

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## TEACHING SYLLABUS FOR BASKETRY (SENIOR HIGH SCHOOL 1-3)

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# TEACHING SYLLABUS FOR BASKETRY (SENIOR HIGH SCHOOL)

## RATIONALE FOR TEACHING BASKETRY

Basketry which is a component of Visual Arts embraces all art activities that result in two-dimensional and three dimensional forms. A society achieves its cultural significance through its production in the visual art. As a people, we are identified through our art works. To develop pride and patriotism, it is important that our young people acquire love for the cultural and aesthetic values in Ghanaian art. The impact of Basketry is presently felt on education, health and communication and, in fact, on the total lifestyles of the societies. Basketry has contributed to the advancement in art and technology. Consequently, Basketry has made a tremendous impact on the economic development of nations and improved the quality of life in most parts of the world. In Ghana, the combined energy of Basketry, Science and Technology reinforces our survival and development. To this end, it is important to help our young people to develop artistic skills and capability in Basketry not only to contribute to the development and significance of Ghanaian art forms but also through their application to every sphere of our development efforts. This requires education and training.

## GENERAL AIMS

The syllabus is designed to help students to:

1. salvage the negative attitude and declining interest among students and people in the art of basketry.
2. recognize new materials available for the production of basketry items.
3. appreciate Basketry as an integral part of historical, social and industrial development and living.
4. develop self-esteem, pride, confidence and patriotism through appreciation of his/her own Basketry products.
5. develop the capacity for creativity and solving problems using indigenous and contemporary techniques, tools and materials in Basketry.
6. develop efficient manipulative, aesthetic and technical skills using tools and materials to make Basketry articles.
7. acquire perceptual and analytical skills through the processes of self-expressions and communication of ideas and feelings.
8. develop critical thinking and practical skills that assist in harmonizing opposing ideas, contradictions, inconsistencies, artistic communication skills and attitudes for sound human relations.
9. be aware of variety of vocations available in the field of Basketry and opt to chose a career in the field of art.

## SCOPE OF CONTENT

The scope of Basketry has been designed in such a way as to provide adequate foundation for students who will pursue further education in art. The course also offers enough knowledge and skills to students terminating their education at the end of Senior High School who would practice the vocation. This course covers the history, principles and practice of Basketry as a vocation. It has enough activities to equip the learner with problem solving skill for life. It also provides suggestions for art appreciation and evaluation of art work

## PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The study is based on courses in the Creative Arts and Basic Design and Technology offered at the Basic Education level. Students offering a course in Basketry should have acquired satisfactory literacy and numeracy skills including basic skills in drawing and designing, as well as knowledge in Social Studies and Integrated Science at the Junior High School level.

## SELECTION OF OPTIONS

The general Visual Arts programme consists of nine major subjects. Every student of Visual Arts is expected to study General Knowledge in Art and any two of the following options: One from group 'A' and one from group 'B'.

### **Group A**

Graphic design  
Painting  
Textiles

### **Group B**

Basketry  
Ceramics  
Leatherwork  
Jewellery  
Sculpture

A school may offer as many Visual Arts subjects as possible for which teachers and resources are available. This will provide the student with greater variety of art subjects to choose from. Each student of Visual Arts is expected to choose THREE art subjects: General Knowledge in Art (compulsory) and TWO other art subjects, ONE from **Group A** and the other ONE from **Group B** listed above.

## ORGANISATION OF THE SYLLABUS

The Basketry syllabus has been structured to cover three years of Senior High School. The structure and organization of the Basketry syllabus is as follows:

### STRUCTURE AND ORGANISATION OF THE SYLLABUS

<b>SHS 1</b> <b>BASKETRY</b>	<b>SHS 2</b> <b>BASKETRY</b>	<b>SHS 3</b> <b>BASKETRY</b>
<p><b>SECTION 1: SOCIAL, CULTURAL AND ECONOMIC IMPORTANCE OF BASKETRY (p. 1–8)</b>            Unit 1: Meaning And Scope of Basketry            Unit 2: Rationale for Studying Basketry            Unit 3: Historical, Social, Cultural and Economic Importance            Unit 4: Types and Contribution of Basketry by Some Places and People            Unit 5: Competencies, Attitude and Behaviour of Students for Education and Employment</p> <p><b>SECTION 2: MATERIALS, TOOLS AND EQUIPMENT (p. 9–27)</b>            Unit 1: Types of Materials            Unit 2: Tools and their uses            Unit 3: Safety principles in using tools and equipment            Unit 4: Pneumatic tools, care and maintenance            Unit 5: Preparation of Materials</p> <p><b>SECTION 3: BASIC DESIGN AND TECHNOLOGY (p. 28–36)</b>            Unit 1: Elements of Design            Unit 2: The Design and Technology Process            Unit 3: Appreciation, Criticism and Judgement            Unit 4: Aesthetics, Appreciation, Criticism and Judgement            Unit 5: Appreciation, Judgement/Evaluation of an Artwork of functional and aesthetics value</p> <p><b>SECTION 4: DESIGN AND MAKING OF ITEMS (p. 37 –41)</b>            Unit 1: Drawing Objects In Outline            Unit 2: Creation of Ideas and Design by Drawing/ Sketching            Unit 3: Designing and Making by Exploring Techniques, Materials and Tools</p> <p><b>SECTION 5: ENTREPRENEURIAL SKILLS I (p.42–43)</b>            Unit 1 Building a portfolio of works</p>	<p><b>SECTION 1: SUSTAINABLE DEVELOPMENT AND BASKETRY (p. 44)</b>            Unit 1: The Significance of Sustainable Development to Society and Basketry Industry            Unit 2: Challenges of the Basketry Industry</p> <p><b>SECTION 2: DESIGN AND MAKING ITEMS (p. 44–58)</b>            Unit 1: Making Items to satisfy a need by weaving            Unit 2: Designing and Making Items to satisfy a need by coiling and stitching            Unit 3: Designing and Making items to satisfy a need by plaiting            Unit 4: Designing and Making Items by knotting (macramé)</p> <p><b>SECTION 3: ENTREPRENEURIAL SKILLS II (p.53–65)</b>            Unit 1; Developing a business Plan            Unit 2: Designing a Business Brochure            Unit 3; Exhibition            Unit 4; Packaging and Handling of Basketry Items            Unit 5; Costing and Pricing of Basketry Items</p>	<p><b>SECTION 1: DESIGN AND MAKING BASKETRY ITEMS (p. 66–68)</b>            Unit 1: Designing and making items by Framing, Weaving and Integrating other techniques and objects            Unit 2: Designing and making items by Plaiting and Integrating other techniques and objects            Unit 3: Designing and Making items by plaiting and integrating other techniques and objects            Unit 4: Designing and Making items by coiling, stitching and integrating other objects</p> <p><b>SECTION 2: ENTREPRENEURIAL SKILLS III (p. 69–77)</b>            Unit 1; Setting up Basketry Enterprise            Unit 2: Financial and Technical Assistance            Unit 3; Managing the Basketry Enterprise            Unit 4: Marketing            Unit 5: Controlling Business Risks</p>

## TIME ALLOCATION

Basketry has a total time allocation of:   6 periods a week- 1<sup>st</sup> year  
  6 periods a week- 2<sup>nd</sup> year  
  6 periods a week- 3<sup>rd</sup> year

One period a week should be set aside for SBA

## SUGGESTIONS FOR TEACHING THE SYLLABUS

While teaching one art subject, reference may be made to relevant ideas in the other subjects of the Vocational Skills Programme as a whole. The assistance of local experts, artists, artisans, and elders may be sought where necessary. Knowledge acquired in the 'General Knowledge' section should be applied to activities in the other subjects. Consideration should be given to each practical activity as a problem-solving venture i.e. identifying a problem, researching, analysing, suggesting solutions, choosing appropriate solutions and producing an art work. 'The Principles of Product Design' as outlined in the General Knowledge Section should be applied when designing art works.

The syllabus has been planned in five columns consisting of Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation.

General Objectives: General objectives have been listed at the beginning of each section. The general objectives specify the skills and behaviours students should acquire as a result of instruction. Read the general objectives very carefully before you start teaching the units. After teaching all the units go back and read the general objectives again to be sure you have covered the general objectives adequately in your teaching.

Sections and Units: Each of the subjects represents a vocation. A year's work is divided into units, where a unit consists of a body of knowledge and skills that forms a logical aspect of the section.

Column 1 - Units: The Units in Column 1 provide the major topics. You are expected to follow the units/topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning of a unit will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section, the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within the units of the section to be able to develop a test that accurately reflects the importance of the various objectives taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit.* Each specific objective hence starts with the following, "The student will be able to." This in effect, means that you have to address the learning problems of each

individual student. It means individualising your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

As has been said already, the order in which the unit topics appear should not necessarily be the teaching order. There should however, be a linkage in the order in which the units and specific objectives are treated. The teacher will have to study the syllabus carefully and plan ahead the activities the students will carry out during a particular lesson. Knowing the requirements of a lesson, the teacher should assemble the materials required for the activities well in advance. The collection of materials must be done by both the teacher and students. Other regular materials may be continually collected and stored to be used when needed. When materials are not available in the immediate environment, the teacher should try to contact persons in higher institutions and in the community for help.

Column 3 - Content: The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented. In any case, try to find more information through reading and personal investigations, to add to the content provided.

The use of resource persons who are practitioners of the vocations of this syllabus will in many cases, help to provide your class with more information on each of the vocations than can be obtained from books and journals.

Column 4 -Teaching and Learning Activities (T/LA): T/LA that will ensure maximum student participation in the lessons are presented in Column 4. Try to avoid rote learning and drill-oriented methods and rather emphasise participatory teaching and learning, and also emphasise the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate.

You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose for teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school. Students must be taught to be problem solvers. In this particular subject, students are expected to acquire valuable basic skills in selected vocations to serve as a foundation for further skill development.

As students begin work on the activities of each lesson, the teacher should serve as a facilitator and motivate the students in various ways to sustain their interest. As much as possible, professional people working in each of the vocations should be invited as resource persons to make presentations and demonstrations to the class. Visits to the workshops of practitioners of the various vocations contained in the syllabus are also encouraged.

The teacher should also attempt to introduce new non-traditional materials such as the slivers of immature bamboo (of 18 months), peelings of elephant grass or guinea corn stem.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments (e.g., designing and drawing), essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems, and that will engage them in creating new and original items, and developing positive attitudes as a result of having undergone instruction in this subject.

Evaluation should also include observation of processes pupils go through in performing various activities, and the products students make. Processes and products are both equally important and need observation, appreciation, appraisal and correction. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit.

## PROFILE DIMENSIONS

Learning may be divided into a number of classes. A student may acquire some knowledge through learning. The student may also learn to apply the knowledge acquired in some new context. For instance, the principles for identifying design elements in the natural and man-made environment may be taught the student. If this is done well, the student will acquire the knowledge and understanding of design principles. Beyond this, the student may be required to apply the elements and principles of design in producing an item such as basketry, ceramics, picture-making or textile product. You will note from the sequence described, that the student has gone through acquisition of basic knowledge, has acquired practical skills, and has had the opportunity to apply the knowledge acquired in a particular problem situation.

The four learning behaviours, “knowledge”, “understanding”, “application” and “practical skills” are referred to as “dimensions of knowledge”. “Knowledge” is a dimension; “application of knowledge” is also a dimension. More than one dimension form a profile of dimensions. A specific objective may be stated with an action verb as follows: *The student will be able to describe.....* Being able to “describe” something after the instruction has been completed means that the student has acquired “knowledge”.

Being able to explain, summarise, give examples etc. means that the student has understood the lesson. Similarly, being able to develop, plan, construct, design, etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the specific objectives in this syllabus contains an “action verb” that describes the behaviour the student will be able to demonstrate after the instruction. “Knowledge”, “application” etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in schools, in most cases has tended to stress knowledge acquisition and memorisation to the detriment of other higher-level behaviours such as application, analysis etc. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension you have to teach.

In Visual Art, (including Jewellery), the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	15%
Application of Knowledge	25%
Practical Skills	60%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphases that the teacher should give in the teaching, learning and testing processes at the Senior High School level. Combining the three dimensions in the teaching and learning process will ensure that Pre-Vocational Skills is taught and studied not only at the cognitive level, but will also ensure practical skill development on the part of students. Note that “practical skills” has been given 60% of the teaching and learning time to emphasize the point that the orientation in Vocational Skills is more toward the acquisition of practical vocational skills at the SHS level. The explanation of the key words involved in each of the dimensions is as follows:

### Knowledge and Understanding (KU)

**Knowledge**            The ability to:  
remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

**Understanding**        The ability to:  
explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

## **Application of Knowledge (AK)**

Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, creativity, innovation or synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub levels are as follows:

Application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover etc.
Analysis	The ability to: break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., recognise unstated assumptions and logical fallacies, recognise inferences from facts, etc.
Innovation/Creativity	The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

## **Practical Skills (PS)**

In every Section, there is a related theory, which should be treated alongside the practical skills.

Practical skills refer to the psychomotor domain. This involves the demonstration of manipulative skills using tools/equipment and materials to carry out practical operations, to solve practical problems and to create and produce items. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks.

Skills required for effective practical work are the following:

1. Tools/Equipment/Materials Handling
2. Observation
3. Craftsmanship/Artisanship
4. Perception
5. Creativity



6. Communication
7. Exhibition
8. Appreciation and Criticism
9. Use of memory and imagination

Tools/Equipment/Material Handling: Students should be able to handle and use tools/equipment/materials properly responsibly and sustainably for practical vocational work. The teacher should ensure that students acquire a high level of proficiency in the use of tools, equipment and materials in their selected vocation(s). They should also be taught how to manage waste materials by recycling them to make other articles, or by disposing of them in an environmentally friendly manner.

Observation: The student should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The student in this case should be able to accurately use the techniques he/she has observed for performing other tasks in a creative manner.

Craftsmanship/Artisanship: This involves the skilful and efficient handling of materials and tools for accomplishing specific tasks according to the standard and maturity level of the students.

Perception: The students should be able to respond to his/her environment using all the senses i.e. seeing, hearing, smelling, touching, tasting and kinaesthetics. The student should be encouraged to apply these senses in every activity or project he/she undertakes.

Originality/Creativity Students should be encouraged to be creative or original and be able to use new materials and methods in carrying out projects. Encourage them to be original in making new items and not copy existing items/artefacts. You can help them to be creative and original by encouraging any little creative efforts, techniques and products they may develop.

Communication: Students should be guided to develop effective oral and written communication skills necessary for individual or group work, reporting and , evaluation and appreciation, etc.

Exhibition: Students should be guided to display finished items and an artistic manner.

Appreciation and Criticism: Students should be guided in discussing and analysis of finished work based on standard principles and criteria of appreciation and criticism.

Use of Imagination and Memory: The students should develop the ability to use the mind to think, reflect, pre-image/visualise what has been perceived or observed to generate and use new and creative ideas.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the set objectives. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your student the chance to develop good thinking skills, and the capacity for excellent productive work. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

## FORM OF ASSESSMENT

The assessment procedure you use i.e. class tests, home work, projects, etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period. The chart below shows the recommended examination structure for SHS1-3. The examination will consist of two papers, Paper 1, Paper 2 and the SBA.

**Paper 1:** (2 hours 50 minutes). Will consist of two sections; 'A' and 'B' and candidates will be required to answer all of them at one sitting.

**Section A:** There will be 30 multiple-choice items and candidates will be expected to answer all the questions within 40 minutes for 30 marks.

**Section B:** Will consist of six (6) essay-type questions based on theory and practice from all areas of the subject. Candidates will be expected to choose and answer four (4) of them within 2 hours 10 minutes for 50 marks. One of the 4 questions chosen should be the compulsory question which will test knowledge and skills in perception, appreciation, criticism and judgement based on a photograph of an original art work in colour, a facsimile or real work (if possible). The compulsory question will be allocated 40 minutes and marked out of 20 and the remaining three answered within 90 minutes (30 minutes each) and marked out of 30 (10 marks each).

**Paper 2: Practical Test:**

Paper 2 to be marked out of 130, will be the "practical" test paper and will require a student to choose one question from a number of practical questions. The practical questions should be given to students/candidates **two weeks** before the practical examinations. The Preliminary Design and relevant notes will be tested on the first day of the Practical Examination. The preliminary design and notes, which should be attached to the finished work, will be marked out of 30, and the main practical test marked out of 100.

**DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS**

Dimensions	PAPER 1		PAPER 2 Practical Test	SBA	Total Marks	% Weight of Dimensions
	Section A (Objective Test)	Section B (Essay)				
Knowledge and Understanding	20	5		20	45	15
Application of Knowledge	10	45	-	25	80	25
Practical Skills	-	-	130	45	175	60
<b>Total Marks</b>	<b>30</b>	<b>50</b>	<b>130</b>	<b>90</b>	<b>300</b>	
% Contribution of Papers	10	15	45	30		100

The total marks for the examination including 90 for the SBA will be 300 marks. You will note in the last row that Paper 1 A has a contribution of 10% to the total marks; Paper 1B has a contribution of 15% to the total marks; Paper 2 has a contribution of 45%, and School Based Assessment has a contribution of 30% to the total marks. The three test papers are weighted differently to reflect their individual importance in the total examination. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective test papers. The practical test paper is the most important paper at the SHS level and therefore has more weight and more marks.

Note that the numbers in the columns are additions of the numbers in the cells and they agree approximately with the profile dimension weights indicated in the last column and with the percentage contribution of each of the papers in the last row.

Of the total marks of 300, 45 total marks, equals the 15% weight of “Knowledge and Understanding”; 80 marks out of the total 300 is approximately equal to the 25% weight of “Application of Knowledge”; and the total marks of 175 is approximately equal to the profile dimension weight of 60 for “Practical Skills.

The weight of each of the three dimensions is indicated in the last column. The ratio of theory to practice in Visual Art is 40:60

### *Assessing Practical Skills*

The following criteria are recommended to be used for assessing items produced by students:

Originality/Creativity	20%
Design	30%
Craftsmanship	40%
Suitability	10%

An item produced in practical classes should be marked using the four criteria. The percentages on the right indicate the proportion of marks to be allocated to each of the four criteria. If an item is marked out of 20, 20% or 4 marks should go to “Creativity” or “Originality”, 6 marks to “Design”, 8 marks to “Craftsmanship/Artisanship” and 2 marks for “Suitability”.

You will note that craftsmanship has been given greater weight in the four criteria above. While the teaching and learning of practical skills should stress originality or creativity and design, it will be important to put more emphasis on craftsmanship at this stage. At a level higher than SHS, one would want to weight “originality” or “creativity higher to emphasise that adult production should aim more at originality or creativity.

