

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 12 (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 history Topic 1: Practical (process)						Topic 3: Design literacy Topic 2: Practical (product)				Topic 3 revision Topic 2: Product	
	TOPIC, CONCEPTS, SKILLS AND VALUES	Topic 3: Pop design		Topic 3: Postmodernism		Topic 3: Deconstructivism		Topic 3: Architecture				Consolidation of theory	
		Introduction to Pop design	Discuss one designer and product from ONE of the design categories	Introduction to Postmodernism	Discuss one designer and product from ONE of the design categories	Introduction to Deconstructivism	Discuss one designer and product from ONE of the design categories	Overview of architecture in the different movements	Comparison of classical and contemporary building/structures OR Classical and IKS buildings/structures				
	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. The brief provides 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 list under <i>revised Section 4, Page 24</i>						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: Advanced technical skills in specialised option THEORY: Design analysis skills/terminology/movements studied in Grade 11/case studies from Grade 11										
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING		PRACTICAL: According to specialisation option, e.g. design materials, stationery and equipment, e.g. printing press, pottery oven, dark room, process book, design books and magazines, YouTube clips and any inspirational material THEORY: Past NSC papers and marking guidelines, PowerPoint presentations, design videos, trips to design shops, e.g. Southern Guild, design magazines and books											
ASSESSMENT	INFORMAL ASSESSMENT/REMEDIATION	THEORY	Summary Pop design context and aims, influences and characteristics (p. 78-86)	Essay Write an essay on one design and designer of pop design	Summary Postmodernism context and aims, influences and characteristics	Essay Write an essay on one design and designer of Postmodernism	Summary Deconstructivism context and aims, influences and characteristics	Essay Write an essay on one design and designer of Postmodernism Comparative essay Write a comparative essay on Pop design and Deconstructivism (see past NSC papers, question 4)	Class discussion Focus on terminology, influences and characteristics in architecture.	Comparative essay Write a comparative essay on one classical design building/structure and one contemporary building/structure OR Write a comparative essay on one classical design building/structure and one indigenous knowledge systems (IKS) building/structure Refer to influences, materials, significance of the site, construction/technology and function (see past NSC papers, (2021-2022), question 3)			TASK 1: CONTROL TEST (TOPIC 3) TOTAL: 50 MARKS Cognitive levels: LO = 30% MO = 40% HO = 30% Paper structure: <ul style="list-style-type: none"> Design literacy Design history essays Comparison questions
		PRACTICAL	Design process Introduce the practical task Learners identify trends, target market, a need, a problem or an opportunity (e.g. a mind map)	Design process Research and investigate the theme (e.g. a mood board) Business context task Introduce the business task as per the list. See <i>revised section 4, page 24</i> . Learners start research for task	Design process: Experimentation Investigation of different approaches and methods	Design process Learners develop ideas through drawings, prototypes and the collection of materials They need to show appreciation of responsible design practice	Self-assessment checklist Evaluate the ideas generated and selection of the best solution Planning, organisation, and management of own work Keeping to the time schedules Discuss the assessment criteria for Topic 2 (PAT guideline) with the learners	Making Is the work unique, original and relevant to the brief?	Making Does it demonstrate proficiency in materials and techniques chosen to create design solutions?	Making Does the final product/service or environmental design interpret, use and explain the choice of design elements, principles and materials?	Making Does the final product/solution show clear evidence of the design process and relevance to the brief/problem?	Making: 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 individual progress on 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: PROCESS (TOPIC 1) – PREPARATION FOR PRODUCT 1 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 12 (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 in a social context and Topic 1: Practical (process)									Topic 3 Revision of design literacy, design history and design in social context. – Topic 1 and 2 assessment				
