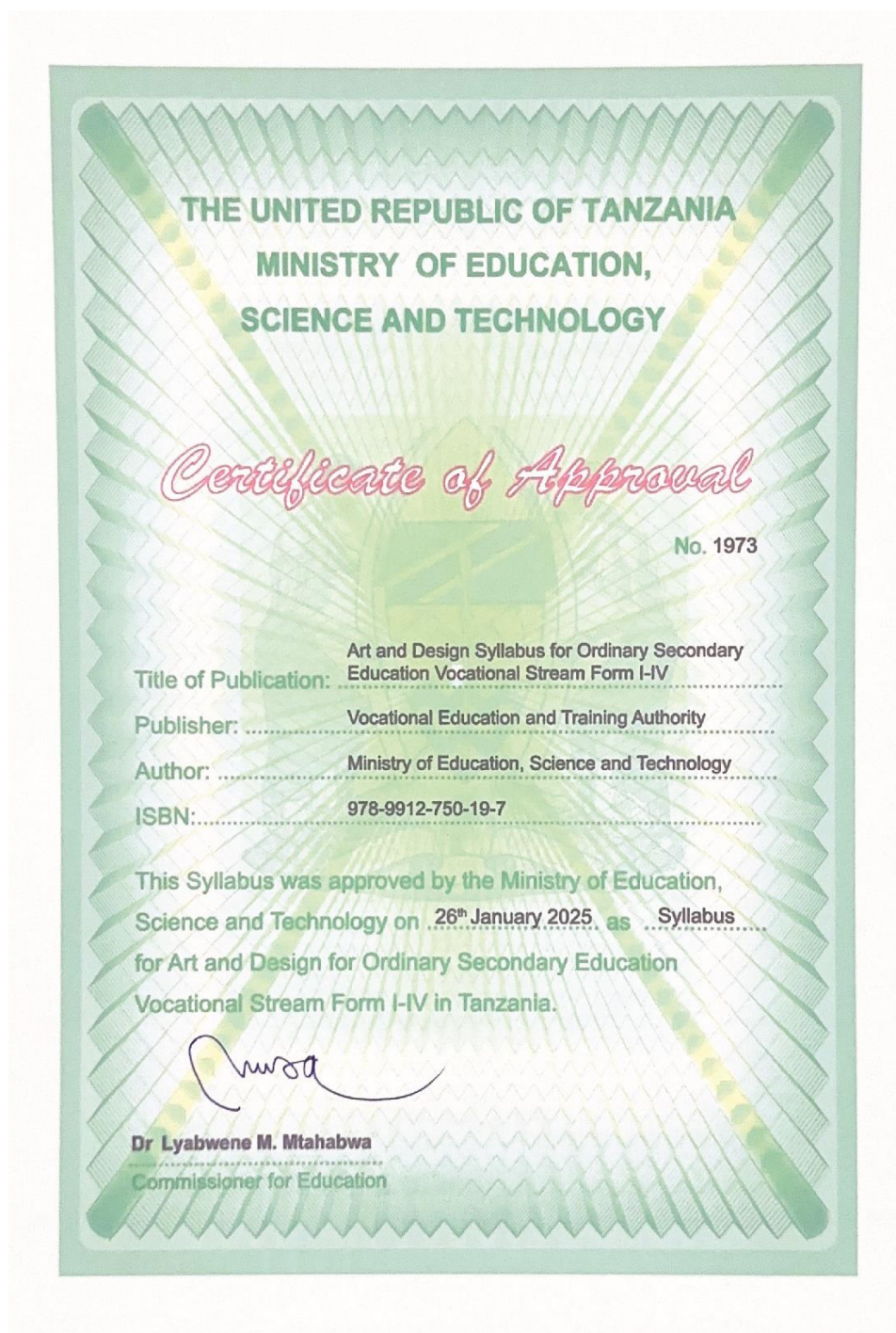


THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



ART AND DESIGN SYLLABUS FOR ORDINARY SECONDARY EDUCATION

VOCATIONAL STREAM FORM I-IV

© Vocational Education and Training Authority, 2022

Published 2022

Revised 2025

Vocational Education and Training Authority (VETA)

12 VETA Road,

41104 Tambukareli,

P.O. BOX 802,

Dodoma - Tanzania,

Telephone: +255 26 2963661

Website: www.veta.go.tz

Email: info@veta.go.tz

ISBN: 978-9912-750-19-7

This document should be cited as: Ministry of Education, Science and Technology. (2025). *Art and Design Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV*. Vocational Educational and Training Authority.

All rights reserved. No part of this Syllabus may be reproduced, stored in any retrieval system or transmitted in any form or by any means whether electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Vocational Education and Training Authority.

Table of Contents

List of Tables	iii
Abbreviations and Acronyms	iv
Definition of Key Terms	v
Acknowledgements	vi
1.0. Introduction.....	1
2.0. Main Objectives of Education in Tanzania.....	2
3.0. General Competencies for Ordinary Secondary Education Vocational Stream	2
4.0. General Competences of the Occupation.....	3
5.0. Main and Specific Competences	4
6.0. The Roles of Teachers, Students and Parents in Teaching and Learning	6
7.0. The teacher.....	6
8.0. The student.....	6
9.0. The parent/guardian	7
10.0. Teaching and Learning Methods	7
11.0. Teaching and Learning Resources.....	7
12.0. Assessment.....	8
13.0. Number of Periods	9
14.0. Teaching and Learning Contents	9
Form One	10
Form Two	103
Form Three	199
Form Four	376
15.0. Bibliography	525

List of Tables

Table 1: Main and Specific Competences for Form I-IV.....	4
Table 2: Contribution of Continuous Assessment and National Examination in the final score	8
Table 3: Detailed Contents for Form One.....	10
Table 4: Detailed Contents for Form Two	103
Table 5: Detailed Contents for Form Three	199
Table 6: Detailed Contents for Form Four	376

Abbreviations and Acronyms

CAD	Computer Aided Designing
CAL	Computer Aided Learning
CAM	Computer Aided Manufacturing
DVD	Digital Video Disk
VETA	Vocational Education and Training Authority

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Circumstantial knowledge: Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub- unit (step), which reflects the learning sequence with the aim of achieving broad learning objectives of a unit.

Performance criteria: indicate the expected end results or outcome in form of evaluative statements.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Underpinning Knowledge: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

Acknowledgements

The writing of the Art and Design Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV was a collaborative effort that involved the dedication and expertise of a wide range of organizations and individuals. Vocational Education and Training Authority (VETA) would like to thank all the organizations and experts who contributed to the development of this Syllabus. VETA appreciates the expertism from individuals, their time, effort, and resources that were devoted to this important task. Their contributions have been crucial in developing the Syllabus that is both relevant and comprehensive, aimed at equipping students with the skills necessary for success in their fields. Furthermore, valuable inputs from employers in both formal and informal sectors during labour market surveys are also acknowledged. Furthermore, valuable inputs from employers in both formal and informal sectors during labour market surveys are also acknowledged. Likewise, VETA thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation, printing and distribution of this Syllabus.

For and on behalf of:

Vocational Education and Training Authority

A handwritten signature in blue ink, appearing to read 'CPA. Antony M. Kasore', with a stylized flourish at the end.

CPA. Antony M. Kasore

Director General

1.0. Introduction

Art and Design is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Art and Design is essential because Tanzania is rich in diverse cultural heritage and artistic traditions. These resources can be harnessed to support the country's creative economy. By teaching Art and Design, students will develop practical skills that enable them to transform ideas and raw materials into value-added products such as visual artworks, textiles, sculptures, crafts, and innovative design projects. This fosters local creative industries, promotes cultural preservation, and reduces dependency on imported artistic and design products. In turn, this will stimulate economic development, create jobs, promote environmental sustainability, and celebrate Tanzania's unique cultural identity.

Upon completion of the programme, students will possess both theoretical and practical knowledge of Art and Design, from ideation to advanced production techniques. They will be capable of operating art and design tools and equipment, producing creative works, and implementing sustainable practices within the creative industry, all while adhering to safety regulations. Additionally, students will acquire entrepreneurial skills necessary for managing an Art and Design enterprise, ensuring high standards of quality, innovation, and professionalism in the creative sector.

A graduate in this field can find employment in various sectors, including both government and private institutions such as ministries, training institutions, research organizations, art and design studios, and community projects. Opportunities also exist in self-employment, small and medium-sized creative enterprises, the cultural tourism sector, and Non-Governmental Organizations (NGOs).

The Art and Design Syllabus is designed to guide the teaching and learning of Art and Design for Ordinary Secondary Education Forms I–IV Vocational Stream in the United Republic of Tanzania. The syllabus outlines the competencies students need to develop, helping them acquire skills in artistic expression, design thinking, and creative problem-solving. It provides valuable information to assist teachers in planning effective lessons and enabling learners to achieve the intended outcomes in Art and Design education.

2.0. Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0. General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;

- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0.General Competences of the Occupation

Upon completion of this occupation, students are expected to have the ability to:

- a) Maintaining safety in the workshop, managing preventive maintenance, and ensuring a safe working environment.
- b) Performing artistic drawing, painting, and visual lettering.
- c) Demonstrating digital visual arts and creating signboards.
- d) Producing handicrafts, beadwork, and crafting with recycled materials.
- e) Performing weaving, moulding, and carving techniques.
- f) Organizing art exhibitions, event planning, and conserving crafts.
- g) Designing textiles, fabric arts, and fibre art products.
- h) Managing production processes effectively.

5.0.Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: *Main and Specific Competences for Form I-IV*

Module Title (Main Competencies)	Unit Title (Specific Competencies)
1. Maintaining Safety of Workshop and working environment.	1.1 Maintaining workshop safety
	1.2 Handling hazards
	1.3 Handling fire accidents
	1.4 Performing first aid
2. Performing artistic drawing	2.1 Applying elements of arts
	2.2 Illustrating principles of art design
	2.3 Performing perspective in drawing
	2.4 Conducting Drawing composition
	2.5 Drawing portrait drawing
	2.6 Performing experimental drawing
3. Performing artistic painting	3.1 Performing colours mixing
	3.2 Performing artistic paintings
4. Performing visual lettering	4.1 Demonstrating hand lettering
	4.2 Making brush lettering
	4.3 Demonstrating decorative lettering
5. Demonstrating Digital visual Arts.	5.1 Creating corporate identifications
	5.2 Creating outdoor advertising
	5.3 Creating indoor advertisings
	5.4 Creating package design
	5.5 Creating car branding
6. Performing sign boards	6.1 Creating informational signboard
	6.2 Creating directional signboard
	6.3 Creating safety signboard
	6.4 Creating commercial signboards
	6.5 Creating informational signs for the differently abled
7. Performing handicrafts	7.1 Constructing sculptures for different uses
	7.2 Making paper crafts
	7.3 Making candles
	7.4 Making soaps
	7.5 Making woodcrafts
	7.6 Making pottery
	7.7 Making printing on crafts surfaces
8. Performing weaving	8.1 Performing basket weaving
	8.2 Performing mats weaving
	8.3 Making ornaments
9. Performing moulding	9.1 Performing free hand moulding items
	9.2 Performing wheel moulding items

Module Title (Main Competencies)	Unit Title (Specific Competencies)
10. Performing beads	10.1 Making beads classification
	10.2 Making nylon monofilament size
	10.3 Decorating traditional clothes
	10.4 Making a bag
	10.5 Making a tablemat
11. Performing recycled waste products.	11.1 Making wastepaper product
	11.2 Making waste plastic product
	11.3 Producing wood waste products
	11.4 Making glass waste product
12. Performing carving	12.1 Carving kitchen utensils
	12.2 Carving decoration products
13. Managing safe work environment.	13.1 Managing hazards
	13.2 Carrying out risk assessment
	13.3 Managing the environment
14. Managing preventive maintenance	14.1 Planning preventive maintenance
	14.2 Supervising preventive maintenance
15. Conducting Art Exhibition and Event Planning	15.1 Making art curation
	15.2 Conducting exhibition
	15.3 Conducting artistic events
16. Performing Crafts Conservation and Restoration.	16.1 Conducting crafts conservation
	16.2 Handling and manipulating fragile materials
	16.3 Performing structural repair and stabilization
17. Performing Textile Design and Fabric Arts	17.1 Making screen printing and surface design
	17.2 Making dyeing and colour mixing:
	17.3 Performing weaving and loom operation
	17.4 Making embroidery and needlework:
	17.5 Making pattern drafting and garment construction:
18. Performing Fibre Arts products.	18.1 Making clothing and apparel
	18.2 Making fibre arts accessories
	18.3 Making home furnishings
	18.4 Making knitted and crocheted home decor
	18.5 Making macramé decor
	18.6 Making tapestries and rugs
19. Managing production	19.1 Establishing a small-scale enterprise.
	19.2 Supervising staff.
	19.3 Performing cost estimates.
	19.4 Performing Marketing and Advertising.
	19.5 Carry out Quality Control.

6.0.The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Art and Design.

7.0.The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Art and Design
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develops the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students according to their learning needs and abilities;
- (h) Protect the student from the risky environment while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

8.0.The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and

- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

9.0.The parent/guardian

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a child a sense of commitment and positive value towards education and work.

10.0. Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity which includes but not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

11.0. Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

12.0. Assessment

Assessment is important in teaching and learning of Art and Design occupation. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

9.1 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	

Assessment Category	Weight (%)	National Examination
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

13.0. Number of Periods

The Art and Design Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

14.0. Teaching and Learning Contents

The contents of the Syllabus are organised into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3: *Detailed Contents for Form One*

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
1.0 Maintaining safety of workshop and surroundings	1.1 Maintaining workshop safety	(a) Maintaining Workshop Safety rules	<p>Demonstration: Show the student practical examples of safety rules</p> <p>Practical/hands-on activities: Engage the student in tasks to practice safety rules</p> <p>Observations: Have the student analyse safe practices in real settings</p> <p>Group work: Facilitate tasks where the student discusses safety rules</p> <p>Peer teaching/learning:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Check for cleanliness and proper organization of the studio • Ensure proper airflow to reduce exposure to toxic fumes • Verify the use of personal protective equipment like gloves and masks • Ensure tools are in safe working condition and properly stored • Monitor proper storage and use of paints, solvents, and other hazardous materials 	Workshop rules maintained as per safety rules and regulations	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintain workshop Safety rules</p> <p>Principles: The student should explain principles related to maintain workshop Safety rules</p> <p>Theories: The student should explain theories related to maintain workshop Safety rules</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Safety Masks • Gloves • First Aid Kits • Ventilation Systems • Fire Extinguishers • Eye Wash Station • Material Storage Racks 	72

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Encourage the students to share and learn safety rules with peers</p> <p>Discussions: Promote discussions to clarify the importance of safety rules</p> <p>Presentations: Have the students present their understanding of safety rules</p> <p>Field visits: Organise visits to observe safety rules in practice</p>	<ul style="list-style-type: none"> Assess availability and knowledge of first aid and fire safety procedures Evaluate how hazardous and non-hazardous waste are managed 		knowledge related to maintain workshop Safety rules		
		(b) Maintaining Workshop working environment	Demonstration - Show the student practical examples of maintaining a clean and organised workshop.	<p>The student should be able to:</p> <ul style="list-style-type: none"> Check for cleanliness and proper organization of the studio 	Workshop working environment maintained as per givens regulations	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop working environment	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Safety Masks Gloves 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practical/hands-on activities - Engage the student in tasks to organise and maintain the workshop environment. Observations - Have the student analyse well-maintained workshops to learn best practices. Discussions - Promote discussions to explore ways to maintain an efficient workshop environment. Presentations - Have the student present their ideas on maintaining a workshop.	<ul style="list-style-type: none"> • Ensure proper airflow to reduce exposure to toxic fumes • Verify the use of personal protective equipment like gloves and masks • Ensure tools are in safe working condition and properly stored • Monitor proper storage and use of paints, solvents, and other hazardous materials throughout the day. 		Principles: The student should explain principles related to maintaining workshop working environment Theories: The student should explain theories related to maintaining workshop working environment Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop working environment	<ul style="list-style-type: none"> • First Aid Kits • Ventilation Systems • Fire Extinguishers • Eye Wash Station • Material Storage Racks 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Maintaining personal grooming	Demonstration - Show the student practical examples of proper personal grooming techniques Practical/hands-on activities - Engage the student in practicing grooming routines like hair care and nail trimming Observations - Have the student observe well-groomed individuals to learn grooming standards Role play - Let the student act out scenarios demonstrating good grooming habits Group work - Facilitate tasks where the student collaborates to	The student should be able to: <ul style="list-style-type: none"> Assess the ability to demonstrate proper hygiene practices like washing hands and brushing teeth Evaluate the understanding of the importance of regular bathing and deodorant use Review the ability to select appropriate grooming products for hair and skin Check skills in maintaining neat and tidy clothing Evaluate understanding of facial grooming, including shaving or trimming facial hair 	Personal grooming maintained as per safety rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to maintaining personal grooming Principles: The student should explain principles related to maintaining personal grooming Theories: The student should explain theories related to maintaining personal grooming Circumstantial knowledge: The student should explain detailed knowledge related to maintaining personal grooming	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Comb Hairbrush Toothbrush Shaving razor Nail clippers Nail file Deodorant Body wash 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>discuss and share grooming tips</p> <p>Discussions - Promote discussions to explore the importance of personal grooming</p> <p>Presentations - Have the student present their understanding and practices of personal grooming</p>	<ul style="list-style-type: none"> Assess the ability to maintain nail care, such as trimming and cleaning nails Review the ability to maintain overall cleanliness throughout the day 				
		(d) Maintaining personal hygiene	<p>Demonstration - Show the student practical examples of maintaining personal hygiene.</p> <p>Practical/hands-on activities - Engage the student in hygiene practices like handwashing and oral care</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assess understanding and proper demonstration of handwashing techniques Evaluate the ability to follow daily bathing routines effectively 	Personal hygiene maintained as per safety rules and regulations	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintain personal hygiene</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Soap Hand sanitizer Toothbrush Toothpaste Towel Nail clippers Deodorant Hair shampoo 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Observations - Have the student observe good hygiene practices in daily routines Role play - Let the student act out scenarios demonstrating hygiene habits Simulation - Create setups for the student to practice hygiene routines safely Group work - Facilitate tasks where the student discusses and shares hygiene tips Peer teaching/learning - Encourage the student to share	<ul style="list-style-type: none"> • Review the ability to use hygiene products like deodorant and soap • Assess knowledge of oral hygiene practices, including brushing and flossing • Evaluate understanding of hair cleanliness and scalp care • Check skills in maintaining clean and suitable clothing • Review the ability to maintain hygiene in shared spaces like restrooms 		Theories: The student should explain theories related to maintaining personal hygiene Circumstantial knowledge: The student should explain detailed knowledge related to maintaining personal hygiene	<ul style="list-style-type: none"> • Hair conditioner • Mouthwash 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			hygiene techniques with peers Discussions - Promote discussions on the importance of personal hygiene.					
	1.2 Handling Hazards	(a) Handling mechanical hazards	Demonstration - Show the student how to handle mechanical hazards safely Practical/hands-on activities - Engage the student in using tools while following safety protocols Observations - Have the student observe proper handling of mechanical hazards Group work - Facilitate tasks where the student collaborates on	The student should be able to: <ul style="list-style-type: none"> • Check correct setup and operation of mechanical tools • Confirm safety gloves and goggles are used properly. • Inspect students' maintenance of equipment • Test application of machine guards during use • Verify proper equipment shutdown procedures • Observe handling of simulated machinery issues 	Mechanical hazards are handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to handling mechanical hazards Principles: The student should explain principles related to handling mechanical hazards Theories: The student should explain theories related to handling mechanical hazards	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Safety gloves • Safety goggles • Earplugs or earmuffs • Protective clothing • Safety boots • Machine guards • Emergency stop switches • Warning signs • Toolkits • Maintenance manuals 	90

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			safety measures Peer teaching/learning - Encourage the student to share knowledge on hazard handling Discussions - Promote discussions on preventing mechanical hazards Presentations - Have the student present safety measures for handling hazards	<ul style="list-style-type: none"> Review workspace organization for tool safety 		Circumstantial knowledge: The student should explain detailed knowledge related to handling mechanical hazards		
		(b) Handling machine physical hazards	Demonstration - Show the student how to handle machine physical hazards safely Practical/hands-on activities - Engage the student in using machines while	The student should be able to: <ul style="list-style-type: none"> Verify safe positioning during machine operation. Inspect proper use of protective barriers 	Machine hazards are handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to handling machine physical hazards Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Safety gloves Safety goggles Face shields Protective clothing Machine guards 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>observing safety measures</p> <p>Observations - Have the student observe safe practices in handling physical hazards</p> <p>Group work - Facilitate tasks where the student discusses machine safety measures</p> <p>Discussions - Promote discussions on preventing physical hazards from machines</p> <p>Presentations - Have the student present safety strategies for machine hazards</p> <p>Field visits - Organise visits to workplaces with</p>	<ul style="list-style-type: none"> • Confirm safe handling of machine components • Review emergency response during a hazard scenario • Observe proper procedures for cleaning machines. • Test awareness of hot or sharp surfaces on equipment • Evaluate workspace organization to minimize physical risks 		<p>handling machine physical hazards</p> <p>Theories: The student should explain theories related to handling machine physical hazards</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to handling machine physical hazards</p>	<ul style="list-style-type: none"> • Emergency stop switches • Anti-slip mats • Cooling devices • Warning signs • Maintenance tools 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			safe machine handling practices					
		(c) Handling chemical hazards	Demonstration - Show students proper handling and storage of chemicals. Observations - Guide students to identify potential chemical hazards in the workspace Discussions - Facilitate talks on safe practices for chemical use and disposal Presentations - Allow students to present methods for managing chemical hazards Practical/hands-on activities - Engage students in safely handling and neutralizing	The student should be able to: <ul style="list-style-type: none"> • Observe correct labelling and storage of chemicals • Inspect use of protective equipment during chemical handling • Evaluate safe transfer of chemicals between containers • Verify proper disposal of chemical waste • Review emergency responses for chemical spills • Test awareness of hazardous material data sheets • Monitor safe mixing of compatible chemicals 	Hazards are handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to handling chemical hazards Principles: The student should explain principles related to handling chemical hazards Theories: The student should explain theories related to handling chemical hazards Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Safety gloves • Safety goggles • Face masks • Aprons • Fume hoods • Spill containment kits • Emergency showers • Eyewash stations • Chemical-resistant containers • Hazard labels 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			chemicals Peer teaching/learning - Enable students to share knowledge on mitigating chemical risks.			handling chemical hazards		
		(d) Handling electrical hazards	Demonstration - Show the student how to handle electrical hazards safely Practical/hands-on activities - Engage the student in using electrical equipment while following safety protocols Observations - Have the student observe safe practices in handling electrical systems Simulation - Create setups for the student to practice	The student should be able to: <ul style="list-style-type: none">Inspect tools and cords for damage before useDemonstrate proper use of insulated tools and glovesObserve disconnection of power before repairsTest safe operation of circuit breakers and fusesVerify correct grounding of electrical equipment	Electrical hazards are handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to handling electrical hazards Principles: The student should explain principles related to handling electrical hazards Theories: The student should explain theories related to handling electrical hazards	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">Insulated glovesSafety gogglesInsulated toolsVoltage testersCircuit breakersFuse pullersLockout/tagout kitsMultimetersGrounding cablesFire extinguishers for electrical fires	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			handling electrical hazards safely Group work - Facilitate tasks where the student discusses electrical safety measures Discussions - Promote discussions on preventing and managing electrical hazards Presentations - Have the student present safety measures for handling electrical equipment	<ul style="list-style-type: none"> Monitor responses to simulated electrical accidents Assess awareness of lockout/tagout procedures 		Circumstantial knowledge: The student should explain detailed knowledge related to handling electrical hazards		
		(e) Maintaining safety gears	Demonstration - Show the student how to properly use and maintain safety gear Practical/hands-on activities - Engage the student in cleaning, inspecting,	The student should be able to: <ul style="list-style-type: none"> Inspect safety gear for wear and tear before use Clean and sanitize safety equipment according to guidelines 	Hazards are handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining safety gears	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Cleaning brushes Sanitizing sprays Repair kits Storage racks 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			and storing safety gear Observations - Have the student observe how safety gear is maintained in a professional environment Simulation - Create setups for the student to practice maintaining and using safety gear safely Discussions - Promote discussions on the importance of maintaining safety gear in the workplace Presentations - Have the student present methods for maintaining and inspecting safety gear	<ul style="list-style-type: none"> • Replace damaged or expired safety gear promptly • Store gear in designated areas to prevent damage • Demonstrate proper fitting and adjustment of safety equipment • Observe adherence to maintenance schedules for safety gear • Monitor responses in scenarios requiring safety gear application 		Principles: The student should explain principles related to maintaining safety gear Theories: The student should explain theories related to maintaining safety gear Circumstantial knowledge: The student should explain detailed knowledge related to maintaining safety gear	<ul style="list-style-type: none"> • Inspection checklists • Replacement parts • Protective covers • Labelling tags • Adjustment tools • Maintenance manuals 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	1.3 Handling Fire Accidents	(a) Handling firefighting equipment and materials	Demonstration - Show the student how to properly use and maintain safety gear. Practical/hands-on activities - Engage the student in cleaning, inspecting, and storing safety gear Observations - Have the student observe proper maintenance of safety equipment Role play - Let the student practice scenarios involving the use of safety gear Simulation - Create setups for the student to practice maintaining safety gear effectively Group work - Facilitate tasks	The student should be able to: <ul style="list-style-type: none"> • Inspect and identify different firefighting equipment for functionality. • Demonstrate proper use of firefighting materials during a simulated fire. • Showcase safe handling techniques for various firefighting tools. • Set up and use a fire extinguisher on a controlled fire mock-up • Demonstrate how to maintain and store firefighting equipment properly. • Practice responding to fire incidents using provided materials 	Firefighting equipment and material handled as per rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to handling firefighting equipment and materials Principles: The student should explain principles related to handling firefighting equipment and materials Theories: The student should explain theories related to handling firefighting equipment and materials Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Fire extinguishers • Fire blankets • Water hoses • Nozzles • Breathing apparatus • Fire buckets • Smoke detectors • Sprinkler systems • Foam extinguishers • Heat-resistant gloves 	63

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			where the student discusses the care of safety gear Presentations - Have the student present methods for maintaining safety gear	<ul style="list-style-type: none"> Perform a post-use inspection of firefighting tools for damage or repair needs 		handling firefighting equipment and materials		
		(b) Handling different types of fire	Demonstration - Show the student how to handle different types of fire safely using appropriate methods Practical/hands-on activities - Engage the student in practicing fire extinguishing techniques for various fire types Observations - Have the student observe proper fire handling demonstrations Simulation - Create	The student should be able to: <ul style="list-style-type: none"> Identify fire classifications based on the materials involved Demonstrate the correct method to extinguish Class A, B, and C fires Use a fire extinguisher properly on a simulated fire type Select the appropriate extinguishing agent 	Fire types are handled as per rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to handling different types of fire Principles: The student should explain principles related to handling different types of fire Theories: The student should explain theories related to handling different types of fire	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Class A fire extinguishers Class B fire extinguishers Class C fire extinguishers Fire blankets Sand buckets Carbon dioxide extinguishers Foam extinguishers Fire hoses Water mist systems 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			setups for the student to practice managing fire situations in a controlled environment Group work - Facilitate tasks where the student discusses methods for handling different fires Discussions - Promote discussions on managing and extinguishing different types of fires Presentations - Have the student present strategies for handling various fire types Field visits - Organise visits to fire safety training	for a given fire scenario <ul style="list-style-type: none"> • Showcase how to handle grease fires without spreading flames • Practice using water mist systems on electrical fire mock-ups • Conduct a fire drill focusing on the response to different fire types 		Circumstantial knowledge: The student should explain detailed knowledge related to handling different types of fire		

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			centres or departments					
		(c) Performing artificial Respiration	Demonstration: Show students the correct steps to perform artificial respiration Practical Activities: Let students practice artificial respiration on mannequins Observations: Have students watch demonstrations of artificial respiration techniques Simulation: Use controlled setups for practice Peer Teaching: Encourage students to teach and learn from peers Discussions: Facilitate discussions on its	The student should be able to: <ul style="list-style-type: none"> Identify fire classifications based on the materials involved Demonstrate the correct method to extinguish Class A, B, and C fires. Use a fire extinguisher properly on a simulated fire type Select the appropriate extinguishing agent for a given fire scenario Showcase how to handle grease fires without spreading flames 	<ul style="list-style-type: none"> Fire accidents handled as per rules and regulations 	Underpinning knowledge of Methods used: The student should explain methods related to performing artificial Respiration Principles: The student should explain principles related to performing artificial Respiration Theories: The student should explain theories related to performing artificial Respiration Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Class A fire extinguishers Class B fire extinguishers Class C fire extinguishers Fire blankets Sand buckets Carbon dioxide extinguishers Foam extinguishers Fire hoses Water mist systems Safety goggles 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			importance and methods. Presentations: Assign students to present their understanding of the techniques	<ul style="list-style-type: none"> Practice using water mist systems on electrical fire mock-ups Conduct a fire drill focusing on the response to different fire types 		performing artificial Respiration		
		(d) Performing first aid to minor scalpels	Demonstration - Show the student how to perform first aid for minor cuts Practical/hands-on activities - Engage the student in practicing wound cleaning and bandaging Observations - Have the student observe proper first aid techniques for minor cuts Group work - Facilitate tasks where the student	The student should be able to: <ul style="list-style-type: none"> Clean a simulated scalpel wound using appropriate antiseptics Apply the correct dressing and bandaging to a minor scalpel cut Demonstrate how to stop minor bleeding effectively Identify when professional medical attention is necessary for a scalpel wound 	First aid to minor scalpels handled as per rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to performing first aid to minor scalpels Principles: The student should explain principles related to performing first aid to minor scalpels Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Antiseptic wipes Bandages Sterile gauze Adhesive tape Disposable gloves Scissors Tweezers Antiseptic cream Medical waste bags First aid manual 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			discusses first aid techniques for minor injuries Discussions - Promote discussions on proper care for minor cuts and injuries Presentations - Have the student present steps for performing first aid for scalpels	<ul style="list-style-type: none"> • Dispose of contaminated first aid materials safely and hygienically • Perform first aid on a peer during a role-play scenario • Explain each step of first aid for a minor scalpel injury during a practical test 		performing first aid to minor scalpels Circumstantial knowledge: The student should explain detailed knowledge related to performing first aid to minor scalpels		
2.0 Performing Artistic Drawing	2.1 Applying elements of arts	(a) Using line in drawings	Demonstration - Show the student how to use different lines effectively in drawings Practical/hands-on activities - Engage the student in creating drawings with various line styles Observations - Have the student observe how lines	The student should be able to: <ul style="list-style-type: none"> • Create a drawing that incorporates different types of lines to form a composition • Demonstrate the use of thick and thin lines to indicate depth and emphasis • Sketch objects using continuous and 	line in drawings is used as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related in using line in drawings Principles: The student should explain principles related in using line in drawings Theories: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Pencils • Erasers • Rulers • Drawing pens • Charcoal sticks • Sketchbooks • Markers • Graphite sticks • Blending tools 	69

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			are used in professional drawings Simulation - Create exercises for the student to practice using lines in different contexts Group work - Facilitate tasks where the student collaborates on drawings using varied lines Discussions - Promote discussions on the role of lines in creating effective drawings Presentations - Have the student present their work, explaining the use of lines	broken lines to show contrast • Use curved and angular lines to depict motion in a drawing. • Analyse a peer's drawing to identify and suggest improvements in line application • Experiment with shading techniques using cross-hatching and parallel lines • Combine line patterns to create textures and details in an artwork		theories related in using line in drawings Circumstantial knowledge: The student should explain detailed knowledge related in using line in drawings	• Drawing tablet (for digital simulations)	
		(b) Using shape drawings	Demonstration - Show the student how to use shapes effectively in	The student should be able to:	Shape drawings are applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>drawings</p> <p>Practical/hands-on activities - Engage the student in creating drawings using various shapes</p> <p>Observations - Have the student observe how shapes are applied in professional drawings</p> <p>Group work - Facilitate tasks where the student collaborates on drawings focused on shapes</p> <p>Peer teaching/learning - Encourage the student to share techniques for using shapes in drawings</p> <p>Discussions - Promote discussions on the importance of shapes in creating</p>	<ul style="list-style-type: none"> • Draw a composition using only geometric shapes to depict an abstract idea • Create a nature-inspired artwork using organic shapes • Analyse how positive and negative shapes interact in a given artwork • Sketch an object by breaking it into basic shapes like circles, rectangles, and triangles • Experiment with overlapping shapes to create depth in a drawing • Use shapes to design a simple logo or graphic illustration. • Combine geometric and organic shapes to produce a balanced and 		<p>methods related in using shape drawings</p> <p>Principles: The student should explain principles related in using shape drawings</p> <p>Theories: The student should explain theories related in using shape drawings</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related</p>	<p>Equipment should be available:</p> <ul style="list-style-type: none"> • Pencils • Erasers • Rulers • Compasses • Protractors • Sketchbooks • Stencils • Markers • Coloured pencils • Digital drawing tablets 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			visual balance Presentations - Have the student present drawings, explaining their use of shapes	dynamic composition				
		(c) Using form drawings	Demonstration - Show the student how to use forms effectively in drawings Practical/hands-on activities - Engage the student in creating drawings using different forms Observations - Have the student observe how forms are used in professional artwork Simulation - Create exercises for the student to practice incorporating forms into designs	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Draw objects using primary geometric forms like cubes, spheres, and cones • Construct a simple object (e.g., a chair or vase) from basic forms and show relationships • Observe and recreate a 3D object by breaking it down into forms • Use shading to give volume and 	Form in drawings is applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to use form in drawings Principles: The student should explain principles related to use form in drawings Theories: The student should explain theories related to use form in drawings Circumstantial knowledge: The student should explain detailed	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Pencils • Erasers • Rulers • Protractors • Sketchbooks • Compass • Drawing boards • Coloured pencils • Markers • Digital drawing software 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			teaching/learning - Encourage the student to share techniques for using forms in drawings Discussions - Promote discussions on how forms enhance the realism and depth of drawings Presentations - Have the student present drawings, explaining the use of forms Field visits - Organise visits to art studios or galleries showcasing form-based artwork Research - Assign the student to study how forms are used in different artistic styles	depth to a form-based drawing <ul style="list-style-type: none"> Practice drawing human figures using basic forms for structure Create a composition by arranging different forms together in a harmonious way Modify form proportions to create interesting effects in art Observe safety procedures Clean workplace Store tools 		knowledge related to use form in drawings		

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(d) Using proportion drawings	Demonstration - Show the student how to use proportions effectively in drawings Practical/hands-on activities - Engage the student in creating drawings with accurate proportions Observations - Have the student observe how proportions are applied in professional artwork Simulation - Create exercises for the student to practice using proportions in different contexts Group work - Facilitate tasks where the student collaborates on drawings focusing	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Sketch a human figure using guidelines for correct body proportions • Create a still-life drawing, ensuring accurate proportion among the objects. • Analyse a famous artwork and identify the use of proportion. • Draw a portrait while maintaining facial feature proportions. • Recreate a scaled version of an object while 	Proportional drawings are applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to use proportion drawings Principles: The student should explain principles related to use proportion drawings Theories: The student should explain theories related to use proportion drawings Circumstantial knowledge: The student should explain detailed knowledge related to use proportion drawings	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Pencils • Rulers • Erasers • Sketchbooks • Proportional dividers • Measuring tapes • Drawing grids • Markers • Coloured pencils • Digital drawing tools 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>on proportions</p> <p>Presentations - Have the student present their drawings, explaining how proportions were used</p> <p>Field visits - Organise visits to art galleries to observe how proportions are used in professional pieces</p> <p>Research - Assign the student to study the role of proportion in different artistic styles</p>	<p>preserving its proportions.</p> <ul style="list-style-type: none"> Practice drawing proportional grids to replicate an image Adjust proportions in a drawing to create emphasis or distortion for artistic effect Observe safety procedures Clean workplace Store tools 				
		(e) Creating texture drawings	<p>Demonstration - Show the student how to create texture effects in drawings.</p> <p>Practical/hands-on</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools Prepare safety gear Select a material 	Texture drawings are created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Graphite pencils 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			activities - Engage the student in experimenting with different techniques to create textures Observations - Have the student observe texture creation in professional artwork Group work - Facilitate tasks where the student collaborates on creating textured drawings Peer teaching/learning - Encourage the student to share techniques for creating textures in drawings Discussions - Promote discussions on how textures add depth and interest to artwork	<ul style="list-style-type: none"> • Create texture effects like rough, smooth, and bumpy using different pencil strokes • Recreate natural textures, such as tree bark or stone, with detailed line work • Practice blending techniques to create soft texture transitions • Add textures to a basic object drawing to enhance its realism • Experiment with different media (pencil, charcoal, etc.) to achieve various textures • Apply texture to a composition to create depth and contrast 		create texture in drawings Principles: The student should explain principles related to create texture in drawings Theories: The student should explain theories related to create texture in drawings Circumstantial knowledge: The student should explain detailed knowledge related to create texture in drawings	<ul style="list-style-type: none"> • Charcoal • Coloured pencils • Erasers • Blending stumps • Ink pens • Rulers • Textured paper • Sketchbooks • Digital tablets 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Presentations - Have the student present their texture drawings and explain the techniques used Field visits - Organise visits to galleries or studios to observe texture use in professional works Research - Assign the student to study various texture techniques in different art forms	<ul style="list-style-type: none"> • Use texture as an expressive tool in abstract art • Observe safety procedures • Clean workplace • Store tools 				
		(f) Applying colours drawings	Demonstration - Show the student how to apply colours effectively in drawings Practical/hands-on activities - Engage the student in experimenting with different colouring	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Apply colour to a basic object, ensuring proper 	Colours drawings are applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to apply colours in drawings Principles: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Coloured pencils • Watercolours • Oil pastels • Acrylic paints • Markers 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			techniques. Observations - Have the student observe how colours are applied in professional artwork Simulation - Create exercises for the student to simulate applying colours in various drawing contexts Discussions - Promote discussions how colour choices impact mood and composition in art Presentations - Have the students present their colour work and explain their colour choices Field visits - Organise visits to art galleries to observe how colour are applied in professional works	shading and highlights <ul style="list-style-type: none"> • Create a gradient effect by blending multiple colours smoothly • Experiment with complementary colours to enhance contrast • Use colour to create depth and dimension in a drawing • Apply colour to convey mood or emotion in an artwork • Mix primary colours to create secondary and tertiary colours • Correctly layer colours for rich, vibrant effects • Apply colour wheel 		principles related to apply colours in drawings Theories: The student should explain theories related to apply colours in drawings Circumstantial knowledge: The student should explain detailed knowledge related to apply colours in drawings	<ul style="list-style-type: none"> • Paintbrushes • Palettes • Water jars • Colouring sheets • Digital drawing tablets 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Research - Assign the student to study colour theory and its application in different art styles	<ul style="list-style-type: none"> Observe safety procedures Clean workplace Store tools				
		(g) Applying space in drawings	Demonstration - Show the student how to apply space effectively in drawings Practical/hands-on activities - Engage the student in experimenting with space in their drawings Observations - Have the student observe how space is used in professional artwork Simulation - Create exercises for the student to simulate applying space in various drawing contexts Group work -	The student should be able to: <ul style="list-style-type: none"> Select tools Prepare safety gear Select a material Create a drawing with a clear distinction between foreground and background Use negative space to emphasise the main subject of the drawing Practice creating depth using perspective techniques Arrange elements in a drawing to avoid 	Space in drawings is applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to apply space in drawings Principles: The student should explain principles related to apply space in drawings Theories: The student should explain theories related to apply space in drawings Circumstantial knowledge:	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Drawing paper Pencils Erasers Ruler Compass Graphite sticks Charcoal Software for digital drawing Markers Blending stumps 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Facilitate tasks where the students collaborate on applying space in drawings Discussions - Promote discussions on how space impacts composition and balance in art Presentations - Have the students present their drawings, explaining how they applied space.	overcrowding and maintain balance <ul style="list-style-type: none"> • Use space to guide the viewer's eye through the artwork. • Apply varying levels of space to convey different scales or distances • Adjust the amount of space around an object to highlight its importance • Observe safety procedures • Clean workplace • Store tools 		The student should explain detailed knowledge related to apply space in drawings		
	2.2 Illustrating principles of art design	(a) Using rhythm in art compositions	Demonstration - Show the student how to use rhythm effectively in art compositions Practical/hands-on activities - Engage the student in creating	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Engage in creating rhythm-based art compositions 	Rhythm in art compositions are used as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to use rhythm in art compositions Principles: The student should explain	The following tools, safety gear and equipment should be available <ul style="list-style-type: none"> • Drawing paper • Graphite pencils • Coloured pencils • Charcoal 	115.5

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>compositions that incorporate rhythm</p> <p>Observations - Have the student observe how rhythm is used in professional artwork</p> <p>Role play - Let the student practice incorporating rhythm into their own art compositions</p> <p>Simulation - Create exercises for the student to simulate using rhythm in different artistic contexts</p> <p>Group work - Facilitate tasks where the students collaborate on art compositions with rhythm</p> <p>Discussions - Promote discussions on how rhythm</p>	<ul style="list-style-type: none"> Practice identifying rhythm patterns in different artworks. Apply rhythm principles to create dynamic art pieces Experiment with different rhythmic structures and observe their effects on art compositions Collaborate in creating a rhythmic artwork as part of a group project Discuss rhythm's impact on visual perception in a classroom setting Present individual rhythm compositions to classmates for feedback and evaluation 		<p>principles related to use rhythm in art compositions</p> <p>Theories: The student should explain theories related to use rhythm in art compositions</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to use rhythm in art compositions</p>	<ul style="list-style-type: none"> Rulers Erasers Markers Brushes Canvas Acrylic paints 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			contributes to visual flow and harmony Presentations - Have the students present their compositions, explaining how they used rhythm Field visits - Organise visits to galleries to observe how rhythm is applied in professional works	<ul style="list-style-type: none"> • Observe safety procedures • Clean workplace • Store tools 				
		(b) Applying harmony in art compositions	Demonstration - Show the student how to apply harmony in art compositions Practical/hands-on activities - Engage the student in creating compositions that incorporate harmony Observations -	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Create compositions that emphasise harmony • Use colour, texture, and shape 	Harmony in art compositions applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to apply harmony in art compositions Principles: The student should explain principles related to apply harmony in art compositions	The following tools, safety gear and equipment should be available: <ul style="list-style-type: none"> • Drawing paper • Paints (watercolour, acrylic) • Brushes • Pencils • Colour wheel • Rulers • Scissors 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Have the student observe how harmony is used in professional artwork</p> <p>Group work - Facilitate tasks where the students collaborate on art compositions with harmony</p> <p>Discussions - Promote discussions on how harmony enhances balance and unity in artwork</p> <p>Presentations - Have the students present their compositions, explaining how they applied harmony</p> <p>Field visits - Organise visits to galleries to observe how harmony is applied in professional works</p> <p>Research - Assign</p>	<p>to create a harmonious effect</p> <ul style="list-style-type: none"> • Apply design principles of harmony to integrate multiple elements • Evaluate artwork to identify and enhance harmony in visual arrangements • Work in teams to create a piece that exhibits harmony in art • Discuss how harmony affects the viewer's perception and emotional response • Present artworks and explain how harmony was achieved and its visual impact 		<p>Theories: The student should explain theories related to apply harmony in art compositions</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to apply harmony in art compositions</p>	<ul style="list-style-type: none"> • Collage materials • Markers • Canvas 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the student to study the role of harmony in different art forms	<ul style="list-style-type: none"> Observe safety procedures Clean workplace Store tools 				
		(c) Applying balance in art composition	Demonstration - Show the student how to apply balance in art compositions Practical/hands-on activities - Engage the student in creating compositions that demonstrate balance Observations - Have the student observe how balance is used in professional artwork Simulation - Create exercises for the student to simulate using balance in various artistic contexts Group work -	The student should be able to: <ul style="list-style-type: none"> Select tools Prepare safety gear Select a material Illustrate art design principles Interpret balance in art compositions Neatening a drawn arts element Apply balance in art compositions Observe safety procedures Clean workplace Store tools 	Balance in art composition are applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to apply balance in art composition Principles: The student should explain principles related to apply balance in art composition Theories: The student should explain theories related to apply balance in art composition Circumstantial knowledge: The student should explain detailed	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Sketchbooks or Paper Pencils Erasers Charcoal Pastels Brushes Paints (Water colour, Acrylic, Oil, etc) Canvas or Paper Palette Easels Rulers and T-squares Protractors Compass Stencils Cameras Computer and Design Software 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Facilitate tasks where the students collaborate on art compositions with balance Peer teaching/learning - Encourage the student to share techniques for applying balance in art compositions. Discussions - Promote discussions how balance impacts the visual weight and harmony in artwork Presentations - Have the students present their compositions, explaining how they applied balance			knowledge related to apply balance in art composition	<ul style="list-style-type: none"> • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	
		(d) Applying contrast in art	Demonstration - Show how to apply contrast in art	The student should be able to:	Contrast in art compositions applied as per	Underpinning knowledge of Methods used: The	The following tools, safety gear and	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		compositions	<p>compositions</p> <p>Observations - Have the student observe contrast in professional artwork</p> <p>Discussions - Discuss how contrast enhances visual interest</p> <p>Research - Assign studying the role of contrast in art.</p> <p>Presentations - Have students explain their use of contrast in compositions</p> <p>Peer teaching/learning - Encourage sharing techniques for applying contrast</p> <p>Practical/hands-on activities - Engage in creating compositions using contrast.</p> <p>Simulation - Create</p>	<ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Illustrate contrast in art compositions • Interpret contrast in art compositions • Neatening a drawn art composition • Apply contrast in art compositions • Observe safety procedures • Clean workplace • Store tools 	technical specifications	<p>student should explain methods related to apply contrast in art compositions</p> <p>Principles: The student should explain principles related to apply contrast in art compositions</p> <p>Theories: The student should explain theories related to apply contrast in art compositions</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to apply contrast in art compositions</p>	<p>equipment should be available:</p> <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			exercises to practice using contrast in contexts Group work - Collaborate on compositions with contrast Field visits - Observe contrast usage in galleries Project work - Guide projects focused on applying contrast					
		(e) Using movement in art compositions	Demonstration - Show how to use movement in art compositions Observations - Have the student observe movement in professional artwork Discussions - Discuss how movement directs the viewer's eye in compositions	The STUDENT should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Illustrate movement in art compositions • Interpret art design principles • Neatening a drawn art composition 	Movement in art compositions used as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to use movement in art compositions Principles: The student should explain principles related to using movement in art compositions	The following tools, safety gear and equipment should be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Research - Assign studying the role of movement in art. Presentations - Have students explain how they used movement in compositions Practical/hands-on activities - Engage in creating compositions with movement Simulation - Create exercises to practice using movement in compositions Group work - Collaborate on compositions that use movement effectively Field visits - Observe movement in art at galleries Project work - Guide projects focused on using	<ul style="list-style-type: none"> • Apply art movement in art compositions • Observe safety procedures • Clean workplace • Store tools 		Theories: The student should explain theories related to using movement in art compositions Circumstantial knowledge: The student should explain detailed knowledge related to using movement in art compositions	<ul style="list-style-type: none"> • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			movement in compositions					
		(f) Using patterns in art composition	Demonstration - Show how to use patterns in art compositions Observations - Have the student observe patterns in professional artwork Discussions - Discuss how patterns enhance visual appeal and structure Research - Assign studying the role of patterns in art Presentations - Have students explain how they used patterns in compositions Practical/hands-on activities - Engage in creating compositions with	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Illustrate patterns in art composition • Interpret patterns in art composition • Neatening a drawn arts composition • Apply patterns in art composition • Observe safety procedures • Clean workplace • Store tools 	Patterns in art composition used as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to use patterns in art composition Principles: The student should explain principles related to using patterns in art composition Theories: The student should explain theories related to using patterns in art composition Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			patterns Simulation - Create exercises to practice using patterns in compositions Group work - Collaborate on compositions that use patterns effectively.			using patterns in art composition	<ul style="list-style-type: none"> • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	
		(g) Applying proportion in art composition	Demonstration - Show how to apply proportion in art compositions Observations - Have the student observe how proportion is used in professional artwork Discussions - Discuss how proportion affects the balance and harmony of a composition Research - Assign studying the role of	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Illustrate proportion in art composition • Interpret proportion in art composition • Neatening a drawn composition • Apply proportion in art composition 	<ul style="list-style-type: none"> • Proportion in art composition as per technical specifications 	Underpinning knowledge of Methods used: The student should explain methods related to applying proportion in art composition Principles: The student should explain principles related to applying proportion in art composition Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolours, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			proportion in art Presentations - Have students explain how they applied proportion in their compositions. Peer teaching/learning - Encourage sharing techniques for incorporating proportion Practical/hands-on activities - Engage in creating compositions that use proportion Group work - Collaborate on compositions that use proportion effectively Field visits - Observe the use of proportion in art at galleries Project work -	<ul style="list-style-type: none"> • Observe safety procedures • Clean workplace • Store tools 		applying proportion in art composition Circumstantial knowledge: The student should explain detailed knowledge related to applying proportion in art composition	<ul style="list-style-type: none"> • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Guide projects focused on applying proportion in compositions					
		(h) Applying variety in art composition	Demonstration - Show how to apply proportion in art compositions Observations - Have the student observe how proportion is used in professional artwork Discussions - Discuss how proportion affects the balance and harmony of a composition Research - Assign studying the role of proportion in art Presentations - Have students explain how they applied proportion in their	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Illustrate variety in art composition • Interpret art design principles • Neatening a drawn arts composition • Apply variety in art composition • Observe safety procedures • Clean workplace • Store tools 	Variety in art composition applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to applying variety in art composition Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to applying variety in art composition Circumstantial knowledge: The student should explain detailed	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			compositions Practical/hands-on activities - Engage in creating compositions that use proportion Simulation - Create exercises to practice applying proportion in compositions Group work - Collaborate on compositions that use proportion effectively			knowledge related to applying variety in art composition	<ul style="list-style-type: none"> • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	
		(i) Applying emphasis in art composition	Demonstration - Show how to apply emphasis in art compositions Observations - Have the student observe how emphasis is used in professional artwork Discussions - Discuss how emphasis highlights	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Illustrate emphasis in art composition • Interpret emphasis in art composition • Neatening a drawn arts composition 	Emphasis in art composition applied as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to applying emphasis in art composition Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			focal points in compositions Research - Assign studying the role of emphasis in art Presentations - Have students explain how they applied emphasis in their compositions Peer teaching/learning - Encourage sharing techniques for incorporating emphasis Practical/hands-on activities - Engage in creating compositions with emphasis Simulation - Create exercises to practice applying emphasis in compositions Group work - Collaborate on compositions that	<ul style="list-style-type: none"> • Apply art design principles • Observe safety procedures • Clean workplace • Store tools 		applying emphasis in art composition Theories: The student should explain theories related to applying emphasis in art composition Circumstantial knowledge: The student should explain detailed knowledge related to applying emphasis in art composition	<ul style="list-style-type: none"> • Paints (watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			use emphasis effectively.					
	2.3 Performing perspective in drawing	(a) Creating one-point perspective	Demonstration - Show how to create one-point perspective in art compositions Observations - Have the student observe examples of one-point perspective in professional artwork Discussions - Discuss how one-point perspective creates depth and focus in compositions Research - Assign studying the use of one-point perspective in art Presentations - Have students explain how they applied one-point	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Create one-point perspective • Interpret one-point perspective • Neatening a drawn arts design • Apply one-point perspective in drawing • Observe safety procedures • Clean workplace • Store tools 	One-point created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to creating one-point perspective Principles: The student should explain principles related to creating one-point perspective Theories: The student should explain theories related to creating one-point perspective Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors 	90

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			perspective in their compositions Peer teaching/learning - Encourage sharing techniques for creating one-point perspective Practical/hands-on activities - Engage in creating compositions using one-point perspective Simulation - Create exercises to practice using one-point perspective Group work - Collaborate on compositions using one-point perspective			creating one-point perspective	<ul style="list-style-type: none"> • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	
		(b) Creating two-point perspective	Demonstration - Show how to create two-point perspective in art	The student should be able to: <ul style="list-style-type: none"> • Select tools 	Two-point created as per technical specifications	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>compositions</p> <p>Observations - Have the student observe examples of two-point perspective in professional artwork</p> <p>Discussions - Discuss how two-point perspective adds depth and realism to compositions</p> <p>Research - Assign studying the use of two-point perspective in art and architecture</p> <p>Peer teaching/learning - Encourage sharing techniques for creating two-point perspective</p> <p>Practical/hands-on activities - Engage in creating compositions using</p>	<ul style="list-style-type: none"> • Prepare safety gear • Select a material • Create two-point perspective • Interpret two-point perspective • Neatening a drawn arts design • Apply two-point perspective in drawing • Observe safety procedures • Clean workplace • Store tools 		<p>methods related to maintain workshop safety</p> <p>Principles: The student should explain principles related to creating two-point perspective</p> <p>Theories: The student should explain theories related to creating two-point perspective</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to creating two-point perspective</p>	<p>equipment are to be available:</p> <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			two-point perspective Simulation - Create exercises to practice using two-point perspective Group work - Collaborate on compositions using two-point perspective					
		(c) Creating three-point perspective	Demonstration - Show how to create three-point perspective in art compositions Observations - Have the student observe examples of three-point perspective in professional artwork Discussions - Discuss how three-point perspective creates dramatic depth and	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Create Three-point perspective • Interpret Three-point perspective • Neatening a drawn arts design • Apply one-point perspective in drawing 	Three-point created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to creating three-point perspective Principles: The student should explain principles related to creating three-point perspective Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			dimension Research - Assign studying the use of three-point perspective in art and architecture Presentations - Have students explain how they applied three-point perspective in their compositions Peer teaching/learning - Encourage sharing techniques for creating three-point perspective Practical/hands-on activities - Engage in creating compositions using three-point perspective Group work - Collaborate on compositions using three-point	<ul style="list-style-type: none"> • Observe safety procedures • Clean workplace • Store tools 		creating three-point perspective Circumstantial knowledge: The student should explain detailed knowledge related to creating three-point perspective	<ul style="list-style-type: none"> • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>perspective</p> <p>Field visits - Observe the use of three-point perspective in art or architecture</p> <p>Project work - Guide projects focused on applying three-point perspective in compositions</p>					
	2.4 Conducting Drawing composition	(a) Illustrating principles of composition in drawing	<p>Demonstration - Show how to illustrate principles of composition in drawing</p> <p>Observations - Have the student observe how principles of composition are applied in professional drawings</p> <p>Discussions - Discuss the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Conduct composition and layout • Interpret principles of composition in drawing • Neatening a drawn arts design 	Principles of composition in drawing as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to illustrating principles of composition in drawing</p> <p>Principles: The student should explain principles related to illustrating principles of composition in drawing</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette 	120

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			importance of composition principles like balance, contrast, and emphasis in drawings Research - Assign studying the principles of composition and their impact on drawing Presentations - Have students explain how they applied principles of composition in their drawings Peer teaching/learning - Encourage sharing techniques for illustrating composition principles Practical/hands-on activities - Engage in drawing exercises	<ul style="list-style-type: none"> • Apply principles of composition in drawing • Observe safety procedures • Clean workplace • Store tools 		Theories: The student should explain theories related to illustrating principles of composition in drawing Circumstantial knowledge: The student should explain detailed knowledge related to illustrating principles of composition in drawing	<ul style="list-style-type: none"> • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			that illustrate composition principles Simulation - Create exercises to practice illustrating principles of composition in drawing					
		(b) Creating still life composition	Demonstration - Show how to create a still life composition in drawing Observations - Have the student observe still life compositions in professional artwork Discussions - Discuss the elements that contribute to effective still life compositions Research - Assign studying still life	The student should be able to: <ul style="list-style-type: none">• Select tools• Prepare safety gear• Select a material• Conduct composition and layout• Interpret perspective in drawing• Neatening a drawn arts design• Apply composition and layout• Observe safety procedures	<ul style="list-style-type: none">• Still life composition created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to creating still life composition Principles: The student should explain principles related to create still life composition Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Sketchbooks or Paper• Pencils• Erasers• Charcoal• Pastels• Brushes• Paints (Watercolour, Acrylic, Oil, etc)• Canvas or Paper• Palette• Easels• Rulers and T-squares• Protractors	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>compositions in art history and contemporary works</p> <p>Presentations - Have students explain how they approached creating their still life compositions</p> <p>Peer teaching/learning - Encourage sharing techniques for creating still life compositions</p> <p>Practical/hands-on activities - Engage in drawing exercises focused on still life compositions</p> <p>Simulation - Create exercises to practice capturing a still life composition</p> <p>Group work - Collaborate on creating a still life composition as a</p>	<ul style="list-style-type: none"> • Clean workplace • Store tools 		<p>create still life composition</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related create still life composition</p>	<ul style="list-style-type: none"> • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			group Field visits - Observe how still life compositions are presented in galleries Project work - Guide projects focused on creating detailed still life compositions					
		(c) Creating landscape composition	Demonstration - Show how to create a landscape composition in drawing Observations - Have the student observe landscape compositions in professional artwork Discussions - Discuss the elements that contribute to effective landscape compositions	The student should be able to: <ul style="list-style-type: none">• Select tools• Prepare safety gear• Select a material• Create landscape composition• Interpret perspective in drawing• Neatening a drawn composition• Apply composition and layout• Observe safety procedures	Composition and layout conducted as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to create landscape composition Principles: The student should explain principles related to create landscape composition Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Sketchbooks or Paper• Pencils• Erasers<ul style="list-style-type: none">• Charcoal• Pastels• Brushes• Paints (Watercolour, Acrylic, Oil, etc)• Canvas or Paper	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Research - Assign studying landscape compositions in art history and contemporary works Presentations - Have students explain how they approached creating their landscape compositions Group work - Collaborate on creating a landscape composition as a group Field visits - Observe landscapes and how they are represented in art Project work - Guide projects focused on creating detailed landscape compositions	<ul style="list-style-type: none"> • Clean workplace Store tools 		create landscape composition Circumstantial knowledge: The student should explain detailed knowledge related to create landscape composition	<ul style="list-style-type: none"> • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.5 Performing figure drawings	(a) Making a still life drawing	Demonstration - Show how to make a still life drawing Observations - Have the student observe still life drawings in professional artwork Discussions - Discuss the techniques and elements that make a still life drawing effective Research - Assign studying various still life drawings and their historical significance. Presentations - Have students explain their approach to making a still life drawing Peer teaching/learning - Encourage students to share techniques	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Conduct composition and layout • Interpret perspective in drawing • Neatening a drawn arts design • Apply composition and layout • Observe safety procedures • Clean workplace • Store tools 	Still life drawing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make a still life drawing Principles: The student should explain principles related to make a still life drawing Theories: The student should explain theories related to make a still life drawing Circumstantial knowledge: The student should explain detailed knowledge related to make a still life drawing	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			for making still life drawings Practical/hands-on activities - Engage in creating still life drawings through guided practice Group work - Collaborate on a still life drawing, combining ideas and techniques Field visits - Visit art galleries or studios to observe still life drawings Project work - Guide projects that focus on making detailed still life drawings				<ul style="list-style-type: none"> Easels (for display) Lighting Equipment Magnifying Glasses 	
		(b) Drawing figure anatomy	Demonstration - Show how to draw figure anatomy with correct proportions and details Observations -	The student should be able to: <ul style="list-style-type: none"> Select tools Prepare safety gear Select a material 	Figure anatomy drawn as per technical specifications	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Sketchbooks or Paper 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Have the student observe figure anatomy in professional artwork</p> <p>Discussions - Discuss the key elements of human anatomy and their importance in figure drawing.</p> <p>Research - Assign studying human figure anatomy and its representation in art.</p> <p>Presentations - Have students explain how they approached drawing human figure anatomy.</p> <p>Peer teaching/learning - Encourage students to share techniques for drawing figure anatomy.</p> <p>Practical/hands-on</p>	<ul style="list-style-type: none"> • Draw figure anatomy • Interpret figure anatomy • Neatening a drawn figure anatomy • Observe safety procedures • Clean workplace • Store tools 		<p>methods related to draw figure anatomy</p> <p>Principles: The student should explain principles related to draw figure anatomy</p> <p>Theories: The student should explain theories related to draw figure anatomy</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to draw figure anatomy</p>	<ul style="list-style-type: none"> • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			activities - Engage in figure anatomy drawing exercises, focusing on accuracy Role play - Let the student apply techniques to sketch figure anatomy in various poses Simulation - Create exercises to practice drawing figure anatomy from different angles Group work - Collaborate on figure anatomy drawings, focusing on proportions and muscle structure Field visits - Observe anatomical figure studies in art galleries or museums Project work - Guide projects that					