Originality/Creativity: This is the ability to produce a unique piece of (visual) art based on an idea, philosophy, concept in either two or three-dimensional form. The idea that motivates creativity may be original or an improvement on an already existing piece of work. In doing so, the artist will observe, plan, produce, relate, reproduce, assemble, design etc. Creativity in a number of cases is based upon attitudes and beliefs of the individual. Try to encourage creativity in your students as much as possible.

Design: This is the ability to work with new ideas, materials, and tools in order to achieve a unique and attractive product through the appropriate organization of elements and principles of design. In doing so, the artist should plan, organise, sketch, outline, construct, paint, brainstorm, discuss, compare, follow directions, show awareness and sensitivity.

Craftsmanship/Artisanship: This deals with the ability to use tools and materials skilfully to create artefacts. It is important to pay attention to good decoration and finishing. In doing so, the artist should have the ability to criticise, manipulate, organise, redesign, polish, varnish, burnish, paint, etc. and judge the quality of the craftsmanship of his/her product.

Suitability: This is the ability to produce an artistic product to satisfy an intended purpose. In doing so, an attempt is made to work with new ideas, elements, principles of design, materials and tools appropriately in order to achieve a product that is of both utility and aesthetic value to the consumer.

### **What to look for in an Art work Evaluation:**

The following may be used as a checklist of what to look for in an artwork evaluation:

- a) creativity, originality, innovation;
- b) Use of media, tools and materials
- c) Design: composition of elements and principles
- d) Technical competence: draughtsmanship and craftsmanship
- e) Uses, relevance and suitability of artefact to society/community

### **GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)**

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangement for SBA may be grouped in categories as follows. Folio Preparation, Project designed to include folio preparation, Mid-Term test, Group Exercise and End of Term Examination.

1. Folio Preparation: Folio preparation may include the following:
  - i. Specific Design
  - ii. Investigative study and field visit reports.
2. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year,

Knowledge and Competence in Core Skills and Options: In marking project work, note that for a student to earn Grade A, the project output must show a combination of knowledge and skill in the student's selected option and in at least one of the other two options. Grade A should therefore be reserved for only outstanding work that combines knowledge and skill in at least two of the optional areas.

Practical activities should be used in both School-Based Assessment (SBA) and in the end-of-term examination. The practical assessment should cover:

- (a) Processes
- (b) Products.
- (c) Response

Assessment of processes: Look for creative and critical thinking, originality of ideas in the work; the design, correct handling and use of equipment, tools and materials. The degree of involvement, attitude to the work (including group work), understanding of the process, procedure, techniques and problem solving ability of the students must also be assessed.

Assessment of end product: The following preliminary question will be helpful when assessing an end product as a requirement for a lesson, task, activity/exercise: Is the student able to compose, develop, perform, stitch, draw and paint as required by the objectives? Assessment of finished products or performance also includes the students' verbal response or discussion/comments about the work/performance.

Theory and Practicals: Assessment of the theory and practical aspects of each option should be weighted 40:60 to reflect the importance of the practical nature of the options.

3. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA
4. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
5. End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

### **Suggested Procedures for Art Appreciation, Criticism and Judgement:**

For each work produced by the student, appreciation should be conducted as follows:

Appreciation: It can be explained as the full awareness of all the good qualities in an artwork as well as in what we see, read and hear. Appreciation which can also be explained as an intelligent talk about a basketry work of art requires the application of knowledge and skills in perception, thinking, aesthetics and art in general.

Art Appreciation Criticism And Judgement: The concept can be explained simply as an organized system for studying and talking about a work of art or (artwork).

Purpose And Importance: An art appreciation, criticism and judgement enables the artist or viewer to:

- build his/her perceptual skills
- form an opinion to judge the merits of an artwork
- determine whether an artwork is successful or effective
- think carefully, critically and organise his/her thoughts
- describe, analyse, interpret, criticize/judge or evaluate a work of art with confidence
- make sound aesthetic judgements
- develop better understanding and appreciation of all types and styles of artwork
- make ones aesthetic and personal interaction or response to an artwork meaningful and memorable
- apply critical thinking, expressive and aesthetic criteria to improve own art works

## Steps/Procedure In Art Appreciation and Criticism

Step 1: Identification and Description: This procedure involves listing and determining the physical characteristics and basic facts about the artwork eg. name, title, size of work, date, medium, etc.

Step 2: Analysis: It is concerned with dissecting the artwork into constituent parts. It involves collecting facts, the technical qualities of the work as well as paying attention to aspects of the work that are obvious or easily recognized and classified. It covers three components namely:

- (a) analysis of the elements and principles of design, composition and how they are organized to make the artwork eg. balance, unity, rhythm, etc.
- (b) analysis of relationship among parts and determining the major connections amongst aspects of the artwork.
- (c) analysis of parts of the whole is done by explicating how the various parts and their relationship fuse to form the expressive content of the artwork.

Step 3 Interpretation: It seeks to find out what the artist is saying or communicating or the meaning of the artwork. It is concerned with the cultural, social a economic or religious significance of the work. It also involves the determination of aspects of the work which are essential or irrelevant to the meaning of the subject matter in the context of the work. Interpretation is based on the perception and experience of the viewer as well as the facts and clues from description and analysis.

Step 4 Judgement: This is concerned with passing judgement; whether the work is successful or effective or the artistic merit of the work. It also involves giving honest opinion of what one likes or dislikes, the reasons and judgement about the work. Judgement attempts to answer the question of whether the work is successful/effective or not by applying understanding of theories of aesthetics.

Aesthetic Theories: Aesthetics is the philosophy and study of the nature of beauty and arts. Three types of aesthetic theories are:

- (a) Imitation and Liberal Qualities: It focuses on realist presentation of the subject matter or an imitation of life or what one sees in real world.
- (b) Formalism and Design Qualities: It emphasizes the design qualities; focusing on the arrangement of the elements using principles of design or composition.
- (c) Emotionalism And Expressive Experience: It is concerned with the content of the work of art and the nature of artwork to convey a message to the viewer. Emotionalism requires a strong communication, feeling; mood or ideas from the work to the viewer.  
**NOTE:** One or more of the aesthetic theories can be used to judge on artwork depending on the type and purpose. If one limits oneself to only one theories to appreciate and criticize an artwork, some unique or interesting aspects may not be discovered. Using the three is the best approach.

Art Evaluation: Evaluation in art can also be explained as the making a judgement about the aesthetic quality and values of the work of art. This judgement is based on ones:

- perception
- analysis
- application of reliable aesthetic criteria for making critical judgement.

A systematic evaluation criteria which is considered adequate for judgement in art covers the:

- degree of internal relatedness and cohesion within the work of art
- the fusion and vividness of one's experience within the work of art
- the degree to which the work of art represents a norm; reflects the expression of a culture and is true to the use of elements and principles of design; media and techniques.

Judging Functional Objects: Judging a functional artwork such as a woven basket or hat requires the application of the procedure in appreciation and criticism eg. eg. identification, description, analysis, interpretation. One must also use what is considered as empirical evaluation criteria. It takes into consideration how the object functions or serves the purpose for which it was made. Empirical evaluation criteria which is also described as “extra aesthetic,” considers both the functional and aesthetic features of the work. For example, a shopping basket may be beautiful but not comfortable or useful because it has no handle for lifting or carrying it when filled with goods.

When students produce art works, attention should be paid to the following:

- a) identification, discussion, care and testing of tools and materials;
- b) preliminary designing and sketch-models;
- c) translation of designs and sketch-models into art works;
- d) construction of the articles;
- e) decoration and finishing;
- f) discussion of uses/relevance of the article(s).

### **GRADING PROCEDURE**

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students’ test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students’ test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totalling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking. As much as possible the end of term examination should have three test papers as described above, or could be developed as two test papers where, following the example of the WASSCE, Paper 1 will consist of two sections: Section A and Section B. Section A of Paper 1 will consist of objective test items, while Section B will consist of structured questions.

# SENIOR HIGH SCHOOL – YEAR 1

## SECTION 1

### SOCIAL CULTURAL, HISTORICAL IMPORTANCE OF BASKETRY

**General objectives:** The student will:

1. recognise that basketry has history and a variety of social, cultural and economic purposes.
2. be aware of how people use a diversity of ideas, techniques and a variety of materials from the environment to make basketry items that satisfy their needs.
3. recognise the need to study basketry for educational, social and economic purposes.
4. develop an awareness of basketry practitioners, learning/training institutions, towns or centres, professions and vocation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>MEANING AND SCOPE OF BASKETRY</b>	The student will be able to:  1.1.1 explain the concept “basketry” and its scope.	Concept and scope of basketry.  - The art of making useful and beautiful items with man-made and natural materials of different characteristics and techniques such as weaving, plaiting, knotting and stitching.  <b>Items:</b> The three Dimensional (3-D) items: baskets, hats, mats, nets, couch footwear, cot, etc. <b>Materials:</b> Characteristics of materials; e.g. tough, stiff, pliable, soft, thick, thin, flat coloured, uncoloured, natural, man-made strands of fibre, cords, canes, roots, stems, leaves, tree bark, etc. <b>Techniques:</b> - Weaving, randing, pairing/twining, slewing, fitching, etc. - <b>Plaiting:</b> Using 3 or more strands of the same characteristics to interlace. - <b>Coiling and stitching:</b> Using core/bundle and coiling and stitching them together.	Guide students to:  - brainstorm the meaning of the concept “basketry” and its scope.  - discuss the meaning and scope of basketry, using samples and other audio-visual teaching and learning materials (TLM).  - students to study the items, reflect and come out with their own explanation about the meaning and scope of basketry.  <b>NOTE</b> - organise the identification and collection of basketry items and TLMs prior to the lesson.  - make use of ICT (DVD, internet, CDs, Video Films, Magazines, Books for presentation and discussion.	The student to:  - write a short essay with Examples about his/her understanding of the concept of basketry and its scope using information from the internet, practitioners and other reference books.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>MEANING AND SCOPE OF BASKETRY</b></p>	<p>The student will be able to:</p>	<ul style="list-style-type: none"> <li>- <b>Knotting (macramé):</b> using one or several knots and</li> <li>- <b>Construction:</b> framing and making by cutting, nailing, tying, glueing, weaving lashing and incorporating other techniques.</li> </ul> <p><b>Others:</b> combining, integrating basketry materials and techniques with other items e.g. calabash, gourd, ceramic pots, bowls, beads, feathers, leather, board, plastics, etc.</p>	<p>Guide students to:</p>	<p>The student to:</p>
<p><b>UNIT 2</b></p> <p><b>RATIONALE FOR STUDYING BASKETRY</b></p>	<p>1.2.1 analyse the rationale for studying basketry in schools for the benefit of the learner and society.</p>	<p>Rationale for studying basketry.</p> <ul style="list-style-type: none"> <li>- As a problem-solving, creative visual art activity for designing and making items of cultural, functional and aesthetic value.</li> <li>- Basketry can lead to several vocations for employment and poverty alleviation e.g. straw and cane basketry.</li> <li>- It can be pursued as an academic and occupational course or training at the tertiary level e.g. KNUST and UEW and enterprise.</li> <li>- Materials for basketry are available in every region or district in this country e.g. straw, palm trees.</li> <li>- Basketry items promote, transmit and preserve our culture e.g. Bolga baskets. They satisfy social, religious and cultural needs. e.g. containers and furniture.</li> </ul>	<ul style="list-style-type: none"> <li>- brainstorm (in groups) the rationale for studying basketry in schools for their benefit and society.</li> <li>- discuss their views and reasons for studying basketry.</li> <li>- compare their views and reasons to determine those that are intangible or good, using concrete examples.</li> <li>- discuss and suggest how the teaching and learning of basketry in schools can be done effectively to justify the reasons.</li> </ul> <p><b>NOTE:</b> Interview and observe students to find their attitudes, views and reasons for studying basketry and use the result to monitor and evaluate their behaviour.</p>	<ul style="list-style-type: none"> <li>- interact and interview a number of people, students, parents, practitioners, school administrators and report on their views or reasons for studying basketry in schools.</li> <li>- search the internet and other reference books for information and write a short essay either agreeing or disagreeing on the statement: “The Ministry of Education is justified by including Basketry as a subject to be studied in school.”</li> <li>- suggest how the teaching and learning of basketry in schools can be done effectively.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>HISTORICAL, SOCIAL, CULTURAL AND ECONOMIC IMPORTANCE</b></p>	<p>The student will be able to:</p> <p>1.3.1 analyse the origin, socio-cultural and economic importance of basketry of the past and the present.</p>	<p>Socio-cultural and economic importance of basketry.</p> <ul style="list-style-type: none"> <li>- Basket-making is regarded as the oldest art form because the oldest pottery items have basket marks on them i.e. clay was smeared inside a basket which got burnt perhaps by accident.</li> <li>- The origin of weaving containers is believed to have come from the bird and the nest.</li> <li>- Early human beings needed basketry containers or items to satisfy their basic needs, examples: <ul style="list-style-type: none"> <li><b>Agriculture/Food:</b> <ul style="list-style-type: none"> <li>– items for carrying, storing, preparing and serving food; fishing, trapping animals eg. baskets, colanders, sieves, traps, nets, strainers.</li> </ul> </li> <li><b>Shelter:</b> <ul style="list-style-type: none"> <li>- roofing/thatching, fencing, cots, etc.</li> </ul> </li> <li><b>Furniture:</b> <ul style="list-style-type: none"> <li>- beds, mats, stools, chairs, curtains, etc.</li> </ul> </li> <li><b>Clothing:</b> <ul style="list-style-type: none"> <li>- foot wear, fans, hats, vests, belts, etc.</li> </ul> </li> <li><b>Transportation:</b> <ul style="list-style-type: none"> <li>- rafts, boats, hammock, palanquins, Carts, etc.</li> </ul> </li> <li><b>Warfare:</b> <ul style="list-style-type: none"> <li>Shield (coiled, woven), helmet, etc.</li> </ul> </li> <li><b>Religious/Social Ceremonies:</b> <ul style="list-style-type: none"> <li>- containers, bags for serving gods/goddesses, decorated and sculptural items, toys, coffins, etc.</li> </ul> </li> </ul> </li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- brainstorm the origin of basketry and the idea of making items to satisfy the needs of early man.</li> <li>- discuss how basketry has satisfied the needs of people in the past in several ways.</li> <li>- compare the uses, social, cultural and economic importance of basketry of the past with the present to determine similarities and differences.</li> </ul> <p>Students to suggest how basketry can be used to promote the social, cultural and economic development of Ghana in modern times.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- prepare (in groups) and debate the topic “The importance and practice of basketry for satisfying social, cultural and economic needs of society is past and gone in modern times.”</li> <li>- find out and write a short report about the uses and social-economic importance of basketry in their locality.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)           <b>UNIT 4 TYPES AND CONTRIBUTION OF BASKETRY BY SOME PLACES AND PEOPLE</b>	The student will be able to:           1.4.1 outline the types and contribution of some places to basketry in Ghana and the world.	<p><b>Entertainment/Recreation:</b> - rattles, drums.</p> <p>The uses and importance of basketry in the past as compared with the present examples: clothing, furniture, marketing, agriculture, shelter, patronage and export trade.</p> <p>Types of basketry and contribution of selected places in Ghana and other parts of the world.</p> <p><b>Bolgatanga and Upper East</b> – Straw, grass- flower stalk basketry.</p> <p>Items: satisfying national, tourists and international markets.</p> <p><b>Enyeresi</b> (of the past and present) Rattan Cane Basketry items: for satisfying local and national needs.</p> <p><b>Asamankese</b> – Rattan Cane Basketry: satisfied local and national needs (of the past).</p> <p><b>Assin Foso</b> – Bamboo factory to promote bamboo handicrafts and cottage industries as at now.</p> <p><b>Gambilogu</b> – Straw Basketry Centre: for satisfying local, tourist, international needs.</p> <p><b>Sirigu UER</b> – Straw Basketry: for satisfying local, tourist, national and international markets.</p> <p><b>Zaare UER</b> – Straw Basketry: for satisfying local, tourist, national and international markets.</p>	Guide students to:           - identify and discuss (with the help of a map) places noted for basketry, the types and contribution in satisfying needs of society.  <b>NOTE:</b> Use digital content and other audio-visual aids where possible.	The student to:           Investigate with the help of ICT (internet) and books 2 places in Ghana and elsewhere in the world where basketry is practised in terms of type and purpose and contribution to societal needs.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4 (CONT'D)</b></p> <p><b>TYPES AND CONTRIBUTION OF BASKETRY, BY SOME PLACES AND PEOPLE</b></p>	<p>The student will be able to:</p>	<p><b>Southern Volta</b> (Agave, Atiave, Dabala, South Tongu, etc) bulrush containers, bags, mats for local and national market demands.</p> <p><b>Accra</b> - Tetteh Quarshie – Achimota Motorway; Switchback Road; Okpoglo: Rattan Cane Basketry and Furniture satisfying national, tourist and international market demands.</p> <p><b>Kumasi</b> - Centre for National Culture: Cane Basket and Furniture – promoting and producing basketry items.</p> <p><b>KNUST, KUMASI</b> - Department of Integrated Rural Art and Industry: design and production in art and basketry for industry.</p> <p><b>UEW, Winneba</b> - Department of Art: education in art and basketry for teaching in school.</p> <p><b>Support/Agencies-</b> Aid to Artisans Ghana (ATAG) Ghana Export Promotion Council; etc. training financing, motivating artisans in basketry to design and produce to satisfy national and international needs and standards. Notable Countries/Cultures <b>Japan and China:</b> bamboo basketry and training <b>North America Indians</b> - Coiled and twined/paired basketry items in intricate patterns for use and museums. <b>Philippines:</b> Cane Basketry for national and international markets.</p>	<p>Guide students to:</p>	<p>The student to:</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4 (CONT'D)</b></p> <p><b>TYPES AND CONTRIBUTION OF BASKETRY BY SOME PLACES AND PEOPLE</b></p>	<p>The student will be able to:</p> <p>1.4.2 describe jobs/vocations, people and agencies engaged in basketry.</p>	<p><b>East African (Kenya)</b> - bags for tourist and export markets.</p> <p><b>Venezuela/Mexico</b> - plaited, patterned items of world standard.</p> <p><b>South African and Botswana</b> - various coiled and woven basketry items for export and national markets etc.</p> <p>Careers/Vocations and people in Basketry.</p> <p>Careers or vocations, avocations are mostly determined by the materials or items made, examples:</p> <p>1. <b>Cane Basketry:</b></p> <ul style="list-style-type: none"> <li>a. Designer and Weaver of cane baskets, trays, containers, etc.</li> <li>b. Maker/Framer of cane baskets and palanquins, furniture e.g. book rack, tables, sofas, cots.</li> <li>c. Weaver of cane furniture, lamp stands, baby cots, etc.</li> <li>d. Supplier of canes</li> <li>e. Seller, Exporter of cane basketry.</li> </ul> <p>2. <b>Straw/Grass Flower, Stalk Basketry:</b></p> <ul style="list-style-type: none"> <li>- Weaver of containers; bags, hats, fans, baskets, rattles, mats, thatches, decorative and sculptural items.</li> </ul> <p>3. <b>Bulrush Basketry:</b></p> <ul style="list-style-type: none"> <li>- Weaver of bags, mats.</li> <li>- Seller of bulrush bags, mats.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss various careers/vocations in basketry.</li> <li>- discuss how to interview or look for information about jobs from practitioners for description and reporting in terms of: <ul style="list-style-type: none"> <li>a. Job title/Name of enterprise/business</li> <li>b. When and where started</li> <li>c. Materials</li> <li>d. Major skills involved or required for designing and making end products</li> <li>e. How location was identified.</li> <li>f. Initial capital and source.</li> <li>g. Materials required and source.</li> <li>h. Tasks performed.</li> <li>i. Steps in the performance of tasks.</li> <li>j. Benefits derived from business.</li> <li>k. Attitude and conditions for work.</li> </ul> </li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- research and describe 3 different vocations in basketry for publication in a journal for visual art.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4 (CONT'D)</b></p> <p><b>TYPES AND CONTRIBUTION OF BASKETRY BY SOME PLACES AND PEOPLE</b></p>	<p>The student will be able to:</p>	<p><b>4. The Palms:</b></p> <ul style="list-style-type: none"> <li>- Weaver of containers, baskets, mats, fish traps with oil palm and raffia palm rachis.</li> <li>- Maker of baskets, containers, hats, mats, etc. with strands by plaiting, coiling and stitching.</li> </ul> <p><b>5. Bamboo Works:</b> Designer and maker of bamboo furniture and containers by framing, construction and weaving (sometimes) integrating with cane.</p> <p><b>6.</b> Designer and maker of items by knotting (macramé) e.g. containers, clothing, pot holders, room, hall and body decoration items e.g. wall, dividers, hangings and table covers.</p> <p><b>7. Teacher/Lecturer/Educator in basketry:</b></p> <ul style="list-style-type: none"> <li>a. UEW – I. Opoku-Mensah, Okai-Nti Ernest, K.Z. Adzraku.</li> <li>b. KNUST –Mr Samuel Teye Daitey K. Adu Baah, Dr. R.Steiner Sylvester Lumor Eunice Painstil, Millicent Mate; Christiana Dassah-Kabuga</li> <li>c. Mr.B.K .Adipah(CRDD),Elsie Akyea (Accra) D.N. Achimboa (Navrongo, John Bosco), Johnny Powers (Agogo Training College), Harriet Hinson (Margaret Mary)etc.</li> <li>d. Practitioners – L. Ofori (Accra Okponglo), Agbolosu Mensa (Assin Fosu), Gifty Allotey (Accra); G. Adongo (Bolga); A. Atanga (Bolga); J. Adingba (Bolga); T. Ayimbolo (Bolga); E. Assa (Bolga), Vivian Anambona (Bolga), Paul Nyame (Kumasi)</li> </ul>	<p>Guide students to:</p> <p>design and make items of aesthetic value by coiling a stitching eg. containers, hats</p> <p>design and make items of functional value by plaiting using a suitable material eg. mats, hats, decorative items etc.</p> <p>designing and making items sculptural, decorating, aesthetics and functional items with a combination of variety of techniques and materials.</p>	<p>The student to:</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5</b></p> <p><b>COMPETENCIES ATTITUDE AND BEHAVIOUR OF THE STUDENT/ LEARNER FOR EMPLOYMENT AND CUSTOMERS</b></p>	<p>The student will be able to:</p> <p>1.5.1 analyse the competencies, attitude and behavioral skills required of a student/learner for education, training, self or paid employment and customers.</p>	<p>Competencies attitude and type of behaviour required of a student/learner for education and employment, examples:</p> <ul style="list-style-type: none"> <li>- ability to observe, use memory and imagination to derive and develop ideas, pre-image/ visualize and make designs of items.</li> <li>- ability to translate ideas and paper designs into three-dimensional items to solve a problems or satisfy an identified need using the Design and Technology process.</li> <li>- dexterity and creative use of a tools, equipment and a variety of materials.</li> <li>- application of knowledge and understanding to constant practice for proficiency and perfection.</li> <li>- creativity, originality in thinking and end products</li> <li>- ability to respond to an art work by using knowledge and skills in perception, appreciation criticism, judgement, evaluation and aesthetics</li> <li>- critical thinking and problem-solving skills, healthy competition, good human relations, etc.</li> <li>- demonstration of human and moral behaviour in thinking, feeling and acting e.g. honesty, commitment, self-discipline/respect, diligence, patience, tolerance, teamwork, etc.</li> <li>- communication skills, portfolio of works</li> <li>- ability to perform tasks with little or no supervision, etc.</li> <li>- self-learning/evaluation for improvement, perseverance</li> <li>- time-management, work ethics, self-confidence, communication skills, etc.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify, discuss and analyse the skills, attitude, competencies and other requirements of a student/learner for <ul style="list-style-type: none"> <li>(a) learning, training/education.</li> <li>(b) self or paid employment and</li> <li>(c) clients/customers</li> </ul> </li> </ul> <p><b>NOTE:</b> Guide, support, observe and encourage students to acquire the skills and competencies as well as inculcate the human and moral values; and demonstrate them in the performing various tasks in class, school or life.</p> <p>Guide students to lay down rules, regulations and sections for class activities and moral behaviour.</p> <p>Include observation of their behaviour in assessment.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- find out, analyse and write an essay on the requirement, competencies and behaviour expected of a student or learner in any of the areas.</li> <li>- self employment in basketry.</li> <li>- further education in basketry.</li> <li>- senior high school.</li> </ul>

