Difference between art, handicraft and design*

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1 ARTS AND CULTURE

2 Grade 7

3 CRITICAL AND CREATIVE REFLECTION

4 Module 10

5 THE DIFFERENCE BETWEEN ART, HANDICRAFT AND DESIGN

Visual Art

5.1 Activity 1:

5.2 To be able to distinguish between art, handicraft and design

5.3 [LO 2.8]

In this module you take a close look at the contributions of **art, handicraft** and **design** specifically to our everyday lives and our South African heritage.

STEP 1

As we are surrounded by a variety of objects, statues and works of art in our everyday lives, it is important to be able to identify all these different forms of art.

Complete the following table:

Examples From My Everday Life/Existence

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Art	Handicraft	Design
Oil Painting	Ornament	House

Table 1

STEP 2

Encircle those examples in your table of which you know who made or created them. Then answer the following questions:

1. How many examples did you encircle?
2. In which column are the examples which you encircled?
3. What deduction can you make from this?

STEP 3

Tick the examples in your table which are new or original and have not been made according to an old "recipe". Then answer the following questions::

1. How many examples did you find?
2. In which column or columns did you find the most examples?
3. What deduction can you make from this?

STEP 4

You must bring one article of clothing to school. It may be a shirt, blazer, hat , cap, scarf, shoes, trousers or any other article of clothing. If this is not possible you may use part of your school uniform.

You are going to make three different drawings of the article:

- as **a work of art**, making a drawing in charcoal;

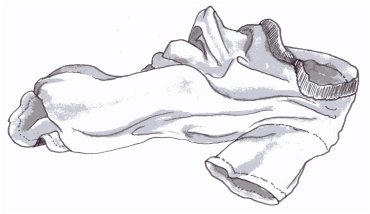

Figure 1

- as a **handicraft** object, e.g. by adding beads;

Figure 2

- as a **design** for a specific occasion or function.

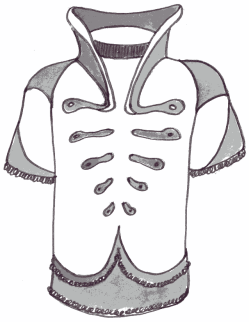

Figure 3

5.4 Activity 2:

5.5 To recognise a work of art, handicraft or design as part of our heritage

5.6 [LO 2.8]

STEP 1

South Africa has a wealth of heritage in various areas. Four areas in South Africa have been proclaimed as world wide heritage, namely Robben Island, the St Lucia marshes, the "Sterkfontein" caves and the Drakensberg Mountains rock paintings.

Write down at least one example of South African art, handicraft or design heritage in your journal.

The educator will then divide you into groups.

Each group must then decide on ONE heritage example of *art*, *handicraft* and *design*.As class you may then compile one *list of examples*.

STEP 2

Now you must choose one example, i.e. you must choose *between art, handicraft or design*. This example you will research through a questionnaire. Use this questionnaire to collect information for the following theme:

The contribution of our heritage to everyday life

Information can be found:

- from family members or the local community.;
- in libraries.;
- in books, magazines and newspapers;
- on computers, e.g. the Internet;
- through interviews with relevant persons like artists, designers and handicraft artists in the community

Make sure that you know exactly what is expected of you before you start with your research.

Bear the following in mind when interviewing someone:

- make sure that you have a pen/pencil and paper handy;
- make an appointment and be on time;
- introduce yourself, state your theme clearly and speak in a polite manner to the people who can provide you with useful information;
- use the questionnaire which you have compiled.

Other important suggestions:

- Prove your findings by using drawings, sketches or photos.
- Keep any other cuttings, photos or objects in a safe place.
- Make an effective and logical conclusion for your information. This can be done in the form of a poster, collage or model for an exhibition or work(s) of art.

STEP 3

After the research has been completed the research projects can be exhibited in the school hall. You will probably find that other learners learn too.

6 Assessment

Learning Outcomes(LOs)
LO 2
REFLECTINGThe learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.
Assessment Standards(ASs)
We know this when the learner:
COMPOSITE (2.1 – 2.2)
continued on next page

finds out about a South African artist of the past or present, from any form, and reports to the class;
explains the need for conservation of a country's indigenous knowledge systems, heritage artefacts in museums, galleries, theatres, cultural sites and natural heritage sites;
VISUAL ARTS(2.8)
gathers information from field trips, excursions, interviews or other sources to analyse the contribution of art, craft and design to everyday life and to South Africa's heritage.

Table 2