



Western Cape
Government

Education

Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement
for Schools of Skills and Schools with Skills Units

Art and Crafts

Year 1, 2, 3 and 4

2013

PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in year one experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

ACKNOWLEDGEMENT

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

ANNUAL TEACHING PLAN FOR ART AND CRAFTS

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YEAR 1- ANNUAL TEACHING PLAN

Orientation to Art and Crafts

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

This teaching plan demonstrates how the Exit Level Outcomes could be grouped to ensure appropriate coverage of the suggested curriculum. Please note that for each craft object most of the Exit Level Outcomes are explored, starting with ELO 1 and concluding with ELO 8.

Some craft objects require less specialisation and are therefore less time consuming and all the ELOs could therefore be covered in one day.

In other more specialised crafts a teacher might spend most of the term exploring all the ELOs with learners. It should therefore be noted, that depending on the number of crafts that are done, one would explore all the ELOs more than once per term.

Herewith an example of how you would plan for a term for an extensive craft project.

YEAR 1- ANNUAL TEACHING PLAN

TERM 1

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Exploring art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
2	<p>ELO2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>Ac 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials</p>	
3-4	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Create rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	craft object
5	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product. • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5: Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

6	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs. AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a crafts product. • design specifications • Practical demonstration • Produce sequences of the same product
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence. AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
7-8	<p>ELO 5 Reviews and finishes craft products for market. SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications. AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
<p>9-10</p>	<p>Formal Assessment Task (FAT) to evaluate the learner's aptitude for this skill based on activities covered in this term</p>		

YEAR 1- ANNUAL TEACHING PLAN

TERM 2

WK	ELO: SO	CONTENT	Activity
1	ELO 1: Accumulates ideas for design of craft product SO 1 Searches for ideas based on creative input by teacher.	AC 1: Collates a variety of ideas for inspiration AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	SO 2 Identifies sources of ideas for the creative process.	AC 1: Collates a variety of ideas for inspiration. AC 2: Identifies tangible (touchable) and intangible sources for ideas. AC 3: Identifies sources of own and other cultures.	
1	ELO 2: Identifies and prepares materials, tools and equipment for craft production SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.	AC1: Selects materials appropriate for given designs. AC2: Considers environmentally sustainable criteria during selection of materials. AC3: Gathers sufficient (enough and appropriate) materials for craft production. AC4: Follows housekeeping and safety procedures in the context of craft production. AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6-8	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market,

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<p>advertising and tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
<p>9-10</p>	<p>Formal Assessment Task (FAT) to evaluate the learner's aptitude for this skill based on activities covered in this term</p>		

YEAR 2- ANNUAL TEACHING PLAN

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

This teaching plan demonstrates how the Exit Level Outcomes could be grouped to ensure appropriate coverage of the suggested curriculum. Please note that for each craft object most of the Exit Level Outcomes are explored, starting with ELO 1 and concluding with ELO 8.

Some craft objects require less specialisation and are therefore less time consuming and all the ELOs could therefore be covered in one day.

In other more specialised crafts a teacher might spend most of the term exploring all the ELOs with learners. It should therefore be noted, that depending on the number of crafts that are done, one would explore all the ELOs more than once per term.

Herewith an example of how you would plan for a term for an extensive craft project.

YEAR 2- ANNUAL TEACHING PLAN

TERM 1

W K	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Exploring art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
2	<p>ELO2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>Ac 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials</p>	
3-4	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Create rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	
5	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product. • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5: Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

6	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a crafts product. • design specifications • Practical demonstration • Produce sequences of the same product
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
7	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
8-10		<p>FORMAL ASSESSMENT TASK</p> <p>Demonstration:</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (2/3 replicas of the same object) 3. Oral/written: reflection on craft process and product 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral to review craft object

