



basic education

Department:
Basic Education
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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, 2006 and the White Paper 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 Education		
Languages		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
Mathematics		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
Life Skills	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
Natural Sciences		1½ hours
Skills subjects		14 – 18 years = 8 hours

Subjects	Time
CAPS Grades R to 5 for learners with severe intellectual disability: Electives	
Agricultural Studies	8 hours
Art and Crafts	
Civil Technology: Bricklaying and Plastering	
Civil Technology: Plumbing	
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
<ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts 	<ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - 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.

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2.4.2 Resources:

2.4.2.1 Human Resources:

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

Art and Craft teachers are required to:

- ✓ Teach the subject content with confidence

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

2.4.2.2 Infrastructure and equipment

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

2.4.2.3 Infrastructure:

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

Electricity supply to the classroom/workshop is recommended.

Good lighting and ventilation is essential.

2.4.2.4 Equipment:

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

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

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

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

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

2.4.2.5 Finances

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

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

2.5 Career opportunities

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

- Artist

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

3 SECTION 3:

3.1 OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

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

3.2 Content overview of topics

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

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

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

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

TOPIC	GRADE 4	Grade 5
	of the education and training opportunities available at each site.	the education and training opportunities 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

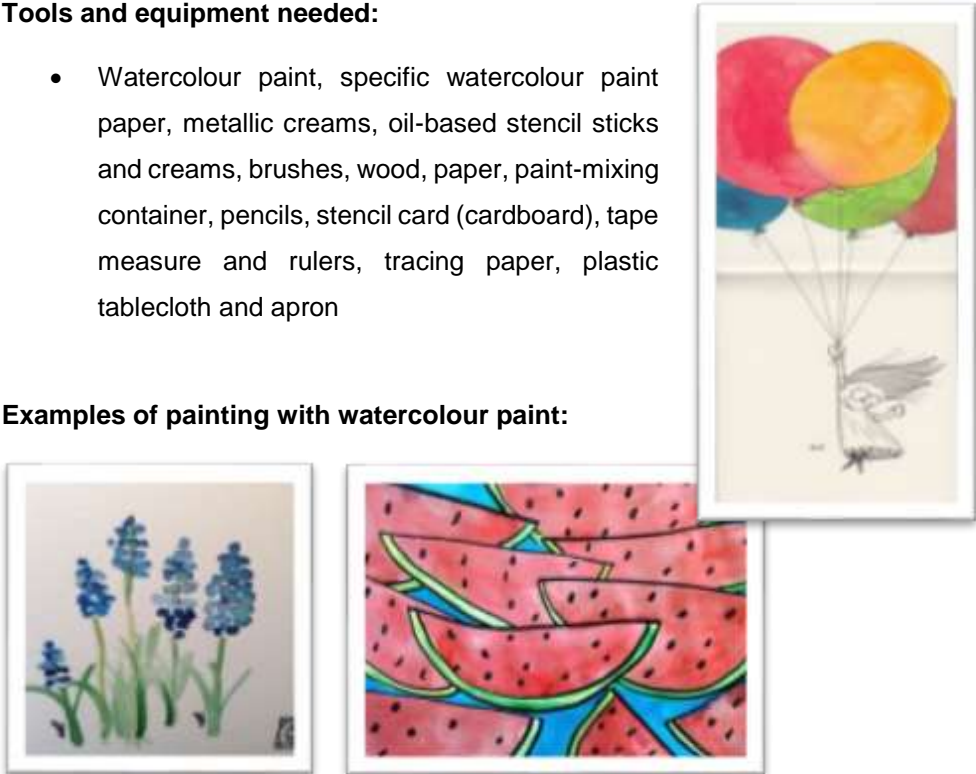
The suggested articles are available on Pinterest :<https://www.pinterest.com>

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

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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. <p>Tools and equipment:</p> <ul style="list-style-type: none"> • DVDs and videos, markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet and papers. <p><u>GRADE 4 : Second year</u></p> <p>Teacher provides the learner with pictures, magazines and allows accessibility of mediums.</p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in GRADE 4 : First year.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners clean the workshop after using it. <p>Tools and equipment:</p> <ul style="list-style-type: none"> DVDs and videos, markers, coloured pencils, recycling bin, coloured chalk, containers, apron, old sheet and papers.
2-3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Painting Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during the accumulation and selection of ideas. Identify Tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Identify, select and maintain drawing materials. 	<p><u>GRADE 4 : First year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities <p><u>Activity 2:</u> Group discussion on painting on specific paper using watercolour paint.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to painting with watercolour paint and to show learners different articles and papers painted and decorated with watercolour paint.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of painting using watercolour paint.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	the same craft product.	<ul style="list-style-type: none"> • Identify and experiment with various drawing techniques to interpret objects or ideas. • Organise and present drawings to communicate objects or ideas. • Know and use the <i>elements</i> of art such as line, colour, shape, tone, texture and space. • Know and use the <i>principles</i> 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. 	<p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when painting on with watercolour paint on paper.</p> <p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when painting or decorating on paper using watercolour paint.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners use watercolour paint to paint on specific paper. • Learners consider the use of colour, texture, line, shape, etc. – appropriate to the craft object. • Learners finish the articles by decorating it. • Learners clean the workshop. <p><u>Teachers Tips:</u></p> <ul style="list-style-type: none"> • In order to comply to the requirements of the Occupational Health and Safety (OHS) Act 85 of 1993, a practical session with regards to the issuing of equipment and tools, needed for a specific craft product must be held before beginning with the new product. • There must also be a group discussion on the safety precautions that must be followed, as well as the dangers of working with paint.

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

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>selecting for specific craft production.</p> <ul style="list-style-type: none"> • 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 art of Painting. • 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. 	<ul style="list-style-type: none"> • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles that are painted by acrylic paint. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners prepare the cardboards to be painted. • Learners use acrylic paint to paint. • Learners finish the article by painting varnishing, sealing and decorating. • Learners clean the workshop. <p><u>Teachers Tips:</u></p> <ul style="list-style-type: none"> • In order to comply to the requirements of the Occupational Health and Safety (OHS) Act 85 of 1993, a practical session with regards to the issuing of equipment and tools, needed for a specific craft product must be held before beginning with the new product. • There must also be a group discussion on the safety precautions that must be followed, as well as the dangers of working with paint. <ul style="list-style-type: none"> • Tools and equipment needed:



GRADE 4 : Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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. <div data-bbox="1055 659 1435 1082" data-label="Image"> </div> <div data-bbox="1464 659 1653 783" data-label="Caption"> <p>Example of painting with acrylic paint:</p> </div> <div data-bbox="1464 842 1653 967" data-label="Caption"> <p>Example of painting with acrylic paint</p> </div> <div data-bbox="1675 300 2024 970" data-label="Image"> </div>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		painting and decorating the article. <ul style="list-style-type: none"> • Identify the steps of cleaning the workshop before leaving the classroom. 	
4-5	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p><u>GRADE 4 : First year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <p><u>Activity 2:</u> Group discussion on what decoupage is and articles that can be decoupage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the process of decoupage and to show learners different articles decorated through the process of decoupage.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different steps taken in decoupage.</p> <p><u>Activity 5:</u> Practical demonstration of the process of decoupage on wood.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 production. • Choose a method of preparation appropriate to the characteristics of the selected materials. 	<p><u>Activity 6.</u> Group discussion on the basic tools and equipment used when decoupage.</p> <p><u>Activity 7:</u> Complete a checklist of different tools used for decoupage.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners practise the process of decoupage. • Learners learn design and prepare articles for decoupage. • Learners' decoupage on wood by tearing strips of papers and use rollers or brushes to decoupage. • Learners clean the workshop. <p>Tools needed:</p> <ul style="list-style-type: none"> • Brush, scissors, wood, rollers, whitepaper glue, sand paper, sealer, brayer (roller) and a craft's knife



GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications. • Interpret teacher guided design specifications to create a craft product. • Produce craft products with minimal defects. • Produce craft products within teacher allocated times. • Determine the required quantities of materials for the specific number of products to be produced. • Identify the same design specifications of original designs. • Copy the design specifications when producing the same products. 	<ul style="list-style-type: none"> • Different mediums can be used for decoration of craft products. <div data-bbox="1059 435 1373 826" data-label="Image"> </div> <div data-bbox="1680 292 1993 639" data-label="Image"> </div> <p>Examples of decoupage on wood:</p> <p>Examples of decoupage on wood</p> <p><u>GRADE 4 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques used when decoupage on glass stone or wood.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles decorated through glass, stone and wood.</p> <p><u>Activity 4:</u> Practical demonstration by the teacher on how to decoupage.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners practise the process of decoupage and prepare the articles to be decoupage.

