



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

ART AND CRAFTS



Learner Guide

Year 1

Distributed by the Department of Basic Education

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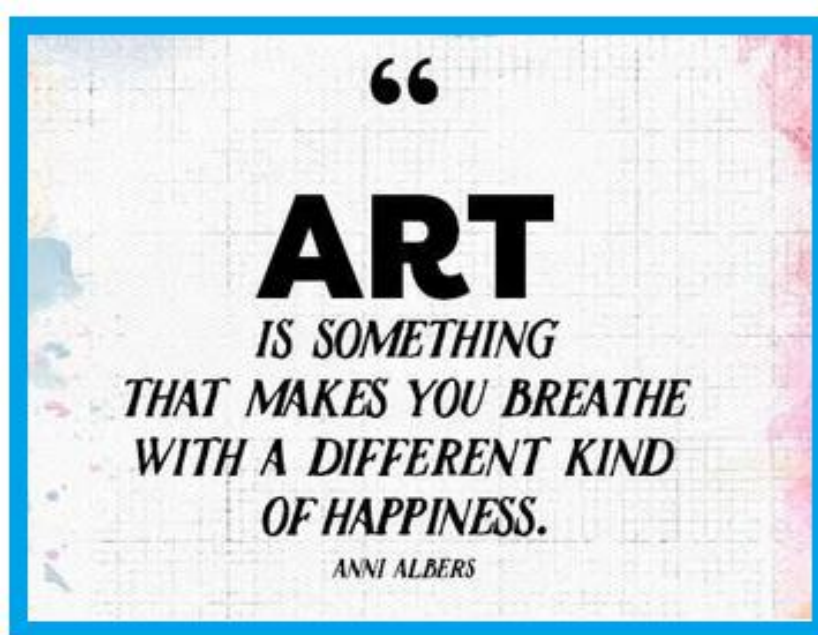
Department of education

Dr S. Galane & Me T. Smit

















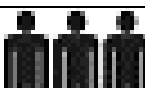







CONTRIBUTORS

A special thanks to :

Nada Botha, Loraraine Scheepers, Hanlie Venter, Jan Celliers and all other special schools who contributed to the success of this guides.



Guides to Icons used in the manual

 Output	 Formal Assessment
 Facilitator / Teachers Notes	 Informal Activity
 Time (Duration)	 Oral Discussion
 Read (Instructions)	 Games
 Group Work	 Extended Opportunity
 Individual work	 Written work
 Drawing / Creating	 Research
 Pair work	 Teachers Assessment
 Buzz group	 Video Clip
 Report back / Reflection	
 Policy	
 Classroom resources	
 Information	
 Class work	
 Homework	

Code of Conduct

Dear student, parents/guardians

Arts and Crafts consists out of four years containing Term 1-4.

Assessment consists out of informal and formal work that will take place throughout the year.

All assessment tasks **MUST** be completed each term.

INCOMPLETE WORK NOT SUBMITTED will result in poor performance marks.

Absenteeism: It is your responsibility as learner and guardian to inform the educator if you have missed an assessment. Doctors/funeral letter will be required for **FORMAL ASSESSMENT TASKS** when missed.

Workbooks containing informal and formal work will stay at school but if a guardian want to see the work he/she is welcome to make an appointment with the educator or the educator may make copies of the learner work and sent it to the parent/guardian.

Stationery and Art Media: School will provide this but if any of the materials disappear or get lost, you as a parent/guardian need to replace the object that was lost.

Behaviour

- No late coming will be tolerated and may result in detention.
- Enter the class, go to your desk, place your bag on the floor, greet the educator.
- Carry on with the assessment or wait for instructions from your teacher.
- Do not talk or disrupt the class and have respect for yourself and others.
- Do not interrupt the teacher when she is teaching.
- No foul language (swearing and nastiness) and assaulting will be tolerated towards each other and may result in detention.
- Cover your mouth when you cough and sneeze and throw away all tissues or toilet paper in the given dustbins.
- Use the words Please and thank you often.
- In the need of asking questions, put up your hand and wait for permission to talk. Do not interrupt other learners asking a question and do not scream out answers and comments.
- No eating and drinking in the class.
- Greet educators, parents/guardians, principal or any other grown up who enter the class.
- Store artwork and material in designated locations and clean up after yourself.
- All cleanings must be done at the end of each period.
- At the end of a period after the bell has rung or your educator will give permission for you to pack up; clean up and leave the class row for row without disrupting teaching in any other classes where teaching is taking place.
- Your hands had to be washed after break. Do not come to class and ask permission then because we respect teaching and learning time.

Name and surname of learner: _____

Signature of learner _____

Name and surname of the parent/guardian: _____

Signature of parent/guardian: _____

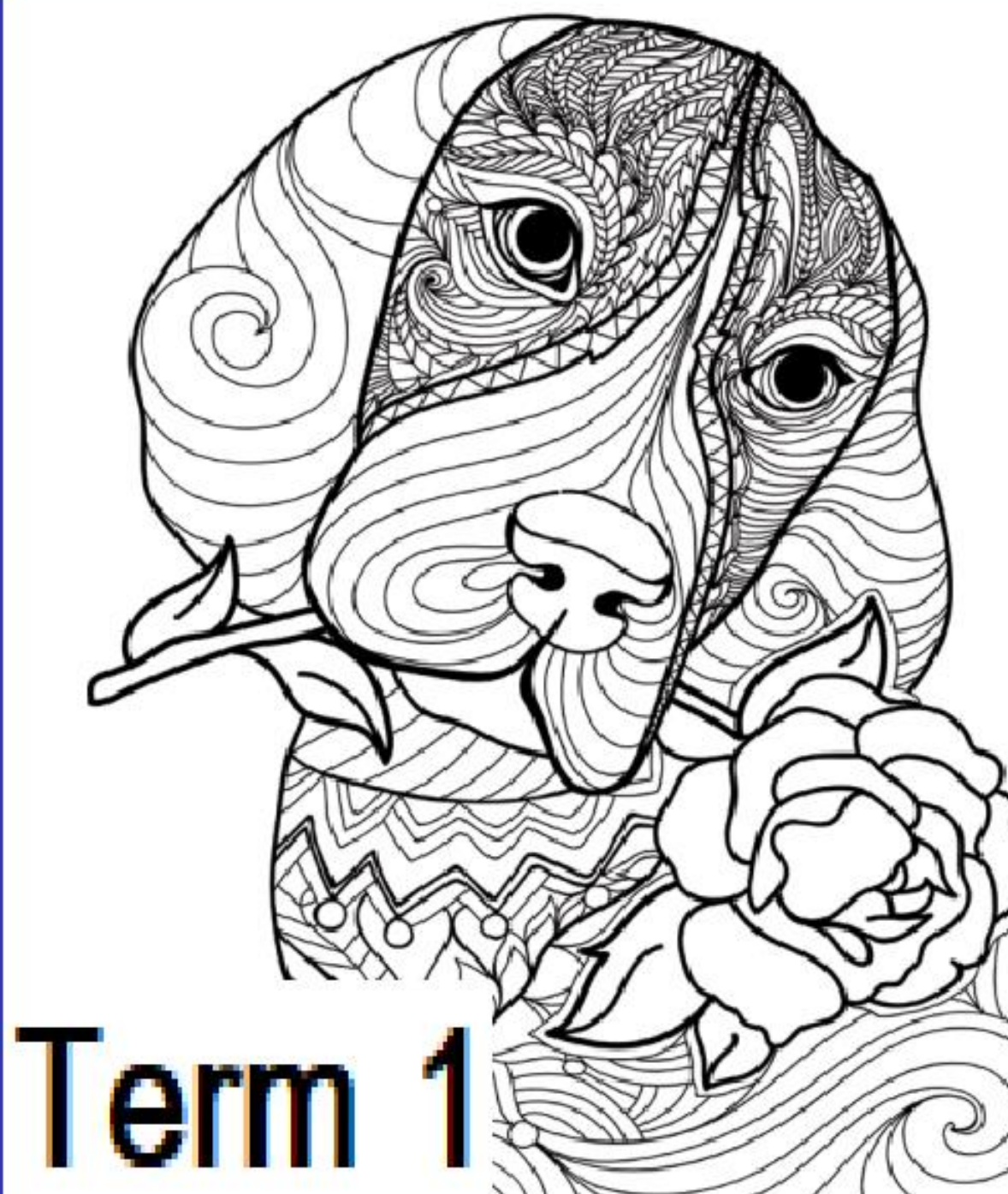
Date: _____

Signature of educator: _____

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<https://static.onecms.io/wpcontent/uploads/pdfs/sites/37/2019/06/06224811/BHG-ColoringPage-Beagle.pdf>

Topic 1

Visual Literacy

Chapter 1



1. Safety in the Workshop

At the end of this lesson, you will be able to:

Understand the rules of a workshop to keep you safe.

Know how to behave in a responsible manner.

Use and apply the rules in and outside the centre.

Make a poster that you will present in front of the class on the rules and regulations you understand the best.

1. Safety is the number-one priority in any workshop and the Art Centre is a Workshop.

- Safety requires special rules for the art/crafts centre.
- These rules add to any school-wide policies.
- All safety rules must be followed at all times in this centre.
- Failure to follow safety rules will have consequences depending on the violation.
- Workshop safety is everyone's responsibility.



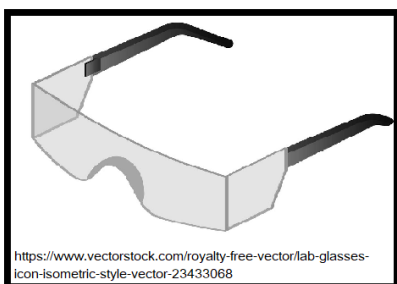
1.1 Code of Conduct in the centre:

1. Only enter the centre when requested to do so by the teacher.
2. Learners under the influence of drugs or alcohol are not permitted in the centre.
3. Learners with any health problems that may affect safety in the workshop (medication, epileptic fits, etc.) must report these conditions to the teacher.
4. Be responsible, careful, and alert AT ALL TIMES in the centre.
5. DO NOT work alone in the centre, or without a teacher present.

