Western Cape Government

Education

Annual Teaching Plan

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

Needlework and Clothing

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 NEEDLEWORK AND CLOTHING

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YEAR 1- ANNUAL TEACHING PLAN

ORIENTATION YEAR
TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO1** **Identify and respond to selected literary texts** **SO3** Use a range of strategies to understand selected literary texts	*The learner must be able to:* **Assessment Criteria:** 1. Use listening/reading/viewing strategies to discover meaning. 2. Understand the literal meaning of the language used. 3. Understand the implied meaning of the languages used. 4. Extract meaning of the literary features of the text used. 5. Identify information, ideas and opinions and themes.	• Oral discussions • Research • Design poster • Written/Oral activities Design own practical and written activities.
	SO4 Respond to selected literary texts	*The learner must be able to:* **Assessment Criteria:** 1. Respond to selected literary text (individual/own) 2. Response is supported by reference to the text.	
3-4	**ELO2** **Source Materials** **SO1** Establishing material requirements	*The learner must be able to:* **Assessment Criteria:** 1. Identify appropriate materials for specific garments according to customer needs and garment type. 2. Calculate material quantities for specific garments.	• Practical Demonstration • Fabric swatches glossary, group work • Use calculator (Applied maths)
	SO2 Identify suppliers	*The learner must be able to:* **Assessment Criteria:** 1. Identify a range of material suppliers according to the required purpose. 2. Investigate and compare quality, price and delivery lead times of materials from a range of suppliers for suitability and cost effectiveness.	• Discussion • Research/ Inter-net • Excursion/s to factories

5-6	**SO3** Select and buy materials	*The learner must be able to:* **Assessment Criteria:** 1. Select materials for specific garments according to customer requirements, garment type, quality, delivery and price. 2. Calculate material quantities according garment/order requirements.	• Discussion • Practical Demonstration laying up of pattern pieces demo –cutting tools and usage.
7-8	**ELO3** **Make garments/ items** **SO1** Cut out garment parts using a commercial pattern	*The learner must be able to:* **Assessment Criteria:** 1. Lay fabric according to cutting requirements. 2. Place and secure correct pattern pieces on fabric according to cutting specifications, obtaining optimum fabric utilisation. 3. Select appropriate cutting tools according to cutting requirements. 4. Cut garment parts and notches accurately according to pattern requirements	
9-10	**Formal Assessment Tasks** **Activity 1** Demonstration: Learners demonstrate skills; (75%) Assess using a memorandum and rubric **Activity 2** Pen and Paper Test: (25%) Assess using a memorandum.		

YEAR 1- ANNUAL TEACHING PLAN

ORIENTATION YEAR
TERM 2

WK	ELO: SO	CONTENT	ACTIVITY
1-2	**ELO3** **Make garments/ items** **SO2** Prepare sewing machine	*The learner must be able to:* **Assessment Criteria:** 1. Set the sewing machine to achieve the required stitch and seam quality as required by the customer/facilitator. 2. Lay garment parts out according to an appropriate method and quality standard.	• Discussion • Practical Demonstration
	SO3 Sew, finish a garment or article	*The learner must be able to:* **Assessment Criteria:** 1. Sew garment parts using the sewing machine according to an appropriate method, quality and time standard 2. Finish the sewn garment / article using suitable tools according to an appropriate method, quality and time standards. 3. Pack the inspected garment according to customer requirements.	
3	**SO4** Check, quality and pack completed garment	*The learner must be able to:* **Assessment Criteria:** 1. Measure and inspect completed garments according to customer quality standards. 2. Repair quality faults neatly according to customer quality standards. 3. Pack the inspected garment according to customer requirements.	

4-5	**ELO4** **Handle, select and store materials used in clothing manufacturing processes** **SO1** Identify and inspect materials against specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording) 3. Demonstration the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations industry terminology, policies and procedures applicable to that work area.	• Discussion • Poster • Practical Demonstration
	SO2 Measure the material against specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation. 2. Demonstrate practically the uses of measuring equipment and techniques e.g. scale calculators, tapes, rulers etc 3. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording). 4. Explain verbally the relevant regulations, industry, terminology, policies and procedures applicable to that work area.	

6	**SO3** Store, pack, pick and record movement of materials	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording). 3. Demonstration of the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations, industry, terminology, policies and procedures applicable to that work area.	• Practical Demonstration
7	**SO4** Process the materials against the agreed specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation**.** 2. Demonstrate the ability to prioritise the workload, by **producing** a basic schedule, detailing the appropriate documentation and materials flow (including recording). 3. A practical demonstration of the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations, industry terminology, policies and procedures applicable to the work area.	

8	**ELO5** **Finish and store pressed and ironed items** **SO1** Check the quality of pressed and finished items	*The learner must be able to:* **Assessment Criteria:** 1. Check items for spots, cleanliness and the quality of pressing and ironing 2. Explain the reasons for checking the quality of the presses and ironed items. 3. Remove items that do not apply with. 4. Explain the reason for removing items that do not apply with (revision). 5. Report damaged items. 6. Identify to who damaged items must be reported.	Practical Demonstration
	SO2 Fold and/or prepare presses and ironed items for storing	*The learner must be able to:* **Assessment Criteria:** 1. Fold and prepare of items according to worksite procedure. 2. Explain the result of incorrect folding and preparation/ hanging. 3. Inspect the quality of his/her work according to a systematic checking procedure. 4. Explain the importance of inspecting his/her work. 5. Identify and solve problems within his/her scope of work procedure. 6. Explain the reasons for carrying out the correct procedure for the first time according to quality and productive principles.	
9-10	**Formal Assessment Tasks** **Activity 1** Demonstration: Learners demonstrate skills; (75%) Assess using a memorandum and rubric **Activity 2** Pen and Paper Test: (25%) Assess using a memorandum.		Demonstration Pen and Paper Test

YEAR 2- ANNUAL TEACHING PLAN

TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO1** **Identify and respond to selected literary texts** **SO3** Use a range of strategies to understand selected	*The learner must be able to:* **Assessment Criteria** 1. Use listening/reading/viewing strategies to discover meaning. 2. Understand the literal meaning of the language used. 3. Understand the implied meaning of the languages used.	• Design own practical and written activities.
	SO4 Respond to selected literary texts	*The learner must be able to:* **Assessment Criteria:** 1. Respond to selected literary text (individual/own) 2. Response is supported by reference to the text.	• Oral discussions • Research
	ELO13 **Plan to manage one's time** **SO1** Set realistic goals for tasks and activities	*The learner must be able to:* **Assessment Criterion:** 1. Set goals for tasks and activities using the **SMART** criteria: 2. S-Specific M-Measurable A-Attainable R-Relevant T-Traceable.	• Design posters Group work • Written activity
	SO2 Prioritise tasks and activities in order to plan time	*The learner must be able to:* **Assessment Criteria** 1. Record time allocated for tasks and activities in order to meet goals. **RANGE: Short, medium, long-term goals, time wasters, relaxation.** 2. Rate tasks according to urgency and importance and prioritise these to enable planning.	