YEAR 2- ANNUAL TEACHING PLAN

YEAR 2

WK	ELO: SO	CONTENT	Activity
1	ELO 1: Accumulates ideas for design of craft product SO 1 Searches for ideas based on creative input by teacher.	AC 1: Collates a variety of ideas for inspiration AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	SO 2 Identifies sources of ideas for the creative process.	AC 1: Collates a variety of ideas for inspiration. AC 2: Identifies tangible (touchable) and intangible sources for ideas. AC 3: Identifies sources of own and other cultures.	
1	ELO 2: Identifies and prepares materials, tools and equipment for craft production SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.	AC1: Selects materials appropriate for given designs. AC2: Considers environmentally sustainable criteria during selection of materials. AC3: Gathers sufficient (enough and appropriate) materials for craft production. AC4: Follows housekeeping and safety procedures in the context of craft production. AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6-7	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market,

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<p>advertising and tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
<p>8-10</p>		<p>FORMAL ASSESSMENT TASK Demonstration:</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (2/3 replicas of the same object) 3. Oral/written: reflection on craft process and product 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on review of final craft product.

YEAR 2- ANNUAL TEACHING PLAN

TERM 3

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, etc. • Explore art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, fabric, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6-7	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials • Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market,

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<p>advertising and tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
<p>8-10</p>		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (2/3 replicas of the same object) 3. Oral / written: marketing 	<ul style="list-style-type: none"> • Pen and Paper test • Practical activity

YEAR 2- ANNUAL TEACHING PLAN

TERM 4

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC1: Selects materials appropriate for given designs.</p> <p>AC2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools, equipment and materials used to create the craft object. • Research to explore different tools, equipment and materials appropriate to the product • Experiment with different tools, equipment and materials and safety procedures.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials • Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise.</p> <p>SO 1 Identifies markets and possible markets for craft production.</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute.

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<ul style="list-style-type: none"> • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities.</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness. • Discussion by visiting crafter.
8-10		<p>FORMAL ASSESSMENT TASK</p> <p>Demonstration:</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (2/3 replicas of the same object) 3. Oral/ written: reflection work opportunities 	<ul style="list-style-type: none"> • Pen and Paper test • Practical activity

YEAR 3- ANNUAL TEACHING PLAN

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

This teaching plan demonstrates how the Exit Level Outcomes could be grouped to ensure appropriate coverage of the suggested curriculum. Please note that for each craft object most of the Exit Level Outcomes are explored, starting with ELO 1 and concluding with ELO 8.

Some craft objects require less specialisation and are therefore less time consuming and all the ELOs could therefore be covered in one day.

In other more specialised crafts a teacher might spend most of the term exploring all the ELOs with learners. It should therefore be noted, that depending on the number of crafts that are done, one would explore all the ELOs more than once per term.

Herewith an example of how you would plan for a term for an extensive craft project.

YEAR 3- ANNUAL TEACHING PLAN

TERM 1

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Create rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product. • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs. AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a crafts product; • design specifications. • Produce sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence. AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market. SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications. AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p>	

	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production.</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>).</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism.
	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities.</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (4/5 replicas of the same object) 3. Oral/written: reflection on craft process and product 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral to review craft object

YEAR 3- ANNUAL TEACHING PLAN

TERM 2

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Produce sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute.

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<ul style="list-style-type: none"> • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (4/5 replicas of the same object) 3. Oral/ written: costing and pricing 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on costing, pricing

YEAR 3- ANNUAL TEACHING PLAN

TERM 3

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	<ul style="list-style-type: none"> • Explore art works and artefacts from different cultures.
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.
	<p>SO 2 Identifies and selects appropriate <i>tools and</i></p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools

	<p>equipment for production of particular craft products.</p>	<p>Ac 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<p>and equipment used to create the craft object.</p> <ul style="list-style-type: none"> • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	

3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	
4-5	<p>ELO 4 Produces sequences of the same craft product.</p> <p>SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Produce sequences of the same product.