# SENIOR HIGH SCHOOL – YEAR 1

## SECTION 2

### MATERIALS, TOOLS AND EQUIPMENT

**General objectives:** The student will:

1. acquire knowledge and skills in handling and preparing basketry materials, some tools and equipment safely and sustainably.
2. understand the uses, characteristics and limitations of basketry materials, tools and equipment.
3. understand and use ICT (Internet) to seek information about basketry, the materials, tools and equipment and their uses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																
<b>UNIT 1</b>  <b>TYPES OF MATERIALS</b>	The student will be able to:  2.1.1 categorise basketry materials according to sources, uses and location.	Categorisation of materials according to sources, types and location. (1) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">Name</td> <td>Bamboo (Green)</td> </tr> <tr> <td>Source</td> <td>Plant</td> </tr> <tr> <td>Uses</td> <td>Containers, furniture, fences, sieves, strainers, etc.</td> </tr> <tr> <td>Location</td> <td>Ashanti, Brong Ahafo, Eastern, Greater Accra, Volta, along streams, etc.</td> </tr> </table> (2) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">Name</td> <td>Bamboo (Yellow)</td> </tr> <tr> <td>Source</td> <td>Plant</td> </tr> <tr> <td>Uses</td> <td>Containers, furniture, fences, sieves, strainers, etc.</td> </tr> <tr> <td>Location</td> <td>Ashanti, Brong Ahafo, Eastern, KNUST-Kumasi, Kusi-Eastern Region, etc.</td> </tr> </table>	Name	Bamboo (Green)	Source	Plant	Uses	Containers, furniture, fences, sieves, strainers, etc.	Location	Ashanti, Brong Ahafo, Eastern, Greater Accra, Volta, along streams, etc.	Name	Bamboo (Yellow)	Source	Plant	Uses	Containers, furniture, fences, sieves, strainers, etc.	Location	Ashanti, Brong Ahafo, Eastern, KNUST-Kumasi, Kusi-Eastern Region, etc.	Guide students to:  - brainstorm and mention types of materials required for basketry, their sources and location.  - discuss and describe basketry materials according to their sources, uses and locations.  Students to categorise the materials according to name, sources, uses and location.  <b>NOTE:</b> Help student to identify plant materials by local names and if possible by their scientific names with the help of science and language experts.	The student to:  - prepare a chart showing a categorization of basketry materials according to their sources, uses and location.  - investigate and prepare a chart of basketry materials which are being used or suitable for use in their locality. The local name must be indicated.
Name	Bamboo (Green)																			
Source	Plant																			
Uses	Containers, furniture, fences, sieves, strainers, etc.																			
Location	Ashanti, Brong Ahafo, Eastern, Greater Accra, Volta, along streams, etc.																			
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Location	Ashanti, Brong Ahafo, Eastern, KNUST-Kumasi, Kusi-Eastern Region, etc.																			



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																																								
<b>UNIT 1 (CONT'D)</b>  <b>TYPES OF MATERIALS</b>	The student will be able to:	<table border="1"> <tr> <td colspan="2" data-bbox="676 228 1098 256">(3)</td> </tr> <tr> <td data-bbox="676 256 810 418">Name</td> <td data-bbox="810 256 1098 418">BARADEP Being established by Bamboo and Rattan Development Programme of Ministry of Lands and Forestry</td> </tr> <tr> <td data-bbox="676 418 810 446">Source</td> <td data-bbox="810 418 1098 446">Plant</td> </tr> <tr> <td data-bbox="676 446 810 532">Uses</td> <td data-bbox="810 446 1098 532">Furniture construction, baskets, hats, fences, etc.</td> </tr> <tr> <td data-bbox="676 532 810 643">Location</td> <td data-bbox="810 532 1098 643">Brong Ahafo, Northern, Upper East and west, Kusi in Eastern Region, etc.</td> </tr> <tr> <td colspan="2" data-bbox="676 643 1098 670">(4)</td> </tr> <tr> <td data-bbox="676 670 810 727">Name</td> <td data-bbox="810 670 1098 727">Common Reed (Phragmites Karka)</td> </tr> <tr> <td data-bbox="676 727 810 755">Source</td> <td data-bbox="810 727 1098 755">Plant</td> </tr> <tr> <td data-bbox="676 755 810 812">Uses</td> <td data-bbox="810 755 1098 812">Bolga hats, bags, baskets, etc.</td> </tr> <tr> <td data-bbox="676 812 810 898">Location</td> <td data-bbox="810 812 1098 898">Northern and Upper East especially Bolgatanga area.</td> </tr> <tr> <td colspan="2" data-bbox="676 898 1098 925">(5)</td> </tr> <tr> <td data-bbox="676 925 810 982">Name</td> <td data-bbox="810 925 1098 982">Guinea Grass (Panicum Maximum)</td> </tr> <tr> <td data-bbox="676 982 810 1010">Source</td> <td data-bbox="810 982 1098 1010">Plant</td> </tr> <tr> <td data-bbox="676 1010 810 1066">Uses</td> <td data-bbox="810 1010 1098 1066">Bolga hats, baskets, bags, etc.</td> </tr> <tr> <td data-bbox="676 1066 810 1153">Location</td> <td data-bbox="810 1066 1098 1153">Common in Southern Ghana, along roadsides, etc.</td> </tr> <tr> <td colspan="2" data-bbox="676 1153 1098 1180">(6)</td> </tr> <tr> <td data-bbox="676 1180 810 1237">Name</td> <td data-bbox="810 1180 1098 1237">Common Grass Yomo Mua (Dangme)</td> </tr> <tr> <td data-bbox="676 1237 810 1265">Source</td> <td data-bbox="810 1237 1098 1265">Plant</td> </tr> <tr> <td data-bbox="676 1265 810 1292">Uses</td> <td data-bbox="810 1265 1098 1292">Hats, bags, etc.</td> </tr> <tr> <td data-bbox="676 1292 810 1403">Location</td> <td data-bbox="810 1292 1098 1403">Common in the south along roadsides in abandoned open places, etc.</td> </tr> </table>	(3)		Name	BARADEP Being established by Bamboo and Rattan Development Programme of Ministry of Lands and Forestry	Source	Plant	Uses	Furniture construction, baskets, hats, fences, etc.	Location	Brong Ahafo, Northern, Upper East and west, Kusi in Eastern Region, etc.	(4)		Name	Common Reed (Phragmites Karka)	Source	Plant	Uses	Bolga hats, bags, baskets, etc.	Location	Northern and Upper East especially Bolgatanga area.	(5)		Name	Guinea Grass (Panicum Maximum)	Source	Plant	Uses	Bolga hats, baskets, bags, etc.	Location	Common in Southern Ghana, along roadsides, etc.	(6)		Name	Common Grass Yomo Mua (Dangme)	Source	Plant	Uses	Hats, bags, etc.	Location	Common in the south along roadsides in abandoned open places, etc.	Guide students to:	The student to:
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<b>UNIT 2</b>  <b>TOOLS, EQUIPMENT AND THEIR USES</b>	The student will be able to:  2.2.1 categorise and describe equipment, tools and their uses in basketry.	<table border="1"> <thead> <tr> <th data-bbox="676 282 886 337">Name of Tools/equipment</th> <th data-bbox="886 282 1100 337">Uses</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 337 886 505"> <b>Equipment</b>            Table, board, benches, etc.         </td> <td data-bbox="886 337 1100 505">           Drawing, designing, construction, framing, serving as support for work, etc.         </td> </tr> <tr> <td data-bbox="676 505 886 808">           ICT (Computer and accessories, internet, etc.)         </td> <td data-bbox="886 505 1100 808">           For 3-D Computer Aided Design (CAD), drawing, planning, searching for information, storing, retrieving and presentation of ideas, etc.         </td> </tr> <tr> <td data-bbox="676 808 886 976"> <b>Tools</b>            Hacksaw, knife, shears, razor blade, scissors, hand saw, cutlass, etc.         </td> <td data-bbox="886 808 1100 976">           For cutting, trimming, splitting, scraping, slicing, etc.         </td> </tr> <tr> <td data-bbox="676 976 886 1031">           Awl, bodkin, etc.         </td> <td data-bbox="886 976 1100 1031">           For piercing and creating holes.         </td> </tr> <tr> <td data-bbox="676 1031 886 1109">           Needles (small and large)         </td> <td data-bbox="886 1031 1100 1109">           For stitching, sewing, joining parts together.         </td> </tr> </tbody> </table>	Name of Tools/equipment	Uses	<b>Equipment</b> Table, board, benches, etc.	Drawing, designing, construction, framing, serving as support for work, etc.	ICT (Computer and accessories, internet, etc.)	For 3-D Computer Aided Design (CAD), drawing, planning, searching for information, storing, retrieving and presentation of ideas, etc.	<b>Tools</b> Hacksaw, knife, shears, razor blade, scissors, hand saw, cutlass, etc.	For cutting, trimming, splitting, scraping, slicing, etc.	Awl, bodkin, etc.	For piercing and creating holes.	Needles (small and large)	For stitching, sewing, joining parts together.		Guide students to:  - identify , examine and discuss the use of various tools and equipment for basketry.  - perform specific and relevant tasks to determine their uses and effectiveness.  <b>NOTE:</b> Machines for preparing rattan canes during the First Republic of Ghana are lying idle at places such as Okponglo (near Tetteh Quarshie Flyover behind Gulf House) and Enyeresi in Eastern Region between Anyinam and Nkawkaw.  The Ministry of Lands and Forestry is promoting the use of bamboo for making handicrafts under the Bamboo Rattan Development Programme (BARADEP).	The student to:  - identify and categorise basketry tools according to uses and source of power  - find out from practitioners, reference books and internet, tools and modern equipment necessary for basketry.
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<b>USING ICT IN BASKETRY</b>	<p>2.2.2 demonstrate knowledge and skills in exploring the use of ICT(computer and accessories) to perform tasks in basketry.</p>	<p>Using ICT (computer and accessories) to perform tasks in basketry.</p> <ul style="list-style-type: none"> <li>- Accessing, internet for ideas, information , etc.</li> <li>- Presentation of ideas and communications e.g. e-mail, (website), etc.</li> <li>- Drawing, designing and production, Computer-aided design (CAD)</li> </ul>	<ul style="list-style-type: none"> <li>- discuss the use of ICT and computer for practicing basketry.</li> <li>- discuss the safe and responsible use of ICT and computer facilities.</li> <li>- identify and discuss computer software for 3-dimensional design e.g. photo shop, coral draw, rhino, macromedia, Adobe, etc.</li> <li>- handle, explore the use of the computer to perform various tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- describe how to use ICT and computer to perform tasks in basketry responsibly.</li> <li>- explore the use of ICT and computer to access information on basketry, designing, drawing, etc.</li> </ul>																								