3-6	**ELO2** **Source materials** **SO1** Establishing material requirements	*The learner must be able to:* **Assessment Criteria:** 1. Identify appropriate materials for specific garments according to customer needs and garment type. 2. Calculate material quantities for specific garments.	• Discussion • Practical Demonstration • Fabric glossary group work • Pattern marker • Use calculator (Applied maths)
	SO2 Identify suppliers	*The learner must be able to:* **Assessment Criteria** 1. Identify a range of material suppliers according to the required purpose. 2. Investigate and compare quality, price and delivery lead times of materials from a range of suppliers for suitability and cost effectiveness.	• Research/ Internet
	SO3 Select and buy materials	*The learner must be able to:* **Assessment Criteria:** 1. Select materials for specific garments according to customer requirements, garment type, quality, delivery and price. 2. Calculate material quantities according garment/order requirements.	• Excursion/s to factories. • Use calculator (Applied maths)
7-8	**ELO3** **Make garments**. **SO1** Cut out garment parts using a commercial pattern	*The learner must be able to:* **Assessment Criteria** 1. Lay fabric according to cutting requirements. 2. Place and secure correct pattern pieces on fabric according to cutting specifications, obtaining optimum fabric utilisation. 3. Select appropriate cutting tools according to cutting requirements. 4. Cut garment parts and notches accurately according to pattern requirement.	• Discussion • Practical • Demonstration laying up of pattern pieces • Demonstration • Cutting tools and usage.
9-10		**Formal Assessment Tasks** **Activity 1** Learners demonstrate skills; (75%) Assess using a memorandum and rubric **Activity 2** (25%) Assess using a memorandum	• Demonstration • Pen and Paper Test

YEAR 2- ANNUAL TEACHING PLAN

TERM 2

WK	ELO:SO	CONTENT	ACTIVITY
1-3	**ELO3** **Make garments** **SO2** Prepare sewing machine	*The learner must be able to:* **Assessment Criteria** 1. Set the sewing machine to achieve the required stitch and seam quality as required by the customer/facilitator. 2. Lay garment parts out according to an appropriate method and quality standard.	• Demonstration • Practical exercises. • Inspection Quality checks
	SO3 Sew, finish a garment or article	*The learner must be able to:* **Assessment Criteria** 1. Sew garment parts using the sewing machine according to an appropriate method, quality and time standard. 2. Finish the sewn garment / article using suitable tools according to an appropriate method, quality and time standards. 3. Pack the inspected garment according to customer requirements.	
	SO4 Check, quality and pack completed garment	*The learner must be able to:* **Assessment Criteria** 1. Measured and inspect completed garments according to customer quality standards. 2. Repair quality faults neatly according to customer quality standards. 3. Pack the inspected garment according to customer requirements.	

4-6	**ELO4** **Select and store and handle materials used in clothing manufacturing processes** **SO1** Identify and inspect materials against specifications and procedures	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording) 3. Demonstration the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations industry terminology, policies and procedures applicable to that work area.	• Discussion • Poster • Practical • Demonstration • Equipment research/ books/ Internet • Excursion to clothing factories/ community based CMTs
	SO2 Measure the material against specifications and procedures	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation. 2. Demonstrate practically the uses of measuring equipment and techniques e.g. scale calculators, tapes, rulers, etc. 3. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording). 4. Explain verbally the relevant regulations, industry, terminology, policies and procedures applicable to that work area.	• Demonstration • Specification sheets • Checklists • Measuring charts

4-6 Cont.	**SO3** Store, pack, pick and record movement of materials	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording). 3. Demonstration of the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations, industry, terminology, policies and procedures applicable to that work area.	• Practical • Demonstration • Recording • sheets • Flow Charts • Role plays • Internet/ book research • Applied maths • Debates
7	**SO4** Process the materials against the agreed specifications and procedures	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation**.** 2. Demonstrate the ability to prioritise the workload, by **producing** a basic schedule, detailing the appropriate documentation and materials flow (including recording). 3. A practical demonstration of the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations, industry terminology, policies and procedures applicable to the work area.	

8	**ELO5** **Finish and store pressed and ironed items** **SO1** Check the quality of pressed and finished items	*The learner must be able to:* **Assessment Criteria** 1. Check items for spots, cleanliness and the quality of pressing and ironing 2. Explain the reasons for checking the quality of the presses and ironed items. 3. Remove items that do not apply with. 4. Explain the reason for removing items that do not apply with (revision). 5. Report damaged items. 6. Identify to who damaged items must be reported.	• Practical • Demonstration • Theory: Quality check reports • Recording sheets • Trouble shoot Tasks
	SO2 Fold and/or prepare presses and ironed items for storing	*The learner must be able to:* **Assessment Criteria** 1. Fold and prepare of items according to worksite procedure. 2. Explain the result of incorrect folding and preparation/ hanging. 3. Inspect the quality of his/her work according to a systematic checking procedure. 4. Explain the importance of inspecting his/her work. 5. Identify and solve problems within his/her scope of work procedure. 6. Explain the reasons for carrying out the correct procedure for the first time according to quality and productive principles.	
9-10		**Formal Assessment Tasks** **Activity 1** (75%) Assess using a memorandum and rubric **Activity 2** (25%) Assess using a memorandum.	Demonstration Pen and Paper Test

