

Introduction: FET Design Curriculum 2006

Fighting for the survival of design Education in the Secondary phase has been an ongoing struggle. Educational transformation in SA has provided us with the opportunity to develop two innovative National Curricula: NCS Visual Arts and NCS Design.

A number of years ago a HG document was developed in the Western Cape as a response to learners wanting to study Design at a HG level for university points. It was accepted by the Joint Matriculation Board in 2000, but a moratorium was placed on the introduction of this "new" subject pending the new FET subject development. Design was introduced in the new FET subjects, but in 2005 was inexplicably excluded from the list of approved subjects for university entrance.

Thus the struggle for the validity of Design education and the acknowledgement of Design as an academic subject continues. There has been a marked increase in the number of learners registering for the current senior Certificate Practical Design options on HG or SG. More school leavers are selecting specialist design studies at tertiary level, in the design industry, entrepreneurial and craft sectors.

The first question: Will principals of schools even bother with the continuation or introduction of a Design Department if it is not included on the university entrance list?

The second question: Does Government actually see the new Technology Universities as real universities if Design is not included on the list for university entrance, knowing full well that these institutions specialize in a variety of Design courses like Graphic Design, Industrial design, Fashion & Interior Design, just to mention a few?

With the introduction of the new FET Design Curriculum into secondary phase in 2006, it will be vital for the survival of Design Education that the educators truly understand Design

Most have the misconception that Design only includes craft, pottery, fashion and interior decorating or an exclusive "arty farty" group. According to most it means "to make something pretty", is definitely not appropriate and has no space in a developing country.

Most secondary educators acknowledge Design as a "soft option" for learners who cannot perform in Maths & Science.

It is alarming that many educated people do not understand the greatness and power of Design.

Science & Technology have always been identified as high priority in our education system - "the answer for a better future".

When and how long will it take for SA to realize that Technology & Science cannot exist without Design?

When will the SA Government realize how to use the Creative Industry to the advantage of all business, in the Product and Service Industry, so that we can all look forward to a prosperous future?

The new NCS for FET Design

anyone who can *think* can design

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National Curriculum

Statement **A new curriculum for Grade 10, 11 & 12**

Sunday Times: July 24 2005

- 1. DOE will introduce the new curriculum: Grade 10 – 2006; Grade 11 – 2007; Grade 12 – 2008**
- 2. The new curriculum – internationally benchmarked**
- 3. Learners will require knowledge & skills to actively participate and contribute to democratic South African society & economy**

Subject choice & requirements for the National Senior Certificate

- 1. 7 subjects: minimum requirements**
- 2. 4 compulsory subjects**
- 3. 3 choice subjects**

Four compulsory subjects

- 1. 2 Languages: minimum 40% official language; minimum 30% other language**
- 2. Mathematics OR Maths Literacy: minimum 30%**
- 3. Life Orientation: minimum 40%**

Achievement rating codes

Any 3 other approved NCS subjects: No HG/SG

minimum 40% in one; minimum 30% in two

Achievement rating codes	Rating	Marks/%
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 - 29

Subject Choices

FIELDS	SUBJECTS
Physical, Mathematical, Computer & Life Science	Life Science
	Physical Sciences
	Mathematical Literacy
	Mathematics
	Computer Applications Technology
	Information Technology
Human & Social Studies	Geography
	History
	Life Orientation
	Religion Studies
Business, Commerce & Management Studies	Accounting
	Business Studies
	Economics
Services	Consumer Studies
	Hospitality Studies
	Tourism

Subject Choices

FIELDS	SUBJECTS
Arts & Culture	Dance Studies
	Design
	Dramatic Arts
	Music
	Visual Arts
Engineering & Technology	Civil Technology
	Electrical Technology
	Engineering Graphics & Design
	Mechanical Technology
Agricultural Science	Agricultural Sciences
	Agricultural Management Practices
	Agricultural Technology
Languages	11 Official Languages (English, Afrikaans, Isixhosa, Isizulu, Isindebele, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga) each offered at Home