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

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





GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>process of decorating boxes and cards with stickers and stencils.</p> <ul style="list-style-type: none"> • 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 	<div data-bbox="1061 336 1346 730" data-label="Image"> </div> <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Boxes, cards, stencils, stickers, glue, paint and scissors. <p>An example of cards decorated with stencils:</p> <p><u>GRADE 4 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques used to decoupage on the card for decoration.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles or card decoupage for decoration.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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.


GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> • 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. • Prepare the workshop or workplace for the process of decorating articles with cards and boxes. 	<p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Cardboard, pencils, tracing paper, brushes, white glue, craft-knife, sand paper and brayer. <p>Example of cards decorated with decoupage:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify the steps of finishing the article by decorating the article. • Identify the steps of cleaning the workshop before leaving the classroom. 	
8-9	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p><u>GRADE 4 : First year</u></p> <p><u>Activity1</u> Collate ideas for the craft process and product by means of :</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <p><u>Activity 2:</u> Group discussion on recycling glass bottles by painting and decorating them.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to glass bottles decorated with paint.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the process of using the art of painting glass bottles.</p>

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	same craft products.	<p>selection of tools and equipment.</p> <ul style="list-style-type: none"> • 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 	<p><u>Activity 5:</u> Group discussion on the basic tools and equipment used when painting and decorating a glass bottles.</p> <p><u>Activity 6:</u> Group discussion on how to clean a glass bottle before decorating the bottle.</p> <p><u>Activity 7:</u> Complete a checklist of different tools and equipment used recycling and decorating a glass bottles using a paint.</p> <p><u>Practical :</u></p> <ul style="list-style-type: none"> • 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. <p>Teachers Tips:</p>

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

GRADE 4 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Copy the design specifications when producing the same products. • 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. 	<div data-bbox="1599 325 1980 860" data-label="Image"> </div> <p><u>GRADE 4 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques used on painting and decorating on bottles.</p> <p><u>Activity 3:</u> Videos, DVD and pictures are shown to show the process of recycling and decorating bottle with letters or signs on.</p> <p>Practical:</p> <ul style="list-style-type: none"> • Learners bring an already cleaned glass bottle from home.

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

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Painting)

The learner must be able to:

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

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

Craft Object (Decoupage)

The learner must be able to:

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

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

Craft Object (Boxes and Cards)

The learner must be able to:

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

Craft Object (Glass Bottles)

The learner must be able to:

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

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


The learner must be able to:



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


Copy the design specifications when producing the same products.



3.3.2 GRADE 4 : TERM 2

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

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

GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>casting small articles in different moulds, using Plaster of Paris.</p> <ul style="list-style-type: none"> • 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 	<div>  <p>Example of using a silicone mould used for baking cakes:</p>  </div> <p>GRADE 4 : Second year</p> <p><u>Activity 1:</u> Revise activities 1-7 that was done in Grade 4: First year.</p> <p><u>Activity 2:</u> Group discussion on various decorations that can be used in making hand- or footprints in Plaster of Paris.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris when casting a hand- or footprint.</p> <p>Practical:</p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>during preparation of materials.</p> <ul style="list-style-type: none"> • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications. • Interpret teacher guided design specifications to create a craft product. • Produce craft products with minimal defects. • Produce craft products within teacher allocated times. • Determine the required quantities of materials for the specific number of products to be produced. 	<ul style="list-style-type: none"> • Learners finish the article by painting, decorating or drilling holes. • Learners clean the workshop. • <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Water, plaster of paris, wooden paddle or large spoon, containers to mix plaster of paris and water, moulds and paint or items to decorate the article. <p>Examples of a handprint cast in Plaster of Paris:</p> 

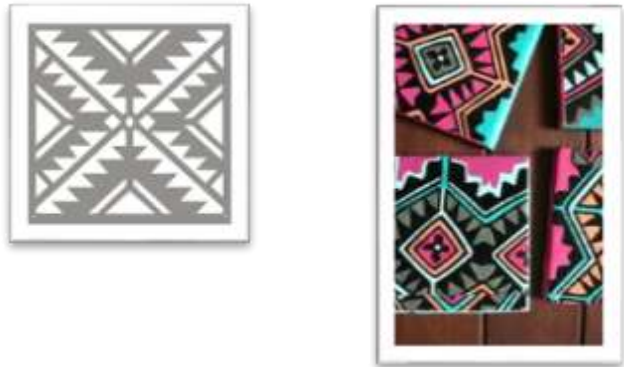
GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify the same design specifications of original designs. • Copy the design specifications when producing the same products. • Identify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

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




GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • Identify the steps that must be followed when making or decorating an article by using the art of Stamping and Stencilling. • Prepare the workshop or workplace for the process of making or decorating an article by using the art of Stamping and Stencilling.. 	<p><u>Activity 6:</u> Complete a checklist of different tools and equipment used when making or decorating an article by using the art of Stamping and Stencilling.</p> <p>Practical:</p> <ul style="list-style-type: none"> • Learners use stamps and stencils to create their own cards. • Learners finish the article by painting or decorating. • Learners clean the workshop. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • 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 <p>Examples of cards made with stencils:</p> <p><u>GRADE 4 : Second year</u></p>



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 4: First year. • <u>Activity 2:</u> Group discussion on various techniques and stencils when painting on tiles. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made by the art of Stamping and Stencilling on tiles. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • 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	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p>Examples of decorated tiles by using the art of Stamping and Stencilling:</p> 
5-6	<ul style="list-style-type: none"> Accumulates ideas for design of craft product. Identifies and prepares materials, tools and equipment for craft production. Makes a variety of marketable craft products. 	<p>Crochet</p> <ul style="list-style-type: none"> 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. 	<p><u>GRADE 4 : First year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities <p><u>Activity 2:</u> Group discussion on what crochet is and articles that can be made when crocheting.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of crochet and to show learners different articles made by crocheting.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different stitches used when crocheting.</p>

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



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Practise the 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 preparation appropriate to 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 	<p>Teachers Tips:</p> <ul style="list-style-type: none"> • 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. <p>Tools needed:</p> <ul style="list-style-type: none"> • A crochet hook, yarn, a pair of scissors and a darning needle(if necessary). <p>Examples of easy products to crochet and different crochet stitches</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>crochet cheat sheet</p>  <p>GRADE 4 : Second year</p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 4: First year.