YEAR 2- ANNUAL TEACHING PLAN

TERM 3

WK	ELO:SO	CONTENT	
1-2	**ELO6** **Demonstrate and understand how to participate effectively in the workplace** **SO1** Identify the importance of ethical behaviour	*The learner must be able to:* **Assessment Criteria** 1. Identify the standards and behaviour in organisational values, systems and communications in the work environment. 2. Explain personal ethics and values in the workplace and indicate the consequences of unethical behaviour.	Design own practical and written activities. • Discussion • Research • Internet/ book research
	SO2 Understand role, rights and responsibilities of individuals in the workplace	*The learner must be able to:* **Assessment Criteria** 1. Explain the rights and responsibilities of the individual in a workplace with reference to SA labour legislation at a basic level of understanding.	• Practical • Demonstration
	SO3 Demonstrate an understanding of one's own contribution in the workplace	*The learner must be able to:* **Assessment Criteria** 1. Identify and indicate an individual's contribution to the priorities and goals of the workplace and indicate the consequences of non-deliver.	• Role plays • Debates

3-4	**ELO7** **Check, clean, report, adjust and replace basic parts to machinery and equipment in a given work area** **SO1** Clean machinery and equipment according to maintenance plans and procedures	*The learner must be able to:* **Assessment Criteria** 1. Produce a set of results as evidence of the ability to recognise the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance, and adherence to workshop safety standards, in relation to the quality and productivity of the company/ workshop. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Explain verbally the common faults that occur on own machinery and equipment using the correct terminology. 6. Carry out a range of basic maintenance activities related to own area of work according to maintenance plan and using correct tools.	• Discussion • Research • Practical • Demonstration • Maintenance plans with checklists. • Trouble shooting exercises

5-8	**SO2** Check lubrication levels general operation and settings to machinery and equipment	*The learner must be able to:* **Assessment Criteria** 1. Produce a set of results as evidence of the ability to recognise and the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance, and adherence to workshop safety standards, in relation to the quality and productivity of the company/ workshop. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Explain verbally the common faults that occur on own area of work according to maintenance plan and using the correct tools.	• Discussion • Research • Practical activity • Recording of information • Observations • Role play • Written activities • Trouble shooting versus corrective measure, manual
	SO3 Adjust basic settings according to standards or requirements	*The learner must be able to:* **Assessment Criteria** 1. Produce a set of results as evidence of the ability to recognise the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance and adherence to housekeeping and safety standards in relation to the quality and productivity of the company. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections.	

	SO3 continued	4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Give a verbal explanation of the common faults that occur on own machinery and equipment using correct terminology.	Demonstration • Practical activity • Recording of information • Observations
9-10		**Formal Assessment Tasks** **Activity 1** Learners demonstrate skill learnt (75%) Assess using a memorandum and rubric **Activity 2** (25%) Assess using a memorandum.	Demonstration • Pen and Paper Test

YEAR 2- ANNUAL TEACHING PLAN

TERM 4

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO8** **Join component parts** **SO1** Identify and prepare parts of garment	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to use operation types including flour flat and safety/ over -lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	Design own practical and written activities. • Discussions • Demonstrations • Research internet/books • Posters • Excursion to clothing factories, community based CMTs • *Worksheets*
	SO2 Pick up align and sew parts together	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to use five operation types including four from flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	
	SO3 Dispose of completed sewing parts and pass on for next operation	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to use five operation types including four from flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment.	

1-2 Cont	**SO4** Set machines for specific operations when sewing parts together	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to utilise five operation types including four from flat and safety / over-lock and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Conduct operations according to a quality standard determined by the customer. 4. Specify and name operations and machines used to join components.	• Research internet/books • Posters • Excursion to clothing factories/ community based CMTs • *Worksheets*
3-4	**ELO9** **Make patterns** **SO1** Use pattern making tools including manuals	*The learner must be able to:* **Assessment Criteria** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology.	• Discussion • Research internet/books
	SO2 Take body measurements	*The learner must be able to:* **Assessment Criteria:** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 3. Describe the pattern making process using relevant terminology. 4. Produce and present a completed pattern for a basic garment with mock up.	• Body measurement activity • Word search • Demonstration

3-4 Cont.	**SO3** Using all pattern making terminology	*The learner must be able to:* **Assessment Criteria** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 3. Describe the pattern making process using relevant terminology. 4. Produce and present a completed pattern for a basic garment with mock up.	• Discussion • Research internet/books • Body measurement activity • Word search • Demonstration
	SO4 Make and draw basic blocks	*The learner must be able to:* **Assessment Criteria** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology. 3. Produce and present a completed pattern for a basic garment with mock up.	
	SO5 Producing basic patterns	*The learner must be able to:* **Assessment Criteria** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 3. Describe the pattern making process using relevant terminology.	

5-6	**ELO10 Prepare cutting processes by picking, laying, sorting and fusing** **SO1** Requisition, receive and check materials according to a worksheet	*The learner must be able to:* **<u>Assessment Criteria</u>** 1. Demonstrate the ability to prepare a table for lay against worksheet, ensuring cleanliness of table, use of correct table and appropriate equipment. 2. Demonstrate the understanding of worksheets, by picking and using correct material and lay marker.	• Discussion • Research • Identify, record, memorise emergency numbers • Complete and maintain records • Demonstration
	SO2 Distribute materials to different tables for lay preparations	**Share the same AC as for SO1**	
	SO3 Prepare tables in accordance to marker	**Share the same AC as for SO1**	
	SO4 Lay fabric against lay planner/ quality standard and using appropriate equipment	**Share the same AC as for SO1**	

5-6 Cont	**ELO11** **Press pack and prepare parts.** **SO2** Press sewn products	Learner must be able to: **Assessment Criteria** 1. Demonstrate the ability to press effectively in relation to the fabric / product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting.	• Discussion • Research • Identify, record, memorise emergency numbers • Complete and maintain records
	SO3 Sort, tag and pack sewn products	Learner must be able to: **Assessment Criteria** 1. Demonstrate the ability to press in relation to the fabric /product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting. 3. Tag, pack and compare packed and prioritising products for delivery.	• Demonstration • Research • Excursion to clothing factories/small businesses • Recording sheets
7-8	**ELO12** Take care of self and others and report risks and incidents in the workplace. **SO1** Follow rules and regulations when using, selecting, cleaning and maintaining tools and equipment	Learner must be able to: **Assessment Criteria** **1.** Demonstrate sequential action to use visual equipment and/ or practical walk about to establish whether the person knows the rules, regulations and symbols as well as explaining how their actions will affect others. 2. Identify and point out any safety equipment and practically demonstrate or explain the use thereof.	