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (CONT'D)</b></p> <p><b>TOOLS, EQUIPMENT AND THEIR USES</b></p>	<p>The student will be able to:</p> <p>2.2.3 design and make some simple tools and equipment using techniques and available materials.</p>	<p>Designing and making tools:</p> <ul style="list-style-type: none"> <li>- designing, exploring, experimenting and making simple tools with scarp materials eg. metals, wood for piercing and cutting, splitting scraping, nailing, stitching, glueing, trimming, eg. knife, bodkin, scraper, hacksaw.</li> <li>- applying knowledge and skills in Science and Technical Skills.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- review the lesson on basketry tools and equipment.</li> <li>- discuss and identify their needs for tools.</li> <li>- use the designing process to solve identified problems in design and making tools to perform tasks in basketry.</li> <li>- investigate, explore, design, make and test tools for suitability.</li> </ul> <p><b>NOTE:</b> Demonstrate how to make the tools if required and access the internet and books for more information.</p> <p>Observe students for demonstration of safety rules.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- design, make and test a tool for effectiveness and report for class discussion.</li> <li>- describe the procedure for identifying the need for a tools and how it was solved through the design and making process.</li> </ul>
<p><b>UNIT 3</b></p> <p><b>CARE, MAINTENANCE, STORAGE AND SAFETY IN THE USE OF TOOLS AND EQUIPMENT</b></p>	<p>2.3.1 demonstrate knowledge and skills in caring, maintaining and using tools and equipment safely.</p>	<p>Maintenance and safety measures in the use of tools and equipment.</p> <p>Care/maintenance and Safety Precaution</p> <p>(a) Safe keeping in appropriate tool boxes, or sheaths.</p> <ul style="list-style-type: none"> <li>- Sharpening them properly for use.</li> <li>- Correct handling/holding with fingers, hands, arm and posture of body for cutting, piercing, scraping, slicing, splitting, etc.</li> <li>- Oiling and greasing to avoid rustiness eg. metal blade, etc.</li> <li>- Following manufacturer's Instructions and rules.</li> <li>- Using experts to repair in case of faults or breakdown eg. power-tools.</li> </ul>	<p>Students to identify and discuss how to maintain and use tools and equipment safely.</p> <p>Students to perform various tasks in handling, using and maintaining tools and equipment in safe and responsible ways for observation and assessment.</p> <p>Students to show by behaviour or practice in class, how to maintain and use tools responsibly, sustainably and safely.</p> <p><b>NOTE:</b> Use practical and participatory methods for the lesson eg. simulation, role-play, case studies, demonstration and observation.</p>	<ul style="list-style-type: none"> <li>- explain and suggest how to care, maintain and use tools safely and responsible.</li> <li>- show by way of behavior: <ul style="list-style-type: none"> <li>i. demonstrate if possible how to use and care for tools and equipment e.g. oiling and greasing .</li> <li>ii. the attitude and practice of using tools safely and responsibly without causing harm to him/herself.</li> </ul> </li> <li>- describe safety measures in handling and using tools and equipment to avoid <ul style="list-style-type: none"> <li>i. self injury</li> <li>ii. injury to others</li> <li>iii. damage to tools and equipment</li> </ul> </li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The student will be able to:	(b) Safety precaution against <ul style="list-style-type: none"> <li>- injury to self</li> <li>- Injury to others</li> <li>- Damage to tools</li> </ul> Wearing goggles, aprons/overall Mask. Boots, helmets, gloves etc.		<ul style="list-style-type: none"> <li>- show by way of behavior and attitude, safe, correct and responsible use of equipment without harm to him/herself others and damage to tools and equipment</li> <li>- find out from the internet and other sources how to care, maintain and use tools and equipment safely.</li> </ul>
UNIT 4  <b>PNEUMATIC TOOLS, CARE, MAINTENANCE AND STORAGE</b>	2.4.1 identify and describe pneumatic tools and equipment and their uses.  2.4.2 care and maintain pneumatic tools and equipment.  2.4.3 administer first aid.	Using appropriate tools and equipment for the appropriate task.  Care and maintenance: oiling, greasing, routine checks and proper storage of tools and equipment.  Pneumatic tools include: drills, saw, sanding machine, band saw, etc.  Use: drills for boring holes, saws for cutting, sanding machine for smoothing surfaces, etc.  First aid items include: iodine, bandage, plaster, clean water etc. For example – splashing of clean water into the eyes to remove/wash away unwanted matter.	Guide students to identify and describe power-driven tools.  Guide students to use some of the pneumatic tools in a given task.  Discuss the importance of caring and maintaining tools and equipment.  Demonstrate how to oil and grease tools and equipment.  Discuss and demonstrate first aid measures.  <b>Note:</b> Invite or visit a qualify health worker to give a talk on safety and first aid practices particularly related to regenerative health.	Describe four ways of maintaining tools and equipment.  Sketch and label some of the power-driven tools and equipment.  Students should perform a given task by using tools.  Students to stimulate or dramatise how to administer first aid. The students to: <ul style="list-style-type: none"> <li>- find out and present a report on how to administer first aid for</li> <li>- cuts,</li> <li>- burns,</li> <li>- sprains,</li> <li>- fracture,</li> <li>- bites from a snake, scorpion</li> <li>- harmful objects, chemicals entering eyes, nose, eyes, etc</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5</b></p> <p><b>PREPARATION OF MATERIALS</b></p>	<p>The student will be able to:</p> <p>2.5.1 prepare materials for use and storage by applying appropriate techniques.</p>	<p>Preparation of materials for use and storage.</p> <p><b>Plant materials:</b> skills/techniques for preparation.</p> <ul style="list-style-type: none"> <li>- <b>The rachis/frond of palm trees:</b> harvesting, cutting, splitting, scraping, peeling, etc.</li> <li>- <b>Palm leaves (date, fan, raffia, etc):</b> harvesting, cutting, peeling, sun-drying, splitting, dyeing, etc.</li> <li>- <b>Rattan cane:</b> harvesting, cutting, scraping, splitting, peeling, etc.</li> <li>- <b>Screw pine (pandanus):</b> harvesting, cutting, trimming, sun-drying, splitting, rolling, dyeing, etc.</li> <li>- <b>Coconut husk/coir:</b> plucking, cutting, peeling, smashing (beating up), drying, shaking off; dyeing.</li> <li>- <b>Bulrush:</b> harvesting, cutting, sun-drying, beating up, dyeing, etc.</li> <li>- <b>Corn Shuck:</b> peeling, sun-drying, trimming, splitting, dyeing, etc</li> </ul>	<p><b>Quiz:</b> Guide students to review the lesson on basketry materials and techniques.</p> <p>Guide students to discuss and observe how to prepare, use and store materials for basketry.</p> <p>Students to identify, collect, harvest and prepare available materials for storage and use by applying appropriate knowledge and skills.</p> <p><b>NB:</b> Make student aware of the fact that:</p> <ul style="list-style-type: none"> <li>- harvesting, preparation of materials for sale is a vocation.</li> <li>- harvesting, preparation of material according to characteristics for storage requires knowledge in science, (weather, plants, climate/seasons).</li> <li>- observational and technical skills e.g. sun-drying and storing in dry place to preserve it and moistening before use to soften the fibre; rainy or dry seasons , bushfires, etc.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- identify a material each from animal and plant sources and prepare them for use by: <ul style="list-style-type: none"> <li>i. weaving</li> <li>ii. plaiting</li> <li>iii. knotting</li> <li>iv. coiling</li> <li>v. stitching, etc.</li> </ul> </li> <li>- write an illustrated report on that procedure for preparing a plant material for use and storage indicating problems encountered and their solution.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5 (CONT'D)</b>  <b>PREPARATION OF MATERIALS</b>	The student will be able to:	<p>- <b>Banana/Plantain bark, sisal, kenaf:</b> cutting, trimming, peeling, smashing, beating, soaking, retting, washing, drying, dyeing, rolling and twisting into ropes.</p> <p><b>Bamboo:</b> from primary and secondary preparation to primary and secondary processing.</p> <ol style="list-style-type: none"> <li>1. (a) <b>Primary Preparation:</b> harvesting, removal of nodes.</li> <li>    (b) <b>Secondary Preparation:</b> extraction of gummy substances, reduction of starch, etc.</li> <li>2. (a) <b>Primary Processing:</b> splitting, bending, flattening, slicing, slitting, etc.</li> <li>    (b) <b>Secondary Processing:</b> bleaching, drying, carbonization, colouring with acid.</li> <li>3. (a) <b>Preservation:</b> Non-chemical/traditional method; smoking, white washing, elevation, construction, etc.</li> <li>    (b) <b>Chemical Method:</b> butt treatment, open tank method for cold soaking.</li> <li>    (c) <b>Boucherie method, modified boucherie method, pressure method.</b></li> <li>    (d) <b>Hot and cold bath process.</b></li> <li>    (e) <b>Glue/lime treatment.</b></li> <li>    (f) <b>Fire resistant method and storage:</b> By sorting out; rolling into coil, arranging in bundle, keeping it dry and keeping it flat, etc.</li> </ol>		The student to:



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5 (CONT'D)</b></p> <p><b>PREPARATION OF MATERIALS</b></p>	<p>The student will be able to:</p> <p>2.5.2 demonstrate knowledge and skills in safe and sustainable harvesting, preparation and use of materials.</p> <p>2.5.3 classify materials according to characteristics and techniques through exploration and experimentation.</p>	<p>Safe and responsible harvesting and use of materials.</p> <ul style="list-style-type: none"> <li>- Safety measures for harvesting, preparation and usage i.e. wearing of protective clothing against thorns, itchy juices, marshy areas, dangerous animals, etc.</li> <li>- Wearing of masks, gloves when handling and using dyes, etc.</li> <li>- Wise and sustainable use of materials without wastage or destroying the ecological system.</li> </ul> <p>The role of human values e.g. self discipline, concern for others and the environment, agro-forestry, etc.</p> <ul style="list-style-type: none"> <li>- Avoiding: bushfires, destruction of young plants, greed, insensitivity to the plight of future generation, etc.</li> </ul> <p>Characteristics of materials according to techniques.</p> <p><b>Weaving, pairing/twining, randing:</b> Tough, pliable/flexible, flat, slender, soft, hard, thin, thick weavers and stakes/spokes from canes, straw, palm rachis, bamboo, grass, etc.</p> <p><b>Coiling and Stitching:</b> Tough, soft, thin, thick, pliable, coloured, uncoloured strands for coiling and stitching.</p> <p><b>Plaiting:</b> Tough, pliable, flat, thin, slender, soft coloured, uncoloured strands of the same characteristics and interlacing qualities.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- discuss and observe safe and sustainable measures in the harvesting, preparation and use of materials now and for future generations.</li> </ul> <p><b>NOTE:</b> Use demonstration and digital content if possible and let students seek more information from agencies such as Environmental Protection Council, Ministry of Lands and Forestry and Ministry of Health.</p> <p>Always observe student's behaviour in the practice of safe, responsible and sustainable use of materials for sanctions or commendation.</p> <p><b>Quiz:</b> Students to review the lesson on preparation and safe sustainable practices in basketry.</p> <ul style="list-style-type: none"> <li>- guide students to discuss, handle, explore, experiment/test to determine the characteristics of materials.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- propose rules and regulations to guide safe, responsible and sustainable use of basketry materials in the school or society.</li> <li>- explore experiment/test a variety of materials to determine and classify them according to: <ul style="list-style-type: none"> <li>i. characteristics.</li> <li>ii. techniques.</li> <li>iii. suitability as weaver or stake.</li> </ul> </li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5 (CONT'D)</b></p> <p><b>PREPARATION OF MATERIALS</b></p>	<p>The student will be able to:</p>	<p><b>Knotting (Macrame):</b> Soft, tough, thin, thick, slender, flat, natural, man-made for making variety of knots.</p> <p><b>Framing/Construction:</b> Firm, rigid, tough, thick, pliable to be joined together by tying, nailing, lashing, etc.</p> <p>Exploring, testing materials to determine their characteristics and suitability for making basketry as, weavers, stakes, spokes, knotting, stitching, coiling, framing strands, etc.</p>	<p>Guide students to:</p> <p><b>NOTE:</b> Demonstrate the techniques for students to observe.</p> <p><b>NB:</b> Simple test for suitable material as a weaver or stake or spoke is as follows: Weaver: Coil it around the finger. It is suitable for weaving if it does not break.</p> <p>Stake/Spoke: Coil it around the wrist. It is suitable for weaving if it does not break.</p> <p>-</p>	<p>The student to:</p>

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION 3

### BASIC DESIGN AND TECHNOLOGY

**General objectives:** The student will:

1. understand and value the role of the elements and principles of design and technology process to create items and solve problems in basketry.
2. acquire knowledge and skills in drawing, designing and making basketry items with appropriate techniques, tools and materials.
3. develop skills in using ICT to access information, design and presentation of ideas and works.
4. develop competence in appreciating, criticizing and evaluating, his/her own or others work orally or by writing using procedure and criteria.
5. develop the attitude, critical thinking and perceptual skills to defend, accept and offer constructive criticism about his/her own and other work for improvement.
6. develop the ability to evaluate and refine ideas/concepts and images from a variety of sources to create original basketry artwork.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>ELEMENTS OF DESIGN</b>	The student will be able to:  3.1.1 identify and create the elements of design using appropriate techniques.	Creating the elements of design with appropriate techniques.  Elements of design as basic ingredients visual artists use or incorporate to design and make two and three dimensional items of functional and aesthetic beauty.  The elements of design eg. line, dot, shape/form, texture, colour, space.  - identifying the elements in man-made and natural environment. eg. plants, basketry items.  - creating the element using appropriate techniques eg. drawing, print-making, spraying, tying, weaving, knotting, plaiting.	Guide students to:  - discuss the concept; elements of design.  - identify the elements in the man-made and natural environment, including basketry items and create the elements using appropriate techniques, tools and materials.  - display and respond to their works through appreciation and appraisal.  <b>NOTE:</b> Students can use ICT facilities (if available) as tools for creating the elements and organising them according to principles.	The student to:  - create three elements of design with 3-different techniques and three different materials and describe the process.

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<p><b>UNIT 1 (CONT'D)</b></p> <p><b>ELEMENTS OF DESIGN</b></p>	<p>The student will be able to:</p> <p>3.1.2 create and organise the elements according to principles.</p> <p>3.1.3 paint and apply the 12-point colour wheel concept to basketry.</p>	<p>Organising the elements of design/art according to principles.</p> <ul style="list-style-type: none"> <li>- the principles that govern the arrangement or organisation of the visual elements into various two-dimensional (2-D) and three dimensional (3-D) items of cultural, functional and aesthetic value; examples; variety, repetition, balance, harmony, contrast, rhythm, unity, etc.</li> <li>- identification of the principles in the man-made and natural environment eg. plants, animals, rocks, manufactured items, basketry items.</li> <li>- creating and organizing the elements according to principles by drawing, print-making, weaving, tying, plaiting, etc.</li> </ul> <p>Painting and applying the 12-point colour wheel concept to basketry.</p> <ul style="list-style-type: none"> <li>- mixing, drawing and painting the 12-point colour wheel.</li> <li>- explaining the characteristics, Interactions, relations of colours on the wheel eg. warm, cool, complimentary, analogous, etc.</li> <li>- relating the understanding and interaction of colours of the colour wheel to basketry eg. dyeing of materials, organizing and using coloured strands, weavers, stakes in singles or groups according to principles.</li> <li>- applying colour to basketry based on the understanding of colour wheel.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss the principles of design using natural and man-made items and other audio-visual aids.</li> <li>- create and organise the elements according to principles using appropriate techniques and materials and tools.</li> </ul> <p><b>NOTE:</b> Knowledge and skills in ICT can be applied by students to create and organise the elements according to principles.</p> <ul style="list-style-type: none"> <li>- discuss, draw, mix and paint the 12-point colour wheel.</li> <li>- discuss their characteristics and interactions.</li> <li>- discuss and relate their understanding of the colour wheel to basketry eg. dyeing and using strands.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- create and organise the elements according to four principles using four different techniques and describe the process.</li> <li>- paint the 12-point colour wheel and explain their characteristics and relationship.</li> <li>- use coloured basketry strands to show understanding of the colour wheel.</li> </ul>

