



## 2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 11 (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	<b>CAPS SECTION</b>	Topic 3: Design literacy Topic 1: Practical (process)					Topic 3: Design in a socio-cultural context Topic 2: Practical (product)			Topic 3: Revision Topic 2: Product		
	<b>TOPIC, CONCEPTS, SKILLS AND VALUES</b>	<b>Topic 3:</b> <b>Grade 10 revision</b> <ul style="list-style-type: none"> <li>What is design?</li> <li>Design terminology</li> <li>Design elements and principles</li> </ul>	<b>Topic 3: Typography</b> <ul style="list-style-type: none"> <li>The structure of type</li> <li>Choosing a font</li> <li>Styling text</li> <li>Main categories of typeface</li> </ul>	<b>Topic 3: Gestalt</b> Introduction to Gestalt theory	<b>Topic 3: Universal principles of design</b> Introduction to the universal principles of design	Consolidation of Design Literacy	<b>Topic 3</b> <b>Political propaganda</b> Communism and revolution in posters from Cuba, Russia, China, and resistance in SA	<b>Topic 3</b> Signs and symbols and stereotyping, bias and prejudice in design	<b>Topic 3</b> Link the use of stereotype, bias and prejudice to visual communication, with the focus on illustrations, cartoons and posters (Weimar, Germany)	Consolidation of theory.		
		<b>PRACTICAL: TASK 2 – Topic 1 (process)</b> The teacher decides on the theme (written brief) in the specialised practical option. Learners do the design process and factors influencing the process in the process book. Briefs provide learners with a pacesetter and mini deadlines (100 marks) <b>Business context task</b> integrated with part of the process work (10 marks). Choose the suitable content for the task from the list under <i>revised Section 4, Page 24</i>					<b>TASK 6/ PAT– Topic 2 (product 1)</b> Design production of the product in the specialised practical option with time management in line with given pacesetter and safe practice. 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		
	<b>REQUISITE PRE-KNOWLEDGE</b>	<b>THEORY:</b> Design analysis skills/terminology from Grade 10 <b>PRACTICAL:</b> Developed drawing and technical skills in specialised option										
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<b>THEORY:</b> PowerPoint presentations, art videos and trips to art galleries and museums <b>PRACTICAL:</b> 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											
ASSESSMENT	<b>INFORMAL ASSESSMENT/ REMEDIATION THEORY PRACTICAL</b>	<b>Baseline assessment</b> <ul style="list-style-type: none"> <li>What is design?</li> <li>Definition of design</li> <li>Four categories of design</li> <li>Design elements and principles</li> <li>Design terminology</li> <li>The design process</li> </ul> (Grade 10 textbook, p.2-58)	<b>Summary and worksheet</b> Discuss how visual elements and typography relate to communication design (p.11) Summarise the structure of type, choosing a font, styling text and the main categories in typeface (p. 66-73)	<b>Visual analysis worksheet</b> Identify the Gestalt theory applied in unseen examples (posters) (Grade 10 textbook, p.185-188)	<b>Summary and worksheet</b> Summarise the universal principles of design (equitable use, flexibility in use, tolerance for error, low physical effort, etc.) (p. 45)	<b>Worksheet</b> Terminology and visual analysis of typography	<b>Class Discussion:</b> Discuss different examples of propaganda used in posters from Cuba, Russia and China, and resistance art in South Africa (p. 50-64)	<b>Worksheet:</b> Explain the definition of the following terminology: Signs, symbols, stereotyping, bias, and prejudice	<b>Worksheet:</b> Identify the use of signs, symbols, stereotyping, bias and prejudice in different examples of propaganda used in posters from Cuba, Russia and China, and resistance art in South Africa (p. 50-64)	<b>TASK 1: CONTROL TEST (TOPIC 3)</b> <b>TOTAL: 50 MARKS</b> <b>Cognitive levels:</b> LO = 30% MO = 40% HO = 30% <b>The paper should include the following:</b> <ul style="list-style-type: none"> <li>Design literacy questions</li> <li>Visual analysis questions</li> <li>Essay type answer questions</li> <li>Comparison questions in essay format to answer</li> </ul>		
		<b>Informal discussion:</b> Discuss a few examples of design problems and their solutions										