7-8 Cont	**SO2** Interpret how ones actions will affect one-self and others	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate sequential action to use visual equipment and/ or practical walk about to establish whether the person knows the rules, regulations and symbols as well as explaining how their actions will affect others. 2. Determine report and identify skills: verbal or written. 3. Point out and identify any safety equipment and practically demonstrate or explain the use thereof.	• Demonstration • Research • Excursion to clothing factories/small businesses • Recording sheets
	SO3 Report incidents using available safety signs, colours and symbols within clothing manufacturing processes. Explain roles and responsibilities of employees and employers	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate sequential action to use visual equipment and/ or practical walk about to establish whether the person knows the rules, regulations and symbols as well as explaining how their actions will affect others. 2. Explain roles and responsibilities of employees and employers.	
	SO4 Identify risks and take appropriate action	**Assessment Criteria same as AC 1 above**	
	SO5 Identifying safety signs, colours and symbols within clothing manufacturing processes	**Assessment Criteria same as AC 1 above**	
9-10	**Formal Assessment Tasks** **Activity 1** Learners demonstrate skills; (75%) Assess using a memorandum and rubric **Activity 2** (25%) Assess using a memorandum.		Demonstration Pen and Paper Test

YEAR 3- ANNUAL TEACHING PLAN

TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO1** **Identify and respond to selected literary texts.** **SO3** Use a range of strategies to understand selected literary texts	*The learner must be able to:* **Assessment Criteria:** 1. Use listening/reading/Viewing strategies to discover meaning. 2. Understand the literal meaning of the language used. 3. Understand the implied meaning of the languages used. 4. Extract meaning of the literary features of the text used. 5. Identify information, ideas and opinions and themes.	Design own practical and written activities. • Oral discussions • Research • Design poster/s
	SO4: Respond to selected literary texts	*The learner must be able to:* **Assessment Criteria:** 1. Respond to selected literary text (individual/own) 2. Response is supported by reference to the text.	• Group work • Written activity • Practical Demonstration
3-4	**ELO 13** **Plan to manage one's time** **SO1** Set realistic goals for tasks and activities	*The learner must be able to:* **Assessment Criteria** 1. Set goals for tasks and activities using the **SMART** criteria: S-Specific M-Measurable A-Attainable R- 2. Discuss and explain factors that prevent the achievement of set goals.	
	SO2 Prioritise tasks and activities in order to plan time	*The learner must be able to:* **Assessment Criterion** 1. Identify factors that may influence the progress of achieving planned tasks and activities.	• Discussion
	ELO2 **Source Materials.** **SO1** Establishing material requirements	*The learner must be able to:* **Assessment Criteria:** 1. Identify appropriate materials for specific garments according to customer needs and garment type. 2. Calculate material quantities for specific garments.	• Fabric glossary group work • Pattern marker • Use calculator (Applied maths)

5-6	**SO2** Identify suppliers	*The learner must be able to:* **Assessment Criteria:** 1. Identify a range of material suppliers according to the required purpose. 2. Investigate and compare quality, price and delivery lead times of materials from a range of suppliers for suitability and cost effectiveness.	• Discussion • Research/ Internet • Practical Demonstration • Excursion/s to factories
	SO3 Select and buy materials	*The learner must be able to:* **Assessment Criteria:** 1. Select materials for specific garments according to customer requirements, garment type, quality, delivery and price. 2. Calculate material quantities according garment/order requirements.	• Fabric glossary group work • Pattern marker • Use calculator • (Applied maths)
7-8	**ELO3** **Make garments/ items** **SO1** Cut out garment parts using a commercial pattern	*The learner must be able to:* **Assessment Criteria:** 1. Lay fabric according to cutting requirements. 2. Place and secure correct pattern pieces on fabric according to cutting specifications, obtaining optimum fabric utilisation. 3. Select appropriate cutting tools according to cutting requirements. 4. Cut garment parts and notches accurately according to pattern requirements.	• Discussion • Practical Demonstration laying up of pattern pieces • Demonstration cutting tools and usage
9-10	**Formal Assessment Tasks** **Activity 1** (75%) Assess using a memorandum and rubric **Activity 2** (25%) Assess using a memorandum.		Demonstration Pen and Paper Test

YEAR 3- ANNUAL TEACHING PLAN

TERM 2

WK	ELO:SO	CONTENT	ACTIVITY
1-5	**ELO3** **Make garments/ items** **SO2** Prepare sewing machine	*The learner must be able to:* **Assessment Criteria** 1. Set the sewing machine to achieve the required stitch and seam quality as required by the customer/facilitator. 2. Lay garment parts out according to an appropriate method and quality standard.	Design own practical and written activities. • Practical Demonstration • Practical exercises. • Inspection Quality checks
	SO3 Sew, finish a garment or article	*The learner must be able to:* **Assessment Criteria** 1. Sew garment parts using the sewing machine according to an appropriate method, quality and time standard 2. Finish the sewn garment / article using suitable tools according to an appropriate method, quality and time standards. **3.** Pack the inspected garment according to customer requirements.	
	SO4 Check, quality and pack completed garment	*The learner must be able to:* **Assessment Criteria** 1. Measured and inspect completed garments according to customer quality standards. 2. Repair quality faults neatly according to customer quality standards. 3. Pack the inspected garment according to customer requirements.	

	ELO4 **Handle, select and store and materials used in clothing manufacturing processes** **SO1** Identify and inspect materials against specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording) 3. Demonstration the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations industry terminology, policies and procedures applicable to that work area.	• Discussion • Poster • Practical • Demonstration • Specification sheets • Checklists • Measuring charts • Equipment research/ books/Internet
6-8	**SO2** Measure the material against specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 5. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per relevant documentation. 6. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording) 7. Demonstration the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 8. Explain verbally the relevant regulations industry terminology, policies and procedures applicable to that work area	

