

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

ART AND CRAFTS

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

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1 SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

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. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R-5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2 Overview

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

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);

- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.
- 1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability
- (a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose 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;
- Facilitating the transition of learners from education institutions to either protective or open employment;
- 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 learning: encouraging an active approach to multi-sensory learning;
- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge
 and skills to be achieved at each grade are specified and set high, achievable standards in all
 subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices
 of social and environmental justice and human rights as defined in the Constitution of the
 Republic of South Africa.
- (d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual 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).
- 1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability
 - The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:
- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these
 learners and help prepare them to be more independent and better equipped for life after school.
 It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

- 1.3.1.1 Learners successfully completing the curriculum 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 curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects		Time
General E	Education	
Language	es	5 – 14 years = 10 hours
Home Lar	nguage	14 - 18 years = 6 hours
First addit	ional language	14 – 18 year = 2 hours
Mathema	tics	5 – 14 years = 5 hours
Watnema	iios	14 - 18 years = 3 hours
_		5 – 14 years = 8 hours
	Life Skills – Personal and Social Wellbeing	14 - 18 years = 5 hours
1 :4-	Physical Education	1 hour
Life Skills	Creative Arts	5 – 14 years = 3½ hours
	Creative Arts	14 - 18 years = 1 hour
	Natural Sciences	1½ hours
Skills sub	pjects	14 – 18 years = 8 hours

Subjects	Time
CAPS Grades R to 5 for learners with severe intellectual disability:	
Agricultural Studies	
Art and Crafts	
Civil Technology: Bricklaying and Plastering	
Civil Technology: Plumbing	8 hours
Civil Technology: Woodworking and Timber	
Consumer Studies: Food Production	

Consumer Studies: Needlework	
Hospitality Studies	
Mechanical Technology: Body Works: Panel Beating and or Spray Painting	
Mechanical Technology: Motor Mechanics	
Mechanical Technology: Welding	
Office Administration	
Personal Care: Ancillary Health Care	
Personal Care: Beauty and Nail Technology	
Personal Care: Hairdressing and Beauty Care	
Service Technology: Maintenance	
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5	
General Education	General Education	
Home Language	Home Language	
	First Additional Language	
Mathematics	Mathematics	
Life Skills	Life Skills	
- Personal and Social wellbeing	- Personal and Social wellbeing	
- Physical education	- Physical education	
- Creative arts	- Creative arts	
	- Natural Sciences	
	Skills subjects	
	A minimum of 3 skills and maximum of 4 skills	

2 SECTION 2: INTRODUCTION TO ART AND CRAFTS

2.1 Definition

The Art and Crafts learning programme explores knowledge and understanding of a variety of materials, techniques and work processes, from developing ideas and solving problems, to the production of creative works of art. Art and Crafts awaken the creative powers in each learner. This creativity can be applied in all spheres in later life and work.

2.2 Topics

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

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

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

2.3 Specific Aims:

In Art and Crafts the learner will study to:

- Produce Art and craft products using hand-held tools
- Design, make and review a finished and marketable craft product.
- Accumulate creative ideas to design a craft product.
- Identify and prepare materials and tools for craft production.
- Make variety of craft products.
- Understand and skilfully use basic art elements and principles.
- Produce sequences of the same craft product.
- Review craft products.

- Cost and price craft products for a sustainable craft enterprise.
- Develop entrepreneurial awareness within the craft enterprise.
- Investigate work opportunities to make personal career decisions.

2.4 Requirements for Art and Crafts as a subject:

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

2.4.1 Time Allocation

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

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

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

2.4.2 Resources:

2.4.2.1 Human Resources:

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

Art and Craft teachers are required to:

✓ Teach the subject content with confidence

- ✓ Interact with learners in a relaxed but firm manner
- ✓ Manage the workshop resourcing, allocation & safety
- ✓ Manage the teaching environment
- ✓ Conduct stock taking and inventory
- ✓ Plan for practical work
- ✓ Plan for theory lessons
- ✓ Conduct weekly practical sessions
- ✓ Maintain and service the workshop as a whole
- ✓ Maintain and service the tools and instruments
- ✓ Ensure learner safety
- ✓ Produce working PAT projects in cooperation with learners
- ✓ Implement innovative methods to keep the subject interesting
- ✓ Are self-motivated to keep her/him abreast of the latest art developments
- ✓ Regularly attend Art skills workshops.

2.4.2.2 Infrastructure and equipment

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

2.4.2.3 Infrastructure:

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

Electricity supply to the classroom/workshop is recommended.

Good lighting and ventilation is essential.

2.4.2.4 Equipment:

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

- Skill saws X 4
- Planer
- Rivet guns X 4
- Glue guns X 4
- Sander

- Pliers X 4
- Side cutter
- Band saw
- Staple guns X 2
- Square X 2
- Screwdriver set X 2
- Electric Drill
- Drill bit set X 2
- Tile cutter X 2
- Cutter knives X 4
- Glasscutter
- G-clam
- Soldering iron X 2
- Chiselled and others.

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

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

2.4.2.5 Finances

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

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

2.5 Career opportunities

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

Artist

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

3 SECTION 3:

3.1 OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

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

3.2 Content overview of topics

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

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

TOPIC	GRADE 4	Grade 5
	Use and apply elements and principals of art.	Use and apply elements and principals of art.
	Use tools and materials to produce craft products.	Use tools and materials to produce craft
	Produce craft products in line with given designs.	products.
		Produce craft products in line with given designs.
		Produce craft products with limited defects.
4.Produces sequences of the same craft	Select material, tools and production process for	Select material, tools and production process for
products for the market	producing a specified quantity of same product.	producing a specified quantity of same product.
	Identify and make use of the same design specifications	Identify and make use of the same design
	of the original product.	specifications of the original product.
	Produce a sequence of the same product.	Produce a sequence of the same product.
	Copy the design when producing the same products in	Copy the design when producing the same
	a sequence.	products in a sequence.
	Determine the required quantities of materials for the	Determine the required quantities of materials
	specific number of product to be produced.	for the specific number of product to be
		produced.
5.Review and finishes craft product for	Align end products with teacher specifications.	Align end products with teacher specifications.
market	Grade the quality of finished	Grade the quality of finished
	products.	Products.
	Follow teacher guided design specification.	Follow teacher guided design specification.

TOPIC	GRADE 4	Grade 5
	Reflect on the selection of appropriate material, tools	Reflect on the selection of appropriate material
	and equipment according to given specification or	tools and equipment according to giver
	designs.	specification or designs.
	Reflect on safety procedures in the context of craft	Reflect on safety procedures in the context of
	production.	craft production.
6.Cost and prices crafts products for a	Perform basic business calculations in costing and	Perform basic business calculations in costing
suitable craft enterprise	pricing of craft products.	and pricing of craft products.
	List and record all production costs.	List and record all production costs.
		Determine prices of craft products by
		considering market and production cost factors.
7.Develops entrepreneurial awareness	Identify markets and possible markets for crafts	Identify markets and possible markets for craft
within craft enterprise	production.	production.
	Develop aspects of entrepreneurial awareness.	Develop aspects of entrepreneurial awareness.
	Explore markets and concepts of different	Explore markets and concepts of different
	markets(market research).	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	Investigate the requirements for specific work	Investigate the requirements for specific work
make a personal career decision.	opportunities.	opportunities.
	Discuss formal and informal learning	Discuss formal and informal learning institutions
	institutions/providers accessible to the learner in terms	providers accessible to the learner in terms of

TOPIC	GRADE 4	Grade 5
	of the education and training opportunities available at	the education and training opportunities
	each site.	available at each site.
		Explore job shadowing as a means of accessing
		employment.

3.3 Teaching plans

Each term comprises of ten weeks and a minimum of 9 practical Art and Crafts sessions is compulsory. The sequence within the term is not

compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in GRADE 4, and

therefore 2 suggested Art and Crafts articles/projects are provided to allow the learners to perform the second suggested Art and Crafts

articles/projects during their second year in grade 4. It is not advisable to repeat the same Art and Crafts articles/projects more than once as this

will not provide the learner the opportunity to learn additional skills.

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

term.

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

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

Show an example of a completed article

Give a short demonstration of the steps to follow before the learners commence with the activity

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment

and tools to the learners and the teacher may not leave learners unattended during Art and Crafts instructional time. A group discussion on the

safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always

able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as

well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations.

3.3.1 GRADE 4 Term 1

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

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

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

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

			RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	the same craft	Identify and experiment with	Activity 5: Group discussion on the basic tools and equipment used when painting
	product.	various drawing techniques to	on with watercolour paint on paper.
		interpret objects or ideas.	Activity 6: Complete a checklist of different tools and equipment used when painting
		Organise and present	or decorating on paper using watercolour paint.
		drawings to communicate	
		objects or ideas.	
		Know and use the elements of	Practical:
		art such as line, colour, shape,	Learners use watercolour paint to paint on specific paper.
		tone, texture and space.	Learners consider the use of colour, texture, line, shape, etc. – appropriate to
		Know and use the principles of	the craft object.
		art such as pattern, contrast,	Learners finish the articles by decorating it.
		rhythm, proportion and	Learners clean the workshop.
		emphasis.	·
		Develop dexterity (skilful use)	Teachers Tips:
		through using materials to	
		create craft products.	• In order to comply to the requirements of the Occupational Health and Safety
		Consider environmentally	(OHS) Act 85 of 1993, a practical session with regards to the issuing of
		sustainable criteria during	equipment and tools, needed for a specific craft product must be held before
		selection of tools and	beginning with the new product.
		equipment.	There must also be a group discussion on the safety precautions that must be
		Gather sufficient (enough and	followed, as well as the dangers of working with paint.
		appropriate) materials for craft	
		production.	

		Gl	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand the	Tools and equipment needed:
WEEK .			
		materials into account when	

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

		GF	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		 Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original designs. Copy the design specifications when producing the sameproducts. Identify the steps that must be followed when making or decorating specific articles. Prepare the workshop or workplace for the process of recycling and decorating the articles by using acrylic paint. Identify the steps of finishing the article afterwards by 	Acrylic paint, acrylic varnish for sealing finished products, paint, metallic creams, brushes, scissors, paint-mixing container, pencils, cardboard, paper, tracing paper, plastic tablecloth and apron. Example of painting with acrylic paint: Example of painting with acrylic paint:

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

		GF	RADE 4 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC	 CONTENT The learner must be able to: Gather sufficient (enough and appropriate) materials for craft production. Identify and understand what decoupage is. Identify different steps that can be used when decoupage. Practise the skill of decoupage. Identify and select the basic tools used in practising decoupage. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft 	
		 selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. 	