6. DO NOT bring food, drinks, candy or gum into the centre.
7. Store bags, backpacks, and clothes well out of the way before working in the centre.
8. Follow all instructions precisely and carefully.
9. If you do not understand a direction or a part of a procedure ask the teacher before proceeding.
10. Perform only those activities assigned or permitted by the teacher. "Activities" include touching and using materials, equipment, tools, and machines, and doing projects, or anything else in the centre. When in doubt, ask the teacher before acting.
11. DO NOT wander around the centre, distract, or interfere with others. Stay at your work area unless permitted to move.
12. Keep well clear of any person operating tools and machinery. Do not even talk to the operator as this may cause distraction.
13. Bumping an operator could cause serious injury.
14. Never remove anything from the workshop without permission.
15. Horseplay, fooling around, practical jokes and pranks are NOT tolerated in the centre. Learners making themselves guilty to this will have to leave the workspace immediately. Do not run, rush around or throw objects around in the centre.
16. DO NOT enter any storage areas or special work areas unless specifically permitted, supervised, or trained by the teacher.
17. All materials and equipment should be treated with care and respect. Read all labels, manuals and activity instructions, and don't hesitate to ask the teacher for guidance.
18. All tools, chemicals, and unknown substances should be considered dangerous.
19. DO NOT touch, taste or smell any substance unless clearly instructed to do so.
20. Keep hands away from face, eyes, mouth, and body while using tools, chemicals, paints, or biological materials. Wash hands after handling such items.
21. Point away from your body when cutting, brushing, or spraying. **DO NOT** use any tool or machine which you are not trained to use. If you feel uneasy or unsafe to use it, inform the teacher.



1.1 Clothing in the art and craft room



1. **Safety wear** (goggles, aprons, gloves, etc.) may be required for certain activities. Goggles should be worn **whenever** you use dangerous tools or chemicals, or are near such use. If you are required to wear any safety equipment, you must **keep it on**.

1.2 Adjust your attire for a “hands-on” activity:

- ✓ Long hair (including fringes), dangling ties, rings.
- ✓ Loose jewellery or loose / baggy clothing must be removed.
- ✓ Secured, tied back or tucked away.

Cleaning the Art and Crafts Room



1. Clean up after yourself and **put things back** where they belong (which should be where you found them). Keep the work area and floor area clean, tidy, clear and organized. Push chairs under the tables.

2. After handling dangerous or dirty items,

wash your hands with soap and water (for at least 10 seconds). Do so even if you were wearing gloves.

3. Properly dispose of trash and waste. Recycle paper!

4. Sinks are to be used **only** for water and water-based liquids, as approved by the teacher.

5. DO NOT put anything solid in the sinks. (Clay, paper, etc.)

1.3 Accidents!



1. Stand up when doing practical work to move away quickly if needed.

2. If you are scalded, burnt or a chemical splash on your skin, wash the affected part immediately with lots of water. Report this, and also any cuts or abrasions to the teacher without delay.

3. Immediately report any accident (spillage of any substance), breakage, malfunction or unsafe condition to the teacher, no matter how small. **DO NOT** clean up

spills without direction.

4. DO NOT handle broken glass. **DO NOT** attempt to “fix” anything.

5. Know the location and proper use of all safety equipment (especially fire extinguishers), alarm systems and exits.



Activity

At the end of this activity, you will be able to:

- Understand the safety rules will help you to keep safe in a art and crafts room.
- Know what the effect will be on your body if you do not adhere to the rules of a classroom.

Activity 1

Follow the instructions below to create a poster on awareness of safety in the art centre.

Use the given information as a guideline.

Your educator will hand a poster chart to you on which you will draw and write.

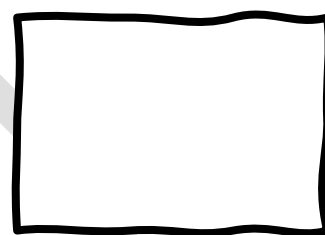
Name the poster: **Safety works in the Art Centre**

Think about how safety works in the Art centre.

Discuss this in a group, before creating the poster.

After completing it show and tell what you have done.

Do not write in this book because other learners must use it next year



Activity 2

Every learner and parent must agree to these rules.

Do not fill in and sign the form in this book.

Your educator will hand you this as a document where you and your parent/guardian need to sign.

Please sign the following Safety Agreement:

Learner:

I have reviewed and understand the **Safety & Responsibility Rules** and agree to abide by them.

 Print name) (Signature) (Date)

Parent or Guardian:

I have reviewed the **Safety & Responsibility Rules** and agree to support my child and the teacher in maintaining a safe and orderly workshop environment.

 name) (Signature) (Date) (Print



2. The art Dairy

The learner needs to:
 create their own art dairy's front page
 use page one in the dairy to describe yourself and be creative

An **art diary**, **art journal** or **visual journal** is a daily journal kept by artists, often containing both words and sketches, and occasionally including mixed media elements such a collage.

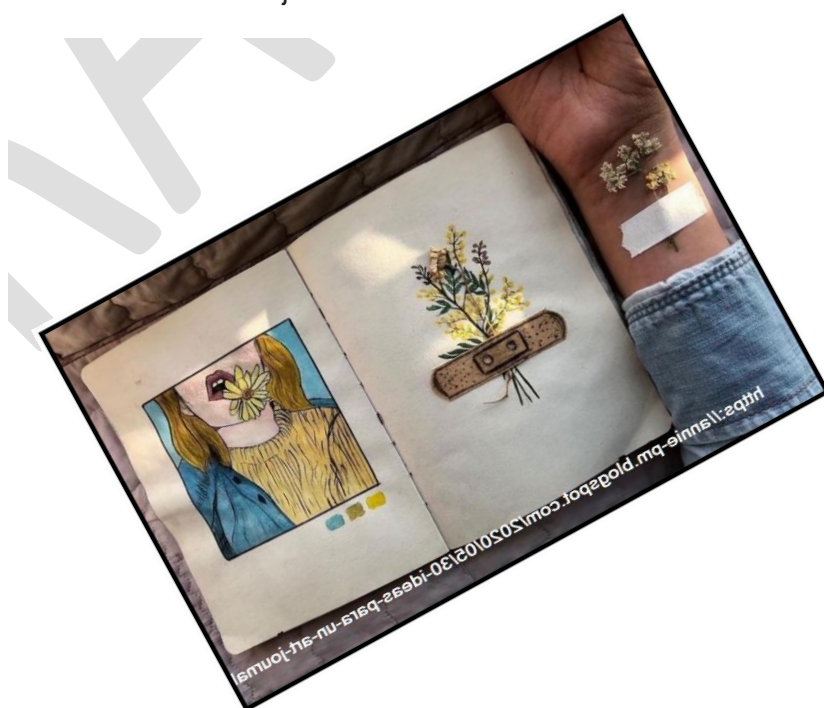
Such books will frequently contain rough workings, in cartoon form, of ideas later to appear in finished works, as well as acting as a

normal dairy, by allowing the artist to record their day-to-day activities and emotions.

These diaries not only give the art historians a valuable opportunity to explore the creation process of these finished works, but they are a useful biographical tool.

Many famous artists are known for their art diaries – the sketchbooks of Leonardo da Vinci are probably the best-known example. Other artists who has used journals include Frida Kahlo.

It is an essential means of recording ideas and can be used to describe a journey through a design and craft ideas and how the sequencing works from planning up to the product. Visual diaries are your record of how you think, it is your ideas and concepts placed on paper.



Activity

At the end of this activity you will be able to:

- Create an art dairy front cover page.
- Draw/paste and write down concepts in the art dairy/journal that will help; you to know how your 2D and 3D

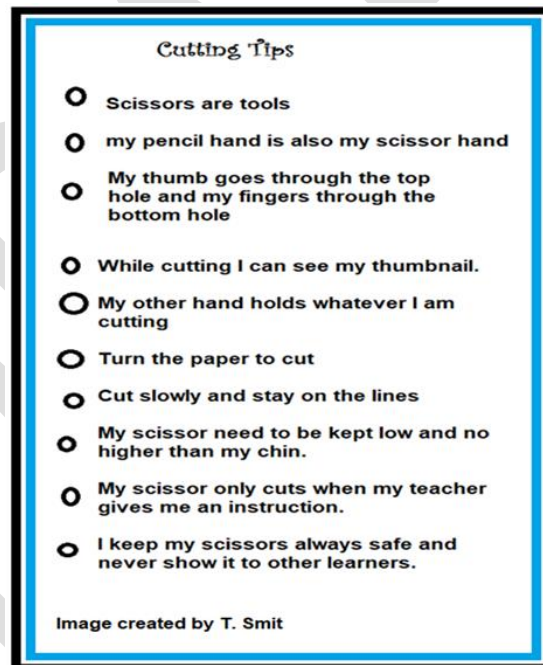


Activity 3

Create your own Visual Journal that will tell us who you are and what your dreams and passions are.

One of the most important skills for an artist to learn is to determine where to find inspiration and how to translate it into a unique piece of work. The process is not difficult, but it requires thought and sometimes a lot of it. Ideas can be obtained from anything around you by having open eyes attuned to your surroundings.

Read the safety tips on how to use a scissor



Six tips to assist you in building the most valuable resource any artist could have.

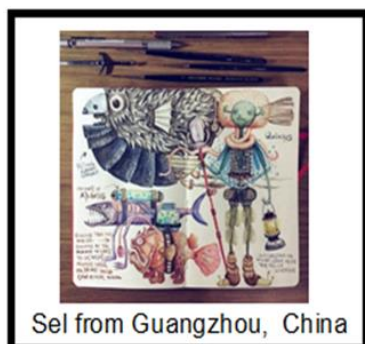
Tip 1

Get yourself a sketchbook.