Message from Ms Naledi Pandor, Minister of Education

Sunday Times: 24 July 2005

“The introduction of new curricula into schools is not a uniquely SA phenomenon. Across the world development and developing countries have in recent years, revised their school and higher education curricula to take account of the **knowledge and skills** required to participate in a globalizing 21st Century world”

“The proposed compulsory requirement of Mathematics or Mathematical literacy aims to ensure that all learners are **prepared for life and work** in an increasingly technological, numerical and data-driven world. Life Orientation aims at building civic participation and understanding.

The NCS requires extensive reading and extended writing in all subjects. It requires that learners think carefully about what they learn; that they have **strong conceptual knowledge** and are able to **apply this in a variety of situations**; that they are **critical and curious learners**; that they are **aware of the social, moral, economic and ethical issues** which face SA and citizens around the world”

Why Design at all?

Design and Craft are situated as business and entrepreneurial activities in global economies

“Economies that have a strong design culture and use their human resources and creativity to develop and sell products using indigenous technology are the most successful”

Design is about improving life standards and should be at the top of the list for the development of a third world country

Design is about problem solving and innovation and should feed into solving uniquely SA problems

A good designer ...

persevere

self motivated

a problem solver

innovative – think out of the box

an effective communicator of ideas

understands the target market

Is reflective – review & revise ideas & solutions

disciplined and able to deliver within strict deadlines

someone who strives to develop high quality products

Why Design at school?

Learners will begin to enrich and extend their range of skills, knowledge and values

Learners will broaden their cultural knowledge and understanding, past and present

Learners will develop awareness of the rich and diverse cultural heritage of South Africa revealed in functional objects made and used for centuries

Learners will develop life skills that they can apply in all aspects of their lives, professional and personal

FET Design
provides a learning pathway
for creative learners
to
become innovative
South African
designers to meet the
changing needs
of the 21st century

FET Design disciplines are:

Product Design (Functional or Decorative)

e.g. basketry; beadwork; carving; ceramics; fashion /
costume design; industrial design; jewelry design;
paperwork; puppetry; wirework; furniture

Environmental Design

e.g. architectural design; display / event / exhibition
design; interior design;
theatre and set design

“Design really cooks!”

“Homegrown”



Vesto Stove



Constitutional Court

FET Design disciplines are:

Visual Communication Design

e.g. advertising design; animation; digital design;
film and video; graphic design; illustration;
information design, packaging design;
photography

Surface Design

e.g. appliqué; beadwork; mural design; stained
glass; tapestry; textile design; weaving

“now with power steering”

“Design Icon”



BMW



Madiba shirt

Learning outcomes (LO)

- LO 1: **The Design Process**
The learner will be able to understand the design process from conceptualization to realization
- LO 2: **Design Production**
The learner will be able to produce and present a body of work in the chosen discipline/s which shows an understanding of design skills and production processes
- LO 3: **Design in Context**
The learner will be able to demonstrate design literacy and understand design in cultural, environmental and business context, both historically and in contemporary practice

FET Design Curriculum is ...

- **a creative, intellectual, problem solving process:**
problem identification, planning, research, innovation, conceptualization, prototyping and critical reflection of the product
- **a process that results in:**
environments, systems, services and products (unique or intended for mass production, hand-crafted or produced by mechanical/industrial/electronic means etc)
- **concerned with issues of:**
purpose, functionality and aesthetics in shaping the social, cultural and physical environment to the benefit of the nation
- and will develop intellectual, creative and practical skills, knowledge and values that can be taken into higher education, the world of work and our personal lives

FET Design education in schools aims to equip learners with ...

- focused knowledge, skills, values and attitudes that will enable them to adapt, participate, innovate and succeed in an economically complex society
- an understanding of the contribution of design to economic productivity, social responsibility and environmental sustainability
- an ability to apply design methodology and innovative problem solving as life long learning skills

FET Design Learners will ...

