

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 10 (TERM 1)

TERM 1		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TEACHING PROGRAMME	CAPS SECTION	Topic 3: Design literacy Topic 1: Practical (process)									Topic 3: Revision Topic 2: Product		
	CORE TOPIC, CONCEPTS, SKILLS AND VALUES	Topic 3 Introduction to design Definition and purpose of design				Topic 3 Elements and principles of design		Topic 3 Elements and principles of design	Topic 3 Elements and principles of design	Topic 3 Techniques and media	Topic 3 Techniques and media	Consolidation of theory	
		PRACTICAL: TASK 2 – Topic 1 (process) The teacher decides on the theme (written brief) in the specialised practical option. Learners do the design process and factors influencing the process in their process books. Briefs provide learners with a pacesetter and mini-deadlines (100 marks) Business context task integrated with part of the process work (10 marks). Choose the suitable content for the task from the list under revised <u>Section 4, Page 24</u>						PRACTICAL: TASK 6 PAT PHASE 2 – Topic 2 (product 1) The product will be assessed (100 marks), but will not be a part of the term mark It will be part of the continuous assessment of TASK 6: PAT: Retrospective exhibition-				Assess first practical	
	REQUISITE PRE-KNOWLEDGE	PRACTICAL: Observational drawing skill THEORY: Art elements and principles: Basic visual literacy skills done in GET phase											
	RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g., art materials and equipment, printing press, pottery oven, dark room, sourcebook, art books and magazines, YouTube clips and any inspirational material THEORY: PowerPoint presentations, art videos and trips to art galleries and museums											
ASSESSMENT	INFORMAL ASSESSMENT REMEDIATION	THEORY	Mood board Identify the purpose of design by including images/drawings	Summary and worksheet Summarise definition and purpose of design (p. 10)	Summary The design process	Worksheet Complete the activity on the categories in design (p. 45)	Mood board Identify the elements and principles of design by including images/drawings	Worksheet Analysis and application of elements and principles of design (p. 46-73)	Worksheet Analysis and application of elements and principles of design	Worksheet Techniques and media (p. 74-81)	Worksheet Techniques and media (p. 74-81)	TASK 1: CONTROL TEST (TOPIC 3) TOTAL: 50 MARKS Cognitive levels: LO = 30% MO = 40% HO = 30% The paper should include the following: <ul style="list-style-type: none"> • Design literacy questions • Essays • Comparison questions 	
		PRACTICAL	IDENTIFY Analyse the brief and determine the constraints and specifications of the brief (e.g., a mind map)	COLLECT Research images that relate to your theme (e.g., mood board/inspiration from designers) Business context task Introduce business task as per list (see revised section 4, page 24) Learners start research for task	ANALYSE Write an essay/rationale in which the concept, target market and intention are explained (essay)	DEVELOP Explore different solutions for your ideas by drawing (e.g., several thumbnail sketches) Develop the main idea through drawings, and collection of materials	REFLECT Consider whether the requirements for the brief have been fulfilled Show evidence of final design solution (e.g., drawing/collage/maquette / prototype)	MAKE Is the work unique, original, and relevant to the brief? Does it demonstrate proficiency in materials and techniques chosen to create design solutions?	MAKE Does the final product/service or environmental design interpret, use and explain the choice of design elements, principles and materials?	MAKE Does the final product/solution show clear evidence of the design process and relevance to the brief/problem?	MAKE Does the product fulfill its function? Is the product presented professionally and neatly? Does the product/solution work in relation to the brief/problem?		
	Monitor the development of drawing skills and concept development Give feedback/recommendations							Monitor individual progress on product (Topic 2) development and skill Give feedback/recommendations					
SBA (FORMAL ASSESSMENT)							TASK 2: PRACTICAL TASK 1: Process (Topic 1) – preparation for product of Task 6 100 marks					TASK 1: CONTROL TEST 50 marks	
PAT (CONTINUOUS ASSESSMENT)												TASK 6 PAT: Product 1 (Topic 2) 100 marks	

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 10 (TERM 2)

