but is not limited to:

- Entrepreneurial opportunities
- Artist
- Designer
- Indoor / Outdoor Decorator
- Painter
- Sign writer
- Crafts teacher / tutor
- New media

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

Progression of the Art and Crafts techniques varies and takes place from Year 2 to Year 4 as per term for each project produced and as with its theory notes. The baseline assessments need to be built from an elementary basics. **Specific skills for each of the selected Crafts must be taught in an integrated manner before and during the practical activity.**

Specific skills for each of the selected Crafts must be taught before they can do the practical part of it. *Safety measures* are repeated every term to ensure learners are aware of potential dangerous situations in the workplace. *Measurement* and *calculation* are emphasised to support learners with developing mathematical skills. In some cases, *technical drawings* are also important as this will help with the drawings of a given project and will ensure that the learner understands the assembling/ creating process. Different tools will be used as the learner progresses from Year 1 to Year 4 focusing on the relevant safety aspects to successfully complete a given task. The composition and its relevance's to the function and handling of the tools needs to be part of the basic knowledge within the particular craft. Electrical machines and hand tools are also introduced to improve the appearance of the final product.

Topic	Year 1	Year 2	Year 3	Year 4
1. Accumulates ideas for design /craft product.	Searches for ideas based on creative input by teacher.	Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process
2. Identifies and prepares materials, tools and equipment for design/craft production.	Identifies and selects the appropriate materials for production of particular	Identifies and selects the appropriate materials for production of particular	Identifies and selects the appropriate materials for production of particular	Identifies and selects the appropriate materials for production of particular

	design/craft products.	design/craft products. Prepares materials for production of design/craft products.	design/craft products. Prepares materials for production of design/craft products.	design/craft products. Prepares materials for production of design/craft products.
Topic	Year 1	Year 2	Year 3	Year 4
3. Makes marketable design/craft product	<p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Identifies and selects appropriate tools and equipment for production of particular design/craft products.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces craft products in line with given designs</p>	<p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Identifies and selects appropriate tools and equipment for production of particular design/craft products.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces craft products in line with given designs</p>	<p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Identifies and selects appropriate tools and equipment for production of particular design/craft products.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces craft products in line with given designs</p>	<p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Identifies and selects appropriate tools and equipment for production of particular design/craft products.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces craft products in line with given designs</p>

Topic	Year 1	Year 2	Year 3	Year 4
4. Produces sequences of the same design/craft product.	<p>Selects material, tools and production process for producing a specified quantity.</p> <p>Identifies and makes use of the same design specifications of the original product.</p>	<p>Selects material, tools and production process for producing a specified quantity.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<p>Selects material, tools and production process for producing a specified quantity</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<p>Selects material, tools and production process for producing a specified quantity</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>
5. Reviews and finishes design/craft products for market.	Continue	Aligns end products with teacher specifications.	<p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>
6. Costs and prices design/craft products for a sustainable craft enterprise.	Continue	<p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>	<p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>	<p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>

Topic	Year 1	Year 2	Year 3	Year 4
7. Develops entrepreneurial awareness within design/craft enterprise.	Continue	Identifies markets and possible markets for. design/craft Develops aspects of entrepreneurial awareness	Identifies markets and possible markets for. design/craft Develops aspects of entrepreneurial awareness.	Identifies markets and possible markets for. design/craft Develops aspects of entrepreneurial awareness after production
8. Investigates work opportunities in order to make a personal career decision.	Continue	Investigates the requirements for specific work opportunities	Investigates the requirements for specific work opportunities	Investigates the requirements for specific work opportunities

3.2 CONTENT OUTLINE PER YEAR and TERM

- All process related material/evidence must be retained or recorded in the source file or flip file or portfolio.
- **2-D needs to be created on appropriate materials required for the particular craft including a variety of sizes from very small to extremely large. This need to be retained in the fourth year.**
- 2-D products need to be created on white paper preferably A3.
- 3-D products need to be retained or recorded for retrospective exhibition.
- Design/craft product topics is on the educator knowledge and own discretion.
- Learner products may differ but the child has to understand the sequences on how he created the end product.
- Individual processes with its own rubric.
- When a learner completes a process (product) he/she is free to make a second; or more products with the same outcomes.
- If a learner does one or more products he/she may choose which product will be marked formally.
- Encourage learners to produce products related to a target market.
- **Teacher needs to articulate clear implementation of degree of complexity and progression in theory and practical work from term to term and from year 1 – 4.**
- **In year 1, 2 and 3 a best item must be retained for provincial exhibition.**
- It is recommended that special attention be paid to appropriate general indigenous knowledge systems.
- Respect the creativity of learners and provide a supportive environment

Year 1

Term

WEEK	TOPIC 1 Create in 2 D	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	Accumulates ideas for design of design/craft product e.g. still life, jewelry, decorative container etc. - Incorporate basic Art Elements Line: 4-5 different kinds Shape: circle, square, triangle and a rectangle. Colour: elementary Searches for ideas based on creative input by teacher.	<p>Use recycle materials e.g. Paper mache or handmade clay</p> <ul style="list-style-type: none">• Introduction and imbedding safety procedures throughout the Term and Year.• collate a variety of ideas for inspiration• consider environmentally sustainable criteria during the accumulation of ideas.• identify tangible (touchable) and intangible sources for ideas.• identify sources of own and other cultures.	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none">• oral discussions• investigation and exploration activities• research• written activities• sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc.• exploring art works and artefacts from different cultures.
2	Identifies and prepares materials, tools and equipment for design/craft production. Identifies and selects the	<ul style="list-style-type: none">• select materials appropriate for given designs.• consider environmentally sustainable criteria during selection of materials.• gather sufficient (enough and appropriate) materials for design/craft production.	<ul style="list-style-type: none">• oral discussions• demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object.

	appropriate <i>materials</i> for production of particular craft products.	<ul style="list-style-type: none"> • follow housekeeping and safety procedures in the context of craft production. • take the characteristics of the materials into account when selecting for specific craft production. • identify and experiment with various drawing techniques to interpret objects or ideas 	<ul style="list-style-type: none"> • research to explore different tools and equipment appropriate to the product • experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	Identifies and selects appropriate <i>tools and equipment</i> for production of products.	<ul style="list-style-type: none"> • select appropriate tools and equipment for the given designs. • consider environmentally sustainable criteria during selection of tools and equipment. 	
3-4	<p>Topic 2: Create in 3-D</p> <p>Makes marketable design/craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> • identify, select and maintain materials. • know and use the elements of art such as line, colour and shape. • know and use the principles of art such as pattern, contrast, rhythm, proportion and emphasis (elementary). • Use these processes when creating the 3-D objects. 	<ul style="list-style-type: none"> • drawing activity: exploring art elements and principles. • create rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • consider use of colour, line, shape, etc. appropriate to the design/craft object.
5	Makes marketable design/craft product.	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create craft products. • keep wasting of materials to a minimum during process creating craft products. 	<ul style="list-style-type: none"> • learners follow teacher instructions to create craft product. • use appropriate tools and material. • guided instruction to ensure that learners keep within time

	Uses tools and materials to produce craft products.	<ul style="list-style-type: none"> • follow housekeeping and safety procedures in the context of design/craft production. • consider environmentally sustainable criteria during the preparation of the materials for craft production. 	allocation and produces design/craft products with minimal defects.
	Produces craft products with specific materials.	<ul style="list-style-type: none"> • create appropriate craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. • keep to housekeeping and safety procedures in the context of craft production were adhered to. 	
	Produces craft products in line with given designs.	<ul style="list-style-type: none"> • interpret teacher guided design specifications to create a design/craft product. • produce design/craft products with minimal defects. • produce design/craft products within teacher allocated times. 	
6	Produces sequences of the same design/craft product. Selects material, tools and production process for	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials 	Discussion on: <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a crafts product,

	producing a specified quantity of same product.	for the specific number of product to be produced.	<ul style="list-style-type: none"> design specifications. practical demonstration produce sequences of the same product.
	Identifies and makes use of the same design specifications of the original product. Produces a sequence of the same product.	<ul style="list-style-type: none"> identify the same design specifications of original designs. copy the design specifications when producing the same products in a sequence. keep to housekeeping and safety procedures in the context of design/craft production. 	
7-8	Reviews and finishes craft products for market. Aligns end products with teacher specifications. Grades the quality of finished products.	<ul style="list-style-type: none"> follow teacher guided design specifications. adhere to safety procedures in the context of design/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 design/craft production. Produce design/craft products with limited defects. 	Discussion on: <ul style="list-style-type: none"> critical, but supportive reflection on the craft product. written / oral activity to reflect on process, materials, tools and equipment and safety procedures (Worksheet, guided discussion)

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The
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		assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Formal Practical Assessment Activity 1: Topic 1: 2-D: Demonstration: Design of a craft product. 35 % Activity 2: Topic2: 3-D: Practical: Make a marketable craft product. (Model) 40 % Theory Activity 3 Theory test: 25 %		

Year 2: Term 1

WEEK	TOPIC Create in 2-D	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	<p>Accumulates ideas for design of design/craft product.</p> <p>- Incorporate basic Art Elements</p> <p>Line: 10 different kinds (reflect on year 1's lines that were taught).</p> <p>Shape: Organic and geometrical shapes</p> <p>Colour: elementary, secondary and tertiary</p> <p>Introduce texture and form.</p> <p>Introduce all Design Principals (basics)</p> <p>Searches for ideas based on creative input</p>	<p>Use recycle materials e.g. Paper mache or handmade clay.</p> <ul style="list-style-type: none"> • Introduction and imbedding safety procedures throughout the Term and Year. • collate a variety of ideas for inspiration e.g. decorative repetitive patterns in art and craft works e.g. gift paper, t shirt, boxes etc. • consider environmentally sustainable criteria during the accumulation of ideas. • identify tangible (touchable) and intangible sources for ideas. • identify sources of own and other cultures. 	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • oral discussions • investigation and exploration activities • research • written and practical activities • sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • exploring art works and artefacts from different cultures. <p>Topics that can be used are: Photo frame, Hat, baskets, cellphone cover.</p>

	<p>by teacher.</p> <p>Identifies sources of ideas for the creative process.</p>		
2	<p>Identifies and prepares materials, tools and equipment for design/craft production.</p> <p>Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products.</p> <p>Identifies and selects appropriate <i>tools and equipment</i> for production of particular</p>	<ul style="list-style-type: none"> • select materials appropriate for given designs. • consider environmentally sustainable criteria during selection of materials. • gather sufficient (enough and appropriate) materials for craft production. • follow housekeeping and safety procedures in the context of design/craft production. • take the characteristics of the materials into account when selecting for specific design/craft production. • select appropriate tools and equipment for the given designs. • consider environmentally sustainable criteria during selection of tools and equipment. • select appropriate tools and equipment for the given designs. • choose a method of preparation appropriate to the characteristics of the selected materials. • consider environmentally sustainable criteria during preparation of materials. • adhere to housekeeping and safety procedures during 	<ul style="list-style-type: none"> • oral discussions • demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • research and investigation activities to explore different materials appropriate to the product.

	<p>design/craft products.</p> <p>Prepares materials for production of design/craft products.</p>	preparation of materials	
3-4	<p>Makes marketable craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> • identify, select and maintain drawing materials. • identify and experiment with various drawing techniques to interpret objects or ideas. • organise and present drawings to communicate objects or ideas. • know and use the elements of art such as line, colour, shape, tone, texture and space. • know and use the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Create rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object
5	<p>Topic 2: Create in 3-D</p> <p>Makes marketable craft product</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create design/craft products. • keep wasting of materials to a minimum during process of creating design/craft products. • follow housekeeping and safety procedures in the context of design/craft production. • consider environmentally sustainable criteria during the preparation of the materials for design/craft production. • create appropriate design/craft products from recycled materials. • use materials in such a manner that products are 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product. • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects. • Types of products making a usable product e.g. baskets, cellphone cover, containers etc.

		products are made according to teacher's guidance and specifications.	
	Produces design/craft products in line with given designs.	<ul style="list-style-type: none"> • interpret teacher guided design specifications to create a craft product. • produce craft products with minimal defects. • produce craft products within teacher allocated times. 	
6 - 7	<p>Produces sequences of the same product design/craft.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Produce sequences of the same product

8	<p>Reviews and finishes craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none">• 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.• produce craft products with limited defects.	<ul style="list-style-type: none">• Discussion• Critical, but supportive reflection on the craft product.• Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)
9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Practical</p> <p>Activity 1: 2-D: Demonstration: Design of a craft product. 35 %</p> <p>Activity 2: 3-D: Practical: Make a marketable craft product. (Model) 40 %</p> <p>Theory</p> <p>Activity 3: Test: Respond to questions Pen and paper test. (Oral or written) 25%</p>			

Year 2: Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	Accumulates ideas for design of craft product. Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	<ul style="list-style-type: none"> • collate a variety of ideas for inspiration. • consider environmentally sustainable criteria during the accumulation of ideas. • collate a variety of ideas for inspiration. • identify tangible (touchable) and intangible sources for ideas. • identify sources of own and other cultures. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • oral discussions • investigation and exploration activities • research • written activities • sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • explore art works and artefacts from different cultures.
	Identifies and prepares materials, tools and equipment for design/craft production. Identifies and selects the appropriate <i>materials</i> for production of particular products design/craft.	<ul style="list-style-type: none"> • select materials appropriate for given designs. • consider environmentally sustainable criteria during selection of materials. • gather sufficient (enough and appropriate) materials for production in design/craft. • take the characteristics of the materials into account when selecting for specific craft production. • select appropriate tools and equipment for the given designs. 	<ul style="list-style-type: none"> • oral discussions • demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • research and investigation activities to explore different materials appropriate to the product. • experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p> <p>Prepares materials for production of design/craft products.</p>	<ul style="list-style-type: none"> consider environmentally sustainable criteria during selection of tools and equipment. follow housekeeping and safety procedures in the context of design/craft production. choose a method of preparation appropriate to the characteristics of the selected materials. consider environmentally sustainable criteria during preparation of materials. adhere to housekeeping and safety procedures during preparation of materials 	<ul style="list-style-type: none"> demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. research to explore different tools and equipment appropriate to the product experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
2	<p>Makes marketable craft product</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> identify, select and maintain drawing materials. identify and experiments with various drawing techniques to interpret objects or ideas. organize and present drawings to communicate objects or ideas. knows and uses the elements of art such as line, colour, shape, tone, texture and space. know and use the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> drawing activity: exploring art elements and principles. creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. consider use of colour, texture, line, shape, etc. – appropriate to the craft object.

3	<p>Makes marketable craft product.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces design/craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create craft products. • keep wasting of materials to a minimum during process of creating craft products. • follow housekeeping and safety procedures in the context of craft production • consider environmentally sustainable criteria during the preparation of the materials for craft production. • create appropriate craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. • keep to housekeeping and safety procedures in the context of craft production • interpret teacher guided design specifications to create a craft product. • produce craft products with minimal defects. • produce craft products within teacher allocated times. 	<ul style="list-style-type: none"> • learners follow teacher instructions to create craft product • use appropriate tools and material. • guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original 	<p>Discussion on:</p> <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a crafts product. • design specifications. • practical demonstration.