		<b>IDENTIFY</b> Analyse the brief and determine the constraints and specifications of the brief (e.g. a mind map)	<b>COLLECT</b> Research images that relate to your theme (e.g. mood board inspiration from designers) <b>Business context task</b> Introduce business task as per list ( <i>revised section 4, page 24</i> ). Learners start research for task	<b>ANALYSE</b> Write an essay/rationale in which the concept, target market and intention is explained (essay)	<b>DEVELOP</b> Explore different solutions for your ideas by drawing (e.g. several thumbnail sketches) Develop the main idea through drawings, and collect materials	<b>REFLECT</b> Consider whether the requirements for the brief have been fulfilled Show evidence of the design solution (e.g. drawing/collage/maquette/prototype)	<b>MAKE</b> Is the work unique, original and relevant to the brief? Does it demonstrate proficiency in materials and techniques chosen to create design solutions?	<b>MAKE</b> Does the final product service or environmental design interpret, use and explain the choice of design elements, principles and materials?	<b>MAKE</b> Does the final product/solution show clear evidence of the design process and relevance to the brief/problem?	<b>MAKE:</b> 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					
<b>SBA (FORMAL ASSESSMENT)</b>						<b>TASK 2: PRACTICAL TASK 1: PROCESS (TOPIC 1).</b> <b>Preparation for Product 1 of Task 6</b> <b>100 marks</b>					<b>TASK 1: CONTROL TEST 50 marks</b>	
<b>PAT (FORMAL ASSESSMENT)</b>											<b>TASK 6: PAT: Product 1 (Topic 2) 100 marks.</b>	

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 11 (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 history Topic 1: Practical (process)					Topic 3: Design history Topic 2: Practical (product)					Topic 3: Revision Topic 2: Product	
	TOPIC, CONCEPTS, SKILLS AND VALUES	Topic 3: Arts and crafts		Topic 3: Art nouveau		Topic 3: Bauhaus		Topic 3: Consolidation	Topic 3: Art deco		Topic 3: Design literacy		
		Introduction to Arts and Crafts – the influence of the industrial revolution	Discuss one designer and product from ONE of the design categories	Introduction to Art Nouveau	Discuss one designer and product from ONE of the design categories	Introduction to Bauhaus	Discuss one designer and product from ONE of the design categories	Consolidation of Arts and Crafts and Bauhaus	Introduction to Art Deco	Discuss one designer and product from ONE of the design categories	Consolidation of design literacy and movements	Consolidation of Term 1 and 2 content	
		<b>PRACTICAL: TASK 4 – TOPIC 1 (PROCESS)</b> 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 the process book. Briefs provide learners with a pacesetter and mini deadlines (100 marks)  <b>Business context task</b> integrated with part of the process work (10 marks). Choose the suitable content for the task from the list under <i>revised Section 4, Page 24</i>					<b>PRACTICAL: TASK 6/ PAT PHASE 2– TOPIC 2 (PRODUCT 2)</b> Design production of the product in the specialised practical option with time management in line with given pacesetter and safe practice. 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	Topic 2 Mark out of 100 to PAT
	REQUISITE PRE-KNOWLEDGE	THEORY: Design analysis skills/terminology from Grade 10 PRACTICAL: Developed drawing and technical skills in specialised option										TASK 3: MID-YEAR EXAMINATION (TOPIC 3) 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	
	RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	THEORY: PowerPoint presentations, design videos, trips to design shops e.g., Southern Guild, design magazines and books PRACTICAL: According to specialisation option, e.g. art materials and equipment, printing press, pottery oven, dark room, sourcebook, design books and magazines and any inspirational material											
ASSESSMENT	INFORMAL ASSESSMENT/ REMEDIATION	THEORY	Summary Arts and Crafts context and aims, influences and characteristics (p. 139)	Essay Write an essay on one design and designer of arts and crafts	Summary Art Nouveau context and aims, influences and characteristics	Essay Write an essay on one design and designer of Art Nouveau.	Summary Bauhaus context and aims, influences and characteristics	Essay Write an essay on one design and designer of Bauhaus	Comparative essay Write a comparative essay on Arts and Crafts and Bauhaus (see past NSC papers, question 4)	Summary: Art Deco context and aims, influences and characteristics	Essay Write an essay on one design and designer of art deco	Comparative essay Write a comparative essay on Art Deco and Art Nouveau (see past NSC papers, question 4)	