	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)
	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs

	pricing of craft products.		(reflect on cost of material, time to produce the object, packaging, etc.)
	SO 2 Determines production cost of craft products.	AC 1: Lists and records all production costs.	
	ELO 7 Develops entrepreneurial awareness within craft enterprise SO 1 Identifies markets and possible markets for craft production	AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>) AC 2: Explores markets and the concepts of different markets (market research).	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute.
	SO 2 Develops aspects of entrepreneurial awareness.	AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.	<ul style="list-style-type: none"> • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	ELO 8 Investigates work opportunities in order to make a personal career decision. SO 1 Investigates the requirements for specific work opportunities	AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.

8-10		<p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (4/5 replicas of the same object) 3. Oral/ written: marketing 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on marketing
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YEAR 3- ANNUAL TEACHING PLAN

TERM 4

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	<ul style="list-style-type: none"> • Explore art works and artefacts from different cultures.
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools, equipment and materials used to create the craft object. • Research to explore different tools, equipment and materials appropriate to the product • Experiment with different tools, equipment and materials and safety procedures.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	

3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p> <p>AC 2: Determines prices of craft products by considering market and production cost factors.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p> <p>AC 3: Matches ideas of appropriate crafts with relevant markets.</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<p>tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p> <p>AC 2: Investigates entry requirements and training needed for a particular career or type of employment within the crafts sector.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (4/5 replicas of the same object) 3. Oral/ written: career and training opportunities in the crafting industry 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on career and training opportunities

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

This teaching plan demonstrates how the Exit Level Outcomes could be grouped to ensure appropriate coverage of the suggested curriculum. Please note that for each craft object most of the Exit Level Outcomes are explored, starting with ELO 1 and concluding with ELO 8.

Some craft objects require less specialisation and are therefore less time consuming and all the ELOs could therefore be covered in one day.

In other more specialised crafts a teacher might spend most of the term exploring all the ELOs with learners. It should therefore be noted, that depending on the number of crafts that are done, one would explore all the ELOs more than once per term.

Herewith an example of how you would plan for a term for an extensive craft project.

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TERM 1

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles. • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • materials, tools and equipment to create sequences of a crafts product; • design specifications. • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC 1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC 2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p> <p>AC 2: Determines prices of craft products by considering market and production cost factors.</p>	

	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p> <p>AC 3: Matches ideas of appropriate crafts with relevant markets.</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. • Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market, advertising and tourism.
	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities.</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p> <p>AC 2: Investigates entry requirements and training needed for a particular career or type of employment within the crafts sector.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter.
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (5/6 replicas of the same object) 3. Oral/written: reflection on craft process and product. 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral to review craft object

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TERM 2

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC 1: Collates a variety of ideas for inspiration</p> <p>AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO 2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC 1: Selects materials appropriate for given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC 3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC 4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate tools and equipment used to create the craft object. • Research to explore different tools and equipment appropriate to the product. • Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers, etc.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line,

	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	<p>shape, etc. – appropriate to the craft object.</p>
3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Produce sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>E LO 6 Costs and prices craft products for a sustainable craft enterprise</p> <p>SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p> <p>AC 2: Determines prices of craft products by considering market and production cost factors.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise</p> <p>SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p> <p>AC 3: Matches ideas of appropriate crafts with relevant markets.</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market,

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<p>advertising and tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p> <p>AC 2: Investigates entry requirements and training needed for a particular career or type of employment within the crafts sector.</p> <p>AC 3: Explores job shadowing as a means of accessing employment.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter. • Explore job shadowing opportunities. •
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (5/6 replicas of the same object) 3. Oral/ written: marketing 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on marketing