	TOPIC, CONCEPTS, SKILLS AND VALUES	Revision of Grade 11 work: Understand and interpret signs and symbols and stereotyping, bias and prejudice in design	CHOOSE ONE OF THE TWO OPTIONS: OPTION A: DESIGN IN A SOCIAL CONTEXT: Understand the way in which design can be used to reinforce or challenge social issues Study one South African designer and design AND one international designer and design that address social issues, ...XYZ (Dot Dot Dot XYZ, p.384) OPTION B: DESIGN IN CULTURAL CONTEXT (INDIGENOUS KNOWLEDGE SYSTEMS (IKS): Understand the way in which design can be used to reinforce or challenge cultural issues (past and present – beadwork, clay pots and basket work) Study a traditional craft and one South African designer/design group that was influenced by South African craft techniques and/or materials Discuss one product/design, e.g. Laduma Ngxokolo (p. 208)									Consolidation of Term 1 and 2 content			
		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 The brief provides learners with a pacesetter and mini-deadlines (100 marks) Business context task integrated with part of the process work (10 marks) Choose suitable content for the task from the list under <i>revised section 4, page 24</i>						PRACTICAL: 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	Topic 2		
												Mark out of 100 to SBA	Mark out of 100 to PAT		
ASSESSMENT	REQUISITE PRE-KNOWLEDGE	PRACTICAL: Advanced technical skills in specialised option THEORY: Design analysis skills/movements studied in Grade 11/case studies from Grade 11									TASK 3 MID-YEAR EXAMINATION				
	RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g. art materials and equipment, e.g., printing press, pottery oven, dark room, sourcebook, design books and magazines, YouTube clips and any inspirational material THEORY: Past NSC Grade 12 papers, PowerPoint presentations, design videos, trips to design shops, e.g. Southern Guild, design magazines and books									TOTAL: 100 MARKS				
											Cognitive levels: LO = 30% MO = 40%. HO = 30% Paper structure: • Section A: Design literacy • Section B: History of design • Section C: Design in a socio-cultural context				
INFORMAL ASSESSMENT/REMEDIATION	THEORY	Visual analysis of unseen examples (see question 2 and 5 from past NSC papers)	Option A: Worksheet Discuss social issues identified in posters (question 5.1, p. 422) Option B: Worksheet discuss one traditional craft. Question 5.2 page 416		Option A: Summary One South African designer and design AND one international designer and design that address social issues Option B: Summary One South African designer/design group that was influenced by South African Craft Techniques and or materials Discuss one product/design		Practice essay-writing skills by answering questions from past NSC papers (2021-2022) Option A: Question 5.1 Option B: Question 5.2		Revision of past NSC papers and marking guidelines (2021-2022, question 1-5)						
	PRACTICAL	Design process Introduce the practical task Learners identify trends, target market, a need, a problem or an opportunity (e.g. a mind map)	Design process Research and investigate the theme (e.g. a mood board) Business context task Introduce the business task as per the list See <i>revised section 4, page 24</i> Learners start research for task	Design process: Experimentation Investigation of different approaches and methods	Design process Learners develop ideas through drawings, prototypes and collection of materials They need to show appreciation of responsible design practice	Self-assessment checklist Evaluate the ideas generated and selection of the best solution Planning, organisation and management of own work Keeping to the time schedules Discuss the assessment criteria for Topic 2 (PAT guideline) with the learners	Making Is the work unique, original and relevant to the brief?	Making Does it demonstrate proficiency in materials and techniques chosen to create design solutions?	Making Does the final product/service or environmental design interpret, use and explain the choice of design elements, principles and materials?	Making Does the final product/solution show clear evidence of the design process and relevance to the brief/problem?	Making 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 individual progress on concept development. Give feedback/recommendations						Monitor individual progress on product (Topic 2) development and skill. Give feedback/recommendations								
	SBA (FORMAL ASSESSMENT)							TASK 4: PRACTICAL TASK: PROCESS (TOPIC 1) – PREPARATION FOR PRODUCT 2 OF TASK 6 100 MARKS				TASK 3: MID-YEAR EXAMINATION (100 MARKS)			
	PAT (CONTINUOUS ASSESSMENT)													TASK 6: PAT: PRODUCT 2 (TOPIC 2) 100 MARKS	

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 12 (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 in an environmental and sustainable context Task 7.2: NSC final practical examination (section A)					Topic 3: Design history Task 7.2: NSC final practical examination (section B)			Topic 3: Revision NSC final Paper 1 Topic 2: Preparation for PAT retrospective exhibition.			