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			focus on mastering figure anatomy in drawings					
	2.6 Drawing portrait drawing	(a) Drawing portrait	Demonstration - Show how to draw a portrait with accurate facial features and proportions Observations - Have the student observe portrait drawings in professional artwork Discussions - Discuss the techniques and elements that contribute to a successful portrait drawing Research - Assign studying various portrait styles and their historical significance Presentations -	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Draw portrait • Interpret portrait drawings • Neatening a drawn portrait • Observe safety procedures • Clean workplace • Store tools 	Portrait drawn as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintain workshop safety Principles: The student should explain principles related to draw portrait Theories: The student should explain theories related to draw portrait Circumstantial knowledge: The student should explain detailed knowledge related to draw portrait	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Have students explain their approach to drawing portraits</p> <p>Practical/hands-on activities - Engage in portrait drawing exercises focusing on accuracy and expression</p> <p>Simulation - Create exercises to practice drawing portraits from different angles and lighting</p> <p>Group work - Collaborate on drawing a portrait, combining ideas and techniques</p> <p>Field visits - Visit galleries or museums to observe portrait artwork</p> <p>Project work - Guide projects that focus on creating detailed and</p>				<ul style="list-style-type: none"> • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			expressive portrait drawings					
		(b) Capturing facial features and expressions	Demonstration - Show how to capture facial features and expressions accurately in drawing Observations - Have the student observe facial features and expressions in professional artwork Discussions - Discuss how different facial features and expressions convey emotions and character Research - Assign studying various facial expressions and their artistic representation	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Capture facial features and expressions • Interpret facial features and expressions • Neatening a drawn arts design • Apply composition and layout • Observe safety procedures • Clean workplace • Store tools 	Facial features and expressions captured as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to capture facial features and expressions Principles: The student should explain principles related to capture facial features and expressions Theories: The student should explain theories related to capture facial features and expressions Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Presentations - Have students explain how they captured facial features and expressions in their drawings Practical/hands-on activities - Engage in exercises that focus on sketching facial features and different expressions Simulation - Create exercises to practice drawing facial features and expressions from different angles Group work - Collaborate on capturing facial features and expressions as a group Field visits - Observe how facial			capture facial features and expressions	<ul style="list-style-type: none"> • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			expressions are depicted in art or photography Project work - Guide projects that focus on capturing realistic facial features and expressions in drawings					
		(c) Making a portrait drawing from a live model	Demonstration - Show how to make a portrait drawing from a live model, focusing on proportions and details Observations - Have the student observe portrait drawings made from live models in professional artwork Discussions - Discuss techniques for observing and drawing a live	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Make portrait drawing from a live model • Interpret portrait drawing from a live model • Neatening a drawn arts design • Apply composition and layout 	Portrait drawing from a live model made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make a portrait drawing from a live model Principles: The student should explain principles related to make a portrait drawing from a live model Theories: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>model accurately</p> <p>Research - Assign studying how artists approach portrait drawings from live models</p> <p>Presentations - Have students explain their process for making a portrait from a live model</p> <p>Peer teaching/learning - Encourage students to share their methods for drawing live portraits</p> <p>Practical/hands-on activities - Engage in drawing exercises with live models to practice capturing proportions and details</p> <p>Role play - Let the student practice</p>	<ul style="list-style-type: none"> • Observe safety procedures • Clean workplace • Store tools 		<p>theories related to make a portrait drawing from a live model</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make a portrait drawing from a live model</p>	<ul style="list-style-type: none"> • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>making a portrait from a live model using various techniques</p> <p>Simulation - Create exercises that simulate portrait drawing from live models in different poses</p> <p>Group work - Collaborate on drawing portraits from a live model, combining techniques</p> <p>Field visits - Observe professional artists creating live model portraits in galleries or studios</p> <p>Project work - Guide projects focused on making detailed portraits from live models</p>					

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(d) Making a portrait drawing photographs	Demonstration - Show how to make a portrait drawing from photographs, focusing on capturing likeness and details Observations - Have the student observe portrait drawings made from photographs in professional artwork Discussions - Discuss techniques for translating photographs into accurate portrait drawings Research - Assign studying how artists approach portrait drawings from photographs Presentations - Have students explain their process for creating portraits	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Make portrait drawing photographs • Interpret portrait drawing photographs • Neatening a drawn arts design • Observe safety procedures • Clean workplace • Store tools 	Portrait drawing photographs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make portrait drawing photographs Principles: The student should explain principles related to make portrait drawing photographs Theories: The student should explain theories related to make portrait drawing photographs Circumstantial knowledge: The student should explain detailed knowledge related to make portrait drawing photographs	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			from photographs Peer teaching/learning - Encourage students to share their methods for drawing portraits from photographs Practical/hands-on activities - Engage in drawing exercises that focus on portraits from photographs Role play - Let the student practice making portrait drawings from different photographic references Simulation - Create exercises that simulate drawing portraits from photographs in various lighting and angles				<ul style="list-style-type: none"> • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Group work - Collaborate on creating portrait drawings from photographs, sharing techniques Field visits - Observe portrait artists who work from photographs in galleries or studios Project work - Guide projects that focus on making detailed portraits from photographs					
	2.7 Performing experimental drawing	(a) Making an abstract Make a representational art	Demonstration - Show how to make abstract art and representational art, focusing on their differences in style and expression Observations - Have the student observe abstract and representational art	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • make an abstract • Make a representational art • Interpret figure drawing 	Figure drawing is performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make an abstract Make a representational art Principles: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			in professional galleries Discussions - Discuss the key elements and techniques that differentiate abstract from representational art. Research - Assign studying the history and techniques of abstract and representational art Presentations - Have students explain their approach to making abstract and representational art Peer teaching/learning - Encourage students to share their methods for creating abstract and representational pieces	<ul style="list-style-type: none"> • Neatening a drawn abstract drawing • Apply figure drawing • Observe safety procedures • Clean workplace • Store tools 		principles related to make an abstract Make a representational art Theories: The student should explain theories related to make an abstract Make a representational art Circumstantial knowledge: The student should explain detailed knowledge related to make an abstract Make a representational art	<ul style="list-style-type: none"> • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practical/hands-on activities - Engage in exercises to create both abstract and representational art Simulation - Create exercises where students practice making abstract or representational art based on a theme Group work - Collaborate on creating abstract and representational artworks, exchanging techniques Field visits - Visit art exhibitions that showcase abstract and representational artworks Project work - Guide projects that allow students to					

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			create both abstract and representational pieces of art					
		(b) Drawing an art by using mixed media art	Demonstration - Show how to create art using mixed media, combining different materials and techniques Observations - Have the student observe mixed media artworks in galleries or from professional artists Discussions - Discuss the benefits and challenges of using mixed media in art creation. Research - Assign studying different types of mixed media and their historical significance in art. Presentations -	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Perform figure drawing • Interpret figure drawing • Neatening a drawn arts and designs • Apply figure drawing • Observe safety procedures • Clean workplace • Store tools 	Figure drawing is performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to draw art by using mixed media art Principles: The student should explain principles related to draw art by using mixed media art Theories: The student should explain theories related to draw art by using mixed media art Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Have students explain their approach to creating art using mixed media.</p> <p>Peer teaching/learning - Encourage students to share their experiences and techniques with mixed media</p> <p>Practical/hands-on activities - Engage in exercises to create mixed media art using various materials</p> <p>Role play - Let the student experiment with combining different media to create a cohesive artwork</p> <p>Simulation - Create exercises where students apply mixed media in</p>			draw art by using mixed media art		

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			their drawings, exploring texture and depth Group work - Collaborate on a mixed media project, combining different media and techniques Field visits - Visit studios or galleries that focus on mixed media art for inspiration Project work - Guide projects that incorporate mixed media techniques to create unique art pieces					
3.0 Performing artistic Painting	3.1 Performing colours mixing	(a) Preparing materials and tools for painting	Demonstration - Show how to properly prepare materials and tools for painting, such as brushes, palettes, and paints	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material 	Materials and tools for painting prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Observations - Have students observe how professional painters organise and prepare their tools Discussions - Discuss the importance of preparing tools and materials before starting a painting Research - Assign students to study different methods of preparing painting materials and tools Presentations - Have students explain their preparation process for painting tools and materials Peer teaching/learning - Encourage students to share tips on	<ul style="list-style-type: none"> • Preparing materials and tools for painting • Interpret materials and tools for painting • Observe safety procedures • Clean workplace • Store tools 		prepare materials and tools for painting Principles: The student should explain principles related to prepare materials and tools for painting Theories: The student should explain theories related to prepare materials and tools for painting Circumstantial knowledge: The student should explain detailed knowledge related to prepare materials and tools for painting	<ul style="list-style-type: none"> • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Linoleum or Wood Blocks • Printmaking Tools (Brayer, Baren, etc) • Clay • Sculpting Tools • Pottery Wheel • Kiln • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			preparing painting tools effectively Practical/hands-on activities - Engage students in cleaning, organizing, and preparing painting materials Group work - Collaborate on preparing materials for a group painting project				<ul style="list-style-type: none"> • Lighting Equipment • Magnifying Glasses 	
		(b) Setting a painting studio	Demonstration - Show how to set up a painting studio, arranging tools, materials, and workspace efficiently Observations - Have students observe professional painting studios to understand their layouts	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Set a painting studio • Interpret settings • Make colour wheel • Select appropriate tools 	Painting studio is set as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to set a painting studio Principles: The student should explain principles related to set a painting studio Theories: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Water colour, Acrylic, Oil, etc) 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discussions - Discuss the key elements of an effective painting studio setup Research - Assign students to study different types of painting studios and their setups Presentations - Have students present their plans for setting up a painting studio Peer teaching/learning - Encourage students to share ideas and tips for organizing a studio Practical/hands-on activities - Engage students in setting up a mock painting studio with essential components Group work -	<ul style="list-style-type: none"> Observe safety procedures Clean workplace Store tools 		theories related to set a painting studio Circumstantial knowledge: The student should explain detailed knowledge related to set a painting studio	<ul style="list-style-type: none"> Canvas or Paper Palette Easels Rulers and T-squares Protractors Compass Stencils Linoleum or Wood Blocks Printmaking Tools (Brayer, Baren, etc) Clay Sculpting Tools Pottery Wheel Kiln Cameras Computer and Design Software Projectors Mounting and Framing Materials Easels (for display) Lighting Equipment Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate on designing and arranging a shared painting studio setup					
		(c) Making colour wheel	Demonstration - Show how to create a colour wheel step by step using primary, secondary, and tertiary colours. Observations - Have students observe examples of colour wheels to understand their structure and purpose Discussions - Discuss the importance of a colour wheel in understanding colour relationships. Research - Assign students to explore the history and	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Perform colours mixing • Mix colour wheel • Interpret colours mixing • Make colour wheel • Select primary colour • Observe safety procedures • Clean workplace • Store tools 	Colour wheel made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make a colour wheel Principles: The student should explain principles related to make a colour wheel Theories: The student should explain theories related to make a colour wheel Circumstantial knowledge: The student should explain detailed	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Linoleum or Wood Blocks 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			evolution of the colour wheel. Presentations - Have students present their completed colour wheels and explain the colour theory behind them Peer teaching/learning - Encourage students to share techniques and insights for creating accurate colour wheels Practical/hands-on activities - Engage students in mixing colours and painting their own colour wheels Group work - Collaborate on creating a large, detailed colour			knowledge related to make a colour wheel	<ul style="list-style-type: none"> • Printmaking Tools (Brayer, Baren, etc) • Clay • Sculpting Tools • Pottery Wheel • Kiln • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			wheel as a group project					
		(d) Making colours schemes	Demonstration: Show how to create different colour schemes using a colour wheel Practical/hands-on activities: Students practice mixing colours to develop various schemes Observations: Analyse colour schemes in existing artworks or designs Group work: Collaborate on creating unique colour combinations for projects. Discussions: Discuss the impact of colour schemes on mood and aesthetics. Presentations:	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Make colours schemes • Interpret colours schemes • Neatening colour schemes • Select types of colour schemes • Observe safety procedures • Clean workplace • Store tools 	Colour mixing Performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make colours schemes Principles: The student should explain principles related to make colours schemes Theories: The student should explain theories related to make colours schemes Circumstantial knowledge: The student should explain detailed knowledge related to make colours schemes	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sketchbooks or Paper • Pencils • Erasers • Charcoal • Pastels • Brushes • Paints (Watercolour, Acrylic, Oil, etc) • Canvas or Paper • Palette • Easels • Rulers and T-squares • Protractors • Compass • Stencils • Linoleum or Wood Blocks 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Students present their colour schemes and explain their choices. Guest speaker: Invite a designer to talk about the importance of colour schemes in art				<ul style="list-style-type: none"> • Printmaking Tools (Brayer, Baren, etc) • Clay • Sculpting Tools • Pottery Wheel • Kiln • Cameras • Computer and Design Software • Projectors • Mounting and Framing Materials • Easels (for display) • Lighting Equipment • Magnifying Glasses 	
		(e) Creating colour value	Demonstration - Show how to create various colour schemes, such as complementary, analogous, and triadic Observations - Have students observe artworks that utilize different colour schemes	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Create colours value • Interpret colours values • Neatening a drawn art • Make colour value 	Colour value created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make colour value Principles: The student should explain principles related to make colour value	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Colour wheel • Paints (acrylic, oil, watercolour) • Brushes • Canvas or drawing paper • Mixing palette 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			effectively. Discussions - Discuss the significance of colour schemes in setting moods and creating visual harmony Research - Assign students to study famous artworks and identify the colour schemes used Presentations - Have students present their chosen colour schemes and explain their application. Peer teaching/learning - Encourage students to share ideas and examples of unique colour schemes Practical/hands-on activities - Guide students in	<ul style="list-style-type: none"> • Select primary colour • Observe safety procedures • Clean workplace • Store tools 		<p>Theories: The student should explain theories related to make colour value</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make colour value</p>	<ul style="list-style-type: none"> • Markers or coloured pencils • Rulers • Digital tools for colour design • Colour charts • Sponges for blending 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			designing artworks using specific colour schemes Group work - Collaborate on creating a visual chart showcasing different types of colour schemes Field visits - Visit galleries or exhibitions to study how artists use colour schemes in their works Project work - Guide students to develop a portfolio of artworks using a variety of colour schemes					
	3.2 Performing artistic paintings	(a) Making a still life painting	Demonstration - Show how to arrange and draw a still life setup with proper lighting and composition	The student should be able to: <ul style="list-style-type: none"> Select tools and prepare safety gear for painting 	Artistic paintings perform as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to	The following tools, safety gear and equipment are to be available:	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Observations - Have students observe professional still life artworks to understand techniques and details Discussions - Discuss the importance of perspective, light, and shadow in still life art Research - Assign students to study the history and styles of still life in art Presentations - Have students present their completed still life drawings and explain their approach Peer teaching/learning - Encourage students to share tips and	<ul style="list-style-type: none"> • Select objects and arrange a still life composition • Observe safety procedures while using painting materials • Sketch the composition, focusing on proportions and placement • Paint the still life, applying layers and blending techniques • Add details to capture textures, shadows, and highlights • Evaluate the overall balance and realism of the painting. • Neaten the artwork by refining edges 		make a still life painting Principles: The student should explain principles related to make a still life painting Theories: The student should explain theories related to make a still life painting Circumstantial knowledge: The student should explain detailed knowledge related to make a still life painting	<ul style="list-style-type: none"> • Paints (oil, acrylic, or watercolour) • Brushes of various sizes • Canvas or painting paper • Easel • Palette for mixing colours • Rags or paper towels • Water container or solvent for cleaning brushes • Sketching pencils and erasers • Objects for still life setup (e.g., fruits, vases, fabrics) • Lighting equipment to enhance shadows and highlights 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>techniques for improving still life drawings.</p> <p>Practical/hands-on activities - Guide students in creating their own still life compositions and drawing them.</p> <p>Group work - Work together to arrange a complex still life composition and draw it collaboratively.</p> <p>Field visits - Visit museums or galleries to observe renowned still life artworks for inspiration.</p> <p>Project work - Guide students to create a series of still life drawings with varying themes or objects.</p>	<p>and correcting mistakes</p> <ul style="list-style-type: none"> • Clean the workplace and store tools appropriately 				

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(b) Making landscape painting	Demonstration - Show techniques for creating a landscape painting, including layering and blending Observations - Encourage students to observe natural landscapes and study their elements Discussions - Discuss the importance of perspective, colour harmony, and focal points in landscape painting Research - Assign students to research different styles of landscape painting, such as impressionism or realism Presentations - Have students present their	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • Perform artistic paintings • Interpret Perform artistic paintings • Neatening of artistic paintings • Perform artistic paintings • Observe safety procedures • Clean workplace Store tools	landscape painting made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make landscape painting Principles: The student should explain principles related to make landscape painting Theories: The student should explain theories related to make landscape painting Circumstantial knowledge: The student should explain detailed knowledge related to make landscape painting	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Paints (oil, acrylic, or watercolour) • Brushes of various shapes and sizes • Canvas, board, or painting paper • Easel for outdoor or studio use • Palette for colour mixing • Water container or solvents for cleaning brushes • Rags or paper towels • Sketching pencils and erasers • Landscape references or photographs • Lighting equipment for detailed work indoors 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			landscape paintings and explain their creative process Practical/hands-on activities - Guide students in painting a landscape using reference photos or outdoor views Group work - Collaborate on a large-scale landscape painting as a team project Field visits - Take students to outdoor locations to paint landscapes directly from nature Project work - Assign students to create a series of landscape paintings showcasing different times of day or seasons					

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Making portrait painting	Demonstrate: Show techniques and steps for creating a portrait painting while students observe and take notes Present: Share visual and conceptual ideas to inspire students' understanding of portrait compositions Research: Guide students how to explore references, techniques, and styles for portrait painting Simulate: Set up practice scenarios to encourage students to develop their portrait skills Engage in practical/Hands-on activities:	The student should be able to: <ul style="list-style-type: none"> • Select tools and prepare safety gear for portrait painting • Choose a subject or reference photograph for the portrait • Observe safety procedures when handling painting materials • Sketch the portrait, focusing on proportions and facial details • Paint the base tones, establishing skin tones and background colours • Refine details such as facial features, shadows, and highlights 	Portrait made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make portrait painting Principles: The student should explain principles related to make portrait painting Theories: The student should explain theories related to make portrait painting Circumstantial knowledge: The student should explain detailed knowledge related to make portrait painting	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Brushes of various sizes • Palette for mixing colours • Canvas or painting paper • Easel for holding the canvas • Oil, acrylic, or watercolour paints • Pencil for sketching outlines • Eraser for corrections • Painting smock or apron • Containers for water or cleaning brushes • Safety gloves for handling certain materials 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Supervise as students directly create their portrait paintings Invite guest speakers: Bring in an artist to share expertise and real-world insights into portrait painting techniques	<ul style="list-style-type: none"> Assess balance, texture, and overall likeness of the portrait Neaten edges and finalize features for a polished finish Clean the workspace and store tools appropriately 				
		(d) Making abstract painting	Demonstration - Show step-by-step techniques for painting a portrait, including proportions and shading Observations - Encourage students to observe professional portrait paintings to analyse styles and techniques Discussions - Discuss the	The student should be able to: <ul style="list-style-type: none"> Select tools Prepare safety gear Select a material Perform artistic paintings Interpret Perform artistic paintings Neatening of artistic paintings Perform artistic paintings 	Artistic paintings perform as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make abstract painting Principles: The student should explain principles related to make abstract painting Theories: The student should explain theories related to make abstract painting	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Brushes of various sizes Palette for mixing colours Canvas or painting paper Easel for holding the canvas Oil, acrylic, or watercolour paints 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>importance of capturing likeness, expression, and mood in portrait painting</p> <p>Research - Assign students to study famous portrait artists and their distinctive approaches</p> <p>Presentations - Have students present their finished portrait paintings and describe their creative process</p> <p>Peer teaching/learning - Allow students to share tips on achieving accurate facial features and skin tones</p> <p>Practical/hands-on activities - Guide students in painting</p>	<ul style="list-style-type: none"> • Observe safety procedures • Clean workplace • Store tools 		<p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make abstract painting</p>	<ul style="list-style-type: none"> • Pencil for sketching outlines • Eraser for corrections • Painting smock or apron • Containers for water or cleaning brushes • Safety gloves for handling certain materials 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			a portrait using a live model or reference photo Role play - Let students act as art critics, providing constructive feedback on each other's portraits Simulation - Set up controlled lighting and backgrounds for practicing portrait painting Group work - Collaborate on painting a group portrait featuring multiple subjects Field visits - Visit galleries to view renowned portrait paintings and gather inspiration Project work - Assign students to create a portrait series highlighting					

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			different expressions or cultural themes					
		(e) Making genre and narrative painting	Demonstration: Show step-by-step techniques for creating genre and narrative paintings Guided Discussion: Facilitate a discussion about key elements in genre and narrative painting. Group Work: Assign students to collaborate on creating a small narrative composition. Practical Activities: Assign hands-on tasks for students to practice genre and narrative painting techniques Observation:	The student should be able to: <ul style="list-style-type: none"> Select tools and materials appropriate for genre and narrative painting Prepare safety gear and ensure a secure working environment Create preliminary sketches to outline the narrative elements of the painting Mix and apply colours thoughtfully to evoke emotion 	<ul style="list-style-type: none"> Genre and narrative painting made as per technical specifications 	Underpinning knowledge of Methods used: The student should explain methods related to make genre and narrative painting Principles: The student should explain principles related to make genre and narrative painting Theories: The student should explain theories related to make genre and narrative painting Circumstantial knowledge: The student should explain detailed knowledge related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Paintbrushes of various sizes Acrylic or oil paints Canvas or painting paper Easel Palette for mixing colours Rulers and measuring tools Safety gloves and aprons Pencil and eraser for sketching Water or turpentine for cleaning brushes Varnish for finishing the artwork 	

Module Title (Main Competencies)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Support students in reflecting on their progress, offering constructive feedback to enhance their techniques and outcomes	<p>and detail in the artwork.</p> <ul style="list-style-type: none"> • Refine and perfect the painting, ensuring professional-quality standards • Clean the workspace and store tools properly, following safety and hygiene practices 		make genre and narrative painting		

Form Two

Table 4: *Detailed Contents for Form Two*

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
1.0 Performing Visual Lettering	2.1 Performing hand lettering	(a) Creating script letters	<p>Demonstration: Show students the correct techniques for forming script letters, focusing on curves, angles, and strokes.</p> <p>Guided Practice: Assist students as they practice forming individual script letters, ensuring proper technique and consistency</p> <p>Group Work: Organise students to collaborate in creating a word or phrase in script style, encouraging shared learning and creativity</p> <p>Observation: Monitor students as they practice, providing constructive feedback on their script letter</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select appropriate tools and materials for script lettering. • Prepare the workspace for lettering activities. • Practice basic strokes essential for script letter formation • Form individual script letters with consistent flow and alignment • Combine letters to form words and phrases in script style • Apply decorative elements to 	Script letters created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating script letters</p> <p>Principles: The student should explain principles related to creating script letters</p> <p>Theories: The student should explain theories related to</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Calligraphy pens or markers • Pencils and erasers • Ruler for guidelines • Smooth paper or calligraphy sheets • Ink or water colour for lettering • Practice sheets for stroke exercises • Lightbox for tracing and refining designs 	63

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			formation. Practical Activities: Allow students to create their own designs using script letters in a hands-on activity. Guest Speaker: Invite a calligraphy expert to share insights and demonstrate advanced script lettering techniques. Discussion: Engage students in evaluating different script lettering styles, analysing their use in various artistic contexts	enhance script lettering designs • Clean and store tools properly after the activity		creating script letters Circumstantial knowledge: The student should explain detailed knowledge related to creating script letters	<ul style="list-style-type: none"> Brushes for decorative accents Desk lamp for adequate lighting Cleaning cloths or tissues 	
		(b) Creating block letters	Demonstration: Illustrate techniques for creating bold, structured block letters, emphasizing proportions, and symmetry Guided Practice: Assist students in sketching and refining	The student should be able to: • Select appropriate tools and materials for block lettering Prepare workspace and ensure correct posture	Block letters created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Ruler for straight edges Pencils and erasers Markers or graphic pens 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>their block letters with accuracy and clarity</p> <p>Group Work: Facilitate group tasks where students collaborate on creating block letter projects, such as signage or titles.</p> <p>Observation: Monitor students' progress, providing real-time suggestions to improve their block lettering techniques.</p> <p>Practical Activities: Encourage students to design personalized projects using block letters in practical applications.</p> <p>Guest Speaker: Invite a graphic designer to demonstrate creative applications of block letters in digital and print media.</p> <p>Discussion: Lead discussions on the</p>	<ul style="list-style-type: none"> • Sketch basic shapes to guide letter construction • Form block letters with precise lines and consistent spacing • Add thickness and refine edges for a uniform block effect • Apply colour or shading to enhance the letter designs Clean and store tools after completing the activity 		<p>creating block letters</p> <p>Principles: The student should explain principles related to creating block letters</p> <p>Theories: The student should explain theories related to creating block letters</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to</p>	<ul style="list-style-type: none"> • Smooth drawing paper • Compass for circular elements • Templates or stencils for uniformity • Drafting table or sturdy surface • Coloured pencils or markers for embellishments • Lightbox for tracing designs • Cleaning supplies for tools and workspace 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			versatility and importance of block letters in different artistic and commercial contexts.			creating block letters		
		(c) Creating serif letters	<p>Demonstration: Illustrate crafting serif letters with clear examples.</p> <p>Guided Practice: Support students in refining their serif lettering.</p> <p>Group Work: Encourage collaborative serif lettering projects.</p> <p>Observation: Monitor and give feedback on students' progress.</p> <p>Practical Activities: Facilitate hands-on projects using serif letters</p> <p>Guest Speaker: Arrange a session with a typography expert</p> <p>Discussion: Explore</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and materials for serif lettering • Prepare a neat workspace • Sketch basic letterforms with space for serifs • Draw serifs accurately and symmetrically • Adjust proportions and refine edges • Add decorative elements to enhance appeal • Evaluate work for uniformity and aesthetics 	<p>Serif letters created as per technical specifications</p>	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating serif letters</p> <p>Principles: The student should explain principles related to creating serif letters</p> <p>Theories: The student should explain</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Ruler • Pencils • Fine-tipped pens • Drawing paper • Letter templates • Compass • Lightbox • Calligraphy ink • Coloured pencils • Cleaning supplies 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the importance of serif letters in design	<ul style="list-style-type: none"> Clean and store tools after the activity 		<p>theories related to creating serif letters</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to creating serif letters</p>		
		(d) Creating sans-serif letters	<p>Demonstration: Show how to create clean and simple sans-serif letters.</p> <p>Guided Practice: Assist students in drawing sans-serif letterforms</p> <p>Group Work: Encourage students to collaborate on sans-serif designs</p>	<ul style="list-style-type: none"> The student should be able to: Select tools and materials for sans-serif lettering Prepare a clean and organised workspace Sketch basic letter shapes with 	<ul style="list-style-type: none"> Sans-serif letters created as per technical specifications 	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating sans-serif letters</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Ruler Graph paper Pencils Fine-tipped markers Erasers 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Observation: Watch students' progress and provide constructive feedback Practical Activities: Facilitate individual or group practice of sans-serif lettering Guest Speaker: Invite a graphic designer to share insights on sans-serif usage Discussion: Explore the impact of sans-serif fonts in modern design	consistent dimensions. <ul style="list-style-type: none"> Remove any unnecessary embellishments for simplicity Refine lines to ensure uniform thickness Adjust spacing between letters for balance Evaluate the final work for clarity and readability. Clean and store tools properly after the session 		Principles: The student should explain principles related to creating sans-serif letters Theories: The student should explain theories related to creating sans-serif letters Circumstantial knowledge: The student should explain detailed knowledge related to creating sans-serif letters	<ul style="list-style-type: none"> Lightbox Computer with design software Straightedge Cleaning cloth Stencils 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.2 Making brush lettering	(a) Creating script letters	<p>Demonstration: Show how to create clean and simple sans-serif letters</p> <p>Guided Practice: Assist students in drawing sans-serif letterforms</p> <p>Group Work: Encourage students to collaborate on sans-serif designs</p> <p>Observation: Watch students' progress and provide constructive feedback</p> <p>Practical Activities: Facilitate individual or group practice of sans-serif lettering</p> <p>Guest Speaker: Invite a graphic designer to share insights on sans-serif usage.</p> <p>Discussion: Explore the impact of sans-serif fonts in modern design</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools • Prepare safety gears • Select a material • Perform hand lettering • Interpret hand lettering • Neatening hand lettering • Observe safety procedures • Clean workplace • Store tools 	Hand lettering performed as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Ruler • Graph paper • Pencils • Fine-tipped markers • Erasers • Lightbox • Computer with design software • Straightedge • Cleaning cloth • Stencils 	79.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety		
		(b) Creating block letters	Demonstration - Show students how to create block letters with clear, bold lines and strong edges. Observations - Encourage students to analyse the use of block letters in signage and advertisements. Discussions - Discuss the effectiveness of	The student should be able to: <ul style="list-style-type: none"> • Select tools • Prepare safety gears • Select a material • Perform hand lettering • Interpret hand lettering 	Block letters created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Calligraphy Pens • Brush Pens • Fountain Pens • Nibs and Holders • Ink 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>block letters in creating high visibility and readability.</p> <p>Research - Assign students to explore different styles and applications of block lettering.</p> <p>Presentations - Have students present their block letter designs and explain the choices they made</p> <p>Peer teaching/learning - Allow students to exchange tips for achieving clean and proportional block letters.</p> <p>Practical/hands-on activities - Guide students in creating block letters using various drawing tools or software.</p> <p>Role play - Let students act as designers, presenting</p>	<ul style="list-style-type: none"> • Neatening hand lettering • Observe safety procedures • Clean workplace • Store tools 		<p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining workshop safety</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to maintaining</p>	<ul style="list-style-type: none"> • Paper or Parchment • T-Square and Ruler • Protractor • Lettering Guides • Letter Stencils • Lightbox or Tracing Paper • Erasers • Watercolour or Gouache Paints • Palette • Brushes • Easels (for display) • Mounting and Framing Materials • Drafting Table 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>their block letter designs for branding or posters</p> <p>Simulation - Create a scenario where students design a block letter-based logo for a company.</p> <p>Group work - Collaborate on creating a set of block letters for a community project or event</p> <p>Field visits - Visit businesses or public spaces to observe real-world applications of block lettering.</p> <p>Project work - Assign students to design a promotional poster or banner using block letters</p>			workshop safety		
		(c) Creating serif letters	<p>Demonstration: Show how to create clean and simple sans-serif letters</p> <p>Guided Practice: Assist students in drawing sans-serif</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools Prepare safety gears 	Serif letters created as per technical	<p>Underpinning knowledge of Methods used: The student should explain</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>letterforms</p> <p>Group Work: Encourage students to collaborate on sans-serif designs</p> <p>Observation: Watch students' progress and provide constructive feedback</p> <p>Practical Activities: Facilitate individual or group practice of sans-serif lettering.</p> <p>Guest Speaker: Invite a graphic designer to share insights on sans-serif usage</p> <p>Discussion: Explore the impact of sans-serif fonts in modern design</p>	<ul style="list-style-type: none"> • Select a material • Perform hand lettering • Interpret hand lettering • Neatening hand lettering • Observe safety procedures • Clean workplace • Store tools 	specifications	<p>methods related to creating serif letters</p> <p>Principles: The student should explain principles related to creating serif letters</p> <p>Theories: The student should explain theories related to creating serif letters</p> <p>Circumstantial knowledge: The student should explain detailed knowledge</p>	<ul style="list-style-type: none"> • Graph paper • Pencils • Fine-tipped markers • Erasers • Lightbox • Computer with design software • Straightedge • Cleaning cloth • Stencils 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						related to creating serif letters		
		(d) Creating sans-serif letters	<p>Demonstrate: Present the process of creating sans-serif letters with clean and simple lines</p> <p>Guide: Assist students as they practice drawing sans-serif letterforms</p> <p>Facilitate Group Work: Allow students to work together on sans-serif lettering tasks</p> <p>Observe: Monitor students' techniques and offer constructive feedback</p> <p>Engage in Practical Activities: Encourage individual practice in creating sans-serif letters</p> <p>Host Guest Speaker: Invite a professional to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select appropriate tools and materials for sans-serif lettering Prepare a neat workspace for practical work. Outline letter shapes with simple and consistent strokes Adjust proportions for uniformity in letters Refine edges and remove embellishments to maintain simplicity 	<ul style="list-style-type: none"> Sans-serif letters created as per technical specifications 	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating sans-serif letters</p> <p>Principles: The student should explain principles related to creating sans-serif letters</p> <p>Theories: The student should explain theories</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Pencils Erasers Graph paper Ruler Stencils Markers Lightbox Computer with font design software Sharpener Cleaning cloth 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>discuss the design and applications of sans-serif fonts</p> <p>Initiate Discussion: Lead a conversation about the significance of sans-serif fonts in modern design</p>	<ul style="list-style-type: none"> Balance spacing between letters for harmony Review the work for clarity and accuracy Clean and store tools and materials properly after use 		<p>related to create sans-serif letters</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to creating sans-serif letters</p>		
	2.3 Performing decorative lettering	(e) Making calligraphy letters	<p>Demonstrate: Present the process of creating sans-serif letters with clean and simple lines</p> <p>Guide: Assist students as they practice drawing sans-serif letterforms</p> <p>Facilitate Group Work: Allow students to work together on sans-serif lettering tasks</p> <p>Observe: Monitor</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select appropriate tools and materials for sans-serif lettering Prepare a neat workspace for practical work Outline letter shapes with simple 	Calligraphy letters made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making calligraphy letters</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Pencils Erasers Graph paper Ruler Stencils Markers Lightbox 	112.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students' techniques and offer constructive feedback</p> <p>Engage in Practical Activities: Encourage individual practice in creating sans-serif letters</p> <p>Host Guest Speaker: Invite a professional to discuss the design and applications of sans-serif fonts</p> <p>Initiate Discussion: Lead a conversation about the significance of sans-serif fonts in modern design</p>	<p>and consistent strokes</p> <ul style="list-style-type: none"> Adjust proportions for uniformity in letters Refine edges and remove embellishments to maintain simplicity Balance spacing between letters for harmony Review the work for clarity and accuracy Clean and store tools and materials properly after use 		<p>Principles: The student should explain principles related to making calligraphy letters</p> <p>Theories: The student should explain theories related to making calligraphy letters</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making</p>	<ul style="list-style-type: none"> Computer with font design software Sharpener Cleaning cloth 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						calligraphy letters		
		(f) Making vintage letters	Demonstrate: Show vintage letter creation with decorative elements Explain: Highlight historical vintage typography styles Assist: Help students draft vintage letterforms Encourage Research: Prompt students to explore vintage lettering references. Facilitate Practice: Guide students through applying vintage techniques Organise Peer Review: Enable critiques and feedback among students. Engage: Discuss the relevance of vintage	The student should be able to: <ul style="list-style-type: none"> • Research vintage lettering styles • Select tools and materials • Prepare the workspace. • Sketch vintage letters • Add decorative details • Adjust proportions. • Finalize with shading or colour • Clean and store material 	Vintage letters made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making vintage letters Principles: The student should explain principles related to making vintage letters Theories: The student should explain theories related to	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Pencils • Erasers • Sketchbooks • Rulers • Fine-tip pens • Markers • Brushes • Ink or paint • Stencils • Computer with design software 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			letters in modern designs			making vintage letters Circumstantial knowledge: The student should explain detailed knowledge related to making vintage letters		
		(g) Making graffiti letters	Demonstrate: Illustrate the basics of graffiti lettering styles Explain: Discuss the cultural significance and techniques of graffiti art Assist: Support students in sketching graffiti letterforms Encourage Experimentation: Inspire students to explore unique graffiti	The student should be able to: <ul style="list-style-type: none">• Research graffiti art styles• Select suitable tools and materials• Prepare the workspace• Draft graffiti letters.• Incorporate dynamic effects like 3D or shadows	Graffiti letters made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making graffiti letters Principles: The student should	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none">• Pencils• Erasers• Sketchbooks• Markers• Spray paint• Stencils• Rulers• Brushes• Masking tape	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>styles</p> <p>Facilitate Practice: Guide students in adding details like shadows and highlights</p> <p>Organise Peer Critique: Allow students to share and receive feedback</p> <p>Engage: Discuss the impact of graffiti in contemporary art and design</p>	<ul style="list-style-type: none"> Refine the design for clarity and impact Add colours and textures for depth Clean the workspace and store tools. 		<p>explain principles related to making graffiti letters</p> <p>Theories: The student should explain theories related to making graffiti letters</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making graffiti letters</p>	<ul style="list-style-type: none"> Protective gloves and masks 	
2.0 Performing Digital Photography	2.1 Performing Camera Operation	(a) Illustrating camera Parts	Demonstrate: Show students the key parts of a camera and their functions	The student should be able to:	Camera Parts illustrated as per	Underpinning knowledge of Methods used: The	The following tools, safety gears and equipment should be available:	112.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Explain: Briefly describe how each part contributes to capturing images Engage: Encourage students to share their knowledge or experiences with cameras Assist: Support students in identifying camera parts on real devices. Organise: Facilitate group discussions on the importance of each part Encourage Exploration: Motivate students to interact with and handle camera equipment responsibly.	<ul style="list-style-type: none"> Identify different types of cameras Select appropriate tools and materials Study a real or diagrammatic representation of a camera Label the main parts of the camera. Explain the function of each part, such as the lens, shutter, and viewfinder. Compare features between digital and analogy cameras Discuss how the parts work together to produce a photograph 	technical specifications	student should explain methods related to illustrating camera Parts Principles: The student should explain principles related illustrating camera Parts Theories: The student should explain theories related to illustrating camera Parts Circumstantial knowledge: The student should explain	<ul style="list-style-type: none"> Cameras (digital and analog) Camera diagrams or charts Markers or labels Cleaning kits Lenses Tripods Flash units Screwdrivers Protective storage cases Instruction manuals 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Maintain and safely store the camera equipment 		detailed knowledge related to illustrating camera Parts		
		(b) Performing camera settings: ISO, aperture, shutter speed	<p>Demonstrate: Show how to adjust ISO, aperture, and shutter speed on a camera</p> <p>Explain: Describe the effect of each setting on the exposure and depth of field.</p> <p>Instruct: Guide students in experimenting with different settings for various lighting conditions.</p> <p>Assist: Help students navigate the camera settings menu and make adjustments.</p> <p>Facilitate: Encourage students to take sample shots to test different settings.</p> <p>Encourage Practice: Provide opportunities</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the settings for ISO, aperture, and shutter speed on the camera Adjust the ISO to match the lighting conditions Set the aperture to control the depth of field Experiment with shutter speed for motion effects. Capture images with varying settings and evaluate the outcomes 	Camera is operated as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to performing camera settings: ISO, aperture, shutter speed</p> <p>Principles: The student should explain principles related to performing camera settings: ISO,</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Digital cameras with adjustable settings Tripods Light meters Reflectors Lens cleaning kits Camera manuals Exposure charts Photography backdrop or lighting equipment Sample objects for testing 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			for students to independently adjust settings and review results	<ul style="list-style-type: none"> Review the impact of each setting on exposure and clarity. Maintain camera equipment after use 		aperture, shutter speed Theories: The student should explain theories related to performing camera settings: ISO, aperture, shutter speed Circumstantial knowledge: The student should explain detailed knowledge related to performing camera settings: ISO, aperture, shutter speed	<ul style="list-style-type: none"> Image-editing software (for post-processing) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Creating Exposure modes: (manual, aperture priority, shutter priority)	<p>Demonstrate: Show how to adjust ISO, aperture, and shutter speed on a camera</p> <p>Explain: Describe the effect of each setting on the exposure and depth of field</p> <p>Instruct: Guide students in experimenting with different settings for various lighting conditions</p> <p>Assist: Help students navigate the camera settings menu and make adjustments.</p> <p>Facilitate: Encourage students to take sample shots to test different settings</p> <p>Encourage Practice: Provide opportunities for students to independently adjust settings and review results</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the settings for ISO, aperture, and shutter speed on the camera. Adjust the ISO to match the lighting conditions Set the aperture to control the depth of field Experiment with shutter speed for motion effects. Capture images with varying settings and evaluate the outcomes Review the impact of each setting on exposure and clarity 	Exposure modes: (manual, aperture priority, shutter priority) created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating exposure modes: (manual, aperture priority, and shutter priority)</p> <p>Principles: The student should explain principles related to creating exposure modes: (manual, aperture priority,</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Digital cameras with adjustable settings Tripods Light meters Reflectors Lens cleaning kits Camera manuals Exposure charts Photography backdrop or lighting equipment Sample objects for testing Image-editing software (for post-processing) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Maintain camera equipment after use 		shutter priority) Theories: The student should explain theories related to creating exposure modes: (manual, aperture priority, and shutter priority) Circumstantial knowledge: The student should explain detailed knowledge related to creating exposure modes: (manual,		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						aperture priority, shutter priority)		
		(d) Performing Principles of composition (rule of thirds, leading lines, etc)	Demonstrate: Show examples of compositions using the rule of thirds, leading lines, and other principles Explain: Clarify how these principles affect visual balance and storytelling in an image Instruct: Guide students to compose shots using the rule of thirds and leading lines Assist: Help students frame their shots according to composition rules and provide feedback Facilitate: Encourage students to experiment with different compositions in	The student should be able to: <ul style="list-style-type: none"> Identify the rule of thirds and leading lines in a composition Apply the rule of thirds to divide the image into a grid and place key elements Use leading lines to draw attention to the subject or focal point Experiment with other compositional principles like symmetry and balance 	Principles of composition (rule of thirds, leading lines, etc) performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to performing principles of composition (rule of thirds, leading lines, etc) Principles: The student should explain principles related to performing principles of	This element can be achieved at a workplace or training institution The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Digital cameras with grid overlays Tripods Light meters Photography backdrops 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			various environments. Encourage Practice: Give students time to adjust compositions and analyse their work.	<ul style="list-style-type: none"> • Capture images that demonstrate different principles of composition • Review the impact of these principles on image appeal and clarity • Evaluate and discuss compositions with peers 		<p>composition (rule of thirds, leading lines, etc)</p> <p>Theories: The student should explain theories related to performing principles of composition (rule of thirds, leading lines, etc)</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to performing Principles of composition (rule of thirds,</p>	<ul style="list-style-type: none"> • Photography props or subjects • Image editing software (for composition review) • Lenses with different focal lengths • Photography lighting kits • Composition reference books or guides • Notebooks for sketching compositions and notes 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						leading lines, etc)		
		(e) Capturing different objects	Demonstrate: Show examples of compositions using the rule of thirds, leading lines, and other principles Explain: Clarify how these principles affect visual balance and storytelling in an image Instruct: Guide students to compose shots using the rule of thirds and leading lines Assist: Help students frame their shots according to composition rules and provide feedback Facilitate: Encourage students to experiment with different compositions in various environments. Encourage Practice:	The student should be able to: <ul style="list-style-type: none"> • Identify the rule of thirds and leading lines in a composition • Apply the rule of thirds to divide the image into a grid and place key elements • Use leading lines to draw attention to the subject or focal point • Experiment with other compositional principles like symmetry and balance • Capture images that demonstrate different principles of composition • Review the impact of these principles on 	Different objects captured as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to capturing different objects Theories: The student should explain	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Digital camera with manual settings • Tripod • Reflectors for lighting control • Photography backdrops • Lightboxes or soft boxes for object lighting • Lenses (macro, wide-angle) • Light meters • External flash units • Props or objects for shooting • Photo editing software 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Give students time to adjust compositions and analyse their work	image appeal and clarity • Evaluate and discuss compositions with peers		theories related to capturing different objects Circumstantial knowledge: The student should explain detailed knowledge related to capturing different objects		
		(f) Making standards shots in photography	Demonstrate: Show how to set up a standard shot in photography, considering composition and lighting Explain: Discuss key principles of standard shots, such as framing, rule of thirds, and focus	The student should be able to: • Set up the subject, ensuring proper framing and alignment according to standard shot guidelines. • Adjust the camera settings to suit the	Standards shots in photography made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making standards	The following tools, safety gears and equipment should be available: • Digital camera with manual settings	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Instruct: Guide students in adjusting their camera settings (ISO, aperture, shutter speed) for standard shots Assist: Support students in positioning their subjects and adjusting angles to achieve balanced shots Facilitate: Encourage students to experiment with different focal lengths and compositions to create standard shots Encourage Practice: Let students take multiple standard shots and review their progress for improvement	lighting and subject's needs for optimal exposure. <ul style="list-style-type: none"> • Check focus and ensure the subject is sharp while the background complements the shot • Compose the shot using techniques like the rule of thirds, leading lines, and balance • Capture the image and review the composition, making necessary adjustments • Evaluate the photo for clarity, focus, and overall composition • Share the images with peers for feedback and 		shots in photography Principles: The student should explain principles related to making standards shots in photography Theories: The student should explain theories related to making standards shots in photography Circumstantial knowledge: The student should explain	<ul style="list-style-type: none"> • Tripod • Reflectors and diffusers for lighting • Light sources (natural or artificial) • Camera lenses (standard, zoom, or prime) • Remote shutter release • Light meter • Backdrops or neutral settings • Photography props or models • Editing software for final touch-ups 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				improve based on suggestions.		detailed knowledge related to making standards shots in photography		
	2.2 Conducting Lighting in Photography	(a) Preparing lighting tools and materials	Demonstrate: Show how to set up lighting equipment, explaining the function of each tool Explain: Discuss the importance of lighting in photography, including different types of lighting (key light, fill light, back light). Instruct: Guide students in adjusting the intensity and direction of light sources for different effects Assist: Support students in arranging	The student should be able to: <ul style="list-style-type: none"> Set up lighting equipment (e.g., lights, soft boxes, reflectors) Position lights to achieve desired effects (e.g., soft light, dramatic shadows) Test lighting on subjects, adjusting intensity and placement as needed Ensure even lighting across the subject for balanced exposure 	Lighting in Photography prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to preparing lighting tools and materials Principles: The student should explain principles related to preparing	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Light stands Soft boxes Reflectors Umbrella lights LED panels Strobe lights Diffusers Light meters Gels for colour correction Power cables and extension cords 	120

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the lights for optimal exposure and desired shadows Facilitate: Encourage students to experiment with different light placements and angles for various effects Encourage Practice: Allow students to adjust and reposition lighting setups to practice lighting techniques	<ul style="list-style-type: none"> Observe the effects of light placement and make adjustments based on results Evaluate lighting setup for desired mood and tone in the scene Share and discuss results with peers, adjusting based on feedback 		lighting tools and materials Theories: The student should explain theories related to preparing lighting tools and materials Circumstantial knowledge: The student should explain detailed knowledge related to preparing lighting tools and materials		
		(b) Using natural light	Demonstrate – Show students how to set up lighting	The student should be able to:	Natural light used as per	Underpinning knowledge of Methods	The following tools, safety gears and	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Observe – Have students watch lighting setups Discuss – Talk about lighting techniques with students. Research – Assign students to study lighting techniques Present – Have students explain their setups. Peer Teaching/Learning – Encourage students to share their lighting setups. Practice – Engage students in setting up artificial lighting. Role Play – Let students replicate lighting setups. Simulate – Provide exercises for students to practice lighting. Collaborate – Have students work together on lighting projects	<ul style="list-style-type: none"> • Set up lighting equipment • Adjust lighting angles and intensity • Select light modifiers • Test light setups and evaluate. • Clean and store equipment properly 	technical specifications	used: The student should explain methods related to using natural light Principles: The student should explain principles related to using natural light Theories: The student should explain theories related to using natural light Circumstantial knowledge: The student should	equipment should be available: <ul style="list-style-type: none"> • Artificial lights • Light stands • Diffusers • Reflectors • Light modifiers • Power sources • Cables and extensions • Gels • Light meters • Tripods 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						explain detailed knowledge related to using natural light		
		(c) Making artificial lighting	Demonstrate – Show students how to create artificial lighting setups Observe – Have students observe lighting setups in a controlled environment. Discuss – Discuss different types of artificial lighting and their uses Research – Assign students to explore various artificial lighting techniques Present – Have students present their lighting setups Peer	The student should be able to: <ul style="list-style-type: none"> Select appropriate lighting sources for the scene Set up artificial lights in desired positions Adjust the intensity and colour temperature of the lights Use light modifiers for desired effects. Test the lighting and make adjustments Ensure proper placement and safety of equipment 	Make artificial lighting made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making artificial lighting Principles: The student should explain principles related to making artificial lighting	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Artificial light sources (e.g., LED, tungsten) Light stands Reflectors Soft boxes Diffusers Gels and filters Extension cords Light meters Tripods 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Teaching/Learning – Encourage students to explain their setups to one another Practice – Engage students in hands-on lighting setup exercises Role Play – Let students replicate real-world lighting scenarios. Simulate – Provide mock situations for students to practice artificial lighting. Collaborate – Have students work in teams to create lighting setups	<ul style="list-style-type: none"> Tidy up and store lighting tools correctly 		Theories: The student should explain theories related to making artificial lighting Circumstantial knowledge: The student should explain detailed knowledge related to making artificial lighting	<ul style="list-style-type: none"> Power sources 	
		(d) Using flash and external lighting	Brainstorm: Guide the students in defining safety terms, identifying safety rules and regulations, and identifying safety gear used in the workshop	The student should be able to: <ul style="list-style-type: none"> Select tools Prepare safety gear Select a material 	Flash and external lighting used as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gear and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practical work: Guide the students on implementing safety rules and regulations in the workshop Activity: Organise the students in manageable groups to identify areas that can cause accidents or incidents if the safety rules are not followed or adhered to	<ul style="list-style-type: none"> • Conduct Lighting in Photography • Interpret Lighting in Photography • Display Camera parts • Observe safety procedures • Clean workplace • Store tools 		related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain	<ul style="list-style-type: none"> • Artificial light sources (e.g., LED, tungsten) • Light stands • Reflectors • Soft boxes • Diffusers • Gels and filters • Extension cords • Light meters • Tripods • Power sources 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						detailed knowledge related to maintaining workshop safety		
		(e) Performing Lighting techniques for various subjects	Demonstrate – Show how to perform lighting techniques Observe – Let students observe lighting applications Discuss – Talk about lighting techniques and their effects Research – Assign students to explore lighting for subjects. Present – Have students explain their lighting setups Peer Teaching/Learning – Encourage sharing of lighting techniques. Practice – Engage students in hands-on	The student should be able to: <ul style="list-style-type: none"> • Select the appropriate lighting technique for the subject • Adjust light intensity, angle, and distance • Use light modifiers to control shadows and highlights. • Experiment with colour temperatures. • Test and adjust lighting setups • Ensure safety with lighting equipment. 	Lighting techniques for various subjects performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to performing Lighting techniques for	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Artificial light sources (e.g., LED, tungsten) • Reflectors • Soft boxes • Diffusers • Spotlights • Gels and filters • Tripods • Light meters • Extension cords • Power sources 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			lighting exercises Role Play – Let students replicate lighting setups. Simulate – Provide practice scenarios for lighting setups Collaborate – Have students work together on lighting projects.	<ul style="list-style-type: none"> Tidy up and store lighting tools 		various subjects Theories: The student should explain theories related to performing Lighting techniques for various subjects Circumstantial knowledge: The student should explain detailed knowledge related to performing lighting techniques for various subjects		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.3 Making Portrait Photography	(a) Arranging tools and materials	<p>Demonstrate – Show how to properly arrange tools and materials</p> <p>Observe – Let students observe the organization of tools.</p> <p>Discuss – Talk about the importance of tool and material arrangement</p> <p>Research – Assign students to study efficient tool and material arrangement techniques.</p> <p>Present – Have students explain their arrangement process</p> <p>Peer Teaching/Learning – Encourage students to share organizing methods</p> <p>Practice – Engage students in arranging</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify and gather necessary tools and materials Clean and inspect tools before arranging Sort tools and materials by category and size Arrange tools for easy access and safe storage Label containers or storage areas. Check workspace organization for efficiency Ensure safety procedures are followed when handling tools 	Make portrait photography as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to arranging tools and materials</p> <p>Theories: The student should explain theories related</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Tools (e.g., brushes, pens, scissors) Storage containers (e.g., boxes, drawers) Labels Shelves or racks Workbenches Cleaning supplies Organizing trays Toolkits Work gloves Extension cords 	192