	ELO5 **Finish and store pressed and ironed items** **SO1** Check the quality of pressed and finished items	*The learner must be able to:* **Assessment Criteria:** 1. Check items for spots, cleanliness and the quality of pressing and ironing 2. Explain the reasons for checking the quality of the presses and ironed items. 3. Remove items that do not apply with. 4. Explain the reason for removing items that do not apply with (revision). 5. Report damaged items. 6. Identify to who damaged items must be reported.	• Practical Demonstration • Theory: Quality check reports • Recording sheets • Trouble shoot Tasks
	SO2 Fold and/or prepare presses and ironed items for storing	*The learner must be able to:* **Assessment Criteria:** 1. Fold and prepare of items according to worksite procedure. 2. Explain the result of incorrect folding and preparation/ hanging. 3. Inspect the quality of his/her work according to a systematic checking procedure. 4. Explain the importance of inspecting his/her work. 5. Identify and solve problems within his/her scope of work procedure. 6. Explain the reasons for carrying out the correct procedure for the first time according to quality and productive principles.	
9-10	**Formal Assessment Tasks** **Activity 1** (75%) Assess using a memorandum and rubric. **Activity 2** (25 %) Assess using a memorandum.		Demonstration Pen and Paper Test

YEAR 3- ANNUAL TEACHING PLAN

TERM 3

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO6** **Demonstrate and understand how to participate effectively in the workplace** **SO1** Identify the importance of ethical behaviour	*The learner must be able to:* **Assessment Criteria:** 1. Identify the standards and behaviour in organisational values, systems and communications in the work environment. 2. Explain personal ethics and values in the workplace and indicate the consequences of unethical behaviour.	• Discussion • Research • Practical • Role plays Demonstration Design own practical and written activities
	SO2 Understand role, rights and responsibilities of individuals in the workplace	*The learner must be able to:* **Assessment Criterion** 1. Explain the rights and responsibilities of the individual in a workplace with reference to SA labour legislation at a basic level of understanding.	• Role plays • Discussions • Debates • Internet/ book research
	SO4 Demonstrate an understanding of one's own contribution in the workplace	*The learner must be able to:* **Assessment Criterion** 1. Identify and indicate an individual's contribution to the priorities and goals of the workplace and indicate the consequences of non-delivery.	

3-4	**ELO7** **Check, clean, report, adjust and replace basic parts to machinery and equipment in a given work area** **SO1** Clean machinery and equipment according to maintenance plans and procedures	*The learner must be able to understand:* **Assessment Criteria:** 1. Produce a set of results as evidence of the ability to recognise the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance, and adherence to workshop safety standards, in relation to the quality and productivity of the company/ workshop. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Explain verbally the common faults that occur on own machinery and equipment using the correct terminology. 6. Carry out a range of basic maintenance activities related to own area of work according to maintenance: plan and using correct tools.	• Discussion • Research • Practical Demonstration • Maintenance plans with checklists • Trouble shooting exercises

5-6	**SO2** Check lubrication levels general operation and settings to machinery and equipment	*The learner must be able to:* **Assessment Criteria:** 1. Produce a set of results as evidence of the ability to recognise and the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance, and adherence to workshop safety standards, in relation to the quality and productivity of the company/ workshop. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Explain verbally the common faults that occur on own area of work according to maintenance plan and using the correct tools.	• Discussion • Research • Practical activity

7-8	**SO3** Adjust basic settings according to standards or require-ments	*The learner must be able to:* **Assessment Criteria:** 1. Produce a set of results as evidence of the ability to recognise the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance and adherence to housekeeping and safety standards in relation to the quality and productivity of the company. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Give a verbal explanation of the common faults that occur on own machinery and equipment using correct terminology.	• Discussion • Research • Role play • Written activities • Practical exercises • Trouble shooting versus corrective measure, manual
9-10		**Formal Assessment Tasks** **Activity 1** (75%) Assess using a memorandum and rubric **Activity 2** (25 %) Assess using a memorandum.	Demonstration Pen and Paper Test

YEAR 3- ANNUAL TEACHING PLAN

TERM 4

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO 8** **Join component parts** **SO1** Identify and prepare parts of garment	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate the ability to use: 5 operation types including four flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	• Design own practical and written activities. • Discussions • Demonstrations • Research internet/ books • Posters
	SO2 Pick up align and sew parts together	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate the ability to use: 5 operation types including four flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	
	SO3 Dispose of completed sewing parts and pass on for next operation	*The learner must be able to:* : **Assessment Criteria:** 1. Demonstrate the ability to use: 5 operation types including four flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	

	SO4 Set machines for specific operations when sewing parts together	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate the ability to use: 5 operation types including four flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	• Excursion to clothing factories/ community based CMTs businesses. • *Worksheets*
3-4	**ELO9** **Make patterns** **SO1** Use pattern making tools including manuals	*The learner must be able to:* **Assessment Criteria:** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology.	• Discussion • Research internet/ books • Word search Demonstrations
	SO2 Take body measurements	*The learner must be able to:* **Assessment Criteria:** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 3. Describe the pattern making process using relevant terminology 4. Produce and present a completed pattern for a basic garment with mock up.	• Body measurement activity • Word search
	SO3 Using all pattern making terminology	*The learner must be able to:* **Assessment Criteria is the same as for SO2**	
	SO4 Make and draw basic blocks	*The learner must be able to:* **Assessment Criteria:** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology. 3. Produce and present a completed pattern for a basic garment with mock up.	

5-6	**ELO:10 Prepare cutting processes by picking, laying, sorting and fusing** **SO1** Requisition, receive and check materials according to a worksheet	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate the ability to prepare a table for lay against worksheet, ensuring cleanliness of table, use of correct table and appropriate equipment. **2.** Demonstrate the understanding of worksheets, by picking and using correct material and lay marker.	Practical demonstration Design own practical and written activities. • Discussion • Research • Identify, record, memorise emergency numbers • Complete and maintain records
	SO2 Distribute materials to different tables for lay preparations	**SO 1-4 SHARE THE SAME ASSESSMENT CRITERIA**	
	SO3 Prepare tables in accordance to marker		
	SO4 Lay fabric against lay planner/ quality standard and using appropriate equipment		

	ELO11 **Press pack and prepare parts** **SO1** Press sewn products	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate the ability to press effectively in relation to the fabric / product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting.	Demonstration
	SO2 Sort, tag and pack sewn products	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate the ability to press in relation to the fabric /product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting. 3. Tag, pack and compare packed and prioritising products for delivery.	• Excursion to clothing factories/ small community based CMTs/ training centres • Recording sheets
7-8	**ELO12** **Take care of self and others and report risks and incidents in the workplace** **SO1** Follow rules and regulations when using, selecting, cleaning and maintaining tools and equipment	*The learner must be able to:* **Assessment Criteria:** **1.** Demonstrate sequential action to use visual equipment and/ or practical walk about to establish whether the person knows the rules, regulations and symbols as well as explaining how their actions will affect others. 2. Identify and point out any safety equipment and practically demonstrate or explain the use thereof.	Design own practical and written activities. • Practical Demonstrations