	TOPIC, CONCEPTS, SKILLS AND VALUES	Introduction to environmental design, issues and sustainable design	Study ONE South African designer and design work that addresses environmental and sustainability issues, e.g. Haldane Martin (p. 380)	Study ONE international designer and design work that addresses environmental and sustainability issues, e.g. Thomas Heatherwick	Consolidation on design in an environmental and sustainable context	Revision (Grade 11): • Arts and crafts • Art nouveau • Art deco	Revision (Grade 11): • De Stijl • Bauhaus	Revision (Grade 11): • Modernism • Scandinavian design	Revision past NSC papers and marking guidelines (2021-2022, question 1-6)				
	TASK 7. 2: NSC FINAL EXTERNAL PRACTICAL EXAMINATION (PAPER 2) – Schools should receive this by mid-July												
	TASK 7. 2.1: SECTION A: (PROCESS) The theme is set by the DBE: Learners do the design process and factors influencing the process in their process books Discuss and provide learners with a pacesetter and mini deadlines This will be done at school and at home This will be assessed in Term 4 for the final examination mark						TASK 7. 2.2: SECTION B: THE MAKING OF THE FINAL PRODUCT: The making of the final product on dates determined by school up to deadline as indicated on the paper (usually mid-October) The school organises formal time (24 hours) to make the final product This could be sessions divided over a few days. Consider organising some of the formal time in the trial examination External assessment takes place in Term 4						
	REQUISITE PRE-KNOWLEDGE	PRACTICAL: Advanced technical skills in specialised option THEORY: Design analysis skills/movements studied in Grade 11/case studies from Grade 11								TASK 5			
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	PRACTICAL: According to specialisation option, e.g., art materials and equipment t e.g. printing press, pottery oven, dark room, etc./sourcebook/design books and magazines/You Tube clips/any inspirational material THEORY: Past NSC Question papers and Marking guidelines, PowerPoints, design videos, trips to design shops e.g. Southern Guild, design magazines and books								There is a CHOICE between: A: TRIAL THEORY EXAMINATION PAPER TOTAL: 100 MARKS OR B: CONTROL TEST TOTAL: 50 MARKS				Cognitive levels: LO = 30% MO = 40%. HO = 30% Paper Structure: Section A: Design literacy Section B: History of design Section C: Design in a socio-cultural context
ASSESSMENT	INFORMAL ASSESSMENT/REMIEDIATION	THEORY	Class discussion on terminology and a designer's responsibilities in relation to environmental issues and sustainability	Summary One South African designer and design that address environmental and sustainability issues	Summary One international designer and design that address environmental and sustainability issues	Worksheet: Use past NSC papers (2021-2022) Answer question 6	Revision • Practice comparative essays • Design literacy (visual analysis) • History content essays. • Refer to past NSC Paper 1, question 4 (2021-2022)						
		PRACTICAL	Design process Introduce the NSC Paper 2 Learners identify trends, target market, a need, a problem or an opportunity (e.g. a mind map)	Design process Research and investigate the theme (e.g. a mood board)	Design process: Experimentation Investigation of different approaches and methods	Design process Learners develop ideas through drawings, prototypes and collection of materials They need to show appreciation of responsible design practice	Self-assessment checklist Evaluate the ideas generated and selection of the best solution Planning, organisation and management of own work Keeping to the time schedules Discuss the assessment criteria for Section B of Paper 2 with the learners						
	SBA (FORMAL ASSESSMENT)									TASK 5: TRIAL THEORY EXAMINATION PAPER 1 (100 MARKS) OR CONTROL TEST (50 MARKS)			

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 12 (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 SECTION	Topic 3: Design literacy		Topic 3: Design history	Topic 3: Design in a social/environmental and sustainable context	Final examinations					
	TOPIC, CONCEPTS, SKILLS AND VALUES	Revision: Terminology Visual analysis of unseen 2D and 3D designs and communication design	Revision: History of design (architecture)	Revision: Design movements	Revision: Design in a social/environmental and sustainable context	TASK 7.1: PAPER 1 100 MARKS This paper is externally set and distributed by the DBE 1. There are SIX questions in the paper 2. There are choices within some questions in the paper. The options must be read carefully 3. The paper is divided into THREE sections: <ul style="list-style-type: none"> Section A: Design literacy [30 marks] Section B: History of design [30 marks] Section C: Design in a socio-cultural/environmental and sustainable context [40 marks] See exam guideline document (2021)					
ASSESSMENT	INFORMAL ASSESSMENT/ REMEDIATION	THEORY	Worksheet Question 1 and 2 from past NSC question papers and marking guidelines (2021-2022)	Comparison essay Question 3 from past NSC question papers and marking guidelines (2021-2022)	Essay worksheets Question 4 from past NSC question papers and marking guidelines (2021-2022)	Worksheet: Question 5 and 6 from past NSC question papers and marking guidelines (2021-2022)					
	PAT	NCS EXTERNAL ASSESSMENT – as per the programme determined by the provincial organisers TASK 6: PAT: RETROSPECTIVE EXHIBITION (100 MARKS) <ul style="list-style-type: none"> PAT 1 and PAT 2 + retrospective exhibition including one or two Grade 11 tasks. Process books for each PAT should be available for evidence of originality Refer to the PAT guideline document 						Final examination: <ul style="list-style-type: none"> TASK 6: PAT: Retrospective exhibition = 100 marks TASK 7. 1: Paper 1 – theory = 100 marks TASK 7. 2: Paper 2 – practical = 100 marks- 			
	FINAL EXTERNAL EXAMINATION	NCS EXTERNAL ASSESSMENT – as per the programme determined by the provincial organisers TASK 7. 2: PAPER 2 <ul style="list-style-type: none"> Section A: Topic 1: Process work (50 marks) Section B: Topic 2: Production (50 marks) 				TASK 7.1: NSC PAPER 1 100 MARKS					
	SBA								SBA = 100 TASK 1 + TASK 2 + TASK 3 + TASK 4 + TASK 5		