		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)  <b>Business context task</b> Introduce the business task as per list (see <i>revised Section 4, Page 24</i> ) 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 design solution (e.g. drawing/collage/maquette/prototype)	MAKE: Is the work unique, original and relevant to the brief?	MAKE: 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 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: 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 11 (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	<b>CAPS SECTION</b>	<b>Topic 3: Design history</b> <b>Task 7.2: End-of-year practical examination (Paper 2) – Topic 1 (process)</b>						<b>Topic 3: Design in a socio-cultural context</b> <b>Task 7.2: End-of-year practical examination (Paper 2) – Topic 2 (product)</b>					
	<b>TOPIC, CONCEPTS, SKILLS AND VALUES</b>	<b>Topic 3: De Stijl</b> Introduction to De Stijl		<b>Topic 3: Modernism</b> Introduction to Modernism			<b>Topic 3: Scandinavian design</b> Introduction to Scandinavian design		<b>Topic 3: Design in a socio-cultural context</b> Introduction to socio-cultural design and social issues		<b>Topic 3: Consolidation</b> Study one international designer and design work that addressed socio-cultural issues in design, e.g. Adrianna Bertini (p. 422)	<b>TASK 5: CONTROL TEST (TOPIC 3)</b> <b>TOTAL: 50 MARKS</b> <b>Cognitive levels:</b> LO = 30% MO = 40% HO = 30% <b>Paper structure:</b> <ul style="list-style-type: none"> <li>Section A: Design literacy</li> <li>Section B: History of design</li> <li>Section C: Design in a socio-cultural context</li> </ul>	
	<b>REQUISITE PRE-KNOWLEDGE</b>	<b>THEORY:</b> Design analysis skills/terminology/movements studied in Grade 10/case studies from Grade 10 <b>PRACTICAL:</b> Developed technical skills in specialised option											
	<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<b>THEORY:</b> PowerPoint presentations, design videos, trips to design shops, e.g. Southern Guild, design magazines and books <b>PRACTICAL:</b> According to specialisation option, e.g. art materials and equipment, printing press, pottery oven, dark room, sourcebook, design books and magazines and any inspirational material											
	<b>INFORMAL ASSESSMENT/ REMEDIATION</b>	<b>THEORY</b>	<b>Summary</b> De Stijl context and aims, influences and characteristic (p. 273-278)	<b>Essay:</b> Write an essay on one design and designer of De Stijl.(p. 279-282)	<b>Summary:</b> Modernism context and aims, influences and characteristics (p. 283-299, terminology p. 137-318)	<b>Essay</b> Write an essay on one design and designer of Modernism (p. 299-301)	<b>Worksheet</b> What were the disadvantages and advantages of the style? (p. 302) Complete activity 2 (p. 303)	<b>Summary</b> Scandinavian design context and aims, influences and characteristics (p. 304-312)	<b>Essay</b> Write an essay on one design and designer of Scandinavian design (p. 312-316)	<b>Classroom discussion</b> Social issues identified in posters and other media	<b>Summary</b> One international designer and design that address social issues Aims, characteristics, product and social issue addressed		
<b>SBA (FORMAL ASSESSMENT)</b>	<b>PRACTICAL</b>	<b>COMPULSORY TASK 7.2: END-OF-YEAR PRACTICAL EXAMINATION (PAPER 2) – TOPIC 1 (PROCESS)</b> <b>IDENTIFY:</b> Analyse the brief and determine the constraints and specifications of the brief (e.g. a mind map) <b>COLLECT:</b> Research images that relate to your theme (e.g. mood board/inspiration from designers) <b>ANALYSE:</b> Write an essay/rationale in which the concept, target market and intention are explained (essay) <b>DEVELOP:</b> Explore different solutions for your ideas by drawing (e.g. several thumbnail sketches). <b>Develop</b> the main idea through drawings and collection of materials <b>REFLECT:</b> Consider whether the requirements for the brief have been fulfilled. Show evidence of final design solution (e.g. drawing/collage/maquette/ prototype)					<b>MAKE: TASK 7.2: PAPER 2 - END OF YEAR PRACTICAL EXAMINATION – TOPIC 2 (PRODUCT) (100)</b> Is the work unique, original and relevant to the brief? Does it demonstrate proficiency in materials and techniques chosen to create design solutions? Does the final product/service or environmental design interpret, use and explain the choice of design elements, principles and materials? Does the final product/solution show clear evidence of the design process and relevance to the brief/problem? Does the product fulfil its function? Is the product presented professionally and neatly? Does the product/solution work in relation to the brief/problem? <b>TASK 6 (PAT EXHIBITION): PLANNING</b> This exhibition will be assessed in Term 4						