TERM 2		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TEACHING PROGRAMME	CAPS SECTION	Topic 3: Design literacy Topic 1: Practical (process)										Topic 3: Design literacy Topic 1: Practical (process)	
	CORE TOPIC, CONCEPTS, SKILLS AND VALUES	Topic 3 Introduction to visual communication/information and digital design			Topic 3 Introduction to surface design and 2D craft design		Topic 3 Introduction to product design and 3D craft design		Topic 3 Introduction to environmental design		Topic 3 Consolidation		
		Design as a basic human need: symbolic language: ● Symbols ● Icons ● Logos		ONE contemporary South African visual communication designer	Introduction: Surface design and 2D craft design	ONE contemporary South African 2D craft or surface designer/design group	Introduction to product design and 3D craft design	ONE contemporary South African 3D craft or product designer/design group	Topic 3 Introduction to environmental design	Topic 3 ONE contemporary South African environmental designer/design group	Consolidation of theory		
		PRACTICAL: TASK 4 – Topic 1 (process) The teacher decides on the theme/identification of a need, a problem or an opportunity (written brief) in the specialised practical option. Learners do the design process and factors influencing the process in their process books. Briefs provide learners with a pacesetter and mini deadlines (100 marks) Business context task integrated with part of the process work (10 marks). Choose the suitable content for the task from the list under revised Section 4, Page 24						TASK 6/PAT PHASE 2– Topic 2 (product 2) The product will be assessed (100 marks) but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT: Retrospective exhibition)				Assess second practical	Topic 1 Mark out of 100 to SBA
	REQUISITE PRE-KNOWLEDGE	PRACTICAL: Observational drawing skill THEORY: Art elements and principles: basic visual literacy skills/Term 1 knowledge											
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g., art materials and equipment, printing press, pottery oven, dark room, sourcebook, art books and magazines, YouTube clips and any inspirational material THEORY: PowerPoints presentations, design videos, trips to design shops, e.g., Southern Guild, design magazines and books and the internet												
ASSESSMENT	INFORMAL ASSESSMENT REMEDIATION	THEORY	Worksheet Analysis and essay writing on symbolic language: Symbols, icons, logos, media and techniques (p. 170 & 182)	Case study One contemporary South African designer/design group focusing on visual communication design, e.g., Garth Walker (p. 193)	Mood board Create a texture-board of different samples of surface design and describe each surface	Case study One contemporary South African designer/design group focusing on surface design and 2D craft design, e.g., student designs (p. 108)	Comparison essay Compare two product designs by referring to colour, form, and function	Case study One contemporary South African designer/design group focusing on product design and 3D craft design, e.g., Ebony Satchwell (p. 118)	Worksheet Identify environmental issues in your community. Discuss ONE sustainable solution	Case study One contemporary South African designer/design group focusing on environmental and sustainable design, e.g., Don Albert (p. 235)	TASK 3: MID-YEAR EXAMINATION (TOPIC 3) TOTAL:100 MARKS Cognitive levels: LO = 30% MO = 40%. HO = 30% The paper should include the following: ● Design literacy questions ● Essays ● Comparisons		
		PRACTICAL	IDENTIFY Analyse the brief and determine the constraints and specifications of the brief (e.g., a mind map)	COLLECT Research images that relate to your theme (e.g., mood board/inspiration from designers) Business context task Introduce business task as per list (see revised section 4, page 24) Learners start research for task	ANALYSE Write an essay/rationale in which the concept, target market and intention is explained (essay)	DEVELOP Explore different solutions for your ideas by drawing (e.g., several thumbnail sketches) Develop the main idea through drawings and collection of materials	REFLECT Consider whether the requirements for the brief have been fulfilled Show evidence of the final design solution (e.g., drawing/collage/maquette/prototype)	MAKE Is the work unique, original, and relevant to the brief? Does it demonstrate proficiency in materials and techniques chosen to create design solutions?	MAKE Does the final product/service or environmental design interpret, use and explain the choice of design elements, principles and materials?	MAKE Does the final product/solution should show clear evidence of the design process and relevance to the brief/problem?			MAKE Does the product fulfil its function? Is the product presented professionally and neatly? Does the product/solution work in relation to the brief/problem?
	Monitor the development of drawing skills and concept development Give feedback/recommendations						Monitor individual progress on product (topic 2) development and skill Give feedback/recommendations						
SBA (FORMAL ASSESSMENT)								TASK 4: PRACTICAL: PROCESS (TOPIC 1) – PREPARATION FOR PRODUCT 2 OF TASK 6 100 MARKS				TASK 3: EXAMINATION 100 MARKS	
PAT (FORMAL ASSESSMENT)												TASK 6: PAT PRODUCT 2 (TOPIC 2) 100 MARKS	

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 10 (TERM 3)