This could be a beautiful book you buy ready-made. There are many available these days. Buy one you'd be happy to have laying around, ready whenever an idea hit. It should have unlined pages, even if you do a lot of writing. You can always print out a lined underlay.

Or it could be a common cheap sketchbook, but with good quality paper. You could then alter the covers to make it very personal.

The spiral bindings allow you to have the journal opened flat and close to where you are working. By designing the covers, yourself you reflect what your interests are, and it makes the book much more special.



Tip 2

Break the hold of the first page

The first page is sometimes the hardest to get past. Remember that it is a nice workbook. If you struggle leave the first 2-3 pages blank for a while. Then as you start to work and use your new journal you will definitely find something you can paste in or draw there later on, making the image relevant to work you are doing at that time and

anchoring it to a period in your life.



Tip 3

Find things you love to put in there

Inspiration can come from anything and anywhere, snapshots taken when going for a walk, at the beach or in the park, or just walking down the street. It is easier than ever to take snaps with your cell phone.

Tip 4

Make notes of ideas as they come to mind

Do not wait to do this as inspirational ideas can be forgotten quickly. Always have a small sketchbook with you to make a note of any ideas or new thoughts. Do not worry about your drawing skills. It is only notes and they only have to make sense to you. No one else ever have to see them.



Sel from Guangzhou, China

Tip 5**Cutting from Magazines**

Not just of something relating to the book you are currently working on, but of any inspiration for any reason at all. Use home and garden magazines, fashion and art mags, and anything else you have around. It could have something interesting in it and you might want to cut it out. Look at small details like a pattern on curtains, on clothing, colours, or even textures.



Sandi also known as Jar of Blues

Tip 6: Use quotes and other inspirational texts

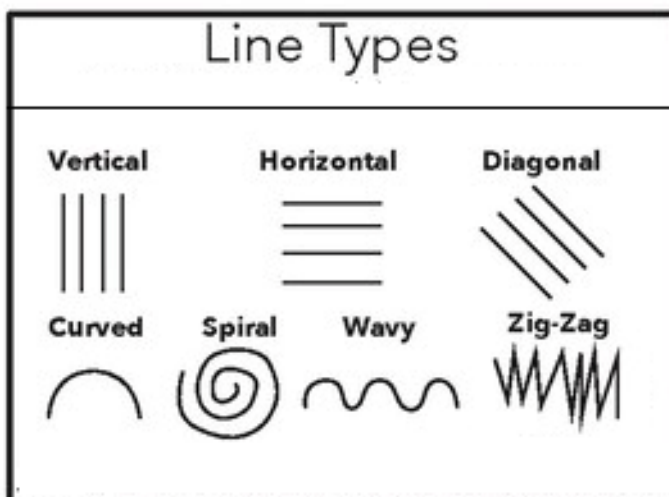
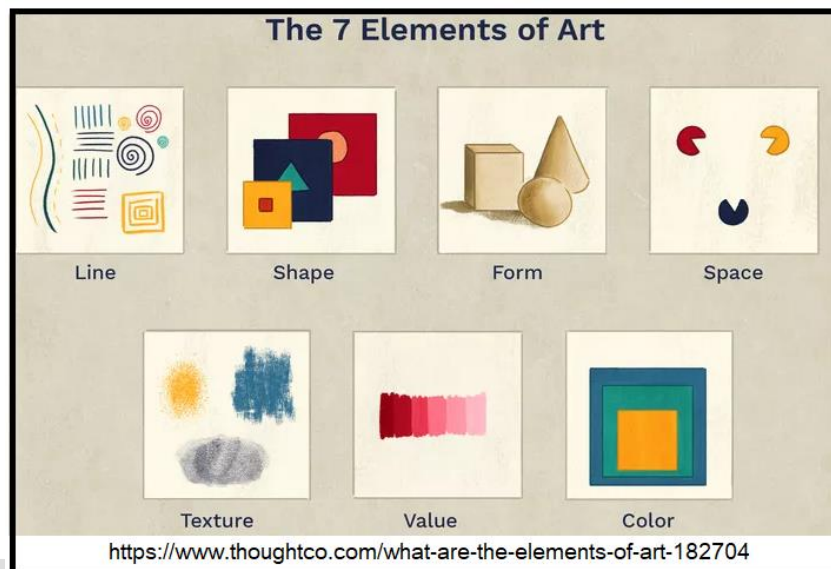
Cut it out or rewrite them. Use coloured pencils to display the page as interesting. Paste in theatre tickets, road maps, pressed flowers, recipes and photos. It will remind you of a trip, an event, anything that would say something about who you are.

3. Art Elements

At the end of this lesson, you will be able to:

Understand line and how to use line in a practical activity.

The art elements are the tools the artist uses to create an image that tells a story or shows an emotion. An artist must learn how to use the art elements properly so that they work together to communicate the same message.



3.1 Line

- A moving dot that has a starting point and an end point.
- Lines are used to show detail.
- Lines may be thick or thin.
- Lines create texture, tone and shading of objects.
- There are 8 types of basic lines.



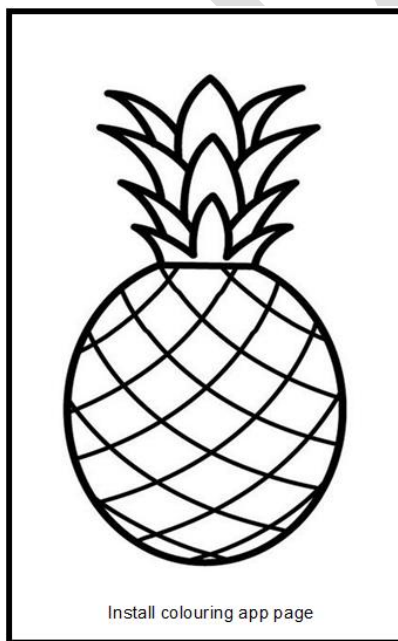
Activity 4

4.1 Find examples of the different types of lines and paste it in your exercise book under the correct headings. It can be pictures or other examples. Your teacher will hand you a worksheet to do this activity on. Do not write in this books.

Horizontal lines	Vertical lines
Zig Zag lines	Curved lines
Thick and thin lines	Spiral lines



Decorating the picture



- The teacher will hand you the pineapple picture
- Cut the picture out on the lines provided.
- Paste the pineapple picture in your workbooks.
- Write the date at the top.
- Decorate the pineapple with the lines you have learnt about.
- You may not have the same lines next to each other or above or below one another if you have used it.
- You may use coloured pens, black pens, pencils etc to decorate the picture



3.2 Tone / Value

At the end of this lesson, you will be able to:

Understand tone and value and how to use tone/value in a practical activity.

- How light or dark a colour is.
- From dark to light / light to dark.
- Indicated by using lines.
- Tone / Value is used to show depth, space and atmosphere.



Activity 5



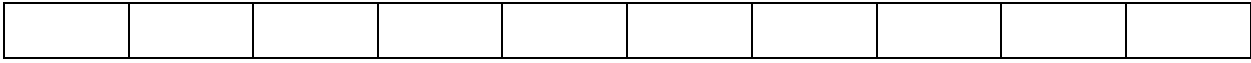
5.1 Tonal Grid

- Use the given squares to create your own tonal grid.
 - Use a HB pencil in the first grid.
 - Leave the first square white.
 - Fill the next square with a very light shade of grey.
 - Continue to the next squares, increasing your weight on the pencil so that each square is slightly darker than the one before.
 - Do the same with the rest of the grids by using colours.
- Do not work on the grids and colour in in this booklet. This book will be used by other learners next year. Respect the textbook and the request.

Example: A Tonal grid:



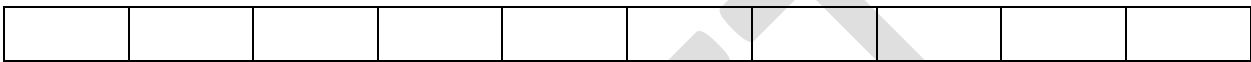
Grey HB pencil:



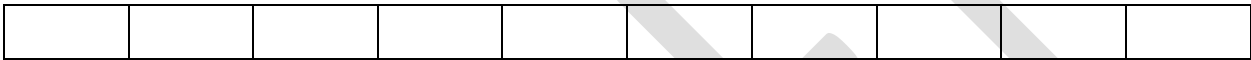
1. Red:



2. Yellow:

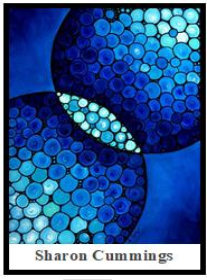





3. Blue:



5.2 Study the top three pictures and answer the following questions in the grid provided.

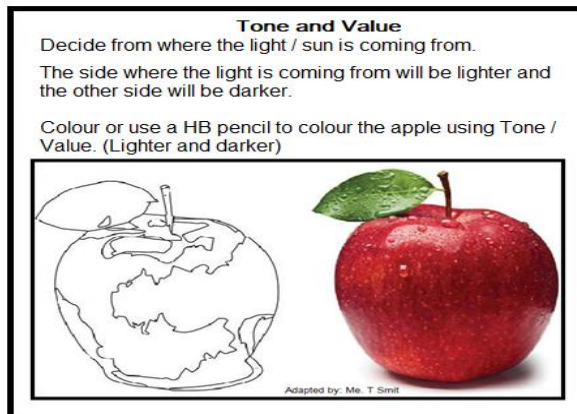
How is tone used in the following pictures?

 <p>Sharon Cummings</p>	 <p>Paige Cody: Fish Face</p>	 <p>Submitted by Rebecca A. Shampine</p>

5.3  Your educator will hand you the worksheet below.

Complete it and paste it in your workbook.