	<p>quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<p>designs.</p> <ul style="list-style-type: none"> • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of craft production. 	<ul style="list-style-type: none"> • Producing sequences of the same product.
5-6	<p>Reviews and finishes craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> • 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. • produce craft products with limited defects. 	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures. Worksheet, guided discussion, test using visual images, etc.)
7-8	<p>Costs and prices craft products for a sustainable design/craft enterprise.</p> <p>Performs basic business calculations in costing</p>	<ul style="list-style-type: none"> • perform basic business calculations, using electronic equipment correctly. • list and records all production costs. 	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)

	<p>and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>		<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute.
	<p>Develops entrepreneurial awareness within craft enterprise.</p> <p>Identifies markets and possible markets for craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • identify own and other cultures accurately. (Culture refers to own and others' experience) • explore markets and the concepts of different markets (market research). • develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Practical Activity 1: Create in 2-D: Demonstration: Design of a craft product 35% Activity 2: Create in 3-D: Practical: Make a marketable craft product (Model) 40% Theory Activity 3: Test / Exam: Respond to questions Pen and paper test (Oral or written) 25%		

Year 2: Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	Accumulates ideas for design of design/craft product. Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process	<ul style="list-style-type: none"> collate a variety of ideas for inspiration consider environmentally sustainable criteria during the selection of ideas. identify tangible (touchable) and intangible sources for ideas. identify sources of own and other cultures. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> oral discussions investigation and exploration activities research written activities sensory exploration activities i.e. viewing various types of stimulus, listening to music, etc. explore art works and artefacts from different cultures. demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. research and investigation activities to explore different materials appropriate to the product. experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.
	Identifies and prepares materials, tools and equipment for design/craft production. Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products. Identifies and selects appropriate <i>tools and equipment</i> for production of	<ul style="list-style-type: none"> select materials appropriate for given designs. consider environmentally sustainable criteria during selection of materials. gather sufficient (enough and appropriate) materials for design/craft production. follow housekeeping and safety procedures in the context of design/craft production. take the characteristics of the materials into account when selecting for specific design/craft production. select appropriate tools and equipment for the given designs. 	

	particular design/craft products.	<ul style="list-style-type: none"> consider environmentally sustainable criteria during selection of tools and equipment. 	<ul style="list-style-type: none"> Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. Research to explore different tools and equipment appropriate to the product Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.
2	<p>Makes marketable craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> identify, selects and maintains drawing materials. identify and experiments with various drawing techniques to interpret objects or ideas organize and presents drawings to communicate objects or ideas. know and uses the elements of art such as line, colour shape, tone, texture, space and principles. know and uses the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> Drawing activity: exploring art elements and principles Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.

3	<p>Makes marketable craft product.</p> <p>Uses tools and materials to produce design/crafts products.</p> <p>Produces craft products with specific materials.</p> <p>Produce design/crafts products in line with given designs.</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create craft products. • keep wasting of materials to a minimum during process of creating craft products. • consider environmentally sustainable criteria during the preparation of the materials for craft production. • create appropriate craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. • keep to housekeeping and safety procedures in the context of craft production. • interpret teacher guided design specifications to create a design/craft product. • produce design/craft product with minimal defects produce design/craft product within teacher allocated times. 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects. <p>.(NB Learners who work faster than others may do other products while other learners finish the product they are working on; or the learners who work faster, teachers may only assess the best work from several products of the same task)</p>
4-5	<p>Produces sequences of the same product.</p> <p>Selects material, tools and production process for</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produce. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications.

	<p>producing a specified quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • identify the same design specifications of original designs • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of design/craft production. 	<ul style="list-style-type: none"> • Practical demonstration. • Producing sequences of the same product.
5-6	<p>Reviews and finishes craft products for market.</p> <p>Aligns end products with teacher specifications</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> • 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. • produce design/craft products with limited defects. 	<p>Discussion</p> <ul style="list-style-type: none"> • Critical, but supportive reflection on the design/craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)
7-8	<p>Costs and prices craft products for a sustainable craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of design/crafts products.</p>	<ul style="list-style-type: none"> • perform basic business calculations, using electronic equipment correctly. • list and records all production costs. 	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials <p>Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)</p>

	Determines production cost of design/crafts products.		<ul style="list-style-type: none"> • Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. • Research and discussion to explore markets for design/craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism.
	<p>Develops entrepreneurial awareness within design/crafts enterprise.</p> <p>Identifies markets and possible markets for design/crafts production</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • identify own and other cultures accurately. (Culture refers to own and others' experience) • explore markets and the concepts of different markets (market research). • develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical</p> <p>Activity 1: Create in 2-D: Demonstration: Design of a craft product. 35%</p> <p>Activity 2: Create in 3-D: Practical: Make a marketable craft product. (Model) 40%</p> <p>Theory</p> <p>Activity 3: Test: Respond to questions Pen and paper test. (Oral or written) 25%</p>		

Year 2: Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	<p>Accumulates ideas for design of design/crafts product.</p> <p>Searches for ideas based on creative input by teacher.</p> <p>Identifies sources of ideas for the creative process.</p>	<ul style="list-style-type: none"> • collate a variety of ideas for inspiration. • consider environmentally sustainable criteria during the accumulation of ideas 	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • oral discussions • investigation and exploration activities • research • written activities • sensory exploration activities i.e. viewing various types of stimulus, listening to music, etc. • explore art works and artefacts from different cultures. • demonstrations and activities to explore the qualities of

	<p>Identifies and prepares materials, tools and equipment for design/crafts production</p> <p>Identifies and selects the appropriate <i>materials</i> for production of particular design/crafts products.</p> <p>Identifies and selects appropriate <i>tools and equipment</i> for production of particular design/crafts products.</p> <p>Prepares materials for production of design/crafts products.</p>	<ul style="list-style-type: none"> • select materials appropriate for given designs. • consider environmentally sustainable criteria during selection of materials. • gather sufficient (enough and appropriate) materials for craft production. • take the characteristics of the materials into account when selecting for specific craft production. • select appropriate tools and equipment for the given designs. • consider environmentally sustainable criteria during selection of tools and equipment. • follow housekeeping and safety procedures in the context of craft production. • choose a method of preparation appropriate to the characteristics of the selected materials. • consider environmentally sustainable criteria during preparation of materials. • adhere to housekeeping and safety procedures during preparation of materials. 	<p>the appropriate materials used to create the design/craft object.</p> <ul style="list-style-type: none"> • research and investigation activities to explore different materials appropriate to the product. • experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the design/craft object. • Research to explore different tools and equipment appropriate to the product • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.
2	<p>Makes marketable craft product.</p>	<ul style="list-style-type: none"> • identify, select and maintain drawing materials. • identify and experiment with various drawing 	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to

	<p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<p>techniques to interpret objects or ideas.</p> <ul style="list-style-type: none"> organize and present drawings to communicate objects or ideas. know and use the elements of art such as line, colour, shape, tone, texture, space and principles. know and use the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<p>interpret craft product, explore size, proportion, etc.</p> <ul style="list-style-type: none"> Consider use of colour, texture, line, shape, etc. – appropriate to the design/craft object.
3	<p>Makes marketable craft product.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces design/craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<ul style="list-style-type: none"> develop dexterity (skillful use) through using materials to create craft products. keep wasting of materials to a minimum during process of creating design/craft products. consider environmentally sustainable criteria during the preparation of the materials for design/craft production. create appropriate craft products from given materials. use materials in such a manner that products are made according to teacher's guidance and specifications. keep to housekeeping and safety procedures in the context of design/craft production. interpret teacher guided design specifications to create a craft product. produce design/craft products with minimal defects. produce design/craft products within teacher allocated times. 	<ul style="list-style-type: none"> Learners follow teacher instructions to create product. Use appropriate tools and material. Guided instruction to ensure that learners keep within time allocation and produces design/craft products with minimal defects.

4-5	<p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of design/craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a design/crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
5-6	<p>Reviews and finishes craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> • follow teacher guided design specifications. • adhere to safety procedures in the context of design/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 design/craft production. • produce design/craft products with limited defects. 	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the design/craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures. Worksheet, guided discussion, test using visual images, etc.

7	<p>Costs and prices craft products for a sustainable craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of craft products.</p>	<ul style="list-style-type: none"> perform basic business calculations, using electronic equipment correctly. list and record all production costs. 	<ul style="list-style-type: none"> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.) Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. Classroom discussion on target market, advertising and tourism. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness. Discussion by visiting crafter.
	<p>Develops entrepreneurial awareness within craft enterprise.</p> <p>Identifies markets and possible markets for craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> identify own and other cultures accurately. (Culture refers to own and others' experience) explore markets and the concepts of different markets (market research). market, advertising and awareness of tourism. develop entrepreneurial awareness of how to market art products in terms of target 	

8-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Practical Activity 1: Create in 2-D: Demonstration: Design of a craft product. 35% Activity 2: Create in 3-D: Practical: Make a marketable craft product. (Model) 40% Theory Activity 3: Exam: Respond to questions Pen and paper test (Oral or written) 25%		

Year 3: Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	Accumulates ideas for design of design/craft product. Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	<ul style="list-style-type: none"> • collate a variety of ideas for inspiration • consider environmentally sustainable criteria during the accumulation of ideas. • identify tangible (touchable) and intangible sources for ideas. • identify sources of own and other cultures. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • oral discussions • investigation and exploration activities • research • written activities • sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • explore art works and artefacts from different cultures. • demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • research and investigation activities to explore different materials appropriate to the product. • experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • demonstrations and activities to explore the qualities of the appropriate tools and equipment used to
	Identifies and prepares materials, tools and equipment for design/craft production. Identifies and selects the appropriate <i>materials</i> for production of particular craft products. Identifies and selects appropriate <i>tools and</i>	<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Select appropriate tools and equipment for the given designs. • Consider environmentally sustainable criteria during selection of tools and equipment. 	

	<p><i>equipment</i> for production of particular design/craft products.</p> <p>Prepares materials for production of design/craft products</p>	<ul style="list-style-type: none"> Follow housekeeping and safety procedures in the context of design/craft production. Choose a method preparation appropriate to the characteristics of the selected materials. Consider environmentally sustainable criteria during preparation of materials. Adhere to housekeeping and safety procedures during preparation of materials. 	<p>create the design/craft object.</p> <ul style="list-style-type: none"> research to explore different tools and equipment appropriate to the product. experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
2	<p>Makes marketable craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> identify, select and maintain drawing materials. identify and experiment with various drawing techniques to interpret objects or ideas. organize and presents drawings to communicate objects or ideas. know and use the elements of art such as line, colour, shape, tone, texture, space and principles. know and use the principle of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> Drawing activity: exploring art elements and principles. Create rough sketches / designs / patterns to interpret design/craft product, explore size, proportion, etc. Consider use of colour, texture, line, shape, etc. – appropriate to the design/craft object.
3-4	<p>Makes marketable craft product.</p> <p>Uses tools and materials to produce design/craft products.</p>	<ul style="list-style-type: none"> develop dexterity (skillful use) through using materials to create craft products. keep wasting of materials to a minimum during process of creating design/craft products. follow housekeeping and safety procedures in the 	<ul style="list-style-type: none"> Learners follow teacher instructions to create design/craft product. Use appropriate tools and material. Guided instruction to ensure that learners keep within time allocation and produces design/craft

	<p>Produces design/craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<p>context of design/craft production.</p> <ul style="list-style-type: none"> consider environmentally sustainable criteria during the preparation of the materials for craft production. create appropriate craft products from given materials. use 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 design/craft products with minimal defects. produce design/craft products within teacher allocated times 	<p>products with minimal defects.</p>
4-5	<p>Produces sequences of the same craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> select materials, tools and equipment appropriate for producing sequences of given designs. determine the required quantities of materials for the specific number of product to be produced. identify the same design specifications of original designs. copy the design specifications when producing the same products in a sequence. keep to housekeeping and safety procedures in the context of design/craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> Materials, tools and equipment to create sequences of a design/crafts product; Design specifications. Produce sequences of the same product.
6	<p>Reviews and finishes craft products for market.</p>	<ul style="list-style-type: none"> follow teacher guided design specifications. adhere to safety procedures in the context of craft 	<p>Discussion</p> <ul style="list-style-type: none"> Critical, but supportive reflection on the design/craft

	Aligns end products with teacher specifications Grades the quality of finished products.	production. <ul style="list-style-type: none"> 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. produce design/craft products with limited defects. 	product. <ul style="list-style-type: none"> Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)
7	Costs and prices craft products for a sustainable craft enterprise. Performs basic business calculations in costing and pricing of design/craft products. Determines production cost of design/craft products.	<ul style="list-style-type: none"> perform basic business calculations, using electronic equipment correctly. list and records all production costs. identify own and other cultures accurately. (Culture refers to own and others' experience). explore markets and the concepts of different markets (market research). 	<ul style="list-style-type: none"> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.) Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions.

	<p>Develops entrepreneurial awareness within design/craft enterprise.</p> <p>Identifies markets and possible markets for design/craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
8	<p>Investigates work opportunities in order to make a personal career decision.</p> <p>Investigates the requirements for specific work opportunities.</p>	<ul style="list-style-type: none"> • discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site. 	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical</p> <p>Activity 1: Create in 2-D: Demonstration: Design of a craft product. 35%</p> <p>Activity 2: Create in 3- D: Practical: Make a marketable craft product (Model). 40%</p> <p>Theory</p> <p>Activity 3: Test: Respond to questions Pen and paper test. (Oral or written) 25%</p>		

Year 3: Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	<p>Accumulates ideas for design of design/craft product.</p> <p>Searches for ideas based on creative input by teacher.</p> <p>Identifies sources of ideas for the creative process.</p>	<ul style="list-style-type: none"> • collate a variety of ideas for inspiration • consider environmentally sustainable criteria during the accumulation of ideas. • collate a variety of ideas for inspiration. • identify tangible (touchable) and intangible sources for ideas. • identify sources of own and other cultures. 	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures. • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product.

	<p>Identifies and prepares materials, tools and equipment for design/craft production</p> <p>Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products.</p> <p>Identifies and selects appropriate tools and equipment for production of particular design/craft products.</p> <p>Prepares materials for production of design/craft products.</p>	<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for design/craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Select appropriate tools and equipment for the given designs. • Consider environmentally sustainable criteria during selection of tools and equipment. • Follow housekeeping and safety procedures in the context of craft production. • Choose a method preparation appropriate to the characteristics of the selected materials. • Consider environmentally sustainable criteria during preparation of materials. • Adhere to housekeeping and safety procedures during preparation of materials. 	<ul style="list-style-type: none"> • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the design/craft object. • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
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2	<p>Makes marketable craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> • identify, select and maintain drawing materials. • identify and experiment with various drawing techniques to interpret objects or ideas. • organize and presents drawings to communicate objects or ideas. • know and use the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles. • know and use the principle of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Creating rough sketches / designs / patterns to interpret design/craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
3	<p>Makes marketable craft product.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces design/craft products with specific materials.</p> <p>Produces design/craft products in line with given</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create design/craft products. • keep wasting of materials to a minimum during process of creating craft products. • follow housekeeping and safety procedures in the context of design/craft production were adhered to. • consider environmentally sustainable criteria during the preparation of the materials for craft production. • create appropriate design/craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces design/craft products with minimal defects.

	designs.	<ul style="list-style-type: none"> • keep to housekeeping and safety procedures in the context of craft production were adhered to. • interpret teacher guided design specifications to create a design/craft product. • produce craft products with minimal defects. • produce design/craft products within teacher allocated times. 	
4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a design/crafts product. • Design specifications • Practical demonstration • Produce sequences of the same product.

5	<p>Reviews and finishes craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> • 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. • produce design/craft products with limited defects. 	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
6-7	<p>Costs and prices craft products for a sustainable craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>	<ul style="list-style-type: none"> • perform basic business calculations, using electronic equipment correctly. • list and records all production costs. 	<ul style="list-style-type: none"> • Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. • Research and discussion to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.

	<p>Develops entrepreneurial awareness within craft enterprise.</p> <p>Identifies markets and possible markets for design/craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • identify own and other cultures accurately. (Culture refers to own and others' experience) • explores markets and the concepts of different markets (market research). • develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	
8	<p>Investigates work opportunities in order to make a personal career decision.</p> <p>Investigates the requirements for specific work opportunities</p>	<ul style="list-style-type: none"> • discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site. 	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Practical Activity 1: Create in 2-D: Demonstration: Design of a craft product. 35% Activity 2: Create in 3-D: Practical: Make a marketable - craft product. (Model) 40% Theory Activity 3: Test / Exam: Respond to questions - Pen and paper test. (Oral or written) 25%		

Year 3: Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	Accumulates ideas for design of design/craft product. Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	<ul style="list-style-type: none"> • collate a variety of ideas for inspiration • consider environmentally sustainable criteria during the accumulation of ideas. • identifies tangible (touchable) and intangible sources for ideas. • identify sources of own and other cultures. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc.
	Identifies and prepares materials, tools and equipment for design/craft production. Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products. Identifies and selects appropriate tools and equipment for production of particular design/craft	<ul style="list-style-type: none"> • Select materials appropriate for given designs. • Consider environmentally sustainable criteria during selection of materials. • Gather sufficient (enough and appropriate) materials for design/craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Select appropriate tools and equipment for the given designs. 	Explore art works and artefacts from different cultures. <ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the design/craft object.