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TERM 3

WK	ELO: SO	CONTENT	Activity
1	ELO 1: Accumulates ideas for design of craft product SO 1 Searches for ideas based on creative input by teacher.	AC 1: Collates a variety of ideas for inspiration AC 2: Considers environmentally sustainable criteria during the accumulation of ideas.	Collate ideas for the craft process and product by means of: <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. • Explore art works and artefacts from different cultures.
	SO 2 Identifies sources of ideas for the creative process.	AC 1: Collates a variety of ideas for inspiration. AC 2: Identifies tangible (touchable) and intangible sources for ideas. AC 3: Identifies sources of own and other cultures.	
	ELO 2: Identifies and prepares materials, tools and equipment for craft production SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.	AC1: Selects materials appropriate for given designs. AC2: Considers environmentally sustainable criteria during selection of materials. AC3: Gathers sufficient (enough and appropriate) materials for craft production. AC4: Follows housekeeping and safety procedures in the context of craft production. AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.	<ul style="list-style-type: none"> • Oral discussions • Demonstrations and activities to explore the qualities of the appropriate materials used to create the craft object. • Research and investigation activities to explore different materials appropriate to the product. • Experiment with different materials such as fabric, yarns, clay, beads, glass, paper (cartridge paper, tissue paper, handmade paper, etc.), paints, glues, etc.
	SO 2 Identifies and selects appropriate	AC 1: Selects appropriate tools and equipment for the given designs.	

	<p><i>tools and equipment for production of particular craft products.</i></p>	<p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	<p>appropriate tools and equipment used to create the craft object.</p> <ul style="list-style-type: none"> • Research to explore different tools and equipment appropriate to the product.
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	<p>Experiment with different tools and equipment and safety procedures associated to such as measuring tools (rulers, tape measure, set square, etc.); cutting equipment (Scissors, crafts knives, cutting mat, wire cutters, etc.); painting equipment (paint brushes, sponges, paint trays, etc.); woodworking tools (hammers, coping saws, jigsaws, nails, screws, nuts, bolts, drills, etc.); pliers.</p>
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	

3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration. • Produce sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>E LO 6 Costs and prices craft products for a sustainable craft enterprise SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance, appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p> <p>AC 2: Determines prices of craft products by considering market and production cost factors.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise SO 1 Identifies markets and possible markets for craft production</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p> <p>AC 3: Matches ideas of appropriate crafts with relevant markets.</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design Institute. • Classroom discussion on target market,

	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	<p>advertising and tourism.</p> <ul style="list-style-type: none"> • Use pamphlets, advertisements, craft exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p> <p>AC 2: Investigates entry requirements and training needed for a particular career or type of employment within the crafts sector.</p> <p>AC 3: Explores job shadowing as a means of accessing employment.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter. • Explore job shadowing opportunities.
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (5/6 replicas of the same object) 3. Oral/ written: career and training opportunities in the crafting industry 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on career and training opportunities

YEAR 4- ANNUAL TEACHING PLAN

TERM 4

WK	ELO: SO	CONTENT	Activity
1	<p>ELO 1: Accumulates ideas for design of craft product</p> <p>SO 1 Searches for ideas based on creative input by teacher.</p>	<p>AC1: Collates a variety of ideas for inspiration</p> <p>AC2: Considers environmentally sustainable criteria during the accumulation of ideas.</p>	<p>Collate ideas for the craft process and product by means of:</p> <ul style="list-style-type: none"> • Oral discussions • Investigation and exploration activities • Research • Written activities • Sensory exploration activities i.e. viewing various types of stimulus, listening to music, feeling textures, etc. <p>Explore art works and artefacts from different cultures.</p>
	<p>SO 2 Identifies sources of ideas for the creative process.</p>	<p>AC 1: Collates a variety of ideas for inspiration.</p> <p>AC 2: Identifies tangible (touchable) and intangible sources for ideas.</p> <p>AC 3: Identifies sources of own and other cultures.</p>	
	<p>ELO2: Identifies and prepares materials, tools and equipment for craft production</p> <p>SO 1 Identifies and selects the appropriate <i>materials</i> for production of particular craft products.</p>	<p>AC1: Selects materials appropriate for given designs.</p> <p>AC2: Considers environmentally sustainable criteria during selection of materials.</p> <p>AC3: Gathers sufficient (enough and appropriate) materials for craft production.</p> <p>AC4: Follows housekeeping and safety procedures in the context of craft production.</p> <p>AC 5: Takes the characteristics of the materials into account when selecting for specific craft production.</p>	