7-8 Cont	**SO2** Interpret how ones actions will affect one-self and others	**Assessment Criteria: same as for SO1**	• Discussion • Research
	SO3 Report incidents using available safety signs, colours and symbols within clothing manufacturing processes	*The learner must be able to:* **Assessment Criteria:** 1. **same as for SO1** 2. Explain roles and responsibilities of employees and employers.	
	SO4 Identify risks and take appropriate action	**Assessment Criteria: same as for SO1**	Design own practical and written activities. • Practical Demonstration
	SO5 Identifying safety signs, colours and symbols within clothing manufacturing processes	*The learner must be able to:* **Assessment Criteria** 1. Determine report and identify skills be they verbal or written. 2. Point out and identify any safety equipment and practically demonstrate or explain the use thereof. 3. Explain roles and responsibilities of employees and employers	
9-10		**Formal Assessment Tasks** **Activity 1** (75%)Assess using a memorandum and rubric **Activity 2** (25 %) Assess using a memorandum.	Demonstration Pen and Paper Test

YEAR 4- ANNUAL TEACHING PLAN

TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO9** **Make patterns** **SO1** Use pattern making tools including manuals	*The learner must be able to:* **Assessment Criteria:** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology.	• Discussion • Research internet/books • Body measurement activity • Word search • Demonstration • Practicals
	SO2 Take body measurements	*The learner must be able to:* **Assessment Criteria:** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 3. Describe the pattern making process using relevant terminology 4. Produce and present a completed pattern for a basic garment with mock up.	
	SO3 Using all pattern making terminology	*The learner must be able to:* **Assessment Criteria:** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology. 3. Produce and present a completed pattern for a basic garment with mock up.	

3-4	**ELO10** **Prepare cutting processes by picking, laying, sorting and fusing** **SO1** Requisition, receive and check materials according to a worksheet	Learner must be able to: **Assessment Criteria** 1. Demonstrate the ability to prepare a table for lay against worksheet, ensuring **cleanliness** of table, use of correct table and appropriate equipment. 2. Demonstrate the understanding of worksheets, by picking and using correct material and lay marker.	Design own practical and written activities. • Discussion • Research • Identify, record, memorise emergency numbers
	SO2 Distribute materials to different tables for lay preparations	**Assessment Criteria: same as for SO1**	• Complete and maintain records Demonstration
	SO3 Prepare tables in accordance to marker	**Assessment Criteria: same as for SO1**	• Practical Demonstration
	SO4 Lay fabric against lay planner/ quality standard and using appropriate equipment	**Assessment Criteria: same as for SO1**	

	ELO2 **Source materials** **SO2** Identify suppliers	*The learner must be able to:* **Assessment Criteria** 1. Identify a range of material suppliers according to the required purpose. 2. Investigate and compare quality, price and delivery lead times of materials from a range of suppliers for suitability and cost effectiveness.	• Discussion • Research/ • Internet Practical Demonstration
	SO3 Select and buy materials	*The learner must be able to:* **Assessment Criteria** 1. Select materials for specific garments according to customer requirements, garment type, quality, delivery and price. 2. Calculate material quantities according garment/order requirements.	• Excursion/s to factories
5-6	**ELO3** **Make garments/ items.** **SO1** Cut out garment parts using a commercial pattern	*The learner must be able to:* **Assessment Criteria** 1. Lay fabric according to cutting requirements. 2. Place and secure correct pattern pieces on fabric according to cutting specifications, obtaining optimum fabric utilisation. 3. Select appropriate cutting tools according to cutting requirements. 4. Cut garment parts and notches accurately according to pattern requirements	Design own practical and written activities. • Discussion • Practical laying up of pattern pieces Demonstrations
	ELO 8: **Join component parts.** **SO 2** Identify and prepare parts of garment	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to use: 5 operation types including four flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	

	SO2 Pick up align and sew parts together	**Assessment Criteria: same as for SO1**	• Posters
	SO3 Dispose of completed sewing parts and pass on for next operation	**Assessment Criteria: same as for SO1**	• Research internet/ • books *Worksheets*
	SO4 Set machines for specific operations when sewing parts together	**Assessment Criteria: same as for SO1**	• Discussions Demonstrations
7-8	**EL014 Establish customer requirements and sell a garment.** **SO1** Research and establish customer requirements	*The learner must be able to:* **Assessment Criteria:** 1. Research and assesses the trends in garments types, colours, fabrics and retail selling prices in terms of local market infrastructure. 2. Meet customers to establish and confirm their specific requirements. 3. Create appropriate garment according to trends and customer requirements.	• Market Research • Specification Sheet • Visits to Retailers • Mock-up • Observations-Fashion shows locally and internationally
	SO2 Present the customer with a sample garment or sketch	*The learner must be able to:* **Assessment Criteria:** 1. Present a sketch of a garment and fabric swatches or a sample garment to a customer for approval, according to requirements. 2. Submit sketch or sample for approval by customer in accordance with customer needs.	

	ELO15 Demonstrate an understanding of the principles of supply and demand, and the concept: production **SO1** Demonstrate an understanding of the principles of supply and demand and the concept production	*The learner must be able to:* **Assessment Criteria** 1. Identify and discuss the concept of supply and demand of goods and services. 2. Outline factors impacting on supply and demand. 3. Explain the link between supply and demand and price. 4. Demonstrate an understanding of how the price is determined.	• Discussions • Excursion to clothing factories /community based CMTs businesses Demonstrations
	SO2 Demonstrate an understanding of the factors of production	*The learner must be able to:* **Assessment Criteria** 1. Explain the concept of production. 2. Demonstrate an understanding of the factors of production practically. 3. Demonstrate an understanding of the factors of production practically. 4. Discuss the importance of production.	• Research internet /books • Posters
	SO3 Demonstrate an understanding of the impact of the factors production on the South African Economy	*The learner must be able to:* **Assessment Criterion** 1. Discuss the impact of entrepreneurial skills on the S.A economy.	
9-10		**Formal Assessment Tasks** **Activity 1** (75%) Assess using memorandum and rubric **Activity 2** (25 %) Assess using a memorandum.	Demonstration Pen and Paper Test