Do not colour on this page please because next year another learner has to use this book as well.

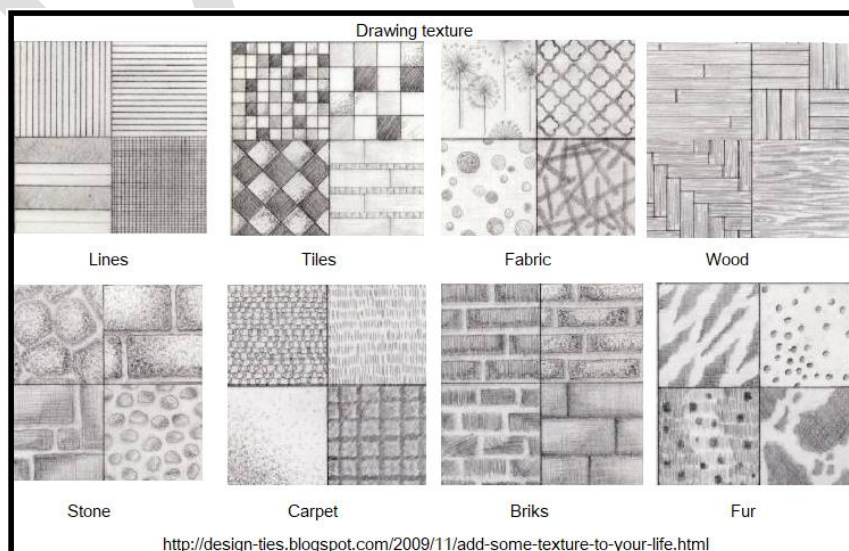


3.3 Texture

At the end of this lesson, you will be able to:

Understand tone and value and how to use texture in a practical activity.

- How something feels underneath your fingers (surface).
- Also how something *appears to feel*.
- Perceived by sight and touch.
- Rough / smooth.
- Hard / soft.
- You can use line, colour and shape to create texture in a drawing.
- The surface of a painting could be textured because of a thick layer of paint.

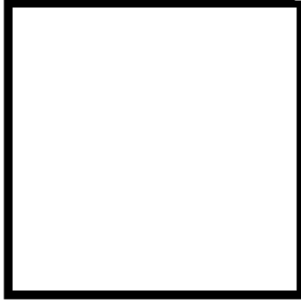


Activity 6

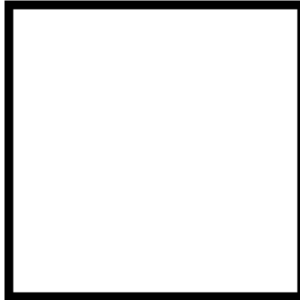
6.1

Creating Texture

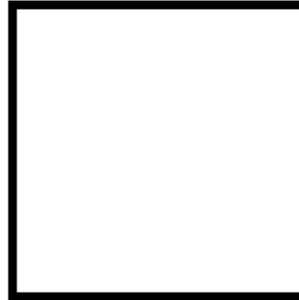
Create a drawing of the texture listed below. Use your imagination and draw it anyway you like.



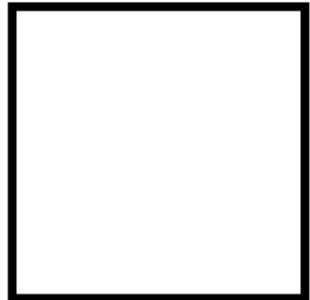
Soft



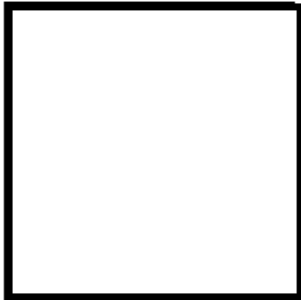
Hard



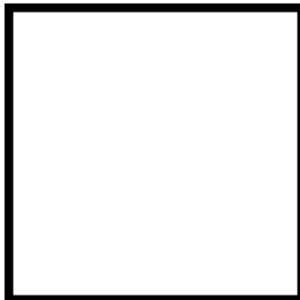
Rough



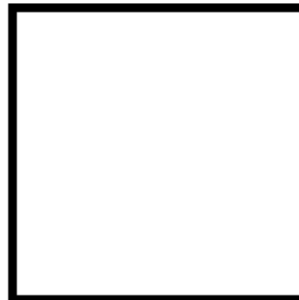
Smooth



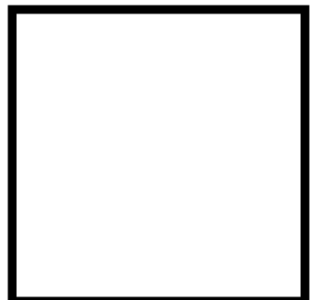
Jagged



Bumpy



Woven

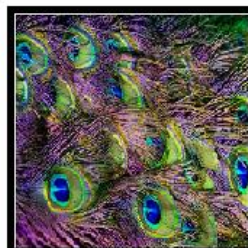
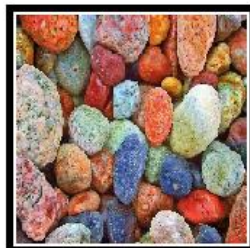


Wrinkly

6.2

Identifying Texture

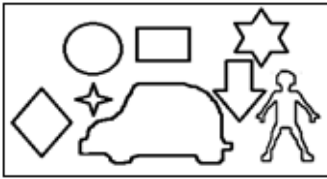
Write one word, describe the texture in each of the photos below



3.4 Shape and Form

At the end of this lesson, you will be able to:

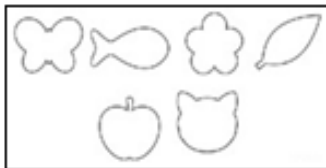
Understand tone and value and how to use shape and form in a practical activity.



Shape is a **two-dimensional (2-D)** area that is bordered by edges or an outline.



Geometrical shapes are shapes that are mostly made by humans and they have their own names.



Organic shape are shapes found in nature.

Activity 7

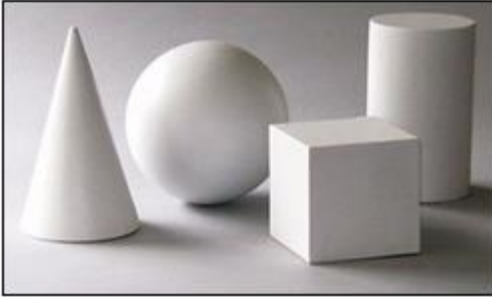
7.1 Colour the geometric shapes in **blue**.

7.2 Colour the organic shapes in **red**.

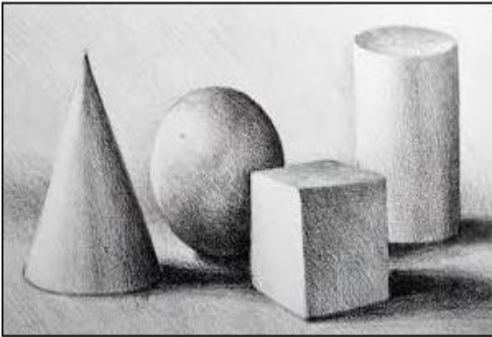


a) Draw a picture in the block, A using **geometric** shapes and in B organic shapes.



Form:

Form shows more depth.
It is a 3D object.

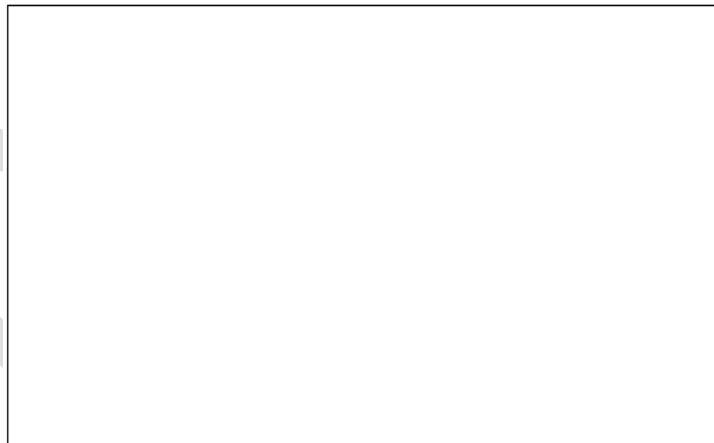


Or it is an illusion of 3D drawn with shadings.

Activity 8

8.1 Use a pencil and redraw one of these pictures of Forms in the block.

Decide from which side the light is coming and do your shading accordingly.



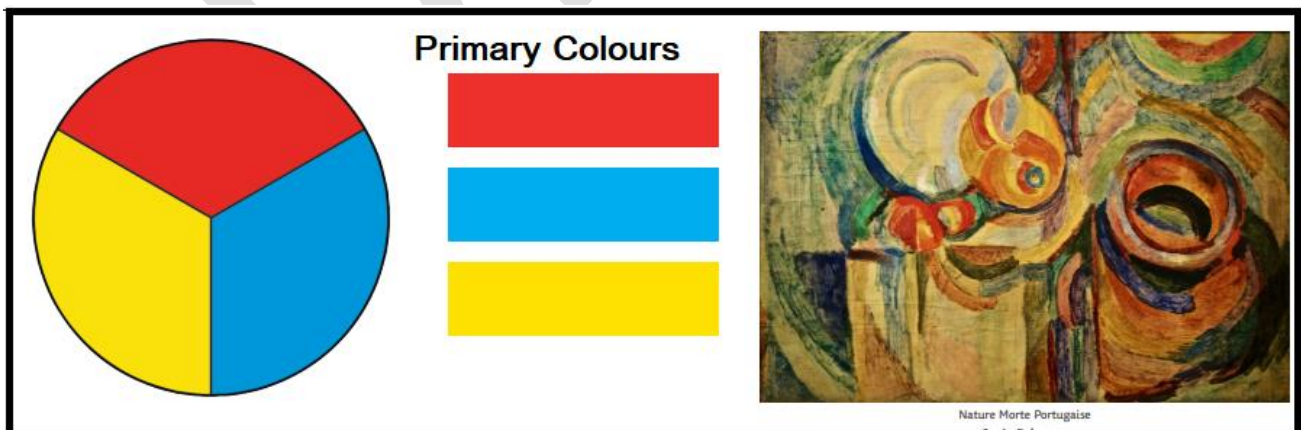
8.2 Your teacher will hand you A4 page to create the following work below

Study these pictures and create a drawing similar to these through using the four basic shapes: Circle, Square, Triangle and Rectangle.