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		before leaving the classroom.	<div data-bbox="981 295 1303 494" data-label="Image"> </div> <ul style="list-style-type: none"> • <u>Activity 2</u>: Group discussion on various techniques when crocheting a basic granny square with one or more colours. • <u>Activity 3</u>: Videos, DVDs or pictures are shown to show learners different articles made by using the craft of crochet and using a basic granny square. • <u>Activity 4</u>: Practical demonstration by the teacher on how to read a basic granny square pattern. <p>Practical:</p> <ul style="list-style-type: none"> • Learners make a basic granny square with one or more colours. • Learners clean the workshop. <p>Tools needed:</p> <ul style="list-style-type: none"> • A crochet hook, yarn, a pair of scissors and a darning needle (if necessary) <p>Example of a pattern for a Granny Square, a multi colour granny square and an easy product to make</p> <div data-bbox="1014 1008 1323 1327" data-label="Image"> </div> <div data-bbox="1541 1005 1792 1283" data-label="Image"> </div>

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

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



GRADE 4 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>GRADE 4 : Second year</p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 4: First year. • <u>Activity 2:</u> Group discussion on various techniques when decorating an article without an edge using the craft of Mosaic. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles decorated by the craft of Mosaic. • <u>Activity 4:</u> Practical demonstration by teacher on the finishing of an article without an edge using sandpaper and paint. <p>Practical:</p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners clean the workshop before leaving the classroom. <p>Examples of glass mosaic coasters, pot holders and place mats</p>  
9	<ul style="list-style-type: none"> Reviews and finishes craft products for market. 	<ul style="list-style-type: none"> Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. Reflect on safety procedures in the context of craft production. 	<p><u>GRADE 4 : First year</u></p> <p>Review the craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished product.</p> <p><u>GRADE 4 : Second year</u></p> <p>Review craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

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

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Plaster of Paris)

The learner must be able to:

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

Craft Object (Stamping and Stencilling)

The learner must be able to:

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

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

Craft Object (Crochet)

The learner must be able to:

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

Craft Object (Mosaic)

The learner must be able to:

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

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

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

The learner must be able to:

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



3.3.3 GRADE 4 term 3


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

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



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

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>producing the same products.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • If you are making a piñata put the paper clip in whatever you are making before you do the newspaper. <p>Examples of articles made with Papier-mâché without moulds:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>GRADE 4 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of recycling combined with Papier-mâché.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Papier-mâché when using different moulds.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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.

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

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




GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>when selecting for specific craft production.</p> <ul style="list-style-type: none"> • 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. • Prepare the workshop or workplace for the process of making or decorating an article by using the craft of Beading. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to 	<ul style="list-style-type: none"> • Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters and pencil <p>Examples of beads made out of clay:</p>  <p>Example of tools used for beading:</p>  <p><u>GRADE 4 : Second year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year. • <u>Activity 2:</u> Group discussion on how to make paper beads. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with even and uneven beads as well as paper beads. • <u>Activity 4:</u> Practical demonstration by teacher to show learners how to make a single or plain loop. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>teacher's guidance and specifications.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Learners make their own paper beads. • Learners finish the article by painting, varnishing, sealing or decorating. • Learners clean the workshop.. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters and pencil <p>Examples of beads made out of paper or newspaper:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		afterwards by painting or decorating the article. <ul style="list-style-type: none"> • Identify the steps of cleaning the workshop before leaving the classroom. 	
6-7	<ul style="list-style-type: none"> • 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. 	Cement <ul style="list-style-type: none"> • 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 	GRADE 4 : First year <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <u>Activity 2:</u> Group discussion on what the craft of Cement entails and articles that can be made with Cement. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of casting articles in Cement and to show learners different articles made by using Cement. <u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different moulds that can be used when casting articles in Cement. <u>Activity 5:</u> Practical demonstration on how to mix Cement to get the correct consistency. <u>Activity 6:</u> Group discussion on the basic tools and equipment used for mixing Cement as well as basic tools and equipment used for crafting an article with Cement. <u>Activity 7:</u> Complete a checklist of different tools used for mixing Cement.


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



GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>context of craft production.</p> <ul style="list-style-type: none"> • 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 casting and decorating an article by using the craft of Cement. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are 	<ul style="list-style-type: none"> • 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. • Use a sanding block to lightly sand the outside of your piece and remove any rough or uneven areas. • If desired, paint the concrete. • Once the paint and concrete dry, you can seal the concrete by spraying the exterior of the article with a clear sealer. It will darken the color of the concrete a little. but the natural texture and patterns in the cement will still show through.

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>made according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> • 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. 	<p>Examples of cement stones:</p> <div>    </div> <p><u>GRADE 4 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on different moulds that can be used for making stepping stones.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make a stepping stone using the craft of Cement.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners stepping stones decorated by a hand- or footprint.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners make cement stepping stones using moulds. • Learners decorate the stepping stone with a hand- or footprint. • Learners finish the article by sanding, painting or decorating the article. • Learners clean the workshop. <p>Tools needed:</p>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Identify the steps of mixing Cement and casting articles in Cement. Identify the steps of cleaning the workshop before leaving the classroom. 	<ul style="list-style-type: none"> 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) <p>Example of stepping stones by using a cake pan for a mould:</p>  <p>Examples of stepping stones decorated with a hand- or footprint:</p>  
8	<ul style="list-style-type: none"> Accumulates ideas for design of craft product. Identifies and prepares 	Soap-making <ul style="list-style-type: none"> Collate a variety of ideas for inspiration. Consider environmentally sustainable criteria during 	GRADE 4 : First year Teacher provides learners with the recipe for making soap. <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities

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

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>for the different methods of Soap making.</p> <ul style="list-style-type: none"> • 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 decorating articles using the craft of Soap making. 	<ul style="list-style-type: none"> • Learners clean the workshop. <p>Tools and equipment needed:</p> <p>Examples of home made bath salts</p>  <p>GRADE 4 : Second year</p> <p><i>Teacher provides learners with the recipe for making hand wash soap using glycerine soap and essential oils.</i></p> <p><u>Activity 1:</u> Revise activities 1-9 that was done in GRADE 4 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques when making soap with glycerine soap.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different soaps made with glycerine soap.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to make hand wasjsoap using glycerine soap.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners use the craft of soap making to make hand wash soap using glycerine soap. • Learners finish the article by decorating or packing the soap. • Learners clean the workshop.

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of Soap making. • Prepare the workshop or workplace to produce decorated soap and package. • 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. 	<p>Teachers Tips:</p> <p>There must also be a group discussion on the safety precautions that must be followed, as well as the dangers of working with the tools and equipment used when producing Soap.</p> <p>Examples of hand wash soaps made with glycerine</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

GRADE 4 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 finishes craft products for market.	<i>The learner must be able to:</i> <ul style="list-style-type: none"> • Follow teacher guided design specifications. 	<u>GRADE 4 : First year</u> Review the craft products for the market:

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Papier-mâché)

The learner must be able to:

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

Craft Object (Beading)

The learner must be able to:

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

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

Craft Object (Cement)

The learner must be able to:

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

Craft Object (Soap making)

The learner must be able to:

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

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

The learner must be able to:


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



3.3.4 GRADE 4 TERM 4


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



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

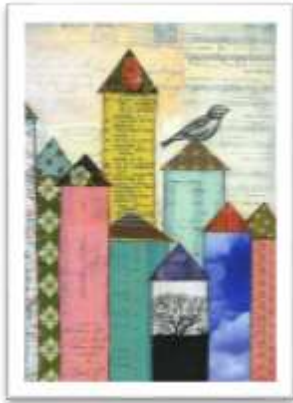

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Choose a method of preparation appropriate to the characteristics of the selected materials. • Prepare the workshop or workplace for the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