	<p>SO 2 Identifies and selects appropriate <i>tools and equipment</i> for production of particular craft products.</p>	<p>AC 1: Selects appropriate tools and equipment for the given designs.</p> <p>AC 2: Considers environmentally sustainable criteria during selection of tools and equipment.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production.</p>	
	<p>SO 3 Prepares materials for production of craft products.</p>	<p>AC 1: Chooses a method of preparation appropriate to the characteristics of the selected materials.</p> <p>AC 2: Considers environmentally sustainable criteria during preparation of materials.</p> <p>AC 3: Adheres to housekeeping and safety procedures during preparation of materials.</p>	
2	<p>ELO 3 Makes marketable craft product</p> <p>SO1 Collects documents and interprets objects and/or ideas through drawing.</p>	<p>AC 1: Identifies, selects and maintains drawing materials.</p> <p>AC 2: Identifies and experiments with various drawing techniques to interpret objects or ideas.</p> <p>AC 3: Organises and presents drawings to communicate objects or ideas.</p>	<ul style="list-style-type: none"> • Drawing activity: exploring art elements and principles • Creating rough sketches / designs / patterns to interpret craft product, explore size, proportion, etc. • Consider use of colour, texture, line, shape, etc. – appropriate to the craft object.
	<p>SO 2 Uses and applies elements and principles of art.</p>	<p>AC 1: Knows and uses the <i>elements</i> of art such as line, colour, shape, tone, texture, space and principles.</p> <p>AC 2: Knows and uses the <i>principles</i> of art such as pattern, contrast, rhythm, proportion and emphasis.</p>	

3	<p>ELO 3 Makes marketable craft product</p> <p>SO 3 Uses tools and materials to produce craft products.</p>	<p>AC 1: Develops dexterity (skillful use) through using materials to create craft products.</p> <p>AC 2: Keeps wasting of materials to a minimum during process of creating craft products.</p> <p>AC 3: Follows housekeeping and safety procedures in the context of craft production were adhered to.</p> <p>AC 4: Considers environmentally sustainable criteria during the preparation of the materials for craft production.</p>	<ul style="list-style-type: none"> • Learners follow teacher instructions to create craft product • Use appropriate tools and material. • Guided instruction to ensure that learners keep within time allocation and produces craft products with minimal defects.
	<p>SO 4 Produces craft products with specific materials.</p>	<p>AC 1: Creates appropriate craft products from given materials.</p> <p>AC 2: Uses materials in such a manner that products are made according to teacher's guidance and specifications.</p> <p>AC 3: Keeps to housekeeping and safety procedures in the context of craft production were adhered to.</p>	
	<p>SO 5 Produces craft products in line with given designs.</p>	<p>AC 1: Interprets teacher guided design specifications to create a craft product.</p> <p>AC 2: Produces craft products with minimal defects.</p> <p>AC 3: Produces craft products within teacher allocated times.</p>	

4-5	<p>ELO 4 Produces sequences of the same craft product. SO 1 Selects material, tools and production process for producing a specified quantity of same product.</p>	<p>AC 1: Selects materials, tools and equipment appropriate for producing sequences of given designs.</p> <p>AC 2: Determines the required quantities of materials for the specific number of product to be produced.</p>	<p>Discussion on:</p> <ul style="list-style-type: none"> • Materials, tools and equipment to create sequences of a crafts product. • Design specifications • Practical demonstration • Producing sequences of the same product.
	<p>SO 2 Identifies and makes use of the same design specifications of the original product.</p>	<p>AC 1: Identifies the same design specifications of original designs.</p>	
	<p>SO 3 Produces a sequence of the same product.</p>	<p>AC 1: Copies the design specifications when producing the same products in a sequence.</p> <p>AC 2: Keeps to housekeeping and safety procedures in the context of craft production.</p>	
5	<p>ELO 5 Reviews and finishes craft products for market.</p> <p>SO 1 Aligns end products with teacher specifications.</p>	<p>AC: 1: Follows teacher guided design specifications.</p> <p>AC 2: Adheres to safety procedures in the context of craft production.</p>	<ul style="list-style-type: none"> • Discussion • Critical, but supportive reflection on the craft product. • Written / oral activity to reflect on process, materials, tools and equipment and safety procedures (worksheet, guided discussion, test using visual images, etc.)