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

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

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

tools and equipment used in the

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

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

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

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

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

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

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

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Painting)

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

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

Craft Object (Decoupage)

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

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

Craft Object (Boxes and Cards)

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

Craft Object (Glass Bottles)

The learner must be able to:

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

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

The learner must be able to:

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

Copy the design specifications when producing the same products.

3.3.2 GRADE 4 : TERM 2

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

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

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

						ADE 4 : Term 2
WEEK	ТС	OPIC		ONTENT	Techr	niques, activities, resources and process notes
			·	ldentify the same design specifications of original designs. Copy the design specifications when producing the same products. Identify the steps of finishing the article afterwards by painting or decorating the article. Identify the steps of cleaning the workshop before leaving the classroom.		Lient Jest
3-4	•	Accumulates	Sta	amping and Stencilling.	GRAD	DE 4 : First year
		ideas for design	•	Collate a variety of ideas	<u>Activit</u>	y 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities

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

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	10110	The learner must be able to:Follow housekeeping and	Activity 6: Complete a checklist of different tools and equipment used when making or
			decorating an article by using the art of Stamping and
		safety procedures in the	
		context of craft	Stencilling.
		production.	
		Take the characteristics of	Practical:
		the materials into account	Learners use stamps and stencils to create their
		when selecting for specific	own cards.
		craft production.	Learners finish the article by painting or decorating.
		Choose a method of	Learners clean the workshop.
		preparation appropriate to	
		the characteristics of the	Tools and equipment needed:
		selected materials.	Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion
		Identify the steps that	(latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams,
		must be followed when	brushes, craft-knife, cutting mat, paint-mixing
		making or decorating an	container, pencils, stencil card (cardboard),
		article by using the art of	tape measure and rulers,
		Stamping and Stencilling.	tracing paper and different
		Prepare the workshop or	stencils
		workplace for the process	The state of the s
		of making or decorating	Examples of cards made
		an article by using the art	with stencils:
		of Stamping and	
		Stencilling	GRADE 4 : Second year

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
···	10110	The learner must be able to:	
		Identify the steps of	Activity 1: Revise activities 1-6 that was done in Grade 4: First year.
		finishing the article	<u>Activity 2</u> : Group discussion on various techniques and stencils when painting on
		afterwards by painting or	tiles.
		decorating the article.	Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		Identify the steps of	made by the art of Stamping and Stencilling on tiles.
		cleaning the workshop	
		before leaving the	Practical:
		classroom.	Learners use stamps and stencils to paint on tiles for decoration
			Learners finish the article by painting, varnishing,
			sealing or decorating.
			Learners clean the workshop.
			Tools and equipment needed:
			Acrylic stencil paint, acrylic varnish for sealing
			finished products, emulsion (latex) paint, fabric paint, metallic creams, oil-
			based stencil sticks and creams, brushes, craft-knife, cutting mat, paint-mixing
			container, pencils, stencil card (cardboard), tape measure and rulers, tracing
			paper and different stencils

					GRADE 4 : Term 2
WEEK	ТС	PIC		ONTENT	Techniques, activities, resources and process notes
			In	e learner must be able to:	Examples of decorated tiles by using the art of Stamping
					and Stencilling:
5-6	•	Accumulates	Cr	ochet	GRADE 4 : First year
		ideas for design	•	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	Oral discussions
	•	Identifies and	•	Consider environmentally	Investigation and exploration activities
		prepares		sustainable criteria during	Research
		materials, tools		the accumulation and	Written activities
		and equipment		selection of ideas.	Sensory exploration activities
		for craft	•	Identify Tangible	Activity 2: Group discussion on what crochet is and articles that can be made when
		production.		(touchable) and intangible	crocheting.
	•	Makes a variety		sources for ideas.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the craft of
		of marketable	•	Identify sources of own	crochet and to show learners different articles made by crocheting.
		craft products.		and other cultures.	Activity 4: Videos, DVDs and pictures are shown to show learners the different stitches
					used when crocheting.

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

TOPIC CONTENT The learner must be able to: Practisethe skill of reading an easy crochet pattern. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of Teachers Tips: Teachers Tips: Teachers Tips: The remust be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when Crocheting. Teachers Tips: Teachers Can use a programme for example "Boardmaker" to teach learners the skill of "reading" or understanding an easy pattern or diagram. Tools needed: A crochet hook, yarn, a pair of scissors and a darning needle(if needs and teachers th
 Practisethe skill of reading an easy crochet pattern. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of Teachers Tips: There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when Crocheting. Teachers can use a programme for example "Boardmaker" to teach learners the skill of "reading" or understanding an easy pattern or diagram. Tools needed: A crochet hook, yarn, a pair of scissors and a darning needle(if necessary). Examples of easy products to crochet and different crochet
stitches

			GRADE 4: Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		before leaving the classroom.	Activity 2: Group discussion on various techniques when crocheting a basic granny square with one or more colours. Activity 3: Videos, DVDs or pictures are shown to show learners different articles made by using the craft of crochet and using a basic granny square. Activity 4: Practical demonstration by the teacher on how to read a basic granny square pattern. Practical: Learners make a basic granny square with one or more colours. Learners clean the workshop. Tools needed: A crochet hook, yarn, a pair of scissors and a darning needle (if necessary) Example of a pattern for a Granny Square, a multi colour granny square and an easy product to make

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

			GRADE 4 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify and understand	Learners use easy patterns for example Mosaic in rows with the same colour.
		what the craft of Mosaic	 Learners mix grout to use in the process of decorating with Mosaic.
		is.	 Learners finish the article by applying grout or decorating the article.
		Practisethe skill of mixing	Learners clean the workshop.
		grout that is used when	
		decorating articles with	Teachers Tips:
		Mosaic.	Tiles as well as different forms that can be used for decorating with mosaic can be
		Identify different articles	bought at selected shops.
		that can be decorated	Mosaic tiles can be bought in blocks that make it easier for the learners to work with
		using the craft of Mosaic.	and they don't have to cut the tiles. This will save time. Especially when the learners
		Identify and select the	make a square article.
		basic tools and equipment	Pre-cut hardboard or sheets of hardboard can also be bought.
		used in the process of	
		decorating articles with	Tools and equipment needed:
		mosaic.	Safety goggles, tile nippers, tile cutter, glass
		Follow housekeeping and	cutter (diamond cutter), adhesive , hard base,
		safety procedures in the	grout (different colours), hammer, work gloves,
		context of craft	dust mask, wax paper and newspaper, stir stick
		production.	- to mix grout, bucket, rubber spatula (old credit
		Take the characteristics of	cards) and clean rags and/or sponges
		the materials into account	
		when selecting for specific	Example of mosaic trays:
		craft production.	

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

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

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

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Plaster of Paris)

The learner must be able to:

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

Craft Object (Stamping and Stencilling)

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

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

Craft Object (Crochet)

The learner must be able to:

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

Craft Object (Mosaic)

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

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

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

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

3.3.3 GRADE 4 term 3

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK 1-3	TOPIC Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product.	 The learner must be able to: Papier-mâché Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally 	
	 Makes a variety of marketable craft products. Produces sequences of the same craft 	sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally	using Papier-mâché. Activity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of Papier-mâché and to show learners different articles made with Papier-mâché. Activity 4: Videos, DVDs and pictures are shown to show learners how to make Papier-mâché.
		sustainable criteria during selection of tools and equipment. • Gather sufficient (enough and appropriate) materials for craft production.	articles using Papier-mâché as well as the aftercare of the product. <u>Activity 6</u> : Group discussion on the basic tools and equipment used for making Papier-mâché, as well as the tools and equipment used for making articles using Papier-mâché. <u>Activity 7</u> : Complete a checklist of different tools and equipment used for making Papier-mâché.

CONTENT The learner must be able to	Techniques, activities, resources and process notes
Identify and understar	
what Papier-mâché is.	using Papier-mâché.
·	
	Practical:
	Learners make Papier-mâché , using the recipe provided by the teacher.
· · · · · · · · · · · · · · · · · · ·	
	 Learners finish the article by painting or decorating.
mâché.	Learners clean the workshop.
Identify and select the	· ·
	Recipe how to make Papier-mâché:
	· · · · · · · · · · · · · · · · · · ·
· ·	bonding glue, 1 part white glue and 1 part water will do the trick.
·	
-	projects, you may want to substitute white glue for the water.
·	
	Tools and equipment needed:
· ·	 A bowl or large container, flour, wallpaper powder, or white glue, water, base
	structure, paintbrush, mixing spoon or mixing stick, newspaper,
3 1, 100 1100	glue/flour/wallpaper powder and cooking oil (optional)
	that can be used to make articles using Papier-mâché. • Identify and select the basic and appropriate tools and equipment use in the process of making Papier-mâché. • Identify and select the basic and appropriate tools and equipment use in the process of making and decorating articles using Papier-mâché.

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

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

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	10110	The learner must be able to:	Market and the second state of the second stat
		producing the same	If you are making a piñata put the paper clip in whatever you are making before you
		products.	do the newspaper.
		Identify the steps of	Examples of articles made with Papier-mâché without moulds:
		finishing the article	
		afterwards by painting or	
		decorating the article.	
		Identify the steps of	
		cleaning the workshop	
		before leaving the	
		classroom.	
			GRADE 4 : Second year
			Activity 1: Revise activities 1-8 that was done in GRADE 4: First year.
			Activity 2: Group discussion on the concept of recycling combined with Papier-mâché.
			Activity 3: Videos, DVDs or pictures are shown to show learners different articles made
			with Papier-mâché when using different moulds.
			Practical:
			Learners use Papier-mâché and combine it with recycling to make an article.
			Learners make a bigger article for example a bowl by tearing strips of
			newspaper.
			Learners finish the article by painting or decorating.
			Learners clean the workshop.
			Loamers dean the workshop.

					GF	RADE 4 : Term 3
WEEK	ТС	PIC			Tech	nniques, activities, resources and process notes
			11	he learner must be able to:	Tool	s and equipment needed:
						A bowl or large container, flour, wallpaper powder, or white glue, water, base
					•	
						structure, paintbrush, mixing spoon or mixing stick, newspaper,
						glue/flour/wallpaper powder and cooking oil (optional)
					• F	Revise teachers' tips for Grade Four : First year.
					Exan	mples of articles made with newspaper strips:
4-5	•	Accumulates	В	eading	GRA	DE 4 : First year
		ideas for design	•	Collate a variety of ideas	<u>Activ</u>	rity 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify Tangible	Activ	ity 2: Group discussion on what Beading is, and articles that can be made and
		production.		(touchable) and intangible		prated by using the craft of Beading.
	•	Makes a variety		sources for ideas.		rity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of
		of marketable	•	Identify sources of own		ding and to show learners different articles made and decorated by using the craft of
		craft products.		and other cultures.	Bead	
						rity 4: Videos, DVDs and pictures are shown to show learners the process of
						ging beads as well as the different tools used for Beading.
					ວແມເ	ging beaus as well as the uniterent tools used for beauting.