	<p>products.</p> <p>Prepares materials for production of design/craft products</p>	<ul style="list-style-type: none"> Consider environmentally sustainable criteria during selection of tools and equipment. Follow housekeeping and safety procedures in the context of craft production. Choose a method preparation appropriate to the characteristics of the selected materials. Consider environmentally sustainable criteria during preparation of materials. Adhere to housekeeping and safety procedures during preparation of materials. 	<ul style="list-style-type: none"> Research different tools and equipment appropriate to the product. Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
2	<p>Makes marketable design/craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> identify, select and maintain drawing materials. identify and experiment with various drawing techniques to interpret objects or ideas. organize and present drawings to communicate objects or ideas. know and use the elements of art such as line, colour, shape, tone, texture and space. know and use the principles of art such 	<ul style="list-style-type: none"> Exploring art elements and principles. Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.

		as pattern, contrast, rhythm, proportion and emphasis.	
3	<p>Makes marketable craft product.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create craft products. • keep wasting of materials to a minimum during process of creating design/craft products. • consider environmentally sustainable criteria during the preparation of the materials for craft production • create appropriate design/craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. • keep to housekeeping and safety procedures in the context of craft production were adhered to. • interpret teacher guided design specifications to create a craft product. • produce design/craft products with minimal defects. • produce design/craft products within teacher allocated times. 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.

4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration <p>Produce sequences of the same product.</p>
5-6	<p>Reviews and finishes design/craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> • follow teacher guided design specifications. • adhere to safety procedures in the context 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. 	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

		<ul style="list-style-type: none"> produce design/craft products with limited defects. 	
7	<p>Costs and prices design/craft products for a sustainable craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>	<ul style="list-style-type: none"> perform basic business calculations, using electronic equipment correctly. list and records all production costs. 	<ul style="list-style-type: none"> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.) Discussion on different cultures and needs and wants associated to different cultures. Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. Classroom discussion on target market, advertising and tourism. Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
	<p>Develops entrepreneurial awareness within design/craft enterprise</p> <p>Identifies markets and possible markets for design/craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> identify own and other cultures accurately. (Culture refers to own and others' experience) explore markets and the concepts of different markets (market research). develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	

8	Investigates work opportunities in order to make a personal career decision. Investigates the requirements for specific work opportunities	<ul style="list-style-type: none">• discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.	<ul style="list-style-type: none">• Teacher guided discussion• Use websites, pamphlets and other information to explore training institutions and opportunities.• Site visits of crafters’ studios or crafting institutes.• Discussion by visiting crafter.
9 – 10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
Practical Activity 1: Create in 2-D: Design of a craft product. 35% Activity 2: Create in 3-D: Practical: Make a marketable craft product. (Model) 40%			
Theory Activity 3: Test: Respond to questions Pen and paper test (Oral or written) 25%			

Year 3: Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	Accumulates ideas for design of design/craft product. Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	<ul style="list-style-type: none"> collate a variety of ideas for inspiration. consider environmentally sustainable criteria during the accumulation of ideas. identify tangible (touchable) and intangible sources for ideas. identify sources of own and other cultures. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. Explore art works and artefacts from different cultures. Demonstrations and activities to explore the qualities of the appropriate tools, equipment and materials used to create the design/craft object. Research to explore different tools, equipment and materials appropriate to the product Experiment with different tools, equipment and
	Identifies and prepares materials, tools and equipment for craft production Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products. Identifies and selects appropriate <i>tools and equipment</i> for production	<ul style="list-style-type: none"> select materials appropriate for given designs. consider environmentally sustainable criteria during selection of materials. gather sufficient (enough and appropriate) materials for craft production. take the characteristics of the materials into account when selecting for specific craft production. select appropriate tools and equipment for the given designs. consider environmentally sustainable criteria 	

	<p>of particular design/craft products.</p> <p>Prepares materials for production of design/craft products.</p>	<p>during selection of tools and equipment.</p> <ul style="list-style-type: none"> • follow housekeeping and safety procedures in the context of craft production. • choose a method preparation appropriate to the characteristics of the selected materials. • consider environmentally sustainable criteria during preparation of materials. • adhere to housekeeping and safety procedures during preparation of materials. 	<p>materials and safety procedures.</p>
2	<p>Makes marketable design/craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> • identify, selects and maintains drawing materials. • identify and experiments with various drawing techniques to interpret objects or ideas. • organize and presents drawings to communicate objects or ideas. • know and use the elements of art such as line, colour, shape, tone, texture and space. • know and use the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
3	<p>Makes marketable design/craft product.</p> <p>Uses tools and materials to produce design/craft products.</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create design/craft products • keep wasting of materials to a minimum during process of creating design/craft products. • follow housekeeping and safety procedures in the context of design/craft production were adhered 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create design/craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces design/craft

	<p>Produces craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<p>to.</p> <ul style="list-style-type: none"> consider environmentally sustainable criteria during the preparation of the materials for design/craft production. create appropriate design/craft products from given materials. use materials in such a manner that products are made according to teacher's guidance and specifications. keep to housekeeping and safety procedures in the context of craft production were adhered to. interpret teacher guided design specifications to create a design/craft product. produce design/craft products with minimal defects. produce design/craft products within teacher allocated times. 	<p>products with minimal defects.</p>
4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p>	<ul style="list-style-type: none"> select materials, tools and equipment appropriate for producing sequences of given designs. determine the required quantities of materials for the specific number of product to be produced. identify the same design specifications of original designs. copy the design specifications when producing the 	<p>Discussion on:</p> <ul style="list-style-type: none"> Materials, tools and equipment to create sequences of a crafts product. Design specifications Practical demonstration

	<p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<p>same products in a sequence.</p> <ul style="list-style-type: none"> keep to housekeeping and safety procedures in the context of craft production. 	<ul style="list-style-type: none"> Producing sequences of the same product.
5	<p>Reviews and finishes design/craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> follow teacher guided design specifications. adhere to safety procedures in the context of design/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 design/craft production. produce design/craft products with limited defects. 	<p>Discussion</p> <ul style="list-style-type: none"> Critical, but supportive reflection on the design/craft product. Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)
6	<p>Costs and prices design/craft products for a sustainable craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of craft products.</p> <p>Determines production cost of</p>	<ul style="list-style-type: none"> perform basic business calculations, using electronic equipment correctly. list and records all production costs. determine prices of design/craft products by considering market and production cost factors. 	<ul style="list-style-type: none"> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)

	design/craft products.		
	<p>Develops entrepreneurial awareness within design/craft enterprise.</p> <p>Identifies markets and possible markets for design/craft production</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • identify own and other cultures accurately. (Culture refers to own and others' experience.) • explore markets and the concepts of different markets (market research). • match ideas of appropriate design/crafts with relevant markets. • develop entrepreneurial awareness of how to market design/art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. • Research and discussion to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>Investigates work opportunities in order to make a personal career decision.</p> <p>Investigates the requirements for specific work opportunities</p>	<ul style="list-style-type: none"> • discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site. • investigate entry requirements and training needed for a particular career or type of employment within the crafts sector. 	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.

8-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Practical Activity 1: Demonstration: Design of a craft product 35% Activity 2: Practical: Make a marketable craft product. (Model) 40% Theory Activity 3: Exam: - Respond to questions Pen and paper test. (Oral or written) 25%		

Year 4: Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	<p>Accumulates ideas for design of design/craft product.</p> <p>Searches for ideas based on creative input by teacher.</p> <p>Identifies sources of ideas for the creative process.</p>	<ul style="list-style-type: none"> • collate a variety of ideas for inspiration • consider environmentally sustainable criteria during the accumulation of ideas. • identify tangible (touchable) and intangible sources for ideas. • identify sources of own and other cultures. 	<p>Collate ideas for the design/craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions (basic inputs from teacher and learners). • Investigation and exploration activities. • Research the types of material and those materials appropriate to the product. • Written activities (short notes/terms to be used). • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures,

	<p>Identifies and prepares materials, tools and equipment for design/craft production.</p> <p>Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products.</p> <p>Identifies and selects appropriate <i>tools and equipment</i> for production of particular design/craft products.</p> <p>Prepares materials for production of design/craft products.</p>	<ul style="list-style-type: none"> • selects materials appropriate for given designs. • consider environmentally sustainable criteria during selection of materials. • gather sufficient (enough and appropriate) materials for design/craft production. • take the characteristics of the materials into account when selecting for specific design/craft production. • selects appropriate tools and equipment for the given designs. • consider environmentally sustainable criteria during selection of tools and equipment. • follow housekeeping and safety procedures in the context of craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • consider environmentally sustainable criteria during preparation of materials. • adhere to housekeeping and safety procedures during preparation of materials. 	<p>etc.</p> <ul style="list-style-type: none"> • Explore art works and artefacts from different cultures. • Demonstrations and activities to explore the qualities of the appropriate materials used to create the design/craft object. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the design/craft object. • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
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2	<p>Makes marketable design/craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> • identify, select and maintain drawing materials. • identify and experiments with various drawing techniques to interpret objects or ideas. • organize and presents drawings to communicate objects or ideas. • know and uses the elements of art such as line, colour, shape, tone, texture and space. • know and uses the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the design/craft object.
3	<p>Makes marketable design/craft product.</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces craft products in line with given designs.</p>	<ul style="list-style-type: none"> • develop dexterity (skillful use) through using materials to create design/craft products. • keep wasting of materials to a minimum during process of creating design/craft products. • follow housekeeping and safety procedures in the context of design/craft production. • consider environmentally sustainable criteria during the preparation of the materials for design/craft production. • create appropriate craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. • interpret teacher guided design specifications to create a design/craft product. • produces design/craft products with minimal defects. • produces design/craft products within teacher allocated times. 	<ul style="list-style-type: none"> • Learners follow teacher instructions to create design/craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.

4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same produce in a sequence. • keep to housekeeping and safety procedures in the context of craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a design/crafts product; • design specifications; • producing sequences of the same product.
5	<p>Reviews and finishes craft products for market.</p> <p>Aligns end products with teacher specifications.</p>	<ul style="list-style-type: none"> • follow teacher guided design specifications. • adhere to safety procedures in the context of design/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 design/craft production. • produce design/craft products with limited defects. 	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the design/craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	Grades the quality of finished products.		
6-7	<p>Costs and prices craft products for a sustainable design/craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>	<ul style="list-style-type: none"> perform basic business calculations, using electronic equipment correctly. list and record all production costs. determines prices of design/craft products by considering market and production cost factors. 	<ul style="list-style-type: none"> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)

	<p>Develops entrepreneurial awareness within design/craft enterprise.</p> <p>Identifies markets and possible markets for design/craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • identify own and other cultures accurately. (<i>Culture</i> refers to own and others' experience.) • explore markets and the concepts of different markets (market research). • match ideas of appropriate crafts with relevant markets. • develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. • Research and discussion to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
8	<p>Investigates work opportunities in order to make a personal career decision.</p> <p>Investigates the requirements for specific work opportunities.</p>	<ul style="list-style-type: none"> • discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site. • investigate entry requirements and training needed for a particular career or type of employment within the crafts sector. 	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Practical Activity 1: Create in 2-D: Demonstration: Design of a craft product. 35% Activity 2: Create in 3-D: Practical: Make a marketable craft product. (Model) 40% Theory Activity 3: Test: Respond to questions. Pen and paper test. (Oral or written) 25%		

Year 4: Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Suggested techniques, activities, resources and process notes
1	Accumulates ideas for design of design/craft product. Searches for ideas based on creative input by teacher. Identifies sources of ideas for the creative process.	<ul style="list-style-type: none"> collate a variety of ideas for inspiration. consider environmentally sustainable criteria during the accumulation of ideas. identify tangible (touchable) and intangible sources for ideas. identify sources of own and other cultures. 	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. Explore art works and artefacts from different cultures. Demonstrations and activities to explore the qualities of the appropriate materials, tools and equipment used to create the design/craft object. Research and investigation activities to explore different materials, tools and equipment appropriate to the product. Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper,
	Identifies and prepares materials, tools and equipment for design/craft production. Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products.	<ul style="list-style-type: none"> select materials appropriate for given designs. gather sufficient (enough and appropriate) materials for design/craft production. take the characteristics of the materials into account when selecting for specific craft production. select appropriate tools and equipment for the given designs. consider environmental sustainable criteria during selection of materials, tools and equipment and preparation of materials. 	

	<p>Identifies and selects appropriate <i>tools and equipment</i> for production of particular design/craft products.</p> <p>Prepares materials for production of craft products.</p>	<ul style="list-style-type: none"> choose a method of preparation appropriate to the characteristics of the selected materials. adhere to housekeeping and safety procedures during preparation of materials. follow housekeeping and safety procedures in the context of design/craft production. 	<p>tissue paper, handmade paper, etc.), paints, glues, etc.</p> <ul style="list-style-type: none"> Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
2	<p>Makes marketable craft product.</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> identify, select and maintain drawing materials. identify and experiment with various drawing techniques to interpret objects or ideas. organize and present drawings to communicate objects or ideas. know and use the elements of art such as line, colour, shape, tone, texture and space. know and use the principles of art such as pattern, contrast, rhythm, proportion and emphasis. 	<ul style="list-style-type: none"> Drawing activity: exploring art elements and principles Creating rough sketches / designs / patterns to interpret design/craft product, explore size, proportion, etc. Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
3	<p>Makes marketable craft product.</p>	<ul style="list-style-type: none"> develop dexterity (skillful use) through using materials to create design/craft products. keep wasting of materials to a minimum during process of creating craft products. 	<ul style="list-style-type: none"> Learners follow teacher instructions to create design/craft product. Use appropriate tools and material.

	<p>Uses tools and materials to produce design/craft products.</p> <p>Produces design/craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<ul style="list-style-type: none"> • follow housekeeping and safety procedures in the context of design/craft production. • consider environmentally sustainable criteria during the preparation of the materials for craft production. • create appropriate craft products from given materials. • use materials in such a manner that products are made according to teacher's guidance and specifications. • interpret teacher guided design specifications to create a design/craft product. • produce design/craft products with minimal defects. • produce design/craft products within teacher allocated times. 	<ul style="list-style-type: none"> • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and makes use of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same products in a sequence. • keep to housekeeping and safety procedures in the context of design/craft production. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications. • Practical demonstration. • Produce sequences of the same product.

	<p>Reviews and finishes design/craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p>	<ul style="list-style-type: none"> • 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. <p>produce design/craft products with limited defects.</p>	<ul style="list-style-type: none"> • Critical, but supportive reflection on the design/craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures • Worksheet, guided discussion, test using visual images, etc.
6-7	<p>Costs and prices design/craft products for a sustainable craft enterprise.</p> <p>Performs basic business calculations in costing and pricing of design/craft products.</p> <p>Determines production cost of design/craft products.</p>	<ul style="list-style-type: none"> • perform basic business calculations, using electronic equipment correctly. • list and record all production costs. • determine prices of design/craft products by considering market and production cost factors. 	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)

	<p>Develops entrepreneurial awareness within design/craft enterprise.</p> <p>Identifies markets and possible markets for design/craft production.</p> <p>Develops aspects of entrepreneurial awareness.</p>	<ul style="list-style-type: none"> • identify own and other cultures accurately. (Culture refers to own and others' experience) • explore markets and the concepts of different markets (market research). • match ideas of appropriate design/crafts with relevant markets. • develop entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism. 	<ul style="list-style-type: none"> • Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. • Research and discussion to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
8	<p>Investigates work opportunities in order to make a personal career decision.</p> <p>Investigates the requirements for specific work opportunities</p>	<ul style="list-style-type: none"> • discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site. • investigate entry requirements and training needed for a particular career or type of employment within the design/crafts sector. • explore job shadowing as a means of accessing employment. 	<ul style="list-style-type: none"> • Teacher guided discussion. • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter. • Explore job shadowing opportunities.