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			tools and materials. Simulate – Provide exercises for arranging tools in a workspace. Collaborate – Have students work together to organise a shared space.			arranging tools and materials Circumstantial knowledge: The student should explain detailed knowledge related to arranging tools and materials		
		(b) Making Portrait composition and posing	Demonstrate – Show how to create portrait compositions and arrange poses Observe – Have students watch the composition and posing process. Discuss – Discuss the importance of composition and pose in portraiture	The student should be able to: <ul style="list-style-type: none"> • Select an appropriate background and environment. • Choose the correct angle for the subject's face and body 	Making portrait composition and posing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making portrait	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Camera • Tripod • Backdrops • Lighting equipment • Reflectors 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Research – Assign students to study portrait composition and posing techniques Present – Have students explain their portrait compositions and posing methods Peer Teaching/Learning – Encourage students to share their approaches to composition and posing Practice – Engage students in creating portrait compositions and poses Simulate – Provide practice sessions for portrait compositions and posing. Collaborate – Have students work together to create portrait compositions and poses.	<ul style="list-style-type: none"> • Direct the subject to achieve a natural pose • Ensure the pose is aligned with the composition • Use lighting to enhance the portrait composition • Adjust the subject's posture and expression as needed • Ensure the subject is comfortable during the process 		composition and posing Principles: The student should explain principles related to making portrait composition and posing Theories: The student should explain theories related to making portrait composition and posing Circumstantial knowledge: The student should explain	<ul style="list-style-type: none"> • Posing stools or chairs • Studio space • Editing software • Props for posing • Measuring tape (for space and angle alignment) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						detailed knowledge related to making portrait composition and posing		
		(c) Capturing expressions and emotions	<p>Demonstrate – Show how to create portrait compositions and arrange poses.</p> <p>Observe – Have students watch the composition and posing process.</p> <p>Discuss – Discuss the importance of composition and pose in portraiture.</p> <p>Research – Assign students to study portrait composition and posing techniques.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select an appropriate background and environment • Choose the correct angle for the subject's face and body • Direct the subject to achieve a natural pose • Ensure the pose is aligned with the composition • Use lighting to enhance the portrait composition 	Make portrait photograph y as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to capturing</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Camera • Tripod • Backdrops • Lighting equipment • Reflectors • Posing stools or chairs • Studio space • Editing software • Props for posing 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Present – Have students explain their portrait compositions and posing methods.</p> <p>Peer Teaching/Learning – Encourage students to share their approaches to composition and posing.</p> <p>Practice – Engage students in creating portrait compositions and poses.</p> <p>Role Play – Let students model different poses for portrait compositions.</p> <p>Simulate – Provide practice sessions for portrait compositions and posing.</p> <p>Collaborate – Have</p>	<ul style="list-style-type: none"> Adjust the subject's posture and expression as needed. Ensure the subject is comfortable during the process 		<p>expressions and emotions</p> <p>Theories: The student should explain theories related to capturing expressions and emotions</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to capturing expressions and emotions</p>	<ul style="list-style-type: none"> Measuring tape (for space and angle alignment) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students work together to create portrait compositions and poses.					
		(d) Producing indoor and outdoor portrait photography	<p>Demonstrate – Show how to set up indoor and outdoor portrait photography.</p> <p>Observe – Let students observe indoor and outdoor portrait setups.</p> <p>Discuss – Discuss techniques for both settings</p> <p>Research – Assign study on portrait photography techniques.</p> <p>Present – Have students present their work</p> <p>Peer Teaching/Learning – Encourage sharing of techniques</p> <p>Practice – Engage in hands-on photography practice</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select suitable backgrounds for both setups • Adjust lighting for indoor and outdoor portraits • Direct subjects for natural poses • Focus on proper composition • Use appropriate camera settings for each environment • Review and edit portraits for quality 	Indoor and outdoor portrait photography produced as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to producing indoor and outdoor portrait photography</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Camera • Tripod • Lighting equipment (e.g., soft boxes, reflectors) • Natural light (outdoor) • Backdrops (indoor) • Posing stools or chairs • Studio or outdoor location • Editing software • Props for posing • Flash or external lights 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Role Play – Let students model and pose Simulate – Provide exercises for practicing portrait photography. Collaborate – Have students work together on projects			Theories: The student should explain theories related to producing indoor and outdoor portrait photography Circumstantial knowledge: The student should explain detailed knowledge related to producing indoor and outdoor portrait photography		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(e) Preparing tools and equipment for landscape photography	<p>Demonstrate – Show how to properly prepare tools and equipment.</p> <p>Observe – Have students observe the preparation process.</p> <p>Discuss – Talk through the necessary steps for tool preparation</p> <p>Research – Assign students to study preparation techniques</p> <p>Present – Have students present their prepared tools and equipment.</p> <p>Peer Teaching/Learning – Encourage students to share their preparation methods.</p> <p>Practice – Engage students in preparing their own tools and equipment.</p> <p>Role Play – Let students demonstrate preparing tools in a</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools based on the task • Inspect tools for readiness • Clean tools as necessary. • Organise materials efficiently • Check for any missing or damaged items. • Properly store equipment after use 	Make portrait photograph y as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Camera • Tripod • Lighting equipment (e.g., soft boxes, reflectors) • Natural light (outdoor) • Backdrops (indoor) • Posing stools or chairs • Studio or outdoor location • Editing software • Props for posing • Flash or external lights 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			simulated environment Collaborate – Have students work together in preparing tools and equipment			workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety		
		(f) Performing techniques for capturing landscapes	Demonstrate – Show techniques for capturing stunning landscape photos Observe – Have students watch as techniques are applied in real settings Discuss – Engage students in discussions about landscape photography strategies. Research – Assign	The student should be able to: <ul style="list-style-type: none">• Choose appropriate locations and times for shooting• Set camera parameters for lighting and depth• Frame the composition thoughtfully	Techniques for capturing landscapes performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to performing techniques for capturing landscapes	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• DSLR or mirrorless cameras• Tripods• Wide-angle lenses	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students to study iconic landscape photography techniques.</p> <p>Present – Ask students to explain their approach to capturing landscapes.</p> <p>Peer Teaching/Learning – Encourage students to share tips and ideas for landscapes</p> <p>Practice – Guide students in capturing landscapes during outdoor sessions</p> <p>Role Play – Simulate different environmental scenarios for photography</p> <p>Simulate – Provide exercises to practice framing and composing landscapes.</p> <p>Collaborate – Have students work in groups to plan and shoot landscape scenes</p>	<ul style="list-style-type: none"> • Use foreground and background elements creatively • Experiment with angles and perspectives • Review and refine shots after capturing • Maintain safety and care for equipment during sessions. 		<p>Principles: The student should explain principles related to performing techniques for capturing landscapes</p> <p>Theories: The student should explain theories related to performing techniques for capturing landscapes</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to</p>	<ul style="list-style-type: none"> • Filters (polarizers, ND filters) • Camera bag • Lens cleaning kits • Lighting reflectors • Extra batteries and memory cards • Weather protection covers • Maps or GPS device Camera Cleaning Kit • Photography Studio Space 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						performing techniques for capturing landscapes		
		(g) Producing traditional cultural images	<p>Demonstrate – Show students how to capture traditional cultural images effectively</p> <p>Observe – Have students watch the process of photographing cultural subjects.</p> <p>Discuss – Talk with students about the significance and nuances of cultural imagery</p> <p>Research – Assign students to explore cultural photography techniques and themes.</p> <p>Present – Encourage students to explain their approaches to capturing cultural elements.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify unique traditional cultural elements to capture Plan suitable settings and backgrounds Select appropriate attire or props for authenticity Use natural or artificial light creatively Apply suitable camera settings for cultural themes Frame subjects with attention to cultural details Evaluate and refine images for clarity 	Traditional cultural images produced as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to producing traditional cultural images</p> <p>Principles: The student should explain principles related to producing traditional cultural images</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> DSLR or mirrorless cameras Tripods Portrait and prime lenses Traditional attire and props Background fabrics or settings Reflectors and diffusers Lighting equipment Lens cleaning kits Extra batteries and memory cards 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Peer Teaching/Learning – Facilitate sharing of ideas and techniques among students. Practice – Engage students in capturing cultural images in practical sessions. Simulate – Provide exercises to recreate traditional cultural environments Collaborate – Guide students to work together on cultural photography projects	and cultural representation		Theories: The student should explain theories related producing traditional cultural images Circumstantial knowledge: The student should explain detailed knowledge related to producing traditional cultural images	<ul style="list-style-type: none"> Cultural reference materials 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(h) Producing wildlife photography	<p>Brainstorm: Guide the students in defining safety terms, identifying safety rules and regulations, and identifying safety gear used in the workshop</p> <p>Practical work: Guide the students on implementing safety rules and regulations in the workshop</p> <p>Activity: Organise the students into manageable groups to identify areas that can cause accidents or incidents if the safety rules are not followed or adhered to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools • Prepare safety gear • Select a material • make portrait photography • Interpret make portrait photography • Display portrait photography • Observe safety procedures • Clean workplace • Store tools 	wildlife photography produced as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to producing wildlife photography</p> <p>Principles: The student should explain principles related to producing wildlife photography</p> <p>Theories: The student should explain theories related to producing</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • DSLR or mirrorless cameras • Tripods • Portrait and prime lenses • Traditional attire and props • Background fabrics or settings • Reflectors and diffusers • Lighting equipment • Lens cleaning kits • Extra batteries and memory cards • Cultural reference materials 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						wildlife photography Circumstantial knowledge: The student should explain detailed knowledge related to maintaining produce wildlife photography		
	2.4 Performing Still Life and Product Photography	(i) Preparing tools and materials	Demonstrate – Show how to prepare tools and materials for still life and product photography. Observe – Let students watch the setup process Discuss – Talk about selecting tools and materials Research – Assign students to study professional	The student should be able to: <ul style="list-style-type: none"> Identify tools and materials Inspect tools for readiness Select suitable props and backgrounds Test and adjust lighting tools Arrange the shooting area effectively 	Tools and materials for still life and product photography prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to preparing tools and materials Principles: The student	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> DSLR or mirrorless cameras Tripods and stabilizers Macro and prime lenses 	100.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			photography setups Present – Have students explain their choices for tools and materials Peer Teaching/Learning – Encourage students to share preparation techniques. Practice – Guide students in setting up tools and materials. Simulate – Provide exercises for realistic photography setups. Collaborate – Help students work in groups to prepare setups.	<ul style="list-style-type: none"> Assemble equipment for shooting Evaluate setup for quality and safety 		should explain principles related to preparing tools and materials Theories: The student should explain theories related to preparing tools and materials Circumstantial knowledge: The student should explain detailed knowledge related to preparing tools and materials	<ul style="list-style-type: none"> Backgrounds (plain, textured, or themed) Props and staging materials Reflectors and diffusers Studio lighting equipment Lens cleaning kits Extra batteries and memory cards Light meters and gray cards 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(j) Making fashion photography	<p>Demonstrate – Show students how to create setups for fashion photography</p> <p>Observe – Allow students to watch the process of posing and framing</p> <p>Discuss – Talk about creative lighting, angles, and styling</p> <p>Research – Assign students to explore current trends in fashion photography</p> <p>Present – Encourage students to explain their fashion shoot concepts.</p> <p>Peer Teaching/Learning – Facilitate students sharing posing and styling techniques.</p> <p>Practice – Guide students through hands-on sessions</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select a fashion theme or concept • Choose and prepare models for the shoot • Arrange suitable clothing and accessories • Set up the lighting and shooting area • Test and adjust camera settings for clarity • Direct models to pose effectively • Capture photos while experimenting with angles and lighting • Review and refine shots for improvements 	Fashion photography made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making fashion photography</p> <p>Principles: The student should explain principles related to making fashion photography</p> <p>Theories: The student should explain theories related to</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • DSLR or mirrorless cameras • Telephoto and prime lenses • Studio and natural lighting equipment • Reflectors and diffusers • Clothing and fashion accessories • Makeup kits for touch-ups • Backdrops and props • Tripods and stabilizers 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			capturing fashion shots. Simulate – Provide exercises for mock fashion photoshoots. Collaborate – Support teamwork in planning and executing photoshoots.			making fashion photography Circumstantial knowledge: The student should explain detailed knowledge related to making fashion photography	<ul style="list-style-type: none"> Laptop or tablet for reviewing shots Editing software for post-production 	
		(k) Making Lighting and composition for products	Demonstrate – Show students how to arrange lighting and compose product shots Observe – Have students watch lighting setups and framing techniques Discuss – Talk about balancing light and creating appealing compositions Research – Assign	The student should be able to: <ul style="list-style-type: none"> Select the product to photograph Arrange props and backgrounds to enhance the composition Set up the lighting to minimize shadows 	Still life and product photography performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making lighting and	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> DSLR or mirrorless cameras 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students to study effective product photography techniques Present – Encourage students to explain their lighting and composition ideas</p> <p>Peer</p> <p>Teaching/Learning – Facilitate students sharing tips on achieving balanced lighting and composition.</p> <p>Practice – Guide students in hands-on product photography sessions.</p> <p>Simulate – Provide exercises to create mock product photography setups.</p> <p>Collaborate – Support teamwork in designing and executing product photoshoots</p>	<p>and highlight the product Position the product for the best angles and visibility Adjust the camera settings for sharpness and detail Capture multiple shots with variations in lighting and composition Review photos and identify areas for improvement.</p> <p>• Refine the setup and retake photos if necessary</p>		<p>composition for products</p> <p>Principles: The student should explain principles related to making lighting and composition for products</p> <p>Theories: The student should explain theories related to making lighting and composition for products</p> <p>Circumstantial knowledge: The student should explain</p>	<ul style="list-style-type: none"> • Macro and prime lenses • Studio lighting kits • Soft boxes and diffusers • Reflectors • Product props and backgrounds • Light meters • Tripods and stabilizers • Laptop or tablet for photo review • Editing software for enhancing images 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						detailed knowledge related to maintaining make lighting and composition for products		
		(1) Conducting corporate photography	Demonstrate – Show students how to plan and execute corporate photoshoots Observe – Guide students to observe professional corporate photography techniques. Discuss – Facilitate conversations about lighting, composition, and professional presentation. Research – Assign students to explore styles and trends in corporate photography. Present – Encourage students to showcase	The student should be able to: <ul style="list-style-type: none"> • Research the client’s corporate identity and style preferences • Select appropriate lighting and backdrops for professional shots. • Position subjects to convey professionalism and approachability • Adjust camera settings for sharpness and clarity. 	Corporate photography conducted as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to conducting corporate photography Principles: The student should explain principles related to conducting	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Professional DSLR or mirrorless cameras • Prime lenses for portraits and wide-angle lenses for group shots • Studio lighting kits • Reflectors and soft boxes 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>their planned corporate photography setups.</p> <p>Peer Teaching/Learning – Promote sharing of strategies for capturing corporate images effectively.</p> <p>Practice – Provide hands-on sessions for students to conduct corporate photoshoots.</p> <p>Simulate – Create role-play scenarios for students to photograph mock corporate events.</p> <p>Collaborate – Support group projects to plan and execute corporate photography sessions.</p>	<ul style="list-style-type: none"> • Capture formal and candid corporate images. • Review the photos to ensure alignment with client needs. • Edit photos to enhance quality and meet professional standards. • Present the final images to the client for feedback 		<p>corporate photography</p> <p>Theories: The student should explain theories related to conducting corporate photography</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to conducting corporate photography</p>	<ul style="list-style-type: none"> • Tripods and monopods • Neutral and corporate-themed backdrops • Props for enhancing the corporate theme • Portable flash units • Editing software • Laptop or tablet for on-site image review 	
	2.5 Performing Photo Editing	(a) Installing software (eg,	Demonstrate – Show students how to install software step-by-step	The student should be able to:	Software (eg, Adobe Photoshop	Underpinning knowledge of Methods	The following tools, safety gear and	217.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		Adobe Photoshop)	Observe – Have students watch the process of software installation. Discuss – Engage students in a conversation about system requirements and installation steps. Research – Assign students to explore various software installation guides. Present – Let students share their findings about installation procedures. Peer Teaching/Learning – Encourage students to assist each other during the installation process. Practice – Guide students to install Adobe Photoshop or similar software hands-on. Simulate – Create exercises where	<ul style="list-style-type: none"> • Check system requirements and compatibility for the software. • Download the software installer from a reliable source • Run the installer and follow the installation wizard instructions • Configure installation options such as installation path and language • Monitor progress to ensure successful installation. • Verify the software functionality after installation. • Address any errors or issues encountered during the process 	installed as per technical specifications	used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety	equipment are to be available: <ul style="list-style-type: none"> • Computer or laptop with required specifications • Stable internet connection for downloading software • Software installer files (e.g., Adobe Photoshop setup) • License key or subscription credentials • External storage device for backups if necessary • User manual or installation guide • Antivirus software for secure installation • IT support tools for troubleshooting IT 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students simulate troubleshooting installation issues. Collaborate – Facilitate group activities to set up software on multiple devices			Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	support tools for troubleshooting	
		(b) Performing photo enhancement	Demonstrate – Show students how to enhance photos using editing tools Observe – Have students watch the application of photo enhancement techniques Discuss – Engage students in conversations about enhancing elements like colour, contrast, and sharpness Research – Assign	The student should be able to: <ul style="list-style-type: none"> Analyse photos to identify elements needing enhancement. Open photos in editing software such as Adobe Light room or Photoshop. Adjust brightness, contrast, and saturation for better visual appeal 	Photo enhancement performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to performing photo enhancement Principles: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Computer with photo editing software (e.g., Adobe Photoshop, Lightroom) High-resolution photos for editing External storage for saving edited photos 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students to explore different photo enhancement techniques and software Present – Allow students to showcase their enhanced photos and explain the steps taken</p> <p>Peer</p> <p>Teaching/Learning – Encourage students to share and critique each other's enhancement techniques</p> <p>Practice – Guide students to enhance photos hands-on using photo editing software</p> <p>Simulate – Provide exercises to practice correcting common photo issues</p> <p>Collaborate – Facilitate group projects to enhance sets of photos with consistent quality</p>	<p>Enhance sharpness and clarity to refine image details Use retouching tools to remove imperfections or distractions Apply filters or presets for creative effects Save enhanced photos in appropriate formats and resolutions</p> <ul style="list-style-type: none"> Evaluate the final output for quality and consistency 		<p>principles related to performing photo enhancement</p> <p>Theories: The student should explain theories related to performing photo enhancement</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to performing photo enhancement</p>	<ul style="list-style-type: none"> Graphics tablet or stylus for precise retouching User guides or tutorials for editing software Colour-calibrated monitor for accurate adjustments Backup software for original photos Internet connection for downloading presets or tools 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Making a skin retouching and blemish removal	<p>Demonstrate – Show students how to use software tools for skin retouching and blemish removal</p> <p>Observe – Have students observe the techniques used for smoothening skin and removing blemishes</p> <p>Discuss – Discuss the tools and techniques used in skin retouching and how they impact the final image.</p> <p>Practice – Allow students to practice skin retouching and blemish removal on sample images</p> <p>Collaborate – Students work in pairs to retouch skin and remove blemishes.</p> <p>Research – Assign students to research different skin retouching techniques.</p> <p>Present – Have</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the right photo editing software • Prepare the image for retouching (adjust resolution and crop) • Use the healing brush and clone stamp tools to remove blemishes. • Smooth skin while maintaining natural texture and details. • Adjust colour tones and shadows to match the rest of the skin. • Assess the final output to ensure the retouching is subtle and realistic • Clean up the workspace and save 	Skin retouching and blemish made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making a skin retouching and blemish</p> <p>Principles: The student should explain principles related to making a skin retouching and blemish</p> <p>Theories: The student should explain theories related to making a skin</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Adobe Photoshop or similar photo editing software • Healing brush tool • Clone stamp tool • Frequency separation tool (advanced retouching) • Adjustment layers • Wacom tablet (optional for precision) • Retouching brush • Soft light source (for photo editing process if working on original photos) • External storage for saving files 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students present before and after images of their retouching work	the edited files in appropriate formats		retouching and blemish Circumstantial knowledge: The student should explain detailed knowledge related to making a skin retouching and blemish	<ul style="list-style-type: none"> Computer with sufficient processing power 	
		(d) Making Colour correction and enhancement	Demonstrate – Show students how to perform colour correction and enhancement in photo editing software. Observe – Have students observe colour correction techniques and how adjustments improve images. Discuss – Discuss the importance of colour	The student should be able to: <ul style="list-style-type: none"> Select an image requiring colour correction Use levels and curves to adjust brightness and contrast 	Colour correction and enhancement made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making, colour correction and enhancement	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Adobe Photoshop or similar photo editing software Adjustment layers (Curves, Levels, Hue/Saturation) White balance tool 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>accuracy and the tools used for correction.</p> <p>Practice – Allow students to practice colour correction and enhancement on sample images.</p> <p>Collaborate – Students work in pairs to correct colours and enhance images together.</p> <p>Research – Assign students to research colour theory and how it applies to photo enhancement.</p> <p>Present – Have students present their before and after colour-corrected images.</p>	<ul style="list-style-type: none"> • Adjust white balance to correct colour temperature • Enhance saturation and vibrancy for richer colours • Fine-tune skin tones or specific colour areas using selective colour adjustments • Evaluate the final image to ensure natural colour enhancement. • Save the corrected image in the appropriate format for output 		<p>Principles: The student should explain principles related to making colour correction and enhancement</p> <p>Theories: The student should explain theories related to making Colour correction and enhancement</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making</p>	<ul style="list-style-type: none"> • Colour grading filters • Colour wheels and selectors • Digital camera (if working with original photos) • Colour calibration tool (for screen accuracy) • Computer with sufficient processing power • External storage for saving edited files • Monitor with colour-accurate display 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						Colour correction and enhancement		
		(e) Performing Contrast and exposure adjustments	<p>Demonstrate – Show students how to adjust contrast and exposure in editing software</p> <p>Observe – Have students watch demonstrations of contrast and exposure adjustments on images.</p> <p>Discuss – Discuss the impact of contrast and exposure on image quality and mood.</p> <p>Practice – Allow students to adjust contrast and exposure on sample photos.</p> <p>Collaborate – Have students work in pairs to adjust contrast and exposure together</p> <p>Research – Assign students to study how different levels of contrast and exposure affect images</p> <p>Present</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select an image that requires contrast and exposure adjustments Use the histogram to evaluate exposure and adjust accordingly • Increase or decrease contrast to enhance details and depth. • Adjust shadows and highlights to recover detail in overexposed or underexposed areas • Apply fine-tuning adjustments to balance exposure and contrast for natural-looking results 	Contrast and exposure adjustments performed as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to performing contrast and exposure adjustments</p> <p>Principles: The student should explain principles related performing contrast and exposure adjustments</p> <p>Theories: The student</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Adobe Photoshop or similar photo editing software • Exposure adjustment tools (e.g., Exposure, Brightness/Contrast) • Histogram display for exposure levels • Adjustment layers for fine-tuning • Shadow/Highlight adjustment tool • Digital camera (if using original images) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			– Have students present their adjusted images with before-and-after comparisons	<ul style="list-style-type: none"> Review the image to ensure a balanced look without losing important details Save the adjusted image for final output or presentation 		should explain theories related to performing contrast and exposure adjustments Circumstantial knowledge: The student should explain detailed knowledge related to performing contrast and exposure adjustments	<ul style="list-style-type: none"> Monitor with accurate colour display Computer with editing software External storage for saving files Calibration tools for accurate screen display 	
		(f) Performing photo manipulation	Demonstrate – Show students how to perform photo manipulation using editing tools Observe – Have students observe a live	The student should be able to: <ul style="list-style-type: none"> Select an image for manipulation Use tools like Clone Stamp, Healing 	Photo editing performed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Adobe Photoshop or similar photo editing software 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>demonstration of photo manipulation techniques</p> <p>Discuss – Discuss the different types of photo manipulation, such as blending, retouching, and compositing</p> <p>Practice – Allow students to practice photo manipulation on sample images</p> <p>Collaborate – Encourage students to work in groups and manipulate images together</p> <p>Research – Assign students to research popular photo manipulation techniques in the industry</p> <p>Present – Have students present their manipulated photos with explanations of the techniques used.</p>	<p>Brush, and Content-Aware Fill, to remove unwanted objects</p> <ul style="list-style-type: none"> Adjust colours, brightness, and saturation to achieve the desired effect Create composite images by combining multiple photos Use layer masks to blend different elements seamlessly Apply filters and special effects to enhance the image Save the manipulated image in the required format 		<p>related to performing photo manipulation</p> <p>Principles: The student should explain principles related to Performing photo manipulation</p> <p>Theories: The student should explain theories related to performing photo manipulation</p> <p>Circumstantial knowledge: The student should explain</p>	<ul style="list-style-type: none"> Selection tools (e.g., Lasso, Marquee, Pen Tool) Clone Stamp and Healing Brush tools Layer masks and adjustment layers Filters and effects plugins Digital tablet (optional for precise editing) Computer with image editing software High-resolution images for manipulation External storage for saving files Calibration tools for colour accuracy on the monitor 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						detailed knowledge related to performing photo manipulation		
3.0 Performing Digital visual Arts	3.1 Creating corporate identifications	(a) Creating a company logo	<p>Demonstrate – Show students how to create a company logo using design software</p> <p>Observe – Have students watch examples of professional logo design processes</p> <p>Discuss – Explain the elements of an effective logo, such as simplicity, scalability, and relevance</p> <p>Practice – Engage students in sketching and creating logos for a mock company.</p> <p>Collaborate – Facilitate group work to brainstorm and refine logo ideas.</p> <p>Research – Assign</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the company's vision, mission, and target audience Research industry trends and competitor logos. Sketch initial logo concepts on paper or digitally Choose appropriate fonts, colours, and graphic elements <p>Use design software to create a digital version of the logo.</p> <ul style="list-style-type: none"> Refine the design based on feedback. 	Company logo created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating a company logo</p> <p>Principles: The student should explain principles related to creating a company logo</p> <p>Theories: The student should</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, CorelDRAW, Canva) Colour palette guides and inspiration boards Typography selection tools Graphics tablet (optional) Computer with sufficient specifications for design work 	37.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to study successful company logos for inspiration. Present – Have students present their logo designs, explaining the choices behind colours, fonts, and symbols	<ul style="list-style-type: none"> Save the final logo in multiple formats (e.g., PNG, SVG, EPS) 		explain theories related to creating a company logo Circumstantial knowledge: The student should explain detailed knowledge related to creating a company logo	<ul style="list-style-type: none"> Research materials (e.g., books, websites for logo inspiration) Storage devices to save design files 	
		(b) Creating receipts	Demonstrate – Show how to create a receipt layout using software or templates Observe – Have students examine examples of professional receipt designs. Discuss – Explain essential receipt	The student should be able to: <ul style="list-style-type: none"> Identify the purpose of the receipt and required details Choose an appropriate layout or template Input essential information:	Receipts created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Computer with design software (e.g., Microsoft Word, Excel, Canva, Adobe InDesign) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>elements like headers, transaction details, and totals.</p> <p>Practice – Engage students in designing receipts for different scenarios.</p> <p>Collaborate – Facilitate group projects to create customized receipt designs</p> <p>Research – Assign students to explore receipt standards in various industries</p> <p>Present – Let students display their designs and describe their features</p>	<p>business name, date, itemized list, totals, etc.</p> <ul style="list-style-type: none"> • Customize the design with logos or branding • Check for accuracy and professional appearance Finalize and save the design for printing or sharing electronically 		<p>workshop safety</p> <p>Principles: The student should explain principles related to creating receipts</p> <p>Theories: The student should explain theories related to creating receipts</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to</p>	<ul style="list-style-type: none"> • Receipt templates for reference • Branding materials (logos, colours) • Printer and paper (for hard copies) • Storage devices for saving designs • Online platforms for receipt generation • Calculator (for manual testing of totals, if needed) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						creating receipts		
		(c) Creating proforma invoice	<p>Demonstrate – Show how to create a proforma invoice layout using design or accounting software</p> <p>Observe – Have students review examples of professional proforma invoices.</p> <p>Discuss – Explain key components of a proforma invoice, such as client details, product descriptions, and payment terms.</p> <p>Practice – Engage students in drafting proforma invoices for different industries.</p> <p>Collaborate – Facilitate group tasks to design detailed and accurate invoices.</p> <p>Research – Assign students to study industry-specific</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the purpose and client details for the proforma invoice Select a professional template or create a custom layout Add essential details: company name, client details, item descriptions, prices, taxes, and totals Include payment terms, delivery timelines, and any necessary notes 	Proforma invoice created as per technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to create proforma invoice</p> <p>Principles: The student should explain principles related to creating proforma invoice</p> <p>Theories: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Computer with accounting or design software (e.g., QuickBooks, Excel, Adobe InDesign) Proforma invoice templates for guidance Branding elements (company logo, colours) Calculator (for verifying totals) Printer and paper (for physical copies) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			requirements for proforma invoices. Present – Allow students to showcase their invoices and explain their design choices.	<ul style="list-style-type: none"> Review the invoice for accuracy and formatting consistency. Save and share the proforma invoice electronically or in print 		<p>theories related to creating proforma invoice</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining workshop safety</p>	<ul style="list-style-type: none"> Email platform (for electronic sharing) Reference materials for tax and pricing guidelines 	
		(d) Creating identity cards	<p>Demonstrate – Show how to design an identity card using software like Adobe Photoshop or Canva.</p> <p>Observe – Have students analyse samples of professional identity cards</p> <p>Discuss – Explain the importance of key</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Determine the purpose and audience for the ID card Collect required details: name, photo, job title, ID number, 	Identity cards created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating identity cards</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Design software (e.g., Adobe Photoshop, Illustrator, Canva) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>elements like photo placement, text clarity, and branding</p> <p>Practice – Guide students in designing ID cards for specific purposes</p> <p>Collaborate – Facilitate group projects to create ID cards for an organization or event</p> <p>Research – Assign students to study industry standards for ID card design</p> <p>Present – Allow students to display and explain their completed ID cards</p>	<p>and organization logo</p> <ul style="list-style-type: none"> • Select or design a layout that accommodates all elements clearly • Arrange information logically, ensuring legibility and aesthetic appeal • Review the design for accuracy and compliance with branding guidelines Print the ID card on appropriate material and finish with lamination if needed • Verify the final product for quality and functionality 		<p>Principles: The student should explain principles related to creating identity cards</p> <p>Theories: The student should explain theories related to creating identity cards</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to creating identity cards</p>	<ul style="list-style-type: none"> • Computer and printer • High-quality photo capturing device • ID card templates for guidance • Plastic card sheets or laminating materials • Lamination machine • Reference samples for inspiration and standards 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(e) Creating letter heads	<p>Demonstrate – Show how to design a professional letterhead using software like Microsoft Word or Adobe Illustrator.</p> <p>Observe – Have students analyse examples of professional letterheads</p> <p>Discuss – Explain the key elements of a letterhead, such as logos, addresses, and fonts.</p> <p>Practice – Guide students in creating letterheads for specific organizations or businesses</p> <p>Collaborate – Organise group activities to design letterheads for mock companies</p> <p>Research – Assign students to explore current trends in</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the purpose and target audience for the letterhead • Gather necessary details, including the organization's logo, address, contact information, and tagline Choose a suitable layout and colour scheme that aligns with the brand identity • Arrange all elements proportionally for clarity and professionalism • Add borders or design elements for an aesthetic touch, if appropriate 	Letter heads created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating letter heads</p> <p>Principles: The student should explain principles related to creating letter heads</p> <p>Theories: The student should explain theories related to creating letter heads</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Design software (e.g., Microsoft Word, Adobe Illustrator, Canva) • Computer or laptop • Organization logo and branding materials • Colour and font samples • Printing paper and printer for testing prints • Reference samples of professional letterheads 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			letterhead design Present – Encourage students to share their letterhead designs and receive feedback	<ul style="list-style-type: none"> • Proofread all details to ensure accuracy and consistency • Save the design in both editable and print-ready formats 		Circumstantial knowledge: The student should explain detailed knowledge related to creating letter heads		
	3.2 Creating outdoor advertising	(a) Creating billboard	Demonstrate – Show the process of designing a billboard, including layout, text placement, and colour choices. Observe – Encourage students to examine real-world billboards for inspiration Discuss – Explain the importance of readability, branding, and design in billboard creation. Practice – Assign	The student should be able to: <ul style="list-style-type: none"> • Identify the purpose and target audience for the billboard • Gather key details, such as slogans, logos, images, and brand colours. • Sketch a layout prioritizing readability and visual hierarchy Choose bold fonts, 	Billboards are created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, Photoshop) • Computer or laptop • High-resolution images and logos 	37.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students tasks to design billboards for various campaigns.</p> <p>Collaborate – Facilitate group work where students design billboards for specific brands or events</p> <p>Research – Ask students to explore successful billboard campaigns and their design principles</p> <p>Present – Have students display their billboard designs and explain their creative choices.</p>	<p>contrasting colours, and impactful images Design the billboard using professional software like Adobe Photoshop or Illustrator</p> <ul style="list-style-type: none"> • Proofread all text to ensure clarity and correctness • Save the final design in high-resolution formats suitable for large-scale printing. 		<p>related to creating billboard</p> <p>Theories: The student should explain theories related to creating billboard</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to Creating billboard</p>	<ul style="list-style-type: none"> • Colour swatches and font samples • Digital tablet or sketchpad for drafting • Reference examples of effective billboards • Printing services for test visuals 	
		(b) Creating hanging banner	Demonstrate – Showcase the steps to design and layout a hanging banner, including text arrangement and image	The student should be able to:	Hanging banner created as per technical	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>placement.</p> <p>Observe – Have students analyse examples of effective hanging banners.</p> <p>Discuss – Talk about the role of banners in advertising and event promotion.</p> <p>Practice – Assign students tasks to create hanging banners for different purposes.</p> <p>Collaborate – Facilitate group projects where students design banners for mock campaigns</p> <p>Research – Encourage students to explore banner design trends and techniques.</p> <p>Present – Allow students to display their banner designs and explain their choices</p>	<ul style="list-style-type: none"> Identify the purpose and location for the hanging banner Determine dimensions and orientation (horizontal or vertical) Collect necessary details, such as logos, slogans, and event information Plan a layout emphasizing readability and aesthetic appeal Select appropriate fonts, colours, and high-resolution images 	specifications	<p>methods related to creating hanging banner</p> <p>Principles: The student should explain principles related to creating hanging banner</p> <p>Theories: The student should explain theories related to creating hanging banner</p> <p>Circumstantial knowledge: The student should</p>	<ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, Photoshop) Computer or laptop High-resolution images and vector logos Colour palettes and font styles Measuring tape or digital tools for layout dimensions Digital tablet or sketchpad for initial drafts Sample hanging banners for inspiration Printing equipment or services for prototype banners 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Design the banner using software like Adobe Illustrator or Photoshop Proofread text for accuracy and clarity Save the final design in print-ready formats suitable for large-scale production 		explain detailed knowledge related to creating hanging banner		
		(c) Creating tear drop banner	<p>Demonstrate – Show students how to design and structure a teardrop banner, focusing on shape and text placement.</p> <p>Observe – Guide students to examine examples of effective teardrop banners</p> <p>Discuss – Facilitate a conversation about the significance of teardrop banners in advertising</p>	<ul style="list-style-type: none"> The student should be able to: Identify the purpose of the teardrop banner (e.g., event promotion, branding) Select dimensions and finalize banner specifications 	Tear drop banner created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to Creating tear drop banner</p> <p>Principles: The student should</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Graphic design software (e.g., Adobe Illustrator, CorelDRAW) Computer or laptop 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			and branding Practice – Assign students to design banners for specific events or businesses Collaborate – Encourage teamwork to create banners for mock campaigns Research – Have students explore trends in teardrop banner design Present – Allow students to showcase their designs and explain their creative process.	<ul style="list-style-type: none"> • Gather essential content, such as logos, slogans, and graphics • Plan a layout emphasizing visibility and aesthetic balance • Choose suitable fonts, colours, and high-resolution images Design the banner using software like Adobe Illustrator or CorelDRAW • Proofread and ensure the design fits the unique teardrop shape. • Save the final design in a format suitable for large-scale printing 		<p>explain principles related to Creating tear drop banner</p> <p>Theories: The student should explain theories related to creating tear drop banner</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to creating tear drop banner</p>	<ul style="list-style-type: none"> • Shape templates for teardrop banners • High-resolution images and vector graphics • Colour swatches and font collections • Measuring tools for banner dimensions • Samples of teardrop banners for reference • Access to printing services for final output 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(d) Creating wheel cover		The student should be able to:	Wheel cover created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating wheel cover</p> <p>Principles: The student should explain principles related to creating wheel cover</p> <p>Theories: The student should explain theories related to creating wheel cover</p>	The following tools, safety gear and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: The student should explain detailed knowledge related to creating wheel cover		
		(e) Create poster	Demonstrate – Show students how to structure and design a visually appealing poster Observe – Guide students to analyse examples of impactful posters Discuss – Facilitate a discussion on the purpose and elements of posters in communication. Practice – Assign students to create posters for a specific event or campaign. Collaborate – Encourage teamwork	The student should be able to: <ul style="list-style-type: none"> Define the poster's purpose and target audience Gather required content such as images, text, and logos Select a size and layout appropriate for the poster Plan a composition that emphasises key information. 	Poster created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to creating poster Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe Photoshop, Canva) High-resolution images and graphics Fonts and colour swatches 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			to design posters for group projects. Research – Have students study trends and principles in poster design. Present – Allow students to display and explain their poster designs	<ul style="list-style-type: none"> Choose a colour scheme and typography that align with the theme Use design software like Adobe Photoshop or Canva to create the poster Add visual elements like graphics and icons to enhance appeal Review and edit the poster for clarity and accuracy Save the poster in high resolution, ready for printing or digital sharing 		<p>creating poster</p> <p>Theories: The student should explain theories related creating poster</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to Creating poster</p>	<ul style="list-style-type: none"> Text content and logos Measuring tools for layout dimensions Samples of professional posters for inspiration Printer (for physical output) or digital sharing platforms 	
	3.3 Creating indoor advertisements	(a) Creating wall calendar	Demonstrate – Show students how to create a well-organised wall calendar. Observe – Have students analyse various calendar	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select a theme for the calendar (e.g., nature, art, and holidays) 	Wall calendar created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Computer or laptop 	67.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>designs for layout and functionality.</p> <p>Discuss – Facilitate a discussion on the design elements and the purpose of a wall calendar</p> <p>Practice – Assign students to design a wall calendar for a specific year or theme</p> <p>Collaborate – Encourage students to work in pairs or groups to design a themed calendar</p> <p>Research – Have students explore trends in wall calendar design</p> <p>Present – Let students showcase their calendars and explain their design choices</p>	<ul style="list-style-type: none"> Choose the size and layout suitable for a wall display Plan a grid layout to include all months, days, and spaces for notes Add the calendar dates for each month, ensuring accuracy. Integrate visuals or images that match the calendar theme. Pick appropriate typography for the months and days Adjust colour schemes and graphic elements to enhance readability Review and ensure all elements are aligned and balanced. 		<p>related to creating wall calendar</p> <p>Principles: The student should explain principles related to creating wall calendar</p> <p>Theories: The student should explain theories related to creating wall calendar</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to</p>	<ul style="list-style-type: none"> Graphic design software (e.g., Adobe InDesign, Illustrator) High-resolution images and graphics Calendar template or grid layout Fonts and colour swatches Text content for each month and day Printer (for physical output) or digital distribution platforms Paper for printing (if physical) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Export the calendar in print-ready resolution or prepare for digital sharing. 		creating wall calendar		
		(b) Creating table calendar	<p>Demonstrate – Show students how to create a practical table calendar design</p> <p>Observe – Have students look at different types of table calendars to understand layout and format.</p> <p>Discuss – Discuss the essential components of a table calendar such as functionality and design</p> <p>Practice – Assign students to create their own table calendar with personalized themes</p> <p>Collaborate – Encourage students to work together to design a series of table calendars</p> <p>Research – Have students research design trends for table</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select a theme for the calendar (e.g., professional, artistic, seasonal) Choose the size and orientation (landscape or portrait) for the table calendar Design a layout for each month with clear spaces for dates and note Add essential elements like month names, days of the week, and dates Incorporate images or graphics that align 	Table calendar created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to create table calendar</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe InDesign, Illustrator) High-quality images and graphics Calendar grid template Colour palette and fonts Printer (for physical copies) or 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			calendars in different industries Present – Have students present their finished table calendars and explain their design approach	with the calendar's theme <ul style="list-style-type: none">Choose fonts and colours that ensure readability and visual appealArrange design elements for balance and clarity.Proofread the calendar to ensure dates and text are accurateFinalize the design for printing or digital distribution		theories related to creating table calendar Circumstantial knowledge: The student should explain detailed knowledge related to creating table calendar	digital distribution method <ul style="list-style-type: none">Paper for printing (if physical calendar)Binding materials (e.g., spiral binding)	
		(c) Creating wall graphics	Demonstrate – Show students how to create wall graphics with design tools. Observe – Have students examine existing wall graphics for style and layout inspiration. Discuss – Discuss the	The student should be able to: <ul style="list-style-type: none">Select a theme or message for the wall graphicChoose the space where the graphic	Wall graphics created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">Computer or laptopGraphic design software (e.g.,	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>importance of scale, colour, and placement in wall graphics.</p> <p>Practice – Have students design a simple wall graphic based on a chosen theme.</p> <p>Collaborate – Let students work together to create a wall graphic design for a specific space.</p> <p>Research – Assign students to research wall graphic trends and techniques</p> <p>Present – Have students present their wall graphic designs and explain their concepts</p>	<p>will be placed and consider its size</p> <ul style="list-style-type: none"> Plan the design layout, ensuring elements are proportionate to the space Select fonts, colours, and imagery that align with the theme. Create or source vector graphics for scalability Prepare a design mock-up for approval or review Apply the final design to the wall using suitable printing or adhesive techniques Ensure the design is properly aligned and fitted in the intended space 		<p>creating wall graphics</p> <p>Principles: The student should explain principles related to creating wall graphics</p> <p>Theories: The student should explain theories related to creating wall graphics</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to</p>	<p>Adobe Illustrator, Photoshop)</p> <ul style="list-style-type: none"> Printer or printing service (for large-scale prints) Vinyl or fabric materials (for printing) Cutting tools (e.g., scissors, utility knife) Adhesive or mounting materials (e.g., wall adhesive, double-sided tape) Ruler or measuring tape Design mock-up templates Projector or alignment tools for positioning 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Review the final product for accuracy, clarity, and visual impact 		creating wall graphics		
	3.4 Creating package design	(a) Making book cover	<p>Demonstrate – Show students how to design a book cover layout</p> <p>Observe – Have students examine various book covers to identify effective design elements</p> <p>Discuss – Talk about the importance of typography, imagery, and the message on a book cover</p> <p>Practice – Allow students to design their own book covers based on a chosen genre or theme</p> <p>Collaborate – Let students work in groups to design a book cover for a fictional book</p> <p>Research –Assign students to explore</p>	<ul style="list-style-type: none"> The student should be able to: Identify the genre and theme of the book to influence design decisions Choose relevant imagery, colour schemes, and typography that reflect the book’s content Plan the layout, ensuring that title, author, and any other elements are well placed Create the initial draft design using graphic software or by hand Review design for visual balance, 	Book cover made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making book cover</p> <p>Principles: The student should explain principles related to making book cover</p> <p>Theories: The student should explain theories</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe InDesign, Photoshop) High-resolution images or stock photos Printer or printing service Paper or book cover stock Fonts and typographic resources 	37.5

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			different book cover styles and trends. Present – Have students present their book cover designs and explain their creative process	<p>readability, and appeal</p> <ul style="list-style-type: none"> Revise the design as needed to improve clarity and impact. Prepare the book cover for printing or digital use Check alignment, colour accuracy, and print resolution before final approval. 		<p>related to making book cover</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making book cover</p>	<ul style="list-style-type: none"> Colour swatches or colour palettes Ruler or measuring tape Cutting tools for mock-ups or prototypes 	
		(b) Making DVD/cd cover	<p>Demonstrate – Show students how to design a DVD/CD cover layout.</p> <p>Observe – Have students review professional DVD/CD covers for design elements</p> <p>Discuss – Explain the importance of layout, typography, and imagery on a DVD/CD cover.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the main elements (album title, artist name, and genre) that need to be included on the cover. Choose relevant imagery or graphics to represent the 	DVD/cd cover made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making DVD/cd cover</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe Illustrator, Photoshop) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Practice – Allow students to create their own DVD/CD cover designs based on a chosen theme or album</p> <p>Collaborate – Encourage students to work together on designing a cover for a fictional band or movie.</p> <p>Research – Assign students to explore various DVD/CD cover designs and trends in the market.</p> <p>Present – Have students present their DVD/CD cover designs and discuss their creative choices</p>	<p>content of the DVD/CD</p> <ul style="list-style-type: none"> Plan layout, ensuring all text and imagery are visually balanced and legible Design the front, spine, and back cover, considering both aesthetic appeal and functional use. Review the design for consistency, clarity, and visual impact. Adjust typography, colours, and images as needed to enhance the cover's appeal Ensure the design fits within DVD/CD cover size and printing specifications 		<p>Principles: The student should explain principles related to making DVD/cd cover</p> <p>Theories: The student should explain theories related to making DVD/cd cover</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making</p>	<ul style="list-style-type: none"> High-resolution images or graphics Printer or printing service DVD/CD case template or dimensions Typography tools and font resources Colour swatches or colour palettes Cutting tools for mock-ups or prototypes Print-ready file format (PDF, TIFF, etc.) 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Finalize the design and prepare it for print or digital use 		DVD/cd cover		
		(c) Making products box	<p>Demonstrate – Show students how to design a product box layout, including dimensions and branding.</p> <p>Observe – Have students study product boxes for effective design strategies and packaging trends.</p> <p>Discuss – Explain the role of packaging in marketing, branding, and product presentation.</p> <p>Practice – Allow students to design a product box, ensuring they include key elements like logo, product details, and imagery</p> <p>Collaborate – Encourage students to work in pairs or groups</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the product and key information to feature on the box (product name, usage instructions, etc.) Select suitable materials for the box based on the product type and budget constraints Determine box dimensions based on the product size and protective packaging needs Design the front, side, and back panels of the box, including 	Products box made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making products box</p> <p>Principles: The student should explain principles related to making products box</p> <p>Theories: The student should explain theories related to</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe Illustrator, Photoshop) Product images and logos Typography tools Packaging material samples (cardboard, paper, etc.) Printer or printing service 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			to create a cohesive product packaging concept. Research – Assign students to investigate different product packaging designs and their target markets. Present – Have students present their product box designs and explain their design decisions	necessary text, logos, and images • Focus on typography, colour schemes, and visual hierarchy for clear and attractive presentation. • Ensure design accommodates any legal requirements (e.g., safety warnings, ingredients, or usage instructions). • Finalize the design, considering ease of assembly and durability Prepare the file for printing, ensuring it meets print-ready specifications		making products box Circumstantial knowledge: The student should explain detailed knowledge related to making products box	<ul style="list-style-type: none"> • Die-line template for the box • Colour swatches or palettes • Scissors or cutting tools for mock-ups • Print-ready file formats (PDF, EPS, etc.) 	
		(d) Making company envelop	Demonstrate – Show students how to design a professional company envelope, including	The student should be able to:	Company envelops are created as	Underpinning knowledge of Methods used: The	The following tools, safety gear and	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			logo placement, return address, and other essential elements Observe – Have students examine different company envelopes to identify effective design practices Discuss – Talk about the importance of branding and the role of company envelopes in corporate communication. Practice – Allow students to create their own company envelope designs using design software. Collaborate – Have students work in groups to design envelope concepts that align with a company's branding Research – Assign students to study various envelope	<ul style="list-style-type: none"> Identify the brand elements to be included on the envelope (company logo, address, etc.) Select envelope dimensions based on industry standards and design preferences Incorporate branding elements such as colour schemes, fonts, and logos consistently across the envelope. Position the company name, address, and return address in a professional and readable manner Consider space for postage and optional design features (e.g., 	per technical specifications	<p>student should explain methods related to making company envelop</p> <p>Principles: The student should explain principles related to making company envelop</p> <p>Theories: The student should explain theories related to making company envelop</p> <p>Circumstantial knowledge:</p>	<p>equipment are to be available:</p> <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe Illustrator, Photoshop) Company logo and brand assets Typography tools Envelope templates Printer or printing service Colour swatches or palettes Print-ready file formats (PDF, EPS, etc.) Scissors or cutting tools for mock-ups 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			designs across different industries Present – Have students present their envelope designs and justify their choices	window or no-window envelope) <ul style="list-style-type: none"> • Ensure that the design is aligned with the company's overall branding and visual identity • Finalize the design and prepare the file for printing • Ensure print specifications such as resolution, colour mode (CMYK), and bleed areas are met. 		The student should explain detailed knowledge related to making company envelop		
	3.5 Creating car branding	(a) Making bus branding	Demonstrate – Show students how to design bus branding, including placement of logos, graphics, and contact information. Observe – Have students observe professional bus branding examples to identify effective design strategies.	The student should be able to: <ul style="list-style-type: none"> • Identify key elements of the company or brand to include on the bus (logo, slogan, contact info, etc.). • Select the appropriate colours, 	Bus branding is made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making bus branding	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Computer or laptop • Graphic design software (e.g., Adobe Illustrator, Photoshop) 	120

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Discuss – Talk about the key elements of bus branding, such as visibility, colour contrast, and brand identity.</p> <p>Practice – Allow students to create their own bus branding designs using design software.</p> <p>Collaborate – Encourage students to work in pairs or groups to create bus branding concepts.</p> <p>Research – Assign students to study bus branding examples across different companies and cities</p> <p>Present – Have students present their bus branding designs and explain the rationale behind their choices</p>	<p>ensuring they are eye-catching and visible from a distance</p> <ul style="list-style-type: none"> Consider the layout of the bus to determine how the design will fit within the available space Design the branding elements in accordance with the vehicle's shape and surface area. Incorporate legible and clear typography, ensuring it's visible for viewers in motion Ensure branding is consistent with the company's overall visual identity and messaging Finalize the design and prepare files for 		<p>Principles: The student should explain principles related to making bus branding</p> <p>Theories: The student should explain theories related to making bus branding</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making bus branding</p>	<ul style="list-style-type: none"> Company logos and brand guidelines Vehicle templates for proper scaling Large-format printer or printing service Vinyl or adhesive materials for printing Colour swatches or palettes Print-ready file formats (PDF, EPS, etc.) Measurement tools for checking design fit 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				vehicle print specifications Ensure print specifications like resolution, colour mode (CMYK), and bleed areas are met for large-format printing				
		(b) Making minibus branding	Demonstrate – Show students how to design minibus branding, focusing on vehicle layout and visual hierarchy. Observe – Have students analyse various minibus branding designs and identify effective visual elements Discuss – Talk about how to balance branding elements and vehicle features for maximum impact Practice – Engage students in designing their own minibus branding using design	The student should be able to: <ul style="list-style-type: none"> Determine the most visible branding elements (e.g., logo, slogan, website) to feature prominently Select appropriate colours that will stand out in traffic and are aligned with the brand's identity Factor in the vehicle's shape and dimensions, ensuring the design wraps effectively around the minibus 	Minibus branding made as per technical specifications I	Underpinning knowledge of Methods used: The student should explain methods related to making minibus branding Principles: The student should explain principles related to making	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Computer or laptop Graphic design software (e.g., Adobe Illustrator, Photoshop) Vehicle templates for scaling the design Company logos, slogans, and brand guidelines 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>software</p> <p>Collaborate – Pair students to brainstorm and create minibus branding concepts together.</p> <p>Research – Assign students to explore examples of successful minibus branding in different regions</p> <p>Present – Have students showcase their minibus branding designs and explain their design choices.</p>	<ul style="list-style-type: none"> • Position text and graphics so they are legible even from a distance or in motion • Ensure that the design follows the company's visual identity guidelines for consistency • Create and scale the design according to the specific minibus model and its surface area • Adjust the layout to account for windows, doors, and other structural elements of the vehicle • Prepare design files for printing, ensuring the correct file formats and high resolution 		<p>minibus branding</p> <p>Theories: The student should explain theories related to making minibus branding</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making minibus branding</p>	<ul style="list-style-type: none"> • Colour swatches or palettes • Large-format printer or printing service • Vinyl or adhesive material for printing • Print-ready file formats (PDF, EPS) • Measurement tools for ensuring design fit 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Making heavy duty vehicle branding	<p>Demonstrate – Show students how to create heavy duty vehicle branding</p> <p>Observe – Have students examine examples of successful heavy duty vehicle branding</p> <p>Discuss – Ask students to identify key elements of heavy duty vehicle branding</p> <p>Practice – Assign students to design heavy duty vehicle branding.</p> <p>Collaborate – Let students work in pairs or small groups on vehicle branding projects.</p> <p>Research – Encourage students to study different styles of heavy-duty vehicle branding.</p> <p>Present – Have students present their</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select appropriate branding elements for heavy duty vehicles. • Make heavy duty vehicle branding by customizing designs to fit vehicle dimensions • Ensure design visibility and legibility on large vehicles • Maintain brand identity consistency across the design. • Prepare branding files for printing and application. 	Heavy duty vehicle branded as per technical specifications I	<p>Underpinning knowledge of Methods used: The student should explain methods related to making heavy duty vehicle branding</p> <p>Principles: The student should explain principles related to making heavy duty vehicle branding</p> <p>Theories: The student should explain theories related to making heavy</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, Photoshop). • Vehicle templates for heavy duty vehicles. • Vinyl sheets, adhesive films for branding. • Large-format printers and plotters. • Measuring tools (tape measure, rulers). • Brand guidelines and design brief. 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			branding designs to the class.			duty vehicle branding Circumstantial knowledge: The student should explain detailed knowledge related to making heavy duty vehicle branding	<ul style="list-style-type: none"> • Cutting tools (knives, plotter cutter). • Protective gear (gloves, safety glasses). 	
		(d) Making light duty vehicle branding	Demonstrate – Show students how to create light duty vehicle branding Observe – Have students examine examples of successful light duty vehicle branding Discuss – Ask students to identify key elements of light duty vehicle branding	The student should be able to: <ul style="list-style-type: none"> • Select appropriate branding elements for light duty vehicles • Customize designs to fit vehicle dimensions • Ensure design visibility and legibility on vehicles 	Light duty vehicle branded as per technical specifications I	Underpinning knowledge of Methods used: The student should explain methods related to making light duty vehicle branding Principles: The student should	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, Photoshop). • Vehicle templates for light duty vehicles. 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Practice – Assign students to design light duty vehicle branding.</p> <p>Collaborate – Let students work in pairs or small groups on vehicle branding projects.</p> <p>Research – Encourage students to study different styles of light duty vehicle branding.</p> <p>Present – Have students present their branding designs to the class</p>	<ul style="list-style-type: none"> • Maintain brand identity consistency across the design • Prepare branding files for printing and application 		<p>explain principles related to making light duty vehicle branding</p> <p>Theories: The student should explain theories related to making light duty vehicle branding</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making light duty vehicle branding</p>	<ul style="list-style-type: none"> • Vinyl sheets, adhesive films for branding. • Large-format printers and plotters. • Measuring tools (tape measure, rulers). • Brand guidelines and design brief. • Cutting tools (knives, plotter cutter). • Protective gear (gloves, safety glasses). 	