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<b>UNIT 1 (CONT'D)</b>  <b>ELEMENTS OF DESIGN</b>	The student will be able to:  3.1.4 mix and apply colour to depict Ghanaian colour concepts and symbolism in basketry through exploration and experimentation.	Applying Ghanaian colour concepts and symbolism.  Ghanaian colour concept and symbolism: association and its social, cultural significance. <table border="1" data-bbox="680 410 1098 638"> <tr><td>Colour</td><td>Black</td></tr> <tr><td>Association/Relation</td><td>Soot, charcoal night</td></tr> <tr><td>Symbolism, cultural, social significance</td><td>Bad events, sadness, devil, death, old age strength, power, etc.</td></tr> <tr><td>Other uses</td><td>Mourning, objects of war, etc.</td></tr> </table> <table border="1" data-bbox="680 664 1098 867"> <tr><td>Colour</td><td>Blue</td></tr> <tr><td>Association/Relation</td><td>Water, sky</td></tr> <tr><td>Symbolism, cultural, social significance</td><td>Calmness, peace, love, etc.</td></tr> <tr><td>Other uses</td><td>Love items, etc.</td></tr> </table> <table border="1" data-bbox="680 893 1098 1096"> <tr><td>Colour</td><td>Brown</td></tr> <tr><td>Association/Relation</td><td>Earth, soil</td></tr> <tr><td>Symbolism, cultural, social significance</td><td>Decay, rottenness, etc.</td></tr> <tr><td>Other uses</td><td>Mourning, dresses, etc.</td></tr> </table> <table border="1" data-bbox="680 1122 1098 1398"> <tr><td>Colour</td><td>Red, vermilion, terracotta</td></tr> <tr><td>Association/Relation</td><td>Blood, ripe tomatoes</td></tr> <tr><td>Symbolism, cultural, social significance</td><td>Violence, war, force, riot, anger, etc.</td></tr> <tr><td>Other uses</td><td>Mourning dress for close relatives, war dresses, etc.</td></tr> </table>	Colour	Black	Association/Relation	Soot, charcoal night	Symbolism, cultural, social significance	Bad events, sadness, devil, death, old age strength, power, etc.	Other uses	Mourning, objects of war, etc.	Colour	Blue	Association/Relation	Water, sky	Symbolism, cultural, social significance	Calmness, peace, love, etc.	Other uses	Love items, etc.	Colour	Brown	Association/Relation	Earth, soil	Symbolism, cultural, social significance	Decay, rottenness, etc.	Other uses	Mourning, dresses, etc.	Colour	Red, vermilion, terracotta	Association/Relation	Blood, ripe tomatoes	Symbolism, cultural, social significance	Violence, war, force, riot, anger, etc.	Other uses	Mourning dress for close relatives, war dresses, etc.	Guide students to:  - discuss Ghanaian colour concepts and symbolism using appropriate samples and TLM's eg. the flag of Ghana.  - discuss the source, association, or social and cultural meaning and importance of colour in the context of Ghana.  Students to find out the concept of other colours and report for class discussion eg. grey, silver.	The student to:  - explore, experiment and describe how colours can be mixed and applied to basketry to depict Ghanaian colour concepts and symbolism.
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>THE DESIGN AND TECHNOLOGY PROCESS FOR:</b></p> <ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	<p>The student will be able to:</p> <p>3.2.1 analyse the procedure and importance of the Design and Technology process for creative thinking and solving of problems through basketry.</p>	<p>Importance and process of Design and Technology.</p> <p>The concept of “Technology” explained as coming from the Greek word “technos” meaning “art”.</p> <ul style="list-style-type: none"> <li>- The belief that it took a real artist to make products from natural materials.</li> <li>- The importance of the Design and Technology process for critical thinking, creativity and solving problems of society through visual art and basketry eg. food, shelter, clothing, home, work, school, religious, cultural, customary practices, etc.</li> </ul> <p>The Design Process:</p> <ol style="list-style-type: none"> <li>1. The Problem – the need for an item e.g. container, basket.</li> <li>2. Define and Specify (explain) the problem eg. basket for carrying tomatoes from the farm at the back (not on the head).</li> <li>3. Investigate (technology), safety, decoration, cultural and design elements, etc.</li> </ol>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- discuss the concept and importance of Design and Technology Process (DTP).</li> <li>- describe the various steps in the design and technology process in relation to basketry.</li> <li>- use their own examples in basketry to explain, describe and analyse the DTP in relation to basketry, creativity and problem solving skills.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- prepare a researched and illustrated essay either agreeing or disagreeing with the statement that “The Design and Technology process is the only and best approach to making items to develop critical thinking, creative and problem solving skills.</li> <li>- access the internet (if available) and books for information on the topic for further class discussion.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (CONT'D)</b></p> <p><b>THE DESIGN AND TECHNOLOGY PROCESS FOR:</b></p> <ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	<p>The student will be able to:</p>	<ol style="list-style-type: none"> <li>4. (a) Suggest possible solution. Observing, studying the design of objects, elements and principles, patterns, shapes in natural, man-made environment to derive ideas.</li> <li>(b) Pre-imaging, visualising and making drawing of possible shapes or forms, considering elements and principles of design, function and beauty, etc.</li> <li>5. Model: Make a model or miniature from the paper design with suitable materials.</li> <li>6. Work Drawing: Prepare work drawings (if for mass production).</li> <li>7. Using appropriate tools, materials and techniques to make the final item.</li> <li>8. Appraisal/evaluation: Trial-testing for suitability, the Purpose, cost, etc. and for modification.</li> </ol>	<p>Guide students to:</p>	<p>The student to:</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>APPRECIATION, CRITICISM AND JUDGEMENT</b></p>	<p>The student will be able to:</p> <p>3.3.1 differentiate between the meaning and purpose of art appreciation, criticism and judgement.</p>	<p>Meaning And Purpose/Importance of Appreciation and Judgement.</p> <p>(a) Appreciation: The full awareness of all the good qualities in an artwork and in what we see, read and hear. It is an intelligent talk about a work of art.</p> <p><b>NB:</b> (Refer to preamble) and lessons in General Knowledge In Art, (GKA)</p> <p>(b) Appreciation, Criticism And Judgement: An organized system for studying and talking or responding to a work of art to determine whether it is successful/effective or not.</p> <p>(c) Importance of Appreciation, Criticism and Judgement It enables the artist or viewer to:</p> <ul style="list-style-type: none"> <li>- build ones perceptual skills</li> <li>- form an opinion to judge the merits of an artwork</li> <li>- determine whether an artwork is successful or effective</li> <li>- describe, analyse, interpret, criticize judge or evaluate a work of art with confidence etc. (Refer to preamble)</li> </ul>	<p>Students to brainstorm the meaning and importance of appreciation, criticism and judgement in groups and report for class discussion.</p> <p>Students to discuss, compare and determine the difference between appreciation, criticism and judgement.</p> <p>Students to write their own understanding of the meaning and importance of appreciation and criticism in basketry.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- find out from books, internet and practitioners the meaning and importance of the topic</li> <li>- determine the difference between appreciation and criticism, verbally or in writing.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	<p>The student will be able to:</p> <p>3.3.2 analyse the steps or procedure in appreciation, criticism, judgement and come out with suggestions and any merit or demerit.</p>	<p>Step/Procedure for appreciation, Criticism and Judgement:</p> <p>The steps/procedure include:</p> <ul style="list-style-type: none"> <li>- Identification and Description</li> <li>- Analysis</li> <li>- Interpretation</li> <li>- Judgement/Evaluation</li> </ul> <p><b>NB:</b> Refer to the Preamble and GKA for details.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- brainstorm and discuss the steps/procedures in appreciation.</li> <li>- analyse the steps, sequentially and come out with any merit or demerit justifications and suggestions for improvement.</li> </ul>	<p>Student to:</p> <ul style="list-style-type: none"> <li>- debate the topic: “ The procedures/steps in appreciation, criticism and judgement should be changed or modified.”</li> <li>- find out from relevant sources the procedures/steps in appreciating, evaluating and criticizing basketry works and report for class discussion.</li> </ul>
<p>UNIT 4</p> <p><b>AESTHETICS, APPRECIATION, CRITICISM AND JUDGEMENT</b></p>	<p>3.4.1 analyse aesthetic theories required for art appreciation, criticism/evaluation and judgement.</p>	<p>Aesthetic Theories for Appreciation, Criticism and Judgement</p> <p><b>Meaning:</b> Aesthetics is explained as the philosophy and study of the nature of beauty and art.</p> <p>Three aesthetics theories are:</p> <ul style="list-style-type: none"> <li>- Imitationalism and Liberal qualities</li> <li>- Formalism and Design Qualities</li> <li>- Emotionalism and Expressive Experience</li> </ul> <p><b>NB:</b> (Refer to the Preamble for details)</p>	<ul style="list-style-type: none"> <li>- brainstorm and discuss the aesthetic theories and their meanings.</li> <li>- analyse their meanings and importance in art and basketry in particular.</li> </ul>	<ul style="list-style-type: none"> <li>- write a well-researched essay on the topic. The importance of aesthetic theory to the basketry artist.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5</b></p> <p><b>APPRECIATION, JUDGEMENT/ EVALUATION OF AN ARTWORK OF FUNCTIONAL AND AESTHETIC VALUE</b></p>	<p>The student will be able to:</p> <p>3.5.1 appreciate and judge an artwork of functional and aesthetic value using appropriate evaluation, criteria, knowledge and perceptual skills in art.</p>	<p><b><u>Appreciation, Judgement/Evaluation of Artwork using Criteria, Knowledge and Perception in Art</u></b></p> <p>(a) Meaning and Nature of Evaluation Criteria: Evaluation as the making of judgement about the aesthetic quality and values of the work of art.</p> <p>(b) Nature of Adequate, Systematic Evaluation, Criteria</p> <ul style="list-style-type: none"> <li>- Degree of internal relatedness and cohesion within the work</li> <li>- Degree to which the work represents, a norm,</li> <li>- Reflection and expression of the culture, elements and principles of design etc</li> </ul> <p><b>NB:</b> (Refer to the Preamble for details)</p> <p>Appreciating, Judging and Evaluating artwork of functional and aesthetic value.</p> <p>(a) Functional and Aesthetic</p> <ul style="list-style-type: none"> <li>- applying procedures in perception, appreciation, criticism, aesthetic criteria and language in art.</li> </ul> <p>(b) Functional Objects</p> <ol style="list-style-type: none"> <li>i. applying understanding and skills in appreciation, perception, criticism, aesthetics etc. (Refer to the preamble)</li> <li>ii. using empirical evaluation criteria which takes into consideration how the object functions or serves the purpose for which it was made. It is also concerned with both the aesthetic and functional values.</li> </ol>	<p>Students to:</p> <ul style="list-style-type: none"> <li>- brainstorm and discuss the meaning and nature of evaluation criteria for an artwork.</li> <li>- discuss how to evaluate artwork of functional and aesthetic value using appreciation, criticism and aesthetic procedure and theories.</li> </ul> <ul style="list-style-type: none"> <li>- discuss and describe how to appreciate and evaluate objects e.g. Baskets of functional and aesthetic value using perception, appreciation, criticism and empirical evaluation, procedures, art theories.</li> <li>- apply their understanding of perception, appreciation, criticism, aesthetics and evaluation to appreciate and judge their own and others' work.</li> </ul>	<p>Student to:</p> <ol style="list-style-type: none"> <li>(a) find out and report in class for discussion.             <ol style="list-style-type: none"> <li>(i) basketry, practitioners, evaluate their own and others work.</li> <li>(ii) customers and exporters in basketry appreciate and judge basketry items for export and domestic use.</li> </ol> </li> <li>(b) students to debate the topic "Criteria for evaluating students work should be made known to them".</li> </ol>

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION 4

### DESIGN AND MAKING OF ITEMS

**General objectives:** The student will:

1. understand and apply concepts, principles and techniques in drawing, ICT and the design process to basketry.
2. acquire knowledge and skills in designing and making basketry items to satisfy identified needs.
3. develop and use criteria to appreciate and evaluate their own and others works.
4. be aware of moral and human values and exhibit them in basketry work and activities.
5. develop the ability to use current technology and technique to perform academic and creative tasks in basketry.
6. develop multiple ideas and solutions and apply them to solve problems in basketry.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>DRAWING OBJECTS IN OUTLINE</b>	The student will be able to:  4.1.1 draw objects in outline from observation using the senses.	Drawing objects in outline from observation.  Drawing as basic means for expressing, recording and developing ideas for designing and making of items.  - Observing and drawing objects using the senses.  - Drawing natural and man-made objects in the environment and within the experience of students e.g. fruits, parts of plants, man-made objects, geometric, regular and irregular shapes.  - Showing human and moral values in behaviour in class and basketry activities e.g. patience, truthfulness, diligence, honesty, co-operation, self-respect, self-discipline.	Guide students to:  - draw to record what he/she has observed.  - use different media to explore and draw objects from several views.  - apply the senses to draw what is being observed to look real and true.  <b>NOTE:</b> Encourage and observe students to demonstrate the human and moral values in class and in the practice of basketry.	The student to:  - draw objects in outline showing skills in observation, exploration and use of senses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>CREATION OF IDEAS AND DESIGN BY DRAWING/ SKETCHING</b></p>	<p>The student will be able to:</p> <p>4.2.1 create ideas and designs for making basketry items by drawing from observation, imagination and memory.</p>	<p>Creating ideas and designs by drawing from memory, imagination and observation.</p> <p>Drawing and making preliminary designs from ideas derived from natural and man-made objects.</p> <p>Drawing and developing ideas to satisfy an identified need using the design process.</p> <p>Needs:-</p> <ul style="list-style-type: none"> <li>- clothing, shelter, food, entertainment, education, celebrations, marketing, etc.</li> <li>- social, economic, cultural needs of individuals, the home and the community, etc.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss problems/needs in basketry and how to solve them.</li> <li>- draw from observation, memory, imagination based on objects and ideas derived from the natural and man-made environment.</li> <li>- identify a need and develop ideas in drawing, sketches and writing how to satisfy it through basketry.</li> </ul> <p><b>NOTE:</b> ICT facilities e.g. computer and accessories can be used as a tool for accessing information, ideas, drawing and designing.</p> <ul style="list-style-type: none"> <li>- students should be discouraged from using clip art or work of ideas.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- make several drawings/ sketches (in sketch book) from memory, imagination, observation, showing ideas developed in stages, to satisfy identified needs in basketry.</li> </ul>
<p><b>UNIT 3</b></p> <p><b>DESIGNING AND MAKING BY EXPLORING TECHNIQUES, MATERIALS AND TOOLS</b></p> <p><b>(a) Weaving</b></p>	<p>4.3.1 design and make an item to satisfy a need by using weaving and exploring techniques, tools and materials.</p>	<p>Designing and making items by weaving and exploring techniques.</p> <ul style="list-style-type: none"> <li>- Applying knowledge and skills in the (Design and Technology Process (DTP) for critical thinking and creating items to solve problems.</li> <li>- Identifying, preparing and using suitable tools and materials.</li> <li>- Designing and making items using appropriate weaving skills.</li> </ul> <p>Weaving techniques, example:</p> <ul style="list-style-type: none"> <li>- Simple plain weave (over one, under one)</li> <li>- Twill weave</li> <li>- Randing</li> <li>- Pairing</li> <li>- Chasing</li> </ul>	<ul style="list-style-type: none"> <li>- review and discuss lessons on designing, drawing the Design and Technology process, idea development, through drawing, etc.</li> <li>- identify and discuss the techniques in weaving using suitable materials.</li> <li>- discuss various basketry needs that can be satisfied through critical thinking, problem-solving skills through DT process.</li> <li>- student to identify a need, use the DT process to design and make items through exploration and experimentation.</li> </ul> <p><b>NOTE:</b> Demonstrate for students to observe where necessary.</p> <ul style="list-style-type: none"> <li>- encourage exploration and experimentation of ideas, materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- identify a need, design and make an item to satisfy it using DT process, appropriate materials and techniques.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3 (CONT'D)</b></p> <p><b>DESIGNING AND MAKING BY EXPLORING TECHNIQUES, MATERIALS AND TOOLS</b></p> <p><b>(b) Coiling and Stitching</b></p>	<p>The student will be able to:</p> <p>4.3.2 design and make an item to solve an identified problem by using techniques in coiling, stitching, exploration and experimentation.</p>	<p>Materials: flat, slender, flexible, tough strands, splints, paper, palm leaves and rachis, straw, bulrush, leather.</p> <p>Items/end products to satisfy needs; items of functional and aesthetic value eg.</p> <ol style="list-style-type: none"> <li>1. Variety of mats with or without embellishment (place, table, door mats, wall).</li> <li>2. Simple containers with wooden or woven bases.</li> <li>3. woven items such as sieves, strainers, traps, rattles, toys, fans, hats.</li> <li>4. exploring through testing, experimentation, observation, perception, etc.</li> </ol> <p>Designing and making items through coiling, stitching and exploration.</p> <p>Applying knowledge and skills in the Design and Technology Process (DTP) for critical thinking and creating items to solve problems.</p> <ul style="list-style-type: none"> <li>- Identifying, preparing and using suitable materials and tools.</li> <li>- Designing and making items with appropriate techniques by coiling and stitching.</li> </ul> <p><b>Stitching Techniques:</b></p> <ol style="list-style-type: none"> <li>i. Lazy squaw and the variation of African stitch (with the stitch passing through the core) and figure of eight stitch.</li> <li>ii. Using single rod/splint as the core</li> <li>iii. Using a core/bundle of flexible strands</li> <li>iv. Using flexible strands to stitch and wrap to cover the core partially or fully. Suggested items to solve individual and community problems e.g. mats, containers, bowls.</li> </ol>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- discuss the need to identify problems in basketry and solve them through the DT process and using appropriate tools, materials and techniques.</li> <li>- identify a need, design and make an item to satisfy it using the DT process, exploration and experimentation.</li> </ul> <p><b>NOTE:</b> Demonstrate the techniques in coiling and stitching for students to observe and practise.</p> <p>Students to display items, appreciate and appraise them according to criteria.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- design and make an item to satisfy an identified need by coiling and stitching and exploration techniques.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3 (CONT'D)</b></p> <p><b>DESIGNING AND MAKING BY EXPLORING TECHNIQUES, MATERIALS AND TOOLS</b></p> <p><b>(c) Plaiting</b></p>	<p>The student will be able to:</p> <p>4.3.3 design and make an item to satisfy a need using techniques in plaiting and exploration.</p>	<p>Designing and making items by exploration and plaiting techniques.</p> <ul style="list-style-type: none"> <li>- applying knowledge and skills in the Design and Technology process for critical thinking and creating items to solve identified problems.</li> <li>- identifying, preparing and using suitable tools and materials.</li> <li>- designing and making items by using appropriate techniques in plaiting.</li> </ul> <p><b>Plaiting Techniques:</b> example;</p> <ul style="list-style-type: none"> <li>- plaiting with 3,4,5 or more strands into strips.</li> <li>- exploring and making items with plaited strips by folding, cutting, coiling, stitching, fixing decorative items eg. place mats; belts, straps for foot wear, bags and containers</li> <li>- exploring, experimenting, observing when using tools, materials, techniques to create items.</li> <li>- decorating and finishing items using appropriate techniques and materials e.g. trimming, wrapping, lashing, singeing of surfaces, rims, handles, inside and outside.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss some needs of basketry.</li> <li>- discuss how to satisfy identified needs using DTP, materials and techniques in plaiting.</li> </ul> <p>Students to identify a need, use the DT process, design and make:</p> <ul style="list-style-type: none"> <li>- a plaited item</li> <li>- a plaited and stitched item</li> </ul> <p><b>NOTE:</b> Demonstrate various techniques in plaiting for students to observe and practise.</p> <p>Ensure that students display and appreciate, appraise their works based on agreed procedure and criteria.</p> <p>The use of ICT to perform relevant tasks is also important. e.g. drawing and designing.</p>	<p>The student to design and make a plaited item to satisfy an identified need:</p> <ul style="list-style-type: none"> <li>- of an individual.</li> <li>- at home.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3 (CONT'D)</b></p> <p><b>DESIGNING AND MAKING BY EXPLORING TECHNIQUES, MATERIALS AND TOOLS</b></p> <p><b>(d) Knotting (Macramé)</b></p>	<p>The student will be able to:</p> <p>4.3.4 design and make an item to satisfy a need by exploring and using knotting techniques.</p>	<p>Designing and making items through exploration and use of knotting techniques.</p> <p>Applying the understanding and skills in Design and Technology process to create and solve identified problems.</p> <p>Preparing, designing and using exploration, experimentation and appropriate knotting techniques to create items of functional and aesthetic value and to solve identified social, cultural and economic needs of society.</p> <p>Knotting techniques, examples;</p> <p>a. Lark Head Knot – for mounting cords.</p> <p>b. Clove Hitch and its variations eg. Vertical, Horizontal and Diagonal Clove Hitch; Alternating half hitch chain; Double alternating clove hitch and chain.</p> <p>c. Square knot and its variation eg. alternating square knots and sennit,</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- how to design and make items to satisfy identified needs by knotting.</li> <li>- demonstrate various techniques in planning, preparing, designing and making items for students to observe and practise.</li> <li>- design and make items to satisfy an identified need using DT process and appropriate knotting techniques.</li> </ul> <p><b>NOTE:</b> guide students to explain some basic terms in knotting e.g. sinnet, floater cords and filler</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- design and make a knotted Item to satisfy a need in one of the following areas: <ul style="list-style-type: none"> <li>i. clothing/dressing</li> <li>ii. wall decoration</li> <li>iii. hanging of potted flowers</li> <li>iv. table decoration</li> </ul> </li> </ul>



# SENIOR HIGH SCHOOL - YEAR 1

## SECTION 5

### ENTREPRENEURIAL SKILLS I

**General objectives:** The student will:

1. understand and apply knowledge and skills in entrepreneurship from general knowledge in art and basketry to develop a plan for portfolio building.
2. develop the skills ,attitude and the interest to build a personal portfolio/albums of works.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>BUILDING A PORTFOLIO OF WORKS</b>	The student will be able to:  5.1.1 determine the requirements and qualities of a relevant portfolio of works.	Determining the requirement and qualities of a relevant portfolio of works  Meaning of portfolio is the hard or soft copy of a collection of works.  Importance; As a collection of works, it is needed or required for employment, further education, occupational training employment or business promotion as evidence of educational qualification, creative ability, achievement, technical proficiency, etc.  Types; slides, samples, transparencies CDs, DVDs, Videos, stored, parked or contained in e.g. files, envelopes, folders and albums.  Criteria /checklist to determine whether it is relevant for the purpose e.g. 1.does the portfolio reflect your best work 2.does it communicate well 3.is your craftsmanship faultless 4.are your personal strengths apparent	Guide students to: -discuss the meaning, importance and types of portfolio, using samples.  -compare types of portfolio to determine advantages and disadvantages similarities and differences.  -discuss and go through a checklist for determining the qualities and requirement for relevant portfolio of work	The student to: -write a well researched paper on the importance and qualities of relevant portfolio in basketry for school, seminar and entrepreneurial skills.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>BUILDING A PORTFOLIO OF WORKS</b>	The student will be able to:  5.1.2 build up a hard and soft copy portfolio of works for exhibition.	Hard and soft copy or portfolio of works. Portfolio –a collection of creative works.  Building a portfolio to; -Selection of best work -Finishing of work-e.g. framing, vanishing, fixing, back boarding, and retouching -Preparing brochure; i.e. the artist statement, appraisal from referees, etc. -Using digital content (ICT) to store works on CDs, DVDs, pen drives, etc. -Preparing a photo album of works (colour prints, transparencies etc.)	Guide students to:  -build up and select appropriate hard and soft copy portfolio exhibition for future use.  <b>NB:</b> Guide students to organise a power point presentation of their works if possible.	The student to:  <b>PROJECT</b> Prepare a portfolio of a hard and soft copy of works and present for simulated job seeking interview.