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

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

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

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

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

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC	 The learner must be able to: context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of mixing Cement. Prepare the workshop or workplace for the process 	 Techniques, activities, resources and process notes Depending on the size of your project, pour some of the concrete powder into your bucket. Follow the directions on the bag and add water. Stir and add more water or concrete to get the desired consistency. Fill your mould with concrete. If you want the shape to have a hollow area inside, press another container inside the cement and weigh it down with rocks or stones. Set the container on a level surface to cure. Gently tap the container down on the ground (or along the sides if it is heavy) to minimize bubbles in the mix. After several hours when the concrete starts to set up you can go back and used a damp towel to clean up your piece and make sure it is the shape you want. At this point you can brush any concrete off the edges and smooth out the top of the concrete a little. Allow the concrete to dry and cure completely before you try to remove it from the carton. Peel the mold away from the concrete. If you are careful, you may be able to save your container to re-use again.
		 Prepare the workshop or workplace for the process of mixing Cement. Prepare the workshop or 	point you can brush any concrete off the edges and smooth out the top of the concrete a little. Allow the concrete to dry and cure completely before you try to remove it from the carton. Peel the mold away from the concrete. If you are careful, you may be able to save

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

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

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

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		for the different methods	Learners clean the workshop.
		of Soap making.	
		Identify and select the	Tools and equipment needed:
		basic tools and equipment	MINIOUS - PRINCIPAL STATE OF THE STATE OF TH
		used in the process of	Examples of home made bath salts
		Soap making.	
		Follow housekeeping and	
		safety procedures in the	GRADE 4 : Second year
		context of craft	Teacher provides learners with the recipe for making hand wash soap using
		production.	glycerine soap and essential oils.
		Take the characteristics of	
		the materials into account	Activity 1: Revise activities 1-9 that was done in GRADE 4: First year.
		when selecting for specific	Activity 2: Group discussion on various techniques when making soap with glycerine
		craft production.	soap.
		Choose a method of	Activity 3: Videos, DVDs or pictures are shown to show learners different soaps made
		preparation appropriate to	with glycerine soap.
		the characteristics of the	Activity 5: Practical demonstration by teacher on how to make hand wasjsoap using
		selected materials.	glycerine soap.
		Identify the steps that	Practical:
		must be followed when	Learners use the craft of soap making to make hand wash soap using glycerine
		decorating articles using	soap.
		the craft of Soap making.	 Learners finish the article by decorating or packing the soap.
			Learners clean the workshop.

			GRADE 4 : Term 3
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to:Prepare the workshop or	
			Tacabara Tina
		workplace for the process	Teachers Tips:
		of Soap making.	There must also be a group discussion on the safety precautions that must be followed,
		Prepare the workshop or	as well as the dangers of working with the tools and equipment used when producing
		workplace to produce	Soap.
		decorated soap and	
		package.	Examples ofhand wash soaps made with glycerine
		Creates appropriate craft	
		products from given	
		materials.	
		Uses materials in such a	
		manner that products are	Circle 1
		made according to	Manager Manage
		teacher's guidance and	The second secon
		-	
		specifications.	
		Interpret teacher guided	
		design specifications to	
		create a craft product.	
		Produce craft products	
		with minimal defects.	
		Produce craft products	
		within teacher allocated	
		times.	

			GRADE 4: Term 3
WEEK	TOPIC	CONTENT The learner much be able to:	Techniques, activities, resources and process notes
		The learner must be able to:Determine the required	
		quantities of materials for	
		the specific number of	
		products to be produced.	
		Identify the same design	
		specifications of original	
		designs.	
		Copy the design	
		specifications when	
		producing the same	
		products.	
		Identify the steps of	
		finishing the article	
		afterwards by decorating	
		and packing the article.	
		Identify the steps of	
		cleaning the workshop	
		before leaving the	
		classroom.	
9-10	Reviews and	The learner must be able to:	GRADE 4 : First year
	finishes craft	Follow teacher guided	Review the craft products for the market:
	products for market.	design specifications.	
		3 27 22 22 22	

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Papier-mâché)

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

Craft Object (Beading)

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

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

Craft Object (Cement)

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

Craft Object (Soap making)

The learner must be able to:

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

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

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

3.3.4 GRADE 4 TERM 4

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

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

	GRADE 4 : Term 4						
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes				
WEEK	TOPIC	 CONTENT The learner must be able to: Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making articles using the craft of Pewter/Foil. Adheres to housekeeping and safety procedures during preparation of materials. Creates appropriate craft products from given materials. Uses materials in such a manner that products are made according to teacher's guidance and specifications. 					
		 Interpret teacher guided design specifications to create a craft product. 	 Patina: A liquid chemical to corrode the metal and give it an aged appearance. Degreaser: The front of the Pewter/Foil has to be degreased using a degreaser such as baby powder, so that the patina takes. 				

	GRADE 4 : Term 4					
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes				
		 Produce craft products with minimal defects. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original designs. Copy the design specifications when producing the sameproducts. Identify the steps of finishing the article afterwards. Identify the steps of cleaning the workshop before leaving the classroom. Metal polish: Use a household metal polish such as Brasso to polish the Pewter/Foil. Glue: Use an adhesive that is suitable for metal and the surface you are gluing it to. Turpentine: For removing excess beeswax and glue. Soft cloth: Work on felt, a duster or a chamois when you 'push out' the Pewter/Foil. Glass droppers: To fill the back of the relief design with beeswax. If it clogs up, place the dropper in boiling water, but do not let the rubber come into contact with the water otherwise it will perish. Rubber roller: To flatten the Pewter/Foil sheets. Cotton wool: To apply the patina, to polish and for cleaning. Tracing paper: To transfer the design onto the Pewter/Foil. Scissors: A small pair of curved nail scissors works best for cutting out designs. Craft knife and cutting mat. Pencil and ruler. Masking tape. Rubber gloves: To protect your hands. Examples of Pewter/Foil done on foil: 				

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

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

GRADE 4 : Term 4	
	esources and process notes
decorating articles using Activity 6: Complete a cheek decorating an article be decorating and article be decorating and	cklist of different tools and equipment used when making or y using the craft of Collage. ge by using paper or carton strips. icle by painting or decorating. rkshop. discussion on the safety precautions that must be followed, sof working with the tools and equipment used when designing primer, mounting board, acrylic plywood
t long long long long long long long long	Techniques, activities, relaterials te for given Activity 5: Group discussion decorating articles using Activity 6: Complete a cheat decorating an article bearing a

			GRADE 4 : Term 4	
WEEK			Techniques, activities, resources and process notes	
	10110	The learner must be able to:		
		Take the characteristics of		
		the materials into account		
		when selecting for specific		
		craft production.		
		Choose a method of	Examples of collage using	
		preparation appropriate to	paper strips:	
		the characteristics of the		
		selected materials.		
		Identify the steps that		
		must be followed when		
		making or decorating an	GRADE 4 : Second year	
		article by using the craft of	Activity 1: Revise activities 1-6 that was done in	
		Collage.	GRADE 4 : First year.	
		Prepare the workshop or	Activity 2: Group discussion on how to make a profile using the craft of Collage.	
		workplace for the process	Activity 3: Videos, DVDs or pictures are shown to show learners different articles	
		of making or decorating	made using the craft of collage and showing a profile.	
		an article by using the		
		craft of Collage.	Practical:	
		Creates appropriate craft	Learners make an article using the craft of collage and showing a profile.	
		products from given	Learners finish the article by painting, varnishing, sealing or decorating.	
		materials.	Learners clean the workshop.	
		Uses materials in such a		
		manner that products are	Tools and equipment:	

GRADE 4 : Term 4 CONTENT Techniques, activities, resources and process notes					
sources and process notes					
Derimer, mounting board, acrylic polymer, canvas, plywood and le with collage:					

	GRADE 4 : Term 4					
WEEK	тс	PIC		ONTENT e learner must be able to:	Techniques, activities, resources and process notes	
			•	Identify the steps of		
				finishing the article		
				afterwards by painting or		
				decorating the article.		
			•	Identify the steps of		
				cleaning the workshop		
				before leaving the classroom.		
5.0						
5-6	•	Accumulates	Ca	ndle making	GRADE 4 : First year	
		ideas for design	•	Collate a variety of ideas	Recipe for making candles provide by teacher.	
		of craft product.		for inspiration.		
	•	Identifies and	•	Consider environmentally	Activity 1: Collate ideas for the craft process and product by means of:	
		prepares		sustainable criteria during	Oral discussions	
		materials, tools		the accumulation and	Investigation and exploration activities	
		and equipment		selection of ideas.	Research	
		for craft	•	Identify Tangible	Written activities	
		production.		(touchable) and intangible	Sensory exploration activities	
	•	Makes a variety		sources for ideas.	Activity 2: Group discussion on what the craft of Candle making entails and different	
		of marketable	•	Identify sources of own	Candles that can be made.	
		craft products.		and other cultures.	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the craft of	
	•	Produces	•	Select materials	Candle and to show learners different Candles that can be made.	
		sequences of		appropriate for given	Activity 4: Videos, DVDs and pictures are shown to show learners the different moulds	
				designs.	that can be used when making Candles.	