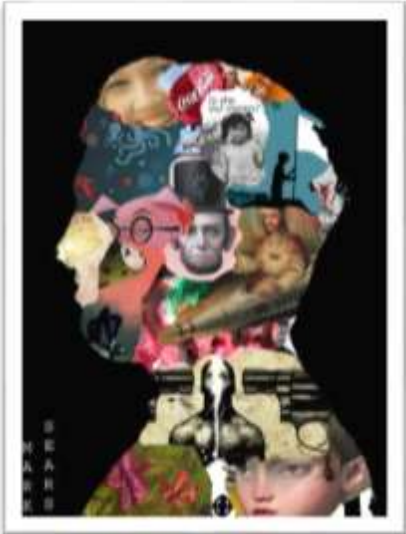
GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Produce craft products with minimal defects. • Produce craft products within teacher allocated times. • Determine the required quantities 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 afterwards. • Identify the steps of cleaning the workshop before leaving the classroom. 	<ul style="list-style-type: none"> • 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. <p>Examples of Pewter/Foil done on foil:</p> 

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

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners finish the article by dusting, washing and polishing. Learners clean the workshop. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<p>Collage</p> <p><i>The learner must be able to:</i></p> <ul style="list-style-type: none"> 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. 	<p>GRADE 4 : First year</p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities <p><u>Activity 2:</u> Group discussion on what the craft of Collage is, and articles that can be made and decorated by using the craft of Collage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the medium of Collage and to show learners different articles made and decorated by using the craft of Collage.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners how to make an article using the craft of Collage.</p>

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



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

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>made according to teacher's guidance and specifications.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Glue, brushes, sizing, primer, mounting board, acrylic polymer, canvas, plywood and Foamelite <p>Examples of profiles made with collage:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	Candle making <ul style="list-style-type: none"> • 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. 	<u>GRADE 4 : First year</u> <i>Recipe for making candles provide by teacher.</i> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <u>Activity 2:</u> Group discussion on what the craft of Candle making entails and different Candles that can be made. <u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to the craft of Candle and to show learners different Candles that can be made. <u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners the different moulds that can be used when making Candles.

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




GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<div data-bbox="1451 293 1778 539" data-label="Image"> </div> <p>Example of candles in shells:</p> <div data-bbox="987 528 1296 924" data-label="Image"> </div> <div data-bbox="1090 948 1400 1369" data-label="Image"> </div> <p>Examples of floating candles:</p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 	<p>Example of bottle cap candles:</p>  <p>Example of rolled beeswax candles</p>  <p>GRADE 4 : Second year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in GRADE 4 : First year.</p>


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


GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Pouring pot, digital scale, thermometers, containers, candle wax, candle wicks, candle molds, candle dyes and fragrance oils <p>Examples of candles made with different moulds:</p> <div data-bbox="1041 462 1258 729" data-label="Image"> </div> <div data-bbox="1377 472 1724 743" data-label="Image"> </div> <div data-bbox="1776 346 2027 751" data-label="Image"> </div> <p>Citronella candles in recycled cans:</p> <div data-bbox="1041 813 1352 1163" data-label="Image"> </div> <p>Example of candles using beeswax sheets</p> <div data-bbox="1585 839 1960 1295" data-label="Image"> </div>

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

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify and understand what jewellery making using the craft of beading is. • Identify and understand what jewellery making using the craft of crochet is. • Practise the skill of making a jewellery article using the craft of beading. • Practise the skill of making a jewellery article using the craft of crochet. • Identify and select the basic tools and equipment used in the process of making jewellery using the craft of beading. • Identify and select the basic tools and equipment used in the process of 	<p><u>Activity 9:</u> Practical demonstration by teacher to revise how to make a single or plain loop.</p> <p>Practical:</p> <ul style="list-style-type: none"> • Learner make a jewellery article by using the craft of beading. • Learners finish the article. • Learners clean the workshop. <p>Teachers Tips:</p> <ul style="list-style-type: none"> • 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Beads • Wire • Crimpers • Clay (for making own clay beads) • Toothpicks • Paint • Chain Nose Pliers   

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>making jewellery using the craft of crochet.</p> <ul style="list-style-type: none"> • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • Identify the steps that must be followed when making jewellery articles using the craft of beading. • Identify the steps that must be followed when making jewellery articles using the craft of crochet. 	<ul style="list-style-type: none"> • Round Nose Pliers • Wire cutters <p>Examples of beaded jewellery:</p> <p><u>GRADE 4 : Second year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <p><u>Activity 2:</u> Group discussion on what jewellery using the craft of crochet is and jewellery articles that can be made when crocheting.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to jewellery articles made by using the craft of crochet and to show learners different jewellery articles made by crocheting.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the different stitches used when crocheting.</p> <p><u>Activity 5:</u> Practical demonstration and revision on how to crochet the different stitches.</p> <p><u>Activity 6:</u> Explanation and revision on how to read an easy crochet pattern.</p>

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Prepare the workshop or 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. • Produce craft products with minimal defects. 	<p><u>Activity 7:</u> Group discussion on the basic tools and equipment used for making jewellery articles made by using the craft of crocheting.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for making jewellery articles made by the craft of crocheting</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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. <p>Tools needed:</p> <ul style="list-style-type: none"> • A crochet hook • Yarn • A pair of scissors <p>Examples of crochet jewellery:</p> 

GRADE 4 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
9	<ul style="list-style-type: none"> Reviews and finishes craft products for market. 	<ul style="list-style-type: none"> Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. Reflect on safety procedures in the context of craft production. Produce craft products with limited defects. 	<p><u>GRADE 4 : First year</u></p> <p>Review the craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><u>GRADE 4 : Second year</u></p> <p>Review craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>
10	<ul style="list-style-type: none"> Costs and prices craft products for a sustainable craft enterprise. 	<ul style="list-style-type: none"> Perform basic business calculations, using electronic equipment correctly. List and record all production costs. 	<p>Costs and prices craft products:</p> <p><u>Activity 1:</u> Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials.</p> <p><u>Activity 2:</u> Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc).</p> <p>Entrepreneurial awareness:</p>

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

FORMAL ASSESSMENT TASK: GRADE 4

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

Craft Object (Pewter/Foil)

The learner must be able to:

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

Craft Object (Collage)

The learner must be able to:

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

Craft Object (Candle making)

The learner must be able to:

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

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

Craft Object (Jewellery)

The learner must be able to:

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

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

The learner must be able to:

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

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

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

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

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

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

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

3.3.5 Grade 5 TERM 1

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

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

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

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

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

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



Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 art of Painting. • 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. 	<ul style="list-style-type: none"> • Learners make an article using the art of painting on material. • Learners make an article using the art of painting Mandalas. • Learners consider the use of colour, texture, line, shape, patterns etc. – appropriate to the craft object. • Learners finish the article. • Learners clean the workshop. <p>Teachers Tips:</p> <ul style="list-style-type: none"> • There are lots of patterns available for painting Mandalas. The learner can also design his/her own mandala before painting it on a surface. <p>• 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, wood, fabric, easel, paint pots, thinners, turpentine, stones, fabric and wood</p> <p>Example of a mandalas painted on stones:</p> <p>Grade 5 : Third year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of painting on canvas.</p> <p><u>Activity 3:</u> Group discussion on the concept of painting with oil paint.</p>