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
Practical Activity 1: Create in 2-D: Demonstration: Design of a craft product. 35% Activity 2: Create in 3-D: Practical: Make a marketable craft product. (Model) 40% Theory Activity 3: Test / Exam: Respond to questions. Pen and paper test (Oral or written) 25%		

Year 4: Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Suggested Techniques, activities, resources and process notes
1	<p>Accumulates ideas for design of design/craft product</p> <p>Searches for ideas based on creative input by teacher.</p> <p>Identifies sources of ideas for the creative process.</p> <p>Identifies and prepares materials, tools and equipment for design/craft production</p> <p>Identifies and selects the appropriate <i>materials</i> for production of particular design/craft products.</p> <p>Identifies and selects appropriate tools and <i>equipment</i> for production</p>	<ul style="list-style-type: none"> collate a variety of ideas for inspiration consider environmentally sustainable criteria during the accumulation of ideas. collate a variety of ideas for inspiration. Identifies tangible (touchable) and intangible sources for ideas. Identifies sources of own and other cultures. select materials appropriate for given designs. Considers environmentally sustainable criteria during selection of materials. gather sufficient (enough and appropriate) materials for design/craft production. follow housekeeping and safety procedures in the context of design/craft production. take the characteristics of the materials into account when selecting for specific craft production. choose a method of preparation appropriate to the characteristics of the selected materials. consider environmentally sustainable criteria during preparation of materials. adhere to housekeeping and safety procedures during preparation of materials. 	<ul style="list-style-type: none"> Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. Explore art works and artefacts from different cultures. Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. Research and investigation activities to explore different materials appropriate to the product. Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc. Oral discussions Demonstrations and activities to explore the qualities of

	<p>of particular design/craft products.</p> <p>Prepares materials for production of design/craft products</p>	<ul style="list-style-type: none"> • select appropriate tools and equipment for the given designs. • consider environmentally sustainable criteria during selection of tools and equipment. • follow housekeeping and safety procedures in the context of design/craft production. • choose a method of preparation appropriate to the characteristics of the selected materials. • consider environmentally sustainable criteria during preparation of materials. Adheres to housekeeping and safety procedures 	<p>the appropriate tools and equipment used to create the craft object.</p> <ul style="list-style-type: none"> • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers.
2-3	<p>Makes marketable design/craft product</p> <p>Collects documents and interprets objects and/or ideas through drawing.</p> <p>Uses and applies elements and principles of art.</p>	<ul style="list-style-type: none"> • identify, select and maintain drawing materials. • identify and experiments with various drawing techniques to interpret objects or ideas. • organize and presents drawings to communicate objects or ideas. • know and uses the elements of art such as line, colour, shape, tone, texture and space. • know and uses the principles of art such as pattern, contrast, rhythm, proportion and emphasis. • develop dexterity (skillful use) through using materials to create design/craft products. • keep wasting of materials to a minimum during process 	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret design/craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the design/craft object. • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.

	<p>Makes marketable design/craft product</p> <p>Uses tools and materials to produce design/craft products.</p> <p>Produces craft products with specific materials.</p> <p>Produces design/craft products in line with given designs.</p>	<p>of creating craft products.</p> <ul style="list-style-type: none"> • follow housekeeping and safety procedures in the context of design/craft production were adhered to. • consider environmentally sustainable criteria during the preparation of the materials for design/craft production. • create appropriate craft products from given materials • use materials in such a manner that products are made according to teacher's guidance and specifications. • keep to housekeeping and safety procedures in the context of design/craft production were adhered to. • interpret teacher guided design specifications to create a design/craft product. • produce design/craft products with minimal defects. • produce design/craft products within teacher allocated times 	
4-5	<p>Produces sequences of the same design/craft product.</p> <p>Selects material, tools and production process for producing a specified quantity of same product.</p> <p>Identifies and makes use</p>	<ul style="list-style-type: none"> • select materials, tools and equipment appropriate for producing sequences of given designs. • determine the required quantities of materials for the specific number of product to be produced. • identify the same design specifications of original designs. • copy the design specifications when producing the same products in a sequence. 	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a design/crafts product. • Design specifications • Practical demonstration. • Produce sequences of the same product.

	<p>of the same design specifications of the original product.</p> <p>Produces a sequence of the same product.</p>	<ul style="list-style-type: none"> Keeps to housekeeping and safety procedures in the context of design/craft production. 	
5 -7	<p>Reviews and finishes design/craft products for market.</p> <p>Aligns end products with teacher specifications.</p> <p>Grades the quality of finished products.</p> <p>Costs and prices design/craft products for a sustainable craft enterprise</p> <p>Performs basic business calculations in costing and pricing of design/craft</p>	<ul style="list-style-type: none"> follow teacher guided design specifications. adhere to safety procedures in the context of design/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 design/craft production. produce design/craft products with limited defects. perform basic business calculations, using electronic equipment correctly. list and record all production costs. determine prices of design/craft products by considering market and production cost factors. identify own and other cultures accurately. (<i>Culture refers to own and others' experience</i>) explore markets and the concepts of different markets (market research). Matches ideas of appropriate design/crafts with relevant markets. develop entrepreneurial awareness of how to market art 	<ul style="list-style-type: none"> Discussion Critical, but supportive reflection on the design/craft product. Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.) Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.) Discussion on different cultures and <i>needs</i> and <i>wants</i> associated to different cultures. Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. Classroom discussion on target market, advertising and

	<p>products.</p> <p>Determines production cost of design/craft products.</p> <p>Develops entrepreneurial awareness within design/craft enterprise</p> <p>Identifies markets and possible markets for design/craft production</p> <p>Develops aspects of entrepreneurial awareness.</p>	<p>products in terms of target market, advertising and awareness of tourism.</p>	<p>tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
8	<p>Investigates work opportunities in order to make a personal career decision.</p> <p>Investigates the requirements for specific work opportunities</p>	<ul style="list-style-type: none"> • discuss formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site. • investigate entry requirements and training needed for a particular career or type of employment within the crafts sector • explore job shadowing as a means of accessing employment. 	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter. • Explore job shadowing opportunities.

9-10	Formal Assessment	The weeks allocated to formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical</p> <p>Activity 1: Demonstration: Design of a craft product. 35%</p> <p>Activity 2: Practical: Make a marketable craft product. (Model) 40%</p> <p>Theory</p> <p>Activity 3: Test / Exam: Respond to questions. Pen and paper test (Oral or written) 25%</p>		

Year 4: Term 4

WEEK	TOPIC	CONTENT Revision and Consolidation The Learner is able to:	Suggested Techniques, activities, resources and process notes
1-2	Designing Materials, tools and equipment Design/Craft products Sequences Finishing	<ul style="list-style-type: none"> develop and create ideas to design a craft product identify and prepare materials and tools for design/craft production make a variety of design/craft products understand and use basic art elements and principles produce sequences of the same design/craft product basic Arts elements: Colour, Shape, Form, Line, Tone, Texture, Space Principle of arts: Unity Rhythm: Movement, Proportion, Emphasis, Contrast review design/craft products 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information</p> <p>Present information visually</p> <p>Practical demonstration</p>
3-4	Costs and prices Entrepreneurship Work opportunities	<ul style="list-style-type: none"> cost and price design/craft products for a sustainable craft enterprise develop entrepreneurial awareness within the craft enterprise investigate work opportunities to make personal career decisions. 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information / Present information visually</p> <p>Practical demonstration</p>
5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>	

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

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

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

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

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

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.
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Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

PUBLIC COMMENT

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

TABLE LISTING POSSIBLE CRAFTS TO BE TAUGHT

Select a **MINIMUM** of **TWO** crafts **per term**, of which at least **ONE** craft should be developed as a specialisation during the four years. This will ensure that learners demonstrate an ability to create a number of crafts, but also have a **developed ability** in at least one craft that could be developed further through a learnership, etc.

For each year Tick (✓) in the appropriate block according to the selection of your school / learners.

SKILLS		Year 1	Year 2	Year 3	Year 4
TOOLS	Identification				
	Handling / Safety				
	Caring				
ART ELEMENTS	Colour				
	Shape				
	Form				
	Line				
	Tone				
	Texture				
	Space				
DESIGN PRINCIPLES	Unity				
	Movement				
	Rhythm				
	Proportion				
	Emphasis				
	Contrast				
USE OF MEDIUM	Materials				
	Chemicals				
	Paints / other				
	Surfaces				
REFLECTION	Skills				
	Materials				
	Tools				
	Elements and principles				
CATEGORIES					
FUNCTIONAL		Year 1	Year 2	Year 3	Year 4
A	Hand/Fabric Painting - Painting Scatter Cushions, Wall hangings, --Table cloths, -Table runner, -T-shirts, - Stamping/Block-printing/Sun-painting of above, - Own choice				

B1	Textile design/Fabric Printing -Cushions, -Wall hangings, -Table cloths -Own choice				
B2	Silk-screening -T-shirts, -Wall hangings, -Signage, -Shopping Bags - Own choice	-			
C	Beadwork - Jewellery, -Decorative items - Own choice				
D	Puppetry - Puppets	-			
E1	Ceramics - Wheelwork, -Slabbing, -Hand-print ceramics, - Sculpture (Ardmore) -Own choice	-			
E2	Sculpturing - Modelling/Carving/Mould making/Casting), Plaster, -Gypsum,-Create-stone,-Wood,-Wire,-Clay -Own choice	-			
F	Interior Design (-2D and -3D) -Painting, -Mosaic, -Relief work, -Mobiles, - Upholstery, -Furniture making, -Lighting and lamps,-Carpets/floor mats,-Curtaining , - Coasters/placemats,-Utensils (cups, knives, plates etc.) - Own choice				
G	Lino Printing - Lino's				
H	Doll making - Dolls, -Ethnic dolls	-			
	FUNCTIONAL	Year 1	Year 2	Year 3	Year 4
I	Painting - Mixed media, -Oil paint, -Water paint, - Acrylics and Gouache - Drawing (2-D or 3-D e.g. 3-D illusions) , Charcoal, - Pencil, - Coloured pencils, -Pastels (oil or conté), -Ballpoint pens, -Ink, -Chalk, -		-		

	Crayons, -Plastic tip markers, - Multi media - Own choice				
J	Computer Graphics - Corel draw & Photoshop for: -Business cards, - Advertisements, -Posters, -Logo designs, - Flyers, -Invitations, -3-D modelling - Own choice				
K	Film making - Video, -Photography, -Sound technology /engineering, -Lighting	-			
L	Jewellery-design - Jewellery	-			
M	Fashion design - Handbags, -Clothing, -Shoes, -Hats, -Scarfs, -Belts, -Accessories - Own choice				
N	Craftwork - Wirework, -Soap Making, -Leather work, -Weaving, -Stamping and stencilling, -Lead glass work, Glass blowing, -Basketry, -Tapestry, -, - Beading, -Mask making (e.g. traditional and decorative), -Candle making, -Box making or card making, -Pewter/Foil, - Own choice	-	-	-	
O	Etching -Etches				

	FUNCTIONAL	Year 1	Year 2	Year 3	Year 4
P	Decoupage - Decorative objects, -Own choice	-			
Q	Recycling -Toys, -Paper-Mâché,, -Glass bottles, -Tyre work, -Mosaic - Own choice	-			
R	Metal work - Decorative items, -Tin work, -Own choice	-			
S	Souvenirs - Key holders, -Napkin holders, -Bookmarks, Photo frames, -Ethnic dolls, -Broaches, -Decorative pens, -Wooden sculptures, spoons, forks etc., - Cell phone pouches, -Cell phone holders, -Bags, purses, wallets, suitcases, hand bags, Caps, -T-shirts, -Card making, - Own choice	-	-	-	
P	Mono Printing - Decorative or functional items	-			

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE: Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In Year 1 a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of Year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments Learner performance in the Term:
	Practical 75%
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	○ Practical 75%
	Theory 25%	Theory 25%	Theory 25%	○ Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	100 %
End of Year	SBA 75%			25%
	100 %			

Year 4: Qualification year

In Year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace.

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	External Pen and Paper Test 25%
Term Report	100%	100%	100%	
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 theory completed in the year

Timing of formal assessment

Suggested Program of Assessment for Art and Crafts

YEAR 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term1	Accumulate ideas for design of craft product. Make marketable craft product.	Activity 1: Create in 2-D: Design of craft product	Demonstrations	35%	FAT 1
		Activity 2: Create in 3-D Make marketable craft product. Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 2					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Accumulate ideas for design of craft product. Identifies and prepares materials and tools for craft production. Make marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 1
		Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	Accumulate ideas for design of craft product. Identifies and prepares materials and tools for craft production. Makes marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 2
		Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	Makes marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 3
	Produces sequences of the same craft product.	Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
	Reviews and finishes craft products for market.	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Makes marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 4
	Produces sequences of the same craft product.	Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
	Reviews and finishes craft products for market.	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
	Costs and prices craft products for sustainability.				
	Develop entrepreneurial awareness within craft enterprise.				
	Investigates work opportunities in order to make a personal career decision.				

YEAR 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Accumulate ideas for design of craft product. Identifies and prepares materials and tools for craft production Makes marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 1
		Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	Identifies and prepares materials and tools for craft production Makes marketable craft product. Produces sequences of the same craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 2
		Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	Makes marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 3
	Produces sequences of the same craft product.	Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
	Reviews and finishes craft products for market.	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Makes marketable craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 4
	Produces sequences of the same craft product.	Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
	Reviews and finishes craft products for market Costs and prices craft products for a sustainable craft enterprise. Develop entrepreneurial awareness within craft enterprise. Investigates work opportunities in order to make a personal career decision.	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Accumulate ideas for design of craft product. Identifies and prepares materials and tools for craft production Makes marketable craft product. Produces sequences of the same craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 1
		Activity 2 Create in 3-D Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	Accumulate ideas for design of craft product. Identifies and prepares materials and tools for craft production Makes marketable craft product. Produces sequences of the same craft product.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 2
		Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	Accumulate ideas for design of craft product. Identifies and prepares materials and tools for craft production Makes marketable craft product. Produces sequences of the same craft product. Reviews and finishes craft products for market.	Activity 1 Create in 2-D: Design of craft product	Demonstrations	35%	FAT 3
		Activity 2 Create in 3-D: Make marketable craft product: Model	Practical	40%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Create in 2-D: Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Create in 3-D: Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010); and*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

RESOURCES

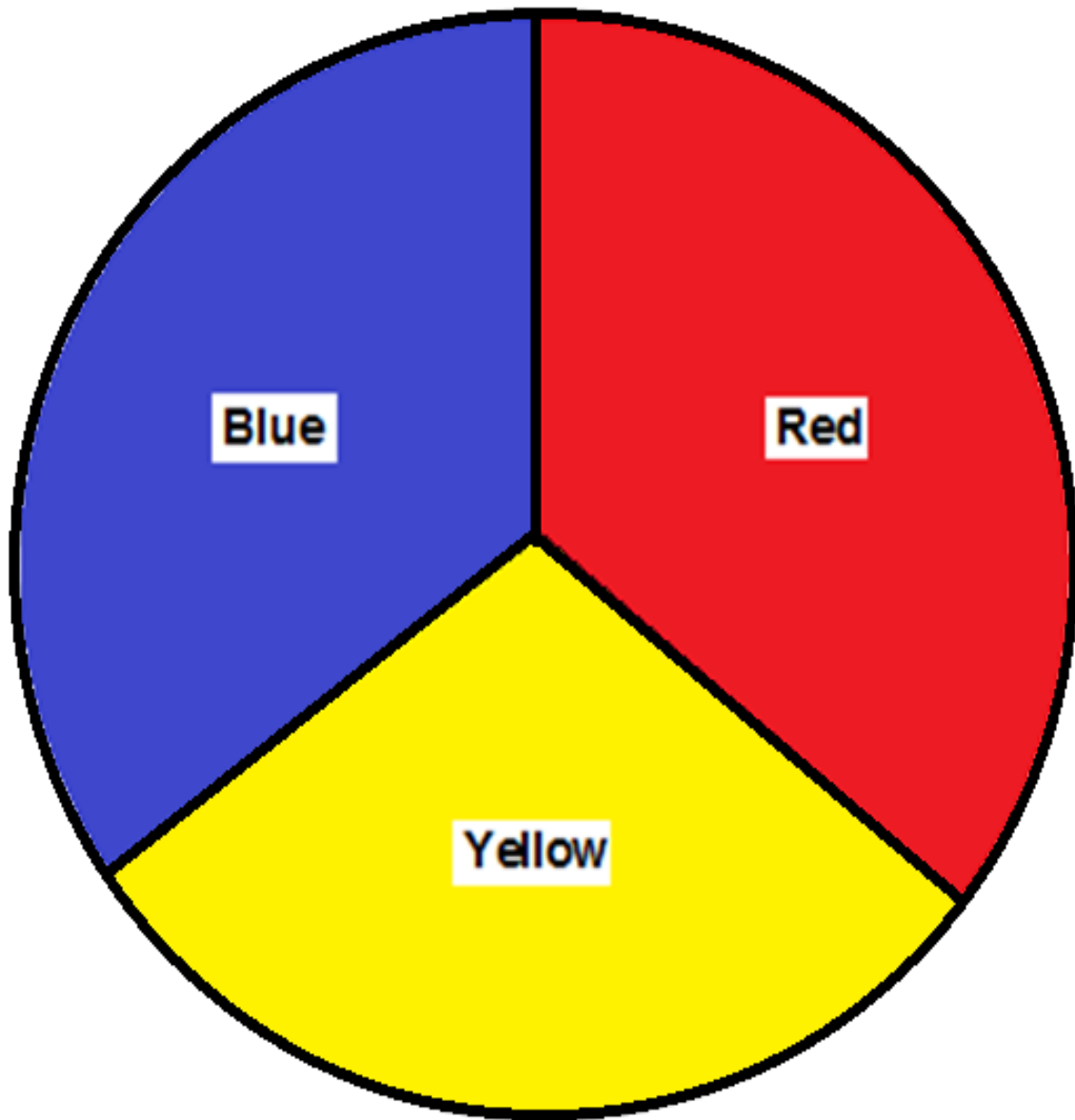
Annexure A

Examples of worksheets – “Colour wheel”:

- Year 1 (Term 1, Week 3-4) (Basic colour, line and shapes)
- Year 2 (Term 1, Week 3-4) (All art elements)
- Year 3 (Term 1, Week 2) (All art elements and design principals)
- Year 4 (Term 1, Week 2) (All art elements and design principals)

Year 1 (Term 1 Week 1 and 2) (Colour wheel: Primary colours)

Lesson content:



Activity 1: Formal activity

Name: _____

Date: _____

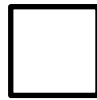
A. Complete the following: (Write the names of the colours and colour the blocks)

Primary colours:

1. _____



2. _____

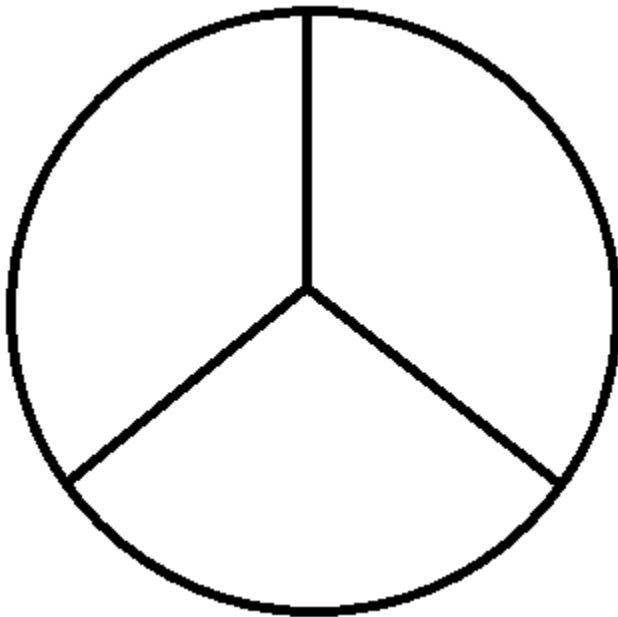


3. _____



[6]

B. Colour the colour wheel showing the primary colours:



[3]

C. Answer the question:

Can you mix any other colours to form a Primary colour?

[1]

Total: 10

ARTS & CRAFTS

PRACTICAL: COLOUR WHEEL

Name: _____ Grade: ____ Date: _____

INSTRUCTIONS:

1. Collect the THREE (3) primary colours in magazines.
2. Tear it in small pieces.
3. Paste the THREE (3) primary colours on the given picture of a colour Wheel to make a collage.
4. Cut out the names of the different colours and paste each one on the correct place on the colour wheel.

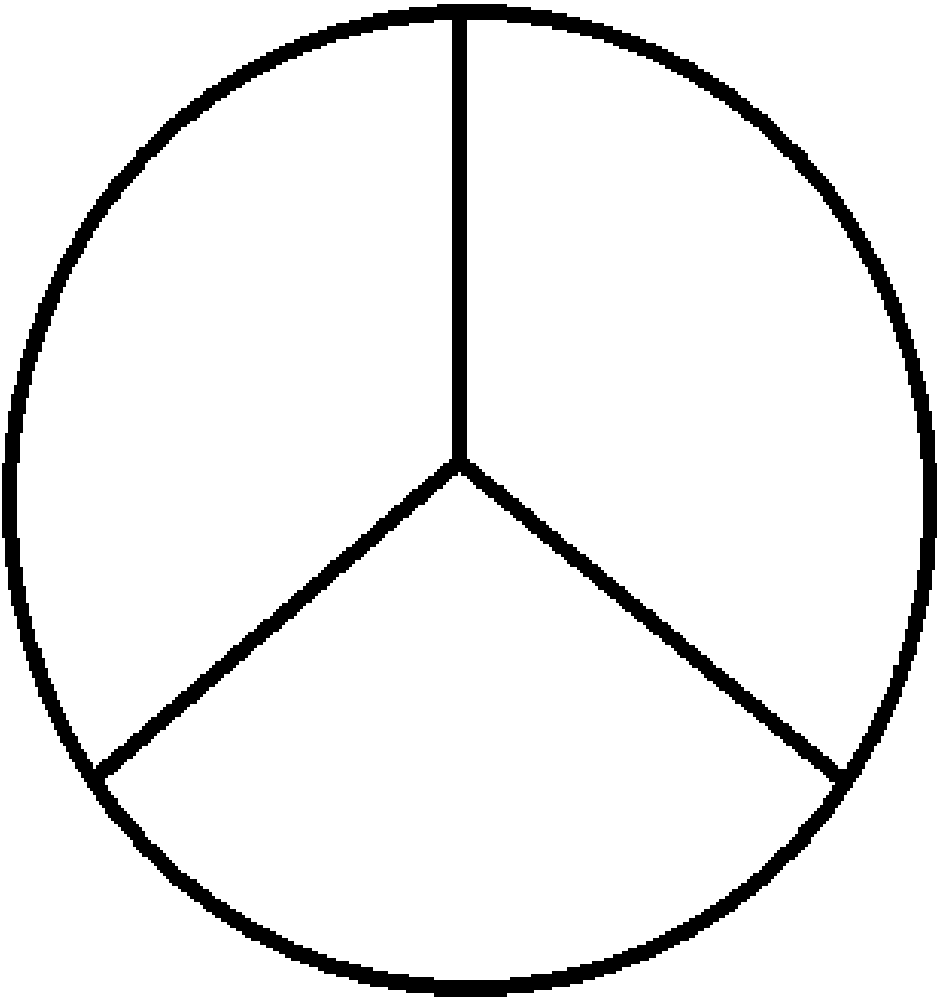
Assessment:

Your colour wheel will be assessed on the following:

Criteria	Possible mark	Real mark	Comment:
1. Is each colour pasted on the correct place?	3		
2. Is each name pasted on the correct place?	3		
3. Was it completed on time?	2		
4. Was it done neatly?	2		
Total	10		
General comments of the assessor:			

COLOUR WHEEL: (THREE (3) primary colours)

(10)



Red

Yellow

Blue

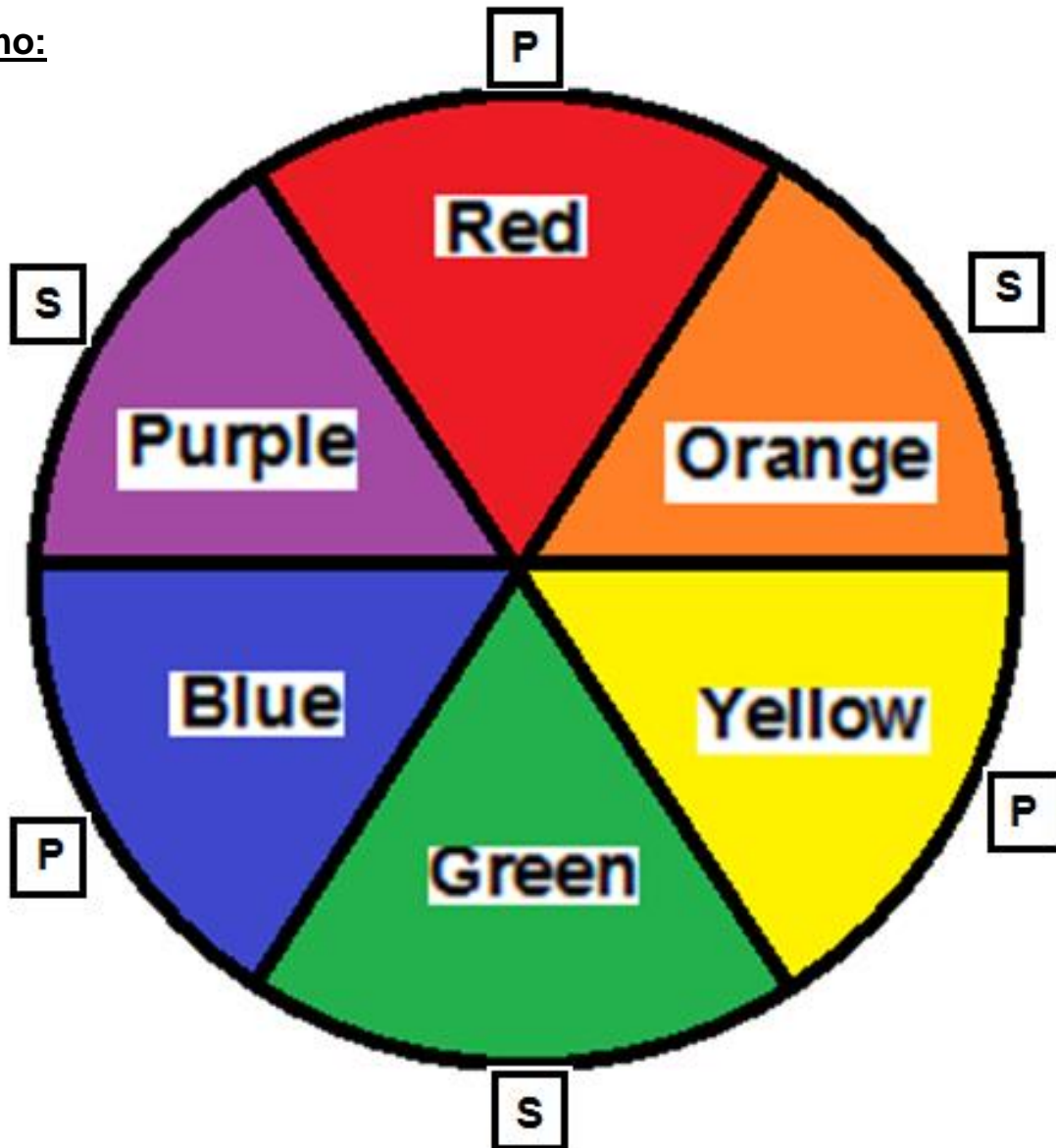
Year 1 (Week 1 & 2) (Mixed Media - Colour)

Craft: “Make a painting”

Primary colours: Red Blue Yellow



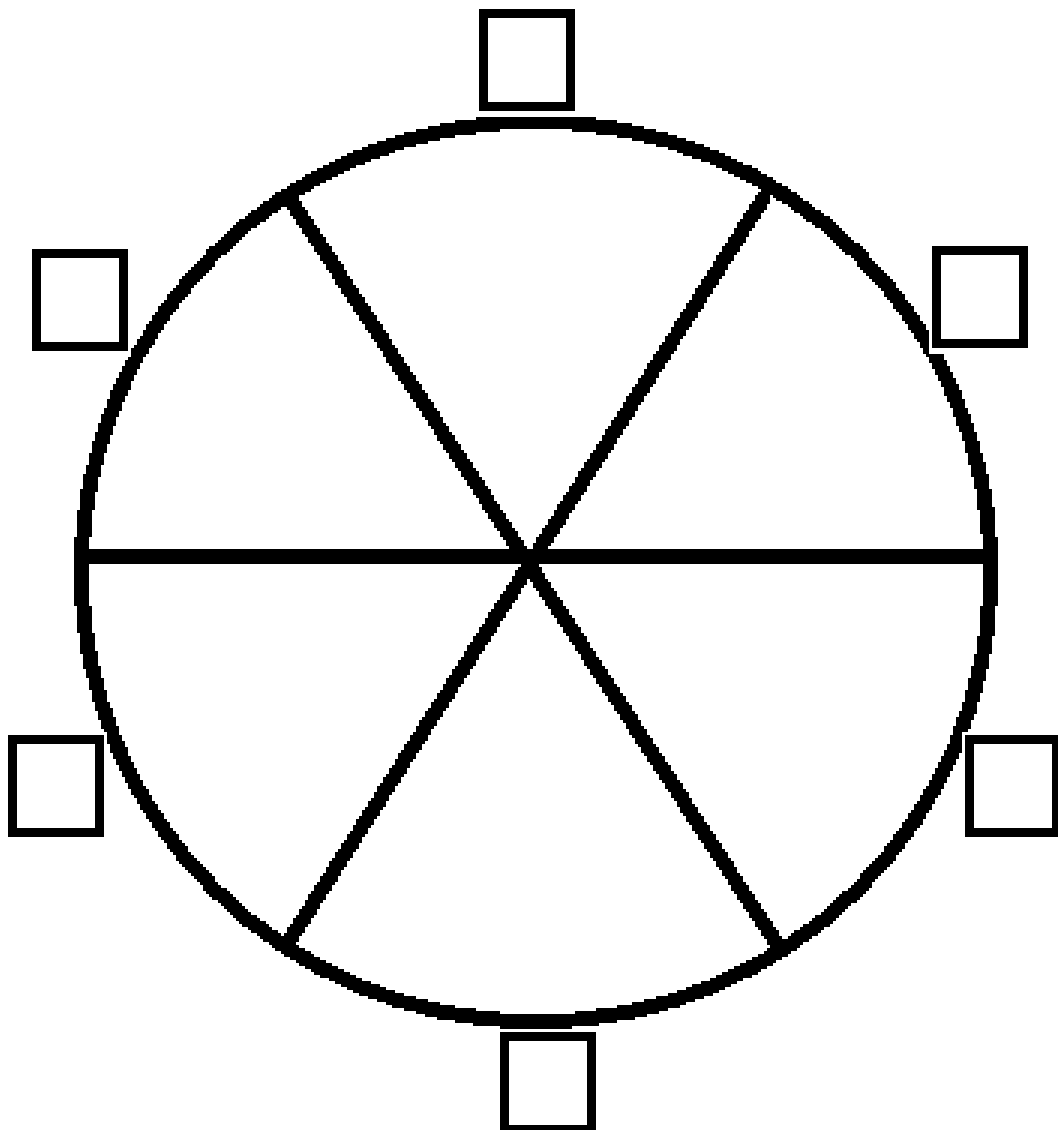
Memo:



Practical Activity:

Date: _____

Paint the colour wheel to indicate primary and secondary colours. Write in **P** for Primary colours and **S** for Secondary colours inside the blocks:



ARTS & CRAFTS

PRACTICAL: COLOUR WHEEL Rubric

Date: _____

INSTRUCTIONS:

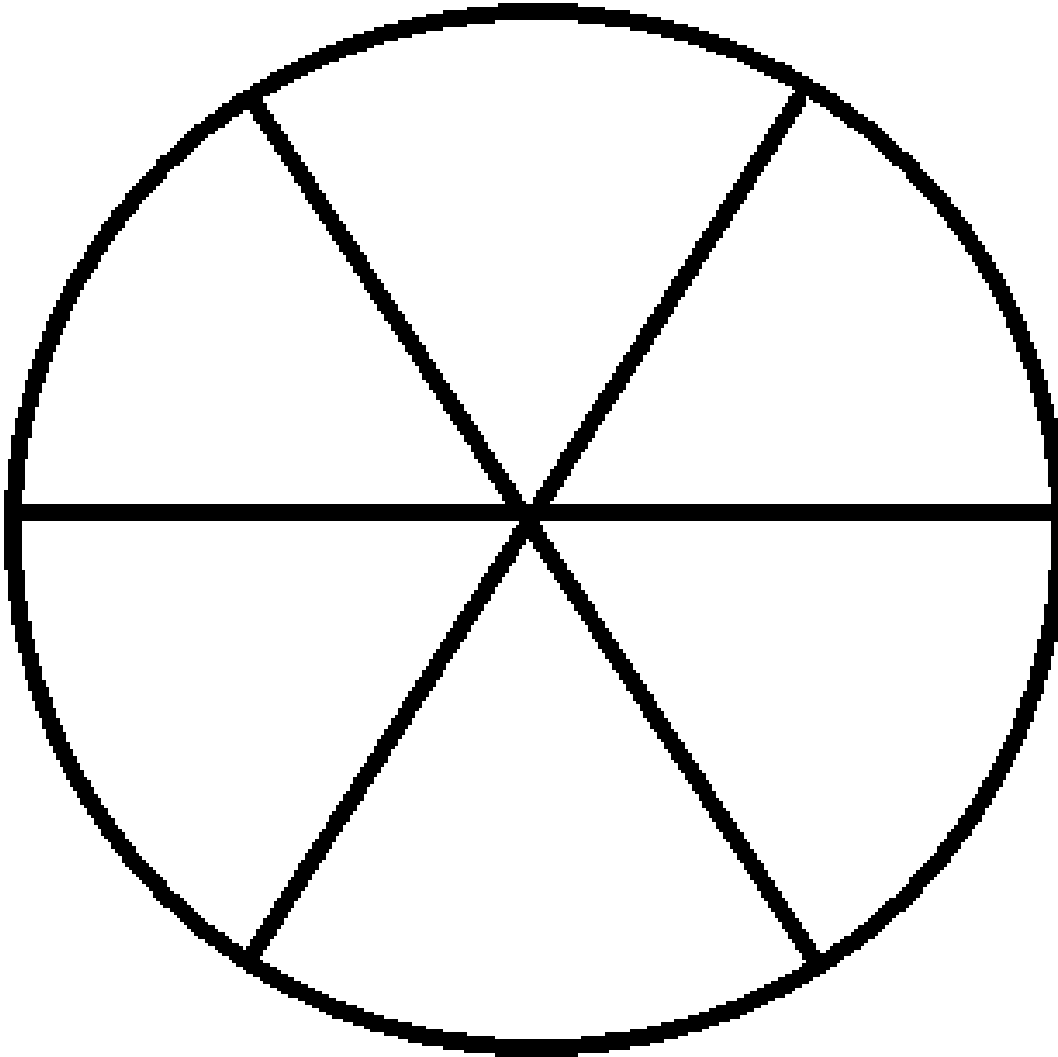
1. Collect the THREE (3) primary and the THREE (3) secondary colours in magazines.
2. Tear it in small pieces.
3. Paste the THREE (3) primary colours first on the given picture of a colour wheel.
4. Now tear the THREE (3) secondary colours and paste it on the correct places.
5. Cut out the names of the different colours and paste each one on the correct place on the colour wheel.