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION 1

### SUSTAINABLE DEVELOPMENT AND BASKETRY

**General objectives:** The student will:

1. understand the need for initiating strategies to sustain the environment as he/she utilises resources to produce basketry items.
2. acquire knowledge and skills to manage and operate a basketry enterprise in a sustainable and an environmentally friendly manner.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>THE SIGNIFICANCE OF SUSTAINABLE DEVELOPMENT TO SOCIETY AND THE BASKETRY INDUSTRY</b></p>	<p>The student will be able to:</p> <p>1.1.1 suggest strategies to sustain and maintain the environment as the source of raw materials and other inputs for the basketry industry.</p>	<p>Sustainable use of basketry materials and resources.</p> <p>Sustaining and maintaining the environmental sources of raw materials for basketry making: Environmentally sound harvesting activities; Re-forestation, Waste management, Ingenuity, Self-reliance, and Resourcefulness.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify the various sources of raw materials and other resources and discuss how they can be acquired and used in a sustainable manner.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- suggest the strategies for maintaining the sources from which raw materials are obtained.</li> </ul>
<p><b>UNIT 2</b></p> <p><b>CHALLENGES OF THE BASKETRY INDUSTRY</b></p>	<p>1.2.1 outline the challenges of the basketry sector and suggest possible solutions.</p>	<p>Challenges within the basketry sector of Ghana.</p> <ul style="list-style-type: none"> <li>- problem with competition with plastic containers.</li> <li>- problems of material acquisition.</li> <li>- lack of customer confidence or patronage in made-in-Ghana basketry due to dishonesty on the part of practitioners in basketry.</li> <li>- compliance with standard Requirements etc.</li> </ul>	<ul style="list-style-type: none"> <li>- brainstorm to identify and highlight the challenges of the basketry industry by discussing.</li> <li>- the role of professional basketry association(s).</li> <li>- the role of standards in the basketry sector.</li> <li>- skill acquisition through further training.</li> <li>- entrepreneurial and creative skills.</li> <li>- need for the inputs of consultants/experts; Non-governmental organisation (NGO), schools, universities, practitioners, general public, etc.</li> <li>- quality, control, finishing, packaging.</li> <li>- work ethics, human and moral values, attitude, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- identify challenges in basketry and suggest solutions for sustaining the teaching and learning in schools, universities and enterprises.</li> <li>- propose how to design and make basketry items, sustainably to satisfy domestic, tourist and export markets.</li> </ul>

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION 2

### DESIGN AND MAKING BASKETRY ITEMS

**General objectives:** The student will:

1. recognise the different needs of society and develop ideas and realistic designs to satisfy them through basketry.
2. understand the techniques, properties and working characteristics of basketry materials to make right choices.
3. be aware of a wide range of appropriate sources of information and use them to develop ideas, design and items.
4. develop the ability to appreciate and evaluate their own or others work according to purpose and criteria.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>DESIGNING AND MAKING ITEMS TO SATISFY A NEED BY WEAVING</b></p>	<p>The student will be able to:</p> <p>2.1.1 design and make an item of aesthetic and functional value to satisfy a need using various weaving techniques.</p>	<p>Designing and making items by using various weaving techniques.</p> <p>Identifying a need or problem and using the Design and Technology process (DTP) to solve/satisfy it eg. investigating, visualizing/pre-imaging, using words, sketches, preliminary designs, models/miniatures to record and describe ideas, making an appraisal/evaluation for improvement, etc.</p> <p>Broad areas of social, cultural, economic needs or problems of individuals, community or the nation.</p> <p>a. Containers (with or without) handles, lids, straps/attachments, adornments for:</p> <p style="margin-left: 20px;">i. carrying on the head, back, in the hand, on the shoulders, side by human beings, beasts of burden, bicycles, motor cycles.</p> <p style="margin-left: 20px;">ii. buying and selling at the market, shopping, protecting (glass, ceramic bottles, pots).</p>	<p>Review lessons on Design and Technology process, drawing, basic design elements and principles, basketry techniques, tools and materials, using appropriate teaching, learning and assessment procedures, etc.</p> <p>Guide students to brainstorm and discuss needy/problem areas that can be solved or satisfied by design and making of items by weaving.</p> <p>Students to design and make items to satisfy a need.</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate various processes or techniques when necessary.</li> <li>- Encourage students to use ICT/internet facilities for seeking information, designing and presenting their ideas.</li> <li>- Provide students with the opportunity to do self evaluation, presentation of designs and ideas for class discussion.</li> </ul> <p>Students to discuss and formulate procedure and criteria for appreciating and evaluating works for exhibition.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- identify a need and use DTP to develop design and making ideas for presentation in class with ICT support if possible.</li> <li>- design and make a functional and aesthetic item to satisfy an identified need for a school exhibition.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>DESIGNING AND MAKING ITEMS TO SATISFY A NEED BY WEAVING</b></p>	<p>The student will be able to:</p>	<p>iii. keeping fish, birds, fowls, eggs, flowers, seeds, nuts, fruits, sweets, vegetables, foodstuffs.</p> <p>iv. Personal:</p> <ul style="list-style-type: none"> <li>- storage of linen/clothes, jewels/beads, etc.</li> <li>- baskets, bags, purse for: shopping, money, work, school .</li> <li>- clothing/dressing eg. hat, footwear, necklace, etc.</li> </ul> <p>General:</p> <p>i. Agriculture – reaping, harvesting, sieving, sifting, drying, fishing, trapping, threshing, etc.</p> <p>ii. Home: brooms, baskets/containers for food, keeping domestic pets; decorating walls, rooms, verandah, hanging pots and baskets, roofing/thatching, etc. mat (big and small), door blind, fans, furniture, seatings, stool, sofa, couch, bookshelf, book rack, babycot, cradle, beadstead, boxes, etc.</p> <p>iii. Spiritual religious/cultural: ceremonial baskets – puberty (dipo) hats, gifts for courtship, wedding, burial, chiefs paraphernalia (eg. palanquin).</p> <p>iv. Sculptural: animal, human forms, toys, etc.</p> <p>v. Entertainment/sports: nets, rattles, dolls, etc.</p>		<p>The student to:</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>DECORATIVE WEAVING AND FINISHING</b></p>	<p>The student will be able to:</p> <p>2.1.2 design and make a functional and beautiful item to satisfy a need using appropriate weaving decoration (patternmaking) and finishing techniques.</p>	<p><u>Techniques</u></p> <p>(a) Variety of weaving styles (see decoration, patterning and finishing by weaving) example: variety of randing, pairing/twining, twilling, waling, fitting, sewing, chasing, lashing, wrapping techniques.</p> <p>(b) Using coloured and uncoloured weavers, stakes/spokes and odd or even number of stakes, incorporating, integrating ornaments/embellishment, objects, etc.</p> <p>Designing and making of items with weaving, decoration and finishing techniques.</p> <ul style="list-style-type: none"> <li>- identifying a problem/need and using the DTP to solve/satisfy it.</li> <li>- preparing, dyeing and choosing suitable materials based on characteristics, limitation and strengths eg. splints/strands from; straw, palm rachis, bamboo, canes, bulrush, tree bark, etc.</li> <li>- identifying and choosing the appropriate weaving techniques for: making decoration/pattern and finishing. For example;</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss various ways of weaving, decorating/creating patterns and finishing during or after making the item.</li> <li>- discuss the importance and uses of coloured strands, weavers and stakes and other elements and principles of design in creating patterned weaves and overall decoration of the item.</li> <li>- discuss the importance and techniques in finishing, decorating the surface, rim and other parts to ensure safe use, enhance beauty, attractiveness and presentation to customers/users.</li> <li>- discuss and develop a criteria and procedure for appreciating and appraising, decorated and finished woven items.</li> <li>- students to identify a need, design and make a patterned/decorated and finished woven item to satisfy it.</li> </ul> <p><b>NOTE:</b> Encourage students to observe and search for information, explore and experiment with various weaving techniques involving the weaver, stakes coloured and uncoloured strands.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- write an illustrated essay describing how to create patterns or decorative weaves in basketry.</li> <li>- design and make an item of functional and aesthetic value using appropriate skills in <ul style="list-style-type: none"> <li>- DTP</li> <li>- patterned weaving</li> </ul> </li> <li>- explore and weave an item with any number of stakes divisible by 3 plus 1 using two coloured weavers and one uncoloured weaver.</li> </ul>

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<b>UNIT 1 (CONT'D)</b>  <b>DECORATIVE WEAVING AND FINISHING</b>	The student will be able to:	<p><b><u>Decorative Weaving</u></b></p> <p>(1a)</p> <table border="1" data-bbox="682 337 1096 613"> <tr> <td>Name of weave</td> <td>(a) Randing in and out (plain weave).</td> </tr> <tr> <td>No. of spokes/ stakes</td> <td>Odd</td> </tr> <tr> <td>No. of weavers</td> <td>One</td> </tr> <tr> <td>Colour of weavers</td> <td>Coloured or uncoloured.</td> </tr> <tr> <td>Stroke</td> <td>Front of one behind one and out.</td> </tr> </table> <p>(1b)</p> <table border="1" data-bbox="682 641 1096 938"> <tr> <td>Name of weave</td> <td>Double (or more) weave, slewing.</td> </tr> <tr> <td>No. of spokes/ stakes</td> <td>Odd</td> </tr> <tr> <td>No. of weavers</td> <td>Two (or more) used as one.</td> </tr> <tr> <td>Colour of weavers</td> <td>Both coloured or uncoloured.</td> </tr> <tr> <td>Stroke</td> <td>Front of one behind one and out.</td> </tr> </table> <p>(2a)</p> <table border="1" data-bbox="682 966 1096 1372"> <tr> <td>Name of weave</td> <td>2 (a) Pairing/Twining</td> </tr> <tr> <td>No. of spokes/ stakes</td> <td>Any number.</td> </tr> <tr> <td>No. of weavers</td> <td>Two</td> </tr> <tr> <td>Colour of weavers</td> <td>Both uncoloured or coloured.</td> </tr> <tr> <td>Stroke</td> <td>Front of one, behind one and out. Repeat stroke with left-hand weaver.  Front of one, behind one and out. Repeat stroke with left-hand weaver.</td> </tr> </table>	Name of weave	(a) Randing in and out (plain weave).	No. of spokes/ stakes	Odd	No. of weavers	One	Colour of weavers	Coloured or uncoloured.	Stroke	Front of one behind one and out.	Name of weave	Double (or more) weave, slewing.	No. of spokes/ stakes	Odd	No. of weavers	Two (or more) used as one.	Colour of weavers	Both coloured or uncoloured.	Stroke	Front of one behind one and out.	Name of weave	2 (a) Pairing/Twining	No. of spokes/ stakes	Any number.	No. of weavers	Two	Colour of weavers	Both uncoloured or coloured.	Stroke	Front of one, behind one and out. Repeat stroke with left-hand weaver.  Front of one, behind one and out. Repeat stroke with left-hand weaver.	Guide students to:	The student to:
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<b>UNIT 1 (CONT'D)</b>  <b>DECORATIVE WEAVING AND FINISHING</b>	The student will be able to:	<p>(2b)</p> <table border="1" data-bbox="680 347 1098 647"> <tr> <td>Name of weave</td> <td>Pairing/Twining</td> </tr> <tr> <td>No. of spokes/ stakes</td> <td>Even</td> </tr> <tr> <td>No. of weavers</td> <td>Two</td> </tr> <tr> <td>Colour of weavers</td> <td>One coloured and one uncoloured.</td> </tr> <tr> <td>Stroke</td> <td>Front of one, behind one and out. Repeat stroke with left-hand weaver.</td> </tr> </table> <p>(3)</p> <table border="1" data-bbox="680 675 1098 976"> <tr> <td>Name of weave</td> <td>Chasing</td> </tr> <tr> <td>No. of spokes/ stakes</td> <td>Even</td> </tr> <tr> <td>No. of weavers</td> <td>Two</td> </tr> <tr> <td>Colour of weavers</td> <td>Both uncoloured or coloured</td> </tr> <tr> <td>Stroke</td> <td>Front of the, behind one and out (one weaver is worked ahead of other)</td> </tr> </table> <p>(4)</p> <table border="1" data-bbox="680 1003 1098 1304"> <tr> <td>Name of weave</td> <td>Chasing</td> </tr> <tr> <td>No. of spokes/ stakes</td> <td>Even</td> </tr> <tr> <td>No. of weavers</td> <td>Two</td> </tr> <tr> <td>Colour of weavers</td> <td>One coloured and one uncoloured</td> </tr> <tr> <td>Stroke</td> <td>Front of one, behind one and out (one weaver is worked ahead of other)</td> </tr> </table>	Name of weave	Pairing/Twining	No. of spokes/ stakes	Even	No. of weavers	Two	Colour of weavers	One coloured and one uncoloured.	Stroke	Front of one, behind one and out. Repeat stroke with left-hand weaver.	Name of weave	Chasing	No. of spokes/ stakes	Even	No. of weavers	Two	Colour of weavers	Both uncoloured or coloured	Stroke	Front of the, behind one and out (one weaver is worked ahead of other)	Name of weave	Chasing	No. of spokes/ stakes	Even	No. of weavers	Two	Colour of weavers	One coloured and one uncoloured	Stroke	Front of one, behind one and out (one weaver is worked ahead of other)	Guide students to:	The student to:
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<b>UNIT 1 (CONT'D)</b>  <b>DECORATIVE WEAVING AND FINISHING</b>	The student will be able to:	<p><u>Finishing</u>            Finishing of rim, side (outside and inside), handles, lids, bag, trimming, tying, wrapping, lashing, bending, singeing, glueing, sand papering, vanishing, lacquering, embroidering, spraying, sealing, using trac, scallop, plaited borders, etc.</p> <p><b>NOTE:</b>            Finishing is the process of completing the making including the treatment of the surface (inside and outside) to achieve desired effect. It adds value and makes the work neat, attractive, tidy, presentable and competitive.</p> <p><u>Attachment/embellishment/adornment</u>            Integrating objects such as cowries shells, beads, feathers to enhance the beauty.</p>	Guide students to:	The student to:

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>DESIGNING AND MAKING ITEMS TO SATISFY A NEED BY COILING AND STITCHING</b></p>	<p>The student will be able to:</p> <p>2.2.1 design and make an item to satisfy a need by using coiling and stitching techniques.</p>	<p>Designing and making items to satisfy a need by various coiling and stitching techniques.</p> <ol style="list-style-type: none"> <li>1. Identifying a need or problem and using the DTP to solve or satisfy it.</li> <li>2. Social, cultural, religious, economic needs of individuals community/society (refer to section 2, year 3 on weaving).</li> <li>3. Techniques:               <ol style="list-style-type: none"> <li>i. Variety of coiling and stitching examples; Lazy squaw, variation of lazy squaw (passing the stitch through the core), Figure of eight stitch, Peruvian and Mariposa stitches, etc.</li> <li>ii. Designing and making of items, mats, hats, bowls, containers of various shapes with coiled and stitched/wooden bases; oval, round, square, rectangular, oblong, irregular shape, forms, etc.</li> <li>iii. Using core made up of single rod or bundle of strands.</li> <li>iv. Making stitches to cover the core completely or partially.</li> </ol> </li> </ol>	<p>Review previous lessons or units on DT process ie. Idea development, elements and principles of design, techniques, tools, materials for making items by coiling and stitching.</p> <p>Students to identify and discuss basketry needs and how to satisfy them by coiling and stitching techniques.</p> <p>Demonstrate various coiling and stitching techniques for observation, discussion and practice by students.</p> <p>Students to design and make a decorated item to satisfy an identified need by coiling and stitching.</p> <p><b>NOTE:</b> Encourage students to:</p> <ul style="list-style-type: none"> <li>- use ICT/internet or computer knowledge and skills to develop ideas, design and present them for discussion.</li> <li>- experiment, explore the use of tools, materials and techniques.</li> <li>- find out how to make items to satisfy requirements of users/customers for decision making and improvement. e.g. Ghana Export Promotion Council, Ministry of Trade, Aid to Artisans, Ghana, etc.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- describe how to make an item to satisfy a need by using the DT process available tools and materials in the environment.</li> <li>- design and make a decorative and finished item by coiling and stitching to satisfy a need at           <ul style="list-style-type: none"> <li>- home or</li> <li>- community or</li> <li>- school</li> </ul> </li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (CONT'D)</b>  <b>DECORATIVE COILING, AND FINISHING</b>	<p>The student will be able to:</p> <p>2.2.2 design and make a functional and beautiful item to satisfy a need using appropriate decorative coiling, stitching and finishing techniques.</p>	<p>Designing and making with coiling, stitching, decoration and finishing techniques.</p> <ol style="list-style-type: none"> <li>1. Identifying a problem/need and using the Design and Technology Process (DTP) to solve/satisfy it.</li> <li>2. planning, preparing, and choosing suitable materials based on characteristics, limitations and strengths eg. <ol style="list-style-type: none"> <li>(a) soft, tough, flexible, dyed (coloured) or undyed (uncoloured) strands for stitching, wrapping.</li> <li>(b) tough, flexible materials for making the bundle/core.</li> </ol> </li> <li>3. Decorative/Pattern stitches: <ol style="list-style-type: none"> <li>(a) Using coloured and uncoloured strands to create or make stitches fully or partially covering the core and showing patterned lines, shapes, images, symbols with other elements and principles of art.</li> <li>(b) Stitches: Lazy squaw, Mariposa, Figure-of-eight, Peruvian, etc.</li> <li>(c) Incorporating/integrating other objects to enhance the item eg. beads, calabash, gourd, feathers, shells, seeds.</li> </ol> </li> </ol>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss various needs requiring items by coiling and stitching.</li> <li>- identify and discuss various techniques in making decoration with coloured and uncoloured strands and finishing by coiling, stitching, tapering, trimming and incorporating other stitches or objects at the rim or parts of the item.</li> </ul> <p>Students to design and make a finished and decorated item by coiling and stitching techniques.</p> <p>Students discuss the need for decoration and finishing.</p> <p>Develop appreciation and appraisal criteria and use it for their works.</p> <p><b>NOTE:</b> Encourage: observation and search for more information from practitioners, reference books, internet, experimentation and exploration by students.</p> <p>They can also use the computer as well as the hand for drawing and designing.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- write an illustrated essay for a newsletter on how to design and make a decorative item by coiling and stitching.</li> <li>- design and make a decorated and finished item to satisfy an identified need for a school exhibition.</li> </ul>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>DECORATIVE PLAITING AND FINISHING TECHNIQUES</b>	<p>The student will be able to:</p> <p>2.3.2 design and make an item for a purpose by using appropriate decorative plaiting and finishing techniques.</p>	<p>Designing and making items with decorative plaiting and finishing techniques.</p> <ul style="list-style-type: none"> <li>- identifying a problem/need and using Design and Technology Process (DTP) to solve/satisfy it.</li> <li>- preparing, planning and selecting suitable materials eg. dye and undyed strands from palm (fan, raffia, date) leaves, screw pine, corn shuck, bulrush, paper, card, leather, fabric.</li> </ul> <p>Decoration:</p> <ul style="list-style-type: none"> <li>- decorative/patterns plaiting techniques – using coloured, uncoloured strands to plait/create and organise elements according to principles of art.</li> </ul> <p>Finishing:</p> <ul style="list-style-type: none"> <li>(a) reinforcing and decorating the rim with stiffer material and fixing by lashing, stitching, binding, wrapping e.g. leather, cane, cord.</li> <li>(b) plaiting, weaving and trimming.</li> <li>(c) integrating/embellishing with embroidery stitches and attachment of objects.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- review the lesson on how to design, explore and make items by plaiting with strands, elements and principles of design, drawing in outline, colour concepts and symbolism.</li> <li>- identify and discuss needs to be satisfied by plaiting and decoration techniques.</li> <li>- demonstrate the required techniques for students to observe and apply creatively in their work.</li> <li>- use the DT process to satisfy an identified need in basketry by designing and making a decorative and functional item by plaiting techniques.</li> </ul> <p>Students to display their works and respond to them through appreciation, appraisal on an agreed criterion.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- identify a problem in basketry, design and make a decorative and functional plaited item to solve it.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4</b></p> <p><b>DESIGNING AND MAKING ITEMS BY KNOTTING (MACRAME)</b></p> <p><b>DECORATIVE KNOTTING AND FINISHING TECHNIQUES</b></p>	<p>The student will be able to:</p> <p>2.4.1 design and make an item to satisfy a need by using appropriate knotting techniques.</p> <p>2.4.2 design and make an item to solve an identified problem by using decorative knotting and finishing techniques.</p>	<p>Designing and making items by using knotting techniques.</p> <ul style="list-style-type: none"> <li>- identifying a need/problem and applying the BDT process to solve/satisfy it by using various knotting techniques. (refer to section 2 on weaving)</li> <li>- preparing, planning and selecting suitable materials eg. coloured or uncoloured natural or man-made strands eg. variety of cords, ropes, strips of leather.</li> </ul> <p><u>Knotting techniques</u> e.g. the clove hitch knot and save variations, square knot and some vanateous, Chinese knot, Josephine knot, Gathening knot, Vertical lark's head chain, etc.</p> <p>Designing and making items with decorative knotting and finishing techniques.</p> <ul style="list-style-type: none"> <li>- identifying a problem/need and using Design and Technology Processes (DTP) to solve or satisfy it.</li> <li>- preparing, planning and selecting suitable materials eg. coloured and uncoloured strands.</li> <li>- decorative knotting techniques.</li> </ul> <p>(a) using coloured and uncoloured strands to knot and create and organise a variety of knots, elements according to principles of art.</p> <p>(b) integrating objects such as beads, shells to add value, beauty and finishing by trimming, singeing, tying, etc.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identifying and discuss needs to be satisfied by making knotted items.</li> </ul> <p>Demonstrate the techniques and relevant skills applications.</p> <ul style="list-style-type: none"> <li>- identify a need, design and make an item to satisfy it using the DT process, knotting techniques and materials.</li> <li>- exhibit their works for appreciation and appraisal according to known criteria.</li> </ul> <ul style="list-style-type: none"> <li>- review lessons in designing, decoration problem solving and creativity by using the DTP elements and principles of design, techniques in making items by knotting, etc.</li> <li>- discuss how to identify and develop ideas to satisfy needs by making knotted items.</li> </ul> <p>Demonstrate various techniques in making decorative knots.</p> <p>Students to identify a need, design and make a decorative knotted item to satisfy it.</p> <p><b>NOTE:</b> Encourage students to present and discuss their design ideas, stating constraints and how they intend to solve them.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- describe the procedure to solve a problem in basketry through the design and making of an item by knotting.</li> <li>- design and make an item by knotting to satisfy an identified need of one of the following: <ul style="list-style-type: none"> <li>i. home</li> <li>ii. school</li> <li>iii. chief's palace</li> <li>iv. District Chief Executive's office</li> <li>v. music, games</li> <li>vi. storage</li> <li>vii. shopping/buying and selling</li> </ul> </li> </ul> <p>Students to identify some needs and (in groups) design and make a decorative and functional item to solve them in the following areas:</p> <ul style="list-style-type: none"> <li>i. the school</li> <li>ii. community library</li> <li>iii. home of the visual art teacher</li> <li>iv. games</li> <li>v. agriculture</li> </ul>





# SENIOR HIGH SCHOOL - YEAR 2

## SECTION 3

### ENTREPRENEURIAL SKILLS II

**General objectives:** The student will:

1. develop and apply skills in costing and pricing basketry items.
2. understand and apply knowledge and skills in entrepreneurship from general knowledge in art and basketry to develop a business plan and brochure.
3. acquire and apply skills in packaging and handling basketry items.
4. apply the knowledge and skills in exhibition to participate willingly in organizing and mounting one.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>DEVELOPING A BUSINESS PLAN</b>	The student will be able to:  3.1.1 prepare a business plan for an enterprise in basketry.	Prepare a business plan for basketry.  Meaning and purpose-it is a document that indicates what one intends doing, ,how and when one intends doing it.  Purpose-as a plan , -it controls the direction of the enterprise.  -Is useful for monitoring and evaluating the way and how the business /enterprise should go.  -is useful as collateral or security to seek a loan or financial assistance, etc.  Key in preparing a business plan -executive summary  -name and address of business/enterprise  -identification of a need to satisfy.  -establish what you want to achieve or do.	Guide the student to;  -brainstorm and discuss the meaning and purpose of a business plan. -Discuss with relevant examples in basketry, the key points in preparing a business plan  Students to apply their knowledge, skills and understanding in entrepreneurial skills (General Knowledge in Art) and basketry to prepare business plan.  NOTE; Guide students to present their business plan with or without digital content in class for discussion. Consult a business person for assistance on the topic.	Describe how to develop a business plan using concrete examples. Develop a business plan for his / her enterprise in basketry for consideration by a local I bank li financier lii non-governmental organisation

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>DEVELOPING A BUSINESS PLAN</b>	The student will be able to:	<ul style="list-style-type: none"> <li>-find out or research from past solution to similar problems</li> <li>-analyse the industry or market where you can operate e.g. potential customers, competitors, etc.</li> <li>-pick the best solution</li> <li>-describe the enterprise or business(product, services, background of the entrepreneur)</li> <li>-describe production activity e.g. designing and making process ,machines ,sources of raw materials location of enterprise etc..</li> <li>-Marketing activities e.g. customers, pricing, distribution, promotion, advertising, etc.</li> <li>-organisation e.g. background of managers and their duties, etc.</li> <li>-Financial plan e.g .capital requirement, potential profits, cash flow, sources of funds.</li> </ul>		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>DESIGNING AN ARTIST BUSINESS BROCHURE AND CARD</b></p>	<p>The student will be able to:</p> <p>3.2.1 design and make an artist brochure and card.</p>	<p>Designing and Making an Artists Brochure and Card</p> <ul style="list-style-type: none"> <li>- An artist's brochure is a printed document, booklet or a thin book that gives information about an artist and his/her works.</li> </ul> <p>An effective brochure or call card may have among other things the following:</p> <ul style="list-style-type: none"> <li>• The name of the artist/practitioner</li> <li>• The artist's statement (philosophy, motivation, ideas, etc)</li> <li>• Contact: <ul style="list-style-type: none"> <li>- Telephone Numbers</li> <li>- email and postal addresses</li> <li>- website, etc.</li> </ul> </li> <li>• Location of studio</li> <li>• Photos of works produced, size, title and price</li> <li>• Record of previous exhibitions held (solo and group)</li> </ul>	<p>Students in groups brainstorm and suggest ways by which an artist can create public awareness of what he/she does and can do and present report for class discussion.</p> <p>Students to discuss the meaning, purpose and characteristics of an artist's brochure and call cards.</p> <p>Students to examine and compare an artist's call card with the brochure to determine similarities and differences.</p> <p>Discuss and demonstrate various ways of preparing designing and producing an artist's brochure with words and images.</p>	<p>(a) Write a researched essay on how to design and make an effective brochure or call card for a basketry artist or entrepreneur in the community by using available material.</p> <p>(b) design and make samples of artist brochure and call card using appropriate skills and technology eg.</p> <ul style="list-style-type: none"> <li>- cutting, pasting, binding, etc.</li> </ul> <p>(c) find out and write a report on whether artists/ practitioner in the community have and use:</p> <ul style="list-style-type: none"> <li>- artist's brochure call card or both.</li> <li>- artist's brochure or call card which are effective in terms of e.g. Design, information and other characteristics.</li> </ul>

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<p><b>UNIT 3</b></p> <p><b>EXHIBITION, PLANNING AND PREPARATION</b></p>	<p>The student will be able to:</p> <p>3.3.1 explain the concept “exhibition”.</p> <p>3.3.2 explain the types of exhibitions and purposes.</p> <p>3.3.3 plan an exhibition.</p>	<p>Exhibition is a public display of products such as manufactured goods, basketry items, food, leather items and other artifacts and articles in order to attract viewers and buyer.</p> <p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>(i) it offers avenue for sale of product.</li> <li>(ii) Serves as an advertisement for products.</li> </ul> <p>Types of exhibitions: General and specialized</p> <p><u>General</u></p> <ul style="list-style-type: none"> <li>(i) attract all kinds of exhibits and could be called a bazaar, fair or exhibition</li> </ul> <p><u>Specialised</u></p> <ul style="list-style-type: none"> <li>(i) attract specific product and accessories, tools/equipment and material (Art exhibition)</li> </ul> <p>Planning and exhibition considers:</p> <ul style="list-style-type: none"> <li>(i) type of exhibition</li> <li>(ii) what to exhibit</li> <li>(iii) where to exhibit (location): Exhibition could be held at school, district and national levels</li> <li>(iv) cost involved</li> <li>(v) expected number of guests/visitors</li> <li>(vi) duration/time/date e.g. opening and closing</li> <li>(vii) mounting of exhibits</li> </ul>	<p>Guide students to explain the meaning of “Exhibition”.</p> <p>Guides students to discuss the purpose for holding exhibitions and describe the different types of exhibitions.</p> <p>Guide students to discuss the stages involved in the planning and preparation of an exhibition.</p>	<p>Students to write on types of exhibitions.</p> <p>i. students to mount individual exhibition.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>	<p>The student will be able to:</p> <p>3.3.4 Mounting an exhibition.</p>	<p>Mounting exhibits will consider:</p> <ul style="list-style-type: none"> <li>- colour scheme and balance</li> <li>- size, weight, height of exhibits</li> <li>- ensure effective lighting and ventilation of room</li> <li>- create free movement for viewing exhibits</li> <li>- decorate room using flowers, ribbons etc.</li> <li>- create centre of attraction e.g. modelling/video show, etc</li> <li>- provide background music</li> </ul>	<p>Guide students to discuss various issues to consider in mounting/displaying exhibits.</p> <p><b>Note</b> Depending on size, height and weight of object the object may be:</p> <ul style="list-style-type: none"> <li>- placed on table(s)</li> <li>- hanged at eye level on cardboard, wall, doors or windows, etc.</li> </ul> <p>Guide students to organise an exhibition on basketry articles.</p>	<p>ii. students to comment on the exhibition mounted and make suggestions for improvement.</p>
<b>UNIT 4 PACKAGING AND HANDLING</b>	<p>3.4.1 identify various materials used in packaging.</p> <p>3.4.2 Categorise packaging according to functions.</p> <p>3.4.3 design and construct packages to satisfy a need in basketry.</p>	<p>Meaning and purpose of packaging.</p> <p>Packaging is a container that holds a product and makes it possible for easy handling.</p> <p>It markets the product and producer, etc.</p> <p>Categories include:</p> <ul style="list-style-type: none"> <li>- Primary packaging</li> <li>- Secondary packaging</li> <li>- Tertiary packaging</li> </ul> <p>Functions: Packaging provides</p> <ul style="list-style-type: none"> <li>- Identification</li> <li>- Protection</li> <li>- Information</li> <li>- Convenience</li> <li>- Attraction, etc.</li> </ul> <p>Packaging for basketry:</p> <ul style="list-style-type: none"> <li>- Packaging for presentation, for the market export, etc.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify common packages, e.g. carton, crates, sacks, wrappers, etc.</li> <li>- collect different packages and discuss them.</li> <li>- discuss peculiarities of the various packages.</li> <li>- Identify, compare and differentiate between the types of packages and their functions.</li> <li>- Discuss and categories them according to functions.</li> <li>- Design and produce packages of any shape of their choice.</li> </ul>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- describe packages in each category.</li> <li>- categorise packages according to material types and function.</li> <li>- state and explain the importance of packaging and handling.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5</b></p> <p><b>COSTING AND PRICING OF BASKETRY ITEMS</b></p>	<p>The student will be able to:</p> <p>3.5.1 identify the factors that constitute the cost of a product.</p>	<p>The total cost of a product consists of two components. Variable costs (Direct costs) and Fixed costs (Indirect cost also called overhead costs)</p> <ol style="list-style-type: none"> <li>1. Variable costs:- (direct cost or production costs) – consists of the raw material and wages. Variable costs are the direct cost for making the product. They are called variable because the cost of materials for producing ten items a day is different from producing twelve or twenty items a day. The cost vary.</li> <li>2. Fixed costs:- consists of rent, lighting cost, taxes, cost of adverts, depreciation cost of tools and equipment, telephone bills, postage transportation, salaries, etc. fixed costs are also known as “Indirect costs” or “overheads”</li> <li>3. market survey (this involves the current value of works in the market depending on demand and supply).</li> <li>4. profit (take into account compensation for the artist’s skill, time, etc).</li> </ol>	<p>Teacher to explain the meaning of variable costs and fixed costs. Students to give examples of items with variable cost and items with Fixed cost. Guide students to discuss the factors that contribute to the total cost of a product.</p> <p><b>NOTE</b> Students to note that variable costs are also referred to as direct costs.</p> <p>Fixed costs contribute indirectly to production: rent, salaries etc. do not directly enter into production. Note also that most of production cost is from variable costs, but some also from fixed costs i.e. telephone costs, adverts, etc.</p> <p>Discuss factors that determine the cost of a product.</p> <p><b>NOTE:</b> Suggested teaching and learning methods, simulation, experiential, role-play, future’s wheel, value clarification, field trip, exhibition, seminar, etc.</p>	<p>The student to:</p> <p><b>Assignment</b> Students to determine the production cost of some basketry items produced in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5 (CONT'D)</b>  <b>COSTING AND PRICING OF BASKETRY ITEMS</b>	<p>The student will be able to:</p> <p>3.5.2 explain the factors that determine the price of a product.</p>	<p>Price is generally determined by the market forces of supply and demand. Factors to be taken into account is pricing a product generally consists of</p> <ul style="list-style-type: none"> <li>- Cost of the product (total production cost)</li> <li>- Profit margin</li> <li>-</li> </ul> <p>The two are combined in various price setting ways such as: Introductory Price (also called market penetration price, i.e. pricing below the actual market price to attract market share).</p> <p>This is only temporary pricing to get market share. Using the “going price” system.</p> <ul style="list-style-type: none"> <li>- using the price discrimination system known as “what the market can bear” pricing system e.g. selling at a higher price in say Accra than a small town, selling at different areas of a town depending upon the income level of the different areas.</li> <li>- using the “price differentiation” system that is selling the same thing, but using cheaper packaging for some, serving fewer vegetables with food and charging less, etc. the same product may be packaged differently with other activities and price differently.</li> </ul>	<p>Guide students to:</p> <p>explain in detail the various price setting ways, i.e.</p> <ul style="list-style-type: none"> <li>- Introductory price, going price</li> <li>- What the market can bear</li> <li>- Cost plus</li> <li>- Price differentiation</li> </ul> <p>Relate these to the price of basketry products or service.</p>	<p>The students to:</p> <p>answer oral questions on the topic.</p>