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

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		before leaving the classroom.	<ul style="list-style-type: none"> Teachers can buy canvas that is already stretched. It is not necessary to make your own canvas. Google: "how to make your own canvas" to get detailed instructions. <u>Tools and equipment:</u> 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 <p>How to make your own canvas:</p> <p>Step 1: Getting Started</p> <p>To make the canvases gather up these materials:</p> <p>Wood of your choice, to be cut for stretchers.</p> <p>A stapler gun, nails or screws.</p> <p>White glue.</p> <p>Some cotton sheet or linen material.</p> <p>Chipboard, available at art stores or online.</p> <p>Step 2: Cut wood to size</p> <p>Step 3: Join stretchers</p>

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




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




Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify and understand what Decoupage is. • Identify and select the basic tools and equipment used in the craft of 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 production. • Choose a method of preparation appropriate to the characteristics of the selected materials. • Identify the steps that must be followed when making or decorating an article by using the craft of Decoupage. 	<p>Practical:</p> <p>Learners decoupage small 3-D objects like eggs, stones or key holders.</p> <p>Learners use small brushes to decoupage.</p> <p>Learners finish the article.</p> <p>Learners clean the workshop.</p> <p>Tools and materials needed:</p> <ul style="list-style-type: none"> • Brayer (roller), brush, scissors, sandpaper, sealer, white glue and craft's knife <p>Example of decoupage on eggs and small rocks</p>   


Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 	<p>Example of decoupage keyholders:</p> <p><u>Grade 5 : Second year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5 : First year. • <u>Activity 2:</u> Group discussion on how to decoupage larger objects using bigger strips of paper and fabric. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners how to decoupage a larger object by using bigger strips of paper or fabric. • <u>Activity 4:</u> Practical demonstration by teacher to show learners how to use brushes and rollers to decoupage larger objects. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners decoupage larger objects by using bigger strips of paper or fabric. • Learners use brushes and rollers to decoupage. • Learners finish the article. • Learners clean the workshop. <p>• Tools and materials needed: Brayer (roller), brush, scissors, sandpaper, sealer, white glue and craft's knife and large pieces of wood</p> <p>Example of decoupage large pieces of wood:</p>




Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>the specific number of products to be produced.</p> <ul style="list-style-type: none"> • 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 painting or decorating the article. • Identify the steps of cleaning the workshop before leaving the classroom. 	<p><u>Grade 5 : Third year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5 : First year. • <u>Activity 2:</u> Group discussion on how to decoupage on glass for example glass plates, cups and saucers. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners how to decoupage on glass for example glass plates, cups and saucers. • <u>Activity 4:</u> Practical demonstration by teacher to show learners how to on glass. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners decoupage on glass for example glass plates or cups and saucers. • Learners use brushes and rollers to decoupage. • Learners finish the article. • Learners clean the workshop. <p>Tools and materials needed:</p> <ul style="list-style-type: none"> • Brayer (roller), brush, scissors, sandpaper, sealer, white glue and craft's knife, glass plates, cups and saucers <p>Example of decoupage on plates:</p> 
6-7	<ul style="list-style-type: none"> • Accumulates ideas for design of craft product. • Identifies and prepares 	<p>Boxes and Cards</p> <ul style="list-style-type: none"> • Collate a variety of ideas for inspiration. • Consider environmentally sustainable criteria during 	<p><u>Grade 5 : First year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research




Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
	materials, tools and equipment for craft production. <ul style="list-style-type: none"> Makes a variety of marketable craft products. Produces sequences of the same craft product. 	the accumulation and selection of ideas. <ul style="list-style-type: none"> Identify Tangible (touchable) and intangible sources for ideas. Identify sources of own and other cultures. Select materials appropriate for given designs. Consider environmentally sustainable criteria during selection of tools and equipment. Gather sufficient (enough and appropriate) materials for craft production. Identify and understand what the craft of making Boxes and Cards entails. Practise the skill of making own paper. 	<ul style="list-style-type: none"> Written activities Sensory exploration activities <p><u>Activity 2:</u> Group discussion: revise the craft of Making Boxes and Cards.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to learners to revise the craft of making Boxes and Cards, as well as making own paper.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on how to make own paper.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to fold Boxes according to a pattern.</p> <p><u>Activity 6:</u> Group discussion on the basic tools and equipment used for making Boxes and Cards as well as basic tools and equipment used for making own paper.</p> <p><u>Activity 7:</u> Complete a checklist of different tools used for making own paper.</p> <p><u>Activity 8:</u> Complete a checklist of different tools used for making Boxes and Cards.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> Learners make a card and decorate the card with different mediums. Learners finish the article by painting, varnishing, sealing or decorating. Learners clean the workshop. <p><u>Tools needed:</u></p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify and select the basic tools used for making Boxes and Cards. • Identify and select the tools needed for making own paper. • Follow housekeeping and safety procedures in the context of craft 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. 	<p>• Cutting mat, scissors in various sizes, craft knives, metal edged ruler, boxes, paper, fabric material, pen and paint</p> <p>Examples of cards decorated with different mediums:</p>    <p>Grade 5 : Second year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on different templates that can be used for making Boxes.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make a Box using different templates.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners Boxes made using different materials.</p> <p>Practical:</p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of making own paper. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications. • 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. 	<ul style="list-style-type: none"> • Learners make a box using different materials and templates. • Learners finish the article by painting or decorating it. • Learners clean the workshop. <p>Tools needed:</p> <ul style="list-style-type: none"> • Cutting mat, scissors in various sizes, craft knives, metal edged ruler and boxes <p>Examples of boxes made by using a template:</p>  <p>Grade 5 : Third year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion: revise different templates that can be used for making Boxes.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to make a Box using different templates.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to show learners how to decorate Boxes using different mediums.</p>


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


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

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

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

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<p><u>Activity 4:</u> Practical demonstration by teacher on how to make a snow globe with a glass bottle.</p> <p><u>Activity 5:</u> Practical demonstration by teacher on how to cut glass.</p> <p><u>Activity 6:</u> Group discussion on the safety precautions that learners must take when cutting glass.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners practise the skill of cutting glass. • Learners bring already cleaned glass bottles to school to decorate. • Learners use recycled bottles for the purpose of making different glasses. • Learners make a snow globe with glass bottles. • Learners finish the article. • Learners clean the workshop. <p><u>Tools and equipment for cutting glass bottles:</u></p> <ul style="list-style-type: none"> • Bottles, candles, goggles, scoring tool and glass drill bit <p><u>Method:</u></p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><u>Tools and equipment for making a snow globe:</u></p> <ul style="list-style-type: none"> • 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 <p>Method:</p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> 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. <p>Example of a snow globe and glasses made with wine bottle</p> 
10	Reviews and finishes craft products for market.	<i>The learner must be able to:</i> <ul style="list-style-type: none"> Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. Reflect on safety procedures in the context of craft production. 	<p><u>Grade 5 : First year</u></p> <p>Review the craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p> <p><u>Grade 5 : Second year</u></p> <p>Review craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished products.</p>

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

FORMAL ASSESSMENT TASK: GRADE 5

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

Craft Object (Painting)

The learner must be able to:

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

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

Craft Object (Decoupage)

The learner must be able to:

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

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

Craft Object (Boxes and Cards)

The learner must be able to:

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

Craft Object (Glass Bottles)

The learner must be able to:

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

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




The learner must be able to:



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



Copy the design specifications when producing the same products.