Assessment:

Your colour wheel will be assessed on the following:

Criteria	Possible mark	Real mark	Comment:
1. Is each colour pasted on the correct place?	6		
2. Is each name pasted on the correct place?	6		
3. Was it completed on time?	1		
4. Was it done neatly?	2		
Total	15		
General comments of the assessor:			

COLOUR WHEEL:
(THREE (3) primary and THREE (3) secondary colours)



Red

Yellow

Orange

Blue

Green

Purple

Year 2 (Term 1 Week 1 & 2)

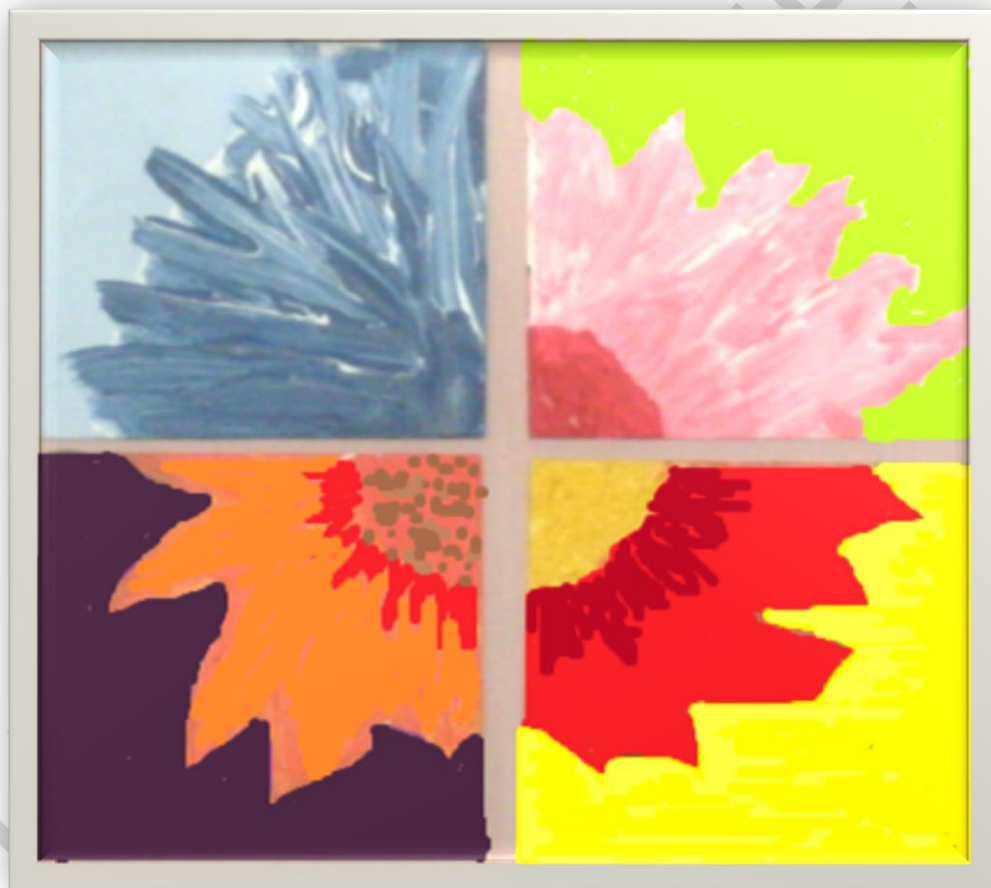
Craft: “Make a painting”

Colour: (All art elements)

- To mix your own secondary colours
- To indicate that you can use colour to create atmosphere

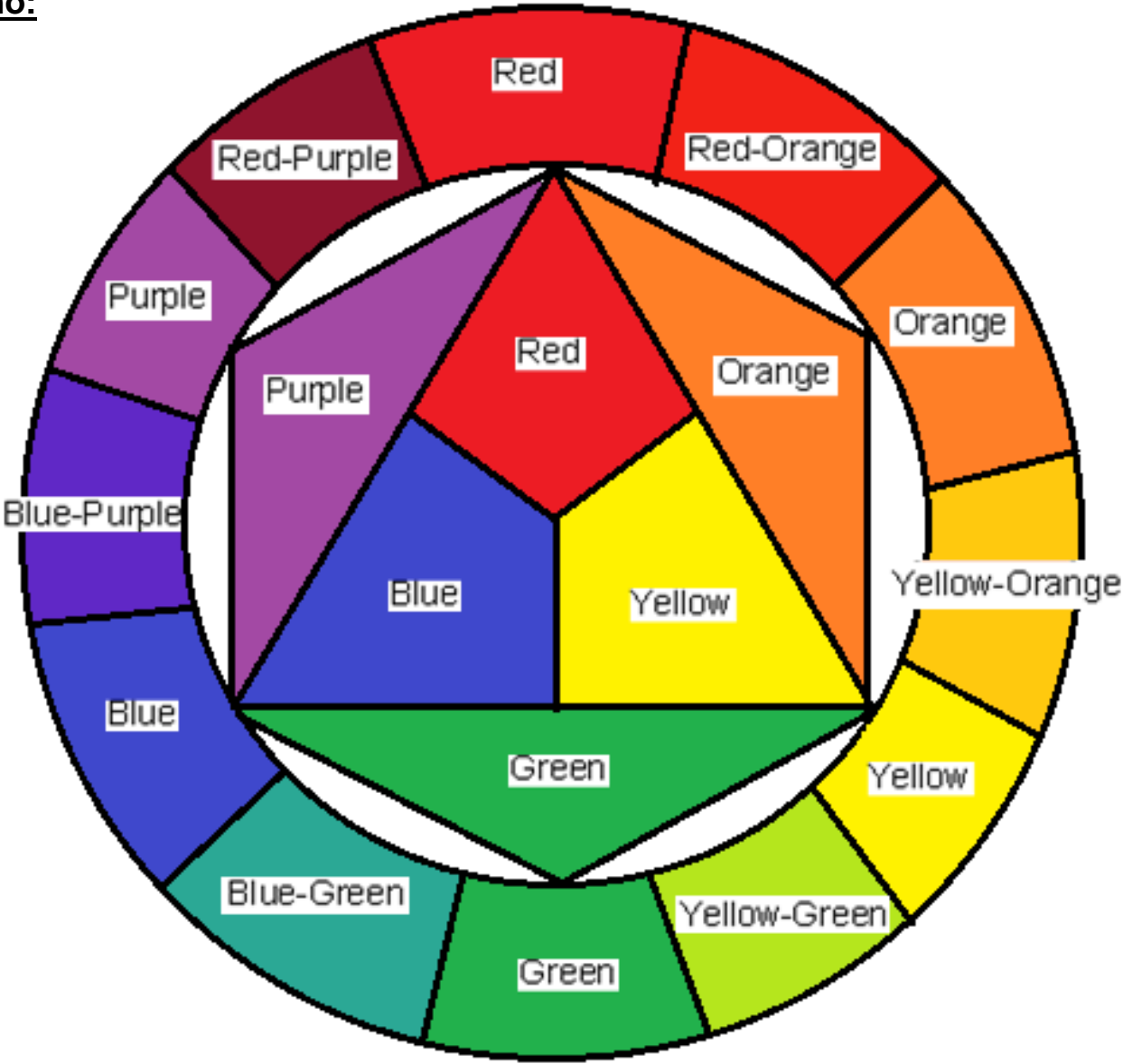
Primary colours: Red Blue Yellow

Secondary colours: Purple Orange Green



Year 3 (Term 1 Week 2)

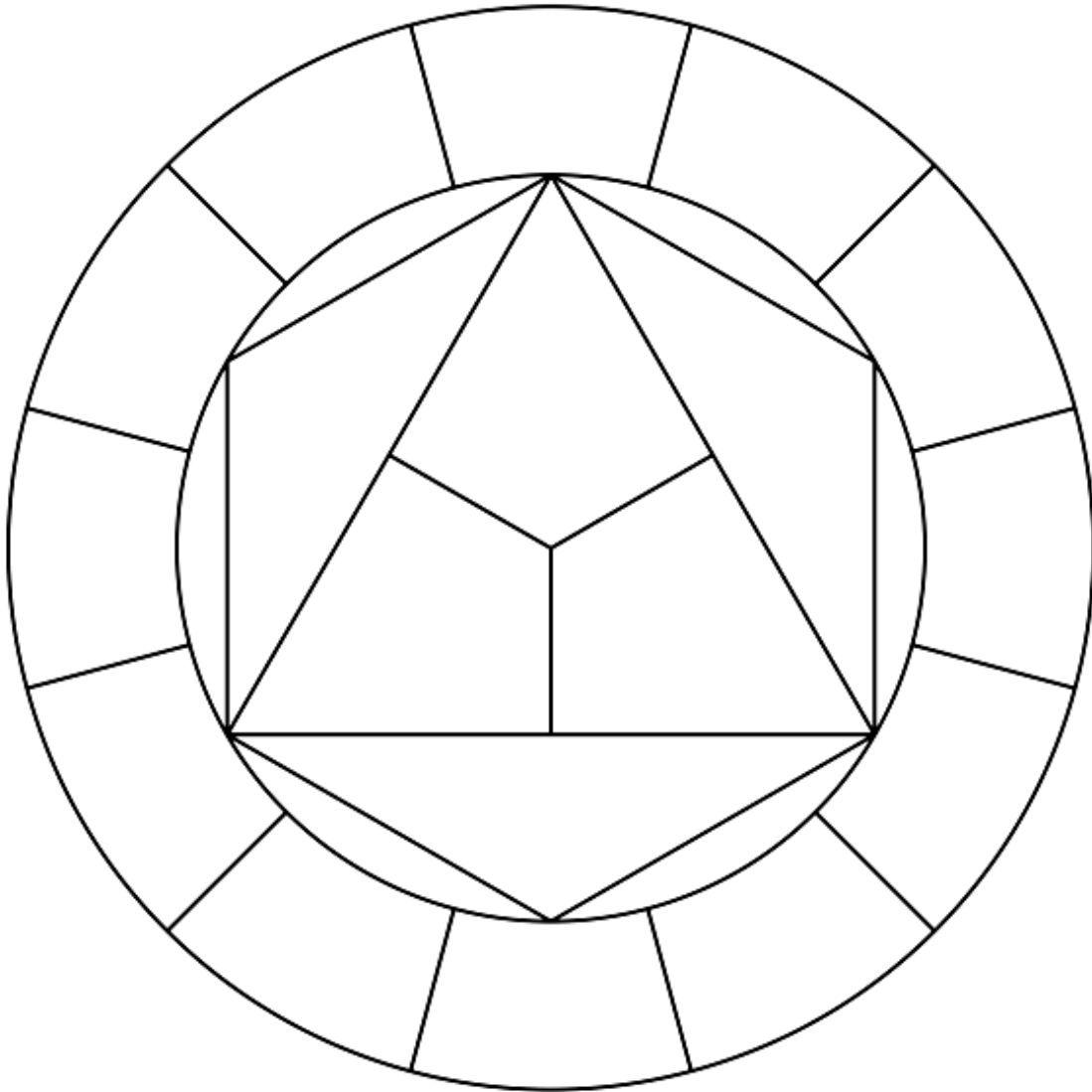
Memo:



Practical Activity:

Date: _____

Paint the colour wheel to indicate primary, secondary and tertiary colours:



ARTS & CRAFTS

PRACTICAL: COLOUR WHEEL Rubric

Name: _____ Grade: ____ Date: _____

INSTRUCTIONS:

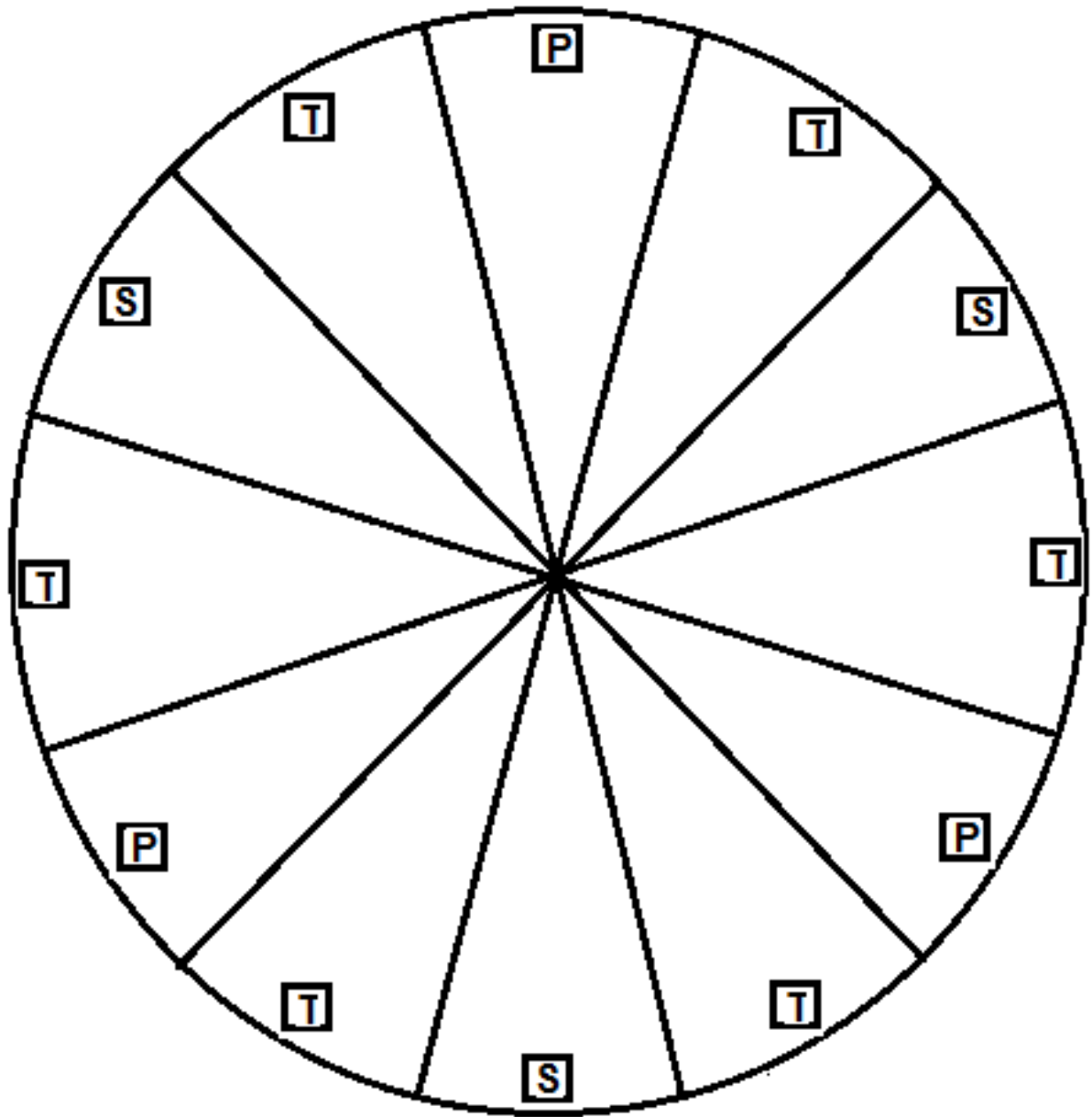
1. Collect the THREE (3) primary and the THREE (3) secondary colours in magazines.
2. Tear it in small pieces.
3. Paste the THREE (3) primary colours first on the given picture of a colour wheel.
4. Now tear the THREE (3) secondary colours and paste it on the correct places.
5. Now tear the tertiary colours and paste it on the correct places.
6. Cut out the names of the different colours and paste each one on the correct place on the colour wheel.