Form Three

Table 5: *Detailed Contents for Form Three*

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
1.0 Performing sign boards	2.1 Creating informational signboard	(a) Making road signs	<p>Demonstrate – Show students how to design road signs following standard guidelines</p> <p>Observe – Allow students to examine examples of effective road signs</p> <p>Discuss – Engage students in a conversation about the importance of clear road signage.</p> <p>Practice – Assign students to create road sign designs based on specific scenarios</p> <p>Collaborate – Encourage students to work in teams to develop comprehensive</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the type of road sign to create (e.g., regulatory, warning, directional) • Choose appropriate shapes, colours, and symbols per traffic standards. • Design road signs with clear, legible text and symbols • Ensure proper proportions and 	Road signs are made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making road signs</p> <p>Principles: The student should explain principles related to making road signs</p> <p>Theories: The student should explain theories related to making road signs</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Design software (e.g., CorelDRAW, Adobe Illustrator). • Traffic manual or road sign design standards • Reflective sheeting materials. • Vinyl cutting machines. • Large-format printers. • Measuring tools (rulers, templates). 	30

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			road signage projects. Research – Assign students to study traffic rules and design standards for road signs. Present – Have students present their road sign designs and explain their choices	measurements for visibility <ul style="list-style-type: none">• Prepare the finalized road sign design for printing or production		The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Mounting brackets and poles for installation. • Safety gear (gloves, helmets, reflective vests). 	
		(b) Making public transport signs	Demonstrate – Show students how to create public transport signs based on standard guidelines. Observe – Allow students to study examples of effective public transport signage. Discuss – Engage students in discussions about the role of signage in public transport	The student should be able to: <ul style="list-style-type: none">• Identify the type of public transport sign required (e.g., bus stops, taxi stands, metro stations).• Determine the essential information (e.g., routes,	Public transport signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making public transport signs Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Design software (e.g., Adobe Photoshop, CorelDRAW).• Traffic and transport guidelines or manuals.• Reflective materials for nighttime visibility.	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>systems</p> <p>Practice – Assign students tasks to design public transport signs for various scenarios.</p> <p>Collaborate – Organise group activities for students to develop signage projects collectively.</p> <p>Research – Assign students to investigate local and international standards for public transport signage</p> <p>Present – Have students showcase and explain their completed public transport sign designs</p>	<p>schedules, directions)</p> <ul style="list-style-type: none"> Choose appropriate symbols, fonts, and colours for clarity and readability Design the sign layout ensuring visibility and simplicity Finalize the design, considering the placement and environmental factors. 		<p>making public transport signs</p> <p>Theories: The student should explain theories related to making public transport signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making public transport signs</p>	<ul style="list-style-type: none"> Printers and laminators for sign production. Mounting materials (frames, poles, adhesive). Safety equipment (helmets, gloves, reflective vests). Measuring tools (rulers, templates). 	
		(c) Making hospital signs	Demonstrate – Show students how to design hospital signs following	The student should be able to:	Hospital signs as per	Underpinning knowledge of Methods used: The student	The following tools, safety gear and	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>healthcare standards</p> <p>Observe – Guide students to analyse examples of effective hospital signs.</p> <p>Discuss – Engage students in discussions about the importance of clear and accurate hospital signage</p> <p>Practice – Assign students tasks to create hospital signs for different departments or functions.</p> <p>Collaborate – Encourage students to work in teams to design comprehensive hospital signage systems.</p> <p>Research – Direct students to study hospital signage</p>	<ul style="list-style-type: none"> Identify the purpose and location of the hospital sign (e.g., emergency, wards, and directions) Select appropriate symbols, icons, and fonts for accessibility and universal understanding. Incorporate healthcare colour codes and visual consistency Design the sign layout for clarity and visibility. Finalize the sign with appropriate measurements 	technical specifications	<p>should explain methods related to making hospital signs</p> <p>Principles: The student should explain principles related to making hospital signs</p> <p>Theories: The student should explain theories related to making hospital signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making hospital signs</p>	<p>equipment are to be available:</p> <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, Canva). Healthcare signage guidelines or reference manuals. Reflective or glow-in-the-dark materials. Printers and laminators for durable production. Mounting tools (frames, stands, adhesive). Safety gear (gloves, masks, goggles). Measuring and cutting tools (rulers, scissors, cutters). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			standards and guidelines Present – Have students display and explain their completed hospital sign designs	and scaling for the intended placement				
		(d) Making educational signs	Demonstrate – Show students how to design clear and engaging educational signs. Observe – Guide students to study examples of effective educational signage. Discuss – Facilitate discussions about the role of educational signs in enhancing learning. Practice – Assign students tasks to create educational signs for various	The student should be able to: <ul style="list-style-type: none"> Identify the purpose and audience for the educational sign. Choose appropriate fonts, colours, and visuals for clarity and engagement Design the layout with a focus on readability and aesthetics 	Informational signboards are created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making educational signs Principles: The student should explain principles related to making educational signs Theories: The student should explain theories	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Design software (e.g., Adobe Photoshop, CorelDRAW) Educational guidelines or reference materials Quality printing materials (vinyl, paper, or cardboard) Cutting and measuring tools 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>purposes.</p> <p>Collaborate – Encourage teamwork in designing comprehensive educational signage systems.</p> <p>Research – Assign students to explore best practices for creating educational signs</p> <p>Present – Have students showcase and explain their completed designs</p>	<ul style="list-style-type: none"> • Incorporate any relevant educational standards or guidelines • Review and refine the design for accuracy and effectiveness • Produce the sign using appropriate materials and methods 		<p>related to making educational signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making educational signs</p>	<p>(scissors, rulers, cutters)</p> <ul style="list-style-type: none"> • Laminators or protective coatings for durability. • Mounting tools (adhesives, frames, or stands) • Visual aids (icons, illustrations, or graphics). 	
		(e) Making museum exhibit signs	<p>Demonstrate – Show students how to design clear and engaging museum exhibit signs.</p> <p>Observe – Guide students to analyse existing museum exhibit signs for style and functionality.</p> <p>Discuss – Engage</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Determine the purpose and target audience of the exhibit sign • Research exhibit themes to ensure accurate 	Museum exhibit signs as per technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to museum exhibition signs</p> <p>Principles: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, Canva). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students in discussions about the importance of effective signage in museums.</p> <p>Practice – Assign students tasks to create signs for hypothetical or real museum exhibits</p> <p>Collaborate – Encourage group work to design cohesive signage for a complete exhibit</p> <p>Research – Have students investigate best practices for museum signage design.</p> <p>Present – Allow students to showcase and explain their completed museum exhibit signs</p>	<p>and relevant content</p> <ul style="list-style-type: none"> • Select suitable fonts, colours, and layouts for easy readability and aesthetics • Incorporate visuals, icons, or images that enhance understanding • Review and refine the design for clarity, accuracy, and cohesiveness. • Produce the sign using appropriate materials for durability and display. 		<p>principles related to making museum exhibit signs</p> <p>Theories: The student should explain theories related to making museum exhibit signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making museum exhibit signs</p>	<ul style="list-style-type: none"> • Reference materials about the museum's theme and exhibit. • Printing materials (vinyl, paper, or board) • Cutting and measuring tools (scissors, rulers, cutting boards) • Laminators or protective coatings for sign longevity • Mounting tools (frames, stands, or adhesive materials). • Visual elements (photos, icons, or diagrams). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(f) Making road signs	Demonstrate – Guide students in creating road signs by explaining the process of designing, preparing materials, and assembling components. Observe – Have students observe the selection of appropriate materials and techniques for making durable road signs. Practice – Let students practice designing and painting a simple road sign using templates. Discuss – Discuss the importance of clarity, visibility, and adherence to traffic regulations	The student should be able to: <ul style="list-style-type: none"> Identify the type and purpose of the road sign to be made. Select suitable materials, such as metal sheets, wood, or durable plastic. Cut the material into the desired shape (e.g., circle, triangle, rectangle). Design the sign using stencils or computer software for accuracy. Paint or apply reflective film for high visibility, using 	Road signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to making road signs Theories: The student should explain theories related to making road signs Circumstantial knowledge: The student should explain detailed	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Metal sheets, wood, or durable plastic Stencils or computer design software Paint (standard traffic colors) or reflective film Paintbrushes or spray equipment Measuring tape and cutting tools Drill and screws for assembly Safety gear (gloves, goggles, masks) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			in road sign creation. Collaborate – Encourage students to work together to create a complete set of road signs for a specific scenario.	standard colors and symbols. <ul style="list-style-type: none">• Allow the paint or adhesives to dry properly.• Attach the sign to a post or stand securely.• <input type="checkbox"/> Inspect the final product for quality and durability.		knowledge related to making road signs		
	2.2 Create directional signboards	(a) Making wayfinding signs	Demonstrate – Show students how to design and layout effective wayfinding signs. Observe – Assign students to analyse existing wayfinding signs in different locations. Discuss – Engage students in a conversation about the importance of	The student should be able to: <ul style="list-style-type: none">• Identify the purpose and location of the wayfinding signs• Study the layout of the space to ensure logical placement and direction	wayfinding signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making wayfinding signs Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Design software (e.g., CorelDRAW, Adobe Photoshop).• High-quality printing materials (acrylic, aluminium, vinyl).• Cutting and trimming tools	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>clarity and consistency in wayfinding signs.</p> <p>Practice – Guide students to design wayfinding signs for a chosen environment, such as a mall or hospital.</p> <p>Collaborate – Encourage group efforts to create a set of cohesive wayfinding signs for a project.</p> <p>Research – Instruct students to study signage standards and accessibility guidelines.</p> <p>Present – Have students explain their designed wayfinding signs and their placement logic</p>	<ul style="list-style-type: none"> Choose readable fonts, high-contrast colours, and clear symbols. Draft designs that align with accessibility standards (e.g., ADA compliance). Review designs for consistency in style and message Produce the signs using durable materials for indoor or outdoor use Plan the installation to ensure visibility and functionality 		<p>making wayfinding signs</p> <p>Theories: The student should explain theories related to making wayfinding signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making wayfinding signs</p>	<p>(rulers, blades, or cutting machines)</p> <ul style="list-style-type: none"> Protective laminates for durability Mounting equipment (poles, adhesive, or brackets) Reference materials (maps, building layouts, and signage standards) Visual aids (icons, arrows, or maps) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(b) Making trail signs	<p>Demonstrate – Show students how to design clear and durable trail signs</p> <p>Observe – Guide students to examine existing trail signs in parks or recreational areas</p> <p>Discuss – Engage students in identifying essential information for trail signs, such as directions and safety tips</p> <p>Practice – Assign students to create trail signs for different types of terrains or trails.</p> <p>Collaborate – Encourage group work to develop a cohesive signage system for a trail</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the type of trail and the information required (e.g maps, markers, warnings) Analyse the trail environment to determine suitable materials and placements Create designs with clear icons, readable fonts, and weatherproof colours Draft prototypes and refine them for simplicity and functionality 	trail signs are made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making trail signs</p> <p>Principles: The student should explain principles related to making trail signs</p> <p>Theories: The student should explain theories related to making trail signs</p> <p>Circumstantial knowledge: The student should explain detailed knowledge</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, CorelDRAW). Durable materials (e.g., wood, metal, weatherproof plastics) Printing tools (e.g., vinyl cutters, laser engravers) Coating and finishing supplies (e.g., weatherproof sealants, laminates) Mounting hardware (e.g., posts, screws, brackets). Reference guides (e.g., trail maps, 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			network. Research – Have students investigate materials and techniques for weather-resistant signs Present – Allow students to showcase their designs and explain how they serve trail users effectively	<ul style="list-style-type: none"> Produce the trail signs using durable materials like treated., wood, metal, or plastic. Plan strategic placement to ensure signs are visible and helpful to trail users. Test the effectiveness of the signs through feedback or trial usage 		related to making trail signs	environmental standards) <ul style="list-style-type: none"> Safety gear (e.g., gloves, goggles) for installation work 	
		(c) Making campground signs	Demonstrate – Show students how to design clear and functional campground signs. Observe – Guide students to analyse examples of effective	The student should be able to: <ul style="list-style-type: none"> Identify key information required for campground signs (e.g., site 	Campground signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making campground signs	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Design software (e.g., Canva, CorelDRAW). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			campground signage Discuss – Facilitate discussions on essential campground information, like safety rules and site maps Practice – Assign students to create signs for various campground needs (e.g., directional, informational). Collaborate – Encourage group work to design a cohesive signage system for a campground Research – Have students explore materials and styles suitable for outdoor signs Present – Allow students to present	numbers, facilities, rules). <ul style="list-style-type: none"> Analyse the environment to determine sign placement and materials Create designs using clear fonts, universal symbols, and weatherproof colours Develop prototypes and adjust them for readability and durability Produce the signs using appropriate materials like treated wood, metal, or plastic. Plan and execute the 		Principles: The student should explain principles related to making campground signs Theories: The student should explain theories related to making campground signs Circumstantial knowledge: The student should explain detailed knowledge related to making campground signs	<ul style="list-style-type: none"> Durable materials (e.g., metal, wood, weather-resistant plastic). Cutting and engraving tools (e.g., vinyl cutters, laser engravers) Weatherproof coatings (e.g., sealants, laminates). Mounting tools (e.g., posts, screws, anchors) Reference resources (e.g., campsite maps, safety guidelines). Safety equipment (e.g., gloves, safety goggles) for sign production and installation 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			their signage designs and explain their purpose and placement.	installation of signs at strategic campground locations. • Evaluate the effectiveness of the signs based on functionality and user feedback				
		(d) Making office building sign	Demonstrate – Show students how to create professional office building sign designs Observe – Guide students to examine examples of effective office building signage. Discuss – Lead discussions on essential elements of office signs, such as branding, readability, and durability	The student should be able to: • Identify the purpose and placement of the office building sign (e.g., directional, branding). • Determine the materials and size suitable for indoor or outdoor use	office building sign made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making office building sign Principles: The student should explain principles related to making office building sign	The following tools, safety gear and equipment are to be available: • Design software (e.g., Illustrator, CorelDRAW). • Durable materials (e.g., acrylic, aluminium, wood, glass). • Cutting and engraving tools (e.g., CNC machines, laser cutters)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Assign students to design and produce office building signs for specific scenarios. Collaborate – Encourage teamwork to create a cohesive sign system for a multi-office building Research – Assign students to investigate materials and designs suitable for office signage. Present – Have students showcase their designs and justify their choices in terms of branding and functionality	<ul style="list-style-type: none"> • Design clear, professional signage that aligns with the building's branding • Create mock-ups or digital drafts for feedback and approval. • Produce the sign using selected materials and ensure durability and weather resistance if needed • Install the sign securely and test its visibility and readability. • Review the final product for 		Theories: The student should explain theories related to making office building sign Circumstantial knowledge: The student should explain detailed knowledge related to making office building sign	<ul style="list-style-type: none"> • Adhesives and fasteners (e.g., screws, brackets, industrial glue). • Mounting tools (e.g., drills, leveling devices). • Protective coatings (e.g., UV-resistant laminates, varnishes). • Safety equipment (e.g., gloves, goggles) for production and installation 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				quality and effectiveness based on user feedback				
		(e) Making hotel signs	Demonstrate – Show students how to design and produce professional hotel signs Observe – Guide students to analyse examples of effective hotel signage Discuss – Facilitate discussions on the importance of branding, readability, and placement in hotel signs Practice – Assign students tasks to create hotel signs for different purposes, such as room numbers or	The student should be able to: <ul style="list-style-type: none"> Identify the type and purpose of the hotel sign (e.g., wayfinding, branding, informational) Choose materials and design styles that align with the hotel's theme and aesthetics Create digital designs or mock-ups for client or 	hotel signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making hotel signs Principles: The student should explain principles related to making hotel signs Theories: The student should explain theories related to making hotel signs	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Design software (e.g., Photoshop, Illustrator). Durable materials (e.g., acrylic, metal, wood, glass) Cutting and engraving tools (e.g., laser cutter, CNC machine) Lighting components (e.g., LEDs, wiring, and power adapters). Adhesives and mounting equipment 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			lobby directories Collaborate – Encourage group work to design cohesive signage systems for an entire hotel Research – Assign students to explore suitable materials and lighting options for hotel signs. Present – Have students display their completed hotel signs and explain their design rationale	instructor review <ul style="list-style-type: none"> • Produce the signage using selected materials, ensuring durability and quality. • Add appropriate lighting features (e.g., LED, backlighting) for enhanced visibility. • Install the signs in their designated locations and ensure proper alignment and readability. • Evaluate the completed signs for effectiveness, functionality, 		Circumstantial knowledge: The student should explain detailed knowledge related to making hotel signs	(e.g., screws, brackets). <ul style="list-style-type: none"> • Protective finishes (e.g., weatherproof coatings, varnishes). • Installation tools (e.g., drills, levels, measuring tape). • Safety gear (e.g., gloves, goggles). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				and visual appeal.				
	2.3 Create safety signboards	(a) Making caution signs: fire safety signs	Demonstrate – Show students how to design and produce fire safety signs, highlighting key features. Observe – Encourage students to observe and analyse existing fire safety signs for clarity and compliance Discuss – Facilitate discussions about the standards and regulations for fire safety signs Practice – Have students create mock-ups of fire safety signs for various scenarios. Collaborate – Organise group projects to design a	The student should be able to: <ul style="list-style-type: none"> Identify the appropriate fire safety symbol and message for the specific scenario Select materials that meet fire safety requirements (e.g., fire-resistant materials). Design clear and readable symbols and text for the signs. Produce the signs using suitable printing 	Caution signs: fire safety signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making caution signs: fire safety signs Principles: The student should explain principles related to making caution signs: fire safety signs Theories: The student should explain theories related to making caution signs: fire safety signs	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, CorelDRAW) Fire-resistant materials (e.g., aluminium, acrylic, and vinyl). Cutting and printing tools (e.g., vinyl cutter, laser cutter, printer). Reflective materials for high-visibility signs. Adhesives, fasteners, or mounting brackets for installation. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			fire safety signage system for a building. Research – Assign students to study fire safety regulations and their impact on sign design. Present – Have students present their fire safety sign designs and explain how they meet safety standards.	or fabrication methods. <ul style="list-style-type: none"> • Apply safety features like reflective surfaces or lighting to improve visibility • Install signs in compliance with fire safety regulations and at strategic locations • Evaluate the signs to ensure they are easily understood and meet legal requirements 		Circumstantial knowledge: The student should explain detailed knowledge related to making caution signs: fire safety signs	<ul style="list-style-type: none"> • Safety gear (e.g., gloves, goggles, and dust mask) • Safety standards reference materials (e.g., fire code manuals) • Installation tools (e.g., drills, screws, measuring tape) 	
		(a) Making chemical hazard signs	Demonstrate – Show how to design and produce chemical hazard signs Observe – Have	The student should be able to: <ul style="list-style-type: none"> • Identify the hazard and 	Create safety signboards made as per created as per	Underpinning knowledge of Methods used: The student should explain methods related	The following tools, safety gear and	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students observe existing chemical hazard signs.</p> <p>Discuss – Discuss the role and importance of hazard signs in safety.</p> <p>Practice – Let students design their own chemical hazard signs.</p> <p>Collaborate – Work in groups to create a set of hazard signs.</p> <p>Research – Assign students to study chemical hazard standards</p> <p>Present – Have students present their designs and ideas</p>	<p>select the correct symbol.</p> <ul style="list-style-type: none"> Choose durable materials for signs Create signs with clear text and symbols Test the sign for visibility and legibility Install signs in visible, accessible areas Ensure signs meet safety and regulatory standards 	technical specifications	<p>to making chemical hazard signs</p> <p>Principles: The student should explain principles related to making chemical hazard signs</p> <p>Theories: The student should explain theories related to making chemical hazard signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making</p>	<p>equipment are to be available:</p> <ul style="list-style-type: none"> Hazard symbol templates Safety colour codes Durable sign materials (e.g., plastic, metal, and vinyl) Printing equipment (e.g., printers, and plotters) Adhesive or mounting hardware Measuring and marking tools Safety guidelines and regulations references 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						chemical hazard signs		
		(b) Making electrical safety signs	<p>Demonstrate – Show students how to design electrical safety signs, highlighting appropriate symbols and warnings</p> <p>Observe – Have students examine existing electrical safety signs and assess their clarity and effectiveness</p> <p>Discuss – Discuss the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the electrical hazard and select the appropriate symbol (e.g., high voltage, shock risk) Choose durable materials that are suitable for the environment (e.g., weatherproof, fire-resistant). Combine text and symbols to enhance clarity. Use appropriate techniques to 	<ul style="list-style-type: none"> electrical safety signs made as per technical specifications 	<p>Underpinning knowledge of Methods used: The student should explain methods related to making electrical safety signs</p> <p>Principles: The student should explain principles related to making electrical safety signs</p> <p>Theories: The student should explain theories related to making</p>	<p>he following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, CorelDRAW). Durable materials (e.g., vinyl, metal, plastic). Printing tools (e.g., screen printing, UV printers). Installation tools (e.g., drills, screws, anchors). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>importance of electrical safety signs in preventing accidents and promoting workplace safety</p> <p>Practice – Let students design electrical safety signs for various electrical hazards and environments.</p> <p>Collaborate – Organise group projects to create a set of electrical safety signs for a building or facility.</p>	<p>create the signs (e.g., vinyl printing, and engraving).</p> <ul style="list-style-type: none"> • Test the sign for legibility and visibility from a distance • Install signs in areas that are easily visible and accessible. • Ensure signs comply with local safety regulations and standards 		<p>electrical safety signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making electrical safety signs</p>	<ul style="list-style-type: none"> • Safety equipment (e.g., gloves, goggles). • Electrical safety symbol guides (e.g., OSHA, IEC standards) • Reflective materials for high-visibility signs 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Research – Assign students to study electrical safety symbol standards and regulations (e.g., NFPA, OSHA). Present – Ask students to present their designs, explaining how they meet safety guidelines					
		(c) Making biohazard signs	Demonstrate – Show students how to design biohazard signs, focusing on clarity and universally recognized symbols Observe – Have students analyse	The student should be able to: <ul style="list-style-type: none"> Identify the biohazard and choose the appropriate 	Biohazard signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making biohazard signs	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, CorelDRAW). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>existing biohazard signs and evaluate their effectiveness</p> <p>Discuss – Talk about the importance of biohazard signs in preventing exposure to harmful biological materials.</p> <p>Practice – Let students create biohazard sign designs for different hazardous situations</p> <p>Collaborate – Organise group projects to design a comprehensive set of biohazard signs for a facility.</p> <p>Research – Assign students to study biohazard symbol standards and their regulatory use.</p> <p>Present – Ask</p>	<p>symbol (e.g., pathogens, contaminated materials).</p> <ul style="list-style-type: none"> • Select materials that are resistant to environmental factors (e.g., weatherproof, durable) • Incorporate clear, legible text alongside the biohazard symbol • Create signs using proper techniques (e.g., screen printing, vinyl cutting). • Test for legibility and visibility from a distance. 		<p>Principles: The student should explain principles related to making biohazard signs</p> <p>Theories: The student should explain theories related to making biohazard signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making biohazard signs</p>	<ul style="list-style-type: none"> • Fire-resistant materials (e.g., plastic, metal, vinyl) • Printing tools (e.g., UV printers, screen printing equipment, laser cutters). • Mounting tools (e.g., adhesive, screws, and anchors). • Reflective materials for high-visibility signs. • Personal protective equipment (e.g., gloves, and safety glasses). • Fire safety symbol and standard guides (e.g., NFPA, OSHA) • Installation tools (e.g., drills, screws, and measuring tapes). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to present their designs, explaining how they adhere to safety guidelines.	<ul style="list-style-type: none"> • Install signs in high-traffic and potentially hazardous areas • Ensure compliance with biohazard safety regulations and legal requirements. 				
		(d) Making caution signs: fire safety signs	<p>Demonstrate – Show students how to design fire safety caution signs, focusing on clear symbols and hazard communication</p> <p>Observe – Have students examine existing fire safety signs and evaluate their effectiveness in conveying warnings</p> <p>Discuss – Discuss the importance of fire safety signs in</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the fire hazard (e.g., fire exits, extinguishers, smoke detectors). • Choose durable materials that can withstand environmental conditions (e.g., weatherproof, 	Create safety signboards are created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making caution signs: fire safety signs</p> <p>Principles: The student should explain principles related to making caution signs: fire safety signs</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, CorelDRAW). • Fire-resistant materials (e.g., plastic, metal, vinyl). • Printing tools (e.g., UV printers, screen 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			preventing fires and ensuring safety protocols Practice – Let students design fire safety caution signs for various fire hazards (e.g., fire exits, fire extinguishers). Collaborate – Organise group projects to create a comprehensive fire safety sign system for a building or facility Research – Assign students to study fire safety sign standards and regulations (e.g., NFPA, OSHA). Present – Ask students to present their designs and explain how they adhere to safety	fire-resistant materials) <ul style="list-style-type: none"> • Incorporate clear, easily recognizable symbols and text to communicate fire safety information • Use appropriate printing methods (e.g., screen printing, UV printing) • Test the sign for visibility and legibility, ensuring it's easily visible in an emergency • Install signs in critical locations, such as near fire exits 		Theories: The student should explain theories related to making caution signs: fire safety signs Circumstantial knowledge: The student should explain detailed knowledge related to making caution signs: fire safety signs	printing equipment, and laser cutters). <ul style="list-style-type: none"> • Mounting tools (e.g., adhesive, screws, anchors). • Reflective materials for high-visibility signs. • Personal protective equipment (e.g., gloves, safety glasses). • Fire safety symbol and standard guides (e.g., NFPA, OSHA). • <input type="checkbox"/> Installation tools (e.g., drills, screws, measuring tapes). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			guidelines and regulations	and extinguishers. • Ensure compliance with fire safety regulations and legal requirements.				
	2.4 Creating commercial signboards	(a) Making storefront signs	Demonstrate – Show students how to design storefront signs, focusing on brand visibility and legible text. Observe – Have students review successful storefront signs and analyse what makes them effective. Discuss – Lead a discussion on the importance of storefront signs in business visibility and marketing. Practice – Let	The student should be able to: • Identify the business type and target audience for the storefront sign. • Choose durable materials suited for outdoor conditions (e.g., weatherproof, fade-resistant materials) • Select appropriate design elements,	Storefront signs are created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making storefront signs Principles: The student should explain principles related to making storefront signs Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: • Design software (e.g., Adobe Illustrator, CorelDRAW). • Durable materials (e.g., acrylic, metal, PVC, vinyl) • Printing tools (e.g., digital printers, laser cutters, vinyl cutters)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students design storefront signs for various business types (e.g., retail, restaurants)</p> <p>Collaborate – Assign group projects to create a storefront signage package for a fictional business.</p> <p>Research – Assign students to study current trends in storefront sign design and materials.</p> <p>Present – Have students present their storefront sign designs, explaining the rationale behind their choices</p>	<p>including logos, brand colours, and clear fonts</p> <ul style="list-style-type: none"> • Use design software to create the sign layout and ensure proper proportions • Apply suitable printing or fabrication methods (e.g., digital printing, vinyl cutting). • Test the sign for legibility from various distances and angles • Install signs in visible locations, ensuring they comply with local regulations 		<p>making storefront signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making storefront signs</p>	<ul style="list-style-type: none"> • Mounting tools (e.g., screws, adhesive, brackets). • Reflective materials for high-visibility signs. • Personal protective equipment (e.g., gloves, safety glasses) • Signage installation tools (e.g., drills, measuring tapes) • <input type="checkbox"/> Branding guides and logo files 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Ensure the sign aligns with the business's branding strategy and conveys the intended message 				
		(b) Making billboards	<p>Demonstrate – Show students how to design and scale billboard advertisements.</p> <p>Observe – Have students review successful billboards and assess their impact</p> <p>Discuss – Talk about design principles for billboards (visibility, message clarity).</p> <p>Practice – Let students create billboard designs for different industries.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the target audience and purpose of the billboard Choose bold, legible fonts and high-contrast colours for readability. Create a simple, eye-catching design with a clear call to action 	Make billboards made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, Photoshop). Large-format printing equipment (e.g., printers, vinyl cutters) Durable materials (e.g., vinyl, mesh, weather-resistant fabrics) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Have students work together on a billboard project for a mock brand. Research – Assign students to explore effective billboard marketing strategies Present – Ask students to present their billboard designs, explaining key elements	<ul style="list-style-type: none"> • Use design software to create and size the billboard layout. • Select durable materials suited for outdoor exposure. • Print the design using large-format printers or screen printing • Ensure visibility and readability from a distance • Install the billboard at a strategic location with proper permits 		explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Installation tools (e.g., ladders, drills, mounting hardware). • Reflective materials for visibility at night • Safety gear (e.g., gloves, helmets) 	
		(c) Making neon signs	Demonstrate – Show students how to design and assemble neon	The student should be able to:	Commercial signboards are created as per	Underpinning knowledge of Methods used: The student	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>signs</p> <p>Observe – Have students look at neon signs and analyse their design elements.</p> <p>Discuss – Talk about neon light effects and their use in signage</p> <p>Practice – Let students create simple neon sign designs using LED alternatives.</p> <p>Collaborate – Have students work together to create a neon sign for an event.</p> <p>Research – Assign students to study neon sign history and modern trends.</p> <p>Present – Ask students to present their neon sign designs, explaining their techniques.</p>	<ul style="list-style-type: none"> Choose a design that is bold and simple for easy visibility. Select appropriate colours and brightness for the neon effect Use design software to create a layout that suits neon sign formats. Bend flexible tubing to form the neon letters or shapes. Fill tubes with the correct gas (neon or argon) for the desired colour Seal the tubes and connect them to 	technical specifications	<p>should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining workshop safety</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to</p>	<ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator, Photoshop). Neon or LED tubing. Transformer and power supply. Gas (neon or argon). Bending tools (e.g., tube bender). Electrical wiring and connectors. Mounting materials (e.g., brackets, screws). Safety equipment (e.g., gloves, goggles) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				transformers to power the lights <ul style="list-style-type: none"> • Test the sign for functionality and brightness. • Install the neon sign securely in a well-lit location. 		maintaining workshop safety		
		(d) Making banner signs	Demonstrate – Show students how to design and print banner signs. Observe – Have students look at various banner designs for effective layout. Discuss – Talk about the importance of size, readability, and visual impact. Practice – Allow students to create their own banner designs for	The student should be able to: <ul style="list-style-type: none"> • Choose the appropriate size and orientation for the banner. • Select colours and fonts that are visible from a distance. • Use design software to create the banner layout. 	banner signs Made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making banner signs Principles: The student should explain principles related to making banner signs Theories: The student should	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, CorelDRAW). • Banner material (e.g., vinyl, mesh). • Printing equipment (e.g., UV printer, large format printer). • Grommets and eyelets. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			different events. Collaborate – Let students work in pairs to design banners for a local event. Research – Assign students to study different banner materials and uses. Present – Have students present their banner designs, explaining the design choices	<ul style="list-style-type: none"> • Ensure the design is clear and includes all necessary information. • Choose a suitable material (vinyl, fabric, and mesh) based on the display location. • Print the banner using a high-quality printer or printing service • Check for colour accuracy and quality of printing • Install the banner securely using ropes, grommets, or hooks. 		<p>explain theories related to making banner signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making banner signs</p>	<ul style="list-style-type: none"> • Ropes or mounting hardware. • Safety equipment (e.g., gloves, safety glasses) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(e) Making vehicle wraps	Demonstrate – Show students how to design and apply vehicle wraps. Observe – Have students study existing vehicle wraps for design inspiration. Discuss – Talk about the importance of branding, visibility, and design considerations for vehicle wraps. Practice – Allow students to create their own vehicle wrap designs for different vehicles. Collaborate – Have students team up to design a complete vehicle wrap for a company. Research – Assign	The student should be able to: <ul style="list-style-type: none"> • Select the vehicle model and gather measurements. • Design the wrap layout, considering curves, angles, and windows • Choose durable, weather-resistant materials suitable for vehicle wraps. • Print the design using specialized large-format printers • Prepare the vehicle by cleaning and 	Vehicle wraps made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge:	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, CorelDRAW). • Vehicle wrap film (e.g., vinyl, laminate) • Large-format printer and UV ink. • Squeegees and heat guns. • Scissors or utility knives. • Vehicle cleaning supplies (e.g., soap, water, microfibre cloths). • Installation tools (e.g., tape measure, 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to explore the materials and techniques used in vehicle wrapping. Present – Have students present their vehicle wrap designs, explaining how they address design and functionality	prepping its surface for adhesion <ul style="list-style-type: none"> • Apply the wrap carefully, starting from one end and smoothing out wrinkles • Trim excess material and apply finishing touches, such as lamination. • Inspect the final wrap for any bubbles, wrinkles, or misalignments 		The student should explain detailed knowledge related to maintaining workshop safety	ruler, and cutting mat)	
	2.5 Creating informational signs for the differently abled	(f) Making braille signs	Demonstrate – Show students how to design and produce braille signs Observe – Have students examine existing braille	The student should be able to: <ul style="list-style-type: none"> • Identify the sign's purpose 	braille signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>signs and their placement.</p> <p>Discuss – Discuss the importance of accessibility and clarity in braille signage</p> <p>Practice – Allow students to design and produce their own braille signs.</p> <p>Collaborate – Organise group work to create a complete set of braille signs for a building.</p> <p>Research – Assign students to study braille standards and regulations.</p> <p>Present – Have students present their designs and explain how they ensure legibility and accessibility.</p>	<p>and target audience</p> <ul style="list-style-type: none"> • Select the appropriate materials (e.g., plastic, metal, and acrylic) • Use braille translation tools or software to create braille text. • Design the visual text and symbols in a clear, legible font • Combine the braille text with raised or tactile symbols for clarity • Print or engrave the design on the selected material using 		<p>to making braille signs</p> <p>Principles: The student should explain principles related to making braille signs</p> <p>Theories: The student should explain theories related to making braille signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making braille signs</p>	<ul style="list-style-type: none"> • Braille translation software or guides. • Materials (e.g., plastic, metal, acrylic). • Printing tools (e.g., laser engravers, UV printers). • Raised lettering tools (e.g., embossers, braille embossing machine). • Measuring tools (e.g., ruler, calliper). • Mounting tools (e.g., adhesive, screws, mounting brackets). • Accessibility guidelines and regulations. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				suitable methods. <ul style="list-style-type: none"> • Ensure the braille characters are correctly sized and spaced for readability. • Install signs in accessible locations according to regulations. 				
		(g) Making accessible restroom signs	Demonstrate – Show students how to design accessible restroom signs that include braille and symbols. Observe – Have students observe real-world examples of accessible restroom signs. Discuss – Discuss	The student should be able to: <ul style="list-style-type: none"> • Identify the restroom type and its intended users. • Choose materials that are durable and suitable for 	Accessible restroom signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making accessible restroom signs Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Braille translation software or guides. • Durable materials (e.g., plastic, metal, acrylic). • Printing or engraving tools (e.g., 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>the significance of accessibility features in restroom signage.</p> <p>Practice – Allow students to create their own accessible restroom signs with braille and visual symbols.</p> <p>Collaborate – Organise group work to design a set of accessible restroom signs for a public space.</p> <p>Research – Assign students to study regulations (e.g., ADA guidelines) for accessible signage</p> <p>Present – Have students present their designs, explaining their choices for</p>	<p>high-traffic areas</p> <ul style="list-style-type: none"> • Use braille translation tools and guidelines to create braille text. • Incorporate universally recognized symbols (e.g., wheelchair icon). • Ensure the sign includes both visual and tactile elements for accessibility. • Design the layout to meet regulatory standards for size and placement • Use appropriate printing or 		<p>making accessible restroom signs</p> <p>Theories: The student should explain theories related to making accessible restroom signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making accessible restroom signs</p>	<p>laser engravers, UV printers).</p> <ul style="list-style-type: none"> • Raised lettering and braille embossing tools. • Measuring tools (e.g., ruler, calliper). • Mounting tools (e.g., adhesive, screws). • Accessibility guidelines (e.g., ADA standards). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			symbols, braille, and placement	engraving methods for clear, legible text and symbols • Install the signs in easily visible and accessible locations				
		(h) Making tactile maps	Demonstrate – Show students how to design tactile maps with raised elements for touch. Observe – Have students examine existing tactile maps to understand how information is conveyed through touch. Discuss – Talk about the importance of tactile maps for visually impaired individuals Practice – Have	The student should be able to: • Identify the area or space to be mapped (e.g., building layout, campus). • Determine key features to be included (e.g., rooms, hallways, entrances) • Choose materials that are tactile and	Tactile maps made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety	The following tools, safety gear and equipment are to be available: • Tactile materials (e.g., raised vinyl, plastic, fabric) • Braille translation guides or tools. • Printing or embossing tools (e.g., embossers, 3D printers) • Scissors, cutting tools, and adhesives.	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students create tactile maps of simple spaces or areas</p> <p>Collaborate – Encourage students to work in groups to design a larger tactile map for a building or campus.</p> <p>Research – Assign students to explore the standards for creating tactile maps for accessibility.</p> <p>Present – Have students explain their tactile map designs and how they ensure accessibility</p>	<p>durable (e.g., raised plastic, fabric)</p> <ul style="list-style-type: none"> • Design the map layout with clear, tactile symbols and labels. • Create raised lines or shapes to represent different features (e.g., rooms, walls). • Ensure the map includes a legend or guide to explain the tactile elements • Test the map for clarity, ensuring it's easy to read by touch • Install the map in a prominent, accessible 		<p>Theories: The student should explain theories related to maintaining workshop safety</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining workshop safety</p>	<ul style="list-style-type: none"> • Rulers or measuring tapes for precise dimensions. • Accessibility guidelines for tactile maps (e.g., ADA standards). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				location for users				
		(i) Making audio information kiosks	<p>Demonstrate – Show students how to design and integrate audio components into kiosks</p> <p>Observe – Have students examine existing audio kiosks to understand design and functionality.</p> <p>Discuss – Talk about the role of audio kiosks in providing accessible information.</p> <p>Practice – Have students design and prototype audio information kiosks for various applications</p> <p>Collaborate – Encourage group projects to create</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Determine the purpose and target audience for the kiosk (e.g., museum, airport, public space). • Select audio components (e.g., speakers, microphones, audio players) that suit the space and needs. • Design kiosk layout and user interface for accessibility and ease of use (e.g., touch screen, buttons). 	Audio information kiosks made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making audio information kiosks</p> <p>Principles: The student should explain principles related to making audio information kiosks</p> <p>Theories: The student should explain theories related to making audio information kiosks</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Audio components (e.g., speakers, microphones, audio players). • Interactive touch screens or buttons for user input. • Design software for kiosk interface layout (e.g., Adobe XD, Sketch). • Audio editing software for message recording and mixing (e.g., Audacity, Adobe Audition) • Mounting and casing materials for the 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>interactive audio kiosks for real-world use</p> <p>Research – Assign students to study the latest technologies for audio kiosks and accessibility features</p> <p>Present – Have students present their kiosk designs and explain their accessibility features</p>	<ul style="list-style-type: none"> • Integrate voice-guided navigation or pre-recorded messages into the system • Ensure content is clear, concise, and multilingual if needed for diverse audiences • Test the kiosk for audio clarity, volume control, and overall functionality. • Install the kiosk in a prominent, accessible location with adequate power supply • Review the kiosk for maintenance 		<p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making audio information kiosks</p>	<p>kiosk structure (e.g., metal, plastic)</p> <ul style="list-style-type: none"> • Power supplies and wiring for kiosk installation • Accessibility guidelines for audio kiosks (e.g., ADA compliance). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				requirements and troubleshooting instructions				
		(j) Making sign language interpretation signs	Demonstrate – Show students how to design sign language interpretation signs Observe – Encourage students to examine existing signs for clarity Discuss – Lead students in discussing the importance of accessibility in signage Practice – Have students design sign language signs for various settings Collaborate – Organise group work for students to design public space signs.	The student should be able to: <ul style="list-style-type: none"> Choose location and audience for the sign Select clear sign language symbols Design for visibility and legibility Ensure accessibility (size, placement, Braille) Test design effectiveness 	language interpretation signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making sign language interpretation signs Principles: The student should explain principles related to making sign language interpretation signs Theories: The student should explain theories related to making sign	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Design software (e.g., Adobe Illustrator). Durable sign materials (e.g., plastic, metal). Printing equipment (e.g., UV printers). Tactile materials for Braille. Mounting tools (e.g., screws, adhesives). Accessibility standards guides. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Research – Assign students to study sign language sign standards Present – Ask students to present their designs and explain accessibility features	<ul style="list-style-type: none"> • Install in visible, high-traffic areas. • Review and update regularly 		language interpretation signs Circumstantial knowledge: The student should explain detailed knowledge related to making sign language interpretation signs		
		(k) Making braille signs	Demonstrate – Show students how to design Braille signs with proper spacing and format. Observe – Encourage students to study Braille signs in real-world environments.	The student should be able to: <ul style="list-style-type: none"> • Choose location and specific message for the Braille sign • Select appropriate materials that 	braille signs made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making braille signs Principles: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator, CorelDRAW) • Braille embossing tools or printers. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Discuss – Lead students in discussing the importance of accessibility for visually impaired individuals.</p> <p>Practice – Have students create Braille signs for different areas like restrooms and entrances.</p> <p>Collaborate – Assign group work to design a set of Braille signs for a public building.</p> <p>Research – Ask students to explore Braille standards and guidelines (e.g., ADA).</p> <p>Present – Have students present their Braille signs and explain design choices for accessibility</p>	<p>are durable and tactile</p> <ul style="list-style-type: none"> Follow Braille formatting guidelines (e.g., dot size, spacing). Ensure clear and readable text for sighted individuals. Test the sign's tactile readability. Install the sign in a prominent, accessible location Regularly check for wear and legibility, making updates as needed 		<p>principles related to making braille signs</p> <p>Theories: The student should explain theories related to making braille signs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making braille signs</p>	<ul style="list-style-type: none"> Durable materials (e.g., plastic, and metal). Tactile materials (e.g., raised dots for Braille). Mounting tools (e.g., screws, and adhesives) Accessibility guides for Braille standards. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
2.0 Performing handicrafts	2.1 Constructing sculpture for different uses	(a) Creating human sculptures	<p>Demonstrate – Show students how to model human forms using various sculpting techniques</p> <p>Observe – Encourage students to observe professional sculptures for proportions and details.</p> <p>Discuss – Lead discussions on the challenges and techniques for sculpting human figures.</p> <p>Practice – Have students sculpt human forms from clay or other materials</p> <p>Collaborate – Assign group projects where students work together to create a</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Plan the concept and choose a material for the sculpture (e.g., clay, wood, and metal) • Sketch the human form and define proportions • Build an armature (frame) to support the sculpture • Add layers of material, sculpting basic shapes and refining details. 	Create human sculptures created as per given specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to creating human sculptures</p> <p>Principles: The student should explain principles related to creating human sculptures</p> <p>Theories: The student should explain theories related to creating human sculptures</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Sculpting tools (e.g., knives, chisels, and modelling tools). • Armature materials (e.g., wire, wood). • Clay or other sculpting materials (e.g., wax, plaster, and stone) • Sandpaper or smoothing tools for finishing. • Safety equipment (e.g., gloves, goggles). • Reference materials for human anatomy 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			human sculpture. Research – Ask students to study famous human sculptures and their techniques. Present – Have students present their sculptures, explaining their process and choices	<ul style="list-style-type: none"> • Focus on anatomy, capturing human features and movement. • Smooth and finish the surface, adding texture where necessary. • Allow the sculpture to dry or cure, then prepare for display 		knowledge related to creating human sculptures		
		(b) Creating animal sculpture	Demonstrate – Show students how to model animal forms using sculpting materials Observe – Encourage students to observe real animals or images to capture proportions Discuss – Lead	The student should be able to: <ul style="list-style-type: none"> • Select the animal to sculpt and gather reference materials (photos, videos) • Choose the material (e.g., 	Create human sculptures created as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to creating animal sculpture Principles: The student should explain	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Sculpting tools (e.g., carving tools, modelling tools). • Armature materials (e.g., wire, wood, aluminium foil). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>discussions on techniques for capturing animal anatomy and movement</p> <p>Practice – Have students create sculptures of various animals in different poses</p> <p>Collaborate – Organise group projects where students sculpt different animals together</p> <p>Research – Assign students to study famous animal sculptures for inspiration</p> <p>Present – Have students present their sculptures, explaining the materials and methods used</p>	<p>clay, wood, metal) based on the desired finish.</p> <ul style="list-style-type: none"> • Create an armature (frame) to provide support for the sculpture • Begin sculpting basic shapes, focusing on the animal's form and posture. • Refine the details, such as the fur texture, face, and limbs • Focus on anatomical accuracy, ensuring the proportions are true to the animal 		<p>principles related to creating animal sculpture</p> <p>Theories: The student should explain theories related to creating animal sculpture</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to creating animal sculpture</p>	<ul style="list-style-type: none"> • Sculpting materials (e.g., clay, plaster, stone) • Safety equipment (e.g., gloves, goggles) • Reference materials (e.g., animal anatomy books, photos). • Smoothing tools (e.g., sandpaper, brushes) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Finish the sculpture with smoothing tools and allow it to cure or dry 				
		(c) Creating animal sculpture	Demonstrate – Show students how to model animal forms using sculpting materials. Observe – Encourage students to observe real animals or images to capture proportions Discuss – Lead discussions on techniques for capturing animal anatomy and movement Practice – Have students create sculptures of various animals in different poses. Collaborate –	The student should be able to: <ul style="list-style-type: none"> Select the animal to sculpt and gather reference materials (photos, videos). Choose the material (e.g., clay, wood, metal) based on the desired finish. Create an armature (frame) to provide support for the sculpture 	Animal sculptures created as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to creating animal sculpture Principles: The student should explain principles related to creating animal sculpture Theories: The student should explain theories related to creating animal sculpture	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Sculpting tools (e.g., carving tools, modelling tools). Armature materials (e.g., wire, wood, aluminium foil) Sculpting materials (e.g., clay, plaster, stone) Safety equipment (e.g., gloves, and goggles). Reference materials (e.g., animal 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Organise group projects where students sculpt different animals together Research – Assign students to study famous animal sculptures for inspiration Present – Have students present their sculptures, explaining the materials and methods used	<ul style="list-style-type: none"> • Begin sculpting basic shapes, focusing on the animal's form and posture • Refine the details, such as the fur texture, face, and limbs • Focus on anatomical accuracy, ensuring the proportions are true to the animal • Finish the sculpture with smoothing tools and allow it to cure or dry 		Circumstantial knowledge: The student should explain detailed knowledge related to creating animal sculpture	anatomy books, photos). <ul style="list-style-type: none"> • Smoothing tools (e.g., sandpaper, brushes) 	
		(d) Creating abstract sculpture	Demonstrate – Show students how to create abstract forms using different materials Observe –	The student should be able to: <ul style="list-style-type: none"> • Select the concept or 	Abstract created as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Encourage students to observe various abstract sculptures for inspiration</p> <p>Discuss – Discuss the key concepts of abstraction, such as form, texture, and movement</p> <p>Practice – Have students create abstract sculptures from various materials</p> <p>Collaborate – Organise group projects where students combine their ideas into an abstract piece.</p> <p>Research – Assign students to study abstract artists and their techniques.</p> <p>Present – Have students present their abstract sculptures,</p>	<p>theme for the abstract sculpture (e.g., emotion, movement).</p> <ul style="list-style-type: none"> Choose the materials (e.g., wire, wood, metal, and clay) based on the desired expression Start with basic shapes or forms, focusing on creating an emotional or visual impact Experiment with different textures, proportions, and forms to evoke meaning. Focus on balance, harmony, and contrast to guide 		<p>to create abstract</p> <p>Principles: The student should explain principles related to creating abstract</p> <p>Theories: The student should explain theories related to creating abstract</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to creating abstract</p>	<ul style="list-style-type: none"> Sculpting tools (e.g., carving tools, wire cutters, pliers). Materials (e.g., metal, clay, wood, stone, wire). Adhesives (e.g., glue, welding tools for metal) Safety equipment (e.g., gloves, safety goggles). Paint and finish (e.g., spray paint, varnish) Reference materials (e.g., abstract art books, online resources). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			explaining their creative process	the viewer's interpretation <ul style="list-style-type: none"> • Refine the sculpture, smoothing out rough edges or enhancing focal points • Finalize the sculpture with a surface treatment (e.g., painting, polishing, and patina) 				
	2.2 Make paper crafts	(e) Preparing materials and tools for making paper crafts	Demonstrate – Show students how to select and prepare paper materials and tools for craft projects Observe – Have students observe proper techniques for measuring and cutting paper. Discuss – Discuss the importance of choosing the right	The student should be able to: <ul style="list-style-type: none"> • Select the appropriate type of paper for the project (e.g., construction paper, cardstock, and scrapbook paper) 	Paper crafts prepared conforming to the design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to preparing materials and tools Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Paper (e.g., construction paper, patterned paper, tissue paper) • Cutting tools (e.g., scissors, craft knives, paper trimmers) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>type of paper and tools for different paper crafts.</p> <p>Practice – Engage students in preparing their own materials and tools for a simple paper craft</p> <p>Collaborate – Have students work together to prepare materials for a group paper craft project</p> <p>Research – Assign students to research different types of paper and their uses in crafting</p> <p>Present – Have students present their prepared materials, explaining their choices and why they are suitable</p>	<ul style="list-style-type: none"> • Gather cutting tools (e.g., scissors, craft knives) and other necessary tools (e.g., glue, tape, rulers). • Organise paper by colour, size, or texture for easy access • Ensure all tools are sharp, clean, and in good working condition • Measure and cut paper pieces as needed for the project • Prepare a clean, well-lit workspace to ensure safety and efficiency 		<p>preparing materials and tools</p> <p>Theories: The student should explain theories related to preparing materials and tools</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to preparing materials and tools</p>	<ul style="list-style-type: none"> • Adhesives (e.g., glue sticks, liquid glue, and double-sided tape) • Rulers, templates, and stencils • Markers, pens, or pencils for drawing designs • Decorative tools (e.g., punches, stamps, embossing tools) • Protective equipment (e.g., cutting mats, aprons, gloves) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Set up storage for excess paper and supplies to prevent clutter 				
		(f) Creating cards and bookmarks	<p>Demonstrate – Show students how to choose materials and design cards</p> <p>Observe – Have students watch the card creation process for ideas and techniques.</p> <p>Discuss – Discuss different card styles and customization options</p> <p>Practice – Let students create their own cards, experimenting with different designs</p> <p>Collaborate – Encourage students to work in pairs or small groups to create</p>	<ul style="list-style-type: none"> The Student should be able to: Select the card type (e.g., greeting card, invitation, and thank-you card) Choose appropriate paper or cardstock for the base and decoration Gather tools like scissors, glue, stamps, and decorative items Plan the design layout, including 	cards and bookmarks made conforming to the design, size, and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining</p>	<ul style="list-style-type: none"> The following tools, safety gear and equipment are to be available: Cardstock or paper. Scissors, craft knives, and paper trimmers. Adhesive (e.g., glue sticks, double-sided tape). Stamps, ink pads, or markers for designs. Decorative items (e.g., ribbons, stickers, embellishments). 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>themed cards</p> <p>Research – Assign students to look for inspiration or trends in card making.</p> <p>Present – Have students share their finished cards and explain their design choices</p>	<p>images, text, and colours</p> <ul style="list-style-type: none"> • Cut and arrange pieces to fit the card size • Add embellishments such as ribbons, stickers, or drawings. • Write or print the message inside the card • Finalize the design by adding finishing touches (e.g., glitter, borders) 		<p>workshop safety</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining workshop safety</p>	<ul style="list-style-type: none"> • Ruler or templates for measuring and cutting. • Protective mats for cutting 	
		(g) Creating packages	<p>Demonstrate – Show students how to design and assemble packages.</p> <p>Observe – Have students watch the packaging process</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the product that needs packaging 	Packages made conforming to the design, size, and technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to maintaining</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Paper, cardboard, plastic, or other packaging materials. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			to understand design elements. Discuss – Discuss the importance of packaging design for product appeal and function. Practice – Allow students to design and create their own packaging. Collaborate – Encourage students to work in teams to create functional and aesthetic packaging Research – Assign students to study different packaging styles and materials. Present – Have students present their packaging designs, explaining their choices.	<ul style="list-style-type: none"> Choose appropriate materials for packaging (e.g., cardboard, plastic). Plan the packaging shape and size to fit the product. Design the package layout, including brand logo, colours, and images. Create the prototype by cutting, folding, and assembling the packaging Test the packaging for durability and functionality Print or apply designs to the 		workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining	<ul style="list-style-type: none"> Scissors, craft knives, or cutters for shaping. Adhesive (e.g., glue, tape). Printing materials (e.g., printers, ink, stickers) Ruler and measuring tools for accuracy Templates for cutting and folding. Design software (e.g., Adobe Illustrator, CorelDRAW) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				packaging using suitable printing methods • Assemble the final package and prepare it for use or display		workshop safety		
		(h) Creating envelopes	Demonstrate – Show students how to design and assemble envelopes. Observe – Have students observe the process of creating various envelope designs. Discuss – Discuss the importance of envelope design in communication and branding. Practice – Allow students to design and create envelopes based on different purposes.	The student should be able to: • Identify the size and type of envelope needed (e.g., business, greeting card) • Choose suitable paper material for the envelope (e.g., kraft paper, and textured paper). • Measure and cut the paper to the	envelops made conforming to the design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should	The following tools, safety gear and equipment are to be available: • Paper, kraft, or other suitable envelope materials. • Scissors or craft knives for cutting paper. • Ruler or measuring tape for accurate measurements. • Glue or adhesive tape for securing the envelope flaps.	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Encourage students to work together to design envelopes for a project. Research – Assign students to explore different styles and materials used in envelope creation. Present – Have students present their envelope designs, explaining the thought behind them.	required dimensions. <ul style="list-style-type: none"> • Create folds for the envelope flaps (top, bottom, and sides) • Apply adhesive to the flaps to secure the envelope • Add design elements (logo, address, or decoration) to the envelope • Assemble and ensure the envelope is securely closed • Test the envelope for proper functionality 		explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Design software (e.g., Adobe Illustrator) for creating printed designs. • Templates or dies for cutting out consistent envelope shapes. • Printing materials (e.g., ink, printers) for adding designs or addresses. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				(e.g., fits card or letter inside)				
	2.3 Making candles	(a) Making beeswax	Demonstrate – Show students how to extract and process beeswax from the hive. Observe – Have students watch the process of melting and filtering beeswax. Discuss – Discuss the uses of beeswax in various products like candles, cosmetics, and skincare. Practice – Engage students in preparing beeswax for different applications, such as candles or balms. Collaborate – Encourage students to work together to make	The student should be able to: <ul style="list-style-type: none"> • Harvest beeswax from the hive by scraping it off the honeycomb • Melt the beeswax over low heat to separate it from impurities. • Filter the melted beeswax using a fine mesh or cloth to remove debris • Pour the purified beeswax into moulds or 	Beeswax made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Beeswax (raw or in comb). • Double boiler or heat-resistant containers for melting. • Fine mesh strainer or cheesecloth for filtering. • Moulds or containers for shaping beeswax. • Thermometer to monitor the melting temperature. • Wooden spoon or stirring sticks for mixing. 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			beeswax-based products. Research – Assign students to study the history and benefits of beeswax. Present – Ask students to present their beeswax-based products and explain the process.	containers for shaping <ul style="list-style-type: none">• Allow the beeswax to cool and solidify into its final form.• Use the beeswax for various products (e.g., candles, cosmetics, and polishes)• Store beeswax in airtight containers to preserve its quality.		Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety <ul style="list-style-type: none">•	<ul style="list-style-type: none">• Storage containers (airtight jars or tins) for storing finished products.	
		(b) Making paraffin wax	Demonstrate – Show students how to prepare the materials needed for paraffin wax production. Observe – Have students watch the process of melting paraffin wax	The student should be able to: <ul style="list-style-type: none">• Choose the type of paraffin wax required (e.g.,	Candles made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making paraffin wax	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• araffin wax	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			safely. Practice – Let students melt and mould paraffin wax in controlled environments. Discuss – Discuss the types of paraffin wax and their uses in various industries Research – Assign students to research the history and applications of paraffin wax. Collaborate – Encourage students to work together to create paraffin wax products. Present – Ask students to present their wax products and explain the process	pure, semi-refined) • Prepare the equipment: melting pot, thermometer, and mould • Heat the wax to the required temperature (about 150-180°F) • Add any additives like colour or fragrance if necessary. • Pour the melted wax into moulds and let it cool		Principles: The student should explain principles related to making paraffin wax Theories: The student should explain theories related to making paraffin wax Circumstantial knowledge: The student should explain detailed knowledge related to making paraffin wax	<ul style="list-style-type: none"> • Melting pot or double boiler • Thermometer • Moulds (various shapes) • Additives (colourants, fragrances) • Stirring stick • Heat-resistant gloves • Safety equipment (glasses, apron) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Remove the wax from the mould once solidified. Package and store the paraffin wax for further use. 				
		(c) Making gel (wax)	<p>Demonstrate – Show students the step-by-step process of making gel wax.</p> <p>Observe – Allow students to observe the gel-making process in action.</p> <p>Practice – Have students create gel wax by following the steps.</p> <p>Discuss – Discuss the different uses of gel wax in candles and cosmetics.</p> <p>Research – Assign students to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Choose the gel wax base (e.g., hydrocarbon or plant-based). Measure the desired amount of gel wax and melt it at the correct temperature (about 200-230°F) 	Gel (wax) made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making gel (wax)</p> <p>Principles: The student should explain principles related to making gel (wax)</p> <p>Theories: The student should explain theories</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Gel wax base (hydrocarbon or plant-based) Double boiler or melting pot Thermometer Fragrance oils and colourants Moulds or containers 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			research the properties and types of gel wax. Collaborate – Encourage students to work together on creating gel wax products Present – Ask students to present their finished gel wax creations	<ul style="list-style-type: none"> • Add colourants and fragrance oils if desired • Pour the melted gel wax into moulds or containers • Let the gel wax cool and harden completely. • Remove from moulds once solidified • Package and store the gel wax for further use 		<p>related to making gel (wax)</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making gel (wax)</p>	<ul style="list-style-type: none"> • Stirring stick • Heat-resistant gloves • Safety equipment (glasses, apron) 	
		(d) Making palm wax	<p>Demonstrate – Show students how to melt and prepare palm wax</p> <p>Observe – Have students watch the melting process.</p> <p>Practice – Let students create</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Choose sustainable palm wax 	palm wax made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to Making palm wax</p>	<p>The following tools, safety gear and equipment are to be available:</p>	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			palm wax products Discuss – Talk about the benefits of palm wax Research – Assign students to study sustainable palm wax sourcing Collaborate – Have students work together on palm wax projects. Present – Ask students to present their creations.	<ul style="list-style-type: none"> • Melt wax in a double boiler to 185°F • Add colourants and fragrance oils. • Stir thoroughly. • Pour wax into moulds and let it set. • Remove from moulds after cooling. • Package for use or sale. 		Principles: The student should explain principles related to making palm wax Theories: The student should explain theories related to making palm wax Circumstantial knowledge: The student should explain detailed knowledge related to making palm wax		
		(e) Making a coconut wax	Demonstrate – Show students how to melt and prepare coconut wax. Observe – Have	The student should be able to:	Coconut wax made conforming to design, size	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students watch the coconut wax preparation process</p> <p>Practice – Let students create coconut wax products.</p> <p>Discuss – Talk about the benefits of coconut wax for candles.</p> <p>Research – Assign students to explore the sustainability of coconut wax</p> <p>Collaborate – Have students work together on coconut wax projects</p> <p>Present – Ask students to present their coconut wax creations.</p>	<ul style="list-style-type: none"> • Choose high-quality coconut wax. • Melt the wax in a double boiler at 180°F • Add colourants and fragrance oils. • Stir the mixture thoroughly. • Pour the wax into moulds or containers • Let the wax cool and solidify. • Remove from moulds and package the final product 	and technical specifications	<p>methods related to making a coconut wax</p> <p>Principles: The student should explain principles related to making a coconut wax</p> <p>Theories: The student should explain theories related to making a coconut wax</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making a coconut wax</p>	<ul style="list-style-type: none"> • Coconut wax • Double boiler • Thermometer • Fragrance oils, colourants • Moulds, containers • Stirring utensils • Safety gloves, glasses 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.4 Making soaps	(a) Making bar soap	Demonstrate – Show students how to combine oils and lye to create soap. Observe – Have students watch the soap-making process Practice – Let students make their own soap bars. Discuss – Talk about different oils and their benefits in soap making. Research – Assign students to explore soap-making techniques and recipes Collaborate – Have students work together to create unique soap designs. Present – Ask students to present their soap creations.	The student should be able to: <ul style="list-style-type: none"> • Measure oils and lye • Slowly mix lye into water (use caution) • Heat oils to the proper temperature • Combine lye solution and oils, stirring constantly • Pour the soap mixture into moulds • Let it harden for 24–48 hours. 	Bar soaps made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making bar soap Principles: The student should explain principles related to making bar soap Theories: The student should explain theories related to making bar soap Circumstantial knowledge: The student should explain detailed knowledge	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Oils (e.g., olive oil, coconut oil) • Lye (sodium hydroxide) • Water • Mixing bowls • Soap moulds • Stirring utensils • Thermometer • Safety gloves, goggles • Measuring scales 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				• Cut and cure soap bars for 4-6 weeks.		related to making bar soap		
		(b) Making liquid soap	Demonstrate – Show students how to mix oils, water, and lye for liquid soap Observe – Have students watch the soap-making process in action. Practice – Allow students to create their own liquid soap mixtures Discuss – Talk about the different ingredients and their roles in liquid soap. Research – Assign students to study various liquid soap recipes and techniques. Collaborate –	The student should be able to: • Combine oils and water. • Mix lye solution with water carefully • Heat oils to proper temperature • Slowly mix the lye solution with the oils, stirring continuously. • Add thickening agents and	Liquid Soaps made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making liquid soap Principles: The student should explain principles related to making liquid soap Theories: The student should explain theories related to making liquid soap	The following tools, safety gear and equipment are to be available: • Oils (e.g., castor oil, olive oil) • Lye (potassium hydroxide) • Water • Mixing containers • Stirring utensils • Fragrances (optional) • Thickening agents (e.g., glycerine) • Measuring tools	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Have students work in pairs to formulate different liquid soap variations Present – Ask students to present their liquid soap results and describe the process	fragrances as desired. • Let the mixture saponify (turn into soap). • Test the soap for thickness and adjust if needed. • Bottle the liquid soap after cooling		Circumstantial knowledge: The student should explain detailed knowledge related to making liquid soap	• Soap containers for storing	
		(c) Making powder detergent	Demonstrate – Show students how to mix the ingredients to create powder detergent Observe – Have students watch the detergent-making process Practice – Allow students to create their own powder detergent mixtures Discuss – Discuss	• The student should be able to: • Measure washing soda, baking soda, and powdered soap. • Mix the ingredients in the correct proportions	Powder detergent made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making powder detergent Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: • Washing soda • Baking soda • Powdered soap (or soap flakes) • Essential oils (optional) • Mixing containers	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the function of each ingredient in the detergent. Research – Assign students to explore different powder detergent formulations Collaborate – Have students work together to formulate a powder detergent recipe. Present – Ask students to present their detergent mixture and explain its uses	<ul style="list-style-type: none"> • Add fragrance or essential oils if desired • Blend ingredients thoroughly to ensure consistency • Test the detergent for effectiveness by dissolving it in water • Store the detergent in an airtight container 		<p>making powder detergent</p> <p>Theories: The student should explain theories related to making powder detergent</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making powder detergent</p>	<ul style="list-style-type: none"> • Measuring spoons and cups • Storage containers • Gloves for handling chemicals 	
	2.5 Making woodcrafts	(a) Preparing material for making woodcrafts	<p>Demonstrate – Show students how to prepare wood and other materials for woodcrafts.</p> <p>Observe – Have students observe the steps involved in selecting and preparing materials</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the appropriate type of wood based on the project • Measure and cut wood to the 	Material for making woodcrafts prepared as per given specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to preparing material for</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Saw (for cutting wood) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Practice – Allow students to prepare wood and other materials for their own projects.</p> <p>Discuss – Discuss the properties of different types of wood and tools</p> <p>Research – Assign students to explore different types of wood used in crafts</p> <p>Collaborate – Organise group projects where students prepare materials for a collective woodcraft</p> <p>Present – Ask students to present the materials they have prepared and explain their choices.</p>	<p>required dimensions.</p> <ul style="list-style-type: none"> • Sand the wood to smooth out rough edges • Check for any defects or knots in the wood • Prepare additional materials such as glue, screws, or nails for assembly. • Organise the workspace for easy access to tools and materials 		<p>making woodcrafts</p> <p>Principles: The student should explain principles related to preparing material for making woodcrafts</p> <p>Theories: The student should explain theories related to prepare immaterial for making woodcrafts</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to preparing</p>	<ul style="list-style-type: none"> • Sandpaper or sanding tools • Measuring tape • Wood glue • Nails or screws • Safety goggles and gloves • Wood filler (if needed) • Workbench or secure surface for crafting 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						material for making woodcrafts		
		(b) Making wood decor	Demonstrate – Show students how to create wood décor items step by step Observe – Encourage students to observe different wood décor styles and techniques Practice – Allow students to create their own wood décor pieces. Discuss – Discuss design ideas and aesthetic considerations in wood décor Research – Assign students to explore wood décor trends and styles.	The student should be able to: <ul style="list-style-type: none"> Choose the type of wood suitable for décor (e.g., pine, oak, plywood). Measure and cut wood to desired shapes and sizes. Sand wood surfaces to smooth out imperfections Paint, stain, or apply finishes to enhance the décor. Attach decorative 	Wood decor made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to making wood decor Principles: The student should explain principles related to making wood decor Theories: The student should explain theories related to making wood decor	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Saw (for cutting wood) Sandpaper or electric sander Paint, stain, or wood finish Brushes or rags for applying finishes Wood glue or screws Decorative embellishments (e.g., stencils, carvings) Measuring tape and ruler 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Organise group projects where students work together on wood décor designs. Present – Ask students to present their completed wood décor items and explain their design choices.	elements like carvings, stencils, or embellishments. <ul style="list-style-type: none"> Assemble components of the décor piece if needed (e.g., frames, and shelves) Allow the piece to dry or set before final display or use. 		Circumstantial knowledge: The student should explain detailed knowledge related to making wood decor	<ul style="list-style-type: none"> Safety goggles and gloves 	
		(c) Making a pastel and mortar	Brainstorm: Guide the students in defining safety terms, identifying safety rules and regulations, and identifying safety gear used in the workshop Practical work: Guide the students on implementing safety rules and	The student should be able to: <ul style="list-style-type: none"> Select types of material Select types of machine Select and prepare tools equipment 	Pastel and mortar made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to making a pastel and mortar Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>regulations in the workshop</p> <p>Activity:</p> <p>Organise the students in manageable groups to identify areas that can cause accidents or incidents if the safety rules are not followed or adhered to</p>	<ul style="list-style-type: none"> • Make woodcrafts • Store woodcrafts safely • Clean the workplace • Store tools and equipment <p>Observe safety</p>		<p>making a pastel and mortar</p> <p>Theories: The student should explain theories related to making a pastel and mortar</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making a pastel and mortar</p>		
		(d) Making Traditional Chair	<p>Demonstrate – Show students how to properly use a mortar and pestle to create a pastel.</p> <p>Observe – Allow students to observe the different</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select pigments and binders (e.g., chalk, 	Pastel and mortar made as per given specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to making traditional chair</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Mortar and pestle • Pigments (e.g., chalk, earth colours) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>techniques for grinding and mixing pastels.</p> <p>Practice – Have students grind ingredients to make their own pastels.</p> <p>Discuss – Discuss the consistency and texture needed for creating a good pastel.</p> <p>Research – Assign students to study the history and usage of pastels in art.</p> <p>Collaborate – Organise group projects where students make pastels and share techniques.</p> <p>Present – Ask students to present their pastels and describe their creation process</p>	<p>clay, and pigments).</p> <ul style="list-style-type: none"> • Measure and mix the ingredients in the mortar • Use the pestle to grind and blend the pigments with the binder until smooth. • Add water or other liquids to adjust consistency if necessary • Test the pastel's texture on a piece of paper. • Store the pastel mixture in a suitable container for use. 		<p>Principles: The student should explain principles related to making traditional chair</p> <p>Theories: The student should explain theories related to making traditional chair</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making traditional chair</p>	<ul style="list-style-type: none"> • Binder (e.g., gum Arabic, clay) • Water or oil (for adjusting consistency) • Mixing container • Protective gloves • Paper or testing surface for texture • Measuring spoons and scale 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.6 Make pottery	(e) Preparing materials and tools for making pottery	Demonstrate – Show students how to gather and prepare pottery materials and tools. Observe – Let students observe the preparation of clay and tools before beginning their work. Practice – Have students set up their own workspace with materials and tools. Discuss – Explain the different types of clay and tools used in pottery making Collaborate – Organise group work to prepare materials for a pottery session. Research – Ask students to study various pottery	The student should be able to: <ul style="list-style-type: none"> Choose the appropriate type of clay (e.g., earthenware, stoneware, porcelain). Gather pottery tools (e.g., wheel, carving tools, sponges, ribs, wire cutters) Prepare a clean workspace for pottery creation. Set up water and clay storage containers for easy access. Ensure all tools are clean and in good condition Arrange materials for 	Materials and tools prepared as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to preparing materials and tools Principles: The student should explain principles related to preparing materials and tools Theories: The student should explain theories related to preparing materials and tools Circumstantial knowledge:	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Pottery clay (earthenware, stoneware, or porcelain) Pottery wheel (optional) Carving tools (e.g., knives, loop tools) Ribs and sponges for shaping Wire cutters for cutting clay Water container for moistening clay Work surface (e.g., pottery board or table) Clean clothes for wiping hands and tools 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			techniques and tools for their tasks. Present – Have students present their prepared materials and tools, explaining their choices	easy access during the pottery process. <ul style="list-style-type: none">Review safety practices for handling materials and tools		The student should explain detailed knowledge related to preparing materials and tools	<ul style="list-style-type: none">Kiln for firing pottery (if applicable)	
		(f) Making a clay cup	Demonstrate – Show students the process of shaping a clay cup from start to finish. Observe – Encourage students to watch the step-by-step process of making a cup. Practice – Have students attempt to shape their own clay cups. Discuss – Talk about the importance of symmetry and technique when	The student should be able to: <ul style="list-style-type: none">Roll out clay to an even thickness for the cup body.Form the base of the cup by rolling a clay ball into a flat circleShape the sides by hand or on a pottery wheel, ensuring smooth walls	clay cup made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">Pottery clayRolling pinPottery wheel (optional)Scoring toolSlip (liquid clay)Carving toolsSpongesKiln for firing	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			making a cup Collaborate – Allow students to work together and help each other with shaping. Research – Assign students to explore various cup-making techniques. Present – Ask students to present their completed cups and explain their process	<ul style="list-style-type: none"> • Attach the base and sides securely using scoring and slipping • Form the handle by rolling clay into a coil and attaching it to the cup. • Smooth the surface and edges using tools and water. • Let the cup dry to leather-hard stage before firing 		Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Water container for smoothing and shaping • Work surface (e.g., pottery board) 	
		(g) Making a clay plate	Demonstrate – Show students how to shape a clay plate using various techniques Observe – Encourage students to watch the plate-shaping	The student should be able to: <ul style="list-style-type: none"> • Roll the clay to an even thickness using a rolling pin 	clay plate made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to make a clay plate	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Pottery clay • Rolling pin 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>process.</p> <p>Practice – Have students attempt to form their own clay plates.</p> <p>Discuss – Talk about the importance of consistency in thickness and shape</p> <p>Collaborate – Students can work together to create a set of plates</p> <p>Research – Assign students to explore different styles and techniques of plate-making</p> <p>Present – Ask students to present their plates, explaining their design choices</p>	<ul style="list-style-type: none"> • Cut out a circle for the plate using a template or freehand • Shape the edges by gently lifting or pinching to form the rim • Smooth the surface and edges with tools or a sponge • Let the plate dry to leather-hard before firing. • If needed, carve or add decoration to the surface • Fire the plate in a kiln, then glaze and fire again 		<p>Principles: The student should explain principles related to making a clay plate</p> <p>Theories: The student should explain theories related to making a clay plate</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making a clay plate</p>	<ul style="list-style-type: none"> • Template or compass • Carving tools • Sponge • Kiln for firing • Water container • Work surface (e.g., pottery board) • Glaze for decoration 	
		(h) Making a clay pot	Demonstrate – Show students the process of making	The student should be able to:	Pottery made conforming to design, size	Underpinning knowledge of Methods used:	The following tools, safety gear and	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			a clay pot using hand-building or wheel-throwing techniques Observe – Encourage students to observe the different steps involved in forming a clay pot. Practice – Have students try making their own clay pots, focusing on technique and form. Discuss – Talk about the importance of uniform thickness and symmetry in pot-making. Collaborate – Students can team up to create a set of pots. Research – Assign students to study different pot	<ul style="list-style-type: none"> • Prepare the clay by wedging to remove air bubbles • Roll out coils or slabs of clay if hand-building or center the clay on a wheel for throwing • Start forming the base by pinching or shaping it into the desired size and form • Gradually build up the walls, shaping them evenly • Smooth and refine the surface with tools or fingers. • Let the pot dry to leather-hard before trimming, adding handles, or decorating. 	and technical specifications	The student should explain methods related to making a clay pot Principles: The student should explain principles related to making a clay pot Theories: The student should explain theories related to making a clay pot Circumstantial knowledge: The student should explain detailed knowledge related to	equipment are to be available: <ul style="list-style-type: none"> • Pottery clay • Pottery wheel (for wheel-thrown pots) • Rolling pin (for hand-building) • Pottery tools (e.g., loop tools, rib tools) • Sponge • Kiln for firing • Water container • Glaze for decoration • Work surface (e.g., pottery board) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			shapes and their historical or cultural significance Present – Have students present their pots, explaining their design and creation process	<ul style="list-style-type: none"> Fire the pot in a kiln, then glaze it and fire again 		making a clay pot		
		(i) Making a clay flower vessel	Demonstrate – Show students how to form a flower vessel using pinch, coil, or slab techniques Observe – Have students observe the process of shaping the clay into flower-like forms and vessels. Practice – Encourage students to create their own flower vessels, focusing on the petal shapes and vessel	The student should be able to: <ul style="list-style-type: none"> Prepare the clay by wedging to remove air pockets Form the base of the vessel, either by coiling, pinching, or using a slab Shape the walls of the vessel and leave space for the flower design 	Pottery made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making a clay flower vessel Principles: The student should explain principles related to making a clay flower vessel	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Pottery clay Rolling pin (for slabs) Pottery wheel or hand-building tools Pottery tools (e.g., loop tools, ribs) Sponge and water container Kiln for firing 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>structure.</p> <p>Discuss – Talk about the importance of balance between the flower design and the vessel form</p> <p>Collaborate – Students can work together to design a collection of flower vessels</p> <p>Research – Ask students to explore different flower shapes and their symbolism across cultures</p> <p>Present – Have students present their flower vessels and explain the techniques used in their creation</p>	<ul style="list-style-type: none"> • Create individual petals using clay slabs or coils, shaping them with fingers or tools • Attach the petals to the vessel, ensuring a smooth connection and balanced design • Add any additional decorative elements (e.g., leaves, texture). • Let the flower vessel dry to leather-hard, trim and smooth any rough edges. • Fire the vessel in a kiln, then glaze it and fire again 		<p>Theories: The student should explain theories related to making a clay flower vessel</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making a clay flower vessel</p>	<ul style="list-style-type: none"> • Glaze for decoration • Work surface (e.g., pottery board) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.7 Making printing on crafts surfaces	(a) Making stencil printing	Demonstrate – Show students how to create stencil prints Observe – Have students observe stencil printing techniques Practice – Allow students to create their own stencil prints Discuss – Engage students in a discussion about stencil design and usage Collaborate – Students work together to design a stencil print project	The student should be able to: <ul style="list-style-type: none"> • Select and cut out the stencil design • Place the stencil on the surface to print • Apply ink or paint through the stencil. • Carefully remove the stencil • Let the print dry before handling • Observe safety precautions (e.g., handling tools safely, working in a well-ventilated area) • Store tools and materials 	Printing on crafts surfaces made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making stencil printing Principles: The student should explain principles related to making stencil printing Theories: The student should explain theories related to making stencil printing Circumstantial knowledge: The student should explain detailed knowledge	The following tools, safety gear and equipment should <ul style="list-style-type: none"> • Stencil material (e.g., acetate, cardboard) • Scissors or craft knife • Ink or paint • Printing surface (e.g., paper, fabric) • Sponge or brush for applying paint 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				properly after use		related to making stencil printing		
		(b) Making intaglio printing	Demonstrate – Show students how to create intaglio prints Observe – Have students watch the intaglio printing process. Practice – Students create their own intaglio prints using appropriate techniques Discuss – Lead a discussion about the types of intaglio prints and their applications Collaborate – Students work together to create a	The student should be able to: <ul style="list-style-type: none"> • Select a plate material (e.g., metal, and acrylic) • Etch or carve the design into the plate • Apply ink to the plate, ensuring it fills the etched areas • Wipe excess ink off the plate's surface • Place paper onto the plate and run it through a press • Observe safety precautions (e.g., handling 	Printing on crafts surfaces made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Etching tools (e.g., burin, etching needle) • Intaglio ink • Printing press • Paper • Gloves and apron for safety 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			series of intaglio prints	sharp tools, using protective gear). <ul style="list-style-type: none">• Store tools and materials after use		workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety		
		(c) Making screen printing	Demonstrate – Show students how to create screen prints. Observe – Have students observe the screen printing process Practice – Students create their own screen prints using appropriate techniques	The student should be able to: <ul style="list-style-type: none">• Prepare the screen and stencil with the design.• Apply ink to the screen, ensuring even coverage• Use a squeegee to press the ink through the	screen printing made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making screen printing Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Screen (e.g., mesh screen, wooden frame)• Squeegee• Screen printing ink• Stencil or film	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss – Lead a discussion about the different types of screen printing Collaborate – Students work together to produce a set of screen prints.	screen onto the material. <ul style="list-style-type: none"> Allow the print to dry properly Observe safety precautions (e.g., handling chemicals, using protective gear) Store tools and equipment after use 		making screen printing Theories: The student should explain theories related to making screen printing Circumstantial knowledge: The student should explain detailed knowledge related to making screen printing	<ul style="list-style-type: none"> Printing press or table Fabric or paper for printing Emulsion for screen coating Exposure unit for creating stencils Chemicals (e.g., screen cleaner, degreaser) Gloves, aprons, and safety goggles Drying rack or space for prints to cure 	
		(d) Making heat transfer printing	Demonstrate – Show students how to create heat transfer prints Observe – Have students observe the process of applying heat transfer prints. Practice –	The student should be able to: <ul style="list-style-type: none"> Select and prepare the design for printing Choose the appropriate 	Heat transfer printing made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making heat transfer printing	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Heat press machine Transfer paper (e.g., sublimation or vinyl) Heat transfer vinyl (HTV) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Students practice applying heat transfer prints on different materials.</p> <p>Discuss – Discuss the types of materials suitable for heat transfer printing</p> <p>Collaborate – Students work in pairs or groups to complete a heat transfer printing project</p>	<p>transfer paper and material for printing</p> <ul style="list-style-type: none"> • Set the heat press to the correct temperature and pressure • Apply the design to the material using the heat press • Ensure the design adheres properly and let it cool • Observe safety and precautionary measures (e.g., avoid burns, use heat-resistant gloves) • Store tools and equipment after completing the process 		<p>Principles: The student should explain principles related to making heat transfer printing</p> <p>Theories: The student should explain theories related to making heat transfer printing</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making heat transfer printing</p>	<ul style="list-style-type: none"> • Cutting machine (e.g., Cricut, Silhouette) • Weeding tools for vinyl • Protective gloves and heat-resistant tools • Clothing or fabric for printing • Scissors or cutting tools • Adhesive spray or transfer tape • Safety goggles and aprons <p>Drying space for printed items</p>	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
3.0 Performing weaving	3.1 Performing basket weaving	(a) Weaving grass basket	Demonstrate – Show students the process of weaving a grass basket. Observe – Have students observe the steps of grass weaving for proper technique Practice – Students practice weaving a small grass basket. Discuss – Discuss the importance of symmetry and tight weaving in basket-making. Collaborate – Have students work together to weave a larger grass basket	The student should be able to: <ul style="list-style-type: none"> • Gather and prepare the grass material (e.g., soak to soften) • Select a suitable weaving pattern for the basket • Start weaving the base of the basket, ensuring it is even and secure • Continue weaving up the sides, maintaining even tension on the grass strands. • Shape the basket as it forms, checking for evenness. 	<ul style="list-style-type: none"> • grass basket made conforming to design, size and technical specifications 	Underpinning knowledge of Methods used: The student should explain methods related to weaving grass basket Principles: The student should explain principles related to weaving grass basket Theories: The student should explain theories related to weaving grass basket Circumstantial knowledge: The student should explain detailed knowledge	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Grass or other suitable plant material • Scissors or sharp knife for trimming • Ruler or measuring tape • Basket mould or frame (optional) • Protective gloves • Weaving needles (optional) • Water for soaking grass • Apron or cloth for cleaning the workspace 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Secure the top of the basket when finished, trimming any excess grass. Observe safety and precautionary measures (e.g., sharp tools for cutting) Store tools and materials after completion 		related to weaving grass basket		
		(b) Weaving beads basket	<p>Demonstrate – Show students the steps to weave a beads basket, emphasizing techniques for incorporating beads into the weave</p> <p>Observe – Students observe how beads are integrated into the basket weaving process</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select beads and materials (e.g., thread, wire, or flexible cord) Prepare beads by sorting them according to colour or size for pattern design 	beads basket made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Beads (glass, wooden, or plastic) Thread, wire, or flexible cord Needle (for threading beads) Scissors or wire cutters 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Students practice weaving a small beads basket. Discuss – Discuss how bead placement impacts the design and stability of the basket Collaborate – Students work together to create a larger, more complex beads basket	<ul style="list-style-type: none"> • Begin weaving the base of the basket using thread or wire • Incorporate beads at regular intervals as the weaving progresses • Weave the sides of the basket, adding beads as desired to enhance design. • Ensure beads are securely threaded to avoid shifting during the process • Shape the top of the basket, securing the ends of the thread or wire • Observe safety and precautionary measures when 		maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Ruler or measuring tape • Bead organiser (for sorting beads) • Pliers (if using wire) • Protective gloves (for handling sharp tools) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				handling sharp needles or wire • Store tools and materials after the completion of the basket				
		(c) Weaving sisal basket	Demonstrate – Show students how to weave a sisal basket using basic weaving techniques Observe – Students observe the process, focusing how to handle the sisal material. Practice – Students practice weaving small sections of the basket Discuss – Discuss the benefits of sisal for basket weaving and its durability. Collaborate – Students work	The student should be able to: <ul style="list-style-type: none"> Choose the right length and thickness of sisal Begin with a solid base, weaving tightly to ensure stability Gradually build the sides of the basket, maintaining even tension. Keep the weave consistent for a smooth, uniform look 	sisal basket made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to weaving sisal basket Principles: The student should explain principles related to weaving sisal basket Theories: The student should explain theories related to weaving sisal basket	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Sisal fibres Scissors or knife Ruler or measuring tape Needle (for threading) Safety gloves Basket mould (optional) Storage containers for sisal 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			together to weave a larger sisal basket	<ul style="list-style-type: none"> Secure the ends of the sisal when finishing the basket Observe safety precautions while cutting and handling sisal. Store tools and materials after use to avoid damage 		Circumstantial knowledge: The student should explain detailed knowledge related to weaving sisal basket		
		(d) Weaving bamboo basket	Demonstrate – Show students how to weave a bamboo basket, explaining the steps involved Observe – Students observe the process, paying attention to the bamboo handling and weaving technique Practice – Have students practice weaving small sections of the	The student should be able to: <ul style="list-style-type: none"> Choose suitable bamboo strips that are flexible and durable. Soak the bamboo strips to make them more pliable for weaving. Begin weaving the basket by creating the 	bamboo basket made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to weaving bamboo basket Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Bamboo strips Scissors or pruning shears Needle or awl (for weaving) Ruler or measuring tape Water container (for soaking bamboo) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			bamboo basket. Discuss – Discuss the importance of soaking bamboo for flexibility and strength. Collaborate – Students work together to complete a larger bamboo basket	base and ensuring it's even <ul style="list-style-type: none"> Continue weaving the sides, maintaining consistent tension. Secure the bamboo ends at the top or bottom of the basket. Observe safety precautions when handling sharp bamboo ends. Store materials properly after use to maintain quality 		weaving bamboo basket Theories: The student should explain theories related to weaving bamboo basket Circumstantial knowledge: The student should explain detailed knowledge related to weaving bamboo basket	<ul style="list-style-type: none"> Glue (optional, for securing ends) Storage bins or containers for bamboo materials 	
		(e) Weaving cord basket	Demonstrate – Show students how to weave a cord basket using basic weaving	The student should be able to: <ul style="list-style-type: none"> Select appropriate 	Woven Basket made conforming to design, size	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			techniques Observe – Students observe the process, focusing on cord handling and weaving direction Practice – Students practice creating small sections of a cord basket Discuss – Discuss the importance of uniform tension when weaving cords Collaborate – Students collaborate to complete a larger cord basket	cords (e.g., cotton, and nylon) for the basket <ul style="list-style-type: none"> • Begin with a sturdy base and weave tightly to form the foundation • Maintain even tension as you weave the sides, ensuring consistency. • Finish the basket by securing the cord ends neatly • Observe safety precautions when using cutting tools • Store tools and materials properly after use to prevent damage 	and technical specifications	methods related to cord basket Principles: The student should explain principles related to cord basket Theories: The student should explain theories related to cord basket Circumstantial knowledge: The student should explain detailed knowledge related to cord basket	<ul style="list-style-type: none"> • Cord (cotton, nylon, or other materials) • Scissors or utility knife • Needle (for threading) • Ruler or measuring tape • Glue or adhesive (optional) • Storage containers for cord materials 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(f) Weaving grass basket	Demonstrate – Show students how to weave a grass basket, explaining the steps involved Observe – Students observe the process, paying attention to the grass preparation and weaving technique Practice – Have students practice weaving small sections of the grass basket Discuss – Discuss the importance of selecting the right type of grass for strength and flexibility. Collaborate – Students work together to complete a larger grass basket	The student should be able to: <ul style="list-style-type: none"> • Select strong, flexible grass for weaving. • Prepare the grass by cleaning and cutting it to the right size • Start weaving the base of the basket, ensuring even spacing • Continue weaving the sides, keeping tension consistent for an even shape • Secure the ends of the grass at the top or bottom of the basket • Observe safety precautions 	grass basket made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to weaving grass basket Principles: The student should explain principles related to weaving grass basket Theories: The student should explain theories related to weaving grass basket Circumstantial knowledge: The student should explain detailed knowledge	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Grass (e.g., long grasses or reeds) • Scissors or knife • Needle or awl (for weaving) • Ruler or measuring tape • Water (for soaking grass, optional) • Storage bins or containers for grass materials 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				when handling sharp grass ends. <ul style="list-style-type: none"> Store materials properly after use to prevent drying out or damage 		related to weaving grass basket		
	3.2 Performing mats weaving	(g) Weaving palm (<i>ukindu</i>) mat	Demonstrate – Show students how to weave a palm (<i>ukindu</i>) mat, explaining the preparation of palm leaves and weaving technique Observe – Students observe the process, focusing how to prepare and weave the palm leaves. Practice – Have students practice weaving small sections of the palm mat. Discuss – Discuss the importance of	The student should be able to: <ul style="list-style-type: none"> Choose and prepare palm leaves by cutting and cleaning them Soak the palm leaves to make them flexible for weaving Begin weaving the palm leaves by alternating them in a consistent pattern Keep even tension during 	Woven mats performed conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to weaving palm (<i>ukindu</i>) mat Principles: The student should explain principles related to weaving palm (<i>ukindu</i>) mat Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Palm leaves (<i>ukindu</i>) Scissors or knife Needle or awl Ruler or measuring tape Storage containers for palm leaves 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			selecting and preparing palm leaves for strength and flexibility. Collaborate – Students work together to weave a complete palm mat.	weaving to maintain the shape and size of the mat. <ul style="list-style-type: none">• Finish by securing the edges of the mat neatly• Store the materials properly to preserve the quality of the palm leaves		weaving palm (<i>ukindu</i>) mat Circumstantial knowledge: The student should explain detailed knowledge related to weaving palm (<i>ukindu</i>) mat		
		(h) Weaving grass mat	Demonstrate – Show students how to weave a grass mat, explaining the steps involved in preparing the grass and weaving technique. Observe – Students observe the process, paying attention to how the grass is prepared and woven into the mat	The student should be able to: <ul style="list-style-type: none">• Select and prepare grass by cutting and cleaning it• Soak the grass to soften it for weaving• Begin weaving the grass in a consistent pattern,	Grass mat performed conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Grass (e.g., reed, straw)• Scissors or knife• Ruler or measuring tape• Needle or thread for securing ends	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Have students practice weaving small sections of the grass mat. Discuss – Discuss the importance of selecting the right type of grass for durability and flexibility. Collaborate – Students work together to complete a larger grass mat	alternating over and under. <ul style="list-style-type: none"> • Maintain even tension to ensure the mat stays uniform. • Finish by securing the edges of the mat. • Store the materials properly to maintain the grass quality 		maintaining workshop safety Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Storage baskets or containers for prepared grass 	
		(i) Weaving stem (<i>matete</i>) mat	Demonstrate – Show students how to weave a stem (matete) mat, explaining the	The student should be able to: <ul style="list-style-type: none"> • Select and prepare the 	Woven mats performed conforming to design, size	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>preparation of the stems and the weaving technique.</p> <p>Observe – Students observe the process, focusing how the stems are prepared and woven into the mat.</p> <p>Practice – Have students practice weaving small sections of the stem mat.</p> <p>Discuss – Discuss the importance of selecting the right type of stem for strength and flexibility.</p> <p>Collaborate – Students work together to complete a larger stem mat</p>	<p>stems by cleaning and cutting them into equal lengths.</p> <ul style="list-style-type: none"> • Soak the stems to make them pliable for weaving. • Begin weaving the stems, alternating over and under to form the mat • Maintain consistent tension to ensure an even pattern • Finish by securing the ends of the stems to complete the mat. • Store materials properly to 	and technical specifications	<p>methods related to weaving stem (<i>matete</i>)</p> <p>Principles: The student should explain principles related to weaving stem (<i>matete</i>)</p> <p>Theories: The student should explain theories related to weaving stem (<i>matete</i>)</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to weaving stem (<i>matete</i>)</p>	<ul style="list-style-type: none"> • Stems (<i>matete</i>) • Scissors or knife • Ruler or measuring tape • Needle and thread for finishing • Storage baskets or containers for the stems 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				prevent damage to the stems				
	3.3 Making ornament	(a) Making necklace wear	<p>Demonstrate – Show students how to make a necklace, explaining the process of choosing beads, stringing, and finishing techniques.</p> <p>Observe – Students observe the process, focusing on bead selection, arrangement, and stringing technique</p> <p>Practice – Have students practice stringing beads and creating simple necklace designs.</p> <p>Discuss – Discuss the importance of choosing the right beads, thread, and securing the necklace properly.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select beads, clasp, and thread for the necklace. • Measure the desired length of the necklace and cut the thread accordingly • Thread beads onto the string in the chosen design pattern • Secure the ends of the thread with a clasp and knots for stability • Test the necklace for 	necklace wear made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making necklace wear</p> <p>Principles: The student should explain principles related to making necklace wear</p> <p>Theories: The student should explain theories related to making necklace wear</p> <p>Circumstantial knowledge: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Beads • Necklace thread or cord • Clasps • Needle for threading • Scissors • Measuring tape or ruler • Jewellery pliers for securing clasps and knots 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Students work together to create a final necklace design	durability and comfort • Store tools and materials properly after use		detailed knowledge related to making necklace wear		
		(b) Making waist wear	Demonstrate – Show students how to make waist wear, explaining the process of choosing fabric, measuring, and sewing Observe – Students observe the process, focusing on fabric selection, measurement, and sewing techniques. Practice – Have students practice measuring and stitching waist wear Discuss – Discuss the importance of correct	The student should be able to: • Select fabric based on comfort and durability • Measure waist size and determine the required length and width • Cut the fabric to the measured dimensions • Sew the fabric into the desired waist wear shape. • Add any decorative	Ornaments made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining	The following tools, safety gear and equipment are to be available: • Fabric (e.g., cotton, linen, or elastic) • Measuring tape • Scissors • Sewing machine or hand-sewing needle • Pins or fabric clips • Thread • Fasteners (e.g., buttons, zippers, or hooks)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			measurements and fabric choice for comfort and durability Collaborate – Students work together to create a complete waist wear design	elements or fasteners (e.g., buttons, zippers). • Test the waist wear for fit and comfort • Store tools and materials properly after use.		workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety		
		(c) Making earring		The student should be able to:	earring made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making earring Principles: The student should explain principles		