3.3.6 GRADE 5 TERM 2

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



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

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>casting small articles in different moulds, using Plaster of Paris.</p> <ul style="list-style-type: none"> • 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 	<p><u>Activity 2:</u> Group discussion on various moulds that can be used when making a form with Plaster of Paris.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Plaster of Paris that was decorated with the craft of decoupage.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners make Plaster of Paris, using the recipe provided by the teacher. • 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Water, Plaster of Paris, Wooden paddle or large spoon, Containers to mix Plaster of Paris and water, Moulds and Paint or items to decorate the article. <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

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

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




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

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify and understand what Stamping and Stencilling is.. • Identify and select the basic tools and equipment used in the art of Stamping and Stencilling. • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • Choose a method of preparation appropriate to the characteristics of the selected materials • Identify the steps that must be followed when making or decorating an 	<p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • 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 <p>Examples of decorated bowls:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>Grade 5 : Second year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5: First year. • <u>Activity 2:</u> Group discussion on various techniques and stencils when decorating glass products. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles decorated by the art of Stamping and Stencilling on glass products.




Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>article by using the art of Stamping and Stencilling.</p> <ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of making or decorating an article by using the art 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. 	<p>Practical:</p> <ul style="list-style-type: none"> • Learners use stamps and stencils to decorate glass products. • Learners finish the article by painting, varnishing, sealing or decorating. • Learners clean the workshop. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • 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 <div data-bbox="992 855 1285 1310" data-label="Image"> </div> <p>Example of small decorated mirrors, glass and glass bottles to make candle holders</p> <p><i>(Left: Materials- small mirrors, contact paper, and frosted glass and spray paint)</i></p> <div data-bbox="1794 469 2027 1289" data-label="Image"> </div>


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



Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> 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 <p>Example of words stencilled on wood <i>(Print words or name on paper; turn over and cover the word with the side of a pencil; place pencil side on wood and secure with tape; use pencil to outline printed word - this makes a template for you to paint.)</i></p>  <p>Examples of wood, decorated with stencils.</p>  
5-6	<ul style="list-style-type: none"> Accumulates ideas for design of craft product. 	Crochet <ul style="list-style-type: none"> Collate a variety of ideas for inspiration. 	Grade 5 : First year <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> Oral discussions

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



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


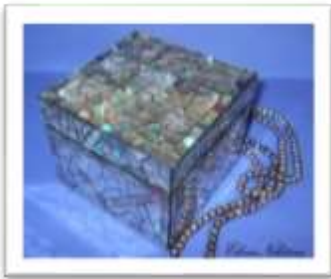

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>the characteristics of the selected materials</p> <ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of crocheting. • Identify the steps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

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Activity 5: Practical demonstration by the teacher on how to make jewellery, using the craft of crochet. <p>Practical:</p> <ul style="list-style-type: none"> Learners make jewellery by using crochet stitches learned in previous years. Learners combine crochet with beading and jewellery making. <p>OR</p> <ul style="list-style-type: none"> Learners crochet an easy baby cocoon and hat. Learners clean the workshop. <p>Tools needed:</p> <ul style="list-style-type: none"> A crochet hook, yarn, a pair of scissors and a darning needle <div data-bbox="1742 359 1995 722" data-label="Image"> </div> <div data-bbox="1568 775 2018 1046" data-label="Image"> </div> <div data-bbox="987 995 1249 1347" data-label="Image"> </div> <p>Examples of jewellery made by using different crochet stitches:</p> <p>Example of an easy baby cocoon and hat.</p>

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

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify and 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 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. 	<ul style="list-style-type: none"> • Learners use the craft of Mosaic to decorate photo frames. • Learners mix grout to use in the process of decorating with Mosaic. • Learners finish the article by applying grout or decorating the article. • Learners clean the workshop. <p>Teachers Tips:</p> <ul style="list-style-type: none"> • Photo frames that can be used for decorating with mosaic can be bought at selected shops. • Pre-cut hardboard or sheets of hardboard can also be bought. <p>• Tools and equipment needed:</p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <p>Example of how to make a mosaic photo frame and a completed frame:</p> <p>Grade 5 : Second year</p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5: First year. • <u>Activity 2:</u> Group discussion on various techniques when decorating a 3-D article using the craft of Mosaic. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different 3-D articles decorated by the craft of Mosaic. • <u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners different recycled materials that can be used when making articles using the craft of Mosaic. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Activity 5: Practical demonstration by teacher on the finishing of a 3-D article. <p>Practical:</p> <ul style="list-style-type: none"> 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> 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 <div style="display: flex; justify-content: space-around; align-items: flex-end;">    </div> <p>Examples of mosaic boxes using old CD's (recycling):</p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p><u>Grade 5 : Third year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-7 that was done in Grade 5: First year. • <u>Activity 2:</u> Group discussion on various techniques when decorating different shapes and forms using the craft of Mosaic. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners how to decorate different shapes and forms using the craft of Mosaic. • <u>Activity 4:</u> Videos, DVDs or pictures are shown to show learners how to make a craft product using the craft of Mosaic. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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. <p>Tools and equipment needed:</p>



Grade 5 : Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> 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 <div data-bbox="981 550 1370 865" data-label="Image"> </div> <div data-bbox="1765 292 2033 646" data-label="Image"> </div> <p>Example of a mosaic stepping stone and other projects:</p>
9	<ul style="list-style-type: none"> Reviews and finishes craft products for market. 	<ul style="list-style-type: none"> Follow teacher guided design specifications. Adhere to safety procedures in the context of craft production. Reflect on the selection of appropriate material, tools and equipment according to given specifications or designs. 	<p><u>Grade 5: First year</u></p> <p>Review the craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p> <p><u>Activity 2:</u> Written / oral activity to reflect on process, materials, tools, equipment and safety procedures. (worksheet, guided discussion, test using visual images, etc).</p> <p><u>Activity 3:</u> Grades the quality of finished product.</p> <p><u>Grade 5 : Second year</u></p> <p>Review craft products for the market:</p>

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

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

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

FORMAL ASSESSMENT TASK: GRADE 5

GRADE 5 : TERM 2

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

Craft Object (Plaster of Paris)

The learner must be able to:

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

Craft Object (Stamping and Stencilling)

The learner must be able to:

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

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

Craft Object (Crochet)

The learner must be able to:

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

Craft Object (Mosaic)

The learner must be able to:

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

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

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

The learner must be able to:

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

Copy the design specifications when producing the same products.


3.3.7 GRADE 5 TERM 3



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



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

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Preparing Papier-mâché: <ul style="list-style-type: none"> • Clear an area. • Tear the newspaper into long strips. • Choose your method to make Papier-mâché. • Blend your choice of mixture. • Find a surface you want to Papier-mâché. • Creating the Papier-mâché article: <ul style="list-style-type: none"> • 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. <p>Extra tips:</p> <ul style="list-style-type: none"> • Tearing the paper roughly, as opposed to cutting with scissors, will result in a smoother final appearance. • Using thinner strips of paper will result in a smoother, less bumpy finish. Similarly, smaller pieces of other shapes will work better also. • The flour mixture is better for piñatas, as it breaks easier. If your looking for a stronger hold, use the glue one.