YEAR 4- ANNUAL TEACHING PLAN

TERM 2

WK	ELO: SO	CONTENT	ACTIVITY
1-3	**ELO3** **Make garments/ items** **SO2** Prepare sewing machine	*The learner must be able to:* **Assessment Criteria** 1. Set the sewing machine to achieve the required stitch and seam quality as required by the customer/facilitator. 2. Lay garment parts out according to an appropriate method and quality standard.	• Practical exercises • Inspection Quality checks • Discussion Demonstration
	SO3 Sew, finish a garment or article	*The learner must be able to:* **Assessment Criteria** 1. Sew garment parts using the sewing machine according to an appropriate method, quality and time standard 2. Finish the sewn garment / article using suitable tools according to an appropriate method, quality and time standards. 3. Pack the inspected garment according to customer requirements.	
4 - 5	**SO4** Check, quality and pack completed garment	*The learner must be able to:* **Assessment Criteria** 1. Measure and inspect completed garments according to customer quality standards. 2. Repair quality faults neatly according to customer quality standards. 3. Pack the inspected garment according to customer requirements.	

	ELO4 **Handle, select and store and materials used in clothing manufacturing processes** **SO1** Identify and inspect materials against specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording) 3. Demonstration the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations industry terminology, policies and procedures applicable to that work area	Design own practical and written activities. • Discussion • Poster • Practical • Measuring charts • Equipment research /books /Internet Demonstration Excursion to clothing fac*tories/ community based small clothing manufacturing units/training centres.*
	SO2 Measure the material against specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation. 2. Demonstrate practically the uses of measuring equipment and techniques e.g. scale calculators, tapes, rulers, etc. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording). **3.** Explain verbally the relevant regulations, industry, terminology, policies and procedures applicable to that work area.	Specification sheets • Checklists

6	**SO3:** Store, pack, pick and record movement of materials	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation. 2. Demonstrate the ability to prioritise the workload, by producing a basic schedule, detailing the appropriate documentation and materials flow (including recording). 3. Demonstration of the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations, industry, terminology, policies and procedures applicable to that work area.	• Practical activities • Internet/ book research • *Applied maths* • *Role-play* • *Debates* Demonstrations
7	**SO4** Process the materials against the agreed specifications and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Demonstrate and explain how the materials are inspected, measured, identified, stored and processed as per any relevant documentation**.** 2. Demonstrate the ability to prioritise the workload, by **<u>producing</u>** a basic schedule, detailing the appropriate documentation and materials flow (including recording). 3. A practical demonstration of the uses of measuring equipment and techniques e.g. weights, scales, calculators, tapes, etc. 4. Explain verbally the relevant regulations, industry terminology, policies and procedures applicable to the work area.	

8	**ELO5** **Finish and store pressed and ironed items** **SO1** Check the quality of pressed and finished items	*The learner must be able to:* **Assessment Criteria:** 1. Check items for spots, cleanliness and the quality of pressing and ironing 2. Explain the reasons for checking the quality of the presses and ironed items. 3. Remove items that do not apply with. 4. Explain the reason for removing items that do not apply with (revision). 5. Report damaged items. 6. Identify to who damaged items must be reported.	• Practical Demonstration • Theory: Quality check reports • Recording sheets • Trouble shoot tasks
	SO2 Fold and/or prepare presses and ironed items for storing	*The learner must be able to:* **Assessment Criteria** 1. Fold and prepare of items according to worksite procedure. 2. Explain the result of incorrect folding and preparation/ hanging. 3. Inspect the quality of his/her work according to a systematic checking procedure. 4. Explain the importance of inspecting his/her work. 5. Identify and solve problems within his/her scope of work procedure. 6. Explain the reasons for carrying out the correct procedure for the first time according to quality and productive principles.	
9-10		**Formal Assessment Tasks** **Activity 1** (75%) Assess using a memorandum and rubric **Activity 2** (25 %) Assess using a memorandum.	Demonstration Pen and Paper Test

YEAR 4- ANNUAL TEACHING PLAN

TERM 3

WK	ELO: SO	CONTENT	ACTIVITY
1-2	**ELO6** **Demonstrate and understand how to participate effectively in the workplace** **SO1** Identify the importance of ethical behaviour	*The learner must be able to:* **Assessment Criteria:** 1. Identify the standards and behaviour in organisational values, systems and communications in the work environment. 2. Explain personal ethics and values in the workplace and indicate the consequences of unethical behaviour.	• Discussions • Debates
	SO2: Understand role, rights and responsibilities of individuals in the workplace	*The learner must be able to:* **Assessment Criterion:** 1. Explain the rights and responsibilities of the individual in a workplace with reference to SA labour legislation at a basic level of understanding.	• Role plays • Internet/ book research
	SO4: Demonstrate an understanding of one's own contribution in the workplace	*The learner must be able to:* **Assessment Criterion:** 1. Identify and indicate an individual's contribution to the priorities and goals of the workplace and indicate the consequences of non-deliver.	• Discussions • Debates
3	**ELO7** **Check, clean, report, adjust and replace basic parts to machinery and equipment in a given work area**	*The learner must be able to:*	Design own practical and written activities.

3-4	**SO1** Clean machinery and equipment according to maintenance plans and procedures	*The learner must be able to:* **Assessment Criteria:** 1. Produce a set of results as evidence of the ability to recognise the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance, and adherence to workshop safety standards, in relation to the quality and productivity of the company/ workshop. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Explain verbally the common faults that occur on own machinery and equipment using the correct terminology. 6. Carry out a range of basic maintenance activities related to own area of work according to maintenance plan and using correct tools.	• Discussion • Research • Practical • Trouble shooting exercises • Explain how to keep a filling system Demonstration Maintenance plans with checklists

5-6	**SO2** Check lubrication levels general operation and settings to machinery and equipment	*The learner must be able to:* **Assessment Criteria:** 1. Produce a set of results as evidence of the ability to recognise and the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance, and adherence to workshop safety standards, in relation to the quality and productivity of the company/ workshop. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Explain verbally the common faults that occur on own area of work according to maintenance plan and using the correct tools.	Practical activities Maintenance checklist