TERM 3		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TEACHING PROGRAMME	CAPS SECTION	Topic 3: Design literacy Topic 1: Practical (process)										Topic 3 Consolidation of theory
	CORE TOPIC, CONCEPTS, SKILLS AND VALUES	Topic 3 Greek design		Topic 3 Roman design		Topic 3 Gothic design		Topic 3 Renaissance design		Topic 3 Baroque design		
		Basic introduction to Greek design	Four design categories, e.g., architecture, mosaics, pottery, furniture, clothing, etc.	Basic introduction to Roman design	Four design categories, e.g., architecture, mosaics, pottery, furniture, clothing, etc.	Basic introduction to Gothic design	Four design categories, e.g., architecture, mosaics, pottery, furniture, clothing, etc.	Basic introduction to Renaissance design	Four design categories, e.g., architecture, mosaics, pottery, furniture, clothing, etc.	Basic introduction to Baroque design	Four design categories, e.g., architecture, mosaics, pottery, furniture, clothing, etc.	
	<p>COMPULSORY: TASK 7.2: END-OF-YEAR PRACTICAL EXAMINATION (PAPER 2) – TOPIC 1 (PROCESS) 50 MARKS COMPLETED IN TERM 3, ASSESSED IN TERM 4 This is assessed with the product in Term 4. The teacher decides on the theme (written brief) in the specialised practical option and provides learners with a pacesetter and mini deadlines</p> <p>TASK 7.2: PAPER 2: END-OF-YEAR PRACTICAL EXAMINATION – TOPIC 2 (PRODUCT) 100 MARKS This can be started at the end of term 3 or beginning of Term 4 as per provincial arrangement ASSESSED IN TERM 4 24 HOURS Completed during class time under supervision. Can be extended into monitored practical examination of 4-6 hours. SMT and design teacher to organise formal practical time for Topic 2 to be completed by mid-November</p> <p>TASK 6: PAT EXHIBITION (PROCESS) ASSESSED IN TERM 4 Learners have the opportunity to further develop and extend their practical work into a cohesive body of work after assessment in Term 1 and Term 2 and to present the work in the form of an exhibition to promote the products. Design products and solutions must link to each other. The exhibition should be the learner's own effort and well planned in terms of its theme, concept and presentation</p>											
REQUISITE PRE-KNOWLEDGE	PRACTICAL: Basic technical skills THEORY: Design analysis skills/terminology/knowledge from Term 1 and 2											
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g., art materials and equipment, printing press, pottery oven, dark room, sourcebook, art books and magazines, YouTube clips and any inspirational material THEORY: PowerPoint presentations, design videos, trips to design shops, e.g., Southern Guild and design magazines and books											
ASSESSMENT	INFORMAL ASSESSMENT REMEDIATION	THEORY	Worksheet The world of Greek design (p. 260-262)	Worksheet Identify examples of Greek design from all four categories (p. 263-271)	Summary Roman design: <ul style="list-style-type: none"> Architecture History Characteristics Material and technique Social/environmental context (p. 273) 	Worksheet Identify examples of Roman design from all four categories (p. 273-275)	Summary Gothic design: <ul style="list-style-type: none"> Architecture History Characteristics Material and technique Social/environmental context (p. 273) 	Worksheet Identify examples of Gothic design from all four categories. (p. 273-275)	Summary Renaissance design: <ul style="list-style-type: none"> Architecture History Characteristics Material and technique Social/environmental context (p. 273) 	Worksheet/ textbook activity. Renaissance architecture (p. 273-275)	Worksheet/ textbook activity. Baroque architecture (p. 273-275)	TASK 5: CONTROL TEST (TOPIC 3) TOTAL: 50 MARKS Cognitive levels: LO = 30% MO = 40% HO = 30% The paper should include the following: <ul style="list-style-type: none"> Design literacy questions

TERM 3		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
	PRACTICAL	<p>COMPULSORY: TASK 7.2: END-OF-YEAR PRACTICAL EXAMINATION (PAPER 2) – TOPIC 1 (PROCESS)</p> <p>IDENTIFY: Analyse the brief and determine the constraints and specifications of the brief (e.g., a mind map)</p> <p>COLLECT: Research images that relate to your theme (e.g., mood board/inspiration from designers)</p> <p>ANALYSE: Write an essay/rationale in which the concept, target market and intention are explained (essay)</p> <p>DEVELOP: Explore different solutions for your ideas by drawing (e.g., several thumbnail sketches). Develop the main idea through drawings and collection of materials</p> <p>REFLECT: Consider whether the requirements for the brief have been fulfilled. Show evidence of the final design solution (e.g., drawing/collage/maquette/ prototype)</p> <p>MAKE: TASK 7.2: PAPER 2: END-OF-YEAR PRACTICAL EXAMINATION – TOPIC 2 (PRODUCT)</p> <p>100 MARKS</p> <p>Is the work unique, original and relevant to the brief?</p> <p>Does it demonstrate proficiency in the materials and techniques chosen to create design solutions?</p> <p>Does the final product/service or environmental design interpret, use and explain the choice of design elements, principles and materials?</p> <p>Does the final product/solution show clear evidence of the design process and relevance to the brief/problem?</p> <p>Does the product fulfil its function?</p> <p>Is the product presented professionally and neatly?</p> <p>Does the product/solution work in relation to the brief/problem?</p> <p>TASK 6 (PAT EXHIBITION): PLANNING (ASSESSED IN TERM 4)</p>									<ul style="list-style-type: none"> Design history: Essays and comparisons 	
SBA (FORMAL ASSESSMENT)											TASK 5: CONTROL TEST TOTAL: 50 MARKS	