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



Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • If you are making a piñata put the paper clip in whatever you are making before you do the newspaper <p>Example of Papier-mâché Lanterns</p>  <p><u>Grade 5 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of using Papier-mâché, glue and rope to make an article.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Papier-mâché, glue and rope.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners clean the workshop. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> 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) <p>Examples of articles made with rope and Papier-mâché:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>Grade 5 : Third year</u></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on the concept of using Papier-mâché and combine with balloons, faces or teacups to make articles.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles made with Papier-mâché combines with balloons, faces or teacups.</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p>Practical:</p> <ul style="list-style-type: none"> 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> 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) <p>Example of teacups and a mask made with Papier-mâché:</p> <div>   </div>
4-5	<ul style="list-style-type: none"> Accumulates ideas for design of craft product. 	<p>Beading</p> <ul style="list-style-type: none"> Collate a variety of ideas for inspiration. 	<p>Grade 5 : First year</p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities

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

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>used in the craft of Beading.</p> <ul style="list-style-type: none"> • Follow housekeeping and safety procedures in the context of craft production. • Take the characteristics of the materials into account when selecting for specific craft production. • 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. • Prepare the workshop or workplace for the process of making or decorating 	<ul style="list-style-type: none"> • Learners clean the workshop. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers and wire cutters <p>Example of paper beads using jewellery wire</p>  <p>Example of fabric bead necklaces:</p> 

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>an article by using the craft of Beading.</p> <ul style="list-style-type: none"> • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications. • Interpret teacher guided design specifications to create a craft product. • Produce craft products with minimal defects. • Produce craft products within teacher allocated times. • Determine the required quantities of materials for the specific number of products to be produced. 	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>Grade 5 : Second year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year. • <u>Activity 2:</u> Group discussion on bead embroidery. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different articles and fabrics used when using the craft of Bead embroidery. • <u>Activity 4:</u> Practical demonstration by teacher to show learners how to use the craft of Bead embroidery. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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 <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 painting or decorating the article. • Identify the steps of cleaning the workshop before leaving the classroom. 	<p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Beads, wire, crimpers, clay (for making own clay beads), toothpicks, paint, chain nose pliers, round nose pliers, wire cutters, paper and glue <p>Examples of bead embroidery</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>Grade 5 : Third year</u></p> <ul style="list-style-type: none"> • <u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year. • <u>Activity 2:</u> Group discussion on bead weaving. • <u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners the craft of bead weaving and different articles that can be made using the craft of Bead weaving. • <u>Activity 4:</u> Practical demonstration by teacher to show learners how to use the craft of Bead weaving.


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







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

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>making articles with Cement.</p> <ul style="list-style-type: none"> • Practise the skill of mixing Cement. • Identify and select the basic tools used for mixing Cement. • Identify and select the tools needed for casting articles in Cement. • Follow housekeeping and safety procedures in the 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. 	<p>Precautions Before You Begin:</p> <ul style="list-style-type: none"> • Work outside. A mask is recommended. • Use a disposable drop cloth. • Wear gloves. • Wear eye protection. • Work on a level surface. <p>Basic Concrete Craft Instructions:</p> <ul style="list-style-type: none"> • Spray the interior of your mould container with cooking spray. • 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.




Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of mixing Cement. . • Prepare the workshop or workplace for the process casting and decorating an article by using the craft of Cement. • Creates appropriate craft products from given materials. • Uses materials in such a manner that products are made according to teacher's guidance and specifications. • Interpret teacher guided design specifications to create a craft product. • Produce craft products with minimal defects. 	<ul style="list-style-type: none"> • Peel the mold away from the concrete. If may be able to save your container to re- • Use a sanding block to lightly sand the and remove any rough or uneven areas. • If desired, paint the concrete. • Once the paint and concrete dry, you can spraying the exterior of the article with a sealer. It will darken the color of the <div data-bbox="1532 288 1711 667" data-label="Image"> </div> <p>you are careful, you use again.</p> <p>outside of your piece</p> <p>seal the concrete by clear</p> <p>but</p> <div data-bbox="981 676 1249 948" data-label="Image"> </div> <p>concrete a little, the natural texture and patterns in the cement will still show through.</p> <p>Examples of stepping stones decorated with flowers or glass:</p> <div data-bbox="1845 608 2024 1203" data-label="Image"> </div> <p>Grade 5 : Second year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to make moulds using different mediums.</p>




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





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

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<p>Practical:</p> <ul style="list-style-type: none"> 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.  <p>Tools needed:</p> <ul style="list-style-type: none"> 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) <p>Examples of cement articles.</p>  
8	<ul style="list-style-type: none"> Accumulates ideas for design of craft product. 	<p>Soap-making</p> <ul style="list-style-type: none"> Collate a variety of ideas for inspiration. 	<p>Grade 5 : First year</p> <p>Teacher provides learners with the recipe for making soap.</p> <p>Activity 1: Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> Oral discussions

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

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 	<p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • 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 <p>Examples of liquid soaps:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Grade 5 : Second year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on various techniques when making soap using more than one colour.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different soaps made using more than one colour.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on how to make soap using more than one colour.</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>decorating articles using the craft of Soap making.</p> <ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of Soap making. • Prepare the workshop or workplace to produce decorated soap and package. • 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. 	<p>Practical:</p> <ul style="list-style-type: none"> • Learners make soap using more than one colour. • Learners finish the article by decorating or packing the soap. • Learners clean the workshop. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • 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 <p>Examples of soap with different colours:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Grade 5 : Third year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to produce decorated soap and package.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners decorated soap and package.</p>

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

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

FORMAL ASSESSMENT TASK: GRADE 5

GRADE 5 : TERM 3

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

Craft Object (Papier-mâché)

The learner must be able to:

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

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

Craft Object (Beading)

The learner must be able to:

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

Craft Object (Cement)

The learner must be able to:

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

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

Craft Object (Soap making)

The learner must be able to:

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

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

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

The learner must be able to:

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




Copy the design specifications when producing the same products.


3.3.8 GRADE 5 TERM 4

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
1-2	<ul style="list-style-type: none"> 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 	Pewter/Foil <ul style="list-style-type: none"> 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. 	<p><u>Heavy duty foil can be used instead of Pewter/Foil for GRADE 4 to make it cheaper to learn the craft.</u></p> <p><u>A4 Pewter/Foil sheets are cheaper and can also be used for the articles if the teacher wants to do the articles in Pewter/Foil.</u></p> <p><u>Grade 5 : First year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> Oral discussions Investigation and exploration activities Research Written activities Sensory exploration activities <p><u>Activity 2:</u> Group discussion: revise the craft of Pewter/Foil is and small articles that can be made using the craft of Pewter/Foil.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to revise the craft of Pewter/Foil and to show learners different small articles made using the craft of Pewter/Foil.</p> <p><u>Activity 4:</u> Videos, DVDs and pictures are shown to revise the process of making articles using the craft of Pewter/Foil as well as the aftercare of the product.</p> <p><u>Activity 5:</u> Group discussion on the basic tools and equipment used for making articles using the craft of Pewter/Foil.</p>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 the materials into account 	<p><u>Activity 6:</u> Complete a checklist of different tools and equipment used for making articles using the craft of Pewter/Foil.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • 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. <p>Steps to polish Pewter/Foil:</p> <ul style="list-style-type: none"> • 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife, Pewter/Foil and copper sheets or foil and fillers <p>Additional information on Tools and Equipment:</p> <ul style="list-style-type: none"> • Item to be decorated: Anything with a hard surface, such as a box, frame or bottle.




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>when selecting for specific craft production.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Work surface: It must be smooth and hard, something like a smooth wooden board or large, thick piece of glass. • Modelling tools: Available at art or craft shops. A tracer is used to trace the design onto the Pewter/Foil; a paper pencil (also known as a torchon) is used to flatten and neaten the areas around the modelled design; a hockey stick is used to model the Pewter/Foil for high-relief work; and a ball tool has a ball at the tip and is used for doing low-relief work to make a wider line than a tracer. • Filler: This is used to fill the back of a high-relief design to prevent it from being pushed back or flattened. Beeswax works best because it hardens quickly and doesn't contract when it cools. • Exterior crack filler mixed with a little cold glue can also be used. Do not use candle wax as it shrinks when it cools, and cracks easily. • Lubricant: Use petroleum jelly, baby oil, sunflower oil or liquid paraffin to help the modelling tools glide over the Pewter/Foil. • 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. • 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.