3.5 Colour

3.5.1 Primary Colours

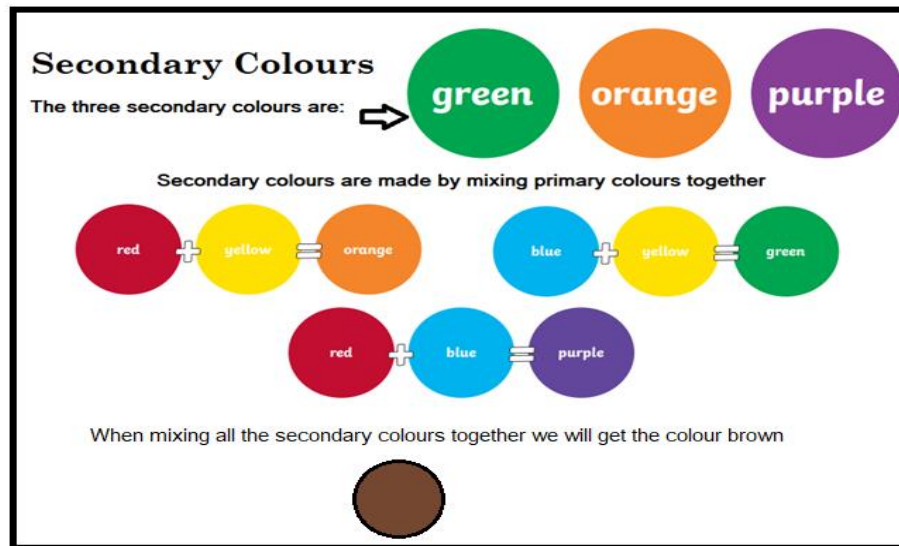


Primary colours cannot be made by mixing any other colours.

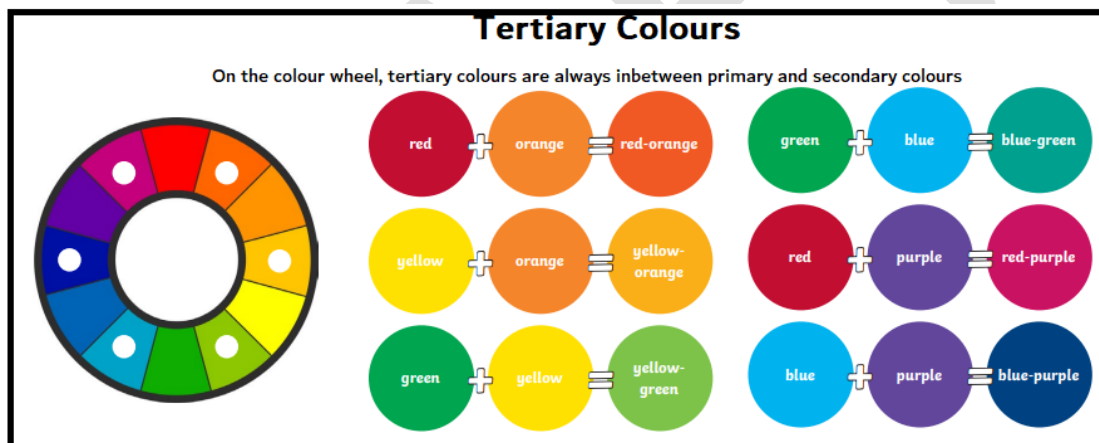
By mixing white with any other colour it will make a colour lighter and this is called **tint**.

By mixing black with any other colour it will make a colour darker and this is called **shade**.

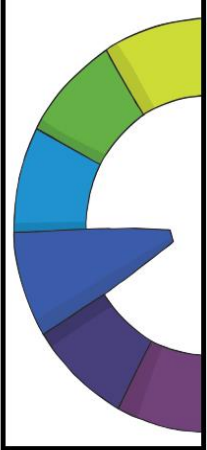
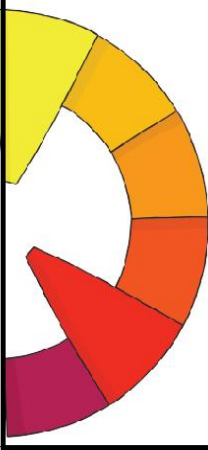
3.5.2 Secondary Colours



3.5.3 Tertiary Colours



3.5.4 Warm and cold colours



Cool colours

Are used in art because they evoke a feeling of calm and a soothing quality. Cool colours can be difficult to use, because while some tones are peaceful and comforting, others can be cold, impersonal and clinical.

What are warm colours?

Warm colours are all of the colours and tones on one side of the colour wheel.

These colours are described as 'warm' because they evoke the colours of fire and sun. Warm colours are used in art pieces to give a sense of warmth, happiness and energy.

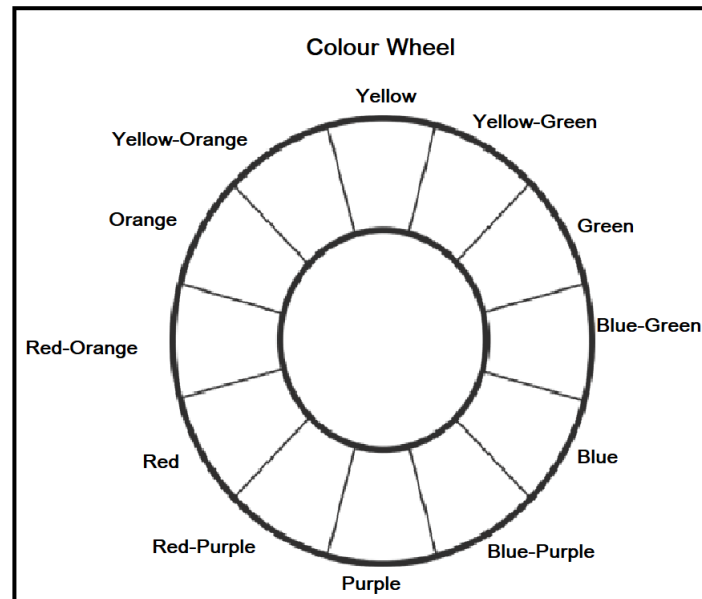
<https://images.squarespace-cdn.com/content/v1/52a5eef0e4b0525f9c3abb27/15039956183856-GZC2I7JU9R44M57YN9CS/hokusai.png>

<https://e8ufb9jkjvf.exactdn.com/wp-content/uploads/2019/05/Erin-Hanson.jpg?strip=all&lossy=1&resize=696%2C465&ssl=1>

Activity 9

Complete the Colour wheel on the worksheet your teacher hands out.

After completion, cut out and paste it into your work books.



4. Design Principles

At the end of this lesson you will be able to:

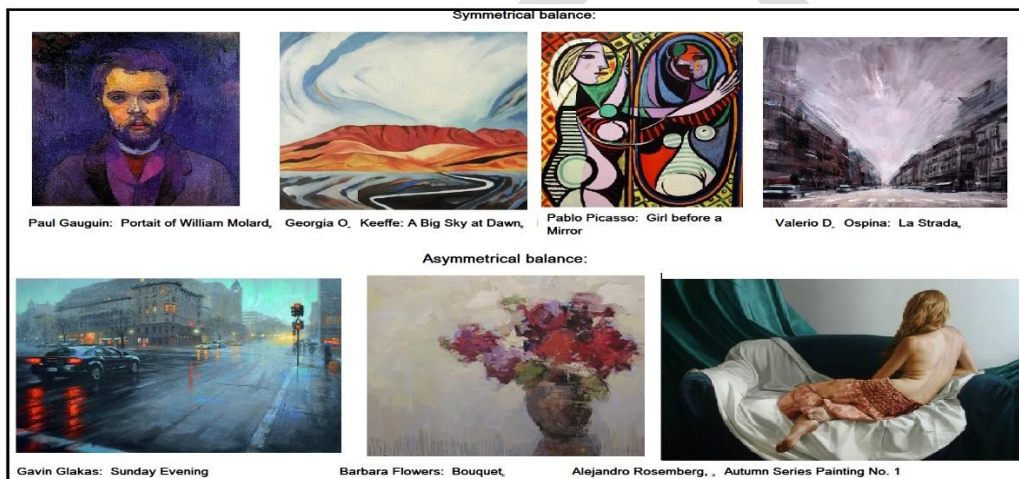
Identify the Design Principles

Understand Design Principles

Complete worksheets with confidence.

4.1 Balance

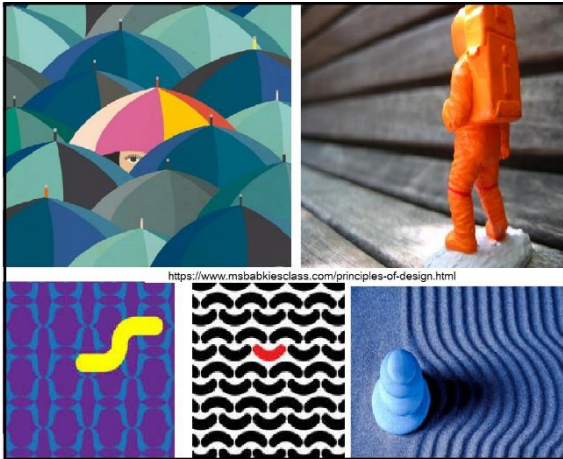
The balance of the artwork can be **symmetrical**, where both sides are the same, or **Asymmetrical**, where the one side reflects more than the other side.