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	the same craft	 Consider environmentally 	Activity 5: Practical demonstration on how to make candles using a recipe
	product.	sustainable criteria during	Activity 6: Group discussion on the basic tools and equipment used for making candles
	•	selection of tools and	as well as decorating and packing candles.
		equipment.	Activity 7: Complete a checklist of different tools used for making Candles.
		Gather sufficient (enough	Activity 8: Complete a checklist of different tools used for decorating and packing
		and appropriate) materials	Candles.
		for craft production.	
		Identify and understand	Practical:
		what the craft of Candle	Learners use beeswax sheets to make rolled beeswax candles.
		making entails.	Learners finish the article by decorating and packing
		Identify different moulds	Learners clean the workshop.
		that can be used for	OR
		making Candles.	Learners follow a recipe to make candles.
		Practisethe skill of	Learners make basic candles using moulds.
		following a recipe when	Learners finish the article by decorating and packing
		making Candles.	Learners clean the workshop.
		Identify and select the	
		basic tools used for	Tools needed:
		making Candles.	Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
		Identify and select the	candle molds, candle dyes and fragrance oils
		tools needed for	Example of a candle made by using a toilet paper roll as a mould:
		decorating and packaging	a canala mada by acing a tenet paper ren de a mediai
		of Candles.	
		2. 04.14.001	

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

GRADE 4 : Term 4					
CONTENT The learner must be able to:	Techniques, activities, resources and process notes				
 Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original designs. Copy the design specifications when 	Example of bottle cap candles: Example of rolled beeswax candles GRADE 4 : Second year Activity 1: Revise activities 1-8 that was done in GRADE 4 : First year.				
	 Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original designs. Copy the design 				

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	The learner must be able to: producing the same products. Identify the steps of making Candles. Identify the steps of cleaning the workshop before leaving the classroom.	Activity 2: Group discussion on different moulds that can be used for making scented Candles. Activity 3: Videos, DVDs and pictures are shown to show learners how to make scented Candles. Activity 4: Videos, DVDs and pictures are shown to show learners the different fragrances that can be used when making scented candles. Activity 5: Practical demonstration by teacher to show learners how to make scented candles using different fragrances. Practical: Learners make candles using beeswax sheets Learners finish the article by packing or decorating. Learners make scented candles using different moulds. Learners finish the article by packing or decorating. Learners finish the article by packing or decorating.
			 Teachers Tips: There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when producing Candles. Tools needed:

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks,
			candle molds, candle dyes and fragrance oils
			Examples of candles made with different moulds:
			Citronella candles in recycled cans:
			Example of candles using beeswax sheets

					GRADE 4 : Term 4
WEEK	тс	PIC		ONTENT	Techniques, activities, resources and process notes
7-8	•	Accumulates		e learner must be able to: wellery	GRADE 4 : First year
		ideas for design	•		Activity 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	Oral discussions
	•	Identifies and	•	Consider environmentally	Investigation and exploration activities
		prepares		sustainable criteria during	Research
		materials, tools		the accumulation and	Written activities
		and equipment		selection of ideas.	Sensory exploration activities
		for craft	•	Identify tangible	Activity 2: Group discussion on what the craft of making beaded jewellery is, different
		production.		(touchable) and intangible	articles that can be made and decorated when making jewellery using the craft of
	•	Makes a variety		sources for ideas.	Beading.
		of marketable	•	Identify sources of own	Activity 3: Videos, DVDs and pictures are shown to expose the learners to the medium of
		craft products.		and other cultures.	making jewellery articles using the craft of beading and to show learners different
	•	Produces	•	Select materials	jewellery articles that were made using the craft of Beading.
		sequences of		appropriate for given	Activity 4: Practical demonstration by teacher – how to make beaded jewellery.
		the same craft		designs.	Discussion on the different methods of making beaded jewellery.
		product.	•	Consider environmentally	Activity 5: Videos, DVDs and pictures are shown to revise the process of stringing beads
				sustainable criteria during	as well as the different tools used for jewellery using the craft of Beading.
				selection of tools and	Activity 6: Group discussion on the basic tools and equipment used when making and
				equipment.	decorating jewellery articles using the craft of Beading
			•	Gather sufficient (enough	Activity 7: Complete a checklist of different tools and equipment used when making or
				and appropriate) materials	decorating jewellery articles by using the craft of Beading.
				for craft production.	Activity 8: Practical demonstration by teacher to revise the different wires that can be
					used for making beaded jewellery as well as the technique of crimping.

EEK	TOPIC	CONTENT	1
		 The learner must be able to: Identify and understand 	
		what jewellery making	<u> </u>
		using the craft of beading	<i>-</i>
		is.	
		Identify and understand	<u>F</u>
		what jewellery making	•
		using the craft of crochet	
		is.	•
		Practise the skill of	•
		making a jewellery article	T
		using the craft of beading.	•
		Practisethe skill of	
		making a jewellery article	
		using the craft of crochet.	
		Identify and select the	
		basic tools and equipment	ſ
		used in the process of	
		making jewellery using the	
		craft of beading.	П
		Identify and select the	
		basic tools and equipment	
		used in the process of	

GRADE 4 : Term 4

Techniques, activities, resources and process notes

Activity 9: Practical demonstration by teacher to revise how to make a single or plain loop.

Practical:

- Learner make a jewellery article by using the craft of beading.
- Learners finish the article.
- Learners clean the workshop.

Teachers Tips:

 There must be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when making jewellery using the craft of Beading.

The state of the s

Tools and equipment needed:

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





			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to: making jewellery using the	Round Nose Pliers
		craft of crochet.	Wire cutters
		Follow housekeeping and	
		safety procedures in the	Examples of beaded jewellery:
		context of craft	
		production.	
		Take the characteristics of	
		the materials into account	GRADE 4 : Second year
		when selecting for specific	Activity 1: Collate ideas for the craft process and product by means of:
		craft production.	Oral discussions
		Choose a method of	Investigation and exploration activities
		preparation appropriate to	Research
		the characteristics of the	Written activities
		selected materials.	Sensory exploration activities
		Identify the steps that	Activity 2: Group discussion on what jewellery using the craft of crochet is and jewellery
		must be followed when	articles that can be made when crocheting.
		making jewellery articles	Activity 3: Videos, DVDs and pictures are shown to expose the learners to jewellery
		using the craft of beading.	articles made by using the craft of crochet and to show learners different jewellery
		Identify the steps that	articles made by crocheting.
		must be followed when	Activity 4: Videos, DVDs and pictures are shown to revise the different stitches used
		making jewellery articles	when crocheting.
		using the craft of crochet.	Activity 5: Practical demonstration and revision on how to crochet the different stitches.
			Activity 6: Explanation and revision on how to read an easy crochet pattern.

WEEK TOPIC	CONTENT The learner must be able to: • Prepare the workshop or	Techniques, activities, resources and process notes
		Asti it 7 One allies selles and a beside to be a less in a life and in a
	workplace for the process of making jewellery using the craft of beading. • Prepare the workshop or workplace for the process of making jewellery using the craft of crochet. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications. • Interpret teacher guided design specifications to create a craft product.	Activity 7: Group discussion on the basic tools and equipment used for making jewellery articles made by using the craft of crocheting. Activity 8: Complete a checklist of different tools used for making jewellery articles made by the craft of crocheting Practical: Learners make a jewellery article by using the craft of crochet. Learners finish the article by decorating or packing the article. Learners clean the workshop. Tools needed: A crochet hook Yarn A pair of scissors Examples of crochet jewellery:

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		 The learner must be able to: Produce craft products 	
		within teacher allocated	
		times.	
		Determine the required	
		quantities of materials for	
		the specific number of	
		products to be produced.	
		Identify the same design	
		specifications of original	The sales of the s
		designs.	
		Copy the design	
		specifications when	
		producing the	
		sameproducts.	
		Identify the steps of	
		finishing the article	
		afterwards by decorating	
		and packing the article.	
		Identify the steps of	
		cleaning the workshop	
		before leaving the	
		classroom.	

			GRADE 4 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
9	Reviews and	The learner must be able to:Follow teacher guided	GRADE 4 : First year
	finishes craft	design specifications.	Review the craft products for the market:
	products for	Adhere to safety	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
	market.	procedures in the context	on the craft product.
		of craft production.	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		Reflect on the selection of	safety procedures. (worksheet, guided discussion, test using visual images, etc).
		appropriate material, tools	Activity 3: Grades the quality of finished products.
		and equipment according	
		to given specifications or	GRADE 4 : Second year
		designs.	Review craft products for the market:
		Reflect on safety	
		procedures in the context	Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection
		of craft production.	on the craft product.
		·	Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and
		Produce craft products	safety procedures. (worksheet, guided discussion, test using visual images, etc).
		with limited defects.	
	_		Activity 3: Grades the quality of finished products.
10	Costs and prices	Perform basic business	Costs and prices craft products:
	craft products for	calculations, using	
	a sustainable	electronic equipment	Activity 1: Pen and paper activity: use a calculator and with teacher's guidance perform
	craft enterprise.	correctly.	basic calculation reflecting cost of materials.
		List and record all	Activity 2: Explore, with teacher's guidance, appropriate pricing of production costs
		production costs.	(reflect on cost of material, time to produce the object, packaging, etc).
			Entrepreneurial awareness:

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Pewter/Foil)

The learner must be able to:

- Select sufficient (enough and appropriate) materials for Pewter/Foilproduction.
- Gather sufficient (enough and appropriate) materials for Pewter/Foilproduction.
- Identify what Pewter/Foil is.
- Understand what Pewter/Foil is.
- Practise the skill of making articles using the craft of Pewter/Foil.
- **Identify the** basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.
- Select the basic and appropriate tools and equipment used in the process of producing articles using the craft of Pewter/Foil.
- Identify the steps that must be followed when making articles using the craft of foil and using blunt objects or embossing tools.
- **Identify** the steps that must be followed when polishing articles made by using the craft of Pewter/Foil.
- **Prepare** the workshop or workplace for the process of making articles using the craft of Pewter/Foil.
- Produce a craft product with minimal defects using the craft of Pewter/Foil.
- Identify the steps of finishing the article.
- Identify the steps of cleaning the workshop before leaving the classroom.

Craft Object (Collage)

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

Craft Object (Candle making)

- Select sufficient (enough and appropriate) materials for production of Candles.
- Gather sufficient (enough and appropriate) materials for production of Candles
- Identify what the craft of Candle making entails.
- Understand what the craft of Candle making entails.
- Identify different moulds that can be used for making Candles.
- Practise the skill of following a recipe when making Candles.
- Identify the tools used for making basic or scented candles using moulds.
- Select the tools used for making basic or scented candles using moulds.
- **Identify** the tools needed for decorating and packing candles.

- Select the tools needed for decorating and packing candles.
- Prepare the workshop or workplace for the process of making basic or scented candles using moulds.
- Identify the steps of making basic or scented candles using moulds.
- Produce a craft product using the craft of Candle making with minimal defects.
- Identify the steps of finishing the product.
- **Identify** the steps of cleaning the workshop before leaving the classroom.