2023/24 ANNUAL TEACHING PLANS: DESIGN: GRADE 11 (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, history of design, design in a socio-cultural context		Topic 3: Design in an environmental context		Topic 3: Design literacy (revision)			Internal examinations			
	TOPIC, CONCEPTS, SKILLS AND VALUES	Review and revise concepts learners struggled with or misunderstood in the Term 3 test	What is the environmental context?  Terminology: Sustainable design and environmental design	Study ONE international designer and design work that addresses environmental and sustainability issues	Visual analysis of design examples from the movements covered in Term 2 and 3	Visual analysis of design examples from socio-cultural designers – discuss how the design addresses socio-cultural issues	Visual analysis of design examples from environmental designers – discuss how the design solution addresses environmental issues	<ul style="list-style-type: none"> <li>Visual analysis</li> <li>Art elements and principles</li> <li>Communication design and typography</li> </ul>	<b>TASK 7.1: THEORY EXAMINATION: PAPER 1</b> <b>TOTAL: 100</b> <b>Guidelines for final examinations:</b> <b>Cognitive levels:</b> Lower order = 30% Middle order = 40% Higher order = 30% <b>Paper structure:</b> <ul style="list-style-type: none"> <li>Section A: Design literacy</li> <li>Section B: Design history</li> <li>Section C: Design in a social/environmental context</li> </ul>			
	<b>PRACTICAL: TASK 7.2: PAPER 2 – END-OF-YEAR PRACTICAL EXAMINATION – TOPIC 2 (PRODUCT)</b> <b>100 MARKS</b> <b>24 HOURS</b> 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 <b>TASK 6 (PAT EXHIBITION)</b> Recommend a day on the timetable for exhibition (virtual exhibition is an option)											
	REQUISITE PRE-KNOWLEDGE	<b>PRACTICAL:</b> Developed technical skills in specialised option <b>THEORY:</b> Design analysis skills/terminology/movements studied in Grade 10 and Grade 11 and case studies (Term 1-3)										
	RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<b>PRACTICAL:</b> According to specialisation option, e.g. art materials and equipment, e.g. printing press, pottery oven, dark room, etc./sourcebook/design books and magazines/YouTube clips/any inspirational material <b>THEORY:</b> PowerPoint presentations, design videos, trips to design shops, e.g. Southern Guild, design magazines and books										
ASSESSMENT	INFORMAL ASSESSMENT/ REMEDIATION	THEORY	<b>Worksheet</b> <ul style="list-style-type: none"> <li>Review and correct Term 3 test</li> <li>Focus on:</li> <li>Visual analysis and interpretation</li> <li>Art elements and principles</li> <li>Identification of symbols, bias, stereotypes</li> <li>Design terminology (see study notes)</li> </ul>	<b>Class discussion</b> Terminology and the designer's responsibilities in relation to environmental issues and sustainability <b>Essay</b> Critically reflect on how design benefits the physical environment	<b>Summary</b> One international designer and design that addresses environmental and sustainability issues, e.g. Julie Bargmann (p. 413)	<b>Worksheet</b> Practise past Grade 12 papers: Question 4	<b>Worksheet</b> Practise past Grade 12 papers: Question 5	<b>Worksheet</b> Practise past Grade 12 papers: Question 6	<b>Worksheet:</b> Practice past grade 12 papers: Question 1 and 2.			
	SBA	<b>SBA = 100</b> <b>TASK 1 + TASK 2 + TASK 3 + TASK 4 + TASK 5</b>									SBA	
	FINAL EXAMINATION	<b>TASK 7.2: PAPER 2: END-OF-YEAR PRACTICAL EXAMINATION</b> <b>Topic 1 (process): 50 marks + Topic 2 (product): 50 marks = 100 marks</b>									<b>TASK 7.1: THEORY EXAMINATION (PAPER 1)</b> <b>100 MARKS</b>	
	PAT EXHIBITION	<b>TASK 6: PAT EXHIBITION (100 MARKS)</b> <ul style="list-style-type: none"> <li>PAT 1: Product 1 (Term 1): 25%</li> <li>PAT 2 Product 2 (Term 2): 25 %</li> <li>PAT exhibition (process and exhibition): 50 %</li> <li>Process books for each PAT should be available for evidence of originality</li> </ul>									<b>FINAL END-OF-YEAR EXAMINATION</b> <ul style="list-style-type: none"> <li>TASK 6: PAT exhibition (100)</li> <li>TASK 7.1: Paper 1 Theory examination (100)</li> <li>Task 7.2: Paper 2 Practical examination (100)</li> </ul>	
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												