4.2 Contrast

Contrast is when different elements are put next to each other to make something easier to see. For example, you create contrast when you put a pale colour next to a dark colour.





4.3 Emphasis / Focus point

Emphasis is used to make certain parts of your artwork stand out more so that they become the **Focus point**. This is the point to where your eyes go first.

4.4 Proportion

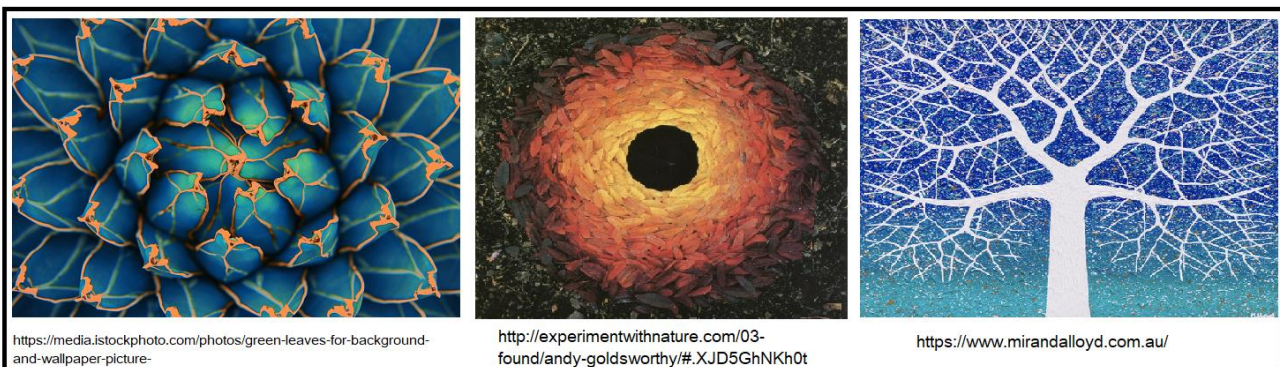


Proportion is about the size or position of an object compared to another, for example, an object in the **foreground** of a picture needs to be much larger than an object in the **background**. Another example of proportion is when you are drawing a face to make sure the size of the eyes, ears, nose and

mouth is correct and they are placed on the correct places.

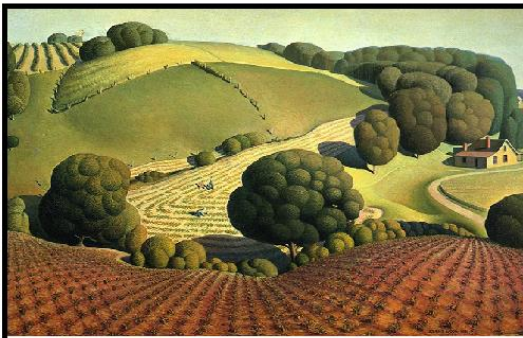
4.5 Pattern

Pattern is created when you repeat a line, shape or colour.

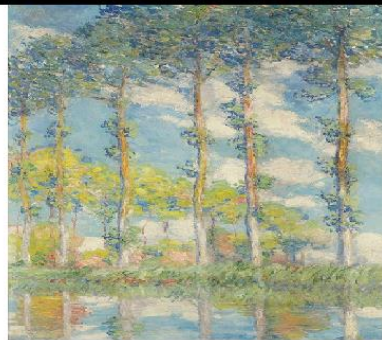


4.6 Rhythm

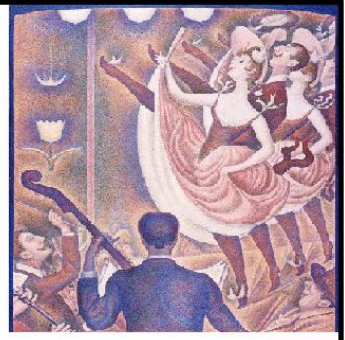
Rhythm is when you repeat art elements and create patterns in a flowy way. (Like in music).



Grant Wood, Young Corn, 1931



Claude Monet, Poplar, 1891



Georges Seurat, Sketch for Cabaret, 1890



GC Myers: In Rhythm



Amanda Hone: Natural Rhythm





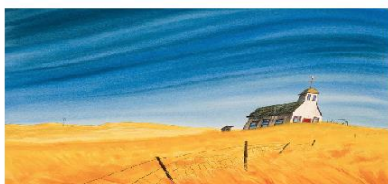


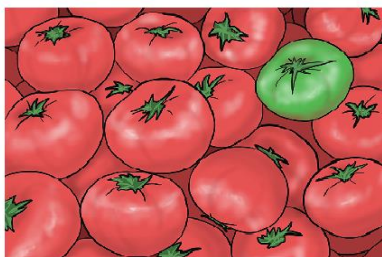
Activity 11

11.1 Identify the principals of art and complete the worksheet.

The worksheet will be given to you by your teacher.

After completing the worksheet, paste it into your workbooks.

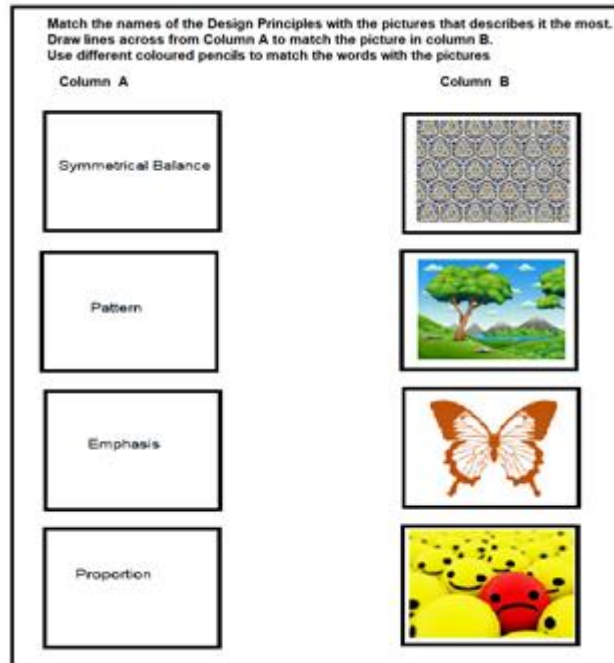
Which Principles of Design are shown in the pictures below? Name them. _____

		
1. _____	2. _____	3. _____
		
4. _____	5. _____	6. _____

11.2 Complete the activity below on the given worksheet your educator will hand to you.

After you have completed the worksheet paste it into your workbooks.

Do not answer in this textbook because other learners need to use it next year again.



Careers

At the end of this careers, you will be able to:

- Understand what an art teacher's qualification is
- Where do art teachers work
- What work an art teacher does?
- Complete the fun worksheet activity

5.1 Art Teacher Career Guide

Art teachers help students learn about the history of art and provide opportunities for students to create their own art by exploring their own artistic creativity.

An art teacher should have a strong enthusiasm for art and enjoy teaching young people.

5.2 Art Teacher Job Description

Art teachers work primarily to bring knowledge of artistic and creative concepts, including colour, shape, and texture, to students in elementary, secondary, and postsecondary learning environments.

They help students understand artistic concepts in various types of visual communication, including drawing, painting, ceramics, photography, and design.

5.3 Art Teacher Requirements and Common Tasks

A bachelor's degree in education with coursework in art, art education (a Bachelor of Fine Arts–BFA–in Art Education), or art history with a state-approved teacher preparation program is the basic requirement for becoming an art teacher at a public school.

Licenses are usually not required for art teachers working in private institutions, but some private schools may prefer teachers with a certification.

Professional artists without a formal degree may qualify for art teacher positions based on experience.

They must supervise learners progress, assist them in cultivating their creativity, manage classroom discipline, grade papers, and prepare lessons.

Furthermore, art teachers interact with management, other instructors, parents, and the community.

Activity 12

Your teacher will hand you the worksheet to complete.

After you have completed it, paste it in your classwork book.

Do not write in this textbook please.



Chapter 2

Topic 2

Creating in 2 D

At the end of this lesson you will be able to:

Understand the meaning of creating in 2 D

Create a 2D artwork using all the elements of art and design principles you have learnt in Topic 1: Visual literacy.

Complete the formal activity after reading and understanding the instruction sheet and reading the rubric to give you guidance on what you will need to be graded properly.

2.1 What does it mean to create in 2D?

In geometry, a two-dimensional shape can be defined as **a flat plane figure or a shape that has two dimensions – length and width.**

Two-dimensional or 2-D shapes do not have any thickness and can be measured in only two faces. ... A circle, triangle, square, rectangle and pentagon are examples of two-dimensional shapes.