Craft Object (Jewellery)

The learner must be able to:

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

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

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

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

A minimum of 3 articles should be completed each term, however it is recommended that all the suggested articles are completed during each term. Vary the difficulty level of the article according to the abilities of the learners, provided that all the skills are executed

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

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

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

3.3.5 Grade 5 TERM 1

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

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

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

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

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

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

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

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

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		before leaving the	Teachers can buy canvas that is already stretched. It is not necessary to make your
		classroom.	own canvas.
			Google: "how to make your own canvas" to get detailed instructions.
			Tools and equipment:
			Brushes, rollers, painting knives, paint (acrylic or oil), air brush, water colour paint,
			pastes and gels, retardant, varnishes, palette, water container, artists canvas, easel,
			paint pots, thinners and turpentine
			How to make your own canvas:
			Step 1: Getting Started
			To make the canvases gather up these materials:
			Wood of your choice, to be cut for stretchers.
			A stapler gun, nails or screws.
			White glue.
			Some cotton sheet or linen material.
			Chipboard, available at art stores or online.
			Step 2:Cut wood to size
			Step 3: Join stretchers

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

Grade 5 : Term 1					Gra	ide 5 : Term 1	
WEEK	тс	PIC		ONTENT ne learner must be able to:	Techniques, activities, resources and process notes		
4-5	•	Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product.	Th	ecoupage	Activity and de Activity well as Activity decora	y 1: Collate ideas for the craft process and product by sof: Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities y 2: Group discussion: revise what Decoupage is and articles accorated by using the craft of Decoupage. y 3: Videos, DVDs and pictures are shown to revise the medium where large and pictures are shown to revise the process the different tools used for Decoupage. y 4: Videos, DVDs and pictures are shown to revise the process the different tools used for Decoupage. y 5: Group discussion on the basic tools and equipment used atting articles using the craft of Decoupage. y 6: Complete a checklist of different tools and equipment used atting an article by using the craft of Decoupage.	n of Decoupage and craft of Decoupage. s of Decoupage as when making and when making or
				and appropriate) materials for craft production.	Activity	y 7: Practical demonstration by teacher to show learners how to ects using small brushes.	o decoupage small

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

Decoupage.

WEEK TODIO CONTENT	
WEEK TOPIC The learner must be able to: Techniques, activities, resources and process notes	
Prepare the workshop or workplace for the process of making or decorating an article by using the craft of Decoupage. Creates appropriate craft products from given materials. Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for	objects using bigger strips earners how to decoupage a rners how to use brushes of paper or fabric.

					G	rade 5 : Term 1	
WEEK	TC	PIC		ner must be able to:	Tecl	nniques, activities, resources and process notes	
			the sp	pecific number of	Grad	de 5 : Third year	
			produ	icts to be produced.	• /	Activity 1: Revise activities 1-7 that was done in Grade 5 : First	year.
			• Identi	ify the same design	•	Activity 2: Group discussion on how to decoupage on glass for	example glass plates,
			specif	fications of original	(cups and saucers.	
			desig	ns.	•	Activity 3: Videos, DVDs or pictures are shown to show learners	s how to decoupage
			Copy	the design	(on glass for example glass plates, cups and saucers.	
			specif	fications when	•	Activity 4: Practical demonstration by teacher to show learners	how to on glass.
			produ	icing the same			
			produ	ıcts.	Prac	etical:	
			• Identi	ify the steps of	•	Learners decoupage on glass for example glass plates or cups	and saucers.
			finishi	ing the article	•	Learners use brushes and rollers to decoupage.	
			afterw	vards by painting or	•	Learners finish the article.	
			decor	rating the article.	•	Learners clean the workshop.	
			• Identi	ify the steps of	Too	ls and materials needed:	0
			cleani	ing the workshop	•	Brayer (roller), brush, scissors, sandpaper, sealer, white	0 3
			before	e leaving the	(glue and craft's knife, glass plates, cups and saucers	1
			classr	room.			
					Exa	mple of decoupage on plates:	
6-7	•	Accumulates	Boxes an	nd Cards	Grad	de 5 : First year	
		ideas for design	• Colla	te a variety of ideas	Activ	vity 1: Collate ideas for the craft process and product by means	of:
		of craft product.	for ins	spiration.	•	Oral discussions	
	•	Identifies and	Cons	sider environmentally	•	 Investigation and exploration activities 	
		prepares	sustai	inable criteria during	(Research	

			Grade 5 : Term 1
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	materials, tools	the accumulation and	Written activities
	and equipment	selection of ideas.	Sensory exploration activities
	for craft	Identify Tangible	Activity 2: Group discussion: revise the craft of Making Boxes and Cards.
	production.	(touchable) and intangible	Activity 3: Videos, DVDs and pictures are shown to learners to revise the craft of making
	Makes a variety	sources for ideas.	Boxes and Cards, as well as making own paper.
	of marketable	Identify sources of own	Activity 4: Practical demonstration by teacher on how to make own paper.
	craft products.	and other cultures.	Activity 5: Practical demonstration by teacher on how to fold Boxes according to a
	 Produces 	Select materials	pattern.
	sequences of	appropriate for given	Activity 6: Group discussion on the basic tools and equipment used for making Boxes
	the same craft	designs.	and Cards as well as basic tools and equipment used for making own paper.
	product.	Consider environmentally	Activity 7: Complete a checklist of different tools used for making own paper.
		sustainable criteria during	Activity 8: Complete a checklist of different tools used for making Boxes and Cards.
		selection of tools and	
		equipment.	Practical:
		Gather sufficient (enough	Learners make a card and decorate the card with different mediums.
		and appropriate) materials	Learners finish the article by painting, varnishing, sealing or decorating.
		for craft production.	Learners clean the workshop.
		Identify and understand	Tools needed:
		what the craft of making	
		Boxes and Cards entails.	
		Practise the skill of	
		making own paper.	

basic tools used for making Boxes and Cards. Identify and select the tools needed for making own paper. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of	
basic tools used for making Boxes and Cards. Identify and select the tools needed for making own paper. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of	
preparation appropriate to the characteristics of the selected materials. • Prepare the workshop or workplace for the process of making Boxes and Cards. Grade 5 : Second year Activity 1: Revise activities 1-8 that was done in Grade 5 : Activity 2: Group discussion on different templates that care and in the process of making Boxes and Cards. Grade 5 : Second year Activity 2: Group discussion on different templates that care and process are shown to show using different templates. Activity 4: Videos, DVDs and pictures are shown to show different materials.	: First year. an be used for making Boxes. learners how to make a Box

			Grade 5 : Term 1
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
		 Prepare the workshop or workplace for the process of making own paper. Creates appropriate craft products from given materials. Uses materials in such a manner that products are made according to 	 Learners make a box using different materials and templates. Learners finish the article by painting or decorating it. Learners clean the workshop. Tools needed: Cutting mat, scissors in various sizes, craft knives, metal edged ruler and boxes
		 teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. 	Examples of boxes made by using a template: Grade 5 : Third year
		 Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. 	Activity 1: Revise activities 1-8 that was done in Grade 5: First year. Activity 2: Group discussion: revise different templates that can be used for making Boxes. Activity 3: Videos, DVDs and pictures are shown to show learners how to make a Box using different templates. Activity 4: Videos, DVDs and pictures are shown to show learners how to decorate Boxes using different mediums.

					Grade 5 : Term 1
WEEK	тс	PIC		ONTENT ne learner must be able to:	Techniques, activities, resources and process notes
			•	Identify the same design	Practical:
				specifications of original	Learners make a box using different materials and templates.
				designs.	Learners decorate die box using different mediums.
			•	Copy the design	Learners finish the article.
				specifications when	Learners clean the workshop.
				producing the same	Tools and equipment
			•	products. Identify the steps of making own paper as well as making Boxes and Cards. Identify the steps of cleaning the workshop before leaving the classroom.	Cutting mat, scissors in various sizes, craft knives, metal edged ruler and boxes Examples of boxes decorated with different mediums:
8-9	•	Accumulates	GI	ass Bottles	Grade 5 : First year
		ideas for design	•	Collate a variety of ideas	Activity 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	Oral discussions
	•	Identifies and	•	Consider environmentally	Investigation and exploration activities
		prepares		sustainable criteria during	Research
		materials, tools		the accumulation and	Written activities
		and equipment		selection of ideas.	Sensory exploration activities
					Activity 2: Group discussion: revise the craft of decorating glass Bottles.

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

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

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

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

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

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

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

FORMAL ASSESSMENT TASK: GRADE 5

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

Craft Object (Painting)

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

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

Craft Object (Decoupage)

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

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

Craft Object (Boxes and Cards)

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

Craft Object (Glass Bottles)

The learner must be able to:

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

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

The learner must be able to:

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

Copy the design specifications when producing the same products.

3.3.6 GRADE 5 TERM 2

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

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

		Grade 5 : Term 2	
WEEK TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and p	
WEEK TOPIC	 The learner must be able to: during preparation of materials. Creates appropriate craft products from given materials. Uses materials in such a manner that products are made according to teacher's guidance and specifications. Interpret teacher guided design specifications to create a craft product. Produce craft products with minimal defects. Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of 	Grade 5 : Third year: Activity 1: Revise activities 1-6 that was do Activity 2: Group discussion on how learned making a product with Plaster of Paris. Activity 3: Videos, DVDs or pictures are showith Plaster of Paris and how to decorate and Paractical:	

process notes



done in Grade 5: First year.

ners can make their own moulds to use when

shown to show learners different articles made the product.

- ig the recipe provided by the teacher.
- neir own mould and cast a product with a specific purpose.

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Identify the same design	Learners finish the article by painting or decorating.
		specifications of original	Learners clean the workshop.
		designs.	
		Copy the design	Tools and equipment needed:
		specifications when	Water, Plaster of Paris, Wooden paddle or large spoon,
		producing the same	Containers to mix Plaster of Paris and water, Moulds and
		products.	Paint or items to decorate the article.
		Identify the steps of	Water, Plaster of Paris, Wooden paddle or large spoon,
		finishing the article	Containers to mix Plaster of Paris and water, Moulds and
		afterwards by painting or	Paint or items to decorate the article.
		decorating the article.	
		Identify the steps of cleaning the workshop before leaving the classroom.	Examples: Image: April 1

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

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

rces and process notes

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

s:





- 1-6 that was done in Grade 5: First year.
- n on various techniques and stencils when decorating
- pictures are shown to show learners different articles mping and Stencilling on glass products.