Assessment:

Your colour wheel will be assessed on the following:

Criteria	Possible mark	Real mark	Comment:
1. Is each colour pasted on the correct place?	12		
2. Is each name pasted on the correct place?	12		
3. Was it completed on time?	1		
Total	25		
General comments of the assessor:			

COLOUR WHEEL:
(Primary, Secondary and Tertiary colours)



Red	Orange	Yellow	Green	Blue	Purple
Red-Orange	Yellow-Green	Blue-Purple			
Yellow-Orange	Blue-Green	Red-Purple			

Year 3 (Term 1, Week 2)

Craft: “Make a painting”

Colour: (Line; Tone; Pattern; Contrast; Rhythm)

- To mix your own Secondary and Tertiary colours
- To use the above-mentioned elements in a painting

Primary colours: Red Blue Yellow

Secondary colours: Purple Orange Green

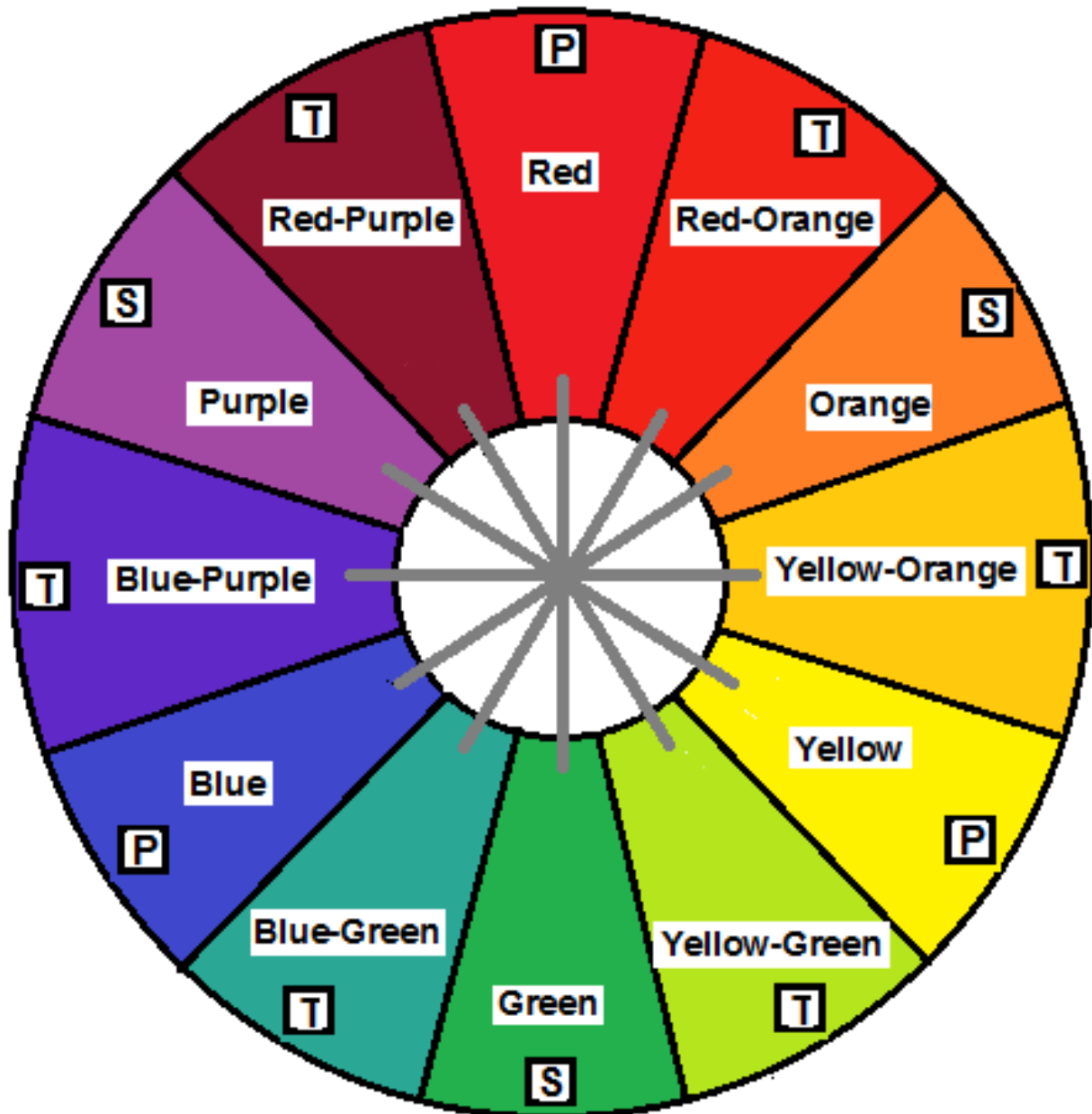
Tertiary colours: Red-Orange; Red-Purple; Blue-Green; Blue-Purple; Yellow-Green; Yellow-Orange



Year 4 (Term 1, Week 2)

Colour wheel: [Primary; Secondary, Tertiary and Analogical, Secondary and Complimentary colours]

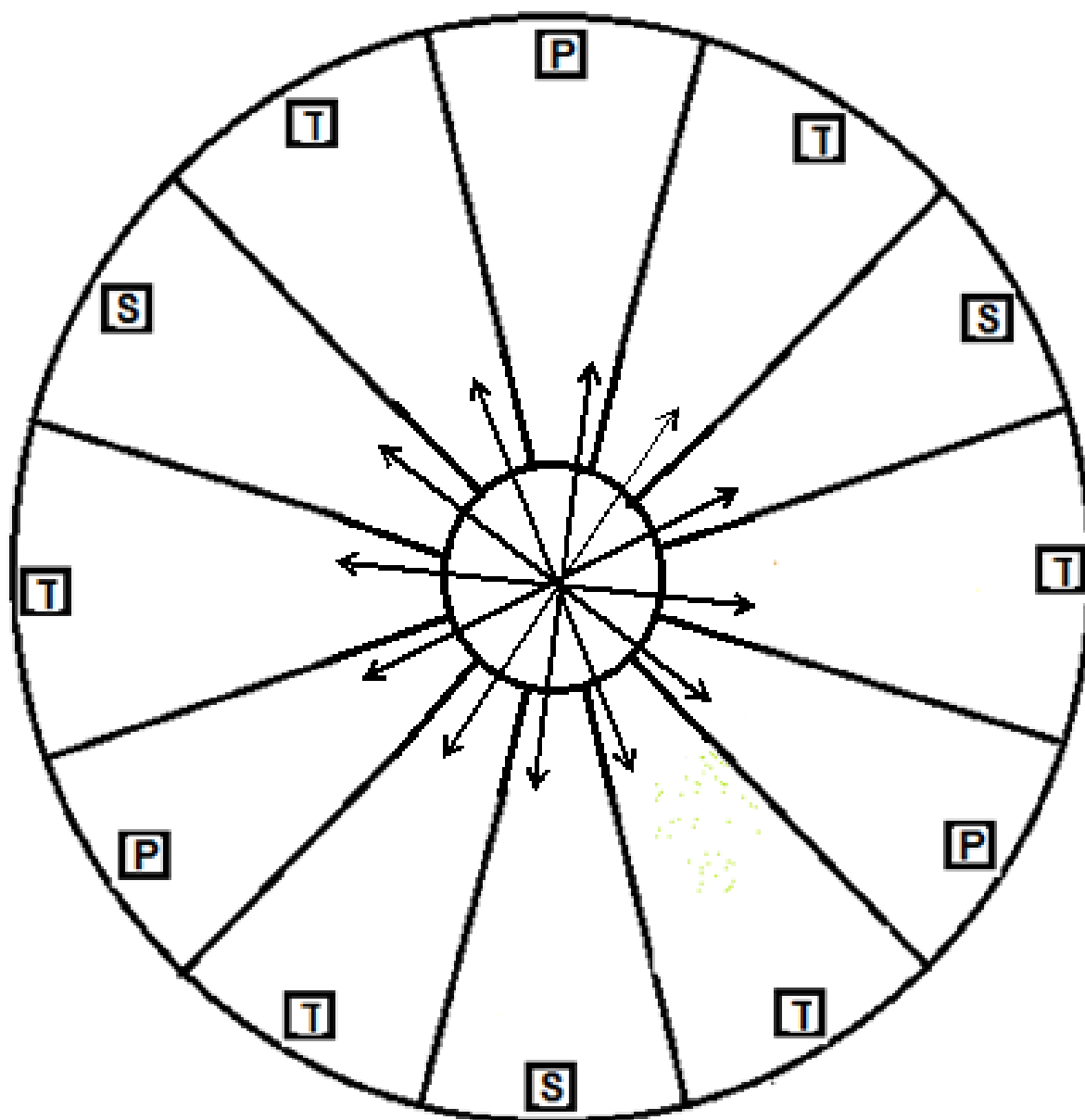
Memo:



Practical Activity

Colour wheel:

Paint the circle to indicate primary [P], secondary [S] and tertiary [T] colours to see what are the Complimentary Colours.



= Complimentary colours

Paint and name the Complimentary colours. Use the colour wheel as reference:





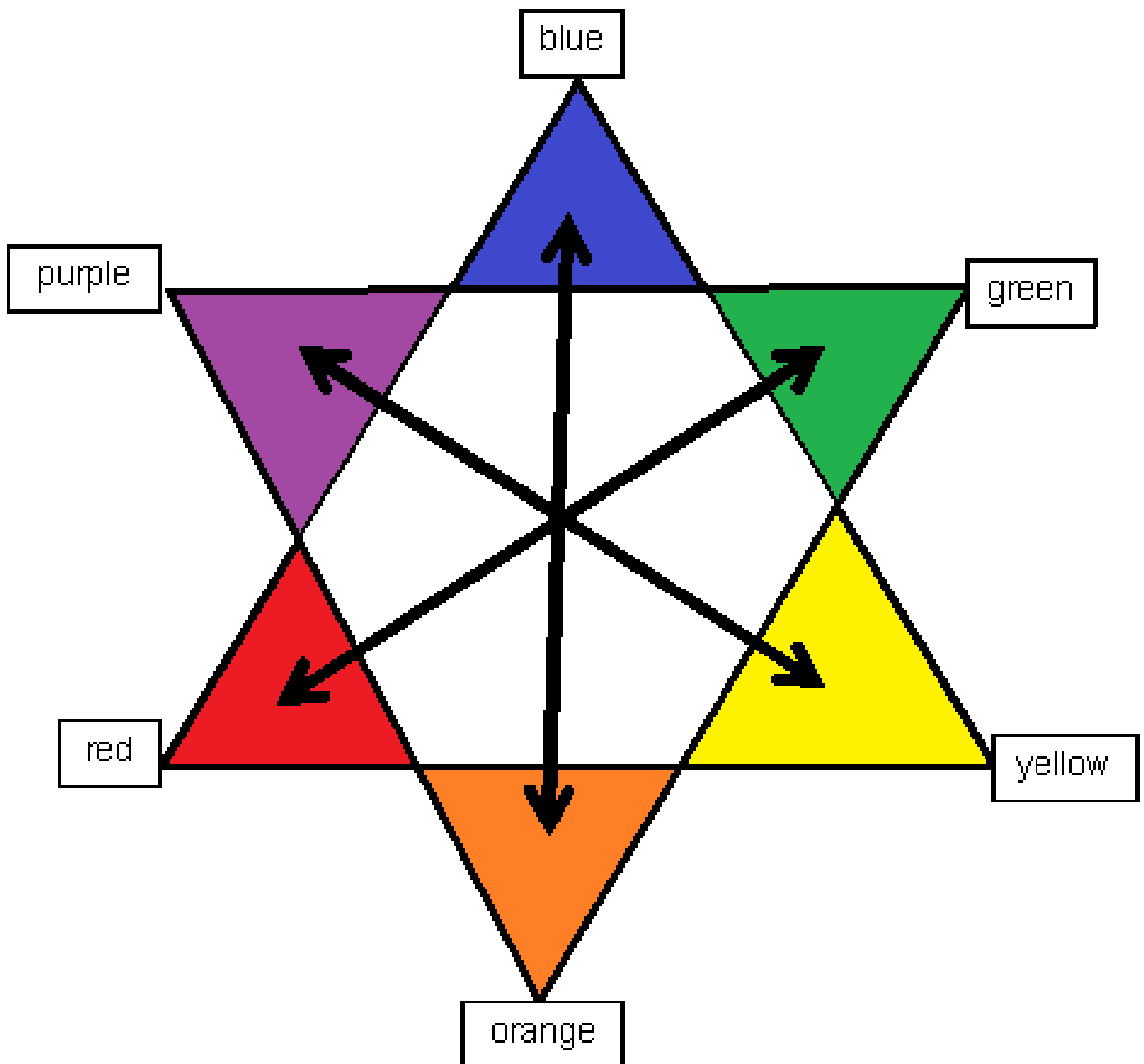








(Complimentary Colours)



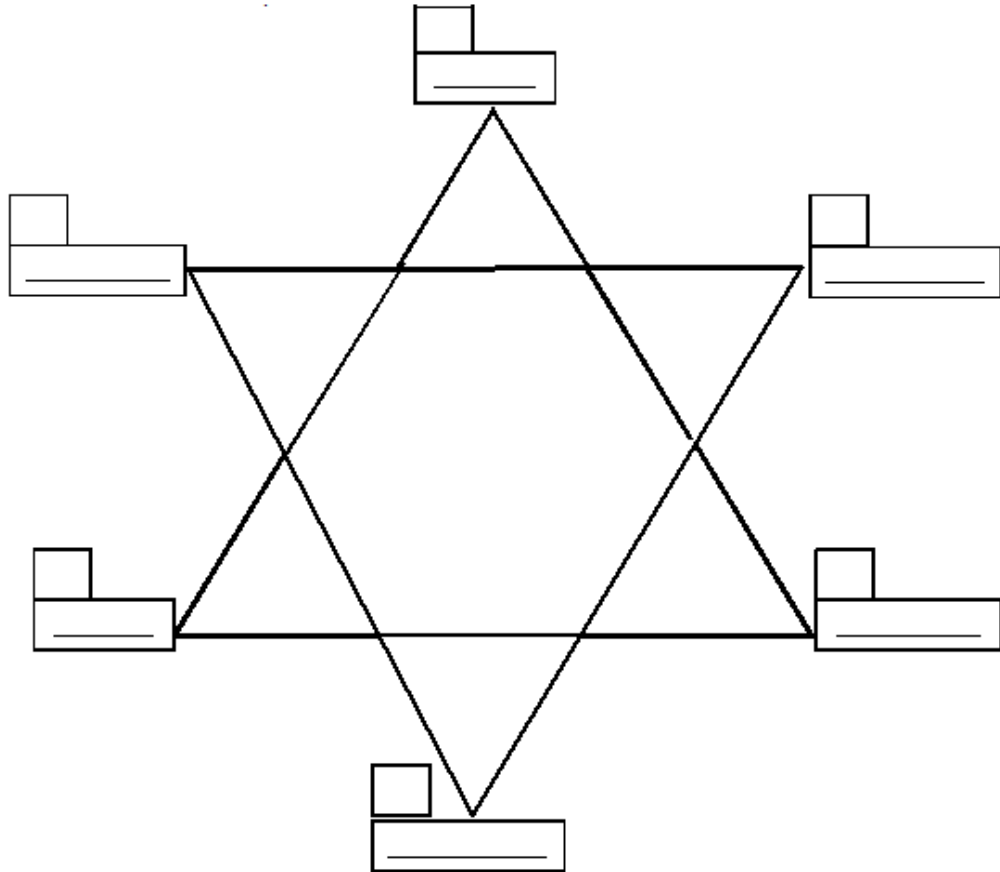
Activity Complimentary colours:

Date _____

115

1. Complete the following:

Paint and name the colours. Indicate if it is a Primary **P** or a Secondary **S** colour.