2.2 What does 2D shape mean?

2D shapes **have sides and corners and are completely flat.**

Activity 13

Brief

Create a 2 D picture through using your hand and applying Art elements and Design principles

Instructions



- Your educator will hand out a A4 page so you can complete the activity.
- After you have completed the activity paste it in your workbooks.
- Draw any shape over the whole A4.
- Divide the page in half.
- Trace your hand in each half of the page.
- Colour the one hand using warm colours and the other hand in cold colours.
- Colour the background in the opposite colours once again using warm and cold colours



Sample

You may not use the same design because it will not be your design and it will mean you committed plagiarism. This is a criminal offence in the world of art,

Assessment: Rubric

Criteria	Possible mark	Real mark	Comment:
1. Ability to follow orders.	2		
2. Divided the A4 page in 2 A5 pages	2		
3. Drew a shape that covered the A4 using the pattern over and over again.	2		
4. Used warm colours on the one hand and coloured cold colours in the other hand	6		
5. Did the opposite colours in the other A5 page so background was done	6		
6. Neatness and creativity	2		
Total	20		

Rubric:

Outstanding	5	<ul style="list-style-type: none"> Effort far beyond that is required The “wow” factor is evident
Very good	4	<ul style="list-style-type: none"> Good evidence of effort Technically good
Average	3	<ul style="list-style-type: none"> Adequate Displays understanding, but lacks imagination
Poor	2	<ul style="list-style-type: none"> General lack of commitment No evidence of original thought
Unacceptable	1	<ul style="list-style-type: none"> Very little or no work – work incomplete No effort

2.3 What is a craft product?

- Craft products are usually created by individuals (people).
- It is hand made.
- Small businesses usually buy these products to sell them to art galleries, craft markets, small shops etc.
- Often, craft industry entrepreneurs operate independently and are not franchised.
- The industry usually relies on locally sourced supplies.
- Craft industry includes businesses engaged in the design, creation, distribution and sales of products to maintain a customer base.
- Here are some samples of craft products one can produce when looking at your communities around you.



Activity 14:

Getting started with your own ideas and inspiration:

Brief

- Do research on a craft product that will show the best craftsmanship you would like to sell.
- The product you must make has to reflect on things in your, or other cultures in South Africa.
- Accumulate different ideas of craft product you like and collect pictures and ideas from magazines, pamphlets, newspapers, prints, the internet, prints etc.
- Record and draw your findings on the craft products.

Materials

- Art dairy
- Glue
- Scissors
- Pencil
- Eraser
- Colouring pencils or paints
- or any other media

Instructions

1. Collect pictures of crafts done in South Africa by all the cultures of our country.
 - These pictures may come from magazines, flyers, pamphlets, newspapers, prints etc.
2. Cut out these pictures and arrange them on a page in your art dairy in the form of a collage.
 - There should be at least 6-12 pictures.
 - Arrange these pictures so that there are no empty spaces.
 - Take neatness in consideration.
 - Paste the pictures.
3. Select four pictures that you liked the most and draw these pictures on the next page.
 - This is a draft drawing to enable you to create your final drawing.
 - Use the grey pencil and practice shading and lines as well as some texture.
4. Use the four drawings and place them on the third page by arranging them into a still life.
 - Decide which one of the objects is going to be your focal point and place this first on the page.
 - Do not add any detail. Only draw the outlines of the object with your pencil.
 - Place the other three objects on the page by looking at foreground, middle ground and background.
 - Decide what you are going to do with the background.
 - Remember that the objects cannot hang in the air so place them on something e.g. carpet, tablecloth, grass etc.

5. After practicing you will now do the final product.

- Use the A3 page for your final product.
 - The previous pictures were your draft for your practice assessment.
 - You will create a 2D still life on the pictures your chose.
 - Draw the picture on the A3 page filling the whole page.
 - Use all types of forms you have learnt about this term (circle, triangle, square and rectangle)
 - Use the primary colours and secondary colours as well as black and white.
 - The primary colours may be used in all their tints and shades.
 - Use the correct medium e.g., colouring pencils. paints, pastels, etc.
6. Read the rubric before you start the final product and tick the blocks you have finished.
- This will help you to stay on track.

Rubric:**2D Final product:**

Outcomes	Marks Allocation	Learners Marks
1. Learners made the collage containing of 6 or more pictures.	4	
2. The collage were planned and no open spaces were visible on the A4 page.	3	
3. The learner selected four craft products and drew them in the blocks provided.	4	
4. The learner practiced shading and size of the objects.	4	
5. The learner used the third A4 page to draw the four craft products into a Still life	4	
6. The objects are clearly identifiable and there is a focal point.	4	
7. The learner placed the objects on a stable surface and this forms a unity with the objects drawn on the page.	2	
8. The learner used the appropriate medium/mediums and neatness was taken in consideration.	2	
9. The A3 page was optimized leaving no empty spaces.	2	
10.Foreground, middle ground and background were drawn correctly.	3	
11.The learner used the primary and secondary colours.	3	
TOTAL	35	

Chapter 3

Topic 3

Creating in 3-D



3.1 What is 3-D?

- It is short for Three Dimensional.
- It could be a model / statue / an object.
- A 3-D model has angles and one can walk around it or turn it to see its front, side and back.
- It has texture, height and weight and you can touch it.
- These models can be made from recycled materials, clay, Paper mâché , paper coiling, hardboard, cardboard, wood, beads, materials, etc.

3.2 Modelmaking

3.2.1 Paper mâché

Papier mâché or paper mâché is a popular crafting technique that uses paper and a paste to create a variety of objects.

The method is named after the French term for “chewed paper,” which makes sense given the steps needed for any paper mâché project.

Paper mâché is the layering of moistened paper and other materials onto a blank surface like a balloon. The glue used to wet the paper acts as a binding agent.

As the paper dries, the outer shell hardens, which can then be painted and decorated.

3.2.2 What Is Papier Mâché Used For?

It might seem like the only paper mâché options are rudimentary objects like bowls and simple sculptures.

However, this method is also used to make items as large and intricate as carnival floats.

This technique was used in China and elsewhere in the world as far back as 200 BC.

3.2.3 How Papier Mâché is Made

The principles behind paper mâché are simple: cut some paper into manageable strips, moisten the strips with a pre-made glue, then smooth the paper on a surface.

These steps work well when you're making simple kids crafts.

However, some additional techniques help elevate the craft beyond simple bowls and sculptures.

Activity 15

Brief

Creating a 3 D model using Paper Mâché

Instructions

Art Elements to be used: colour, line, texture, tone, and shapes.

Design principles to be used: pattern, contrast, rhythm, proportion, and emphasis.

Types of tools to be used to create the product.

Your craft product must be something that you will be able to sell in a market, in a shop, school craft market, farm stalls, etc.

You can start off with one product and if you are fast you may continue to a second product.

Choose one of the four items you created in your 2D picture that you would like to make as a 3D object.

Create an idea page in your visual diaries on the materials you will need for your project.

Media to be used:



Method:

1. Tear the newspaper into strips:

The ideal width would be about 2.5 cm wide, but each project requires different shapes and sizes. In addition, you will want to go around your project three times, so tear quite a pile. Don not cut the paper with scissors – a torn edge blends better than a cut edge.

2. Glue mixture:

Pour ONE (1) part white glue and TWO (2) parts water into a mixing bowl. Blend the mixture. Do this using a paintbrush, a mixing spoon or mixing stick. Blend until it forms a smooth consistency. If it's too thin or thick, adjust accordingly. Add more adhesive base if it's too thin, water if it's too thick.



3. Choose what you want to Paper Mâché:

You could make a bowl; stationary holder; mask; animal; etc. Use what you have at your disposal.

4. Find a surface you want to Paper Mâché.

Examples include a balloon, cardboard, or a moulded figure. In addition, you can Paper mâché two objects together to form a creation! The mixture will take to anything.

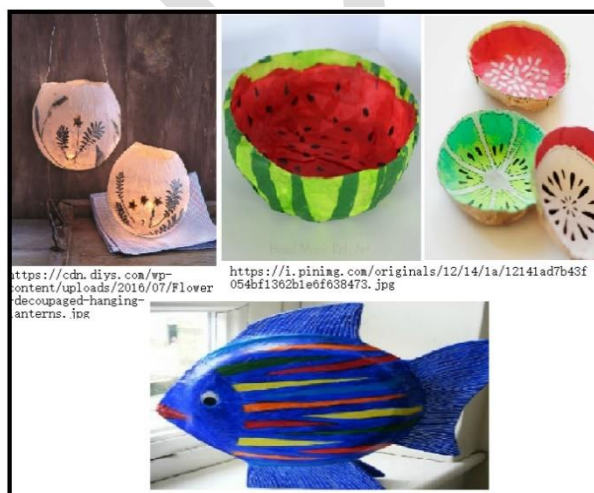
5. Dip a strip of newspaper into the mixture.

You're going to get your fingers messy! If you want, you can use a paintbrush.

Just remember to wash the paintbrush thoroughly, because the glue will make the paintbrush very hard if you don't wash it properly.

6. Remove any excess mixture.

Do this by lightly sliding two fingers from the top to the bottom of the strip of paper. Hold it over the bowl so it drips back into the container.



7. Lay the strip over the surface or figure.

Smooth it out, using either your fingers or a paintbrush. Be sure to get as many of the creases and bumps out as you can. You are aiming to get a very smooth surface for painting and decorating. If you'd like to create a shape (example: a face), bunch the strip into the form you want, place it on your

surface, and then layer another strip on top to smooth it out. This can create volume, texture, and detail quite easily.

8. Repeat laying strips.

Do this until the entire surface or figure is covered at least three times over. This is especially important if you're removing the base when it's dry – it needs to be sturdy.

9. Place the object on a covered surface to dry.

It will need a day or so to completely dry, depending on the size of your piece. Leave it untouched until tomorrow. When it is dry, it is ready for painting.

10. Sanding.

Feel over the surface to make sure that it is smooth. If you feel any roughness, you must use sanding paper to sand it down till the whole surface is smooth.

11. Start painting.

Paint and decorate as desired. Enjoy!