7-8	**SO3** Adjust basic settings according to standards or requirements	*The learner must be able to:* **Assessment Criteria** 1. Produce a set of results as evidence of the ability to recognise the need to make simple adjustments to machinery and equipment in accordance with properties and characteristics of the materials being used. 2. Explain the importance of preventative maintenance and adherence to housekeeping and safety standards in relation to the quality and productivity of the company. 3. Obtain confirmation of the learner's competence in conducting routine maintenance and repair according to maintenance plans from supervisors, mechanics, records and random inspections. 4. Demonstrate and explain appropriate corrective actions when dealing with faults, malfunctions and breakdowns using the appropriate tools and reporting these faults to relevant people. 5. Give a verbal explanation of the common faults that occur on own machinery and equipment using correct terminology.	• Discussion • Research • Design own practical and written activities. • Recording sheets. • Practical exercises • Trouble shooting versus corrective measure, manual • Design own practical and written activities
9-10		**Formal Assessment Tasks** **Activity 1** (75%) Assess using memorandum and rubric **Activity 2** (25 %) Assess using memorandum.	Demonstration Pen and Paper Test

YEAR 4- ANNUAL TEACHING PLAN

TERM 4

WK	ELO:SO	CONTENT	ACTIVITY
1-2	**ELO8** **Join component parts** **SO1** Identify and prepare parts of garment	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to use: 5 operation types including four flat and safety / over lock range and one from any specialised machine. 2. Demonstrate the ability to identify the type of garment relevant to the production environment. 3. Specify and name operations and machines used to join components.	• Discussions Demonstrations • Research internet/ books • Posters • Excursion to clothing factories/ small businesses • *Worksheets*
	SO2 Pick up align and sew parts together	**Assessment Criteria: same as for SO1**	• Discussions Demonstration • Research internet/ books
	SO3 Dispose of completed sewing parts and pass on for next operation	**Assessment Criteria: same as for SO1**	• Discussions • Practical Demonstration
	SO4 Set machines for specific operations when sewing parts together	**Assessment Criteria: same as for SO1**	

1-2 Cont	**ELO9** **Make patterns** **SO1** Use pattern making tools including manuals	*The learner must be able to:* **Assessment Criteria** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology.	• Discussion • Research internet/ books • Word search Demonstration
	SO2 Take body measurements	*The learner must be able to:* **Assessment Criteria** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements.	Body measurement activity
	SO3 Using all pattern making terminology	*The learner must be able to:* **Assessment Criteria** 1. Draft a basic block demonstrating use of tools and mathematical techniques. 2. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 3. Describe the pattern making process using relevant terminology 4. Produce and present a completed pattern for a basic garment with mock up	• Discussion • Research Identify, record,
3-4	**SO4** Make and draw basic blocks	**Assessment Criteria** 1. Produce sizing charts demonstrating the ability to take relevant body and garment measurements. 2. Describe the pattern making process using relevant terminology. 3. Produce and present a completed pattern for a basic garment with mock up.	• Discussion • Research • Practical

5-6	**ELO10** **Prepare cutting processes by picking, laying, sorting and fusing** **SO1** Requisition, receive and check materials according to a worksheet	Learner must be able to: **Assessment Criteria** 1. Demonstrate the ability to prepare a table for lay against worksheet, ensuring cleanliness of table, use of correct table and appropriate equipment. 2. Demonstrate the understanding of worksheets, by picking and using correct material and lay marker.	• Discussion • Research • Identify, record, memorise emergency numbers • Complete and maintain records
	SO2 Distribute materials to different tables for lay preparations	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to press in relation to the fabric /product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting. 3. Tag, pack and compare packed and prioritising products for delivery.	Practical Activity Demonstration
	SO3 Prepare tables in accordance to marker	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to prepare a table for lay against worksheet ensuring cleanliness of table, use of correct table and appropriate equipment. 2. Demonstrate the understanding of worksheets by picking and carrying correct material and lay marker.	Practical Activity Demonstrations

	SO4: Lay fabric against lay planner/ quality standard and using appropriate equipment	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to press effectively in relation to the fabric / product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting.	Demonstration • Research • Excursion to clothing factories/ small businesses. • Recording sheets
	ELO11 **Press pack and prepare parts** **SO1** Press sewn products	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate the ability to press in relation to the fabric /product type and the equipment used. 2. Demonstrate the ability to observe, examine, identify and select colours and sizes for sorting.	Demonstration • Recording sheets • Checklists • Observation
	SO2 Sort, tag and pack sewn products	*The learner must be able to:* **Assessment Criterion** 1. Tag, pack and compare packed and prioritising products for delivery.	Demonstration • Recording sheets • Checklists • Observation
	ELO12 **Take care of self and others and report risks and incidents in the workplace** **SO1** Follow rules and regulations when using, selecting, cleaning and maintaining tools and equipment.	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate sequential action to use visual equipment and/ or practical walk about to establish whether the person knows the rules, regulations and symbols as well as explaining how their actions will affect others. 2. Identify and point out any safety equipment and practically demonstrate or explain the use thereof.	• Discussion • Research • Practical • Observations

7-8	**SO2** Interpret how ones actions will affect one-self and others	*The learner must be able to:* **Assessment Criteria** 1. Demonstrate sequential action to use visual equipment and/ or practical walk about to establish whether the person knows the rules, regulations and symbols as well as explaining how their actions will affect others. 2. Determine report and identify skills be they verbal or written. 3. Point out and identify any safety equipment and practically demonstrate or explain the use thereof.	• Discussion • Research • Observations • Interactions • Recordings etc.
	SO3 Report incidents using available safety signs, colours and symbols within clothing manufacturing processes	*The learner must be able to:* **Assessment Criteria** 1. **Same as for AC1 in SO2** 2. Explain roles and responsibilities of employees and employers.	• Explain how to keep a filling system • Recordings etc. • Research • Reporting
	SO4 Identify risks and take appropriate action	*The learner must be able to:* **Assessment Criteria** 1. **Same as for AC1 in SO2** 2. Identify and point out any safety equipment and practically demonstrate or explain the use thereof..	
	SO5 Identifying safety signs, colours and symbols within clothing manufacturing processes	*The learner must be able to:* **Assessment Criteria is the same as for SO2**	
9-10		**Formal Assessment Tasks** **Activity 1** (75%) Assess using a memorandum and rubric **Activity 2** (25 %) Assess using memorandum.	Demonstration Pen and Paper Test