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC		

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

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Acrylic stencil paint, acrylic varnish for sealing finished products, emulsion
			(latex) paint, fabric paint, metallic creams, oil-based stencil sticks and creams,
			brushes, craft-knife, cutting mat, paint-mixing container, pencils, stencil card
			(cardboard), tape measure and rulers, tracing paper and different stencils
			Example of words stencilled on wood (Print words or name on paper; turn over and cover the word with the side of a pencil; place pencil side on wood and secure with tape; use pencil to outline printed word - this makes a template for you to paint.) Examples of wood, decorated with stencils.
5-6	Accumulates	Crochet	Grade 5 : First year
3-0			Activity 1: Collate ideas for the craft process and product by means of:
	ideas for design	Collate a variety of ideas	
	of craft product.	for inspiration.	Oral discussions

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

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

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

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

					Grad	de 5 : Term 2
WEEK	TC	PIC		ONTENT e learner must be able to:	Techni	iques, activities, resources and process notes
7-8	•	Accumulates	Mo	osaic	<u>Grade</u>	5 : First year
		ideas for design	•	Collate a variety of ideas	<u>Activity</u>	1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools		the accumulation and	•	Written activities
		and equipment		selection of ideas.	•	Sensory exploration activities
		for craft	•	Identify tangible	<u>Activity</u>	2: Group discussion: revise what the craft of Mosaic is and articles that can be
		production.		(touchable) and intangible	decora	ted using Mosaic.
	•	Makes a variety		sources for ideas.	<u>Activity</u>	3: Videos, DVDs and pictures are shown to revise the medium of Mosaic and to
		of marketable	•	Identify sources of own	show le	earners different articles decorated with Mosaic.
		craft products.		and other cultures.	<u>Activity</u>	4: Practical demonstration by teacher: revise how to mix grout to get the correct
	•	Produces	•	Select materials	consist	ency.
		sequences of		appropriate for given	<u>Activity</u>	<u>5</u> : Video, DVD and pictures are shown to revise the process of decorating articles
		the same craft		designs.	with Mo	osaic as well as the aftercare of the product.
		product.	•	Consider environmentally	Activity	6: Group discussion on the basic tools and equipment used for decorating
				sustainable criteria during	articles	using the craft of Mosaic.
				selection of tools and	<u>Activity</u>	<u>7</u> : Complete a checklist of different tools and equipment used for decorating
				equipment.	articles	with Mosaic.
			•	Gather sufficient (enough		
				and appropriate) materials		
				for craft production.	Practic	cal:

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

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Choose a method of	Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter),adhesive
		preparation appropriate to	(inside and outside), hard base, grout (different colours), hammer, work
		the characteristics of the	gloves, dust mask, wax paper and newspaper, stir stick
		selected materials	to mix grout, bucket, rubber spatula (old credit cards)
		Identify the steps that	and clean rags and/or sponges
		must be followed when	Print Land
		decorating articles using	Example of how to make a
		the craft of Mosaic.	mosaic photo frame and a
		Prepare the workshop or	completed frame:
		workplace for the process	
		of decorating articles with	Grade 5 : Second year
		Mosaic.	Activity 1: Revise
		Identify the steps of	activities 1-7 that was
		finishing the article	done in Grade 5: First
		afterwards by applying	year.
		grout on the article or	Activity 2: Group
		decorating the article.	discussion on various
		Identify the steps of	techniques when decorating a 3-D article using the craft of
		cleaning the workshop	Mosaic.
		before leaving the	Activity 3: Videos, DVDs or pictures are shown to show
		classroom.	learners different 3-D articles decorated by the craft of Mosaic.
			Activity 4: Videos, DVDs or pictures are shown to show learners different recycled
			materials that can be used when making articles using the craft of Mosaic.

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Activity 5: Practical demonstration by teacher on the finishing of a 3-D article.
			Practical:
			Learners use the craft of Mosaic to decorate a 3-D article for example a jewellery
			box.
			Learners combine the craft of Mosaic with recycled materials for example old tiles or
			CD's.
			Learners mix grout to use in the process of decorating with Mosaic.
			Learners finish the article by applying grout, sanding the edges with sand paper,
			painting the edges and decorating.
			Learners clean the workshop.
			Tools and equipment needed:
			Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter),adhesive
			(inside and outside), hard base, grout (different colours), hammer, work
			gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket,
			rubber spatula (old credit cards) and clean rags
			and/or sponges I and/or sponges
			Examples of mosaic boxes using old CD's (recycling):

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			 Grade 5: Third year Activity 1: Revise activities 1-7 that was done in Grade 5: First year. Activity 2: Group discussion on various techniques when decorating different shapes and forms using the craft of Mosaic. Activity 3: Videos, DVDs or pictures are shown to show learners how to decorate different shapes and forms using the craft of Mosaic. Activity 4: Videos, DVDs or pictures are shown to show learners how to make a craft product using the craft of Mosaic. Practical: Learners use the craft of Mosaic to decorate different shapes and forms. Learners make a craft product using the craft of Mosaic. Learners mix grout to use in the process of decorating with Mosaic. Learners finish the article by applying grout, sanding the edges with sand paper, painting the edges and decorating. Learners clean the workshop. Tools and equipment needed:

			Grade 5 : Term 2
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Safety goggles, tile nippers, tile cutter, glass cutter (diamond cutter),adhesive (inside and outside), hard base, grout (different colours), hammer, work gloves, dust mask, wax paper and newspaper, stir stick – to mix grout, bucket, rubber spatula (old credit cards) and clean rags and/or sponges Example of a mosaic stepping stone and other projects:
9	Reviews and finishes craft products for market.	 Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. 	Grade 5: First year Review the craft products for the market: Activity 1: Discussion on different crafts made. Discussion must be a supportive reflection on the craft product. Activity 2: Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc). Activity 3: Grades the quality of finished product. Grade 5: Second year Review craft products for the market:

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

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

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

FORMAL ASSESSMENT TASK: GRADE 5

GRADE 5 : TERM 2

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

Craft Object (Plaster of Paris)

The learner must be able to:

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

Craft Object (Stamping and Stencilling)

The learner must be able to:

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

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

Craft Object (Crochet)

The learner must be able to:

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

Craft Object (Mosaic)

The learner must be able to:

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

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

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

The learner must be able to:

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

Copy the design specifications when producing the same products.

3.3.7 GRADE 5 TERM 3

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

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

		Grade 5: Term 3
WEEK	TOPIC	The learner must be able to: Techniques, activities, resources and process notes
		 Identify the steps that must be followed when making Papier-mâché. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making articles using Papier-mâché. Adheres to housekeeping and safety procedures during preparation of materials. Preparation appropriation of materials. Preparation appropriation of materials. Prepare the workshop or workplace for the process of making articles using Papier-mâché. Adheres to housekeeping and safety procedures during preparation of materials.

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

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

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Learners clean the workshop.
			 Tools and equipment needed: A bowl or large container, flour, wallpaper powder, or white glue, water, base
			structure, paintbrush, mixing spoon or mixing stick, newspaper,
			glue/flour/wallpaper powder and cooking oil (optional)
			Examples of articles made with rope and Papier-mâché:
			Grade 5 : Third year
			Activity 1: Revise activities 1-8 that was done in Grade 5 : First year.
			Activity 2: Group discussion on the concept of using Papier-mâché and combine with
			balloons, faces or teacups to make articles.
			Activity 3: Videos, DVDs or pictures are shown to show learners different articles made
			with Papier-mâché combines with balloons, faces or teacups.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			 Practical: Learners use Papier-mâché and combine with balloons, or faces or teacups to make articles. Learners finish the article by painting or decorating. Learners clean the workshop.
			Tools and equipment needed: • A bowl or large container, flour, wallpaper powder, or white glue, water, base
			structure, paintbrush, mixing spoon or mixing stick, newspaper, glue/flour/wallpaper powder and cooking oil (optional) Example of teacups and a
			mask made with Papier- mâché:
4-5	Accumulates ideas for design of craft product.	 Collate a variety of ideas for inspiration. 	 Grade 5 : First year Activity 1: Collate ideas for the craft process and product by means of: Oral discussions Investigation and exploration activities

					(Grade 5: Term 3
WEEK	TC	PIC		ONTENT ne learner must be able to:	Те	chniques, activities, resources and process notes
	•	Identifies and	•	Consider environmentally		Research
		prepares		sustainable criteria during		Written activities
		materials, tools		the accumulation and		Sensory exploration activities
		and equipment		selection of ideas.	Ac	tivity 2: Group discussion: revise what Beading is and articles that can be made and
		for craft	•	Identify tangible	de	corated by using the craft of Beading.
		production.		(touchable) and intangible	Ac	tivity 3: Videos, DVDs and pictures are shown to revise the craft of Beading and to
	•	Makes a variety		sources for ideas.	sho	ow learners different articles made and decorated by using the craft of Beading.
		of marketable	•	Identify sources of own	Ac	tivity 4: Videos, DVDs and pictures are shown to revise the process of stringing beads
		craft products.		and other cultures.	as	well as the different tools used for Beading.
	•	Produces	•	Select materials	Ac	tivity 5: Videos, DVDs and pictures are shown to show learners how to make their own
		sequences of		appropriate for given	bea	ads using fabric.
		the same craft		designs.	Ac	tivity 6: Group discussion on the basic tools and equipment used when making and
		product.	•	Consider environmentally	de	corating articles using the craft of Beading.
				sustainable criteria during	<u>Ac</u>	tivity 7: Complete a checklist of different tools and equipment used when making or
				selection of tools and	de	corating an article by using the craft of Beading.
				equipment.	<u>Ac</u>	tivity 8: Practical demonstration by teacher to show learners different kinds of jewellery
			•	Gather sufficient (enough	wir	e that can be used for beading.
				and appropriate) materials		
				for craft production.	<u>Pra</u>	actical:
			•	Identify and understand	•	Learners string beads to make an article.
				what Beading is.	•	Learners practise the technique of using jewellery wire.
			•	Identify and select the	•	Learners make their own beads using fabric.
				basic tools and equipment	•	Learners finish the article by painting or decorating.

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

			Grade 5: Term 3
WEEK	TOPIC	The learner must be able to:	Techniques, activities, resources and process notes
		design specifications to create a craft product. • Produce craft products with minimal defects. • Produce craft products within teacher allocated times. • Determine the required	 Activity 3: Videos, DVDs or pictures are shown to show learners different articles and fabrics used when using the craft of Bead embroidery. Activity 4: Practical demonstration by teacher to show learners how to use the craft of Bead embroidery. Practical:
		the specific number of products to be produced.	 Learners practise the craft of Bead embroidery. Learners use the craft of Bead embroidery to decorate different articles and fabrics. Learners finish the article by painting, varnishing, sealing or decorating. Learners clean the workshop.