- develop new ways in which to respond and interact with their world,
- communicate ideas effectively,
- develop their perceptual skills and their sensory awareness
- Design Education will develop skills, values & knowledge that they can apply in all their subjects, place of work and HE
- Design can greatly improve the standard of learning

FET Design Learners will ...

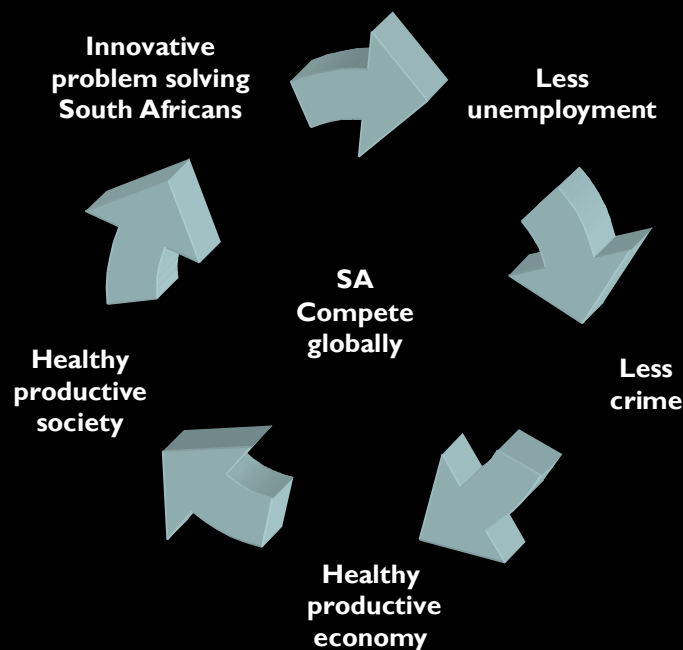
- become innovative South African designers & creative thinkers to meet the changing needs of the 21st century,
- experience and see design and craft practice in a business context as income-generating enterprises
- and develop entrepreneurial skills

The learners will study how Design functions in society and discover that Design is a **powerful social tool** and **agent of change**

FET Design is inclusive!

- It includes learners from different language, cultural and ethnic backgrounds,
- learners with learning difficulties
- and will develop their creative skills, knowledge and values so that they can all participate and succeed

Most leaders have the natural ability to “think out of the box”, analyze a problem from various angles, think on their feet and solve the problem



Design...

- affects our environment and structures our lives,
- protects us and gives us comfort,
- provides us with entertainment,
- communicates social issues & awareness campaigns,
- develops, introduces and advertises new products so that we can make informed choices

Because of Design you can communicate who you are!



**An innovative thinker
is a
creative thinker
is a
problem solver**

We must aim at developing all learners as
design literate citizens who are discerning
& critical consumers of design

**FET will feed into the
development of a uniquely
South African
Design Industry**

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Great Concerns

1. HEI – no formal training for Design educators
2. Lack of skilled educators
3. Design left off university endorsement list
4. Misconception & understanding of Design
5. Design is not acknowledged as an academic subject

Anyone who can *think* can design

If this is true, why doesn't
South Africa have a
thriving creative industry,
less unemployment and crime
and a strong economy?

**FET aims at developing
design literate citizens**

The way forward

1. Establish SA Design body/board
2. SA Design Body to lobby importance of Creative Industry to Government as a matter of extreme urgency
3. Private Sector & HEI to get involved in training & support of educators
4. Corporate Social Investments: more Design Bursaries & funds for Design initiatives
5. Design role models
6. “Making the difference through Design”
7. Educating career guidance teachers
8. Richard Florida

We need jobs, and
we need to be
able to design
products to world
standards ...

According to the CSIR

(National Advisory Council on innovation)

**Design provides
the bigger opportunity
and holds the key
to economic growth
in SA.**