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						<p>related to making earring</p> <p>Theories: The student should explain theories related to making earring</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making earring</p>		
		(d) Making hair clipper	<p>Demonstrate – Show students how to make earrings using ornaments, explaining the steps involved in selecting materials and assembling the earrings</p> <p>Observe – Students observe the process,</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select appropriate ornaments (e.g., beads, stones, or charms) • Choose earring hooks or studs 	Ornaments made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making hair clipper</p> <p>Principles: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Ornaments (e.g., beads, charms, crystals) • Earring hooks or studs • Jewelry wire or glue 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>focusing on the selection of ornaments and techniques for attachment.</p> <p>Practice – Have students practice creating small earring designs using various ornaments.</p> <p>Discuss – Discuss the importance of choosing the right ornaments for durability, style, and comfort</p> <p>Collaborate – Students work together to create a set of earring designs</p>	<p>based on design preference</p> <ul style="list-style-type: none"> • Arrange ornaments in a desired pattern or design • Attach the ornaments to the earring hooks or studs using wire or glue • Ensure the design is secure and balanced for wearing comfort. • Test the earrings for durability and adjust if needed. • Store tools and materials properly after use 		<p>principles related to making hair clipper</p> <p>Theories: The student should explain theories related to making hair clipper</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining workshop safety</p>	<ul style="list-style-type: none"> • Pliers (for bending wire) • Scissors • Beading thread or cord • Decorative elements (e.g., feathers, gemstones) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(e) Making bracelets by ornaments	Demonstrate – Show students how to make bracelets using ornaments, explaining the steps involved in selecting materials and assembling the bracelet Observe – Students observe the process, paying attention to how the ornaments are arranged and attached Practice – Have students practice creating small bracelet designs using various ornaments. Discuss – Discuss the importance of choosing the right ornaments for aesthetics, durability, and comfort	The student should be able to: <ul style="list-style-type: none"> • Select appropriate ornaments (e.g., beads, charms, or stones) for the bracelet design • Choose a suitable bracelet base (e.g., string, elastic cord, or wire) • Arrange ornaments in the desired pattern on the bracelet base. • Attach the ornaments to the bracelet using wire, glue, or knots • Ensure the bracelet fits 	bracelets made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making bracelets Principles: The student should explain principles related to making bracelets Theories: The student should explain theories related to making bracelets Circumstantial knowledge: The student should explain detailed knowledge	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Ornaments (e.g., beads, charms, crystals) • Bracelet base (e.g., string, elastic cord, or wire) • Jewellery wire, glue, or beading thread • Pliers (for bending wire) • Scissors • Decorative elements (e.g., clasps, spacers) • Beading needle (if using thread) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Students work together to create a set of matching bracelet designs	comfortably and securely <ul style="list-style-type: none">• Test the bracelet for durability and adjust if needed.• Store tools and materials properly after use		related to making bracelets		
		(f) Making ankle	Demonstrate – Show students how to make an ankle bracelet using ornaments, explaining the steps involved. Observe – Students observe the process, focusing how to select and arrange the ornaments on the ankle bracelet. Practice – Have students practice making small ankle bracelet designs with various	The student should be able to: <ul style="list-style-type: none">• Select appropriate ornaments (e.g., beads, charms, or stones) for the ankle bracelet• Choose a suitable base (e.g., elastic cord, chain, or thread)• Plan the arrangement of the ornaments	ankle made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making ankle Principles: The student should explain principles related to making ankle Theories: The student should explain theories	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Ornaments (e.g., beads, charms, crystals)• Base materials (e.g., elastic cord, chain, or thread)• Jewelry wire, glue, or beading thread• Pliers (for bending wire)• Scissors	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			ornaments. Discuss – Discuss the importance of choosing comfortable and durable materials for ankle wear. Collaborate – Students work together to create matching ankle bracelets for a group project.	to create a balanced design <ul style="list-style-type: none">Secure the ornaments onto the bracelet base using knots, wire, or claspsEnsure the ankle bracelet fits comfortably around the ankle.Test the bracelet for durability and adjust as needed.Store tools and materials properly after use		related to making ankle Circumstantial knowledge: The student should explain detailed knowledge related to making ankle	<ul style="list-style-type: none">Clasps and fastenersDecorative elements (e.g., spacers, connectors)<input type="checkbox"/> Beading needle (if using thread)	
4.0 Performing moulding 5.0 Performing beads decoration	4.1 Performing free hand moulding items	(a) Moulding a plate	Demonstrate – Show students how to mould a plate, explaining the steps and techniques involved	The student should be able to: <ul style="list-style-type: none">Choose appropriate material (e.g., clay, plaster, or	Plate moulded conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related	This element can be achieved at a workplace or training institution	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
6.0 Performing recycled waste products			<p>Observe – Students observe the process, focusing on the proper handling of the material and mould.</p> <p>Practice – Have students practice moulding small plate shapes from clay or other materials</p> <p>Discuss – Discuss the importance of even thickness and symmetry in the plate design.</p> <p>Collaborate – Students work together to mould a set of plates, discussing challenges and solutions</p>	<p>other moulding materials).</p> <ul style="list-style-type: none"> • Prepare the material by kneading or mixing it to a workable consistency • Roll out the material evenly to the desired thickness for the plate • Press the material into a mould or shape by hand to form the plate. • Smooth the edges and surface of the plate for a uniform look. • Allow the plate to dry or set, depending on the material used. 		<p>to moulding a plate</p> <p>Principles: The student should explain principles related to moulding a plate</p> <p>Theories: The student should explain theories related to moulding plate</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to moulding plate</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Clay or plaster • Moulding tools (e.g., rolling pin, spatula) • Plate mould or template • Water or lubricant for smooth finishing • Sandpaper (for smoothing edges) • Kiln or drying equipment (for clay plates) • Gloves and protective gear 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and materials properly after use. 				
		(b) Moulding a cup	<p>Demonstrate – Show students how to mould a cup, explaining the steps and techniques involved.</p> <p>Observe – Students observe the process, focusing on the proper handling of the material and shaping of the cup.</p> <p>Practice – Have students practice moulding small cup shapes from clay or other materials.</p> <p>Discuss – Discuss the importance of even thickness and balance in the cup</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select appropriate material (e.g., clay, plaster, or other moulding materials). Knead or mix the material to the right consistency for moulding. Roll out the material evenly, ensuring the correct thickness for the cup. Shape the material into the cup, either 	Cup moulded conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to moulding a cup</p> <p>Principles: The student should explain principles related to moulding a cup</p> <p>Theories: The student should explain theories related to moulding a cup</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Clay or plaster Moulding tools (e.g., rolling pin, spatula) Cup mould or template Water or lubricant for smooth finishing Sandpaper (for smoothing edges) Kiln or drying equipment (for clay cups) Gloves and protective gear 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			design. Collaborate – Students work together to mould a set of cups, discussing challenges and solutions.\	using a mould or hand-building techniques <ul style="list-style-type: none"> • Smooth the surface and edges of the cup for a refined finish. • Allow the cup to dry or set, depending on the material used. • Store tools and materials properly after use 		The student should explain detailed knowledge related to moulding a cup		
		(c) Moulding a bowl	Demonstrate – Show students how to mould a bowl, explaining each step and the techniques involved Observe – Students observe the process, focusing on the	The student should be able to: <ul style="list-style-type: none"> • Choose the material (e.g., clay, plaster, or other moulding mediums). 	Bowl moulded conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to moulding a bowl Principles: The student should	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Clay or plaster • Moulding tools (e.g., rolling pin, spatula) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>material handling and shaping techniques.</p> <p>Practice – Have students practice moulding small bowl shapes using the chosen material.</p> <p>Discuss – Discuss the importance of symmetry, thickness, and balance in moulding a bowl.</p> <p>Collaborate – Students work together to mould a set of bowls, exchanging ideas and refining their technique.</p>	<ul style="list-style-type: none"> • Prepare the material, ensuring it is at the right consistency for moulding. • Roll out the material evenly to the desired thickness for the bowl. • Shape the material into a bowl, using either a mould or hand-building techniques. • Smooth the surface and edges for a clean finish. • Let the bowl dry or set, depending on the material used 		<p>explain principles related to moulding a bowl</p> <p>Theories: The student should explain theories related to moulding a bowl</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to moulding a bowl</p>	<ul style="list-style-type: none"> • Bowl mould or template • Water or lubricant for smoothing • Sandpaper for finishing • Kiln or drying equipment (for clay bowls) • Protective gloves and safety gear 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment properly after use 				
		(d) Moulding a pot	<p>Demonstrate – Show students how to mould a pot, explaining the different techniques and steps involved.</p> <p>Observe – Students observe the process, paying attention to how the pot is shaped and structured.</p> <p>Practice – Have students practice moulding small pot shapes using the chosen material.</p> <p>Discuss – Discuss the importance of symmetry, depth, and wall thickness when moulding a pot.</p> <p>Collaborate –</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Choose the material (e.g., clay, terracotta, or other moulding mediums) Prepare the material to the right consistency for moulding Roll or shape the material into the base and walls of the pot Use hands or tools to form the shape and smooth out the surface 	Pot moulded conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to moulding a pot</p> <p>Principles: The student should explain principles related to moulding a pot</p> <p>Theories: The student should explain theories related to moulding a pot</p> <p>Circumstantial knowledge: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Clay or terracotta Moulding tools (e.g., rolling pin, shaping tools) Pot mould (optional) Water for smoothing Kiln or drying equipment (for clay pots) Sandpaper for finishing Safety gear (e.g., gloves, apron) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Students work together to create a set of pots, sharing tips and refining their technique.	<ul style="list-style-type: none"> Let the pot dry or set, depending on the material used. Store tools and equipment properly after use 		detailed knowledge related to moulding a pot		
	4.2 Performing wheel moulding items	(a) Moulding a bowl by wheel moulding	<p>Demonstrate – Show students how to mould a bowl using a potter's wheel, explaining each step</p> <p>Observe – Students observe the wheel moulding process, paying attention to the speed and technique.</p> <p>Practice – Have students practice creating small bowls on the wheel, focusing on shape and control.</p> <p>Discuss – Discuss</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select the appropriate clay for wheel moulding Prepare the clay by wedging to remove air bubbles Center the clay on the wheel head and apply water for smooth moulding Use hands and shaping tools to 	Bowl moulded conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to moulding a bowl</p> <p>Principles: The student should explain principles related to moulding a bowl</p> <p>Theories: The student should explain theories related to</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Pottery wheel Clay (stoneware, porcelain, etc.) Water for lubrication Shaping tools (e.g., rib, wire tool) Kiln for firing Sandpaper for finishing Safety gear (e.g., gloves, apron) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the importance of even pressure and consistent speed when forming the bowl. Collaborate – Students work together to mould bowls, offering tips and sharing techniques.	form the bowl's walls and base <ul style="list-style-type: none">Gradually shape the bowl while maintaining symmetryLet the bowl dry before further shaping or firing.Store tools and equipment after use		moulding a bowl Circumstantial knowledge: The student should explain detailed knowledge related to moulding a bowl		
		(b) Moulding a pot by wheel moulding	Demonstrate – Show students how to mould a pot using a potter's wheel, explaining each step clearly. Observe – Students observe the wheel moulding process, noting the technique and the formation of the pot. Practice – Have	The student should be able to: <ul style="list-style-type: none">Choose the right type of clay suitable for wheel mouldingPrepare and wedge the clay to remove air bubblesCenter the clay on the wheel, adding water for smooth shaping	Pot moulded conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to moulding a pot Principles: The student should explain principles related to moulding a pot	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">Pottery wheelClay (stoneware, earthenware, or porcelain)Water for lubricationShaping tools (e.g., rib, needle tool, sponge)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students practice moulding small pots, focusing on control and symmetry Discuss – Discuss the importance of proper clay preparation and even pressure while shaping the pot. Collaborate – Students work in pairs to mould pots, exchanging tips and providing feedback.	<ul style="list-style-type: none"> • Use hands and tools to form the base and walls of the pot, gradually increasing height • Shape the pot with consistent pressure and speed, ensuring uniform thickness • Allow the pot to dry before firing. • Store tools and equipment properly after use 		Theories: The student should explain theories related to moulding a pot Circumstantial knowledge: The student should explain detailed knowledge related to moulding a pot	<ul style="list-style-type: none"> • Kiln for firing • Sandpaper for finishing • Safety gear (e.g., gloves, apron) 	
		(c) Moulding a cup by wheel moulding	Demonstrate – Show students how to mould a cup using the potter's wheel, explaining the process step by step. Observe – Students observe	The student should be able to: <ul style="list-style-type: none"> • Select the appropriate clay for wheel moulding 	Cup moulded conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to moulding a cup	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Pottery wheel 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the wheel moulding process, focusing on the shaping and detailing of the cup. Practice – Have students practice making small cups, emphasizing control and symmetry. Discuss – Discuss the significance of even pressure and consistency in shaping the cup Collaborate – Students work together to mould cups, sharing techniques and giving feedback	<ul style="list-style-type: none"> • Prepare and wedge the clay to remove air pockets • Center the clay on the wheel, adding water for smooth shaping • Form the base and shape the walls of the cup, ensuring even thickness • Create the cup handle, attaching it once the cup reaches leather-hard stage. • Let the cup dry before firing. • Store tools and equipment properly after use 		<p>Principles: The student should explain principles related to moulding a cup</p> <p>Theories: The student should explain theories related to moulding a cup</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to moulding a cup</p>	<ul style="list-style-type: none"> • Clay (stoneware, earthenware, or porcelain) • Water for lubrication • Shaping tools (e.g., rib, needle tool, sponge) • Kiln for firing • Sandpaper for finishing • Safety gear (e.g., gloves, apron) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	5.1 Making beads classification	(d) classifying size of bead	<p>Demonstrate – Show students how to classify beads based on size, using a variety of beads as examples</p> <p>Observe – Students observe the classification process, noting the differences in bead sizes.</p> <p>Practice – Have students practice sorting beads by size, using measuring tools.</p> <p>Discuss – Discuss the importance of size classification in beadwork and its impact on design.</p> <p>Collaborate – Students work together to classify a large assortment of beads, sharing techniques and measurements.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Collect beads in different sizes for classification. • Use a bead gauge or ruler to measure the size of each bead • Sort beads into categories (e.g., small, medium, large). • Label each category for easy identification. • Store beads in separate containers to maintain organization. • Review and double-check the 	Beads classification made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to classifying size of bead</p> <p>Principles: The student should explain principles related to the classification of bead sizes</p> <p>Theories: The student should explain theories related to the classification of bead sizes</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Bead gauge or ruler • Measuring tape • Containers or trays for sorting • Labelling materials (e.g., tags, stickers) • Storage bins for organised storage 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				classification for accuracy		knowledge related to the classification of bead sizes		
		(e) Applying a sorted type of beads colour	<p>Demonstrate – Show students how to apply a sorted type of beads by colour in beadwork projects.</p> <p>Observe – Students observe the process of applying beads, noting how different colours complement the design.</p> <p>Practice – Have students apply the sorted beads by colour in small projects or samples.</p> <p>Discuss – Discuss how colour choices affect the overall look and mood of beadwork.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Sort beads by colour into separate containers Select a colour scheme that suits the project design Apply beads according to the selected pattern or design. Ensure colour balance and flow throughout the piece Review and adjust bead placement for visual appeal. 	Sorted colours made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Beads in various colours Beading needle and thread Bead mat or work surface Scissors Design or pattern guide for reference Storage containers for beads 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Students work together to create a piece of beadwork using different bead colours	<ul style="list-style-type: none"> Secure beads in place and finish the design 		workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety		
		(f) Applying types of beads	Demonstrate – Show students how to apply different types of beads in beadwork. Observe – Students observe the application of various bead types, noting their uses and effects. Practice – Have students practice applying different bead types in small	The student should be able to: <ul style="list-style-type: none"> Identify the type of bead suitable for the project (e.g., seed beads, glass beads, wooden beads). Choose a pattern or design that incorporates 	Beads types applied conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to the application of different beads types Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Assorted bead types (seed, glass, wooden, etc.) Beading needle and thread Bead mat or work surface Scissors 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>projects.</p> <p>Discuss – Discuss the advantages of using different types of beads for various beadwork designs.</p> <p>Collaborate – Students work together to create a design using a mix of bead types</p>	<p>different bead types</p> <ul style="list-style-type: none"> • Apply beads to the project following the pattern • Combine bead types for texture and visual interest. • Secure beads as needed and ensure even application • Review the completed design to ensure balance and consistency 		<p>applying different types of beads</p> <p>Theories: The student should explain theories related to applying different types of beads</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to applying different types of beads</p>	<ul style="list-style-type: none"> • Beading pattern or design guide • Storage containers for different bead types 	
		(g) Applying types of beads shape	<p>Demonstrate – Show students how to apply various bead shapes in their beadwork</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the type of bead shape 	Types of beads shape applied conforming to design, size	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p>	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Observe – Students observe how different bead shapes are used to create designs and textures.</p> <p>Practice – Have students practice applying different bead shapes to small projects</p> <p>Discuss – Discuss the impact of bead shapes on the overall look of the design.</p> <p>Collaborate – Students work together to incorporate different bead shapes into a collective design</p>	<p>suitable for the project (e.g., round, cube, teardrop, oval)</p> <ul style="list-style-type: none"> • Select a design that highlights the unique properties of each bead shape • Apply the beads according to the pattern, ensuring they align properly • Experiment with mixing different bead shapes for varied texture and dimension • Secure beads and check for consistency in shape placement • Review the final design for 	and technical specifications	<p>methods related to applying different types of beads shape</p> <p>Principles: The student should explain principles related to applying different types of beads shape</p> <p>Theories: The student should explain theories related to applying different types of beads shape</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to applying</p>	<ul style="list-style-type: none"> • Assorted bead shapes (round, cube, teardrop, etc.) • Beading needle and thread • Bead mat or work surface • Scissors • Beading pattern or design guide • Storage containers for sorted bead shapes 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				symmetry and visual balance		different types of beads shape		
		(h) Applying size of bead		The student should be able to:	Beads size applied conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories related to maintaining	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety		
	5.2 Making beading thread	(a) Preparing tools and equipment for making beading thread	Demonstrate – Show students how to apply different bead sizes in their beadwork. Observe – Students observe the effects of using various bead sizes in creating textures and patterns Practice – Have students practice applying different bead sizes to	The student should be able to: <ul style="list-style-type: none">Identify the appropriate bead size for the project based on design and style.Select a pattern or design that requires different bead sizes for variation	Beading thread are made conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to preparing tools and equipment for making beading thread Principles: The student should explain principles	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">Beading Thread Books and GuidesBeading Thread WorkshopsBeading Thread Storage ContainersBeading Thread Spools	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			sample projects Discuss – Discuss the visual impact and balance of using different bead sizes in designs Collaborate – Students work together to incorporate multiple bead sizes into a cohesive design	<ul style="list-style-type: none"> • Apply the beads according to the size needed for each part of the design • Mix bead sizes carefully to maintain balance and harmony in the design. • Secure beads in place, ensuring proper alignment and even spacing. • Review the finished design for uniformity and aesthetic appeal 		<p>related to preparing tools and equipment for making beading thread</p> <p>Theories: The student should explain theories related to preparing tools and equipment for making beading thread</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to preparing tools and equipment for making beading thread</p>		

