

Desirable features

High-quality performance is evidenced by:

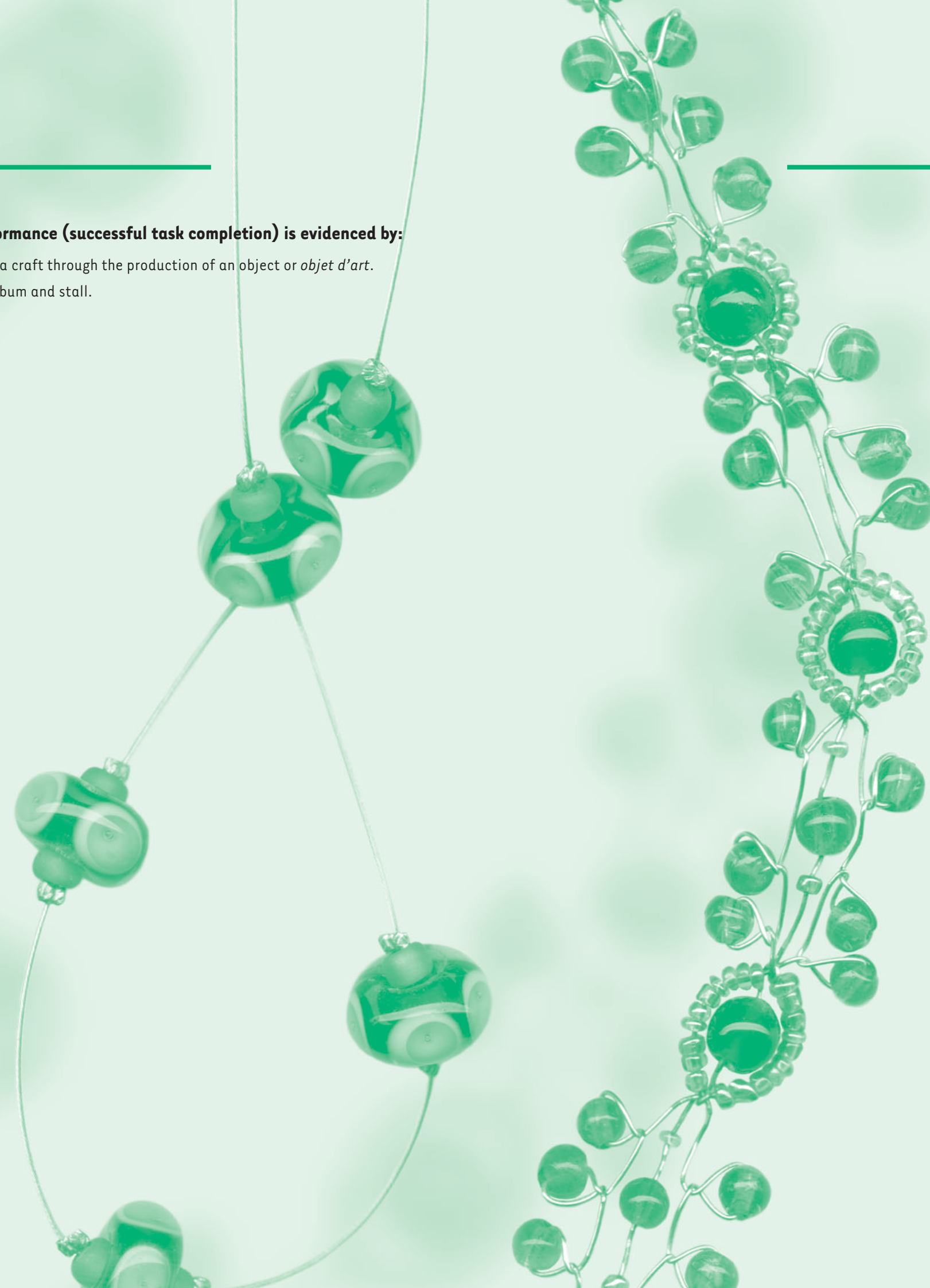
- intensive engagement with craft at the personal level resulting in (i) entries in a completed album, and (ii) an object or *objet d'art* that, in terms of the student's conception, design and execution, is a fine representative of that craft.
- understanding the role of craft in social and cultural contexts through the descriptions and explanations provided in an album and at a well-run stall that is visually appealing and operates efficiently.

Acceptable performance (successful task completion) is evidenced by:

- engagement with a craft through the production of an object or *objet d'art*.
- contribution to album and stall.

YEARS 1-3
TASK

15



Historical and Social Aspects of Craft

New Basics referents

Life pathways and social futures

- Developing initiative and enterprise

Multiliteracies and communications media

- Mastering literacy and numeracy

Active citizenship

- Interacting within local and global communities
- Understanding the historical foundation ...