	<p>SO 2: Grades the quality of finished products.</p>	<p>AC1: Reflects on the selection of appropriate material, tools and equipment according to given specifications or designs.</p> <p>AC2: Reflects on safety procedures in the context of craft production.</p> <p>AC 3: Produces craft products with limited defects.</p>	
6	<p>ELO 6 Costs and prices craft products for a sustainable craft enterprise SO 1 Performs basic business calculations in costing and pricing of craft products.</p>	<p>AC 1: Performs basic business calculations, using electronic equipment correctly.</p>	<ul style="list-style-type: none"> • Pen and paper activity: use a calculator and with teacher's guidance perform basic calculation reflecting cost of materials. • Explore, with teacher's guidance appropriate pricing of production costs (reflect on cost of material, time to produce the object, packaging, etc.)
	<p>SO 2 Determines production cost of craft products.</p>	<p>AC 1: Lists and records all production costs.</p> <p>AC 2: Determines prices of craft products by considering market and production cost factors.</p>	
	<p>ELO 7 Develops entrepreneurial awareness within craft enterprise SO 1 Identifies markets and possible markets for craft production.</p>	<p>AC 1: Identifies own and other cultures accurately. (<i>Culture refers to own and others' experience</i>)</p> <p>AC 2: Explores markets and the concepts of different markets (market research).</p> <p>AC 3: Matches ideas of appropriate crafts with relevant markets.</p>	<ul style="list-style-type: none"> • Discussion on different cultures and needs and wants associated to different cultures. • Research and discussion to explore markets for craft production. Field trip to craft markets or craft making institutions like the Cape Craft & Design. Institute. • Classroom discussion on target market, advertising and tourism. • Use pamphlets, advertisements, craft
	<p>SO 2 Develops aspects of entrepreneurial awareness.</p>	<p>AC 1: Develops entrepreneurial awareness of how to market art products in terms of target market, advertising and awareness of tourism.</p>	

			exhibitions as examples to develop entrepreneurial awareness.
7	<p>ELO 8 Investigates work opportunities in order to make a personal career decision.</p> <p>SO 1 Investigates the requirements for specific work opportunities</p>	<p>AC 1: Discusses formal and informal learning institutions/providers accessible to the learner in terms of the education and training opportunities available at each site.</p> <p>AC 2: Investigates entry requirements and training needed for a particular career or type of employment within the crafts sector.</p> <p>AC 3: Explores job shadowing as a means of accessing employment.</p>	<ul style="list-style-type: none"> • Teacher guided discussion • Use websites, pamphlets and other information to explore training institutions and opportunities. • Site visits of crafters' studios or crafting institutes. • Discussion by visiting crafter. • Explore job shadowing opportunities.
8-10		<p>FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. Craft object 2. Sequence of the same object (5/6 replicas of the same object) 3. Oral/ written: marketing, costing, pricing 	<ul style="list-style-type: none"> • Completed object • Pen & Paper activity / Oral on marketing, costing, pricing

ANNEXURE 1: LIST OF POSSIBLE CRAFTS TO BE TAUGHT

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

Tick✓ in the appropriate block according to the selection of your school.