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(b) Selecting materials for making beading thread	Demonstrate – Show students how to select the appropriate beading thread materials based on bead size and project type. Observe – Students observe the properties of different beading threads (e.g., strength, thickness, and texture). Practice – Have students practice threading needles with various beading threads. Discuss – Discuss the importance of thread selection in ensuring durability and flexibility in beadwork. Collaborate – Students work together to choose	The student should be able to: <ul style="list-style-type: none"> Identify the type of beads to be used and the project requirements. Choose the appropriate thread material (e.g., nylon, silk, elastic, or cotton) based on bead size and desired outcome. Select the thread thickness that will fit the bead holes without compromising strength or flexibility Test the selected thread for durability, 	Beading thread are made conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to selecting materials for making beading thread Principles: The student should explain principles related to selecting materials for making beading thread Theories: The student should explain theories related to selecting materials for making beading thread	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Beading thread (e.g., nylon, silk, cotton, elastic) Thread cutters Beading needles Scissors Beading thread conditioner (optional) Thread storage containers 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			and compare different types of beading thread for specific designs.	flexibility, and ease of use <ul style="list-style-type: none"> Cut the thread to an appropriate length based on the project Store unused thread properly to avoid tangling or damage 		Circumstantial knowledge: The student should explain detailed knowledge related to selecting materials for making beading thread		
	5.3	(c) Making beading thread by (Cotton, Silk, Nylon, Polyester, Wool, Natural Fibres, Sisal, and Bamboo)	Demonstrate – Show students how to make beading thread using various materials such as cotton, silk, nylon, polyester, wool, natural fibres, sisal, and bamboo. Observe – Students observe the different types of fibres and their suitability for beading projects. Practice – Have	The student should be able to: <ul style="list-style-type: none"> Select the fibre material (e.g., cotton, silk, nylon, polyester, wool, natural fibres, sisal, or bamboo) Prepare the fibres by cleaning and untangling them if necessary 	Beading thread made conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making beading thread by (cotton, silk, nylon, polyester, wool, natural fibres, sisal, and bamboo) Principles: The student should	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Cotton, silk, nylon, polyester, wool, sisal, bamboo, or natural fibres Spinning wheel or hand tools for twisting fibres Scissors Dye (optional) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students practice making threads by spinning or twisting the fibres</p> <p>Discuss – Discuss the benefits and drawbacks of each material in terms of durability, flexibility, and appearance.</p> <p>Collaborate – Students work together to create a set of beading threads from different materials, comparing the results.</p>	<ul style="list-style-type: none"> • Twist or spin the fibres to create a consistent thread, ensuring proper thickness for beading • Test the thread for strength, flexibility, and ease of use with beads. • Dye the thread if needed for desired colours, ensuring the dye does not weaken the fibre • Cut the thread into appropriate lengths for beadwork projects • Store the thread properly to prevent tangling and damage 		<p>explain principles related to making beading thread by (cotton, silk, nylon, polyester, wool, natural fibres, sisal, and bamboo)</p> <p>Theories: The student should explain theories related to making beading thread by (cotton, silk, nylon, polyester, wool, natural fibres, sisal, and bamboo)</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed</p>	<ul style="list-style-type: none"> • Beading needles • Thread conditioner (optional) • Storage containers for the thread 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						knowledge related to making beading thread by (cotton, silk, nylon, polyester, wool, natural fibres, sisal, and bamboo)		
	5.4 Decorating traditional clothes	(d) Making capes	Demonstrate – Show students how to make capes, explaining the steps from fabric selection to finishing touches. Observe – Students observe the different fabric types and techniques for stitching and assembling the cape. Practice – Have students practice	The student should be able to: <ul style="list-style-type: none"> Select the fabric for the cape, considering factors like texture, durability, and comfort Measure and cut the fabric according to the desired size and shape for the cape 	Capes made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to make capes Principles: The student should explain principles related to making capes Theories: The student should explain theories	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Fabric (e.g., wool, cotton, polyester) Measuring tape Scissors Sewing machine or needle and thread Buttons, ties, or zippers (for fastening) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			cutting and stitching a simple cape pattern. Discuss – Discuss the importance of fabric selection and how it impacts the cape's durability and comfort. Collaborate – Students work in pairs or small groups to complete a cape, sharing tips and techniques.	<ul style="list-style-type: none"> Stitch the edges of the fabric to prevent fraying and create a smooth finish. Attach any closures (e.g., buttons, ties, zippers) for fastening the cape Add decorative elements (e.g., trim, appliqués) if desired Hem the edges of the cape to the desired length. Test the fit and make any adjustments if necessary Press the cape to remove wrinkles and give it a 		<p>related to make capes</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making capes</p>	<ul style="list-style-type: none"> Decorative trim or appliqué (optional) Iron for pressing Fabric pins 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				polished appearance <ul style="list-style-type: none">• Store the cape in a safe, dry place to maintain its shape.				
		(e) Making traditional skirt	Demonstrate – Show students how to make a traditional skirt, explaining the steps involved. Observe – Students observe the different fabric options and stitching techniques. Practice – Have students practice measuring and cutting fabric for the skirt. Discuss – Discuss the importance of accurate measurements and fabric selection.	The student should be <ul style="list-style-type: none">• Select the fabric type based on comfort and tradition• Measure and cut the fabric to the desired length and shape• Sew the side seams and hem the edges.• Attach waistband or drawstring for fastening• Add decorative elements if needed (e.g.,	Capes made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to skirt making Principles: The student should explain principles related to skirt making Theories: The student should explain theories related to skirt making	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Traditional fabric (e.g., kitenge, cotton)• Measuring tape• Scissors• Needle and thread or sewing machine• Iron for pressing• Embellishments (optional)• Waistband or drawstring for fastening	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Students work together to complete a traditional skirt.	embroidery, beadwork). <ul style="list-style-type: none"> Press the skirt to remove wrinkles. Store the finished skirt properly. 		Circumstantial knowledge: The student should explain detailed knowledge related to skirt making		
		(f) Making <i>vikoi</i> clothes	Demonstrate – Show students how to make <i>vikoi</i> clothes, explaining the steps involved. Observe – Students observe the pattern design and fabric selection process Practice – Have students practice cutting and stitching fabric for <i>vikoi</i> Discuss – Discuss the importance of accurate	The student should be able to: <ul style="list-style-type: none"> Choose the fabric for <i>vikoi</i> (e.g., cotton or linen) Measure and cut the fabric for the body and sleeves. Sew the body and sleeve pieces together Add decorative elements, such as embroidery or patterns. 	Capes made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to make <i>vikoi</i> clothes Principles: The student should explain principles related to make <i>vikoi</i> clothes Theories: The student should explain theories	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> Fabric (cotton, linen, or other traditional fabric) Measuring tape Scissors Needle and thread or sewing machine Iron for pressing Embellishments (optional) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			measurements and traditional style Collaborate – Students work together to complete a <i>vikoi</i> outfit	<ul style="list-style-type: none"> • Attach any fastenings (e.g., buttons or ties). • Press the garment to remove wrinkles. • Store the finished <i>vikoi</i> properly 		related to make <i>vikoi</i> clothes Circumstantial knowledge: The student should explain detailed knowledge related to make <i>vikoi</i> clothes	<ul style="list-style-type: none"> • Fastening materials (e.g., buttons or ties) 	
		(g) Making dress	Demonstrate – Show students how to make a dress, explaining pattern creation and sewing techniques Observe – Students observe the process of fabric selection, cutting, and stitching Practice – Have students practice cutting out the pattern and stitching the dress	The student should be able to: <ul style="list-style-type: none"> • Select fabric suitable for the dress style • Measure the body for correct size and fit • Cut out the dress pattern pieces from fabric • Sew the pieces together, following the 	Dress made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to dress making Principles: The student should explain principles related to dress making Theories: The student should explain theories	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Fabric (e.g., cotton, silk, or polyester) • Measuring tape • Dress pattern • Scissors • Needle and thread or sewing machine • Iron for pressing • Zipper, buttons, or other fastenings 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			together Discuss – Discuss the importance of measurements, fabric choice, and design details. Collaborate – Students work in pairs or groups to complete a dress design	pattern instructions <ul style="list-style-type: none">• Add design details (e.g., pleats, darts, ruffles)• Attach closures (e.g., zipper, buttons, hooks)• Press the dress to smooth out wrinkles• Store the finished dress properly		related to dress making Circumstantial knowledge: The student should explain detailed knowledge related to dress making	<ul style="list-style-type: none">• Tailor's chalk or fabric markers	
		(h) Making gown	Demonstrate – Show students how to make a gown, explaining the design and fitting process Observe – Students observe the gown's construction, paying attention to fabric handling and stitching.	The student should be able to: <ul style="list-style-type: none">• Choose a gown design based on style and occasion• Take measurements to ensure proper fit.	Gown made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to make gown Principles: The student should explain principles	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Fabric (e.g., silk, satin, chiffon)• Measuring tape	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Have students practice cutting, stitching, and fitting the gown. Discuss – Discuss gown styles, fabric selection, and finishing techniques. Collaborate – Students work together to create a gown, sharing design ideas and tips	<ul style="list-style-type: none"> • Select suitable fabric for the gown design (e.g., silk, chiffon). • Cut fabric pieces according to the pattern. • Sew the pieces together, ensuring accuracy in alignment • Add decorative details (e.g., lace, sequins, beads) • Attach zippers, buttons, or other closures • Press the gown to achieve a polished look. • Store the completed gown in a safe, 		related to gown making Theories: The student should explain theories related to make gown Circumstantial knowledge: The student should explain detailed knowledge related to gown making	<ul style="list-style-type: none"> • Gown pattern • Scissors • Needle and thread or sewing machine • Iron for pressing • Zipper, buttons, or clasps • Decorative elements (e.g., lace, beads, sequins) • Tailor's chalk or fabric markers 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				wrinkle-free place				
		(i) Making maasai clothes	<p>Demonstrate – Show students how to make Maasai clothes, explaining the traditional designs and techniques.</p> <p>Observe – Students observe the process, noting the fabric choice, stitching, and patterns used in Maasai clothing.</p> <p>Practice – Have students practice cutting and stitching the fabric to create Maasai attire</p> <p>Discuss – Discuss the cultural significance of Maasai clothing and how to replicate traditional designs.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Choose the appropriate Maasai fabric (e.g., shuka, cotton) Take measurements to ensure a good fit for the wearer. Cut the fabric to the correct length and shape according to the design Sew the fabric pieces together, ensuring neat seams and proper alignment Add traditional elements like 	Maasai clothes s made as per given specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making maasai clothes</p> <p>Principles: The student should explain principles related to making maasai clothes</p> <p>Theories: The student should explain theories related to making maasai clothes</p> <p>Circumstantial knowledge: The student should explain</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Maasai fabric (shuka, cotton, or any preferred material) Measuring tape Scissors Needle and thread or sewing machine Beads, cowhide, or other decorative items Iron for pressing Tailor's chalk or fabric markers Embellishment tools (e.g., embroidery needles, thread) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Students work together to create Maasai clothes, sharing ideas and techniques.	beads, tassels, or cowhide <ul style="list-style-type: none"> • Incorporate vibrant colours and patterns typical of Maasai designs. • Add finishing touches like fringes or embroidery if necessary • Ensure the clothing is comfortable and easy to wear • Store the completed clothing in a safe, dry place. 		detailed knowledge related to making maasai clothes		
	5.5 Making a bag	(a) Making decorated wooden bag	Demonstrate – Show students how to make a decorated wooden bag, explaining the steps of carving, sanding, and decorating the	The student should be able to: <ul style="list-style-type: none"> • Select a suitable type of wood for durability and appearance 	Bag decorated conforming to the design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Wooden panels (e.g., plywood, pine) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>wood</p> <p>Observe – Students observe the process, paying attention to wood selection and decoration techniques</p> <p>Practice – Have students practice sanding and decorating small wooden pieces.</p> <p>Discuss – Discuss the significance of decoration in wooden bag design, focusing on cultural or aesthetic elements.</p> <p>Collaborate – Students work together to design and decorate a wooden bag, sharing ideas and techniques</p>	<ul style="list-style-type: none"> • Measure and cut the wood to the desired shape and size of the bag • Sand the wooden pieces to smooth out rough edges and surfaces • Apply decorative elements (e.g., carvings, painting, or staining) • Add embellishments like beads, fabric, or metal accents • Assemble the wooden pieces, ensuring a secure structure • Attach handles or straps for functionality. 		<p>decorated wooden bag</p> <p>Principles: The student should explain principles related to making decorated wooden bag</p> <p>Theories: The student should explain theories related to making decorated wooden bag</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making</p>	<ul style="list-style-type: none"> • Measuring tape • Saw or jigsaw • Sandpaper • Wood carving tools • Paints, stains, or varnish • Beads, fabric, or metal decorations • Hammer and nails or wood glue • Handles or straps • Protective finish (e.g., clear wood sealer) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Apply a protective finish to preserve the decoration and wood • Store the completed bag in a safe, dry place. 		decorated wooden bag		
		(a) Making bead bag	Demonstrate – Show students how to make a bead bag, explaining the steps of beading, threading, and bag construction. Observe – Students observe the process, paying attention to bead selection, thread techniques, and design patterns. Practice – Have students practice creating small beaded designs and assembling them into bag shapes.	The student should be able to: <ul style="list-style-type: none"> • Select beads of different shapes, sizes, and colours. • Choose strong, flexible thread or cord for durability. • Plan and sketch the design for the bag, ensuring symmetry and balance. • Begin beading by stringing 	Bead bag made conforming to the design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making bead bag Principles: The student should explain principles related to making bead bag Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Beads (e.g., seed beads, glass beads, wooden beads) • Beading thread or nylon cord • Needle (beading or sewing needle) • Scissors • Fabric or leather for the bag base • Thread for stitching 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Discuss – Discuss the importance of pattern, bead type, and the use of beads in bag-making.</p> <p>Collaborate – Students work together to design and create a beaded bag, sharing creative ideas and techniques.</p>	<p>beads in a chosen pattern or design.</p> <ul style="list-style-type: none"> • Attach the beads to a fabric or leather backing, securing them with stitches. • Assemble the beaded sections into a bag shape, attaching them with needle and thread • Add a closure or handle to the bag for practicality. • Secure the final product, ensuring no loose beads. • Store the completed bead bag in a safe 		<p>making bead bag</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making bead bag</p>	<ul style="list-style-type: none"> • Clasp or button for closure • Beadwork pattern or template • Glue (optional, for securing beads) • Bead tray for organizing beads 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				place to avoid damage				
		(b) Making crystal beads bag	Demonstrate – Show students how to make a crystal beads bag, explaining the steps of selecting, threading, and beading techniques Observe – Students observe the process, focusing how to arrange the crystal beads for design and durability Practice – Have students practice threading and beading small sections of the bag. Discuss – Discuss the importance of crystal bead quality, design balance, and bead placement Collaborate –	The student should be able to: <ul style="list-style-type: none"> • Select crystal beads of various sizes, shapes, and colours. • Choose durable thread, such as nylon or beading wire, for the beading process • Sketch and plan the design for the bag, considering how to create a strong structure • Start threading crystal beads, following the design pattern. • Attach the beaded sections to a sturdy 	crystal beads bag made conforming to the design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making crystal beads bag Principles: The student should explain principles related to making crystal beads bag Theories: The student should explain theories related to making crystal beads bag Circumstantial knowledge:	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Crystal beads (e.g., Swarovski or glass crystal beads) • Beading thread or wire • Beading needle • Fabric or leather for backing • Scissors • Needle and thread for assembly • Bag clasp or closure • Bead tray or organiser 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Students work together to create a crystal bead bag, combining creativity and beading techniques	fabric or leather backing <ul style="list-style-type: none"> Assemble the bag shape by stitching the beaded sections together. Add handles or straps, ensuring secure attachment Check the bag for loose beads and secure any unfastened beads. Store the completed crystal bead bag carefully to prevent damage 		The student should explain detailed knowledge related to making crystal beads bag	<ul style="list-style-type: none"> Glue (optional, for extra security) Wire cutters (if using wire) Jewelry pliers for adding clasps or handles 	
		(c) Making a decorate bag	Demonstrate – Show students how to decorate a bag, explaining the techniques of applying decorative	The student should be able to: <ul style="list-style-type: none"> Select the type of bag to decorate (e.g., 	Decorated bag made conforming to the design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to maintaining	The following tools, safety gear and	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>elements such as beads, sequins, or fabric paint</p> <p>Observe – Students observe the process, paying attention to the placement and attachment of decorative elements.</p> <p>Practice – Have students practice applying decorative elements to a small section of the bag.</p> <p>Discuss – Discuss the importance of design consistency, colour coordination, and proper attachment methods.</p> <p>Collaborate – Students work together to decorate a bag, combining</p>	<p>fabric, leather, or canvas)</p> <ul style="list-style-type: none"> Choose appropriate decorative elements (e.g., beads, sequins, embroidery, fabric paint, or appliqué) Plan the design, considering the bag's shape and functionality Apply the chosen decorations carefully, ensuring even placement. Stitch or glue the decorative elements securely to the bag. Add any additional features, such as 		<p>workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining workshop safety</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining</p>	<p>equipment are to be available:</p> <ul style="list-style-type: none"> Bag (fabric, canvas, or leather) Decorative elements (e.g., beads, sequins, fabric paint, embroidery thread, lace) Needle and thread Fabric glue or hot glue gun Scissors Paintbrushes Embroidery hoop (if applicable) Ruler or fabric chalk for measuring and marking <input type="checkbox"/> Sewing machine (optional, for large decorations) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			creativity and decorative techniques.	buttons, lace, or ribbons. <ul style="list-style-type: none"> • Allow any adhesive or paint to dry completely before using the bag. • Check for any loose decorations and secure them if necessary. • Store the decorated bag carefully to avoid damage to the embellishments. 		workshop safety		
	5.6 Making a tablemat	(a) Making wood table mat	Demonstrate – Show students how to make a wood table mat, explaining the materials and techniques used for crafting. Observe – Students observe	The Student should be able to: <ul style="list-style-type: none"> • Select appropriate wood (e.g., bamboo, pine, or plywood). 	Wood tablemat made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making wood table mat	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Wood pieces (bamboo, pine, plywood, etc.) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the process, paying attention to the cutting, sanding, and assembling of the wood pieces. Practice – Have students practice cutting and sanding small wood pieces to prepare for the mat assembly. Discuss – Discuss the importance of selecting the right wood type and finishing for durability and aesthetics. Collaborate – Students work together to assemble and finish a wood table mat.	<ul style="list-style-type: none"> • Measure and cut the wood pieces to the desired size for the mat. • Sand the wood pieces to smooth any rough edges or surfaces. • Arrange the wood pieces in a pattern, ensuring even spacing between them. • Use wood glue or nails to attach the pieces together securely. • Apply a protective finish (e.g., wood varnish or oil) to preserve the wood. • Allow the finish to dry completely 		<p>Principles: The student should explain principles related to making wood table mat</p> <p>Theories: The student should explain theories related to making wood table mat</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to making wood table mat</p>	<ul style="list-style-type: none"> • Saw (manual or power) • Sandpaper or electric sander • Wood glue or small nails • Measuring tape or ruler • Paintbrush or cloth (for applying finish) • Protective wood finish (varnish or oil) • Clamps (optional, to hold pieces while drying) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<p>before using the mat.</p> <ul style="list-style-type: none"> • Check for any loose pieces or uneven spots and make adjustments as needed. • Store the wood mat in a safe place to prevent damage. 				
		(b) Making beads table mate	<p>Demonstrate – Show students how to make a bead tablemat, explaining the process of arranging and stringing beads.</p> <p>Observe – Students observe the different bead types and placement techniques.</p> <p>Practice – Have students practice stringing beads</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select beads based on colour, size, and design preferences. • Measure and cut the beading thread to the required length. • Arrange beads in the desired pattern or design. 	Tablemat made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making beads table mate</p> <p>Principles: The student should explain principles related to</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Beads (various colours and sizes) • Beading thread (nylon or cotton) • Needle (if necessary) • Scissors • Measuring tape • Jewelry pliers 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>into simple patterns.</p> <p>Discuss – Discuss the importance of bead design, symmetry, and secure threading techniques.</p> <p>Collaborate – Students work together to create a beaded tablemat design, combining creativity and technical skills.</p>	<ul style="list-style-type: none"> • Thread beads onto the string, ensuring they are securely in place. • Tie off the ends and secure the beading thread. • Join multiple sections if necessary to create the desired mat size. • Check for symmetry and make adjustments if needed. • Store the finished tablemat properly. 		<p>making beads table mate</p> <p>Theories: The student should explain theories related to making beads table mate</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making beads table mate</p>	<ul style="list-style-type: none"> • Design template (optional) • Thread sealant or glue for securing ends 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Making fabric table mate	Demonstrate – Show students how to make a fabric tablemat, explaining fabric selection and cutting techniques. Observe – Students observe fabric handling, cutting, and sewing methods. Practice – Have students practice measuring and cutting fabric pieces for a tablemat. Discuss – Discuss the importance of fabric durability, texture, and colour coordination. Collaborate – Students work together to assemble and sew the fabric tablemat.	The student should be able to: <ul style="list-style-type: none"> • Select fabric based on design, texture, and durability. • Measure and cut fabric into the desired size and shape. • Sew the fabric pieces together, ensuring neat edges. • Add additional layers or padding for extra thickness if needed. • Hem the edges to prevent fraying. • Add decorative elements like trims, 	Fabric tablemat made conforming to design, size and technical specifications	•Underpinnin g knowledge of Methods used: The student should explain methods related to making fabric table mate Principles: The student should explain principles related to making fabric table mate Theories: The student should explain theories related to making fabric table mate	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Fabric (cotton, linen, or other durable fabric) • Scissors • Needle and thread or sewing machine • Measuring tape • Iron for pressing • Embellishments (optional) • Pins or fabric glue for securing pieces 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				embroidery, or appliqué. <ul style="list-style-type: none">• Press the tablemat for a smooth finish.• Store the finished tablemat properly.		Circumstantial knowledge: The student should explain detailed knowledge related to making fabric table mate		
	6.1 Making wastepaper product	(a) Making flower recycled waste products	Demonstrate – Show students how to create flowers from recycled waste materials, explaining techniques for cutting, shaping, and assembling. Observe – Students observe the types of materials used, such as plastic, paper, or fabric, and how they can be transformed into flower shapes. Practice – Have	The student should be able to: <ul style="list-style-type: none">• Select waste materials such as plastic bottles, old newspapers, or fabric scraps.• Cut and shape the materials into flower petals or leaves.• Assemble the flower by attaching petals to a central base (e.g., a bottle	flower from Waste plastic products made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making flower Principles: The student should explain principles related to making flower Theories: The student should explain theories	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Recycled materials (plastic, paper, fabric, etc.)• Scissors• Glue or adhesive• Paint and brushes• Decorative elements (e.g., glitter, beads)• Flower arranging base (e.g., bottle cap, cardboard)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students practice cutting and shaping waste materials to create flower petals. Discuss – Discuss the importance of sustainability and creativity in using waste materials for crafting. Collaborate – Students work together to make a flower arrangement using recycled materials.	cap or cardboard). <ul style="list-style-type: none">Decorate the flower with paint, glitter, or other embellishments.Let the flowers dry if paint or glue is used.Arrange the flowers into a bouquet or display.Store the finished flowers in a safe place to prevent damage.		related to making flower Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none">Pliers or wire (optional, for extra support)	
		(b) Making picture frame	Demonstrate – Show students how to make a picture frame, explaining the steps involved in measuring, cutting, and assembling. Observe –	The student should be able to: <ul style="list-style-type: none">Select the material for the frame (wood, cardboard, plastic, etc.).	picture frame made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making picture frame	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">Frame material (wood, cardboard, plastic, etc.)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Students observe the materials and tools required for constructing the frame, paying attention to the design and structure.</p> <p>Practice – Have students practice measuring and cutting the frame pieces to size.</p> <p>Discuss – Discuss the importance of precision in cutting and the different design options for frames.</p> <p>Collaborate – Students work together to create a picture frame, combining their skills in cutting, gluing, and assembling.</p>	<ul style="list-style-type: none"> • Measure and cut the frame pieces to the desired size. • Sand the edges for smoothness if using wood. • Assemble the frame by gluing or nailing the pieces together. • Decorate the frame with paint, fabric, or other embellishments. • Allow the frame to dry completely. • Attach a backing to hold the picture in place. • Store the completed frame in a safe place. 		<p>Principles: The student should explain principles related to make picture frame</p> <p>Theories: The student should explain theories related to making picture frame</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making picture frame</p>	<ul style="list-style-type: none"> • Measuring tape or ruler • Scissors or saw • Sandpaper (if using wood) • Glue or nails • Paint and brushes (optional for decoration) • Picture backing material (e.g., cardboard, foam board) • Hammer (if nailing) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(c) Making a card	Demonstrate – Show students how to make a card, explaining the steps involved in folding, cutting, and decorating the card. Observe – Students observe the techniques used in selecting paper, folding, and adding design elements. Practice – Have students practice folding and cutting paper to create the card base. Discuss – Discuss the importance of symmetry, design, and the types of occasions for which cards are made. Collaborate – Students work together to create	The student should be able to: <ul style="list-style-type: none"> • Select the type of paper based on the occasion and design. • Measure and cut the paper to the desired size for the card. • Fold the paper in half or in a specific fold style. • Decorate the front of the card with drawings, stickers, or cut-out designs. • Write a personalized message inside the card. • Allow any glue or paint to dry before handling. 	Card made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making a card Principles: The student should explain principles related to make a making card Theories: The student should explain theories related to making a card Circumstantial knowledge: The student should explain detailed knowledge	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Cardstock or coloured paper • Ruler and measuring tape • Scissors • Glue, tape, or double-sided adhesive • Markers, pens, or paint • Stickers or embellishments • Stamps (optional for decoration) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			personalized cards, combining different design techniques.	<ul style="list-style-type: none"> Store the finished card in a safe place. 		related to making a card		
		(d) Making paper basket	<p>Demonstrate – Show students how to make a paper basket, explaining the folding and weaving techniques involved.</p> <p>Observe – Students observe the process of cutting and assembling the paper pieces for the basket.</p> <p>Practice – Have students practice folding paper strips and weaving them to form the base of the basket.</p> <p>Discuss – Discuss the importance of even folding and precise weaving</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select and cut paper into strips of the desired width and length. Fold the strips into even sections if required. Weave the strips together, starting from the base and moving up. Secure the ends of the strips with glue or tape to maintain the structure. 	Waste plastic products made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making paper basket</p> <p>Principles: The student should explain principles related to making paper basket</p> <p>Theories: The student should explain theories related to making paper basket</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Coloured or recycled paper Ruler Scissors Glue or tape Pencil (for marking fold lines) Bone folder or similar tool for crisp folds Decorative elements (optional) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			for a sturdy basket. Collaborate – Students work together to complete a paper basket, combining their weaving skills and creativity.	<ul style="list-style-type: none"> • Add a handle by attaching a folded strip of paper to opposite sides of the basket. • Press the basket to ensure all edges are smooth and secure. • Store the finished basket properly to maintain its shape. 		Circumstantial knowledge: The student should explain detailed knowledge related to making paper basket		
	6.2 Making waste plastic products	(a) Making plastic flowers	Demonstrate – Show students how to make plastic flowers, explaining the techniques of cutting, shaping, and assembling the petals. Observe – Students observe the process of melting, cutting, and shaping the	The student should be able to: <ul style="list-style-type: none"> • Select and cut plastic sheets into petal shapes. • Use heat or a heat tool to soften the plastic and 	Plastic flowers products made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making plastic flowers Principles: The student should explain principles	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Plastic sheets or bottles • Scissors • Heat tool (e.g., heat gun) • Floral wire or sticks 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			plastic to form flower shapes. Practice – Have students practice cutting plastic pieces and shaping them into flower petals. Discuss – Discuss the importance of safety precautions when working with melted plastic and the creative possibilities for flower designs. Collaborate – Students work together to create a bouquet of plastic flowers, combining different shapes and colours.	shape it into petals. <ul style="list-style-type: none"> Assemble the petals by layering them to form a flower. Attach the petals together with glue or a small wire. Create a stem by wrapping a wire or stick with floral tape. Add decorative elements (e.g., paint, glitter) to enhance the flowers. Store the flowers carefully to avoid damage. 		related to making plastic flowers Theories: The student should explain theories related to making plastic flowers Circumstantial knowledge: The student should explain detailed knowledge related to making plastic flowers	<ul style="list-style-type: none"> Hot glue gun or strong adhesive Floral tape Paint and decorative materials (optional) Safety gloves and protective eyewear 	
		(b) Making plastic toys	Demonstrate – Show students how to make plastic toys, explaining the steps involved	The student should be able to: <ul style="list-style-type: none"> Select the type of plastic 	Plastic toys products made conforming to design, size	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>in shaping, moulding, and assembling the toy parts.</p> <p>Observe – Students observe the process of melting, moulding, and joining plastic pieces to form a toy.</p> <p>Practice – Have students practice cutting and moulding plastic pieces into simple toy shapes.</p> <p>Discuss – Discuss the importance of safety, design considerations, and the potential types of plastic used for toys</p> <p>Collaborate – Students work together to create a plastic toy, sharing ideas and skills to</p>	<p>suitable for toy making (e.g., PVC, polyethylene).</p> <ul style="list-style-type: none"> • Cut or mould plastic pieces into toy components (e.g., body, limbs, wheels) • Use heat or a heat press to shape the plastic into the desired form. • Assemble the pieces using glue, screws, or other connectors • Paint or decorate the toy as needed. • Ensure that all parts are securely attached and 	and technical specifications	<p>methods related to making plastic toys</p> <p>Principles: The student should explain principles related to making plastic toys</p> <p>Theories: The student should explain theories related to making plastic toys</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making plastic toys</p>	<ul style="list-style-type: none"> • Plastic sheets or plastic moulding material • Scissors or cutting tools • Heat press or heat gun • Glue gun or adhesive • Paint and decorative materials • Safety gloves and protective eyewear • Screws, nails, or connectors for assembly 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			assemble the final product	safe for handling. • Store the finished toy properly to prevent damage.				
		(c) Making plastic flower vessels	Demonstrate – Show students how to make plastic flower vessels, explaining the steps of shaping, decorating, and assembling the vessel. Observe – Students observe the process of cutting, bending, and attaching plastic pieces to form the flower vessel. Practice – Have students practice cutting and shaping plastic into simple vessel shapes. Discuss – Discuss	The student should be able to: • Select the type of plastic suitable for making the vessel (e.g., PVC, polyethylene). • Cut plastic sheets into the desired shapes (e.g., circular or square pieces). • Heat or mould the plastic to create the base and sides of the flower vessel. • Attach additional	Plastic flower vessels products made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making plastic flower vessels Principles: The student should explain principles related to making plastic flower vessels Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: • Plastic sheets or plastic moulding material • Scissors or cutting tools • Heat gun or heat press • Glue gun or adhesive • Paint and decorative materials • Safety gloves and protective eyewear	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the importance of choosing the right plastic, techniques for shaping, and decoration methods. Collaborate – Students work together to create a plastic flower vessel, combining their creativity and techniques	plastic pieces to form petals, stems, or decorative elements. <ul style="list-style-type: none">• Paint or decorate the flower vessel to enhance its appearance.• Ensure all edges are smooth and the vessel is securely assembled.• Store the finished flower vessel properly to prevent damage.		making plastic flower vessels Circumstantial knowledge: The student should explain detailed knowledge related to making plastic flower vessels		
	6.3 Producing wood waste products	(a) Making wooden earring from wood waste	Demonstrate – Show students how to make wooden earrings from wood waste, explaining the steps of cutting, shaping, and finishing	The student should be able to: <ul style="list-style-type: none">• Select wood waste with suitable texture and quality	Wooden earring made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making wooden earring	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Wood waste (scrap pieces of wood)• Saw or cutting tool	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Observe – Students observe the process of selecting wood waste, sanding, and assembling the earrings. Practice – Have students practice cutting and shaping small wooden pieces for the earrings Discuss – Discuss the importance of wood selection, safe cutting techniques, and finishing methods for durability. Collaborate – Students work together to create wooden earrings, sharing ideas and technique	<ul style="list-style-type: none"> • Measure and mark the shape of the earrings (e.g., circles, squares, or unique shapes) • Use tools to cut the wood to the desired size and shape • Sand the edges and surface for a smooth finish. • Drill holes for attaching earring hooks or wires • Apply varnish or paint to protect and enhance the wood. • Attach earring hooks or wires securely. 		Principles: The student should explain principles related to make wooden earring Theories: The student should explain theories related to making wooden earring Circumstantial knowledge: The student should explain detailed knowledge related to making wooden earring	<ul style="list-style-type: none"> • Sandpaper or sanding tool • Drill and drill bits • Varnish, paint, or wood finish • Earring hooks or wires • Safety gloves and protective eyewear 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store the finished earrings safely to avoid damage. 				
		(b) Making wooden necklace from wood waste	<p>Demonstrate – Show students how to make a wooden necklace from wood waste, explaining the cutting, shaping, and finishing techniques</p> <p>Observe – Students observe the process of selecting wood waste, sanding, and assembling the necklace pieces.</p> <p>Practice – Have students practice cutting and shaping wooden pieces for the necklace</p> <p>Discuss – Discuss the importance of wood selection, safe cutting</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select wood waste with suitable quality for jewellery making Measure and mark the pieces for the necklace (e.g., beads, pendants, or links) Cut the wood into small, uniform pieces for beads or other shapes Sand the edges and surface for a smooth and polished finish 	Wooden necklace made conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making wooden necklace</p> <p>Principles: The student should explain principles related to make wooden necklace</p> <p>Theories: The student should explain theories related to making wooden necklace</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Wood waste (scrap pieces of wood) Saw or cutting tool Sandpaper or sanding tool Drill and drill bits Thread, wire, or cord Necklace clasp (optional) Varnish or wood finish <input type="checkbox"/> Safety gloves and protective eyewear 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			techniques, and finishing methods to ensure the necklace is durable and comfortable Collaborate – Students work together to create wooden necklaces, sharing their designs and working techniques	<ul style="list-style-type: none"> • Drill holes through the pieces for threading. • String the pieces onto a durable thread, wire, or cord • Attach a clasp or knot the ends securely • Apply a finish or sealant to protect the wood • Store the finished necklace carefully to prevent damage 		Circumstantial knowledge: The student should explain detailed knowledge related to making wooden necklace		
		(c) Making wooden hair clipper from wood waste	Demonstrate – Show students how to make a wooden hair clipper from wood waste, explaining the shaping, sanding, and assembly	The student should be able to: <ul style="list-style-type: none"> • Select the right type of wood waste that is sturdy enough 	Wooden hair clipper made conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to making	The following tools, safety gear and equipment are to be available: be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>steps.</p> <p>Observe – Students observe the process of selecting the right wood waste, cutting, and shaping the parts of the clipper.</p> <p>Practice – Have students practice cutting and shaping wooden pieces for the clipper's frame.</p> <p>Discuss – Discuss the importance of accurate measurements, wood type, and smooth finishes to ensure the clipper functions well.</p> <p>Collaborate – Students work together to create their wooden hair clippers, helping each other with the techniques.</p>	<p>for a functional hair clipper</p> <ul style="list-style-type: none"> • Measure and mark the pieces for the clipper (e.g., handle, comb, and securing parts) • Cut the wood into the required shapes and sizes. • Sand the edges and surfaces for a smooth, polished finish • Drill holes where necessary for screws or pins • Assemble the parts, ensuring that the moving parts function properly • Apply a wood finish or sealant 		<p>wooden hair clipper</p> <p>Principles: The student should explain principles related to making wooden hair clipper</p> <p>Theories: The student should explain theories related to making wooden hair clipper</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to making wooden hair clipper</p>	<ul style="list-style-type: none"> • Wood waste (scrap wood suitable for the clipper) • Saw or cutting tool • Sandpaper or electric sander • Drill and drill bits • Screws or nails (for assembly) • Wood glue (optional) • Wood finish or sealant • Safety gloves and protective eyewear 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				to protect the wood • Test the clipper for comfort and functionality • Store the finished product safely				
	6.4 Making a glass waste product	(a) Make glass candle holder from glass waste products	Demonstrate – Show students how to make a glass candle holder from glass waste products, explaining the steps involved in cutting, shaping, and finishing. Observe – Students observe the process of selecting appropriate glass waste, cutting, and shaping the pieces. Practice – Have students practice handling glass	The student should be able to: • Select clean and suitable glass waste, such as bottles, jars, or glass scraps • Measure and mark the glass for cutting to desired shapes (e.g., a base, sides, or decorative elements) • Cut the glass using a glass cutter or other	Glass candle holder made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to making glass candle holder Principles: The student should explain principles related to making glass candle holder Theories: The student should explain theories related to	The following tools, safety gear and equipment are to be available: • Glass waste products (e.g., bottles, jars, or glass scraps) • Glass cutter or cutting tools • Sandpaper or glass grinder • Strong adhesive (glass glue) • Safety gloves and goggles	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			carefully and cutting it into the desired shapes for the candle holder. Discuss – Discuss the importance of safety when working with glass, and the creative ways to use waste products Collaborate – Students work together to design and create glass candle holders, helping each other with different tasks	tools designed for glass <ul style="list-style-type: none"> • Smooth the edges of the glass to avoid sharp surfaces using sandpaper or a glass grinder • Attach the pieces together using strong adhesive or a suitable method (e.g., heat-sealing). • Add decorative elements, such as paint or glass etching • Test the stability of the holder to ensure it is safe for a candle • Store the finished glass candle holder 		making glass candle holder Circumstantial knowledge: The student should explain detailed knowledge related to making glass candle holder	<ul style="list-style-type: none"> • Decorative elements (optional) • Candle (for testing) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				properly to avoid damage				
		(b) Making a flower glass vase	<p>Demonstrate – Show students how to make a flower glass vase from glass waste, explaining each step</p> <p>Observe – Students observe the cutting, shaping, and assembling of the glass pieces</p> <p>Practice – Have students practice cutting glass safely and shaping the vase</p> <p>Discuss – Discuss the creative design ideas and the importance of glass safety</p> <p>Collaborate – Students work together to design</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select appropriate glass waste (e.g., bottles, jars) • Measure and mark glass for cutting • Cut the glass pieces with a glass cutter • Smooth the edges to avoid sharpness • Assemble the pieces and glue them together • Add decorative elements like paint or designs. 	Make a flower glass vase made as per given specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making a flower glass vase</p> <p>Principles: The student should explain principles related to making a flower glass vase</p> <p>Theories: The student should explain theories related to making a flower glass vase</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Glass waste (e.g., bottles, jars) • Glass cutter • Sandpaper or grinder • Strong adhesive • Decorative elements (e.g., paint, designs) • Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			and create the flower glass vase	<ul style="list-style-type: none"> • Test the vase's stability and functionality • Store the finished vase safely 		Circumstantial knowledge: The student should explain detailed knowledge related to making a flower glass vase		
		(c) Making a decorative glass bottle	Demonstrate – Show students how to make a decorative glass bottle, explaining the steps involved. Observe – Students observe the process of cleaning, decorating, and sealing the bottle. Practice – Have students practice decorating a small glass bottle using various techniques. Discuss – Discuss	The student should be able to: <ul style="list-style-type: none"> • Select a clean glass bottle for decoration • Prepare the surface by cleaning and drying the bottle • Choose your decoration materials (e.g., paint, beads, ribbons) • Apply the decorations, ensuring 	Make a decorative glass bottle made as per given specifications	Underpinning knowledge of Methods used: The student should explain methods related to making a decorative glass bottle Principles: The student should explain principles related to making a decorative glass bottle	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Clean glass bottle • Paint, beads, ribbons, or fabric • Glue or adhesive • Clear varnish • Paintbrushes or sponges • Safety gloves (if necessary) 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the importance of design, colour choices, and the use of materials. Collaborate – Students work together to create a decorative glass bottle, combining their creative ideas.	smooth and even coverage <ul style="list-style-type: none">• Allow the bottle to dry fully before handling.• Seal the design with a clear varnish for protection• Display the bottle creatively or package it for use		Theories: The student should explain theories related to making a decorative glass bottle Circumstantial knowledge: The student should explain detailed knowledge related to making a decorative glass bottle		
7.0 Performing carving	7.1 Carving kitchen utensils	(a) Carving wooden spoon	Demonstrate – Show students how to carve a wooden spoon, explaining the steps involved. Observe – Students observe the carving technique and	The student should be able to: <ul style="list-style-type: none">• Select a suitable wood type (e.g., softwood like pine).	wooden spoon Carved conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to carving wooden spoon	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none">• Wood (e.g., pine or willow)	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>safety precautions while handling tools.</p> <p>Practice – Have students practice carving basic shapes using a small piece of wood.</p> <p>Discuss – Discuss the importance of tool control, patience, and wood selection.</p> <p>Collaborate – Students work together to carve a spoon, sharing techniques and tips.</p>	<ul style="list-style-type: none"> • Draw a basic spoon shape on the wood. • Begin carving the spoon's outline using a carving knife or gouge. • Shape the handle and bowl, carefully removing excess wood. • Smooth the spoon using sandpaper to remove rough edges. • Apply oil or finish to protect and enhance the wood. 		<p>Principles: The student should explain principles related to carving wooden spoon</p> <p>Theories: The student should explain theories related to carving wooden spoon</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to carving wooden spoon</p>	<ul style="list-style-type: none"> • Carving knife or gouge • Sandpaper (various grits) • Pencil for drawing • Wood finish or oil (e.g., mineral oil) • Safety gloves and goggles 	
		(b) Carving <i>kibao cha chapatti</i>	Demonstrate – Show students how to carve a <i>kibao cha chapatti</i> (chapatti board),	The student should be able to:	<i>Kibao cha chapatti</i> Carved conforming to design, size	Underpinning knowledge of Methods used: The student should explain	The following tools, safety gear and equipment are to be available:	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>explaining the steps for shaping and smoothing the wood.</p> <p>Observe – Students observe the process of outlining, carving, and sanding the board.</p> <p>Practice – Guide students as they practice carving a simple circular or rectangular board.</p> <p>Discuss – Discuss the importance of wood selection, durability, and safety in carving.</p> <p>Collaborate – Students work together to create a well-finished <i>kibao cha chapatti</i>, sharing insights and ideas.</p>	<ul style="list-style-type: none"> • Select a strong and durable wood type (e.g., mahogany or teak). • Outline the desired shape of the board on the wood using a pencil. • Use a saw to cut the wood into the outlined shape. • Smooth the edges and surface using sandpaper. • Carve any decorative details if desired. • Apply a food-safe oil or finish to protect the board. 	and technical specifications	<p>methods related to carving <i>kibao cha chapatti</i></p> <p>Principles: The student should explain principles related to carving <i>kibao cha chapatti</i></p> <p>Theories: The student should explain theories related to carving <i>kibao cha chapatti</i></p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to carving <i>kibao cha chapatti</i></p>	<ul style="list-style-type: none"> • Hardwood (e.g., mahogany, teak) • Saw • Sandpaper (various grits) • Pencil for outlining • Carving knife (optional for decorations) • Food-safe oil or wood finish • Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store the finished <i>kibao cha chapatti</i> properly. 				
		(c) Carving tradition stool	<p>Demonstrate – Show students how to carve a traditional stool, explaining the steps for shaping the seat, legs, and assembling</p> <p>Observe – Students observe the carving techniques, focusing how to maintain symmetry and balance.</p> <p>Practice – Guide students as they practice carving a section of the stool, such as a leg or seat.</p> <p>Discuss – Discuss the cultural significance of traditional stools</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select a durable wood suitable for furniture (e.g., mahogany, teak). Outline the stool's seat and legs on the wood Cut the wood into the required pieces using a saw Carve and shape the seat and legs for smoothness and symmetry. Drill holes or grooves to connect the legs 	Kitchen utensils Carved conforming to design, size and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to carving tradition stool</p> <p>Principles: The student should explain principles related to carving tradition stool</p> <p>Theories: The student should explain theories related to carving tradition stool</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Hardwood (e.g., mahogany, teak) Saw Sandpaper Chisel and mallet Drill Wood glue or joints Measuring tape Pencil for outlining Wood finish or polish Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			and the importance of selecting durable wood. Collaborate – Students work together to assemble and finish the stool, applying creative designs and carvings.	to the seat securely. <ul style="list-style-type: none"> Assemble the stool using glue or wooden joints. Smooth all surfaces using sandpaper and apply a wood finish or polish. Store the stool in a safe and clean place. 		The student should explain detailed knowledge related to carving tradition stool		
		(d) Carving bowl		The student should be able to:	Bowl Carved conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to carving bowl Principles: The student should explain principles related to carving bowl		

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
						Theories: The student should explain theories related to carving bowl Circumstantial knowledge: The student should explain detailed knowledge related to carving bowl		
		(e) Carving serving spoon	Demonstrate – Show students how to carve a wooden bowl, explaining the steps for shaping and hollowing out the wood Observe – Students observe the carving techniques, focusing on the use of chisels and	The student should be able to: <ul style="list-style-type: none"> • Select a block of hardwood suitable for carving (e.g., mahogany or oak) • Outline the shape of the bowl on the wood using a pencil. 	Serving spoon Carved conforming to design, size and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to carving serving spoon Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Hardwood block • Pencil for outlining • Saw • Chisels and gouges • Mallet • Sandpaper 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			knives for shaping. Practice – Guide students as they practice carving a small section of the bowl Discuss – Discuss the importance of selecting appropriate wood and ensuring a smooth finish. Collaborate – Students work together to design and carve decorative patterns on the bowl	<ul style="list-style-type: none"> • Use a saw to cut the wood into the rough shape of the bowl. • Hollow out the center using a chisel or gouge. • Shape the outer surface of the bowl using carving tools • Sand all surfaces to ensure smoothness. • Apply a wood finish or sealant for protection • Store the finished bowl in a safe place 		carving serving spoon Theories: The student should explain theories related to carving serving spoon Circumstantial knowledge: The student should explain detailed knowledge related to carving serving spoon	<ul style="list-style-type: none"> • Wood finish or sealant • Safety gloves and goggles 	
	7.2 Carving decoration products	(a) Carving wood comb	Demonstrate – Show students how to carve a wooden comb, explaining the steps for shaping, cutting teeth, and	The student should be able to: <ul style="list-style-type: none"> • Select a flat piece of hardwood 	Wood comb carved conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Flat hardwood piece 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>smoothing the surface.</p> <p>Observe – Students observe the process, paying attention to techniques for precision and symmetry.</p> <p>Practice – Guide students as they practice carving the comb's teeth and shaping the handle.</p> <p>Discuss – Discuss the importance of selecting the right wood and ensuring smooth edges to avoid hair damage.</p> <p>Collaborate – Students work together to design and carve decorative patterns on the comb.</p>	<p>suitable for carving (e.g., teak or maple)</p> <ul style="list-style-type: none"> • Draw the outline of the comb, including the handle and teeth. • Use a saw to cut the comb's basic shape • Carve the teeth carefully with a chisel or fine saw. • Smooth the edges of the teeth and handle with sandpaper. • Add decorative engravings if desired. • Apply a wood finish or polish for protection and smoothness. 		<p>to carving wood comb</p> <p>Principles: The student should explain principles related to carving wood comb</p> <p>Theories: The student should explain theories related to carving wood comb</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to carving wood comb</p>	<ul style="list-style-type: none"> • Pencil for outlining • Saw • Chisel or fine-toothed saw • Sandpaper • Wood finish or polish • Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store the finished comb safely 				
		(b) Carving shield	<p>Demonstrate – Show students how to carve a wooden shield, explaining the steps for shaping, engraving, and smoothing the surface.</p> <p>Observe – Students observe the carving process, noting techniques for creating symmetrical shapes and designs.</p> <p>Practice – Guide students as they practice carving and engraving a small section of the shield.</p> <p>Discuss – Discuss the cultural</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select a flat, sturdy piece of wood appropriate for carving (e.g., mahogany or oak). Sketch the shield shape and decorative patterns onto the wood. Cut out the shield's basic shape using a saw. Use chisels to carve the surface and add decorative engravings. 	shield carved conforming to design, size, and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to carving shield</p> <p>Principles: The student should explain principles related to carving shield</p> <p>Theories: The student should explain theories related to carving shield</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> Hardwood piece Pencil for sketching Saw Chisels and carving tools Sandpaper Paint or wood stain Leather or fabric straps (for handles) Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			significance of shield designs and the importance of sturdy construction. Collaborate – Students work together to design and carve a shield with detailed patterns.	<ul style="list-style-type: none"> • Sand the edges and surface for smoothness. • Apply paint or wood stain to enhance the design. • Attach handles or straps to the back for carrying. • Store the completed shield in a safe place. 		knowledge related to carving shield		
		(c) Carving <i>fimbo ya babu</i>	Demonstrate – Show students how to carve a <i>fimbo ya babu</i> (grandfather's walking stick), explaining the steps for shaping and detailing the stick Observe – Students observe the carving process, focusing	The student should be able to: <ul style="list-style-type: none"> • Select a strong, straight branch or wooden rod suitable for a walking stick • Trim the wood to the desired length and 	<i>Fimbo ya babu</i> carved conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to carving <i>fimbo ya babu</i> Principles: The student should explain principles related to	The following tools, safety gear and equipment are to be available: <ul style="list-style-type: none"> • Wooden branch or rod • Knife or carving tools • Sandpaper • Pencil for sketching 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>on techniques for shaping and adding decorative features.</p> <p>Practice – Guide students to practice carving and smoothing a small section of the walking stick</p> <p>Discuss – Discuss the cultural significance of <i>fimbo ya babu</i> and the importance of proper finishing for durability</p> <p>Collaborate – Students work together to design and carve a unique walking stick with traditional patterns.</p>	<p>remove bark if needed.</p> <ul style="list-style-type: none"> • Sketch decorative patterns or symbols onto the stick • Use carving tools to shape the stick and engrave the designs • Sand the stick to smooth out rough areas • Apply a wood finish, such as varnish or paint, for protection and aesthetics. • Store the finished walking stick in a safe, dry place. 		<p>carving <i>fimbo ya babu</i></p> <p>Theories: The student should explain theories related to carving <i>fimbo ya babu</i></p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to carving <i>fimbo ya babu</i></p>	<ul style="list-style-type: none"> • Varnish or paint • Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		(d) Making carve toys	<p>Demonstrate – Show students how to carve wooden toys, explaining the steps to shape and smooth the wood.</p> <p>Observe – Students observe the carving process, noting techniques for creating toy details.</p> <p>Practice – Guide students to practice carving a simple shape for a toy, such as an animal or vehicle.</p> <p>Discuss – Discuss the importance of safe carving practices and choosing suitable wood types for toys.</p> <p>Collaborate – Students work</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select a block of soft, child-safe wood • Sketch the toy design onto the wood surface • Use carving tools to shape the toy, following the design outline. • Smooth the toy using sandpaper to eliminate rough edges. • Paint or varnish the toy with non-toxic materials. • Allow the toy to dry completely before handling. • Store the finished toys in 	Toys carved conforming to design, size, and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to making carve toys</p> <p>Principles: The student should explain principles related to making carve toys</p> <p>Theories: The student should explain theories related to making carve toys</p> <p>Circumstantial knowledge: The student should explain detailed knowledge</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • Softwood blocks (e.g., pine, cedar) • Carving tools • Sandpaper • Pencil for sketching • Non-toxic paint or varnish • Safety gloves and goggles 	

Module title (main competence)	Unit title (specific competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			together to design and carve a unique wooden toy collection.	a clean, dry place.		related to making carve toys		

Form Four

Table 6: *Detailed Contents for Form Four*

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
1. Managing safe work environment	1.1 Managing hazards	a) Controlling mechanical hazards	Demonstrate – Show students how to carve wooden toys, highlighting safe tool use and precise carving techniques. Observe – Have students observe the carving process, noting key actions like shaping and smoothing edges. Practice – Allow students to practice carving basic shapes, such as animals or vehicles, on small pieces of wood. Discuss – Facilitate a	The student should be able to: <ul style="list-style-type: none"> Choose a suitable piece of softwood for carving. Sketch the desired toy design on the wood using a pencil. Carve the wood carefully, starting with large shapes and refining details. Sand the carved toy to smooth out rough edges and surfaces. 	Mechanical hazards according to OSHA’S rules and to OSHA’S rules and rules regulations	Underpinning knowledge of Methods used: The student should explain methods related to control mechanical hazards Principles: The student should explain principles related to control mechanical hazards Theories: The student should explain theories related to control mechanical hazards Circumstantial knowledge: The student should explain detailed knowledge related	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Softwood pieces (e.g., pine or cedar) Carving knives or chisels Sandpaper Non-toxic paint or varnish Pencil for sketching designs Safety gloves and goggles 	9

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			discussion about the importance of selecting safe materials and ensuring proper finishing for durability. Collaborate – Guide students to work together on designing and carving a set of creative wooden toys.	<ul style="list-style-type: none"> • Paint or varnish the toy using child-safe, non-toxic finishes. • Let the toy dry completely before handling or storing. • Store the finished toys in a clean, safe space. 		to control mechanical hazards		
		b) Controlling chemical hazards	Demonstrate – Guide students on how to identify and manage chemical hazards, such as labelling containers and using safety equipment. Observe – Have students observe proper handling and storage practices for	The student should be able to: <ul style="list-style-type: none"> • Identify all chemicals and assess their potential hazards using SDS. • Label chemical containers with clear and 	Chemical hazards controlled according to OSHA’S rules and to OSHA’S rules and rules regulations	Underpinning knowledge of Methods used: The student should explain methods related to control chemical hazards Principles: The student should explain principles related to control chemical hazards	The following tools, safety gears and equipment should be 3available: <ul style="list-style-type: none"> • Safety Data Sheets (SDS) • Chemical containers with proper labelling • Personal Protective Equipment 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			hazardous chemicals. Practice – Let students practice preparing and using chemicals safely, following established guidelines. Discuss – Discuss the importance of personal protective equipment (PPE) and understanding safety data sheets (SDS). Collaborate – Support students in creating a chemical safety checklist for their workspace	accurate information. <ul style="list-style-type: none"> • Store chemicals in appropriate, designated areas away from incompatible substances. • Use PPE, such as gloves, goggles, and aprons, when handling chemicals. • Prepare chemicals in a ventilated area or use fume hoods when necessary. • Clean up spills immediately using the proper spill containment procedures. 		Theories: The student should explain theories related to control chemical hazards Circumstantial knowledge: The student should explain detailed knowledge related to control chemical hazards	(PPE) (gloves, goggles, aprons) <ul style="list-style-type: none"> • Spill containment kits • Storage cabinets for hazardous materials • Ventilated workspace or fume hoods 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Dispose of chemical waste according to local regulations. 				
		c) Controlling chemical hazards	<p>Demonstrate – Show how to handle chemicals safely and store them properly.</p> <p>Observe – Have students observe correct handling and storage techniques.</p> <p>Practice – Let students identify hazards and apply safety measures.</p> <p>Discuss – Engage students in discussing chemical safety practices.</p> <p>Collaborate – Guide students in creating a</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify and classify chemicals using safety data sheets. Label containers with hazard symbols and safety instructions. Store chemicals securely based on compatibility. Use PPE like gloves and goggles when 	Chemical hazards controlled according to OSHA’S rules and to OSHA’S rules and rules regulations	<p>Underpinning knowledge of Methods used: The student should explain methods related to control chemical hazards</p> <p>Principles: The student should explain principles related to control chemical hazards</p> <p>Theories: The student should explain theories related to control chemical hazards</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Safety goggles Gloves Aprons Safety cabinets Ventilation systems Labels and markers Safety data sheets (SDS) Waste disposal containers Spill kits Fire extinguishers 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			chemical safety plan.	handling chemicals. • Dispose of chemicals per regulations in designated containers. • Inspect the workspace regularly for chemical hazards.		The student should explain detailed knowledge related to control chemical hazards	• Eye wash stations	
	1.2 Carrying out risk assessment	a) Controlling risk	Demonstrate – Show how to assess and control risks in the environment. Observe – Have students observe risk control methods in action. Practice – Let students practice identifying and mitigating risks. Discuss – Engage students in discussions on	The student should be able to: • Identify potential risks in the environment. • Evaluate the severity and likelihood of each risk. • Implement control measures to reduce or eliminate risks.	Risk assessment carried out as per OSHA and workshop regulations	Underpinning knowledge of Methods used: The student should explain methods related to control risk safety Principles: The student should explain principles related to control risk Theories: The student should explain theories	The following tools, safety gears and equipment should be available: • Risk assessment templates • Safety guidelines and protocols • PPE (gloves, goggles, etc.) • Emergency response plans	9

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			effective risk control strategies. Collaborate – Guide students to create a risk management plan for a scenario.	<ul style="list-style-type: none"> Monitor and review risk control strategies regularly. Communicate risk management plans to all involved parties. 		<p>related to control risk</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to control risk</p>	<ul style="list-style-type: none"> Incident reporting forms Control equipment (e.g., fire extinguishers, spill kits) First aid kits 	
		b) Managing safety gears	<p>Demonstrate – Show how to properly use and maintain safety gear.</p> <p>Observe – Have students observe correct usage and care of safety gear.</p> <p>Practice – Let students practice wearing and adjusting safety gear.</p> <p>Discuss – Engage students in a discussion on the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select appropriate safety gear based on the task or environment. Inspect safety gear for damage or wear before use. Clean and maintain safety gear 	Safety gears managed as per OSHA and workshop regulations	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to manage safety gears maintain workshop safety</p> <p>Principles: The student should explain principles related to manage safety gears</p> <p>Theories: The student should explain theories</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Safety gloves Safety goggles Helmets Ear protection Respirators Protective clothing Storage racks or cabinets Cleaning supplies 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			importance of safety gear. Collaborate – Guide students in setting up a safety gear management system.	according to manufacturer instructions. <ul style="list-style-type: none"> • Store safety gear in a clean, dry, and secure location. • Replace worn or damaged safety gear promptly. 		related to manage safety gears Circumstantial knowledge: The student should explain detailed knowledge related to manage safety gears	<ul style="list-style-type: none"> • Maintenance tools • Replacement parts 	
		c) Managing workshop safety rules	Demonstrate – Show how to follow workshop safety rules and procedures. Observe – Have students observe safe practices while working in the workshop. Practice – Let students practice adhering to safety protocols during hands-on activities. Discuss – Engage students in a	The student should be able to: <ul style="list-style-type: none"> • Identify and communicate workshop safety rules clearly. • Ensure all equipment is in good working condition and properly maintained. • Use personal protective 	Workshop safety rules managed as per OSHA and workshop regulations	Underpinning knowledge of Methods used: The student should explain methods related to manage workshop safety rules Principles: The student should explain principles related to manage workshop safety rules Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Personal protective equipment (PPE) • First aid kits • Fire extinguishers • Safety signage • Emergency exit plans 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			discussion on the importance of workshop safety rules. Collaborate – Guide students to create a set of safety rules for the workshop environment.	equipment (PPE) when necessary. • Keep the workshop clean and organized to prevent accidents. • Report and address any hazards or unsafe conditions immediately		related to manage workshop safety rules Circumstantial knowledge: The student should explain detailed knowledge related to manage workshop safety rules	<ul style="list-style-type: none"> • Cleaning supplies • Safety inspection checklists • Tool storage racks • Workshop hazard identification forms 	
	1.3 Managing environment	a) Managing air pollution	Demonstrate – Show how to minimize and control air pollution in different settings. Observe – Have students observe air pollution control methods in action. Practice – Allow students to practice	The student should be able to: <ul style="list-style-type: none"> • Identify sources of air pollution in the area or facility. • Implement measures to reduce emissions, such as using 	Air pollution managed as per rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to manage air pollution Principles: The student should explain principles related to manage air pollution	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Air quality monitors • Filters and scrubbers • Green technologies 	12

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			implementing air pollution reduction techniques. Discuss – Facilitate a discussion on the impact of air pollution and ways to reduce it. Collaborate – Guide students to develop a plan for managing air pollution in a specific area.	cleaner technologies. • Monitor air quality regularly using appropriate tools and techniques. • Educate individuals on the importance of reducing air pollution. • Promote sustainable practices such as waste reduction and energy efficiency.		Theories: The student should explain theories related to manage air pollution Circumstantial knowledge: The student should explain detailed knowledge related to manage air pollution	(e.g., renewable energy sources) • Emission control equipment • Waste disposal bins for non-toxic materials • Air purifiers • Protective masks for individuals exposed to pollutants • Environmental education materials	
		b) Managing water pollution	Demonstrate – Show how to prevent and control water pollution in various environments. Observe – Have students observe	The student should be able to: • Identify sources of water pollution in the area or facility.	Water pollution managed as per rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to managing water pollution	The following tools, safety gears and equipment should be available: • Water quality testing kits	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			water pollution control practices in action. Practice – Allow students to practice methods for treating and reducing water pollution. Discuss – Facilitate a discussion on the causes and effects of water pollution. Collaborate – Guide students to develop strategies for managing water pollution in their communities.	<ul style="list-style-type: none"> Implement waste treatment methods to remove contaminants. Use sustainable practices to reduce water consumption and pollution. Regularly monitor water quality using appropriate testing tools. Educate the community about proper waste disposal and water conservation. 		Principles: The student should explain principles related to managing water pollution Theories: The student should explain theories related to managing water pollution Circumstantial knowledge: The student should explain detailed knowledge related to managing water pollution	<ul style="list-style-type: none"> Wastewater treatment systems Filters and purifiers Water conservation tools Spill containment equipment Sustainable farming materials (e.g., organic fertilizers) Protective gloves and gear Educational pamphlets and signage 	
		c) Managing land pollution	Demonstrate – Show how to prevent and control land pollution through waste	The student should be able to: <ul style="list-style-type: none"> Identify sources of land 	land pollution managed as per rules and regulations	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>management practices.</p> <p>Observe – Have students observe waste reduction and recycling techniques in action.</p> <p>Practice – Allow students to practice proper waste disposal and recycling methods.</p> <p>Discuss – Facilitate a discussion on the environmental impacts of land pollution and ways to mitigate it.</p> <p>Collaborate – Guide students to develop a plan for managing land pollution in a specific area.</p>	<p>pollution in the area.</p> <ul style="list-style-type: none"> Implement waste reduction strategies such as recycling and composting. Promote proper waste disposal through education and infrastructure. Monitor land quality for pollution levels and take corrective actions. Encourage sustainable practices like reducing plastic use and land reclamation. 		<p>related to manage land pollution</p> <p>Principles: The student should explain principles related to manage land pollution</p> <p>Theories: The student should explain theories related to manage land pollution</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to manage land pollution</p>	<p>should be available:</p> <ul style="list-style-type: none"> Recycling bins Composting equipment Land monitoring tools (e.g., soil testers) Waste disposal containers Protective gloves and gear Educational materials on waste management Trash compactors Land reclamation tools and materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
2. Managing preventive maintenance	2.1 Planning preventive maintenance	a) Preparing schedules of preventive maintenance of tools, machines, and equipment	Demonstrate – Show how to create a preventive maintenance schedule for tools, machines, and equipment. Observe – Have students observe the scheduling process and the tasks involved in maintenance. Practice – Allow students to practice developing maintenance schedules for different equipment. Discuss – Facilitate a discussion on the importance of regular	The student should be able to: <ul style="list-style-type: none"> Identify all tools, machines, and equipment that require maintenance. Determine the frequency and type of maintenance each item needs. Create a preventive maintenance schedule outlining tasks, dates, and responsible individuals. Track maintenance activities and 	Schedules of preventive maintenance of tools, machines, and Equipment prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to Prepare schedules of preventive maintenance of tools, machines, and Equipment Principles: The student should explain principles related to Prepare schedules of preventive maintenance of tools, machines, and Equipment Theories: The student should explain theories related to Prepare schedules of preventive	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Maintenance logs Tools and parts for repairs Maintenance checklists Software or templates for scheduling Lubricants and cleaning agents Spare parts Safety equipment Diagnostic tools (e.g., meters, testers) 	6

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			maintenance to avoid breakdowns and extend equipment life. Collaborate – Guide students to work together in creating a comprehensive maintenance schedule for a workshop or facility	adjust the schedule as needed. • Ensure all personnel are trained on following the maintenance schedule.		maintenance of tools, machines, and Equipment Circumstantial knowledge: The student should explain detailed knowledge related to Prepare schedules of preventive maintenance of tools, machines, and Equipment		
		b) Preparing inspection check list of tools, Equipment, and machine	Demonstrate – Show how to prepare an inspection checklist for tools, equipment, and machines. Observe – Have students observe the checklist preparation process and its application.	The student should be able to: • Identify the tools, equipment, and machines that need regular inspection. • List all critical components	Inspection check list of tools, Equipment, and machine prepared As Per Technical Specifications	Underpinning knowledge of Methods used: The student should explain methods related to prepare inspection check list of tools, Equipment, and machine Principles: The student should	The following tools, safety gears and equipment should be available: • Inspection forms or checklists • Safety equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Practice – Allow students to practice inspecting tools, equipment, and machines using a checklist.</p> <p>Discuss – Facilitate a discussion on the importance of inspections for safety and maintenance.</p> <p>Collaborate – Guide students in developing an inspection checklist for a specific set of tools or machines.</p>	<p>and safety features to be checked.</p> <ul style="list-style-type: none"> • Determine the frequency of inspections (e.g., daily, weekly, monthly). • Include fields for condition assessment, repair needs, and maintenance actions. • Ensure the checklist is clear, easy to follow, and accessible to all operators. 		<p>explain principles related to prepare inspection check list of tools, Equipment, and machine</p> <p>Theories: The student should explain theories related to prepare inspection check list of tools, Equipment, and machine</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to prepare inspection check list of tools, Equipment, and machine</p>	<p>(e.g., gloves, goggles)</p> <ul style="list-style-type: none"> • Measuring tools (e.g., rulers, calipers) • Diagnostic tools (e.g., meters, testers) • Maintenance logs • Markers or pens for documenting findings • Cleaning supplies for equipment inspection 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	2.2 Supervising preventive maintenance	a) Performing preventive maintenance of tools, equipment, and machines	<p>Demonstrate – Show how to perform preventive maintenance on tools, equipment, and machines.</p> <p>Observe – Have students observe the preventive maintenance procedures in action.</p> <p>Practice – Allow students to perform preventive maintenance tasks on various tools and machines.</p> <p>Discuss – Facilitate a discussion on the benefits of preventive maintenance, such as extending lifespan and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify tools, equipment, and machines requiring preventive maintenance. Follow the manufacturer's maintenance guidelines for each item. Perform regular cleaning, lubrication, and calibration as needed. Check for wear and tear, replacing parts as necessary. Record maintenance actions and monitor 	Preventive maintenance of tools, equipment, machines and building are performed as per workshop standards	<p>Underpinning knowledge of Methods used: The student should explain methods related to m perform preventive maintenance of tools, equipment, and machines aintain workshop safety</p> <p>Principles: The student should explain principles related to perform preventive maintenance of tools, equipment, and machines</p> <p>Theories: The student should explain theories related to perform preventive maintenance of</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Lubricants and oils Cleaning brushes and rags Calibration tools Spare parts Wrenches and screwdrivers Maintenance logs Diagnostic tools (e.g., meters, testers) Safety equipment (e.g., gloves, goggles) 	9