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
WEEK	TOPIC		Tools and equipment needed: • Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters, paper and glue Examples of bead embroidery Grade 5: Third year • Activity 1: Revise activities 1-8 that was done in Grade 5: First year.
			 Activity 2: Group discussion on bead weaving. Activity 3: Videos, DVDs or pictures are shown to show learners the craft of bead
			weaving and different articles that can be made using the craft of Bead weaving.
			Activity 4: Practical demonstration by teacher to show learners how to use the craft of Read weaving.
			Bead weaving.

					Gra	de 5 : Term 3		
WEEK	то	PIC		ONTENT e learner must be able to:	Techr	niques, activities, resources and	l process notes	
				e learner must be able to.	Practi Le Le Le Tools (for mattoothp) round and gl	earners practise the craft of Bead veranners combine Beading with receptarners finish the article by painting ecorating. earners clean the workshop. and equipment needed: Beads, wire, crimpers, clay aking own clay beads), icks, paint, chain nose pliers, nose pliers, wire cutters, paper	weaving. ycling and make an article. g, varnishing, sealing or	
							an article combined with recy	ycling
6-7	•	Accumulates		ement		<u>5 : First year</u>	ann and muchust become a second	
		ideas for design	•	Collate a variety of ideas	Activit	y 1: Collate ideas for the craft prod	cess and product by means of:	
		of craft product.		for inspiration.	•	Oral discussions		
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration ac	tivities	
		prepares		sustainable criteria during	•	Research		
		materials, tools			•	Written activities		

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

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

			Grade 5: Term 3	
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes	
		Prepare the workshop or	Peel the mold away from the concrete. If	you are careful, you
		workplace for the process	may be able to save your container to re-	use again.
		of mixing Cement	Use a sanding block to lightly sand the	outside of your piece
		Prepare the workshop or	and remove any rough or uneven areas.	
		workplace for the process	If desired, paint the concrete.	
		casting and decorating an	Once the paint and concrete dry, you can	seal the concrete by
		article by using the craft of	spraying the exterior of the article with a	clear
		Cement.	sealer. It will darken the color of the	360
		Creates appropriate craft	concrete a little,	but
		products from given	the natural texture and patterns in the	4
		materials.	cement will still show through.	1
		Uses materials in such a	₩ X4 👺	
		manner that products are	Examples of stepping stones decora	nted
		made according to	with flowers or glass:	
		teacher's guidance and		413
		specifications.		1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
		Interpret teacher guided	Grade 5 : Second year	3000
		design specifications to		
		create a craft product.	Activity 1: Revise activities 1-8 that was done in Grade 5: First year	ar.
		Produce craft products	Activity 2: Group discussion on how to make moulds using different	nt
		with minimal defects.	mediums.	

TOPIC CONTENT The learner must be able to: Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications when producing the same products. Copy the design specifications when producing the same products. Identify the steps of mixing Cement and casting articles in Cement. Identify the steps of Id				Grade 5: Term 3	
how to make moulds using different mediums to cast articles using the craft of Cement. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original designs. Copy the design specifications when producing the same products. Identify the steps of mixing Cement and casting articles in Cement. how to make moulds using different mediums to cast articles using the craft of Cement. Activity 4: Videos, DVDs and pictures are shown to show learners articles made by different moulds. Practical: Learners create their own moulds by using different mediums. Learners create their own mould. Learners cast an article using their own mould. Learners finish the article by sanding, painting or decorating the article. Learners clean the workshop. Tools needed: Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small	WEEK	TOPIC		Techniques, activities, resources and process notes	
cleaning the workshop before leaving the classroom. to use for a mould, sanding block, furniture pads, sealant (optional) and paint (optional)			 Produce craft products within teacher allocated times. Determine the required quantities of materials for the specific number of products to be produced. Identify the same design specifications of original designs. Copy the design specifications when producing the same products. Identify the steps of mixing Cement and casting articles in Cement. Identify the steps of cleaning the workshop before leaving the 	Activity 3: Videos, DVDs and pictures are shown to show learners how to make moulds using different mediums to cast articles using the craft of Cement. Activity 4: Videos, DVDs and pictures are shown to show learners articles made by different moulds. Practical: Learners create their own moulds by using different mediums. Learners cast an article using their own mould. Learners finish the article by sanding, painting or decorating the article. Learners clean the workshop. Tools needed: Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mould, sanding block, furniture pads, sealant (optional) and	d paint
before leaving the (optional)			cleaning the workshop before leaving the	to use for a mould, sanding block, furniture pads, sealant (optional) and	d paint

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

			Grade 5: Term 3
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Practical: Learners cast small garden objects with a mould using the craft of Cement. Learners practise the technique to mix finer cement for the small articles. Learners finish the article by sanding, painting or decorating the article. Learners clean the workshop. Tools needed: Bag of concrete, old bucket, gloves, plastic drop cloth, dust mask, protective eyewear, clean water, stick to stir and/or small shovel, cooking spray, empty and clean container that you plan to use for a mould, sanding block, furniture pads, sealant (optional) and paint (optional) Examples of cement articles.
8	Accumulates ideas for design	Soap-making	Grade 5 : First year Teacher provides learners with the recipe for making soap.
	ideas for design	Collate a variety of ideas	
	of craft product.	for inspiration.	Activity 1: Collate ideas for the craft process and product by means of:
			Oral discussions

					Grad	Grade 5: Term 3	
WEEK	то	PIC		ONTENT be learner must be able to:	Techni	iques, activities, resources and process notes	
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities	
		prepares		sustainable criteria during	•	Research	
		materials, tools		the accumulation and	•	Written activities	
		and equipment		selection of ideas.	•	Sensory exploration activities	
		for craft	•	Identify tangible	Activity	<u>2:</u> Group discussion: revise what the craft of Soap making is and different	
		production.		(touchable) and intangible	method	ds that can be used when making soap.	
	•	Makes a variety		sources for ideas.	Activity	v 3: Videos, DVDs and pictures are shown to revise the process of Soap making	
		of marketable	•	Identify sources of own	and to	show learners different soap products that was decorated and packed.	
		craft products.		and other cultures.	Activity	<u>4:</u> Practical demonstration by teacher – how to make liquid soaps and scrubs.	
	•	Produces	•	Select materials	Discus	sion on the different methods of making liquid soaps and scrubs.	
		sequences of		appropriate for given	Activity	<u>v 5</u> : Videos, DVDs and pictures are shown to show learners the different soaps and	
		the same craft		designs.	scrubs	that can be made as well as the aftercare of the product.	
		product.	•	Consider environmentally	Activity	6: Group discussion on the danger of burning and the precautions that must be	
				sustainable criteria during	taken v	vhen making soap.	
				selection of tools and	Activity	<u>7.7</u> : Group discussion on the basic tools and equipment used for making liquid	
				equipment.	soaps	and scrubs.	
			•	Gather sufficient (enough	Activity	v.8.: Complete a checklist of different tools and equipment used for making liquid	
				and appropriate) materials	soaps	and scrubs.	
				for craft production.			
			•	Identify and understand	Praction	cal:	
				what the craft of Soap	• Lea	arners make liquid soaps and scrubs.	
				making is.	• Lea	arners finish the article.	
					• Lea	arners clean the workshop.	

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

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

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PERSONAL PROPERTY.
immersion blender), pot, bowls, spoons, freezer paper, cardboard gloves soaps:

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

FORMAL ASSESSMENT TASK: GRADE 5

GRADE 5: TERM 3

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

Craft Object (Papier-mâché)

The learner must be able to:

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

• Identify the steps of cleaning the workshop before leaving the classroom.

Craft Object (Beading)

The learner must be able to:

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

Craft Object (Cement)

The learner must be able to:

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

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

Craft Object (Soap making)

The learner must be able to:

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

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

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

The learner must be able to:

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

Copy the design specifications when producing the same products.

Grade 5 : Term 4						
TOPIC	CONTENT	Techniques, activities, resources and process notes				
 Accumulates 	Pewter/Foil	Heavy duty foil can be used instead of Pewter/Foil for GRADE 4 to make it cheaper				
ideas for design	Collate a variety of ideas	to learn the craft.				
of craft product.	for inspiration.	A4 Pewter/Foil sheets are cheaper and can also be used for the articles if the				
 Identifies and 	Consider environmentally	teacher wants to do the articles in Pewter/Foil.				
prepares	sustainable criteria during					
materials, tools	the accumulation and	Grade 5 : First year				
and equipment	selection of ideas.	Activity 1: Collate ideas for the craft process and product by means of:				
for craft	Identify tangible	Oral discussions				
production.	(touchable) and intangible	Investigation and exploration activities				
 Makes a variety 	sources for ideas.	Research				
of marketable	Identify sources of own	Written activities				
craft products.	and other cultures.	Sensory exploration activities				
Produces	Select materials	Activity 2: Group discussion: revise the craft of Pewter/Foil is and small articles that can				
sequences of	appropriate for given	be made using the craft of Pewter/Foil.				
the same craft	designs.	Activity 3: Videos, DVDs and pictures are shown to revise the craft of Pewter/Foil and to				
product	• Consider environmentally	show learners different small articles made using the craft of Pewter/Foil.				
	sustainable criteria during	Activity 4: Videos, DVDs and pictures are shown to revise the process of making articles				
	selection of tools and	using the craft of Pewter/Foil as well as the aftercare of the product.				
	equipment.	Activity 5: Group discussion on the basic tools and equipment used for making articles				
		using the craft of Pewter/Foil.				
	of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft	The learner must be able to: Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. Produces sequences of the same craft product Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and				

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

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

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

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

- Glass droppers: To fill the back of the relief design with beeswax. If it clogs up, place the dropper in boiling water, but do not let the rubber come into contact with the water otherwise it will perish.
- Rubber roller: To flatten the Pewter/Foil sheets.
- Cotton wool: To apply the patina, to polish and for cleaning.
- Tracing paper: To transfer the design onto the Pewter/Foil.
- Scissors: A small pair of curved nail scissors works best for cutting out designs.
- Craft knife and cutting mat.
- Pencil and ruler
- Masking tape



• Rubber gloves: To protect your hands

Examples of Pewter/Foil on small articles:





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

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
	101.10	The learner must be able to:	Dell and some act (since 4.0) matters relless to the standard authority
			Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife,
			Pewter/Foil and copper sheets or foil and fillers
			Examples of Pewter/Foil on boxes:
			Grade 5 : Third year
			Activity 1: Revise activities
			1-6 that was done in
			Grade 5 : First year.
			Activity 2: Group
			discussions on the
			different mediums that can be used for decorating using
			the craft of Pewter/Foil for example clay, glass and wood.
			Activity 3: Videos, DVDs or pictures are shown to show
			learners different mediums of articles made with the craft
			of Pewter/Foil using embossing tools.
			Activity 4: Practical demonstration by teacher on the craft
			of Pewter/Foil on different mediums for example clay,
			glass and wood.
			Practical:
			Learners use Pewter/Foil on different mediums like clay, glass and wood.