12

1. Name the complimentary colours:

<input type="text"/>	↔	<input type="text"/>
<input type="text"/>	↔	<input type="text"/>
<input type="text"/>	↔	<input type="text"/>

$\frac{1}{2} \times 6 = 3$

Introduction (Year 1 (weeks 3 and 4) and 2 (week 3 and 4))

Art elements: colour, focal point, lines and shapes.

Reinforcing the art elements done in Year 1 and 2. Before starting with this activity refresh on prior knowledge of art elements.



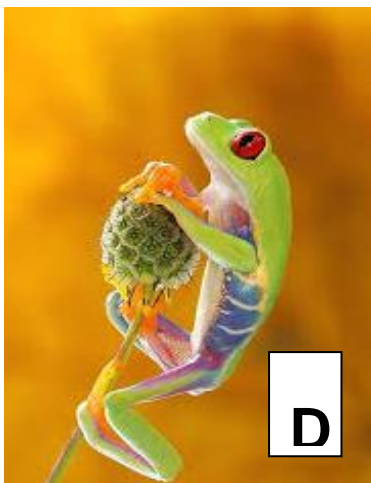
A



B



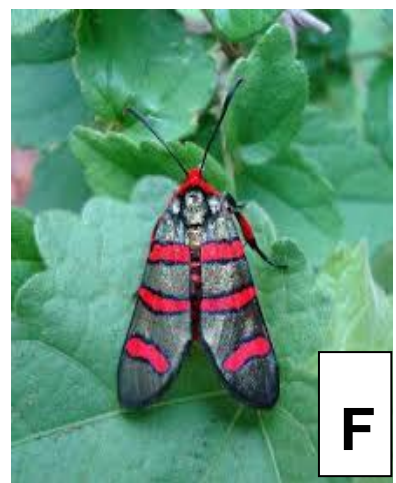
C



D



E



F



G



H



Look at the pictures provided and answer the following questions
Circle or write the correct answer. There is more than one correct answer.

1. Which image illustrates all three primary colours?
 A B C D E F G H I
2. Which images illustrate circles patterns?
 A B C D E F G H I
3. Which images best illustrates complementary colours?
 A B C D E F G H I
4. Which image related colours the best?
 A B C D E F G H I
5. In which images will you find tints and tones of blue?
 A B C D E F G H I
6. Which image illustrates the best curved lines?
 A B C D E F G H I
7. In which image do we find repetition of lines?
 A B C D E F G H I
8. Identify the geometrical shape in image F.

9. Identify all the colours found in image G. Explain why these colours look good together.

10. Identify three art elements in image A.

11. Name the related colours in image B.

12. Identify the category of colours in image D.

13. Identify the focal point D and B.

Year 1 Create in 3-D: reptiles or insects (decorating patterns)



Introduction

Reinforce all art elements and design principals done in Year 1 and 2.

Space: space may be created by overlapping, change in scale, placement or colour theory.

Emphasis/focus: is the centre or interest where more detail will be seen.

Collect pictures illustrating different textures, shapes and forms of reptiles and insects.

Select pictures from magazines where the reptile or insects are the focus point.

Cut these pictures out and create a collage in your books.

Main activity

What you will need:

Magazine

Glue

Scissors

Foil

Paper mache

Water

Smooth glass bottle or rolling pin

Toothpicks

Ice cream stick

Pencil

Plastic knives

Newspaper

Towel



Preparation/ Instructions/ Brief

Remove clay from plastic.

Place on work surface.

Fold the block in half.

Knead the clay until soft.

Step 1

Bring the base you are going to use to place your reptile/insect to school e.g. branch, rock, leave etc.

Choose a reptile or insect you would like to make out of clay.

Remember to look at the form/shape of the reptile or insect you are going to create.

We will be demonstrating how to make a lizard.

Decide how large your lizard is going to be.

Select a piece of foil, roll it into a coil.

The coil should be in proportion to your base.



Step 2

Creating the body

Cut a piece of clay that will cover the foil piece and use a rolling pin (glass bottle) to roll out the clay.

Using a cutting tool (plastic knife, ice cream stick) cut the clay in a triangle to fit around the foil coil.

Cover the foil coil with the clay and stand back to see the shape of your reptiles / insects body.

Roll the coil to form the body of the reptile.

The form should be larger where the head will be attached and must taper down (becomes thinner) and longer towards the tail.



Step 3

Forming the body shape

Select a piece of clay and roll a long tube.

Place the coil across and in the middle of the lizard's body.

Attach the coil using the slip and score method.



Step 4

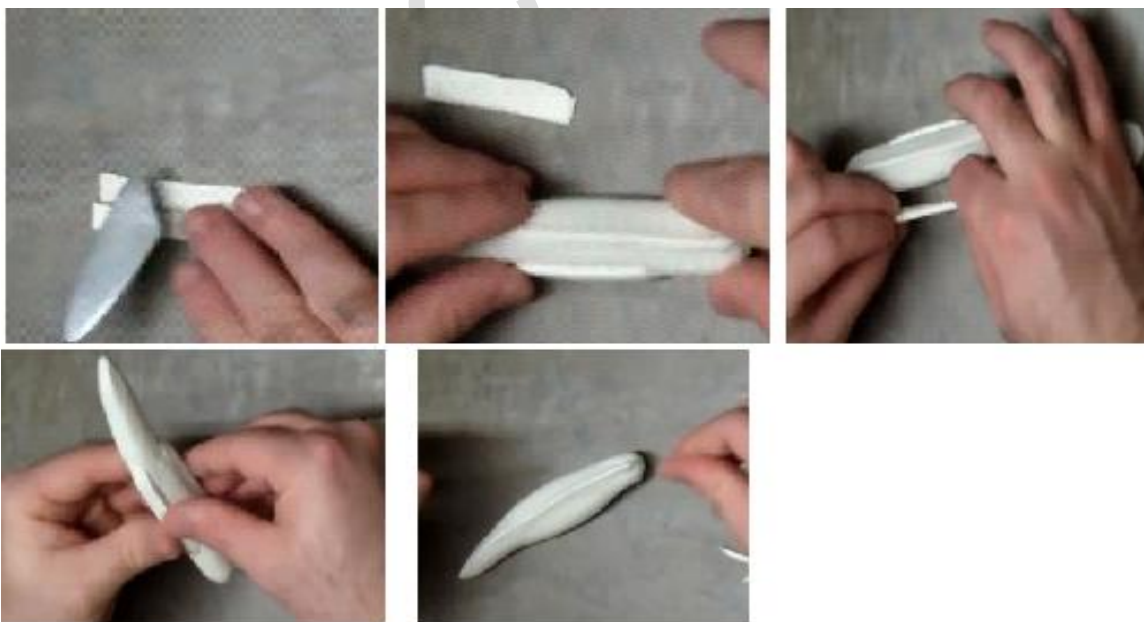
Cut out two rectangular pieces to attach to the side.

The pieces should be rolled out but twice the thickness of the piece of clay you covered the body with.

This will form/shape the body.

Apply more pieces until you are satisfied with the lizard.

Use the slip technique to attach the side until you are satisfied with the form of the lizard's body.



Step 5

The head

Roll a ball that will form the head of the lizard.

Shape it into a triangular form.

Decide what action (pose) the lizard's head should be doing.

Using the score and slip method attach the head to the lizard.



Step 6

The face

After attaching the head look at the facial features you would like to enhance.

Create facial features like big eyes or small eyes.

Use the sculpting tools to create the lizard's mouth etc.

Use your imagination.



Step 7

The legs

Roll four pieces of clay into coils that will be used for the legs.

The four pieces of clay should be the same length and thickness (balanced).

Fold the legs in half.

Attach the legs to the body using the score and slip method.



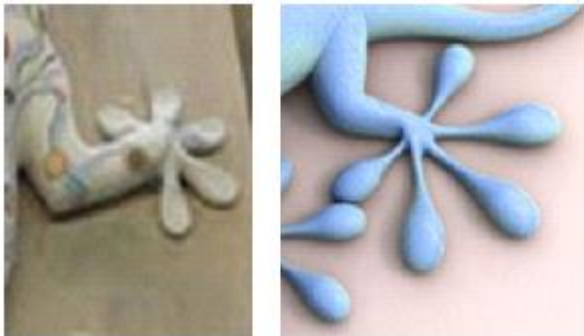
Step 8

Attaching the feet

Roll twenty little balls to create the feet.

The balls must all be the same size.

Use the ice cream stick to flatten the feet and attach each ball to the legs of the lizard.



Step 9

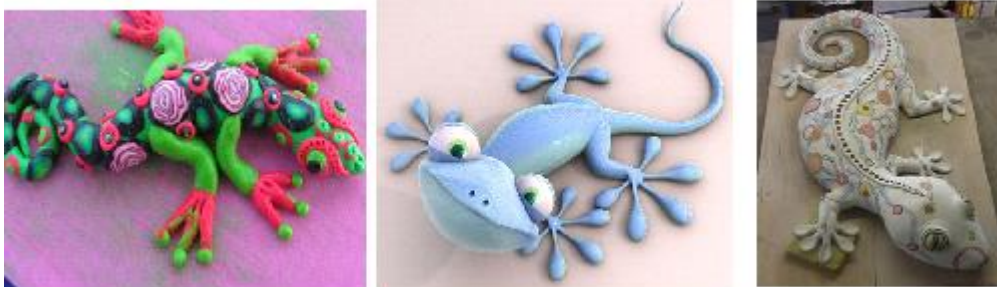
Creating texture

Use lines or shapes to decorate the lizard's body.

Use the toothpick to create patterns or holes on the body.

Complete the lizard until you are satisfied.

Be creative.



Step 9

Leave it to air dry then paint.

Presentation

Mount the lizard on the base.

Place the completed work on the exhibition tables.

Assessment will be done in a group of three learners.



Rubric

Outstanding	9-10	<ul style="list-style-type: none">• The learner generated many ideas, tried unusual combinations or changes before choosing one idea, made connections to previous knowledge mastery of problem-solving skills.• Effort far beyond that required.• The “Wow” factor is evident• Works show great innovation• Content/conceptual richness of the work is excellent• The work as a whole is confident and evocative: it engages the viewer with excellent visual qualities.• The work clearly demonstrates original vision, a variety of innovative ideas and / or risk taking, and inventive articulation of a board range of elements and principles.• Outstanding and original presentation. Exceptional ability, creativity richness, insightful, fluent, high skill, observation and knowledge powerfully expressed, supported by an original or unusual selection of relevant visual references.
Excellent	8	<ul style="list-style-type: none">• Striking impact: most of the above; detailed: well organised and coherent; polished; skill evident; supported by and original/unusual/relevant visual references; presentation original and considered; less resolved’ some minor flaws evident.

Very Good	7	<ul style="list-style-type: none"> Well organised, as above, but lacks the “glow and sparkle” (less convincing in terms of imagination, creativity and innovation); good level of competence and selection of content; supported by a good selection of relevant visual references; obvious care and effort taken with original presentation; some obvious inconsistencies/flaws evident. Good evidence of effort and commitment. Interesting/innovative/creative, but not technically resolved. Technically good, but lacks conceptual richness of vice versa. Work be creatively innovated, but lacks technical skill.
Good	6	<ul style="list-style-type: none"> The work demonstrates some originality; clear intent; convincing; simple direct use of medium; displays understanding but tends towards the pedestrian and stereotyped response at times; adequate selection of relevant visual references; reasonable effort taken with presentation; distracting/obvious inconsistencies. Sound level competence.
Average	5	<ul style="list-style-type: none"> Adequate; feels mechanical; derivative or copied; little insight. Unimaginative; some visual references not always clearly identified. Fair presentation; many distracting inconsistencies. Average level of technical competence. Possible limited commitment in terms of time and effort. Imagery is copied from another source with little transformation of images. Little evidence of trying anything unusual. Scope of work is narrow and or repetitive.
Below Average	4	<ul style="list-style-type: none"> Just enough material/works to pass. Visually uninteresting, uncreative; limited/poor technical skill used. Little attempt to present information in an acceptable manner, little or no visual information/reference. General lack of commitment; in need of support/motivation to pass. Insufficient time on task. Standard below the acceptable. Poor solutions to problems; artwork is copied and superficial. No evidence of original thoughts.
Weak	3	<ul style="list-style-type: none"> Just enough material/works to pass. Visually uninteresting, uncreative, limited/poor technical skill used. Little attempt to present information in an acceptable manner, little or no visual information/reference. General lack of commitment; in need of support/motivation to pass. Insufficient time on task. Standard below the acceptable. Poor solution to problems; artwork is copied and superficial. No evidence of original thought.

Very weak/fail	2	<ul style="list-style-type: none"> • Very little information; jumbled; not easy to view; little or irrelevant work/visual information. • No effort made to present work in an acceptable manner; general lack of commitment/cooperation. • Poor artistic decision-making. • Classes were missed and learner failed to make up the time.
Unacceptable /Fail	1	<ul style="list-style-type: none"> • Incoherent; irrelevant; very little or no work; lack of even limited skills; no commitment/cooperation. • Work incomplete • Poor artistic decision-making/learner put forth no effort. • Most classes were missed and student failed to make up the time.

Year 4 Term 3

Medium: Own disgression



ASSESSMENT TOOL: Etching

CRITERIA		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Art elements	-Shape					
	-Line					
	-Tone					
	-Texture					
2. Design principles	-Contrast					
	-Proportion					
	-Emphasis					
3. Observation of the wider visual world						
4. Interpretation of the wider visual world						
5. Simple etching techniques:	-Etching					
	- Drawing					
	- Scratching					

12 x 5 = 60

Setting up an Examination paper (Sample)

Cover page

November 2016 Examination

Time: 1 hour, 40 minutes

Marks: 50 + 50

Examiner:

Moderator:

INSTRUCTIONS AND INFORMATION

1. Read the instructions carefully before answering the questions.
2. All questions are **COMPULSORY**.
3. Write neatly and legibly.
4. Draw a line after each question.
5. Start Section B on a new page.

Lesson planning template (sample)

WEEKLY LESSON PLAN

SCHOOL NAME		EDUCATOR		DATES			
ART FORM		DURATION		TOPIC		THEME	
ACTIVITY NO AND FORM OF ASSESSMENT	NAME THE RESOURCES YOU WILL BE USING (paper etc.)			TICK THE CLASSROOM RESOURCES YOU WILL BE USING			
				OVERHEAD PROJECTOR		NAME ANY OTHER THAT YOU ARE USING	
				INTERACTIVE WHITE BOARD			
				TRI PROJECTOR			
				CD PLAYER			
				COMPUTER			
CONTENT OF THE LESSON	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>						
DIFFERENTIATION (INCLUSIVITY)							
LEARNING ACTIVITIES (What will the learners do?) WHEN IT IS A PRACTICAL ACTIVITY MENTION THE INSTRUCTIONS STEPS	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>						
TEXTBOOK USED AS WELL AS THE PAGES:							
HOD SIGNATURE AND COMMENT							

File Index

Table of Content

1. Educators Details Personal Time Table
2. Control sheets
3. School Management Plan
4. Subject Policy
5. CAPS
6. Assessment Policy
7. National Documents: Policy Document, NPR, NPPPR (if the school has this in the HOD file or other file that's kept in the office you need to just indicate it in educator file)
8. ATP
9. LTSM List
10. Class Visit Reports
11. District and School reports
12. Lesson Plans and Lessons
13. Assessment plans for Terms
 - Informal Assessments
 - Formal Practical Assessments
 - Formal written Assessments and Memorandums
14. Pre-and post moderations
15. Formal assessment Tasks
16. Recording Sheets for subject
17. Mark sheet printout (SAMS)
18. Internal Meetings
19. Departmental Meetings and Workshops
20. Circulars
21. Intervention plan

PUBLIC COMMENT