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			reducing downtime. Collaborate – Guide students to work together in maintaining a set of tools or machines.	performance over time.		tools, equipment, and machines Circumstantial knowledge: The student should explain detailed knowledge related to perform preventive maintenance of tools, equipment, and machines		
		b) Performing preventive maintenance of work environment	Demonstrate – Show how to perform preventive maintenance to maintain a safe and efficient work environment. Observe – Have students observe the steps taken to ensure a clean and hazard-free environment.	The student should be able to: <ul style="list-style-type: none"> Identify areas in the work environment that require regular maintenance (e.g., floors, ventilation, lighting). Set a schedule for cleaning, 	Preventive maintenance of tools, equipment, machines and building are performed as per workshop standards	Underpinning knowledge of Methods used: The student should explain methods related to perform preventive maintenance of work environment Principles: The student should explain principles related to perform preventive	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Cleaning supplies (e.g., brooms, mops, disinfectants) Waste disposal bins Repair tools (e.g., 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Allow students to perform tasks related to environmental maintenance, such as cleaning and organizing. Discuss – Facilitate a discussion on the importance of maintaining a clean and safe work environment. Collaborate – Guide students in creating a preventive maintenance plan for a specific work environment.	inspecting, and repairing workspaces. <ul style="list-style-type: none"> Check for potential hazards like leaks, clutter, or faulty equipment. Ensure proper waste disposal practices and recycling systems. Keep records of maintenance activities and address any identified issues promptly. 		maintenance of work environment Theories: The student should explain theories related to perform preventive maintenance of work environment Circumstantial knowledge: The student should explain detailed knowledge related to perform preventive maintenance of work environment	screwdrivers, hammers) <ul style="list-style-type: none"> Safety equipment (e.g., gloves, goggles) Inspection forms Ventilation and air filtration systems Safety signage and labels First aid kits 	
3. Conducting art exhibition and event planning	3.1 Conducting art curation	a) Composing art curation theme	Demonstrate – Show how to develop a cohesive theme	The student should be able to:	Art curation theme composed as per technical specifications	Underpinning knowledge of Methods used: The student should	The following tools, safety gears and equipment	37.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>for an art curation project.</p> <p>Observe – Have students observe the process of selecting and organizing artwork to fit a specific theme.</p> <p>Practice – Allow students to practice creating and curating art collections around a chosen theme.</p> <p>Discuss – Facilitate a discussion on the significance of themes in art curation and audience engagement.</p> <p>Collaborate – Guide students in working together to curate an art</p>	<ul style="list-style-type: none"> • Research the theme and gather relevant artworks. • Select artworks that complement and enhance the chosen theme. • Organize the artworks in a logical and visually appealing way. • Create informative labels or descriptions to connect the audience with the theme. • Plan the layout of the exhibit to reflect the theme effectively. 		<p>explain methods related to compose art curation theme</p> <p>Principles: The student should explain principles related to compose art curation theme</p> <p>Theories: The student should explain theories related to compose art curation theme</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to compose art curation theme</p>	<p>should be available:</p> <ul style="list-style-type: none"> • Artwork (paintings, sculptures, photographs, etc.) • Display stands or frames • Libelling materials (e.g., cards, markers) • Lighting equipment • Digital tools for design (e.g., graphic software) • Curatorial guidelines or checklists • Mounting hardware • Catalogue or inventory system for tracking artwork 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			exhibit with a unified theme.					
		b) Gathering artworks	<p>Demonstrate – Show how to gather and select artworks for an exhibition or collection.</p> <p>Observe – Have students observe the process of reviewing and selecting artworks from various sources.</p> <p>Practice – Allow students to practice sourcing artworks from galleries, artists, or online platforms.</p> <p>Discuss – Facilitate a discussion on criteria for selecting artworks and the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Define the criteria for selecting artworks (e.g., medium, style, theme). Source artworks from galleries, artists, or online platforms. Review and evaluate the artworks based on the set criteria. Communicate with artists or collectors to acquire the 	Artworks gathered as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to gather artworks</p> <p>Principles: The student should explain principles related to gather artworks</p> <p>Theories: The student should explain theories related to gather artworks</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to gather artworks</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Online platforms or gallery websites Artist or gallery contact information Artwork cataloging system Documentation tools (e.g., cameras, notebooks) Licensing agreements or contracts 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			significance of diverse sources. Collaborate – Guide students in collaborate to curate a collection of artworks for a specific project or theme.	selected pieces. • Document the details of each artwork for cataloging purposes.			<ul style="list-style-type: none"> Shipping and handling materials Storage solutions (e.g., protective cases, display stands) 	
		c) Creating curatorial statement	Demonstrate – Show how to craft a clear and impactful curatorial statement. Observe – Have students observe how a curatorial statement is structured and written. Practice – Allow students to write their own curatorial statements for a chosen exhibition	The student should be able to: <ul style="list-style-type: none"> Define the theme or concept of the exhibition. Identify the key message or purpose the curatorial statement should convey. Write a concise, engaging narrative that explains the 	Curatorial statement created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to create curatorial statement Principles: The student should explain principles related to create curatorial statement Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Writing tools (e.g., computers, notebooks) Research materials on the theme and artworks Editing software or services 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>or theme.</p> <p>Discuss – Facilitate a discussion on the key components of an effective curatorial statement.</p> <p>Collaborate – Guide students in collaborate actively writing a curatorial statement for a group exhibition.</p>	<p>theme, the artworks, and their significance.</p> <ul style="list-style-type: none"> Highlight the relationship between the artworks and the broader cultural or artistic context. Revise and refine the statement to ensure clarity and impact. 		<p>related to create curatorial statement</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to create curatorial statement</p>	<ul style="list-style-type: none"> Feedback from peers or mentors Examples of previous curatorial statements Exhibition guidelines or catalog templates 	
		d) Making arts installation	<p>Demonstrate – Show how to create an art installation, including the planning, assembling, and displaying processes.</p> <p>Observe – Have students observe the installation</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Plan the layout and structure of the installation based on the concept. Select and gather the 	Arts installation made as per technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to Make arts installation</p> <p>Principles: The student should explain principles</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Installation materials (e.g., wood, metal, fabric, paint) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>process to understand the artistic and technical aspects.</p> <p>Practice – Allow students to practice setting up art installations, using appropriate tools and materials.</p> <p>Discuss – Facilitate a discussion on the importance of space, materials, and safety in art installations.</p> <p>Collaborate – Guide students in collaborate to plan and execute a group art installation.</p>	<p>materials needed for the installation.</p> <ul style="list-style-type: none"> • Assemble the installation components in a cohesive and aesthetically pleasing way. • Ensure that all tools and materials are handled safely, and that the workspace is free from hazards. • Store materials and completed pieces in a safe and organized manner before and after installation. • Install the artwork in the designated space, ensuring 		<p>related to Make arts installation</p> <p>Theories: The student should explain theories related to Make arts installation</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to Make arts installation</p>	<ul style="list-style-type: none"> • Tools (e.g., hammers, drills, screws, adhesives) • Safety equipment (e.g., gloves, goggles) • Display stands or mounts • Measuring tape or ruler • Storage containers or shelves • Lighting equipment for installation • Protective coverings for materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				stability and proper presentation. • Review the installation, making adjustments if necessary for optimal display.				
	3.2 Conducting exhibition	a) Conducting art exhibition	Demonstrate – Show how to plan and execute an art exhibition. Observe – Let students watch the exhibition preparation process. Practice – Allow students to organize the exhibition and display artworks. Discuss – Talk about the importance of audience engagement and	The student should be able to: • Define the exhibition theme and concept. • Select and organize artworks for display. • Secure a venue and arrange logistics. • Install the artworks securely.	Art exhibitions are conducted as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to conduct art exhibition Principles: The student should explain principles related to conduct art exhibition Theories: The student should explain theories related to conduct art exhibition	The following tools, safety gears and equipment should be available: • Artwork • Display stands, frames, or mounts • Lighting equipment • Promotional materials • Event registration forms	37.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			display. Collaborate – Guide students in organizing a group exhibition.	<ul style="list-style-type: none"> • Ensure safety in handling tools and materials. • Store materials and completed pieces properly. • Promote the exhibition via various channels. • Host the exhibition and engage with visitors. • Gather feedback for future improvements. 		Circumstantial knowledge: The student should explain detailed knowledge related to conduct art exhibition	<ul style="list-style-type: none"> • Safety equipment • Catalogs or programs • Installation tools 	
		b) Conducting art fair	Demonstrate – Show how to plan and organize an art fair, from concept to execution. Observe – Let students observe the steps involved	The student should be able to: <ul style="list-style-type: none"> • Define the theme and concept of the art fair. 	Art fair conducted as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to conduct art fair	The following tools, safety gears and equipment should be available:	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>in coordinating an art fair.</p> <p>Practice – Allow students to practice organizing booths, managing logistics, and curating artworks for the fair.</p> <p>Discuss – Facilitate a discussion on the key aspects of hosting a successful art fair, such as audience engagement and vendor coordination.</p> <p>Collaborate – Guide students in collaborate to manage various aspects of the fair, such as logistics,</p>	<ul style="list-style-type: none"> Secure a suitable venue and arrange logistics for booths, space, and equipment. Select participating artists and artworks for display. Promote the art fair through social media, flyers, and other marketing channels. Organize the layout of the fair and assign spaces to vendors. Set up booths, display artworks, and ensure safety 		<p>Principles: The student should explain principles related to conduct art fair</p> <p>Theories: The student should explain theories related to conduct art fair</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to conduct art fair</p>	<ul style="list-style-type: none"> Artwork and display materials Booths, tables, and chairs Promotional materials (e.g., flyers, social media posts) Lighting and electrical equipment Registration forms and guest lists Safety equipment Event programs or catalogs Installation tools 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			promotion, and operations.	<p>measures are in place.</p> <ul style="list-style-type: none"> • Ensure smooth operations during the event, addressing any issues that arise. • Engage with visitors and vendors to gather feedback and improve future fairs. 				
		c) Making national and international exhibition	<p>Demonstrate – Show how to plan and manage both national and international exhibitions.</p> <p>Observe – Let students observe the exhibition organization process.</p> <p>Practice – Allow students to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Define the exhibition theme and concept. • Secure venues and arrange logistics for transportation. 	National and international exhibition mase as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make national and international exhibition</p> <p>Principles: The student should explain principles</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Artwork and display materials • Booths, tables, and chairs 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>practice exhibition setup and logistics management.</p> <p>Discuss – Discuss the challenges of organizing exhibitions at different scales.</p> <p>Collaborate – Guide students in working together for exhibition coordination.</p>	<ul style="list-style-type: none"> • Select and organize artworks for display. • Promote the exhibition through global channels. • Install and arrange artworks in the space. • Coordinate operations with international teams. • Engage with local and international audiences. • Collect feedback for future improvements. 		<p>related to make national and international exhibition</p> <p>Theories: The student should explain theories related to make national and international exhibition</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make national and international exhibition</p>	<ul style="list-style-type: none"> • Lighting and electrical equipment • Promotional materials • Registration forms and guest lists • Shipping materials • Event programs • Installation tools • Communication tools 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	3.3 Conducting artistic events	a) Making a craft fair	<p>Demonstrate – Show how to plan and organize a craft fair.</p> <p>Observe – Let students observe the setup process and vendor coordination.</p> <p>Practice – Allow students to practice organizing booths and managing logistics.</p> <p>Discuss – Discuss key aspects of hosting a successful craft fair, such as vendor selection and customer engagement.</p> <p>Collaborate – Guide students in working together to handle various tasks for the fair.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Define the theme and concept for the craft fair. • Secure a venue and arrange logistics for booths and space. • Select and invite vendors to participate. • Promote the craft fair through local channels. • Set up booths, displays, and ensure safety measures. • Manage event operations, addressing issues that arise. 	Craft fair made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make a craft fair</p> <p>Principles: The student should explain principles related to make a craft fair</p> <p>Theories: The student should explain theories related to make a craft fair</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make a craft fair</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Booths, tables, and chairs • Display materials for crafts • Promotional materials • Lighting and electrical equipment • Registration forms and guest lists • Safety equipment • Event programs • Installation tools 	30

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Engage with visitors and vendors for feedback. 				
		b) Making a cultural festival	<p>Demonstrate – Show how to plan and organize a cultural festival.</p> <p>Observe – Let students observe the process of curating performances and cultural displays.</p> <p>Practice – Allow students to practice organizing different festival elements, such as performances and food stalls.</p> <p>Discuss – Facilitate a discussion on key aspects like cultural sensitivity, inclusivity, and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Define the festival theme and cultural focus. Secure a venue and arrange logistics for performances, vendors, and activities. Select and invite cultural performers, artists, and vendors. Promote the festival through local and online channels. 	Cultural festival made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make a craft fair</p> <p>Principles: The student should explain principles related to make a craft fair</p> <p>Theories: The student should explain theories related to make a craft fair</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Stages, tents, and booths Sound and lighting equipment Promotional materials Performance and display materials Registration forms and tickets Food and beverage supplies Safety equipment 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			audience engagement. Collaborate – Guide students in working together to coordinate various festival activities.	<ul style="list-style-type: none"> Set up stages, booths, and ensure proper facilities. Coordinate the festival's schedule, ensuring smooth transitions between events. Engage with festival-goers and gather feedback. 		knowledge related to make a craft fair	<ul style="list-style-type: none"> Event programs 	
		c) Making art auctions	Demonstrate – Show how to plan and organize a cultural festival. Observe – Let students observe the process of curating performances and cultural displays. Practice – Allow students to practice	The student should be able to: <ul style="list-style-type: none"> Define the festival theme and cultural focus. Secure a venue and arrange logistics for performances, 	Art auctions made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make art auctions Principles: The student should explain principles related to make art auctions	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Stages, tents, and booths Sound and lighting equipment 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			organizing different festival elements, such as performances and food stalls. Discuss – Facilitate a discussion on key aspects like cultural sensitivity, inclusivity, and audience engagement. Collaborate – Guide students in working together to coordinate various festival activities.	vendors, and activities. <ul style="list-style-type: none"> • Select and invite cultural performers, artists, and vendors. • Promote the festival through local and online channels. • Set up stages, booths, and ensure proper facilities. • Coordinate the festival's schedule, ensuring smooth transitions between events. • Engage with festival-goers and gather feedback. 		Theories: The student should explain theories related to make art auctions Circumstantial knowledge: The student should explain detailed knowledge related to make art auctions	<ul style="list-style-type: none"> • Promotional materials • Performance and display materials • Registration forms and tickets • Food and beverage supplies • Safety equipment • Event programs 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		d) Creating public art projects	Demonstrate – Show how to plan and create public art projects. Observe – Let students observe the process of designing and installing public artworks. Practice – Allow students to practice designing and constructing elements for public art. Discuss – Facilitate a discussion on the importance of public art and community engagement. Collaborate – Guide students in collaborate on	The student should be able to: <ul style="list-style-type: none"> • Define the project theme and concept based on community needs. • Secure the location and obtain necessary permits. • Design the artwork with consideration for its environment. • Select appropriate materials and prepare for installation. • Install the artwork and ensure safety 	Public art projects created as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to public art projects Principles: The student should explain principles related to public art projects Theories: The student should explain theories related to public art projects Circumstantial knowledge: The student should explain detailed knowledge related to public art projects	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Artwork materials (e.g., paints, sculptures, tiles) • Installation tools (e.g., ladders, cranes) • Safety equipment • Promotional materials • Community engagement resources • Maintenance tools • Protective coatings for outdoor art 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			large-scale public art installations.	during the process. <ul style="list-style-type: none"> Engage the community in the unveiling and celebration of the art. Monitor and maintain the artwork over time. 				
	3.4 Conduct crafts conservation	a) Preparing tools and materials for conduct crafts conservation	Demonstrate – Show how to prepare tools and materials for craft conservation. Observe – Let students observe the preparation process for effective conservation. Practice – Allow students to practice organizing tools and selecting materials.	The student should be able to: <ul style="list-style-type: none"> Identify the types of crafts requiring conservation. Select appropriate tools for conservation tasks. Gather suitable conservation materials (e.g., adhesives, 	Tools and materials for conduct crafts conservation prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to prepare tools and materials Principles: The student should explain principles related to prepare tools and materials Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Conservation-grade adhesives and materials Brushes, sponges, and cleaning tools Protective gloves and goggles 	45

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss – Discuss the importance of proper tools and materials in conservation. Collaborate – Guide students in working together to prepare for craft conservation tasks.	cleaning solutions). • Prepare a safe and organized workspace for the conservation process. • Check tools and materials for quality and readiness. • Ensure all tools are properly sanitized and in working condition.		related to prepare tools and materials Circumstantial knowledge: The student should explain detailed knowledge related to prepare tools and materials maintaining workshop safety	• Soft cloths or rags • Storage containers for materials • Scalpels or precision knives • Sealants or varnishes • Safety equipment	
		b) Making surface cleaning and polishing	Demonstrate – Show how to clean and polish surfaces effectively. Observe – Let students observe the cleaning and polishing techniques. Practice – Allow	The student should be able to: • Choose the right cleaning products for the surface. • Select appropriate tools for	Surface cleaning and polishing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make surface cleaning and polishing Principles: The student should	The following tools, safety gears and equipment should be available: • Cleaning solutions • Polishing compounds	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students to practice cleaning and polishing various surfaces.</p> <p>Discuss – Discuss the importance of choosing the right tools and techniques for different surfaces.</p> <p>Collaborate – Guide students in working together to clean and polish different items.</p>	<p>cleaning and polishing.</p> <ul style="list-style-type: none"> • Prepare the surface by removing dust and debris. • Apply the cleaning solution or polish in a uniform layer. • Use the correct technique to buff and shine the surface. • Inspect the surface for any missed spots and re-polish if necessary. • Store tools and cleaning materials properly after use. 		<p>explain principles related to make surface cleaning and polishing</p> <p>Theories: The student should explain theories related to make surface cleaning and polishing</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make surface cleaning and polishing</p>	<ul style="list-style-type: none"> • Soft cloths or sponges • Brushes (e.g., for intricate surfaces) • Gloves and safety goggles • Buffing machines (if needed) • Rags for final shine 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		c) Reassembling the craft object	Demonstrate – Show how to reassemble a craft object carefully. Observe – Let students observe the reassembly process, noting key steps and techniques. Practice – Allow students to practice reassembling parts of a craft object. Discuss – Discuss the importance of proper alignment and secure attachment during reassembly. Collaborate – Guide students in working together to reassemble a	The student should be able to: <ul style="list-style-type: none"> Identify all components needed for reassembly. Prepare the workspace, ensuring all tools and materials are ready. Align and connect the parts carefully according to the design. Use appropriate adhesives or fasteners for secure reassembly. Inspect the object to ensure all parts 	Crafts conservation conducted as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to reassemble the craft object Principles: The student should explain principles related to reassemble the craft object Theories: The student should explain theories related to reassemble the craft object Circumstantial knowledge: The student should explain detailed knowledge related	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Adhesives or fasteners Crafting tools (e.g., scissors, pliers) Tweezers for delicate parts Cleaning materials Protective gloves Storage containers for parts Rags or cloths for excess material removal 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			complex craft object.	are properly joined. <ul style="list-style-type: none"> • Clean up any excess glue or materials and finalize the object. • Store the reassembled object in a safe space. 		to reassemble the craft object		
		d) Making inpainting and retouching	Demonstrate – Show how to apply inpainting and retouching techniques on damaged artwork. Observe – Let students observe the inpainting and retouching process. Practice – Allow students to practice inpainting and retouching on sample artworks. Discuss –	The student should be able to: <ul style="list-style-type: none"> • Assess the damage and identify areas needing inpainting or retouching. • Choose appropriate colours and materials to match the original artwork. 	Inpainting and retouching made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make inpainting and retouching Principles: The student should explain principles related to make inpainting and retouching Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Paints (oil, acrylic, or watercolour) • Brushes (variety of sizes) • Palette for mixing colours • Varnish or protective coating 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss the importance of matching colours and textures for seamless retouching. Collaborate – Guide students in working together to restore a piece of artwork.	<ul style="list-style-type: none"> Carefully apply inpainting and retouching to damaged areas. Blend the retouched areas with the surrounding artwork for a seamless look. Allow the paint to dry before further examination. Inspect the retouched artwork for any inconsistencies. Finalize the piece and protect it with a varnish if needed. 		<p>related to make inpainting and retouching</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make inpainting and retouching</p>	<ul style="list-style-type: none"> Sponges and soft cloths Fine-tipped tools for detailed work Gloves and safety goggles 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		e) Making protective coatings	<p>Demonstrate – Show how to apply protective coatings to various surfaces.</p> <p>Observe – Let students observe the process of applying coatings and handling materials.</p> <p>Practice – Allow students to practice applying coatings on sample surfaces.</p> <p>Discuss – Discuss the importance of protective coatings for durability and preservation.</p> <p>Collaborate – Guide students in working together to apply coatings on larger projects.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the appropriate protective coating for the material. • Prepare the surface by cleaning and drying it thoroughly. • Apply the protective coating in thin, even layers. • Allow each layer to dry completely before applying additional coats. • Inspect the surface after each coat for even coverage. 	Protective coatings made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make protective coatings</p> <p>Principles: The student should explain principles related to make protective coatings</p> <p>Theories: The student should explain theories related to make protective coatings</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make protective coatings</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Protective coatings (e.g., varnish, lacquer, sealant) • Brushes, rollers, or sprayers • Rags or cloths for application • Gloves and safety goggles • Cleaning supplies • Protective covers for surrounding areas • Storage containers for excess coatings 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store coated items properly to ensure their protection during drying. • Maintain coated surfaces with regular cleaning and touch-ups as needed. 				
4. Performing crafts conservation and restoration	4.1 Handling and manipulating fragile materials	a) Handling textiles crafts	Demonstrate – Show how to handle and care for textile crafts properly. Observe – Let students observe the handling process, focusing on preserving fabric quality. Practice – Allow students to practice handling various textile crafts, such as stitching or	The student should be able to: <ul style="list-style-type: none"> • Select appropriate textiles for the craft and ensure they are clean and free from wrinkles. • Handle textiles gently, avoiding rough movements or excessive 	Textiles crafts handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to handle textiles crafts Principles: The student should explain principles related to handle textiles crafts Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Scissors or fabric cutters • Sewing needles and threads • Iron and ironing board • Textile storage bins or racks 	30

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			folding. Discuss – Discuss the importance of gentle handling to prevent damage to delicate textiles. Collaborate – Guide students in working together to handle large textile projects.	tension on the fabric. <ul style="list-style-type: none"> • Use proper stitching techniques to maintain the integrity of the textile. • Store textiles in a cool, dry place to prevent mold or damage. • Fold or roll textiles carefully to avoid creasing or stretching. • Inspect finished pieces to ensure there are no signs of wear or damage. • Clean and maintain tools regularly to ensure they 		related to handle textiles crafts Circumstantial knowledge: The student should explain detailed knowledge related to handle textiles crafts	<ul style="list-style-type: none"> • Gloves for handling delicate fabrics • Measuring tape or rulers • Pins and fabric clips 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				don't damage textiles.				
		b) Handling paper crafts	Demonstrate – Show how to handle paper crafts with care to avoid damage. Observe – Let students observe proper handling techniques for delicate paper projects. Practice – Allow students to practice cutting, folding, and assembling paper crafts. Discuss – Discuss the importance of precision and careful handling to maintain paper quality. Collaborate – Guide students in working together	The student should be able to: <ul style="list-style-type: none"> • Select high-quality paper suitable for the craft. • Handle paper gently to prevent tearing or creasing. • Use appropriate tools, like precision scissors or cutters, for clean cuts. • Fold paper carefully along crease lines to ensure neat edges. • Glue or assemble paper parts 	Paper crafts handled as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to handle textiles crafts Principles: The student should explain principles related to handle textiles crafts Theories: The student should explain theories related to handle textiles crafts Circumstantial knowledge: The student should explain detailed knowledge related to handle textiles crafts	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Paper (variety of weights and textures) • Scissors or paper cutters • Glue or adhesive • Rulers and cutting mats • Paper folding tools (bone folder, creasing tool) • Protective gloves for handling delicate paper • Storage containers or folders 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			on group paper craft projects.	<p>with precision to avoid mess or uneven joins.</p> <ul style="list-style-type: none"> • Store paper crafts in a dry, flat, and cool space to prevent warping. • Inspect finished projects for any damaged areas before displaying or storing. 				
		c) Handling ceramics and clay crafts	<p>Demonstrate – Show how to handle ceramics and clay carefully.</p> <p>Observe – Have students observe handling techniques.</p> <p>Practice – Let students shape and assemble</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select and condition the clay. • Shape the clay with care. • Dry the pieces evenly. 	Ceramics and clay crafts handled as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to handle ceramics and clay crafts</p> <p>Principles: The student should explain principles</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Clay • Sculpting tools • Kiln • Glazes or paints • Gloves 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			clay pieces. Discuss – Talk about the importance of proper handling and drying. Collaborate – Guide students on a group clay project.	<ul style="list-style-type: none"> • Fire the ceramics in the kiln. • Glaze or paint carefully. • Store finished pieces safely. 		<p>related to handle ceramics and clay crafts</p> <p>Theories: The student should explain theories related to handle ceramics and clay crafts</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to handle ceramics and clay crafts</p>	<ul style="list-style-type: none"> • Storage pad 	
		d) Handling mixed media crafts	<p>Demonstrate – Show how to handle mixed media crafts carefully.</p> <p>Observe – Have students observe proper handling techniques.</p> <p>Practice – Let</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select and prepare the materials for mixed media. • Assemble materials 	Mixed media crafts handled as per technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to maintain workshop safe handle mixed media crafts ty</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Mixed media materials (e.g., paper, fabric, wood) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students experiment with different materials in their crafts. Discuss – Discuss the importance of balancing and securing materials. Collaborate – Guide students on working together on a mixed media project.	carefully to avoid damage. <ul style="list-style-type: none"> Secure each material properly for a balanced design. Apply adhesives or fasteners carefully. Allow projects to dry fully before handling further. Store completed crafts in a safe, organized space. 		Principles: The student should explain principles related to handle mixed media crafts Theories: The student should explain theories related to handle mixed media crafts Circumstantial knowledge: The student should explain detailed knowledge related to handle mixed media crafts	<ul style="list-style-type: none"> Adhesives (glue, tape, etc.) Scissors, cutters, and knives Brushes or applicators Protective gloves Storage containers 	
	4.2 Performing structural repair and stabilization	a) Preparing material and tools perform structural	Demonstrate – Show how to prepare materials and tools for structural repair. Observe – Have students observe the preparation	The student should be able to: <ul style="list-style-type: none"> Assess the damage and identify necessary 	Material and tools made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to prepare material and tools perform structural	The following tools, safety gears and equipment should be available:	30

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		repair and stabilization	process and tool selection. Practice – Allow students to practice preparing materials for repair work. Discuss – Discuss the importance of using the right materials and tools for stabilization. Collaborate – Guide students in preparing materials and tools for group repair projects.	materials for repair. <ul style="list-style-type: none"> • Select appropriate tools for the repair job. • Prepare the work area by clearing obstacles and ensuring safety. • Measure and cut materials accurately for the repair. • Check tools for proper functioning before use. • Organize materials and tools for easy access during the repair. 		repair and stabilization Principles: The student should explain principles related to prepare material and tools Theories: The student should explain theories related to prepare material and tools perform structural repair and stabilization Circumstantial knowledge: The student should explain detailed knowledge related to prepare material and tools perform structural repair and stabilization	<ul style="list-style-type: none"> • Repair materials (e.g., wood, metal, adhesives) • Measuring tools (tape measure, ruler) • Cutting tools (saw, scissors) • Safety gloves and goggles • Structural stabilizing equipment (braces, supports) • Storage containers for tools and materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		b) Repairing cracks	Demonstrate – Show how to repair cracks in different materials. Observe – Let students observe the crack repair process. Practice – Allow students to practice repairing cracks on sample materials. Discuss – Discuss the importance of filling and sealing cracks properly. Collaborate – Guide students in repairing cracks on a group project.	The student should be able to: <ul style="list-style-type: none"> Identify the type of material with cracks. Clean the crack area to remove dirt and debris. Apply the appropriate filler or adhesive for the crack. Smooth and level the filler to ensure a clean finish. Allow the filler to dry completely before further handling. Inspect the repaired area to ensure 	Cracks repair as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to repair cracks Principles: The student should explain principles related to repair cracks Theories: The student should explain theories related to repair cracks Circumstantial knowledge: The student should explain detailed knowledge related to repair cracks	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Crack filler or adhesive Putty knife or scraper Sandpaper Cleaning tools (cloth, brush) Safety gloves Storage containers for repair materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				stability and proper sealing.				
		c) Repairing missing parts	Demonstrate – Show how to repair missing parts in crafts or structures. Observe – Let students observe the process of identifying and replacing missing parts. Practice – Allow students to practice replacing missing parts on sample pieces. Discuss – Discuss the importance of selecting proper materials for replacements. Collaborate – Guide students in repairing missing	The student should be able to: <ul style="list-style-type: none"> Identify and assess the missing part. Select the appropriate material for the replacement. Cut or shape the replacement part to fit the original structure. Secure the new part with adhesives, screws, or nails as needed. Smooth and finish the joint 	Missing parts repaired as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to repair missing parts Principles: The student should explain principles related to repair missing parts Theories: The student should explain theories related to repair missing parts Circumstantial knowledge: The student should explain detailed knowledge related to repair missing parts	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Replacement material (wood, metal, clay, etc.) Cutting or shaping tools (saw, scissors) Adhesives or fasteners (glue, screws, nails) Sandpaper or finishing tools Safety gloves Measuring tools 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			parts on a group project.	to ensure a seamless look. • Inspect the repaired piece for stability and durability.				
		d) Repairing loose components	Demonstrate – Show how to repair loose components in crafts or structures. Observe – Let students observe the process of tightening or securing loose parts. Practice – Allow students to practice securing loose components on sample projects. Discuss – Discuss the importance of ensuring stability and durability.	The student should be able to: <ul style="list-style-type: none"> Identify the loose component and the cause of looseness. Choose the appropriate tool (e.g., screwdriver, wrench) to tighten or secure the part. Apply adhesive or fasteners if needed to reinforce the component. 	Loose components repaired as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to repair loose components Principles: The student should explain principles related to repair loose components Theories: The student should explain theories related to repair loose components Circumstantial knowledge:	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Screwdrivers or wrenches Adhesives or fasteners (screws, nails, glue) Pliers or clamps Measuring tools (tape measure, ruler) Safety gloves Storage containers for tools and materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Guide students in repairing loose components on group projects.	<ul style="list-style-type: none"> • Tighten screws, bolts, or nails firmly to secure the component in place. • Check the repaired area for stability and ensure the component is properly fixed. • Test the functionality of the item to ensure it operates as intended. 		The student should explain detailed knowledge related to repair loose components		
5. Performing textile design and fabric arts	5.1 Making screen printing and surface design	a) Preparing materials and tools making screen printing and surface design	Demonstrate – Show how to prepare materials and tools for screen printing. Observe – Let students observe the preparation process for screen printing and surface design.	The student should be able to: <ul style="list-style-type: none"> • Select the appropriate screen, fabric, and inks for printing. • Set up the screen with the 	Materials and tools prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to prepare materials and tools Principles: The student should explain principles	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Screens • Fabric or paper for printing • Squeegees 	63

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Allow students to practice setting up screens and tools for printing. Discuss – Discuss the importance of proper tool setup and material selection. Collaborate – Guide students in preparing materials and tools for a group project.	desired design or stencil. <ul style="list-style-type: none"> • Prepare the work area, ensuring it's clean and well-organized. • Gather and check tools like squeegees, spatulas, and printers. • Mix inks and prepare surfaces for printing. • Test the screen for quality before starting production. 		related to prepare materials and tools Theories: The student should explain theories related to prepare materials and tools Circumstantial knowledge: The student should explain detailed knowledge related to prepare materials and tools	<ul style="list-style-type: none"> • Inks (water-based or plastisol) • Spatulas and other mixing tools • Work surface (printing table) • Gloves and aprons for protection 	
		b) Making block printing	Demonstrate – Show how to set up and use blocks for printing. Observe – Let students observe the process of applying ink and pressing blocks.	The student should be able to: <ul style="list-style-type: none"> • Select appropriate printing blocks and materials. 	Block printing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make block printing	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Block printing blocks 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Practice – Allow students to practice block printing on fabric or paper. Discuss – Discuss the importance of precise ink application and pressure control. Collaborate – Guide students to create a collaborate actively block-printed design.	<ul style="list-style-type: none"> • Prepare the surface (fabric or paper) for printing. • Apply ink evenly to the block using a roller or brayer. • Press the block firmly onto the surface to transfer the design. • Lift the block carefully and inspect the print. • Repeat the process for additional prints or patterns. 		Principles: The student should explain principles related to make block printing Theories: The student should explain theories related to make block printing Circumstantial knowledge: The student should explain detailed knowledge related to make block printing	<ul style="list-style-type: none"> • Fabric or paper • Ink (fabric paint or block printing ink) • Roller or brayer • Work surface (printing table) • Gloves and aprons for protection 	
		c) Making batiks	Demonstrate – Show how to prepare materials and tools for making batiks. Observe – Let	The student should be able to:	Make batiks made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students observe the batik process, including waxing and dyeing.</p> <p>Practice – Allow students to practice applying wax and dye to fabric.</p> <p>Discuss – Discuss the importance of wax application and dye techniques.</p> <p>Collaborate – Guide students in creating a group batik design.</p>	<ul style="list-style-type: none"> • Select the fabric for the batik project. • Sketch the design lightly on the fabric. • Apply hot wax to areas of the fabric to resist dye. • Dip the fabric into dye, ensuring even coverage. • Allow the fabric to dry before removing the wax. • Repeat the waxing and dyeing process for layered designs. 		<p>related to make batiks</p> <p>Principles: The student should explain principles related to make batiks</p> <p>Theories: The student should explain theories related to make batiks</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make batiks</p>	<p>should be available:</p> <ul style="list-style-type: none"> • Fabric (cotton or silk) • Wax (paraffin or beeswax) • Dye (fabric dye or batik dye) • Brushes or tjanting tools for applying wax • Dye bath container • Work surface (table, protective covering) • Gloves and aprons for protection 	
		d) Making silk painting	Demonstrate – Show how to prepare the materials and tools for silk	The student should be able to:	Silk painting made as per technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods</p>	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>painting.</p> <p>Observe – Let students observe the process of stretching, painting, and setting the silk.</p> <p>Practice – Allow students to practice painting on silk using different techniques.</p> <p>Discuss – Discuss the importance of colour mixing, brush techniques, and fabric care.</p> <p>Collaborate – Guide students to create a silk painting project.</p>	<ul style="list-style-type: none"> • Stretch the silk on a frame or taut surface. • Sketch the design lightly on the fabric. • Apply silk paint or dye using brushes, ensuring even coverage. • Set the paint by steaming or heat-setting as required. • Allow the silk to dry completely before handling. • Inspect the finished painting for quality and make adjustments as needed. 		<p>related to make silk painting</p> <p>Principles: The student should explain principles related to make silk painting</p> <p>Theories: The student should explain theories related to make silk painting</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make silk painting</p>	<p>should be available:</p> <ul style="list-style-type: none"> • Silk fabric • Silk paints or dyes • Brushes (various sizes) • Stretching frame or taut surface • Steamer or iron for heat-setting • Water container for rinsing • Gloves and aprons for protection 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	5.2 Making dyeing and colour mixing	a) Preparing materials and tools make dyeing and colour mixing	<p>Demonstrate – Show how to prepare materials and tools for dyeing and colour mixing.</p> <p>Observe – Let students observe the process of dye mixing and fabric preparation.</p> <p>Practice – Allow students to practice dyeing fabrics and mixing colours.</p> <p>Discuss – Discuss the importance of colour theory, dye ratios, and fabric types.</p> <p>Collaborate – Guide students in creating their own colour mixes and dyeing projects.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the appropriate fabric and dye types. • Prepare the dye bath by mixing the dye and water in the correct proportions. • Test the dye on a small piece of fabric to check colour fastness. • Prepare tools such as mixing containers, stirring rods, and protective gloves. • Mix the colours to achieve the 	Materials and tools prepared as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare materials and tools</p> <p>Principles: The student should explain principles related to prepare materials and tools</p> <p>Theories: The student should explain theories related to prepare materials and tools</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to prepare materials and tools</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Fabric (cotton, silk, etc.) • Dye (fibre - reactive, acid, or natural dyes) • Mixing containers and stirring rods • Water for dye bath • Measuring spoons or scales • Protective gloves and aprons 	25.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				desired shade and consistency. • Immerse the fabric in the dye and allow it to soak for the required time.				
		b) Making immersion dyeing	Demonstrate – Show how to prepare materials and tools for immersion dyeing. Observe – Let students observe the process of immersing fabric in dye. Practice – Allow students to practice dyeing fabric through immersion. Discuss – Discuss the importance of dye	The student should be able to: • Prepare the dye bath by dissolving the dye in hot water. • Wet the fabric thoroughly before immersion. • Immerse the fabric into the dye bath, ensuring even coverage. • Stir the fabric occasionally to	Immersion dyeing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make immersion dyeing Principles: The student should explain principles related to make immersion dyeing Theories: The student should explain theories related to make immersion dyeing	The following tools, safety gears and equipment should be available: • Fabric (cotton, silk, or other dyeable fabrics) • Dye (appropriate for the fabric type) • Large container or dye vat • Stirring sticks or rods • Gloves and aprons for protection	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			concentration, fabric type, and even dyeing. Collaborate – Guide students in dyeing a group project with different colours or techniques.	ensure consistent colouring. <ul style="list-style-type: none"> • Check the fabric periodically to achieve the desired colour intensity. • Rinse the fabric with cold water to remove excess dye. • Hang or lay the fabric flat to dry completely. 		Circumstantial knowledge: The student should explain detailed knowledge related to make immersion dyeing	<ul style="list-style-type: none"> • Water for rinsing • Drying space or rack 	
		c) Making tie-dyeing	Demonstrate – Show how to prepare materials and tools for tie-dyeing. Observe – Let students observe the tying and dye application	The student should be able to: <ul style="list-style-type: none"> • Select the fabric and choose the colours for dyeing. 	Tie-dyeing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make tie-dyeing Principles: The student should	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Fabric (cotton or other 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>process.</p> <p>Practice – Allow students to practice creating different tie-dye patterns.</p> <p>Discuss – Discuss the importance of tying techniques, colour mixing, and dye application.</p> <p>Collaborate – Guide students in creating a collaborate actively tie-dye project.</p>	<ul style="list-style-type: none"> Wet the fabric thoroughly and squeeze out excess water. Fold, twist, or bind the fabric using rubber bands to create the desired pattern. Prepare the dye by mixing colours with water in separate containers. Apply dye to the fabric sections, ensuring vibrant colour coverage. Let the fabric sit for the recommended time to allow the dye to set. Rinse the fabric under 		<p>explain principles related to make tie-dyeing</p> <p>Theories: The student should explain theories related to make tie-dyeing</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make tie-dyeing</p>	<p>dyeable materials)</p> <ul style="list-style-type: none"> Fabric dye (various colours) Rubber bands or string for tying Plastic squeeze bottles or spray bottles for dye application Plastic tablecloth or surface protector Gloves and aprons for protection 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				cold water until the water runs clear. • Hang or lay flat to dry.				
		d) Making resist dyeing	Demonstrate – Show how to prepare materials and tools for resist dyeing. Observe – Let students observe the application of resist materials on fabric. Practice – Allow students to practice applying resist and dyeing fabric. Discuss – Discuss the role of resist in creating patterns and the importance of even application. Collaborate – Guide students to	The student should be able to: • Choose the fabric and prepare the dye bath. • Select the resist material (e.g., wax, paste, or rubber bands). • Apply the resist to the fabric to block the dye in certain areas. • Let the resist dry and set before dying. • Dip or immerse the fabric into the	Resist dyeing made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make resist dyeing Principles: The student should explain principles related to make resist dyeing Theories: The student should explain theories related to make resist dyeing Circumstantial knowledge: The student should explain detailed	The following tools, safety gears and equipment should be available: • Fabric (cotton, silk, or other dyeable fabrics) • Dye (appropriate for the fabric type) • Resist material (wax, paste, or other agents) • Brushes or applicators for applying resist • Dye vat or container • Gloves and aprons for protection	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			work together on a resist dyeing project with multiple colours.	dye bath for the desired colour. <ul style="list-style-type: none"> • Rinse the fabric after dyeing to remove excess dye. • Remove the resist material once the fabric is dry. 		knowledge related to make resist dyeing		
	5.3 Performing weaving and loom operation	a) Preparing material and tools for performing weaving and loom operation	Demonstrate – Show how to prepare materials and tools for weaving and loom operation. Observe – Let students observe the setup of the loom and the threading process. Practice – Allow students to practice setting up the loom and weaving.	The student should be able to: <ul style="list-style-type: none"> • Select the appropriate yarn or thread for weaving. • Set up the loom by threading the warp through the loom. • Adjust the tension on the warp threads 	Material and tools prepared as per given criterias	Underpinning knowledge of Methods used: The student should explain methods related to maintain workshop safety Principles: The student should explain principles related to maintaining workshop safety Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Loom (manual or computerized) • Yarn or thread (warp and weft) • Shuttle or bobbin • Reed and heddles 	81

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss – Discuss the importance of proper tension, yarn selection, and loom maintenance. Collaborate – Guide students to work together on a small weaving project.	to ensure even weaving. • Prepare the shuttle or bobbin with weft yarn. • Position the heddles and reed to guide the warp threads. • Test the loom operation before beginning the weaving process. • Begin weaving by passing the shuttle through the warp threads.		related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	• Scissors for trimming • Tensioning tools • Measuring tools (ruler or tape measure) • Gloves and aprons for protection	
		b) Weaving fabrics using floor looms	Demonstrate – Show how to weave fabrics using a floor loom, explaining the steps and technique.	The student should be able to: • Set up the floor loom by preparing the	Fabrics using floor looms weaved as per given criterias	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment should be available:	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Observe – Let students observe the weaving process, focusing on the shuttle and heddle movements.</p> <p>Practice – Allow students to practice weaving fabrics on the floor loom.</p> <p>Discuss – Discuss the importance of maintaining even tension and pattern consistency.</p> <p>Collaborate – Encourage students to work together to weave a small sample project.</p>	<p>warp and securing it to the loom.</p> <ul style="list-style-type: none"> Adjust the loom's tension to ensure uniform threading. Insert the shuttle with the weft yarn and pass it through the warp threads. Use the heddles to lift the warp threads and create space for the shuttle. Repeat the process, alternating the direction of the shuttle and adjusting the tension. Monitor the fabric's 		<p>related to maintain workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining workshop safety</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining workshop safety</p>	<ul style="list-style-type: none"> Floor loom Warp yarn Weft yarn Shuttle Heddles and reed Tensioning tools Scissors for trimming Measuring tools (ruler or tape measure) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<p>progression, ensuring even weaving.</p> <ul style="list-style-type: none"> □ Finish by securing the ends of the woven fabric. 				
		c) Weaving fabric using table looms	<p>Demonstrate – Show how to weave fabric using a table loom, highlighting threading and weaving techniques.</p> <p>Observe – Let students observe the process of setting up and weaving on the table loom.</p> <p>Practice – Allow students to practice weaving on the table loom, focusing on creating a consistent</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare the warp yarn and set it up on the table loom. • Adjust the loom's tension to ensure even distribution of the warp threads. • Thread the shuttle with the weft yarn and pass it through the warp. • Use the heddles to 	Fabric using table looms weaved as per given criterias	<p>Underpinning knowledge of Methods used: The student should explain methods related to maintain workshop safety</p> <p>Principles: The student should explain principles related to maintaining workshop safety</p> <p>Theories: The student should explain theories related to maintaining workshop safety</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Table loom • Warp yarn • Weft yarn • Shuttle • Heddles and reed • Tensioning tools • Scissors for trimming • Measuring tools (ruler or tape measure) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>pattern.</p> <p>Discuss – Discuss the importance of even tension, shuttle handling, and warp yarn placement.</p> <p>Collaborate – Guide students to work together on a small table loom project.</p>	<p>raise and lower the warp threads, creating space for the shuttle.</p> <ul style="list-style-type: none"> • Weave the weft yarn through the warp, ensuring even tension and pattern consistency. • Continue weaving, adjusting the tension and pattern as needed. • Finish by securing the woven fabric and cutting it off the loom. 		<p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to maintaining workshop safety</p>		
		d) Weaving fabric using handlooms	<p>Demonstrate – Show how to weave fabric using a handloom, explaining the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Set up the handloom by 	Fabric using handlooms weaved as per given criterias	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to weave</p>	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>process and techniques.</p> <p>Observe – Let students observe the handloom operation, focusing on manual shuttle movements.</p> <p>Practice – Allow students to practice weaving fabric using the handloom.</p> <p>Discuss – Discuss the importance of warp tension, shuttle control, and consistency in pattern.</p> <p>Collaborate – Encourage students to work together on a small handloom weaving project.</p>	<p>preparing the warp and threading it through the loom.</p> <ul style="list-style-type: none"> Adjust the tension of the warp to ensure it is even. Insert the shuttle with weft yarn and pass it through the warp threads. Use the heddles to lift and lower the warp threads, creating space for the shuttle. Weave the fabric by passing the shuttle back and forth across the loom. 		<p>fabric using handlooms</p> <p>Principles: The student should explain principles related to weave fabric using handlooms</p> <p>Theories: The student should explain theories related to weave fabric using handlooms</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to weave fabric using handlooms</p>	<p>should be available:</p> <ul style="list-style-type: none"> Handloom Warp yarn Weft yarn Shuttle Heddles and reed Tensioning tools Scissors for trimming Measuring tools (ruler or tape measure) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Adjust the tension and pattern as needed to ensure an even weave. Finish by securing the fabric once the desired length is woven. 				
	5.4 Making embroidery and needlework	a) Preparing material and tools for making embroidery and needlework	Demonstrate – Show how to prepare materials and tools for embroidery and needlework. Observe – Let students observe the proper setup of fabric and tools for stitching. Practice – Allow students to practice threading needles and setting up their workspace.	The student should be able to: <ul style="list-style-type: none"> Select the fabric and ensure it is properly stretched on an embroidery hoop. Choose the appropriate thread or floss for the design. Select the right needle size for 	Material and tools prepared as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to prepare material and tools Principles: The student should explain principles related to prepare material and tools Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Fabric (cotton, linen, or specialty fabrics) Embroidery thread or floss Embroidery needles Scissors Embroidery hoop 	79.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss – Discuss the types of fabrics and threads best suited for different embroidery techniques. Collaborate – Guide students to Collaborate on a small embroidery project.	the fabric and thread. • Prepare embroidery floss by separating strands to the desired thickness. • Organize all tools and materials needed for the project (scissors, needles, threads, etc.). • Set up a comfortable workspace with good lighting.		related to prepare material and tools Circumstantial knowledge: The student should explain detailed knowledge related to prepare material and tools	• Thimble (optional) • Needle threader (optional) • Marking tools for design tracing	
		b) Making hand embroidery	Demonstrate – Show how to perform hand embroidery, explaining the basic stitches and techniques.	The student should be able to: • Prepare the fabric by stretching it on	Make hand embroidery made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment should be available:	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Observe – Let students observe the stitch execution and fabric handling during embroidery.</p> <p>Practice – Allow students to practice basic stitches such as running stitch, backstitch, and satin stitch.</p> <p>Discuss – Discuss the importance of even tension, fabric preparation, and stitch placement.</p> <p>Collaborate – Encourage students to work together on a small hand embroidery project.</p>	<p>an embroidery hoop.</p> <ul style="list-style-type: none"> • Mark the design lightly on the fabric with a fabric pen or chalk. • Select the embroidery thread and needle suitable for the design and fabric. • Begin stitching the design using the appropriate stitch techniques. • Keep consistent tension on the thread to ensure even stitches. • Finish the embroidery by securing thread ends 		<p>related to make hand embroidery</p> <p>Principles: The student should explain principles related to make hand embroidery</p> <p>Theories: The student should explain theories related to make hand embroidery</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make hand embroidery</p>	<ul style="list-style-type: none"> • Fabric (cotton, linen, etc.) • Embroidery thread or floss • Embroidery needles • Embroidery hoop • Scissors • Marking tools (fabric pen or chalk) • Thimble (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				and removing any design markings.				
		c) Making cross-stitch	Demonstrate – Show how to perform cross-stitch, explaining how to form the stitches and create the pattern. Observe – Let students observe the execution of cross-stitch on fabric. Practice – Allow students to practice basic cross-stitch techniques on sample fabric. Discuss – Discuss the importance of following the pattern, thread tension, and stitch	The student should be able to: <ul style="list-style-type: none"> • Prepare the fabric by stretching it on an embroidery hoop. • Choose the design and transfer it to the fabric, either by tracing or using a pre-printed pattern. • Select the appropriate thread colour and needle for the design. • Start stitching from one 	Cross-stitch made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make cross-stitch Principles: The student should explain principles related to make cross-stitch Theories: The student should explain theories related to make cross-stitch Circumstantial knowledge: The student should explain detailed knowledge related	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Fabric (Aida cloth or similar) • Cross-stitch thread (floss) • Cross-stitch needles • Embroidery hoop • Scissors • Pattern or design • Marking tools (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			placement. Collaborate – Encourage students to work together on a small cross-stitch project.	corner of the design, creating X-shaped stitches. • Maintain even tension and stitch alignment to ensure a neat pattern. • Complete the cross-stitch by securing thread ends and removing any markings.		to make cross-stitch		
		d) Making appliqué	Demonstrate – Show how to create appliqué, explaining fabric selection, cutting, and stitching techniques. Observe – Let students observe the appliqué process, noting fabric placement	The student should be able to: • Choose the base fabric and cut it to the desired size. • Select the fabrics for the appliqué shapes and cut	Appliqué made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make appliqué Principles: The student should explain principles	The following tools, safety gears and equipment should be available: • Fabric (base and appliqué fabric) • Scissors or rotary cutter	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>and stitching technique.</p> <p>Practice – Allow students to practice cutting and applying fabric shapes to a base fabric.</p> <p>Discuss – Discuss the importance of fabric edges, adhesive options, and stitch types for appliqué.</p> <p>Collaborate – Encourage students to work together to design and create an appliqué project.</p>	<p>them into the desired patterns.</p> <ul style="list-style-type: none"> • Position the appliqué shapes on the base fabric and secure them with pins or fabric adhesive. • Stitch around the edges of the appliqué shapes using a machine or hand stitching. • Trim excess fabric and secure any loose threads. • Finish the appliqué by pressing the fabric to smooth out wrinkles and enhance the design. 		<p>related to make appliqué</p> <p>Theories: The student should explain theories related to make appliqué</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make appliqué</p>	<ul style="list-style-type: none"> • Fabric adhesive or fusible web • Sewing machine or hand sewing needles • Thread (matching or contrasting) • Iron and ironing board • Pins or fabric glue 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		e) Making quilting	<p>Demonstrate – Show how to make a quilt, explaining the steps of fabric cutting, piecing, and quilting.</p> <p>Observe – Let students observe the entire quilting process, from fabric selection to finishing.</p> <p>Practice – Allow students to practice sewing quilt blocks and joining them together.</p> <p>Discuss – Discuss the importance of accurate measurements, seam allowances, and fabric types.</p> <p>Collaborate – Encourage students to work</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select fabrics and decide on the quilt pattern. • Cut fabric into precise shapes and sizes for quilt blocks. • Arrange the fabric blocks according to the desired pattern. • Sew the quilt blocks together, ensuring accurate seam allowances. • Join the quilt top to batting and backing fabric. • Quilt through all layers, 	Quilting made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make quilting</p> <p>Principles: The student should explain principles related to make quilting</p> <p>Theories: The student should explain theories related to make quilting</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make quilting</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Fabric (cotton or quilt-specific fabrics) • Rotary cutter or fabric scissors • Quilting ruler and mat • Sewing machine or hand sewing needles • Thread (coordinating colour) • Quilt batting • Safety pins or basting spray • Quilting pattern or design • Iron and ironing board 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			together on a small quilt project.	using hand or machine stitching. • Finish the quilt by binding the edges and securing all loose threads.				
		f) Making manual machine embroidery	Demonstrate – Show how to set up a manual embroidery machine, explaining key adjustments for stitching. Observe – Let students observe the machine operation and thread handling. Practice – Allow students to practice loading fabric and stitching a simple design using the	The student should be able to: • Prepare the fabric and secure it in the embroidery hoop or machine frame. • Select and load the appropriate design into the embroidery machine. • Choose the correct thread type and	Manual machine embroidery made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make manual machine embroidery Principles: The student should explain principles related to make manual machine embroidery Theories: The student should explain theories related to make	The following tools, safety gears and equipment should be available: • Manual embroidery machine • Fabric (appropriate for embroidery) • Embroidery thread • Embroidery hoop or machine frame • Scissors	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			manual embroidery machine. Discuss – Discuss the importance of proper machine settings, fabric tension, and thread choices. Collaborate – Encourage students to work together to create a collaborative embroidery project.	colour, and thread the machine accordingly. <ul style="list-style-type: none"> Adjust machine settings for stitch length, tension, and speed based on the fabric and design. Begin stitching the design, monitoring the machine for any issues or adjustments. Finish the embroidery by trimming excess thread and removing the fabric from the machine. 		manual machine embroidery Circumstantial knowledge: The student should explain detailed knowledge related to making manual machine embroidery maintaining workshop safety	<ul style="list-style-type: none"> Machine needles (suitable for embroidery) Design files (digital or hand-drawn) 	
	5.5 Making computerized embroidery	a) Preparing materials and tools for making	Demonstrate – Show how to prepare materials for computerized	The student should be able to:	Materials and tools prepared as per technical specifications	Underpinning knowledge of Methods used: The student should	The following tools, safety gears and equipment	73.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		computerized embroidery	embroidery, including fabric setup and machine configuration. Observe – Have students observe the preparation process and machine settings. Practice – Allow students to practice setting up the embroidery machine and fabric for the design. Discuss – Discuss the importance of fabric type, thread selection, and digitizing designs for the embroidery process. Collaborate – Encourage	<ul style="list-style-type: none"> Choose the fabric suitable for computerized embroidery and cut it to size. Select the appropriate embroidery thread colour and type. Prepare the design using embroidery software, adjusting size and complexity. Load the design file into the embroidery machine. Hoop the fabric securely, ensuring it's taut and aligned. 		<p>explain methods related to prepare materials and tools</p> <p>Principles: The student should explain principles related to prepare materials and tools</p> <p>Theories: The student should explain theories related to prepare materials and tools</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to prepare materials and tools</p>	<p>should be available:</p> <ul style="list-style-type: none"> Computerized embroidery machine Fabric (appropriate for embroidery) Embroidery thread Embroidery needles Embroidery software for design creation Embroidery hoop Scissors Stabilizer or backing material Iron and ironing board 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to Collaborate on preparing materials for a joint embroidery project.	<ul style="list-style-type: none"> Adjust machine settings, including thread tension and stitch types. 				
		b) Installing software	<p>Demonstrate – Show how to install software, including downloading and setup.</p> <p>Observe – Let students watch the installation process.</p> <p>Practice – Allow students to install a sample software on their devices.</p> <p>Discuss – Discuss common issues during installation and how to troubleshoot them.</p> <p>Collaborate –</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Download the software from a trusted source. Run the installer and follow on-screen instructions. Accept license agreements and choose installation options. Wait for the software to complete installation. 	Software installed as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare materials and tools</p> <p>Principles: The student should explain principles related to prepare materials and tools</p> <p>Theories: The student should explain theories related to prepare materials and tools</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Computer or device Internet connection Software installer file License key (if required) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Encourage students to help each other during installation tasks.	<ul style="list-style-type: none"> Launch the software and check for successful installation. 		The student should explain detailed knowledge related to prepare materials and tools		
		c) Creating artwork	<p>Demonstrate – Show the process of creating artwork from start to finish.</p> <p>Observe – Have students observe different techniques used in the creation of the artwork.</p> <p>Practice – Allow students to experiment with materials and techniques in their own artwork.</p> <p>Discuss – Facilitate discussions on design concepts, inspiration, and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select the concept or theme for the artwork. Choose materials and tools suited to the medium being used. Sketch a rough draft of the artwork to plan composition and details. Begin creating the artwork, starting with basic shapes 	Artwork created as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to create artwork</p> <p>Principles: The student should explain principles related to create artwork</p> <p>Theories: The student should explain theories related to create artwork</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Paper, canvas, or other surfaces Paints, pencils, or other medium Brushes, pens, or tools for application Easel or workspace Erasers or cleaning materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			methods used in the artwork. Collaborate – Encourage students to work together to create a shared piece of art.	and building up details. <ul style="list-style-type: none"> • Refine and add finishing touches to the artwork. • Allow the artwork to dry or set, if necessary. 		The student should explain detailed knowledge related to create artwork		
		d) Digitizing artwork	Demonstrate – Show how to digitize artwork using scanning or photography techniques. Observe – Have students observe the digitization process, including software usage. Practice – Allow students to practice scanning or photographing their artwork and editing it digitally.	The student should be able to: <ul style="list-style-type: none"> • Prepare the artwork for digitization by ensuring it's clean and in good condition. • Scan or photograph the artwork, adjusting settings for optimal quality. 	Artwork digitised as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to digitize artwork Principles: The student should explain principles related to digitize artwork Theories: The student should explain theories related to digitize artwork	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Scanner or camera • Computer with editing software (e.g., Photoshop, Illustrator) • High-quality resolution settings • External storage (USB 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss – Discuss the importance of resolution, file format, and editing for digitized artwork. Collaborate – Encourage students to share and edit each other's digital artwork.	<ul style="list-style-type: none"> • Upload the image to a computer or editing software. • Edit the image, adjusting brightness, contrast, and colour balance if needed. • <input type="checkbox"/> Save the file in an appropriate format (e.g., JPG, PNG, TIFF). 		Circumstantial knowledge: The student should explain detailed knowledge related to digitize artwork	drive or cloud storage)	
		e) Making digital embroidery	Demonstrate – Show how to create digital embroidery designs using software. Observe – Have students watch the design process and machine setup. Practice – Allow	The student should be able to: <ul style="list-style-type: none"> • Open embroidery software and select a design template or create from scratch. 	Digital embroidery made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make digital embroidery Principles: The student should explain principles	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Computer with embroidery software • Embroidery machine 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students to create their own digital embroidery designs.</p> <p>Discuss – Discuss how to adjust stitch types, density, and thread colours in designs.</p> <p>Collaborate – Encourage students to Collaborate on creating a shared embroidery design.</p>	<ul style="list-style-type: none"> Choose thread colours and adjust stitch types (e.g., satin, fill, running stitches). Digitize the design by outlining shapes and adjusting parameters for each element. Save the design file in the appropriate embroidery machine format. Transfer the design file to the embroidery machine. 		<p>related to make digital embroidery</p> <p>Theories: The student should explain theories related to make digital embroidery</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make digital embroidery</p>	<ul style="list-style-type: none"> Thread (various colours) Design file format (e.g., .DST, .PES) USB drive or direct connection for file transfer 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	5.6 Making pattern drafting and garment construction	a) Preparing material and tools for making pattern drafting and garment construction	<p>Demonstrate – Show how to prepare materials and tools for pattern drafting and garment construction.</p> <p>Observe – Have students watch the process of selecting and organizing materials.</p> <p>Practice – Allow students to prepare their own materials and tools for pattern drafting.</p> <p>Discuss – Discuss the importance of accurate measurements and tool usage in garment creation.</p> <p>Collaborate – Encourage students to work</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Choose the appropriate fabric, pattern paper, and measuring tools. Select necessary tools such as scissors, rulers, chalk, and pins. Measure and mark fabric for pattern drafting. Prepare the sewing machine and other tools for construction. Cut fabric according to drafted patterns. 	Material and tools prepared as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare material and tools</p> <p>Principles: The student should explain principles related to prepare material and tools</p> <p>Theories: The student should explain theories related to prepare material and tools</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to prepare material and tools</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Pattern paper Fabric Measuring tape Scissors Rulers Chalk or fabric marking tools Sewing machine Pins and needles 	52.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			together in preparing materials for a joint project.					
		b) Drafting patterns	<p>Demonstrate – Show how to draft patterns based on measurements and design.</p> <p>Observe – Have students observe pattern drafting, noting key steps and techniques.</p> <p>Practice – Allow students to practice drafting their own patterns.</p> <p>Discuss – Discuss how measurements impact the fit and design of the final garment.</p> <p>Collaborate – Encourage</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take accurate measurements of the body or garment. • Draw a basic outline of the pattern on pattern paper. • Add details such as seams, notches, and grainlines. • Make adjustments to the pattern for fit and design. • Cut out the pattern pieces for use in 	Patterns drafted as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to draft patterns maintain workshop safety</p> <p>Principles: The student should explain principles related to draft patterns</p> <p>Theories: The student should explain theories related to draft patterns</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Pattern paper • Measuring tape • Ruler and French curve • Chalk or fabric marking tools • Scissors • Pencil or fabric marker 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to compare and refine their drafted patterns with peers.	garment construction.		knowledge related to draft patterns		
		c) Cutting patterns	<p>Demonstrate – Show how to cut patterns accurately from pattern paper.</p> <p>Observe – Have students observe the cutting process and proper techniques.</p> <p>Practice – Allow students to practice cutting their own pattern pieces.</p> <p>Discuss – Discuss how to ensure clean and precise cuts for accurate garment construction.</p> <p>Collaborate –</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Place the pattern on flat, smooth surface. Pin or weight the pattern onto the fabric or pattern paper. Use sharp scissors or rotary cutter to cut along the edges of the pattern. Cut along the marked lines, ensuring 	Cut patterns cut as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to cut patterns</p> <p>Principles: The student should explain principles related to cut patterns</p> <p>Theories: The student should explain theories related to cut patterns</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Pattern paper or fabric Scissors or rotary cutter Pins or weights Ruler or measuring tape Chalk or fabric marking tools 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Encourage students to review each other's cutting techniques for improvements.	smooth and clean cuts. • Check all pattern pieces for accuracy after cutting.		knowledge related to cut patterns		
		d) Sewing crafts-based garments	Demonstrate – Show how to sew crafts-based garments using basic sewing techniques. Observe – Have students observe sewing techniques, noting key actions like stitching and joining fabric. Practice – Allow students to practice sewing simple garments or garment pieces. Discuss – Discuss fabric	The student should be able to: <ul style="list-style-type: none"> • Prepare fabric by pressing and cutting according to patterns. • Pin or baste the fabric pieces together to ensure alignment. • Sew fabric pieces together using the sewing machine or hand stitching. • Finish raw edges with 	Crafts-based garments sewed as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to sewing crafts-based garments Principles: The student should explain principles related to m sewing crafts-based garments aintaining workshop safety Theories: The student should explain theories related to sewing	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Sewing machine or hand needles • Thread • Pins or fabric clips • Scissors • Iron and ironing board • Fabric and pattern pieces 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			handling, stitch types, and finishing techniques. Collaborate – Encourage students to work together to complete a garment or project.	overlocking or hemming techniques. • Press seams and garment to ensure a neat finish.		crafts-based garments Circumstantial knowledge: The student should explain detailed knowledge related to sewing crafts-based garments		
6. Performing fibre arts products	6.1 Making clothing and apparel	a) Making scarves	Demonstrate – Show how to create a scarf, including fabric selection, cutting, and finishing techniques. Observe – Have students observe the scarf-making process and key steps like measuring and stitching. Practice – Allow students to create	The student should be able to: • Choose fabric based on texture, colour, and desired look. • Measure and cut the fabric to the desired length and width. • Fold edges and stitch or hem	Scarves made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make scarves Principles: The student should explain principles related to make scarves Theories: The student should	The following tools, safety gears and equipment should be available: • Fabric (e.g., cotton, silk, wool) • Scissors • Sewing machine or hand sewing needles • Thread	81