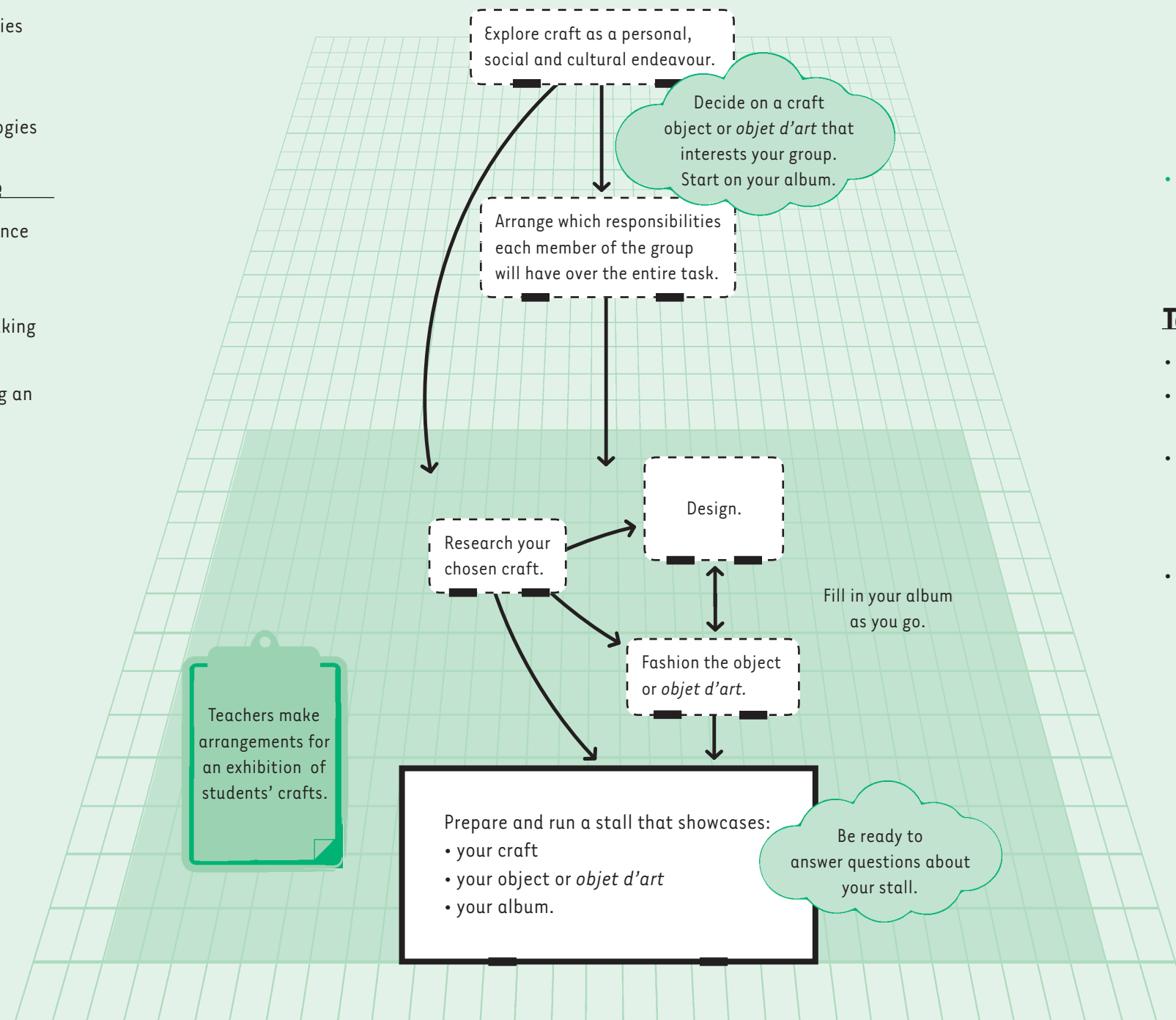
Environments and technologies

- Working with design and engineering technologies

Targeted repertoires of practice

- Appreciating the cultural and social significance of craft and *objets d'art*
- Conceiving, designing and executing
- Establishing personal criteria for decision making
- Evaluating options
- Experiencing the personal benefits of creating an artefact
- Explaining to others face-to-face and spontaneously
- Objectively assessing one's own abilities and interests
- Setting out/arranging/displaying

Students will explore craft as a personal, social and cultural endeavour. They will prepare and run a stall that showcases a chosen craft and an object or *objet d'art* that they have made as an example of that craft.



Ideas, hints and comments

- You might find this a good opportunity to forge links between the students and the community.
- Students might investigate some of the following questions in exploring craft as a personal, social and cultural endeavour. What is the history of the craft? What crafts do different people and communities do? What do they make? Whose purposes does craft fulfil? How have craft skills developed? Where is the craft done and with whom? What materials does the craft exploit? What crafts are done in my local community?
- Tapestry, Photography, Baskets, Sculpture, Games, Floral arrangements, Balsa, Puppetry, Pictures, Clothes, Leatherwork, Pottery, China painting, Jewellery, Mobiles, Feltwork, Origami, Hobbies, Toys.

Task parameters

- Task intensity: medium
- Students are to work in groups of two or three, or individually.
- An album, which will provide the stimuli for student responses, will be supplied to each group. This album will document their involvement in the craft and be exhibited at their stall.
- Available grades: 3