					Gra	ade 5 : Term 4
WEEK	ТС	PIC		NTENT	Techn	iques, activities, resources and process notes
WEEK	10	DPIC		e learner must be able to:	• Le • Le • Le • Le	earners use embossing tools. earners finish the article by dusting, washing and polishing. earners clean the workshop. and equipment needed: all and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife, ewter/Foil and copper sheets or foil and fillers
					Exam	ple of Pewter/Foil on glass, clay and wood:
3-4	•	Accumulates	Со	llage	Grade	5 : First year
		ideas for design	•	Collate a variety of ideas	Activit	y 1: Collate ideas for the craft process and product by means of:
		of craft product.		for inspiration.	•	Oral discussions
	•	Identifies and	•	Consider environmentally	•	Investigation and exploration activities
		prepares		sustainable criteria during	•	Research
		materials, tools			•	Written activities

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

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner must be able to: article using the craft of	Example of collages with the theme "what is inside my head"
		Collage.	Grade 5 : Second year
		Follow housekeeping and	Activity 1: Revise activities 1-6 that was done in Grade 5 : First year.
		safety procedures in the	Activity 2: Group discussion on how to make a collage on canvas or glass.
		context of craft production.	Activity 3: Videos, DVDs or pictures are shown to show learners different articles
		Take the characteristics of	made using the craft of collage on canvasor glass with a "nature" theme.
		the materials into account	Practical:
		when selecting for specific	Learners make a collage on canvas or glass.
		craft production.	The theme of the collage is "Nature
		Choose a method of	Learners finish the article by painting, varnishing, sealing or decorating.
		preparation appropriate to	Learners clean the workshop.
		the characteristics of the	Tools and equipment:
		selected materials.	Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood
		Identify the steps that	
		must be followed when	Example of collage on glass and
		making or decorating an	canvas:
		article by using the craft of	
		Collage.	
		Prepare the workshop or	
		workplace for the process	
		of making or decorating	
		an article by using the	
		craft of Collage.	
		_	

		Grade 5 : Term 4
WEEK	TOPIC	CONTENT Techniques, activities, resources and process notes
	10110	The learner must be able to: • Creates appropriate craft Grade 5 : Third year
		products from given • Activity 1: Revise activities 1-6 that was done in Grade 5 : First year.
		materials. • Activity 2: Group discussion on how to make a collage on wood using recycled
		Uses materials in such a material.
		manner that products are <u>Activity 3</u> : Videos, DVDs or pictures are shown to show learners different articles
		made according to made using the craft of collage on wood using recycled material.
		teacher's guidance and
		specifications. Practical:
		Interpret teacher guided Learners use recycled material to make a collage on wood.
		design specifications to • Learners finish the article by painting, varnishing, sealing or decorating.
		create a craft product. • Learners clean the workshop.
		Produce craft products
		with minimal defects. Tools and equipment:
		 Produce craft products Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas and plywood
		times. Examples of collage on wood:
		Determine the required
		quantities of materials for
		the specific number of
		products to be produced.
		Identify the same design
		specifications of original
		designs.
i		

Grade 5 : Term 4					de 5 : Term 4	
WEEK	тс	PIC		ONTENT	Techn	iques, activities, resources and process notes
WEEK				ne learner must be able to:		
			•	Copy the design		
				specifications when		
				producing the same		
				products.		
			•	Identify the steps of		
				finishing the article		
				afterwards by painting or		
				decorating the article.		
			•	Identify the steps of		
				cleaning the workshop		
				before leaving the		
				classroom.		
5-6	•	Accumulates	Ca	ındle making	Grade	5 : First year
		ideas for design	•	Collate a variety of ideas	Recip	e for making candles provide by teacher.
		of craft product.		for inspiration.	Activity	v 1: Collate ideas for the craft process and product by means of:
	•	Identifies and	•	Consider environmentally	•	Oral discussions
		prepares		sustainable criteria during	•	Investigation and exploration activities
		materials, tools		the accumulation and	•	Research
		and equipment		selection of ideas.	•	Written activities
		for craft	•	Identify tangible	•	Sensory exploration activities
		production.		(touchable) and intangible	Activity	<u>v 2:</u> Group discussion: revise what the craft of Candle making entails and different
				sources for ideas.	Candle	es that can be made.

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

			Grade 5 : Term 4
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
WEEK	TOPIC	 Identify and select the basic tools used for making Candles. Identify and select the tools needed for decorating and packaging of Candles. Follow housekeeping and safety procedures in the context of craft production. Take the characteristics of the materials into account when selecting for specific craft production. Choose a method of preparation appropriate to the characteristics of the selected materials. Prepare the workshop or workplace for the process of making Candles. Prepare the workshop or workplace for the process 	Example of heart-shaped rolled beeswax tea-lights Example of heart-shaped rolled beeswax tea-lights Grade 5: Second year Activity 1: Revise activities 1-8 that was done in Grade 5: First year. Activity 2: Group discussion on how to make candles with different shapes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FORMAL ASSESSMENT TASK: GRADE 5

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

Craft Object (Pewter/Foil)

The learner must be able to:

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

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

Craft Object (Collage)

The learner must be able to:

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

Craft Object (Candle making)

The learner must be able to:

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

Craft Object (Jewellery)

The learner must be able to:

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

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

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

The learner must be able to:

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

4 SECTION 4: ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also 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 for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening*, *Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and caregivers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

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 assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals 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.
- 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 all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal 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 results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments				
Term 1	Term 2	Term 3	Term 4	
Minimum of 1	Minimum of 1	Minimum of 1	Minimum of 1	
worksheet/test/activity	worksheet/test/activity	worksheet/test/activity	worksheet/test/activity	
per term in order for 20	per term in order for 20	per term in order for 20	per term in order for 20	
% of rating codes to	% of rating codes to	% of rating codes to	% of rating codes to	
reflect on theoretical	reflect on theoretical	reflect on theoretical	reflect on theoretical	
knowledge	knowledge	knowledge	knowledge	
Minimum of 4 practical	Minimum of 4 practical	Minimum of 4 practical	Minimum of 4 practical	
assessment tasks or	assessment tasks or	assessment tasks or	assessment tasks or	
activities in order for	activities in order for	activities in order for	activities in order for	
80% of rating codes to	80% of rating codes to	80% of rating codes to	80% of rating codes to	
reflect on different	reflect on different	reflect on different	reflect on different	
practical skills	practical skills	practical skills	practical skills	

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability 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 and preparation for the world of work by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - resilience and adaptability;
 - economic participation and entrepreneurial skills; and
 - nation-building.

The principles that drive these objectives are:

Integration

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

Relevance

To be dynamic and responsive to workplace needs and a range of employment fields.

Credibility

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

Coherence

To work within a consistent framework of principles.

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.

Articulation

To allow for vertical and horizontal mobility in the education system when accredited prerequisites have been successfully completed.

Validity of assessments

To ensure assessment covers a broad range of knowledge, skills, values and attitudes 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
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

• 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

4.3.1 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 year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?

- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- Diagnostic assessment: This assessment diagnoses the nature and causes of learning barriers
 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
 assistance.
- Formative assessment (Informal Assessment): This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed 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 the learner's progress at a given time.

4.3.2 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.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- 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.
 Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

4.3.3 Methods of Assessment

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

	The teacher assesses learners' performance against given
TEACHER ASSESSMENT	criteria in different contexts, such as individual work, group work,
	etc.
OFI F ACCECOMENT	Learners assess their own performance against given criteria in
SELF-ASSESSMENT	different contexts, such as individual work, group work, etc.
	Learners assess another learner or group of learners'
PEER ASSESSMENT	performance against given criteria in different contexts, such as
	individual work, group work, etc.
	Learners assess the individual performance of other learners
GROUP ASSESSMENT	within a group or the overall performance of a group of students
	against given criteria.

4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing and assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learners must demonstrate to achieve each level of the rating scale. 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.

Analytical descriptive rubrics focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and 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.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find
 pictures in a magazine and cut and paste in book; or
- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support

Needs Analysis (SNA).

4.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence 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
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

4.5 Assessment programme across the five years

Grade 4 - First and Second Year. Practical assessment tasks

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

Task	Term 1-4		
1	Week 2 or 3	Identify, select and maintain materials necessary for the specific Craft product. Experiment with and organise various art and craft techniques to interpret objects or ideas. Identify the steps that must be followed when making a craft product in the Art and crafts workshop.	Gather sufficient (enough and appropriate) materials for craft production. Produce a Craft product using a specific art or craft technique with minimal defects. Identify the steps of cleaning the workshop before leaving the classroom
2	Week 4 or 5	Prepare the workshop or workplace for the process of making a craft product in the Art and crafts workshop. Use the principlesof art such as pattern, contrast, rhythm, proportion and emphasis. Identify the steps of cleaning the workshop before leaving the classroom	Practise the skill of a specific art or crafts technique using different materials and different mediums. Develop dexterity (skilful use) through using materials to create craft products Produce a Craft product using a specific art or craft technique with minimal defects.
3	Week 6 or 7		Identify the basic and appropriate tools and equipment used in the process of making and decorating craft products in the Art and crafts workshop. Consider environmentally sustainable criteria during selection of tools and equipment
4	Week 8 or 10	Know the <i>elements</i> of art and craft such as line, colour, shape, tone, texture and space.	Select the basic and appropriate tools and equipment used in the process of making and decorating

Identify the steps of cleaning the	craft products in the Art and crafts
workshop before leaving the	workshop.
classroom	Select sufficient (enough and
Produce a Craft product using a	appropriate) materials for making a
specific art or craft technique with	craft product in the art and crafts
minimal defects.	workshop

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

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

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

Task	Term 1-4		
1	Week 2 or 3	Identify, select and maintain materials necessary for the specific Craft product. Experiment with and organise various art and craft techniques to interpret objects or ideas. Identify the steps that must be followed when making a craft product in the Art and crafts	
2	Week 4 or 5	workshop. Prepare the workshop or workplace for the process of making a craft product in the Art and crafts workshop. Use the principlesof art such as pattern, contrast, rhythm, proportion and emphasis.	

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

4.6 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;
- · comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. 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, 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 descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

4.7 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 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 should be moderated internally and if necessary by the relevant subject specialists at the district.

4.7.1 Moderation serves five purposes:

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

4.7.2 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 assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

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

4.8 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);
- Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).