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			their own scarves with guidance. Discuss – Discuss fabric choices, colour coordination, and scarf design ideas. Collaborate – Encourage students to work together on creating a scarf collection or design.	for a clean finish. <ul style="list-style-type: none"> Add decorative elements such as embroidery, fringe, or appliqué if desired. Press the scarf to smooth out wrinkles and achieve a professional finish. 		explain theories related to make scarves Circumstantial knowledge: The student should explain detailed knowledge related to make scarves	<ul style="list-style-type: none"> Pins Iron and ironing board 	
		b) Making sweaters	Demonstrate – Show how to make a sweater, focusing on pattern selection, knitting or sewing techniques. Observe – Have students observe the sweater-making process, noting key steps	The student should be able to: <ul style="list-style-type: none"> Select the appropriate yarn and needles for knitting or fabric for sewing. Choose a sweater pattern and calculate 	Sweaters made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make sweaters Principles: The student should explain principles related to make sweaters	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Yarn or fabric Knitting needles or sewing machine Scissors 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			like shaping and assembly. Practice – Allow students to create their own sweater or sweater pieces. Discuss – Discuss yarn choices, stitch patterns, and sweater construction methods. Collaborate – Encourage students to work together to create sweater designs or collections.	the correct size. • Knit or sew the body, sleeves, and neckline according to the pattern instructions. • Join the pieces together and finish edges with ribbing or other finishing techniques. • Block the sweater to adjust shape and size.		Theories: The student should explain theories related to make sweaters Circumstantial knowledge: The student should explain detailed knowledge related to make sweaters	<ul style="list-style-type: none"> • Thread • Stitch markers • Pattern for sweater design • Blocking tools (e.g., pins, mats) 	
		c) Making hats	Demonstrate – Show how to make a hat, focusing on shaping, sewing, or knitting techniques. Observe – Have students observe	The student should be able to: <ul style="list-style-type: none"> • Select the appropriate fabric, yarn, or material for the hat style. 	Hats made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make hats Principles: The student should	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Fabric, yarn, or felt • Scissors 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			the hat-making process, paying attention to measurements and assembly. Practice – Allow students to create their own hats, either by knitting, sewing, or crafting. Discuss – Discuss materials, techniques, and designs suitable for different types of hats. Collaborate – Encourage students to work together to design and create a collection of hats.	<ul style="list-style-type: none"> • Measure and cut fabric or knit the pieces needed for the hat. • Shape the hat according to the design, using sewing or knitting techniques. • Sew or knit the pieces together, ensuring a secure and neat finish. • Add any embellishments, such as ribbons, buttons, or appliqué, for decoration. 		<p>explain principles related to make hats</p> <p>Theories: The student should explain theories related to make hats</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make hats</p>	<ul style="list-style-type: none"> • Needle and thread or knitting needles • Pins • Measuring tape • Sewing machine or hand-sewing tools • Embellishments (e.g., ribbon, buttons) 	
		d) Making gloves	Demonstrate – Show how to make gloves, emphasizing	The student should be able to:	Gloves made as per technical specifications	Underpinning knowledge of Methods used: The student should	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>proper pattern fitting and stitching techniques.</p> <p>Observe – Have students observe the glove-making process, noting key steps like fitting and sewing.</p> <p>Practice – Allow students to practice making gloves using patterns or pre-cut fabric pieces.</p> <p>Discuss – Discuss materials, styles, and finishing techniques for gloves.</p> <p>Collaborate – Encourage students to design and create</p>	<ul style="list-style-type: none"> • Select the appropriate fabric or material (e.g., leather, cotton, knit). • Choose or create a pattern based on glove size and style. • Cut out the glove pieces, ensuring accurate measurements. • Sew the pieces together, leaving space for fingers and adjusting the fit. • Finish edges with hemming or other techniques for durability and appearance. 		<p>explain methods related to make gloves</p> <p>Principles: The student should explain principles related to make gloves</p> <p>Theories: The student should explain theories related to make gloves</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make gloves</p>	<p>should be available:</p> <ul style="list-style-type: none"> • Fabric or material (e.g., leather, knit, cotton) • Scissors • Pattern for gloves • Needle and thread or sewing machine • Pins • Measuring tape • Elastic (optional for cuff fitting) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			different styles of gloves together.					
		e) Making shawls	<p>Demonstrate – Show how to make a shawl, focusing on fabric selection, measuring, and sewing or knitting techniques.</p> <p>Observe – Have students observe the shawl-making process, especially fabric handling and finishing techniques.</p> <p>Practice – Allow students to create their own shawls using different fabrics or yarns.</p> <p>Discuss – Discuss design variations, fabric types, and styling</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select fabric or yarn based on the desired look and feel of the shawl. • Measure and cut the fabric or knit the pieces to the desired size. • Sew or knit the pieces together, creating an even and symmetrical shape. • Finish the edges with a hem, fringe, or decorative stitch. 	Shawls made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make shawls</p> <p>Principles: The student should explain principles related to make shawls</p> <p>Theories: The student should explain theories related to make shawls</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make shawls</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Fabric or yarn • Scissors • Needle and thread or knitting needles • Pins • Measuring tape • Sewing machine or hand-sewing tools • Fringe or decorative elements (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			ideas for shawls. Collaborate – Encourage students to create a collection of shawls with different designs and textures.	<ul style="list-style-type: none"> Press the shawl to smooth out any wrinkles and ensure proper shape. 				
		f) Making dresses	Demonstrate – Show how to make a dress, focusing on pattern fitting, cutting, and sewing techniques. Observe – Have students observe the dress-making process, paying attention to key construction steps. Practice – Allow students to practice making dresses using a	The student should be able to: <ul style="list-style-type: none"> Select the fabric suitable for the dress style and desired fit. Choose or create a pattern based on dress style and measurements. Cut the fabric according to the pattern, ensuring accuracy. 	Dresses made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make dresses Principles: The student should explain principles related to make dresses Theories: The student should explain theories related to make dresses	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Fabric Scissors Pattern Needle and thread or sewing machine Pins Measuring tape Zippers, buttons, or 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			variety of fabrics and styles. Discuss – Discuss fabric choices, dress designs, and fitting techniques. Collaborate – Encourage students to work together to create a dress collection with different styles.	<ul style="list-style-type: none"> Sew the pieces together, adjusting for fit and shaping. Add finishing touches, such as zippers, buttons, and hems. 		Circumstantial knowledge: The student should explain detailed knowledge related to make dresses	other embellishments	
	6.2 Making fibre arts accessories	a) Making handbags	Demonstrate – Show how to make a handbag, focusing on design, pattern cutting, and sewing techniques. Observe – Have students observe the process, particularly how to assemble the components and	The student should be able to: <ul style="list-style-type: none"> Select the fabric or leather and any other materials (e.g., lining, handles). Choose or create a pattern based on handbag 	Handbags made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make handbags Principles: The student should explain principles related to make handbags	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Fabric, leather, or other material Scissors Pattern Needle and thread or 	54

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			handle the materials. Practice – Allow students to practice making their own handbags with different styles and materials. Discuss – Discuss various handbag designs, materials, and finishes. Collaborate – Encourage students to work together to design and create a range of handbags.	design and dimensions. <ul style="list-style-type: none"> • Cut the fabric or leather pieces according to the pattern. • Sew the pieces together, ensuring the bag is durable and properly aligned. • Attach handles, zippers, or other closures to complete the handbag. 		Theories: The student should explain theories related to make handbags Circumstantial knowledge: The student should explain detailed knowledge related to make handbags	sewing machine <ul style="list-style-type: none"> • Pins • Measuring tape • Zippers, buttons, or clasps 	
		a) Making purses	Demonstrate – Show how to make a purse, highlighting design choices, pattern cutting, and sewing techniques.	The student should be able to: <ul style="list-style-type: none"> • Select the material suitable for the purse design (e.g., fabric, 	Purses made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make purses	The following tools, safety gears and equipment should be available:	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Observe – Have students observe the process, especially the construction of small components like compartments and closures.</p> <p>Practice – Allow students to practice making their own purses with different styles and materials.</p> <p>Discuss – Discuss purse designs, materials, and finishing techniques.</p> <p>Collaborate – Encourage students to create a collection of purses with various designs</p>	<p>leather, or synthetic).</p> <ul style="list-style-type: none"> Choose or create a pattern based on the desired size and shape of the purse. Cut the material according to the pattern, ensuring proper alignment. Sew the pieces together, paying attention to detail and durability. Attach any closures (e.g., zippers, clasps, magnetic snaps) and add finishing touches like handles or 		<p>Principles: The student should explain principles related to make purses</p> <p>Theories: The student should explain theories related to make purses</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make purses</p>	<ul style="list-style-type: none"> Fabric, leather, or synthetic material Scissors Pattern Needle and thread or sewing machine Pins Measuring tape Zippers, clasps, or snaps 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			and functionalities.	embellishments.				
		b) Making belts	<p>Demonstrate – Show how to make a belt, focusing on selecting materials, cutting, and stitching techniques.</p> <p>Observe – Have students observe the process, particularly how to create a sturdy and functional belt.</p> <p>Practice – Allow students to make their own belts, experimenting with different designs and closures.</p> <p>Discuss – Discuss belt styles, materials, and various</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the material for the belt (e.g., leather, fabric, or synthetic). • Measure and cut the material to the desired length and width. • Add belt holes or loops as needed for adjustments. • Sew or attach a buckle or other fastening mechanism. • Finish the edges by stitching or applying a 	Belts made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make belts</p> <p>Principles: The student should explain principles related to make belts</p> <p>Theories: The student should explain theories related to make belts</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make belts</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Select the material for the belt (e.g., leather, fabric, or synthetic). • Measure and cut the material to the desired length and width. • Add belt holes or loops as needed for adjustments. • Sew or attach a buckle or other fastening mechanism. 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			closure mechanisms. Collaborate – Encourage students to create a collection of belts with various designs and finishes.	protective coating.			<ul style="list-style-type: none"> Finish the edges by stitching or applying a protective coating. 	
		c) Making hair accessories	Demonstrate – Show how to create hair accessories, focusing on materials, design techniques, and assembly. Observe – Have students observe the process, particularly how to attach decorations to hairbands or clips. Practice – Allow students to	The student should be able to: <ul style="list-style-type: none"> Select materials (e.g., fabric, beads, ribbons, or wire) for the accessory. Choose or create a design for the hair accessory (e.g., headband, clips, or barrettes). 	Hair accessories made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make hair accessories Principles: The student should explain principles related to make hair accessories Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Fabric, beads, ribbons, or wire Scissors Needle and thread or glue gun Hair clips or headbands Measuring tape Decorative elements (e.g., 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			practice making their own hair accessories with different styles and materials. Discuss – Discuss various types of hair accessories, materials, and decorative techniques. Collaborate – Encourage students to create a collection of hair accessories with varied designs and uses.	<ul style="list-style-type: none"> • Cut and shape the material according to the design. • Attach decorative elements like beads, flowers, or sequins to the accessory. • Secure the finished accessory to the hairband or clip base. 		related to make hair accessories Circumstantial knowledge: The student should explain detailed knowledge related to make hair accessories	flowers, sequins, gems)	
	6.3 Making home furnishings	a) Making throw pillows	Demonstrate – Show how to make a throw pillow, focusing on selecting fabric, cutting, and sewing techniques. Observe – Have	The student should be able to: <ul style="list-style-type: none"> • Choose the fabric and pillow filling material (e.g., cotton, linen, 	Throw pillows made conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make throw pillows	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Fabric (e.g., cotton, linen) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students observe the process, particularly how to sew straight seams and stuff the pillow.</p> <p>Practice – Allow students to practice making throw pillows with different fabrics and stuffing techniques.</p> <p>Discuss – Discuss different pillow shapes, sizes, and finishing techniques.</p> <p>Collaborate – Encourage students to create a set of throw pillows with coordinating designs and styles.</p>	<p>polyester stuffing).</p> <ul style="list-style-type: none"> • Measure and cut fabric to the desired size for the pillow cover. • Sew the fabric pieces together, leaving an opening for stuffing. • Stuff the pillow evenly with the filling material. • Close the opening with hand stitching or a machine stitch. 		<p>Principles: The student should explain principles related to make throw pillows</p> <p>Theories: The student should explain theories related to make throw pillows</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make throw pillows</p>	<ul style="list-style-type: none"> • Polyester stuffing or other filling materials • Scissors • Needle and thread or sewing machine • Pins • Measuring tape 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		b) Making blankets	<p>Demonstrate – Show how to make a blanket, focusing on fabric selection, cutting, and stitching techniques.</p> <p>Observe – Have students observe the process, especially how to join fabric pieces and finish edges.</p> <p>Practice – Allow students to practice making blankets with different fabrics and styles.</p> <p>Discuss – Discuss various blanket sizes, fabric choices, and techniques for warmth and durability.</p> <p>Collaborate – Encourage</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select fabric for the blanket (e.g., fleece, cotton, or wool). • Measure and cut fabric to the desired size. • Sew the edges together, leaving an optional border or decorative stitching. • Finish the edges using a hem, binding, or fringe technique. • Optionally, add any decorative elements like 	Blankets made conforming to design, size, and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make blankets</p> <p>Principles: The student should explain principles related to make blankets</p> <p>Theories: The student should explain theories related to make blankets</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make blankets</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Fabric (e.g., fleece, cotton, wool) • Sewing machine or needle and thread • Scissors • Measuring tape • Pins • Hemming tape or fabric glue (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to create a variety of blanket designs, including throws and bedspreads.	embroidery or applique.				
		c) Making quilts	<p>Demonstrate – Show how to make a quilt, focusing on fabric selection, cutting, piecing, and quilting techniques.</p> <p>Observe – Have students observe the process, especially how to align quilt pieces and quilt layers.</p> <p>Practice – Allow students to practice making quilt blocks and assembling them into a quilt top.</p> <p>Discuss – Discuss different quilting patterns,</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select fabrics for quilt blocks and backing. • Measure and cut fabric into square or rectangular pieces for blocks. • Piece the quilt blocks together by sewing the fabric pieces. • Assemble the quilt top by joining the blocks. 	Quilts made conforming to design, size, and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make quilts</p> <p>Principles: The student should explain principles related to make quilts</p> <p>Theories: The student should explain theories related to make quilts</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Quilting fabric (e.g., cotton) • Batting • Quilt backing fabric • Sewing machine or hand-sewing needles • Scissors • Pins or quilting clips • Quilting thread • Rotary cutter and mat (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			fabric combinations, and quilting techniques. Collaborate – Encourage students to work together on creating a group quilt with varied designs.	<ul style="list-style-type: none"> Add a quilt backing and batting, then quilt the layers together using hand stitching or a sewing machine. Bind the edges of the quilt for a finished look. 		knowledge related to make quilts	<ul style="list-style-type: none"> Quilt binding strips 	
		d) Making table runners	Demonstrate – Show how to make a table runner, focusing on fabric selection, cutting, and sewing techniques. Observe – Have students observe the process, especially how to stitch the edges and create a neat finish. Practice – Allow students to	The student should be able to: <ul style="list-style-type: none"> Select fabric for the table runner (e.g., cotton, linen, or silk). Measure and cut fabric to the desired length and width. Sew the fabric edges together, creating a hem 	Table runners made conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make table runners Principles: The student should explain principles related to make table runners Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Fabric (e.g., cotton, linen, silk) Sewing machine or hand-sewing needles Scissors Measuring tape Pins 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			practice making table runners with different fabrics and lengths. Discuss – Discuss various fabric combinations, dimensions, and techniques for creating stylish table runners. Collaborate – Encourage students to design a set of matching table runners for different occasions.	or decorative border. <ul style="list-style-type: none"> Optionally, add a backing fabric for extra durability or a contrasting design. Press the table runner to ensure crisp, neat edges. 		related to make table runners Circumstantial knowledge: The student should explain detailed knowledge related to make table runners	<ul style="list-style-type: none"> Iron and ironing board Thread 	
		e) Making rugs	Demonstrate – Show how to make a rug, highlighting different weaving or tufting techniques. Observe – Have	The student should be able to: <ul style="list-style-type: none"> Select the fibre or yarn for the rug (e.g., wool, 	Rugs made conforming to design, size, and technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make rugs	The following tools, safety gears and equipment should be available:	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students observe the rug-making process, focusing on the consistency of tension and pattern.</p> <p>Practice – Allow students to practice making small rug samples, experimenting with different fibres and designs.</p> <p>Discuss – Discuss various rug styles, fibre choices, and techniques for durability and comfort.</p> <p>Collaborate – Encourage students to design and create a group rug with</p>	<p>cotton, synthetic).</p> <ul style="list-style-type: none"> • Measure and cut the foundation fabric or rug backing. • Choose a weaving or tufting technique (e.g., hand-weaving, latch-hook, or tufting gun). • Begin weaving or tufting the yarn into the rug backing, following the design. • Trim any excess yarn and finish the edges of the rug. • Optionally, add a non-slip backing for 		<p>Principles: The student should explain principles related to make rugs</p> <p>Theories: The student should explain theories related to make rugs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make rugs</p>	<ul style="list-style-type: none"> • Rug fibres or yarn (e.g., wool, cotton, synthetic) • Rug backing or foundation fabric • Weaving loom or tufting gun • Scissors • Measuring tape • Yarn needle (if hand-weaving) • Non-slip rug backing (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			unique patterns and colours.	added durability.				
		f) Making curtains	<p>Demonstrate – Show how to make curtains, focusing on fabric selection, measuring, cutting, and sewing.</p> <p>Observe – Have students observe the process, especially how to create hems and add curtain rings or hooks.</p> <p>Practice – Allow students to practice making small curtain samples or panels.</p> <p>Discuss – Discuss different fabric types, curtain styles, and hanging options.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select fabric for the curtains (e.g., cotton, linen, or polyester). • Measure the window size and determine the desired length and width of the curtains. • Cut fabric to the required dimensions, leaving extra for hems and pleats. • Sew the sides and bottom hems, and create a top 	Curtains made conforming to design, size, and technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make curtains</p> <p>Principles: The student should explain principles related to make curtains</p> <p>Theories: The student should explain theories related to make curtains</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to make curtains</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Fabric (e.g., cotton, linen, polyester) • Sewing machine or hand-sewing needles • Measuring tape • Scissors • Pins • Iron and ironing board • Curtain rings, hooks, or rod pocket • Thread 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Collaborate – Encourage students to design and create matching curtains for different room themes.	edge for the curtain rod. <ul style="list-style-type: none"> • Add curtain rings, hooks, or a rod pocket to the top of the curtain for hanging. • Press the curtains for a smooth, finished appearance. 				
	6.4 Making knitted and crocheted home decor	a) Making doilies	Demonstrate – Show how to make a doily, focusing on the basic crochet or knitting techniques. Observe – Have students observe the pattern creation, paying attention to stitch consistency and design. Practice – Allow students to	The student should be able to: <ul style="list-style-type: none"> • Choose thread or yarn for the doily (e.g., cotton or fine yarn). • Select a doily pattern or design, considering the desired size and complexity. 	Doilies made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make doilies Principles: The student should explain principles related to make doilies Theories: The student should	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Thread or yarn (e.g., cotton, fine yarn) • Crochet hook or knitting needles • Scissors • Measuring tape 	82.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			practice making small doilies using different yarns and patterns. Discuss – Discuss various types of doilies, their uses, and the difference in thread weight. Collaborate – Encourage students to create a set of matching doilies for a particular theme.	<ul style="list-style-type: none"> • Begin crocheting or knitting according to the pattern, starting from the center out. • Follow the pattern carefully, ensuring even stitches and symmetrical design. • Finish the edges with a decorative trim or border, if desired. • Block the doily to shape and set the stitches. 		explain theories related to make doilies Circumstantial knowledge: The student should explain detailed knowledge related to make doilies	<ul style="list-style-type: none"> • Pins for blocking • Iron and ironing board (for pressing, if necessary) • Pattern or design guide 	
		b) Making placemats	Demonstrate – Show how to make placemats, focusing on material selection,	The student should be able to: <ul style="list-style-type: none"> • Choose the material for 	Placemats made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			measuring, and sewing techniques. Observe – Have students observe the process, noting the techniques for sewing edges and adding any decorative features. Practice – Allow students to practice making placemats with different materials and patterns. Discuss – Discuss the various material options, such as fabric, woven, or vinyl placemats, and their care requirements. Collaborate – Encourage	the placemats (e.g., cotton fabric, vinyl, or woven material). <ul style="list-style-type: none"> • Measure the desired dimensions for the placemats, allowing extra for seams. • Cut the material according to the measurements. • Sew the edges, either using a sewing machine or by hand, to prevent fraying. • Add any decorative elements, such as appliqué, embroidery, or 		related to placemats Principles: The student should explain principles related to placemats Theories: The student should explain theories related to placemats Circumstantial knowledge: The student should explain detailed knowledge related to placemats	should be available: <ul style="list-style-type: none"> • Choose the material for the placemats (e.g., cotton fabric, vinyl, or woven material). • Measure the desired dimensions for the placemats, allowing extra for seams. • Cut the material according to the measurements. • Sew the edges, either using a sewing machine or by hand, to prevent fraying. • Add any decorative elements, such as appliqué, 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			students to design a set of matching placemats for a dining theme.	trim, if desired. • Press the placemats to remove any wrinkles and set the shape.			embroidery, or trim, if desired. • Press the placemats to remove any wrinkles and set the shape.	
		c) Making coasters	Demonstrate – Show how to make coasters, focusing on material selection, cutting, and assembly techniques. Observe – Have students observe the process, especially how to create clean edges and apply protective finishes. Practice – Allow students to practice making coasters with different materials like	The student should be able to: • Select material for the coasters (e.g., cork, fabric, wood, or ceramic). • Measure and cut the material to the desired size and shape, typically square or round. • If using fabric, apply a backing material for	Coasters made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make coasters Principles: The student should explain principles related to make coasters Theories: The student should explain theories related to make coasters Circumstantial knowledge:	The following tools, safety gears and equipment should be available: • Material (e.g., cork, fabric, wood, ceramic) • Scissors or rotary cutter • Measuring tape or ruler • Paint, fabric, or other decoration materials • Clear varnish or sealant (optional)	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			fabric, cork, or wood. Discuss – Discuss various coaster designs and the importance of selecting durable, easy-to-clean materials. Collaborate – Encourage students to create a matching set of coasters with personalized designs.	durability and shape. <ul style="list-style-type: none"> • Add any design or decoration, such as painting, fabric printing, or embroidery. • Apply a protective coating, such as sealant or clear varnish, if necessary. • Allow the coasters to dry completely before use. 		The student should explain detailed knowledge related to make coasters	<ul style="list-style-type: none"> • Brush or sponge for applying sealant • Iron (if using fabric) 	
		d) Making dishcloths	Demonstrate – Show how to make dishcloths, focusing on yarn selection, knitting or crocheting techniques. Observe – Have students observe the process,	The student should be able to: <ul style="list-style-type: none"> • Choose a suitable yarn, such as cotton, for its absorbent qualities. 	Dishcloths made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make dishcloths Principles: The student should	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Cotton yarn 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>particularly how to create even stitches and maintain consistent tension.</p> <p>Practice – Allow students to practice knitting or crocheting dishcloths with various patterns.</p> <p>Discuss – Discuss the choice of yarn and stitch patterns for durability and absorbency.</p> <p>Collaborate – Encourage students to design a set of dishcloths with coordinating colours or patterns.</p>	<ul style="list-style-type: none"> • Select the appropriate knitting or crochet needles (or hook) based on yarn thickness. • Cast on or start with a foundation chain for the dishcloth. • Work the chosen stitch pattern (e.g., garter stitch, single crochet). • Continue until the dishcloth reaches the desired size. • Bind off or finish the edge to prevent unravelling. • Weave in any loose ends and trim. 		<p>explain principles related to make dishcloths</p> <p>Theories: The student should explain theories related to make dishcloths</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make dishcloths</p>	<ul style="list-style-type: none"> • Knitting needles or crochet hook • Scissors • Tapestry needle (for weaving in ends) • Measuring tape or ruler 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	6.5 Making macramé decor	a) Preparing material and tools for making macramé decor	<p>Demonstrate – Show how to prepare materials for macramé decor, focusing on choosing cords, colours, and selecting appropriate tools.</p> <p>Observe – Have students observe the process, particularly how to measure and cut cords accurately.</p> <p>Practice – Allow students to practice basic knots like square knots and larks head knots for macramé projects.</p> <p>Discuss – Discuss how to choose materials and tools based on the desired</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Choose macramé cord (e.g., cotton, jute, or hemp) based on project requirements. Select the appropriate colour(s) for the design. Cut cords into the desired lengths for knots and fringe. Gather necessary tools, such as a dowel, ring, or frame for the base of the decor. Prepare any additional 	Material and tools made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare material and tools</p> <p>Principles: The student should explain principles related to prepare material and tools</p> <p>Theories: The student should explain theories related to prepare material and tools</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to prepare material and tools</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Macramé cord (cotton, hemp, jute) Scissors Dowel, ring, or frame Beads or decorative items Measuring tape or ruler Pins or clips for securing cords 	55.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			outcome for each piece. Collaborate – Encourage students to work together on a shared macramé project, such as a wall hanging or plant hanger.	materials for decoration, such as beads or feathers.				
		b) Making wall hangings	Demonstrate – Show how to create a macramé wall hanging, focusing on knotting techniques and design principles. Observe – Have students observe the knotting process, especially how to create even tension and balanced patterns. Practice – Allow	The student should be able to: <ul style="list-style-type: none"> Choose a suitable macramé cord (e.g., cotton, jute) and determine the desired length. Select a wooden dowel, ring, or frame for the base of the wall hanging. 	Wall hangings made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make wall hangings Principles: The student should explain principles related to make wall hangings Theories: The student should explain theories	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Macramé cord (cotton, hemp, or jute) Wooden dowel, ring, or frame Scissors Measuring tape Pins or clips 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students to practice different knotting techniques for macramé wall hangings.</p> <p>Discuss – Discuss the importance of selecting the right size and type of cord for the desired design and texture.</p> <p>Collaborate – Encourage students to Collaborate on creating a shared wall hanging project with different sections.</p>	<ul style="list-style-type: none"> • Cut cords into the correct lengths for knotting. • Start by attaching the cords to the base using a lark's head knot. • Create patterns using various knots (e.g., square knot, half hitch). • Continue knotting until the desired length and design are achieved. • Finish the bottom with fringe or decorative elements. • Trim excess cords and 		<p>related to make wall hangings</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make wall hangings</p>	<ul style="list-style-type: none"> • Beads or decorative items (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				secure loose ends.				
		c) Making plant hangers	Demonstrate – Show how to create a macramé plant hanger, highlighting knotting techniques and how to secure the pot. Observe – Have students observe the process, focusing on the spacing of knots and securing the plant pot properly. Practice – Allow students to practice making a simple macramé plant hanger with varying knot techniques. Discuss – Discuss the importance of	The student should be able to: <ul style="list-style-type: none"> Choose a sturdy macramé cord (e.g., cotton or jute) and determine the length needed. Select a ring or dowel to serve as the base for the plant hanger. Cut cords into appropriate lengths, considering the size of the plant and pot. Attach the cords to the base using a lark's head knot or other 	Plant hangers made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make plant hangers Principles: The student should explain principles related to make plant hangers Theories: The student should explain theories related to make plant hangers Circumstantial knowledge: The student should explain detailed knowledge related to make plant hangers	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Macramé cord (cotton, hemp, or jute) Wooden dowel, ring, or frame Pot or planter Scissors Measuring tape Beads or decorative items (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			cord length and knot tension for holding a plant securely. Collaborate – Encourage students to work together on designing and making plant hangers of different sizes and styles.	suitable methods. <ul style="list-style-type: none"> • Begin knotting the cords in patterns like square knots, half hitches, or spiral knots. • Create a pocket or basket shape to securely hold the plant pot. • Add decorative fringe at the bottom if desired. • Finish by adjusting the cord lengths and ensuring the pot fits snugly. 				
		d) Making curtains	Demonstrate – Show how to create a curtain, focusing on fabric cutting,	The student should be able to:	Curtains made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			hemming, and attaching hardware. Observe – Have students observe how to measure and cut fabric accurately for a curtain. Practice – Allow students to practice hemming fabric and adding curtain rings or hooks. Discuss – Discuss fabric types, how to choose them, and the importance of proper measurements for a good fit. Collaborate – Encourage students to Collaborate on making curtains with different	<ul style="list-style-type: none"> Choose fabric based on the desired look, weight, and functionality (e.g., cotton, linen, velvet). Measure the window dimensions for accurate curtain size. Cut fabric to the required length and width, leaving extra for hems. Fold and hem the edges of the fabric to prevent fraying. Attach curtain rings, hooks, or a rod pocket, depending on the desired style. 		related to make curtains Principles: The student should explain principles related to make curtains Theories: The student should explain theories related to make curtains Circumstantial knowledge: The student should explain detailed knowledge related to make curtains	should be available: <ul style="list-style-type: none"> Curtain fabric (cotton, linen, velvet, etc.) Scissors Measuring tape Curtain rings or hooks Curtain rod or track Sewing machine or needle and thread Iron and ironing board 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			designs or fabric types.	<ul style="list-style-type: none"> Install the curtain hardware (rod or track) above the window. Hang the curtains and adjust for even draping. 				
	6.6 Making tapestries and rugs	a) Preparing material and tools for making tapestries and rugs	<p>Demonstrate – Show how to prepare the materials and tools needed for tapestry or rug making.</p> <p>Observe – Have students observe the techniques for selecting and setting up weaving materials.</p> <p>Practice – Allow students to practice preparing fibres and yarns for weaving.</p> <p>Discuss –</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select the appropriate materials, including yarn, fabric, or thread. Measure the space where the tapestry or rug will be woven. Cut yarn or fabric to the required lengths for weaving. 	Material and tools for making tapestries and rugs prepared as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare material and tools for making tapestries and rugs</p> <p>Principles: The student should explain principles related to prepare material and tools for making tapestries and rugs</p> <p>Theories: The student should explain theories</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Loom or frame Yarn or fabric Scissors Weaving needles Thread comb Backing material 	46.5

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Discuss different weaving techniques and material choices for tapestries and rugs. Collaborate – Work together to organize materials and tools for a shared project.	<ul style="list-style-type: none"> Set up the loom or frame for weaving the tapestry or rug. Organize all tools, including needles, scissors, and combs for smoothing fibres. Prepare any backing or lining materials for the final piece. 		<p>related to prepare material and tools for making tapestries and rugs</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to prepare material and tools for making tapestries and rugs</p>		
		b) Making woven tapestries	<p>Demonstrate – Show how to weave a tapestry, emphasizing the setup and basic weaving technique.</p> <p>Observe – Have students observe the process of weaving threads</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select and prepare the yarn or thread for weaving. Set up the loom, ensuring the warp 	Woven tapestries made as per technical specifications	<p>Underpinning knowledge of Methods used:</p> <p>The student should explain methods related to make woven tapestries</p> <p>Principles: The student should explain principles</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Loom Yarn or thread Scissors Weaving needle 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>and creating patterns.</p> <p>Practice – Allow students to weave a small sample tapestry, using different materials and colours.</p> <p>Discuss – Facilitate a discussion on the importance of tension, pattern design, and colour choices in tapestry weaving.</p> <p>Collaborate – Work as a group on a larger tapestry project, assigning tasks like weaving, knotting, and finishing.</p>	<p>threads are evenly spaced.</p> <ul style="list-style-type: none"> • Begin weaving the weft threads through the warp, following the desired pattern. • Maintain even tension to keep the tapestry flat and smooth. • Continue weaving until the desired length and design are completed. • Finish the tapestry by securing the ends of the threads and removing it from the loom. 		<p>related to make woven tapestries</p> <p>Theories: The student should explain theories related to make woven tapestries</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to make woven tapestries</p>	<ul style="list-style-type: none"> • Shuttle for the weft threads • Tapestry comb • Backing material (optional) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Trim any loose ends and prepare the tapestry for hanging or display. 				
		c) Making rugs	<p>Demonstrate – Show how to measure, cut, and prepare the materials for rug-making.</p> <p>Observe – Have students watch the process of weaving or tufting the rug.</p> <p>Practice – Let students practice creating small sections of the rug using different techniques.</p> <p>Discuss – Discuss design options, yarn choices, and how to finish the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Choose the rug design and select appropriate materials (e.g., yarn, fabric). Cut the materials to size according to the design plan. Begin the weaving or tufting process, following the chosen technique. 	Rugs made as per technical specifications	<p>Underpinning knowledge of Methods used: The student should explain methods related to make rugs</p> <p>Principles: The student should explain principles related to make rugs</p> <p>Theories: The student should explain theories related to make rugs</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Yarn or fabric Rug frame or loom Scissors Needle for tufting Binding material or rug tape Carpet backing 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			edges of the rug. Collaborate – Work together on designing a larger rug project.	<ul style="list-style-type: none"> Keep the design uniform by maintaining consistent tension. Finish the edges of the rug with a binding or by tacking them down. Clean and trim the rug to give it a neat, finished look. 		The student should explain detailed knowledge related to make rugs		
		d) Making carpets	Demonstrate – Show how to measure and cut carpet materials. Observe – Have students observe the techniques for laying out and binding carpet fibres. Practice – Allow students to practice knotting or tufting fibres	The student should be able to: <ul style="list-style-type: none"> Choose the carpet design and select materials like yarn or wool. Measure and cut the material to fit the desired carpet size. 	Carpets made as per technical specifications	Underpinning knowledge of Methods used: The student should explain methods related to make carpets Principles: The student should explain principles related to make carpets	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Yarn or wool Carpet loom or tufting frame Scissors Needle for tufting 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			to create a small section of the carpet. Discuss – Discuss the importance of selecting durable materials and the proper methods for securing edges. Collaborate – Work together on a project to design and create a carpet.	<ul style="list-style-type: none"> • Begin tufting or knotting fibres in the design pattern. • Secure the edges with binding or stitching to prevent fraying. • Add any finishing touches, like trimming the fibres for an even surface. • Clean the carpet and apply any protective coatings as needed. 		Theories: The student should explain theories related to make carpets Circumstantial knowledge: The student should explain detailed knowledge related to make carpets	<ul style="list-style-type: none"> • Binding material • Protective coating (optional) 	
7. Managing production	7.1 Establish a small-scale enterprise	a) Setting art design studio / workshop	Demonstrate – Show how to set up the art studio, ensuring all tools and materials are organized and accessible.	The student should be able to: <ul style="list-style-type: none"> • Choose a suitable space that is well-lit 	Workshop set as per given standards	Underpinning knowledge of Methods used: The student should explain methods	The following tools, safety gears and equipment should be available:	6

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>Observe – Have students observe the proper arrangement of workstations and equipment in the studio.</p> <p>Practice – Allow students to practice setting up their own workspace with appropriate tools.</p> <p>Discuss – Facilitate a discussion on the importance of a well-organized, safe, and inspiring studio environment.</p> <p>Collaborate – Encourage students to Collaborate in setting up common studio</p>	<p>and spacious for art activities.</p> <ul style="list-style-type: none"> • Arrange workstations according to the type of art being practiced (painting, sculpture, etc.). • Organize tools, materials, and equipment by function for easy access. • Ensure proper ventilation for safety, especially for materials like paint or solvents. • Set up storage for both finished pieces and ongoing work. 		<p>related to set workshop</p> <p>Principles: The student should explain principles related to set workshop</p> <p>Theories: The student should explain theories related to set workshop</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to set workshop</p>	<ul style="list-style-type: none"> • Workbenches or tables • Shelves and storage bins • Lighting (overhead and task lighting) • Safety equipment (gloves, goggles, aprons) • Ventilation system or exhaust fans • Art supplies (paints, brushes, canvases, etc.) • First aid kit • Fire extinguisher 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			spaces or shared work areas.	<ul style="list-style-type: none"> Establish safety measures, including fire extinguishers, first aid kits, and emergency exits. Decorate the studio to inspire creativity, with artwork or design elements on display. 				
		b) Establishing tools and equipment profile for the work	Demonstrate – Show how to establish a tools and equipment profile, including their functions and safety features. Observe – Have students observe the identification and categorization of	The student should be able to: <ul style="list-style-type: none"> Identify the tools and equipment needed for the specific task or project. Research and gather detailed information 	Tools and equipment profile for the work established a per industry standards	Underpinning knowledge of Methods used: The student should explain methods related to establish tools and equipment profile for the work Principles: The student should explain principles	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Tools (e.g., hammers, screwdrivers, scissors) Equipment (e.g., machines, 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>tools and equipment.</p> <p>Practice – Allow students to practice creating profiles for various tools used in different tasks.</p> <p>Discuss – Facilitate a discussion on the importance of tool and equipment profiles for efficiency and safety.</p> <p>Collaborate – Encourage students to Collaborate on creating a complete tools and equipment profile for a specific project or workshop.</p>	<p>about each tool's purpose, usage, and maintenance requirements.</p> <ul style="list-style-type: none"> • Categorize tools based on their functions (e.g., cutting, shaping, measuring). • Record any safety precautions or special handling instructions for each tool. • Establish a storage and maintenance plan for tools and equipment. • Create a profile document or database that includes all 		<p>related to establish tools and equipment profile for the work</p> <p>Theories: The student should explain theories related to establish tools and equipment profile for the work</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to establish tools and equipment profile for the work</p>	<p>power tools, workstations)</p> <ul style="list-style-type: none"> • Storage units (e.g., toolboxes, shelving) • Maintenance supplies (e.g., oil, cleaning cloths) • Safety equipment (e.g., gloves, goggles) • Documentation system (e.g., spreadsheets, software) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				tool and equipment details. <ul style="list-style-type: none"> Review the profiles regularly and update as new tools or equipment are added. 				
	7.2 Supervising staff	a) Preparing work schedules	Demonstrate – Show how to create a work schedule by outlining tasks and deadlines. Observe – Have students observe the process of prioritizing tasks and allocating time. Practice – Allow students to practice creating their own work schedules for different projects. Discuss –	The student should be able to: <ul style="list-style-type: none"> List all tasks and activities that need to be completed. Break down each task into smaller, manageable steps. Assign time estimates for each task based on their complexity. 	Work schedules prepared as per company/organization work ethics, rules, and regulations	Underpinning knowledge of Methods used: The student should explain methods related to prepare work schedules Principles: The student should explain principles related to prepare work schedules Theories: The student should explain theories related to prepare work schedules	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Scheduling software (e.g., Microsoft Excel, Google Calendar) Task lists or checklists Time tracking tools (e.g., timers, apps) 	21

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Facilitate a discussion about the importance of time management and task prioritization. Collaborate – Encourage students to Collaborate on creating work schedules for a group project.	<ul style="list-style-type: none"> • Prioritize tasks based on urgency and importance. • Allocate time slots for each task, considering available resources. • Create a visual schedule (e.g., Gantt chart, calendar). • Review and adjust the schedule regularly to ensure efficiency. 		Circumstantial knowledge: The student should explain detailed knowledge related to prepare work schedules	<ul style="list-style-type: none"> • Whiteboards or physical planners • Project management tools (e.g., Trello, Asana) 	
		b) Preparing organization charts	Demonstrate – Show how to create an organization chart by outlining roles and relationships within the organization. Observe – Have	The student should be able to: <ul style="list-style-type: none"> • Identify key roles and departments within the organization. 	Organization charts prepared as per company/organization work ethics, rules, and regulations	Underpinning knowledge of Methods used: The student should explain methods related to prepare organization charts	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Diagramming software (e.g., 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>students observe the structure of an existing organization chart and its components.</p> <p>Practice – Allow students to practice creating their own organization charts for different organizations or teams.</p> <p>Discuss – Facilitate a discussion on the importance of clear role definitions and communication flow.</p> <p>Collaborate – Encourage students to Collaborate on designing an organization chart</p>	<ul style="list-style-type: none"> • Define the reporting relationships between positions. • Gather the names and titles of individuals in each role. • Determine the hierarchy and grouping of roles based on function. • Use a diagramming tool or software to create the chart. • Ensure clarity by maintaining consistent shapes, lines, and spacing. • Review and update the chart as the 		<p>Principles: The student should explain principles related to prepare organization charts</p> <p>Theories: The student should explain theories related to prepare organization charts</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to prepare organization charts</p>	<p>Microsoft Visio, Lucidchart)</p> <ul style="list-style-type: none"> • Organizational data (e.g., employee roles, departments) • Templates (e.g., Excel, PowerPoint) • Whiteboards or paper for sketching • Communication tools for feedback (e.g., email, collaborate platforms) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			for a team or project.	organization evolves.				
		c) Preparing motivation schemes	<p>Demonstrate – Show how to design motivation schemes by outlining incentives and recognition strategies.</p> <p>Observe – Have students observe the impact of different motivation schemes on employees or teams.</p> <p>Practice – Allow students to practice creating motivation schemes for various scenarios.</p> <p>Discuss – Facilitate a discussion on the importance of</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the goals and objectives of the motivation scheme. Define the target audience (employees, teams, or individuals). Determine the types of rewards or recognition (monetary, non-monetary, public recognition). Establish criteria for earning 	Motivation schemes prepared as per company/organization work ethics, rules, and regulations	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare motivation schemes</p> <p>Principles: The student should explain principles related to prepare motivation schemes</p> <p>Theories: The student should explain theories related to prepare motivation schemes</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Reward systems (e.g., gift cards, bonuses) Recognition platforms (e.g., employee of the month programs) Feedback surveys or forms Communication tools (e.g., email, meetings) Tracking tools (e.g., performance 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			employee motivation and its effects on performance. Collaborate – Encourage students to Collaborate on designing motivation schemes for different work environments.	rewards or recognition. <ul style="list-style-type: none"> Set measurable outcomes to track progress and success. Communicate the scheme clearly to all participants. Review and adjust the scheme regularly based on feedback and results. 		to prepare motivation schemes	management systems)	
		d) Training work performance	Demonstrate – Show how to improve work performance through clear instructions and examples. Observe – Have trainees observe effective performance techniques and	The student should be able to: <ul style="list-style-type: none"> Identify the specific areas of work performance that need improvement. Set clear performance 	Work performance trained as per company/organization work ethics, rules, and regulations	Underpinning knowledge of Methods used: The student should explain methods related to train work performance Principles: The student should explain principles	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Training materials (e.g., manuals, presentations) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			behaviours. Practice – Allow trainees to practice the skills required for improved performance. Discuss – Facilitate discussions on challenges and strategies for enhancing work performance. Collaborate – Encourage teamwork and peer feedback to enhance performance collectively.	goals and expectations. <ul style="list-style-type: none"> • Provide necessary tools, resources, and training to employees. • Monitor progress and offer regular feedback. • Use performance assessments to track improvement over time. • Offer recognition and incentives for achieving performance goals. • Adjust training methods and goals as necessary to ensure 		related to train work performance Theories: The student should explain theories related to maintaining workshop safety Circumstantial knowledge: The student should explain detailed knowledge related to maintaining workshop safety	<ul style="list-style-type: none"> • Performance tracking tools (e.g., spreadsheets, software) • Feedback forms or surveys • Communication tools (e.g., emails, meetings) • Incentive programs (e.g., rewards, bonuses) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				continuous development.				
		e) Training staff	Demonstrate – Show staff how to perform key tasks and procedures clearly. Observe – Have staff observe the demonstration and identify critical steps. Practice – Allow staff to practice tasks with supervision and guidance. Discuss – Facilitate a discussion on best practices and the importance of the task. Collaborate – Encourage teamwork and peer learning	The student should be able to: <ul style="list-style-type: none"> Identify training needs based on staff roles and responsibilities Develop a structured training plan with clear objectives. Select suitable materials, resources, and tools for training. Schedule training sessions and notify staff in advance. Deliver training using 	Staff trained as per company/organization work ethics, rules, and regulations	Underpinning knowledge of Methods used: The student should explain methods related to train staff Principles: The student should explain principles related to train staff Theories: The student should explain theories related to train staff Circumstantial knowledge: The student should explain detailed knowledge related to train staff	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Training manuals or guides Projector or presentation materials Computers or tablets (if digital training is used) Handouts or worksheets Whiteboard or flip charts Evaluation forms or feedback tools 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			during the training process.	various methods (e.g., hands-on, presentations, videos). <ul style="list-style-type: none"> • Provide opportunities for practice and feedback. • Evaluate staff performance during and after training to ensure effectiveness. • Document training completion and performance progress. 				
		f) Assessing work performance	Demonstrate – Show how to assess work performance through real-time observation and evaluations. Observe – Have	The student should be able to: <ul style="list-style-type: none"> • Define clear performance criteria and standards. 	Work performance assessed as per company/organization work ethics, rules, and regulations	Underpinning knowledge of Methods used: The student should explain methods related to assess work performance	The following tools, safety gears and equipment should be available:	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>trainees observe performance metrics and criteria for assessing work.</p> <p>Practice – Allow trainees to practice conducting assessments using standardized tools and methods.</p> <p>Discuss – Facilitate discussions on how to interpret performance data and provide constructive feedback.</p> <p>Collaborate – Encourage teamwork in assessing collective work performance and peer evaluations.</p>	<ul style="list-style-type: none"> • Select appropriate methods for assessment (e.g., self-assessment, peer review, supervisor evaluation). • Collect data on work performance through observations, reports, or feedback. • Analyse performance data to identify strengths and areas for improvement. • Provide feedback to individuals or teams on their performance. • Set follow-up goals and 		<p>Principles: The student should explain principles related to assess work performance</p> <p>Theories: The student should explain theories related to assess work performance</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to assess work performance</p>	<ul style="list-style-type: none"> • Performance evaluation forms or software • Feedback tools (e.g., surveys, reports) • Rating scales or criteria for evaluation • Performance tracking systems • Communication tools (e.g., emails, meetings) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				action plans for improvement. • Continuously monitor progress and adjust assessment strategies as needed.				
		g) Writing performance reports	Demonstrate – Show how to structure and write a clear and concise performance report. Observe – Have trainees observe examples of effective performance reports. Practice – Allow trainees to write reports based on simulated or real data. Discuss –	The student should be able to: • Gather relevant performance data from observations, assessments, and feedback. • Organize the data into sections (e.g., summary, performance metrics, strengths,	Performance reports wrote as per company/organization work ethics, rules, and regulations	Underpinning knowledge of Methods used: The student should explain methods related to write performance reports Principles: The student should explain principles related to write performance reports Theories: The student should explain theories related to write	The following tools, safety gears and equipment should be available: • Performance data (e.g., evaluation forms, feedback) • Report templates or software • Writing tools (e.g., word processors, paper)	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			Facilitate discussions on report-writing techniques and common mistakes. Collaborate – Encourage peer review and group feedback to improve report writing skills.	<p>areas for improvement).</p> <ul style="list-style-type: none"> • Write clear, factual statements based on data analysis. • Provide constructive feedback and recommendations for improvement. • Use a professional tone and format appropriate for the audience. • Review and edit the report for clarity, accuracy, and completeness. • Submit or present the final report to relevant stakeholders. 		<p>performance reports</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to write performance reports</p>	<ul style="list-style-type: none"> • Editing and proofreading tools • Communication tools (e.g., email, meetings) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
	7.3 Performing cost estimates	a) Performing labour cost	<p>Demonstrate – Show how to calculate labour costs based on wage rates and hours worked.</p> <p>Observe – Have trainees observe examples of labour cost calculations.</p> <p>Practice – Allow trainees to calculate labour costs using different wage structures and work hours.</p> <p>Discuss – Facilitate discussions on how to optimize labour costs while maintaining productivity.</p> <p>Collaborate – Work together to review labour</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the relevant labour cost components (e.g., hourly wages, overtime, benefits). Gather data on the number of labour hours worked and applicable wage rates. Calculate total labour costs by multiplying hours worked by the wage rate. Account for additional labour -related expenses like 	Labour cost performed as per given procedures	<p>Underpinning knowledge of Methods used: The student should explain methods related to perform labour cost</p> <p>Principles: The student should explain principles related to perform labour cost</p> <p>Theories: The student should explain theories related to perform labour cost</p> <p>Circumstantial knowledge: The student should explain detailed knowledge related to perform labour cost</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Payroll data and records Time tracking systems Wage rate charts Spreadsheet or accounting software Labour cost reporting templates 	18

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			cost reports and identify trends.	taxes, benefits, and overtime. <ul style="list-style-type: none"> Analyze labour cost trends to determine opportunities for cost-saving measures. Prepare labour cost reports for management review and decision-making. 				
		b) Performing material cost	Demonstrate – Show how to calculate material costs based on purchase price and usage. Observe – Have trainees observe material cost calculations and cost-control methods. Practice – Allow trainees to	The student should be able to: <ul style="list-style-type: none"> Identify all materials used in production, including raw materials, components, and supplies. Gather data on the cost per 	Material cost performed as per given procedures	Underpinning knowledge of Methods used: The student should explain methods related to perform material cost Principles: The student should explain principles related to perform material cost	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Material inventory records Purchase orders and invoices 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			calculate material costs using various inventory data. Discuss – Facilitate discussions on how to reduce material costs without affecting quality. Collaborate – Work together to analyze material cost reports and make recommendations .	unit of each material. • Calculate the total material cost by multiplying the quantity used by the unit cost. • Account for additional material costs, such as transportation and storage. • Track material usage to identify trends or wastage. • Prepare material cost reports for review and further analysis.		Theories: The student should explain theories related to perform material cost Circumstantial knowledge: The student should explain detailed knowledge related to prepare budget	<ul style="list-style-type: none"> • Cost tracking software or spreadsheets • Material cost templates • Usage logs and production data 	
		c) Preparing budget	Demonstrate – Show how to create a budget by estimating	The student should be able to:	Budget prepared as per given procedures	Underpinning knowledge of Methods used: The student should	The following tools, safety gears and equipment	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>income and expenses.</p> <p>Observe – Have trainees observe budget creation using real data and projections.</p> <p>Practice – Allow trainees to create their own budgets based on given scenarios.</p> <p>Discuss – Facilitate discussions on the importance of budgeting for financial control.</p> <p>Collaborate – Work together to review and adjust budgets to meet financial goals.</p>	<ul style="list-style-type: none"> Identify all income sources and estimate potential revenue. List all anticipated expenses, including fixed and variable costs. Calculate total expenses and compare them to the estimated income. Adjust the budget by reallocating funds to prioritize key areas. Prepare a final budget report for approval or implementation. 		<p>explain methods related to prepare budget</p> <p>Principles: The student should explain principles related to prepare budget</p> <p>Theories: The student should explain theories related to prepare budget</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to prepare budget</p>	<p>should be available:</p> <ul style="list-style-type: none"> Financial data and records Budgeting software or spreadsheets Income and expense reports Budget templates Financial forecasting tools 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Review and revise the budget periodically to reflect changes in financial conditions. 				
		d) Preparing price	<p>Demonstrate – Show how to determine the price by factoring in costs, competition, and market demand.</p> <p>Observe – Have trainees observe how to calculate prices using cost-plus pricing or value-based pricing.</p> <p>Practice – Allow trainees to set prices for different products or services based on cost data.</p> <p>Discuss – Facilitate</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Calculate the total cost of the product, including production, labour, and overhead costs. Research competitor prices and market conditions. Factor in the desired profit margin. Adjust prices based on 	Price prepared as per given procedures	<p>Underpinning knowledge of Methods used: The student should explain methods related to prepare price</p> <p>Principles: The student should explain principles related to prepare price</p> <p>Theories: The student should explain theories related to prepare price</p> <p>Circumstantial knowledge:</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Cost sheets and pricing models Competitor pricing data Market research reports Spreadsheets or pricing software Profit margin calculators 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			discussions on how pricing affects profitability and customer perception. Collaborate – Work together to evaluate the impact of different pricing strategies on sales.	market demand and customer willingness to pay. • Prepare price lists and pricing guidelines for products or services. • Monitor and revise prices as necessary based on market changes.		The student should explain detailed knowledge related to prepare price		
	7.4 Performing marketing and advertising	a) Preparing of company / brochures /institutional promotion	Demonstrate – Show how to design and structure brochures to highlight key information effectively. Observe – Have trainees observe the layout and design process	The student should be able to: • Define the target audience and key messaging for the brochure. • Select the design style, including	Company's advertising, marketing, promotion, public relations, publicity, and sales of products done professionally prepared as per requirements	Underpinning knowledge of Methods used: The student should explain methods related to prepare of company / brochures /institutional promotion	The following tools, safety gears and equipment should be available: • Graphic design software (e.g., Adobe InDesign, Illustrator)	12

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			<p>for creating impactful promotional material.</p> <p>Practice – Allow trainees to design their own brochures for various companies or institutions.</p> <p>Discuss – Facilitate discussions on the importance of clear messaging and visual appeal in brochures.</p> <p>Collaborate – Work together to refine the content and design, ensuring it aligns with company objectives.</p>	<p>layout, colour schemes, and typography.</p> <ul style="list-style-type: none"> • Gather and organize content such as company history, services, and contact details. • Design the brochure with attention to visual hierarchy and readability. • Review the content for clarity and accuracy before printing or distribution. • Ensure the brochure meets brand standards and print specifications. 		<p>Principles: The student should explain principles related to prepare of company / brochures /institutional promotion</p> <p>Theories: The student should explain theories related to prepare of company / brochures /institutional promotion</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to prepare of company / brochures /institutional promotion</p>	<ul style="list-style-type: none"> • Text and image content • Printing materials (e.g., paper, ink) • Branding guidelines • Printing press or digital printer 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
		b) Performing marketing using digital media/platforms	<p>Demonstrate – Show how to create effective marketing strategies and campaigns tailored to a specific target audience.</p> <p>Observe – Have trainees observe the execution of a marketing campaign, focusing on channels and messaging.</p> <p>Practice – Allow trainees to plan and implement their own marketing campaigns using various strategies.</p> <p>Discuss – Engage in discussions about measuring marketing effectiveness and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select digital platforms based on target audience (e.g., Instagram, Facebook, LinkedIn). • Create engaging content (e.g., images, videos, blog posts) tailored to each platform. • Set campaign goals, including reach, engagement, and conversion metrics. • Schedule and publish content 	Marketing using digital media/platforms performed professionally as per requirements	<p>Underpinning knowledge of Methods used: The student should explain methods related to perform marketing using digital media/platforms</p> <p>Principles: The student should explain principles related to perform marketing using digital media/platforms</p> <p>Theories: The student should explain theories related to perform marketing using digital media/platforms</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> • Marketing software (e.g., Mailchimp, Google Ads) • Social media platforms (e.g., Facebook, Instagram, LinkedIn) • Graphic design software (e.g., Canva, Adobe Photoshop) • Email marketing tools • Analytics tools (e.g., Google Analytics) 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			adjusting strategies based on feedback. Collaborate – Work together to refine and improve marketing plans through group brainstorming and feedback.	according to optimal timing for each platform. <ul style="list-style-type: none"> Monitor performance through analytics and adjust strategies as needed. Engage with the audience through comments, messages, and interactive posts. 		knowledge related to perform marketing using digital media/platforms		
	7.5 Carryout quality control	a) Perform packaging and labelling	Demonstrate – Show how to properly package and label products, ensuring all necessary details are included. Observe – Have trainees observe the process of	The student should be able to: <ul style="list-style-type: none"> Select appropriate packaging materials for the product (e.g., boxes, 	Packaging and labelling performed per company's rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to perform packaging and labelling Principles: The student should	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> Packaging materials (e.g., boxes, tape, 	18

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			packaging and labelling, paying attention to details like size, weight, and labelling accuracy. Practice – Allow trainees to practice packaging various products and creating appropriate labels. Discuss – Facilitate a discussion on the importance of accurate labelling, packaging materials, and branding. Collaborate – Guide students in creating a packaging and labelling plan for	bubble wrap, bags). <ul style="list-style-type: none"> • Measure and weigh the product to ensure correct packaging size. • Apply labels with essential information (e.g., product name, ingredients, weight, barcode, instructions). • Secure the package to prevent damage during shipping. • Check for quality control to ensure all labels and packaging meet standards. 		explain principles related to perform packaging and labelling Theories: The student should explain theories related to perform packaging and labelling Circumstantial knowledge: The student should explain detailed knowledge related to perform packaging and labelling	bubble wrap, cushioning) <ul style="list-style-type: none"> • Labelling tools (e.g., label printer, stickers, pens) • Scales for weighing • Barcode scanner or printer • Packaging machinery (optional) • Safety gloves and goggles for handling materials 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			a specific product.	<ul style="list-style-type: none"> Store the packaged products safely until shipment. 				
		b) Performing storage	<p>Demonstrate – Show how to properly store products or materials in a safe, organized, and accessible manner.</p> <p>Observe – Have trainees observe the storage process, noting key actions like proper stacking, labelling, and securing.</p> <p>Practice – Allow trainees to practice storing various items and organizing the storage area.</p> <p>Discuss – Facilitate a discussion on the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the type of storage needed based on the product or material (e.g., shelves, bins, refrigerators). Organize items in a systematic manner for easy access and retrieval. Label storage areas or containers with relevant information (e.g., product type, expiry dates). 	Storage performed as per company's rules and regulations	<p>Underpinning knowledge of Methods used: The student should explain methods related to perform storage</p> <p>Principles: The student should explain principles related to perform storage</p> <p>Theories: The student should explain theories related to perform storage</p> <p>Circumstantial knowledge: The student should explain detailed</p>	<p>The following tools, safety gears and equipment should be available:</p> <ul style="list-style-type: none"> Storage containers (e.g., bins, shelves, pallets) Labels and markers Temperature or humidity controls (if required) Safety equipment (e.g., gloves, goggles) Cleaning supplies 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			importance of effective storage in maintaining inventory and preventing damage. Collaborate – Guide students in developing a storage plan for a specific set of materials or products.	<ul style="list-style-type: none"> • Ensure storage areas are clean, dry, and free from hazards. • Regularly monitor stored items for quality and condition. • Store hazardous materials according to safety guidelines. 		knowledge related to perform storage		
		c) Carrying out distribution	Demonstrate – Show how to pack and prepare products for distribution, focusing on efficient and safe handling. Observe – Have trainees observe the distribution process, noting actions such as order picking,	The student should be able to: <ul style="list-style-type: none"> • Review orders and ensure the correct items are selected for distribution. • Pack products securely to prevent damage during transport. 	Distribution carryout as per company's rules and regulations	Underpinning knowledge of Methods used: The student should explain methods related to carryout distribution Principles: The student should explain principles related to carryout distribution	The following tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Packing materials (e.g., boxes, tape, bubble wrap) • Shipping labels and markers 	

Module Title (Main Competence)	Unit title (specific competencies)	Elements (learning activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product /Services Assessment	Knowledge Assessment		
			packing, and dispatching. Practice – Allow trainees to practice packing and distributing products, ensuring accurate and timely delivery. Discuss – Facilitate a discussion on the importance of timely and accurate distribution in customer satisfaction. Collaborate – Guide students in developing a distribution plan for a set of products or orders.	<ul style="list-style-type: none"> • Label packages with clear, accurate shipping information. • Choose the appropriate method of transportation (e.g., courier, truck). • Coordinate with carriers or logistics teams to schedule deliveries. • Track shipments to ensure timely delivery. • Handle returns or exchanges as needed. 		<p>Theories: The student should explain theories related to carryout distribution</p> <p>Circumstantial knowledge:</p> <p>The student should explain detailed knowledge related to carryout distribution</p>	<ul style="list-style-type: none"> • Transportation vehicles or couriers • Inventory management software • Barcode scanners (if applicable) • Tracking tools 	

15.0. Bibliography

Ministry of Education, Science and Technology. (2023). *Curriculum for Ordinary Secondary Education, Form I–IV*. Dar es Salaam: Tanzania Institute of Education.

Vocational Education and Training Authority, (2022). *Curriculum for Art and Design*. Tanzania