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 10 (TERM 4)

TERM 4		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
TEACHING PROGRAMME	CAPS TOPICS	Topic 3 Design literacy			Topic History of design			INTERNAL EXAMINATIONS				
	CORE TOPIC, CONCEPTS, SKILLS AND VALUES	Revision of Term 1		Revision of Term 2	Revision of Term 3			TASK 7.1: THEORY EXAMINATION: PAPER 1 (TOPIC 3) TOTAL: 100 MARKS Cognitive levels: LO = 30% MO = 40%. HO = 30% The paper should include: <ul style="list-style-type: none"> • Design literacy questions • Short essays • Comparison 				
		Basic design terminology	Elements and principles of design	<ul style="list-style-type: none"> • Communication through design • Categories of design 	History of Greek and Roman design	History of Gothic and Renaissance design	History of Baroque design					
		PRACTICAL: TASK 7.2: PAPER 2: END-OF-YEAR PRACTICAL EXAMINATION – TOPIC 2 (Product) 100 MARKS 24 HOURS Completed during class time under supervision. Can be extended into monitored practical examination of 4-6 hours. SMT and design teacher to organise formal practical time for Practical Paper 2 (Topic 2) to be completed by mid-November TASK 6 (PAT EXHIBITION) Recommend: a day on timetable for exhibition (virtual exhibition is an option)										
	REQUISITE PRE-KNOWLEDGE	PRACTICAL: Develop technical skills in specialised option THEORY: Design analysis skills/terminology/knowledge from Term 1, 2 and 3										
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g., art materials and equipment, printing press, pottery oven, dark room, sourcebook, design books and magazines, YouTube clips and any inspirational material THEORY: PowerPoint presentations, design videos, trips to design shops, e.g., Southern Guild, design magazines and books											
ASSESSMENT	INFORMAL ASSESSMENT REMEDIATION	THEORY	Worksheet <ul style="list-style-type: none"> • Analyse unseen designs • Apply analysis skills and terminology 	Worksheet <ul style="list-style-type: none"> • Analyse unseen designs • Apply analysis skills and terminology 	Worksheet Recognise different categories in design	Worksheet Essay writing on Greek design	Worksheet Identify characteristics of the Gothic movements	Worksheet Identify characteristics of Renaissance movement	Worksheet Identify characteristics of Baroque movements			
	SBA (FORMAL ASSESSMENT)	SBA = 100 TASK 1 + TASK 2 + TASK 3 + TASK 4 + TASK 5									SBA	
	FINAL EXAMINATION	TASK 7.2: PAPER 2: END-OF -YEAR PRACTICAL EXAMINATION Topic 1 (Process): 50 marks + Topic 2 (Product): 50 marks = 100 marks									TASK 7.1: THEORY EXAMINATION (PAPER 1) 100 MARKS	
	PAT EXHIBITION	TASK 6: PAT EXHIBITION (100 MARKS) <ul style="list-style-type: none"> • PAT 1: Product 1 (Term 1): 25% • PAT 2: Product 2 (Term 2): 25 % • PAT exhibition (Process and exhibition): 50 % Process books for each PAT should be available for evidence of originality Marking by teacher (and two peers where possible). Learners must present their practical work as a cohesive body of work in the form of a well-organised and planned exhibition to promote the products. Design products and solutions must link to each other. The exhibition should be the learner's own effort and well planned in terms of its theme, concept and presentation. The exhibition is marked holistically									FINAL END-OF-YEAR EXAMINATION <ul style="list-style-type: none"> • TASK 6: PAT exhibition (100) • TASK 7.1: Paper 1 theory examination (100) • TASK 7.2: Paper 2 practical examination (100) 	