SKILL		ORIENTATION	YEAR 2	YEAR 3	YEAR 4
TOOLS	Identification				
	Handling				
	Caring				
BASIC ART ELEMENTS	Colour				
	Shape				
	Form				
	Line				
	Tone				
	Texture				
	Space				
PRINCIPLES OF ART	Unity				
	Rhythm				
	Movement				
	Proportion				
	Emphasis				
	Contrast				
CATEGORIES					
FUNCTIONAL					
Painting (different media, e.g. gouache, water colours, acrylic, oils, etc.) and/or Sketching (different media and methods Pencil, Charcoal, Pastels, ballpoint pens, ink, conté, chalk, conté pastel pencils, oil pastels, chalk pastels, crayon, coloured ink, coloured drawing inks, metallic ink, plastic tip markers, silver point, reed pens, etc.)					
Pottery and Sculpture					
Leather work					
Jewellery					
Ceramic/ Bisque					
Cement objects					
Soap Making					
Candle Making					
Knitting/Crochet/French Knitting					
Embroidery/ Applique/ Beading					
Decoupage					

AESTHETIC/DECORATIVE				
Beading				
Stamping/ Stencilling				
Printing				
Plaster of Paris				
Boxes and Cards				
Pewter/Foil				
RECYCLING				
Toys				
Papier-mâché				
Glass Bottles				
Tyre Work				
Mosaic				
INDIGENOUS (Culture and Tourism)				
Sculptures (plaster, gypsum, crete-stone, wood, wire, clay, wax, stone, metals, plastic, paper, mixed media, silicone, etc.)				
Weaving				
Basketry				
Own Choice				
MIXED MEDIA AND CRAFTS				
Wire work				
Mobiles				
Puppets				
Modelling / Carving / Mould making / Casting				
Sculpture/ relief sculpture/ three dimensional sculpture/ mixed media/ mobiles/ constructions				

ANNEXURE 2: EXAMPLE OF CRAFTS THAT MIGHT BE SELECTED FOR A YEAR

TERM 1

DURATION	CRAFT OBJECT	***MAJOR / MINOR CRAFT
WEEK 1-8	WIRE WORK	MAJOR CRAFT
WEEK 1/2 (interspersed)	PHOTO FRAMES	MINOR CRAFT
WEEK 1/2 (interspersed)	GIFT CARDS	MINOR CRAFT
WEEK 1/2 (interspersed)	DECORATIVE BOXES	MINOR CRAFT

TERM 2

DURATION	CRAFT OBJECT	***MAJOR / MINOR CRAFT
WEEK 1-8	WIREWOK	MAJOR CRAFT
WEEK 1/2 (interspersed)	PRINT MAKING: CHRISTMAS GIFT WRAP	MINOR CRAFT
WEEK 1/2 (interspersed)	PAPER CRAFT: MASKS	MINOR CRAFT
WEEK 1/2 (interspersed)	SIMPLE BEADWORK	MINOR CRAFT

TERM 3

DURATION	CRAFT OBJECT	***MAJOR / MINOR CRAFT
WEEK 1-8	WIRE WORK	MAJOR CRAFT
WEEK 1/2 (interspersed)	KITE MAKING	MINOR CRAFT
WEEK 1/2 (interspersed)	CLAY WORK: CANDLE HOLDERS	MINOR CRAFT
WEEK 1/2 (interspersed)	MATCHSTICK CRAFT: COASTERS	MINOR CRAFT

TERM 3

DURATION	CRAFT OBJECT	***MAJOR / MINOR CRAFT
WEEK 1-8	WIRE WORK	MAJOR CRAFT
WEEK 1/2 (interspersed)	PAPER CRAFT: LANTERNS	MINOR CRAFT
WEEK 1/2 (interspersed)	DECOUPAGE	MINOR CRAFT
WEEK 1/2 (interspersed)	SOAPMAKING	MINOR CRAFT

Major craft: specialisation in one craft that will ensure a developed ability in one craft

Minor craft: a minimum of two craft objects that are less time consuming and are done during the term. These craft objects are not time consuming to complete and the difficulty level of an advanced nature. Often the minor craft object is done intermittently during the term.