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 afterwards. 	<ul style="list-style-type: none"> • 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 <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> • Rubber gloves: To protect your hands <p>Examples of Pewter/Foil on small articles:</p> <div style="display: flex; align-items: center;">   </div> </div> </div>



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

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Ball and cups set (sizes 1-3), pattern rollers, teflon tips, tracers, cutter, art knife, Pewter/Foil and copper sheets or foil and fillers <div data-bbox="1010 427 1301 823" data-label="Image"> </div> <div data-bbox="1032 788 1301 1190" data-label="Image"> </div> <p>Examples of Pewter/Foil on boxes:</p> <p><u>Grade 5 : Third year</u></p> <p><u>Activity 1:</u> Revise activities 1-6 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussions on the different mediums that can be used for decorating using the craft of Pewter/Foil for example clay, glass and wood.</p> <p><u>Activity 3:</u> Videos, DVDs or pictures are shown to show learners different mediums of articles made with the craft of Pewter/Foil using embossing tools.</p> <p><u>Activity 4:</u> Practical demonstration by teacher on the craft of Pewter/Foil on different mediums for example clay, glass and wood.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> Learners use Pewter/Foil on different mediums like clay, glass and wood. <div data-bbox="1682 539 2018 815" data-label="Image"> </div>

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






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

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

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

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Accumulates ideas for design of craft product. • Identifies and prepares materials, tools and equipment for craft production. 	Candle making <ul style="list-style-type: none"> • 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. 	<u>Grade 5 : First year</u> <i>Recipe for making candles provide by teacher.</i> <u>Activity 1:</u> Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <u>Activity 2:</u> Group discussion: revise what the craft of Candle making entails and different Candles that can be made.






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

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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 	<div>    </div> <p><u>Example of heart-shaped rolled beeswax tea-lights</u></p> <div>  <p>How To Make Heart-Shaped Rolled Beeswax Tealights</p>  </div> <p><u>Grade 5 : Second year</u></p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to make candles with different shapes.</p>



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

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<div data-bbox="999 316 1429 687" data-label="Image"> </div> <p>Example of dipped tapered candles and candles made with ice:</p> <div data-bbox="1630 480 1944 858" data-label="Image"> </div> <p>Example of striped rolled beeswax candles</p> <div data-bbox="1016 898 1447 1254" data-label="Image"> </div>




Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
			<div data-bbox="1021 354 1236 927" data-label="Image"> </div> <div data-bbox="1263 612 1590 778" data-label="Caption"> <p>Example of candles made with water balloons and candles made in the sand</p> </div> <div data-bbox="1563 293 1939 703" data-label="Image"> </div> <p>Grade 5 : Third year</p> <p><u>Activity 1:</u> Revise activities 1-8 that was done in Grade 5 : First year.</p> <p><u>Activity 2:</u> Group discussion on how to decorate Candles.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to show learners how to decorate Candles.</p> <p><u>Activity 4:</u> Practical demonstration by teacher to show learners how to decorate candles.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> Learners decorate candles.

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




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

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

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Identify and select the basic tools and equipment 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. • Identify and select the basic tools and equipment used in the process of making jewellery using the craft of Pewter/Foil. • 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. 	<div data-bbox="987 292 1256 719" data-label="Image"> </div> <p>Examples of mosaic jewellery:</p> <p><u>Grade 5 : Second year</u></p> <p><u>Activity 1:</u> Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities <p><u>Activity 2:</u> Group discussion on what jewellery using the craft of Collage is and jewellery articles that can be made using the craft of collage.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to jewellery articles made by using the craft of Collage.</p> <p><u>Activity 4:</u> Group discussion on the basic tools and equipment used for making jewellery articles by using the craft of Collage.</p>

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

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<p>of making jewellery using the craft of Collage.</p> <ul style="list-style-type: none"> • Prepare the workshop or workplace for the process of making jewellery using the craft of Pewter/Foil. • 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. 	<p><u>Activity 2:</u> Group discussion on what jewellery using the craft of Pewter/Foil is and jewellery articles that can be made using the craft of Pewter/Foil.</p> <p><u>Activity 3:</u> Videos, DVDs and pictures are shown to expose the learners to jewellery articles made by using the craft of Pewter/Foil.</p> <p><u>Activity 4:</u> Group discussion on the basic tools and equipment used for making jewellery articles by using the craft of Pewter/Foil.</p> <p><u>Activity 5:</u> Complete a checklist of different tools used for making jewellery articles made by the craft of Pewter/Foil.</p> <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Learners make a jewellery article by using the craft of Pewter/Foil. • Learners use embossing tools. • Learners finish the article by dusting, washing and polishing the article. • Learners clean the workshop. <p>Steps to polish Pewter/Foil:</p> <ul style="list-style-type: none"> • 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. <p>Tools and equipment needed:</p> <ul style="list-style-type: none"> • Ball and Cups set (sizes 1-3)

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to:</i>	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pattern rollers • Teflon tips • Tracers • Cutter • Art knife • Pewter/Foil and copper sheets or foil • Fillers <p>Examples of Pewter/Foiljewellery:</p> <div>    </div>
9	<ul style="list-style-type: none"> • Reviews and finishes craft products for market. 	<ul style="list-style-type: none"> • Follow teacher guided design specifications. 	<p><u>Grade 5 : First year</u></p> <p>Review the craft products for the market:</p> <p><u>Activity 1:</u> Discussion on different crafts made. Discussion must be a supportive reflection on the craft product.</p>

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

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

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

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

FORMAL ASSESSMENT TASK: GRADE 5

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

Craft Object (Pewter/Foil)

The learner must be able to:

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

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

Craft Object (Collage)

The learner must be able to:

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

Craft Object (Candle making)

The learner must be able to:

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

Craft Object (Jewellery)

The learner must be able to:

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

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

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

The learner must be able to:

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

4 SECTION 4: ASSESSMENT

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 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different 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 pre-requisites 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.

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of 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	<p>Identify, select and maintain materials necessary for the specific Craft product.</p> <p>Experiment with and organise various art and craft techniques to interpret objects or ideas.</p> <p>Identify the steps that must be followed when making a craft product in the Art and crafts workshop.</p>	<p>Gather sufficient (enough and appropriate) materials for craft production.</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>
2	Week 4 or 5	<p>Prepare the workshop or workplace for the process of making a craft product in the Art and crafts workshop.</p> <p>Use the principles of art such as pattern, contrast, rhythm, proportion and emphasis.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Practise the skill of a specific art or crafts technique using different materials and different mediums.</p> <p>Develop dexterity (skilful use) through using materials to create craft products</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p>
3	Week 6 or 7	<p>Present and identify techniques necessary to make a craft object to communicate and interpret objects or ideas.</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p> <p>Identify the steps of cleaning the workshop before leaving the classroom</p>	<p>Identify the basic and appropriate tools and equipment used in the process of making and decorating craft products in the Art and crafts workshop.</p> <p>Consider environmentally sustainable criteria during selection of tools and equipment</p>
4	Week 8 or 10	<p>Know the <i>elements</i> of art and craft such as line, colour, shape, tone, texture and space.</p>	<p>Select the basic and appropriate tools and equipment used in the process of making and decorating</p>

		<p>Identify the steps of cleaning the workshop before leaving the classroom</p> <p>Produce a Craft product using a specific art or craft technique with minimal defects.</p>	<p>craft products in the Art and crafts workshop.</p> <p>Select sufficient (enough and appropriate) materials for making a craft product in the art and crafts workshop</p>
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A minimum of 4 practical tasks/activities/skills should be completed each term, however it is recommended that all the suggested practical tasks/activities/skills are completed during each term.

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

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

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

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

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).*