# SENIOR HIGH SCHOOL - YEAR 3

## SECTION 1

### DESIGN AND MAKING BASKETRY ITEMS

**General objectives:** The student will:

1. develop control and proficiency in the use of tools, materials and techniques in designing and making items by weaving, coiling, plaiting and knotting.
2. develop design and business proposal by applying knowledge and skills in basketry and entrepreneurship.
3. develop the ability to exhibit, appreciate and evaluate his/her items and that of others according to procedure, criteria and use of correct terms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>DESIGNING AND MAKING ITEMS BY FRAMING, WEAVING AND INTEGRATING OTHER TECHNIQUES AND OBJECTS</b>	The student will be able to:  1.1.1 design and make an item of functional and aesthetic value by weaving, framing and integrating other techniques and objects.	Designing and making by framing, weaving and integrating objects and techniques. - Applying knowledge and skills in Design and Technology to identify and satisfy a need of society through basketry. - Social, cultural, economic, religious needs of persons (individuals), the home, community the nation such as, storage of items, clothing, tourism, domestic and export – markets, recreation, decoration, farming, fishing, birthdays, anniversaries, celebrations, etc. - Applying techniques in (a) Designing, framing, construction, weaving and decoration and finishing of items of functional and aesthetic value eg. ribbed containers (baskets), furniture, book rack, book shelf, baby cot, etc. (b) Designing and making items by attaching/integrating or embellishing with other objects eg. calabash, gourd, ceramics pots, bowls, beads, shells, leather, etc.	Quiz students to review lessons on DTP, elements and principles of design; making of items by weaving and decoration to satisfy an identified need, etc.  Guide students to identify and discuss the art and techniques in making items by framing, construction, weaving and integrating other techniques and objects.  Students to identify a need, prepare, plan and use the DT process to make a functional and decorative item by framing, weaving and integrating techniques.  Students discuss and develop a criteria for appreciating and evaluating their own and others work.  Students to exhibit, appreciate and evaluate their works according to criteria. <b>NOTE:</b> Students should be encouraged to record their ideas in words and sketches as well in a systematic procedure. - present their design proposal for discussion - find out and report on criteria for assessing plaited items with attachment or integrated materials.	The student to:  - research and write an essay on how to design and make an item to satisfy an identified need by framing, weaving and integrating objects.  <b>Projects</b> The students to apply the DT process to identify, design and make an item by framing, weaving, integration of other techniques and objects for regional basketry exhibition.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>DESIGNING AND MAKING ITEMS BY DESIGNING, PLAITING AND INTEGRATING OTHER TECHNIQUES AND OBJECTS</b></p>	<p>The student will be able to:</p> <p>1.2.1 design and make an item of functional and aesthetic value by plaiting and integrating other techniques and materials.</p>	<p>Designing and making items by plaiting and integrating other techniques or materials.</p> <ul style="list-style-type: none"> <li>- Applying knowledge and skills in DTP to identify, design and make an item to satisfy an identified need.</li> <li>- Diversified needs of society that can be satisfied by plaited items (refer to section 2 on weaving).</li> </ul> <p>Applying various techniques:</p> <p>(a) designing through idea development, preliminary designing, modelling, etc.</p> <p>(b) making items by plaiting with strands: forming them into useful and beautiful items by coiling, stitching, patterning, attaching decorative or functional objects, buckle, handles, lids, beads, embroidery stitches, eyelets, press studs, leather, etc.</p>	<p>Review with students the lessons on DTP, elements and principles of design, decorative weaving and finishing techniques.</p> <p>Guide students to identify and discuss problems and needs to be solved/satisfied through plaiting and integrating attachment with other materials.</p> <p>Students to identify a need and use the DT process, techniques and integration of decorative materials to satisfy or solve them.</p> <p>Guide students to discuss and develop, appreciation, evaluation, procedure and criteria for them to use to respond to their works.</p>	<p>The student to:</p> <ul style="list-style-type: none"> <li>- identify a basketry need in the community/society, design and make an item to satisfy it using appropriate techniques in plaiting decoration and attachment/integration with other materials.</li> </ul>
<p><b>UNIT 3</b></p> <p><b>DESIGNING AND MAKING ITEMS BY PLAITING AND INTEGRATING OTHER TECHNIQUES AND OBJECTS</b></p>	<p>1.3.1 design and make an item to satisfy a need by knotting and integrating other techniques and materials.</p>	<p>Designing and making items by plaiting and combining/integrating other techniques and objects.</p> <ul style="list-style-type: none"> <li>- Apply knowledge and skills in Design and Technology process to identify and satisfy a need through basketry (refer to needs from weaving):</li> <li>- designing and making an item to satisfy a need by various knotting, decorating, processes as well as integrating (attaching/embellishing) other objects to enhance the function and beauty eg. musical instruments, clothing; wall, door, windows, decorative items; sculptural items e.g. objects for embellishment/integration eg. gourds, beads seeds, leather, etc.</li> </ul>	<p>Guide students to:</p> <ul style="list-style-type: none"> <li>- identify and discuss a need and how to satisfy it through designing and making of an item by applying knowledge and skills in knotting, decoration, patterning, attaching or integrating other items.</li> <li>- identify a need, design and make an item to satisfy it by knotting and integrating other techniques and objects.</li> </ul> <p><b>NOTE:</b> Ensure that students apply knowledge and skills in creativity, elements and principles of design, Ghanaian colour, symbolism, exhibition, appreciation and evaluation of works and ICT.</p>	<ul style="list-style-type: none"> <li>- write a report on how to design and make an item by using DTP, knotting and integrating/combining other materials and object to enhance the function and beauty.</li> <li>- design and make decorated and integrated item for a national visual art exhibition on macramé.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>DESIGNING AND MAKING ITEMS BY COILING, STITCHING AND INTEGRATING OTHER OBJECTS</b>	The student will be able to:  1.4.1 design and make an item by coiling, stitching and integrating other objects.	Designing and making items by coiling, stitching and integrating other materials. - Applying knowledge and skills in Design and Technology Process (DTP) to identify and satisfy a need of society (refer to needs from weaving, section 2).  - Applying various techniques in coiling, stitching, attachment/ integration with other materials to enhance beauty, function and value.	Guide students to:  - identify and discuss the art of making an item to satisfy an identified need by coiling, stitching and integrating/combining with other materials or objects.  - identify a need, use hand or powered tools (computer) to design and make an item to satisfy it by coiling, stitching and integrating other items.  - apply knowledge and skills to exhibit and appreciate and evaluate their works.	The student to:  - identify a need or problem and solve/satisfy it through appropriate use of materials, tools, techniques in coiling, stitching, decoration and integration with other objects.  - write a well researched report on the purpose and procedure for coiling and stitching with integration of objects from other cultures.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT1 (CONT'D)</b>  <b>Setting up a basketry enterprise</b>	<p>The student will be able to</p> <p>2.1.3 explain the main factors to consider in setting up basketry enterprise.</p>	<p>Factors to consider when setting up a basketry Enterprise;</p> <p>Capital; capital is of two types ; i. set up capital and working capital.</p> <p>Set up capital is needed to purchase tools, equipment and materials to start the business operation.</p> <p>Working capital is needed to by raw materials to keep the business running ,to pay for salaries, transportation etc. each month .Much of the operating cost is paid from the working capital The other factors include;</p> <ul style="list-style-type: none"> <li>• Room or Space for workshop</li> <li>• Labour (Skilled)</li> <li>• Availability of raw material</li> <li>• Transport &amp; Communication</li> <li>• Nearness to market or customers</li> <li>• Selecting a Business name</li> <li>• Registration requirement</li> </ul>	<p>There will be a ready market for the product.</p> <p>Discuss the important factors to consider when setting up a basketry Enterprise</p> <p>Discuss where and how to obtain capital for a business</p> <p>Discuss the difference between start-up capitals and give reasons why working capital is an important factor in keeping a business running.</p> <p>Discuss how /why skilled labour is important for the success of a basketry enterprise</p> <p>Organize a visit to local basketry artists for students to ask questions on how he/she started ,the problems he/she faced and how he/she overcomes the problems.</p>	<p>determined the market potential of basketry in their locality in terms of</p> <p>-types of products designed</p> <p>-places where products are required.</p> <p>-prices offered by designers and clients</p> <p>-packaging and presentation of products</p> <p>Students to write the factors to consider when setting up a basketry enterprise.</p> <p>Students answer a quiz on the lesson</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>FINANCIAL AND TECHNICAL ASSISTANCE</b>	<p>The student will be able to</p> <p>2.2.1 identify agencies that provide financial assistance to basketry enterprises.</p> <p>2.2.2 identify agencies which provide technical assistance to small scale businesses.</p>	<p>Agencies providing financial support to basketry and other small scale business</p> <p>National Board for Small Scale Industries (NBSSI) Export Promotion Council Aid To Artisans, GETRADE The World Bank The Rural Banks Venture Capital Fund, etc.</p> <p>Agencies providing technical assistance to Small Scale Business GRATIS, Aid to Artisans GETRADE (Ghana Export Trade) District Assemblies National Board for Small Scale Industries (NBSSI), etc.</p>	<p>Guide student s to identify and discuss the work of agencies that provide financial assistance to small scale businesses.</p> <p>Invite a resource person to give a talk on the conditions under which financial assistance may be given to small scale enterprise.</p> <p>Give students to discuss the role of agencies listed in content and any others, in providing technical assistance to small scale businesses, indicating the type of technical assistance they offer.</p>	<p>Students to list four (4) organizations and establishments, which offer financial assistance to small scale businesses.</p> <p>Students to contact an agency and find out how it supports visual art entrepreneurs in terms of finance, marketing, design and production capability.</p>
<b>UNIT 3</b>  <b>MANAGING A BASKETRY ENTERPRISE</b>  <b>Functions of the Manager</b>	<p>2.3.1 explain the concept of Management in the Basketry enterprise.</p>	<p>Management is the process of ensuring the efficient execution of all activities of an enterprise through working with people. The manager is the one who controls the operation of the enterprise.</p>	<p>Let students name any successful manager they know of.</p> <p>Guide students to define the concept of "manager."</p>	<p>Students to write a short essay on the importance of establishing and managing a small scale enterprise or debate on the statement "the success of an enterprise depends on the manager than the staff."</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	<p>The student will be able to:</p> <p>2.3.2 describe the function of the Manager.</p>	<p>The management process involves:</p> <p><u>“Planning the enterprise</u> Determining the market niche to find out if the product will sell, location of workshop, labour, types of products, capital required, etc.</p> <p><u>“Organising”</u> Putting together the capital, labour and other resources to start the business, setting up the business structure and the authority structure i.e. who to report to whom, etc.</p> <p><u>“Directing”</u> Directing means, the leadership style adopted to get work done. It implies establishing policies, co-ordinating the work of staff, coaching staff, motivating staff and assigning work to different staff as needed, etc.</p> <p><u>“Controlling”</u> Controlling means, measuring performance against the standards of the enterprise. It involves setting standard, checking production on daily, weekly and monthly basis to ensure the business is reaching its targets; monitoring expenses for production, transport and communication, checking expenses against revenue to ensure that the enterprise is healthy, giving feedback to staff to improve work quality and work standard.</p>	<p>Guide students to discuss the additional skills for managing an enterprise by a manager successfully.</p> <p><b>Note:</b> The additional skills include budgeting, bookkeeping and computer skills.</p> <p>Perseverance, commitment, temperament, courage to take risk, etc.</p> <p>Students to discuss how a basketry business should be managed, following the management steps outlined in content.</p>	<p>Students to find out and report for class discussion on how a successful or bankrupt entrepreneur manages art shop.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>MARKETING</b>	<p>The student will be able to:</p> <p>2.3.3 identify and explain good consumer relations.</p>	<p>Customer relation is the art of dealing with the customer in such a way that the customer feels welcome and appreciated.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>- be nice to the customer (He/she has the money to buy today, tomorrow or another time. Make sure he/she comes back again. Do not be rude to him/her.</li> <li>- the customer is always right. (Do not earn a bad name for the enterprise by arguing and quarrelling with customer)</li> <li>- the customer is a guest of the enterprise and must be treated well.</li> </ul>	<p>Explain the meaning of “good customer relations” and discuss why a good customer relation is important for a business.</p>	<p>Students to act a short sketch to illustrate “good customer relations.”</p>
	<p>2.4.1 determine appropriate price for a product.</p>	<p>Pricing a product.</p>	<p>Let students discuss how to set the price for items produced in a village and a big town.</p>	<p>Students to price basketry product in class.</p> <p>Students to cost and price other items produced in class.</p>
	<p>2.4.2 explain the meaning of “marketing”</p>	<p>Concept of marketing is an act of offering a product for sale by using the skills of advertising and supply.</p>	<p>Guide students to explain the meaning and purpose of marketing.</p>	<p>Students to role –play ways of advertising and distributing products.</p>





UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4 (CONT'D)</b>  <b>MARKETING</b>	The student will be able to:  2.4.5 break-Even Analysis	<p>Using the "Break-Even analysis" to determine when an enterprise is making profit soon as it starts. Suppose one is making and selling sticker at GH¢5.00 per sticker. Suppose also that, the price at GH¢5.00 consists of GH¢4.00 as production cost and GH¢1.00 as mark up (or profit margin). Consider that the business has rent, light, transport and telephone bills and salaries of three assistants to pay each month. The total fixed costs comes to GH¢4.00 a month. The businessman/woman will be able to cover his/her variable and fixed cost a month if he/she is able to sell <math>\text{GH¢}40.00 + \text{GH¢}5.00</math> per sticker at 8 stickers a month.</p> <p>Selling 8 stickers does not make a business a profit. It only gives enough money to cover cost and is the break-even point. The business can only make a profit for its owner if it is able to sell more than 8 stickers a month.</p>	Using the example in content and using realistic amount of money guide students to discuss the concept of "break-even analysis"	Students to do further exercises on break-even analysis.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5 (CONT'D)</b></p> <p><b>The export market for basketry items</b></p>	<p>2.5.3 identify the various agencies that are in charge of export trade in Ghana and know the processes involved in exporting basketry items.</p>	<p>Agencies like the Ghana Export Promotion Council, Aids to Artisan Ghana (ATAG), National Board for Small Scale Industries (NBSSI), Banks, NGOs, Ministry of Trade Association like Basketry weavers Association, etc.</p>	<p>Assist and guide students to identify the various agencies and associations promoting the export trade.</p> <p>Explain the process involved in the export trade.</p>	<p>Students should list some agencies in charge of the export trade.</p> <p>Write on the steps involve in exporting basketry items.</p>

### SOME BASIC TOOLS AND EQUIPMENT FOR BASKETRY

1	Awl	25	Hacksaw knife
2	Clamps	26	Shears, razor
3	Brushes	27	Blade scissors
4	Crochet hooks	28	Hand saw
5	Cutters	29	Cutlass
6	Drill	30	Bodkin
7	Drawknife	31	Hammer and mallet
8	Spraying gun	32	Brush
9	Dyepots, Dye bowls	33	Tape measure
10	Forceps	34	Scythe/Sickle
11	Pincers	35	Scorching lamp/singeing lamp
12	Gauge	36	Gas cylinder and accessories
13	Whetting/Sharpening stone	37	Table
14	Holding plate	38	Benches
15	Knives	39	Computer and accessories
16	Leather skiver	40	Large bent bodkin
17	Drawing Tools e.g. Pencil, pen	41	Screw blocks
18	Needles	42	Bradawl
19	Needle file	43	Plastic or glass head pins
20	Round-nose pliers	44	Protective clothing
21	Razor saw		
22	Screw driver		
23	Abrasive/Emery/Sandpaper		
24	Thimbles		

### SOME BASIC MATERIALS FOR BASKETRY (NATURAL AND SYNTHETIC)

1	Reed	25	Synthetic dyes
2	Cane	26	Feather
3	Rattan (small, medium and large)	27	Fur
4	Raffia palms	28	Silk
5	Bamboo	29	Rubber straw
6	Corn shucks	30	Wire wrapped in fibres
7	Jointed flat sedge	31	Ribbons
8	Cat's tail or bulrush	32	Creepers, Climbers, Roots
9	Banana and plantain stem	33	Flax
10	Guinea grass	34	Cotton
11	Common grass (yoomo)	35	Linen
12	Sisal	36	Beads
13	Screw pine (Pandanus)	37	Lacquer/Protective clothing
14	Oil palm	38	Embroidery floss
15	Fan palm/desert palm	39	Waxed linen
16	Coconut palm	40	Wire
17	Soft cane	41	Card, paper, board
18	Jute	42	Sketch Book Colour/paint (poster, acrylics, etc)
19	Hemp	43	Brushes
20	Leather	44	Carpenter's glue
21	Fabric	45	Lubricant
22	Synthetic cords (Nylon, rayon, etc)	46	Nail
23	Date palm	47	Plywood
24	Natural dyes		

## GLOSSARY

Base:	The bottom part of the basket. A base can be rectangular, round or square
Base Spoke:	Spoke used for only the base of a basket
Base Stick:	The warp material that composes the base of a square or rectangular basket
Bi-Spokes or (Bye-Spokes):	Spokes added alongside existing spokes to add strength or stability. Called bi-Stakes in square or rectangular baskets.
Border:	The top of a basket usually finished off in a woven, braided or wrapped technique
Breakdown:	The separation of base spokes by the weaver
Centre (also Button or Start):	The crossing of spokes that starts the base
Coil:	An element or bundle of elements forming spiralling rows of a stitched or sewn basket
Core (also Foundation):	That which constitutes the centre of a coil in a coiled or stitched basket. A core may be single-strand or multi-strand, completely covered or exposed between stitches
Foot Border:	Border woven on the bottom of a basket to give it something to stand on
Fibre:	Basic unit of a fabric
Filler Cords/Core Cords:	The cords around which cords are tied
Floater Cords:	Cords that are unkotted
Green:	Freshly cut and unseasoned plant material, having a relatively high moisture content

Holding Cords:	This may be objects such as ring, loop, piece of wood or another cord onto which cords are tied
Hoop:	A rod bent into a ring to serve as the basic structure of a rib basket.
Initial Spoke:	The spoke the weaving is started on. Changes in colour or weave occur at the initial spoke
Knotting:	The art of tying cords decoratively
Knotting Cord/Knotters:	The cord which are used to tie the macramé knot
Lashing:	The material used to sew or attach reinforcing pieces to the rim of a splint basket. Also used to describe methods of binding two crossed pieces or hoops together to form part of the frame in a hoop or rib basket
Macramé:	A creative technique of knotting using cords or suitable yarns
Miorib:	The central ribs of a one-hoop rib basket that are lashed directly to the hoop
Packing:	The technique of filling in an unequal space by weaving over only partial sections of one or more rows
Packaging:	A container that holds a product and makes it possible for easy handling
Plaiting:	A weaving technique in which all elements perform the same function in the weave. There is no distinction between warp and weft
Pairing or Twinning:	A weave in which two weavers wrap around each spoke as they also twist around each other
Portfolio:	Hard or soft copy of a collection of works
Randing:	Weaving with a single weaver
Retting:	It is fermentation process whereby the stem of the plant is soaked in water to loosen the fibres from the stem. However, the fibre is obtained by washing the plant to get rid of the pulp
Rib:	A supporting element, curved but not forming a complete ring, that functions as the warp in a rib (or hooped) basket



Rim/Lip	The top of a basket (usually splint) that is lashed to the folded-over stakes
Round:	One complete row (or circuit) of the basket from initial spoke back to the initial spoke
Side Spoke:	Spokes added to base spokes to form the side of a basket
Side:	The body of the basket formed vertically after the base has been woven
Simet:	A series of knots tied in a vertical column
Splicing:	The technique of joining the end of an old strand to the beginning of a new strand
Splint:	A thin, flat weaving material usually from a woody plant or a tree
Splint Work:	Basketry made from flat material
Spokes:	The thick upright poles of a basket around which the finer strips are woven
Stitching:	The element used to sew together the coils in a coiled basket
Slewing:	Worked in the same way as rounding, but two or more canes are used for each raw instead of one
Upsetting:	A kind of weave whereby three weavers are used. It is used to bend, strengthen, decorate and finish the bend and rim of a basket
Waling:	Weaving the body of a basket at the same time to decorate and strengthen the basket
Weaving:	The interlacing of the weavers and spokes
Weavers:	The finer strips which are woven round the stakes