Rubric

Criteria	Mark Allocation	Learner Mark
1. Learner followed all the steps in making papier mâché		
a. Balloon inflated the correct size.	1	
b. Tearing the newspaper in correct sizes.	1	
c. Mixing of glue and water the correct consistency.	1	
d. Creating the body of the figurine adding futures e.g., legs, a head, arms etc.	2	
e. Pasting the cups on the balloon using the correct amount of masking tape.	2	
f. Covering the project with Paper Mache and repeating layers of at least 4 times	4	
g. Letting it dry properly in between layering processes.	1	
h. Deflating balloon out.	1	
i. Sanding the whole project smooth – especially the edges.	1	
j. Covering the body with 2 layers of white PVA	2	
k. Painting the end product in primary colours using shades and tints of the same colours.	8	
l. Cover the end product after the paint has dried with varnish or sealer. Giving the product 2-4 layers of varnish.	2	
2. Design Principles		
2.1 Pattern	2	
2.2 Contrast	2	







2.3 Rhythm	2	
2.4 Proportion	1	
2.5 Emphasis	2	
3. The final product		
3.1 Creativity	2	
3.2 Marketable	1	
3.3 Products produced (stronger learner will make more than 1 product) Expanded opportunities	2	
TOTAL	40	



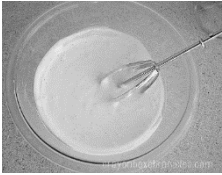

Activity 17:**Paper Mâché**

17.1 Complete the table about the equipment that you use in Paper-Mâché.




Choose the correct names from the word box.



balloon	scissors	newspaper	sanding paper	bowl
box	water	felt pen		
glue	paint	paintbrush	recycling materials	

Equipment	Name	Equipment	Name
1.1 	-----	1.6 	-----
1.2 	-----	1.7 	-----
1.3 	-----	1.8 	-----

1.4 	<hr/>	1.9 	<hr/>
1.5 	<hr/>	1.10 	<hr/>

17.2 Underline the description of the process that you use in Paper-Mache, in **COLUMN B** that matches the picture in **COLUMN A**.

COLUMN A Picture of the process	COLUMN B Description of the process
2.1 	<ul style="list-style-type: none"> * Dip and lay the strip over the surface or figure. * Use sanding paper to sand it smooth. * Paint and decorate as desired. * Cut the paper. * Tear the newspaper into strips. * Mix white glue and water into a mixing bowl.
2.2 	<ul style="list-style-type: none"> * Dip and lay the strip over the surface or figure. * Use sanding paper to sand it smooth. * Paint and decorate as desired. * Cut the paper. * Tear the newspaper into strips. * Mix white glue and water into a mixing bowl.
2.3 	<ul style="list-style-type: none"> * Dip and lay the strip over the surface or figure. * Use sanding paper to sand it smooth. * Paint and decorate as desired. * Cut the paper. * Tear the newspaper into strips. * Mix white glue and water into a mixing bowl.

<p>2.4</p> 	<ul style="list-style-type: none"> * Dip and lay the strip over the surface or figure * Use sanding paper to sand it smooth. * Paint and decorate as desired. * Cut the paper. * Tear the newspaper into strips. * Mix white glue and water
<p>2.5</p> 	<ul style="list-style-type: none"> * Dip and lay the strip over * Use sanding paper to sand it smooth. * Paint and decorate as desired. * Cut the paper. * Tear the newspaper into strips. * Mix white glue and water into a mixing bowl.



3.3 Creating in 3-D – Clay work / Pottery

Pottery;

- Pottery is the art of using wet clay, shaping it and then to let it dry.
- Potters make this clay into objects that people can use in a practical way.
- Today potters can mass-produce pottery or create unique, handmade objects.

History:

Archaeologists who dig in the ground often find pieces of pottery.

- This gives us an idea of cultures around the world that lived thousands of years ago.
- The people of Crete made beautiful pottery items that they decorated with various designs and pictures of animals.
- The Inca and Maya cultures of South America decorated their pottery with bright geometric designs.
- In China, potters started to use potter's wheels in 1500 BC, and produced the best pottery in history.



In Europe:

- A style of pottery, called **delft**, developed in the seventeenth century.
- It was named after the town of Delft in Holland.
- This pottery had a white surface with designs in blue glaze.
- People used designs found in Holland, such as tulips, windmills and landscapes.
- The oxide glaze turned blue when it was warmed.



In Southern Africa:



- People made pottery showing statues of people and animals.
- The women made the pots.
- They used the pots as everyday items to store water, food and beer.
- We are fortunate to have a rich heritage from the many cultures that have lived in South Africa.
- Heritage is a country's history and cultural traditions that are passed down from one generation to the next. This could include clothing, buildings, monuments and art and crafts.

Tools to be used in modelling with clay:

Tools for beginners:



Tools for more advanced sculpting:



Clay Owl:

We are going to start our Pottery journey by making a quick clay owl. It is very easy if you follow the steps carefully. When it is dry, you can decorate and paint it in any way you want to. Then you can paste a magnet at the back of it and use it as a fridge magnet, or you can put a hole in the one ear while it is still wet, to make a Christmas decoration, or to use as a gift tag.

Follow this Link and watch a YouTube Video of how to make a clay owl:

<https://youtu.be/m748yWMjj8w>



Activity 18:

1. Start with a ball.



2. Flatten the ball to make a flat circle.



3. Use marker cap to make UUUUUU's on belly.



4. Fold sides in.



5. Fold top down – pinch ears a bit.



6. Use marker cap to make eyes.



7. Use a toothpick to make the beak.



8. Paint and decorate it when it is dry.



Activity 18:**INSTRUCTIONS:**

1. Make use of the given clay to create an owl.
2. Follow the instructions carefully.
3. You will be assessed on each step.

Assessment:

Your Art Work will be assessed on the following:

Criteria		Possible mark	Real mark	Comment:
1. Did you follow the instructions carefully?				
	Step 1	4		
	Step 2	4		
	Step 3	4		
	Step 4	4		
	Step 5	4		
	Step 6	4		
	Step 7	4		
	Step 8	4		
2. Can you work independently?		4		
3. Will it sell on a market?		4		
Total		40		
General comments of Assessor:				

Activity 19: How to make a clay pinch pot:

Date: _____

Equipment:

- Clay
- Small stick

- Water
- Paint & Paint brushes

Method:

1. Knead clay with your hands. Work slowly until the clay is warm and all the air bubbles are worked out. Press it down to ensure that all the air bubbles are worked out.
2. Once your clay is warm, take a clump of clay and roll it into a ball. Make sure the clay remains moist.
3. Make a hole in the clay. Press your thumb into the middle of the clay ball.
4. Start working the sides of the clay to the outside. With the thumb and index finger, pinch the clay and press upwards. Work all around the inside and with each pass, pinch from the bottom and move up. Repeat this until the pot has the required shape.
5. Flatten the bottom of the pot. Press from the inside, against the table you're working on, until the bottom is flat and smooth.
6. Rub the inside and outside of the pot until it is smooth.
7. Decorate the pot to give it some texture.
8. Paint to pot. Use some shades to give it some tone.



Criteria	Mark Allocation	Learner Mark	Comments
1. Process:			
a. Is the clay wedged?	2		
b. Able to demonstrate wedging of clay?	2		
c. Was the clay ball the correct size?	2		
d. Able to use thumb and index finger to shape the clay ball into a pot?	2		
e. Can the pot stand?	2		
f. Is the pot smooth and even?	2		
g. Is the end result acceptable?	2		
h. Was the learner able to interpret and analyse his final clay product?	2		
2. Elements of art:			
a) Colour: Colours with shades & tints	9		
b) Line	3		
c) Texture	3		
3. Design Principles:			
a. Pattern	3		
b. Proportion	3		
c. Rhythm	3		
Total	40		

Total: 40

INSTRUCTIONS:

1. Choose one of the products that you have made this term and make a sequence of it.
2. Follow instructions.
3. Work neatly.
4. Be creative and positive and do your best.
5. Remember that the products will be sold to the public and must be of good quality!
6. Do not quit during the work process.
7. Work at a reasonable speed.
8. Do something extra and special.
9. Tidy up before you leave the work station.

Assessment:



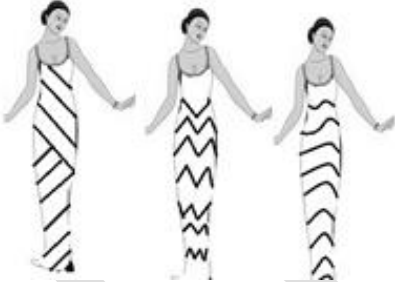

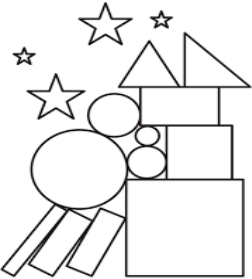
Your work will be assessed on the following:

Criteria	Possible mark	Real mark	Comment:
1. Personal hygiene	5		
2. Ability to produce a quality product.	5		
3. Ability to follow orders.	5		
4. Ability to carry on and not to quit during the work process.	5		
5. Ability to work at a reasonable speed.	5		
6. Ability to do something extra.	5		
7. Cleaning and tidying.	5		
8. Attitude and helpfulness.	5		
Total	40		








Rubric:

Outstanding	5	<ul style="list-style-type: none"> • Effort far beyond that is required • The “wow” factor is evident
Very good	4	<ul style="list-style-type: none"> • Good evidence of effort • Technically good
Average	3	<ul style="list-style-type: none"> • Adequate • Displays understanding, but lacks imagination
Poor	2	<ul style="list-style-type: none"> • General lack of commitment • No evidence of original thought
Unacceptable	1	<ul style="list-style-type: none"> • Very little or no work – work incomplete • No effort

1. Name the elements of art:

COLUMN A Picture of element of art	COLUMN B Name of element of art
<p>1</p> 	<hr/> <hr/>
<p>2</p> 	<hr/> <hr/>
<p>3</p> 	<hr/> <hr/>
<p>4</p> 	<hr/> <hr/>
<p>5</p> 	<hr/> <hr/>

2. Name the Type of lines:

Type of lines	Name
1 	_____
2 	_____
3 	_____
4 	_____
5 	_____
6 	_____
7 	_____

3. What shape or form are the following pictures examples of?

Choose the correct answers in the word box:

three dimensional (3D)
pattern

two dimensional (2D)
illusion of 3D (three dimensional)



A



er Guide: February 2022



a. _____ b. _____ c. _____

DRAFT

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