

13.4.10 CRAFTS

Task of the subject

The task of the subject of crafts is to guide the pupils to manage a complete crafts process. Crafts is a subject in which multiple materials are used, and its activities are based on craft expression, design, and technology. The activities include designing and producing a crafts product or piece independently or together with others as well as assessing the crafts process. Making crafts is an exploratory, inventive, and experimental activity in which different visual, material, and technical solutions as well as production methods are used creatively. In crafts, the pupils learn to understand, evaluate, and develop different technological applications and to apply the knowledge and skills learned in school in their daily lives. The pupils develop their spatial awareness, sense of touch, and manual skills, which promotes motor skills, creativity, and design skills. The instruction supports the development of versatile working abilities. The significance of crafts lies in the persistent and innovative working process and the positive experience that strengthens self-esteem and brings joy.

The pupils' different interests and shared activities are emphasised in the teaching and learning of crafts. Various transversal themes are studied comprehensively while creating natural connections to other subjects. Knowledge of the surrounding material world lays a foundation for sustainable development and a sustainable way of living. This also includes the pupils' surroundings, the local cultural heritage, and the cultural diversity of the community. The teaching and learning of crafts guide the pupils towards adopting ethical values and becoming informed, active, capable, and entrepreneurial citizens. They are also encouraged to value and express their own craftsmanship and to strive to maintain and develop the culture of crafts.

In grades 1–2, the task of crafts is to enable the pupils to develop their skills and knowledge in craft expression, design, and production and to gain experiences. The pupils are encouraged and guided to design and produce crafts and to use different materials. Learning crafts develops the pupils' ability to concentrate and take initiative. Learning crafts also encourages pupils to appreciate and evaluate their own and other people's work and products. The educational task of crafts is to guide pupils to understand cultural diversity and equity.

Objectives of instruction in crafts in grades 1–2

Objectives of instruction	Content areas related to the objectives	Transversal competences
O1 to encourage the pupil to become interested in crafts and curious about inventing and experimenting with crafts	C1-C4	T1, T2
O2 to guide the pupil to implement a complete crafts process and to encourage the pupil to present his or her own ideas in visual form and describe the crafts process and the finished product	C1, C2, C3	T1, T4, T5

O3 to guide the pupil to design and produce crafts products or pieces with confidence in his or her own aesthetic and technical decisions	C1, C5	T1, T7
O4 to guide the pupil to familiarise himself or herself with many different materials and working with them as well as to guide the pupil to act safely and responsibly	C2-C4	T4, T6
O5 to support the development of the pupil's self-confidence in crafts through experiences of success, inspiration, and invention	C1-C6	T1, T3

Key content areas related to the objectives of crafts in grades 1–2

The contents are selected to allow the pupil to implement a complete crafts process and become familiar with different materials and working practices. Teaching and learning involve common themes and cooperation with different subjects.

C1 Producing ideas: The design process is based on the pupils' personal feelings, stories, and imaginary environment as well as the built and natural environments. Different visual and material methods are used to support the process. The pupils practise choosing a form, colour, and texture for their products. They also explore movement and balance. The pupils learn about preservation and protection through crafts.

C2 Experimentation: The pupils are provided with opportunities to explore the diverse material and technological environment. They experiment with different materials, such as wood, metal, plastic, fibre, thread, and fabric. Based on the experiments, the pupils develop and process their products or pieces further.

C3 Design: The pupils follow the stages of a complete crafts process. They practise describing the process and the product.

C4 Production: The pupils produce crafts products or pieces based on their own or group's designs. They use the appropriate craft tools and equipment to cut, attach, combine, shape, and process materials.

C5 Documentation: The pupils familiarise themselves with the use of information and communication technology as part of producing ideas, designing, and documenting the work.

C6 Assessment: During the process, the pupils learn about different approaches to self and peer assessment. The pupils practise giving feedback to other pupils.

Objectives related to the learning environments and working methods of crafts in grades 1–2

The learning environment of crafts supports a functional approach to the subject and interaction with the teacher, the peer group, and different actors outside the school. Suitable and safe facilities, tools, and materials promote the achievement of the objectives. The pupils are encouraged to observe their environment, use their observations as part of their craft skills, and to influence their environment. Such working methods are selected that encourage the pupils to participate and be active as well as to direct their own actions. Guidance as well as imagination, stories, drama, play, games, and natural and built

environments are used to support design and production skills. Techniques of both technical and textile crafts are employed.

Guidance, differentiation, and support in crafts in grades 1–2

In terms of achieving the objectives of the subject, it is important to create pedagogically diverse working methods and interactive situations that support pupils both in learning craft skills and design individually and in working together with others. The pupils' different abilities and needs are taken into account in the instruction and decisions on the differentiation of instruction are made accordingly, for example when selecting materials, working methods, and learning assignments. Learning by doing in crafts requires a sufficient amount of time, space, and guidance.

Assessment of the pupil's learning in crafts in grades 1–2

Giving positive feedback and encouraging the pupils both during and at the end of the work process is important in the assessment. Versatile assessment and feedback support the development of transversal knowledge and skills in crafts. The pupils have the opportunity to demonstrate their progress in different ways, and they are encouraged to maintain their personal strengths and to practise their emerging skills. Group work and the finished products of the group can be presented and assessed together so that the pupils learn to speak in front of the class and to appreciate other people's work.

The whole crafts process is taken into account in the assessment. The documentation of different stages is used as a tool for assessment, demonstrating the pupils' progress and level of achievement in crafts. The pupils are guided to assess their own learning, and they learn different ways of conducting self and peer assessment.

In terms of the learning process, the key targets of assessment and feedback in crafts include the following:

- progress in working fluently
- progress in design, production, and assessment skills
- progress in working in a goal-oriented manner
- progress in finding creative solutions.

14.4.12 CRAFTS

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persistent and innovative working process and the positive experience that strengthens self-esteem and brings joy.

The pupils' different interests and shared activities are emphasised in the teaching and learning of crafts. Various transversal themes are studied comprehensively while creating natural connections to other subjects. Knowledge of the surrounding material world lays a foundation for sustainable development and a sustainable way of living. This also includes the pupils' surroundings, the local cultural heritage, and the cultural diversity of the community. The teaching and learning of crafts guides the pupils towards adopting ethical values and becoming informed, active, capable, and entrepreneurial citizens. They are also encouraged to value and express their own craftsmanship and to strive to maintain and develop the culture of crafts.

In grades 3–6, the task of crafts is to support and strengthen the pupils' ability to manage a complete crafts process. The instruction promotes the learning and application of concepts, vocabulary, and symbols related to crafts. The pupils work with different materials in order to learn about their properties, which also helps them to find functional solutions to the crafts process. The pupils are guided in choosing between different techniques, tools, machines, and equipment and in using them in their work. The educational task of crafts is to challenge the pupils to critically examine people's consumer habits and the methods of production from the viewpoints of justice, ethics, and sustainable development.

Objectives of instruction in crafts in grades 3–6

Objectives of instruction	Content areas related to the objectives	Transversal competences
O1 to strengthen the pupil's interest in crafts and to inspire him or her to invent and experiment with crafts while drawing on the local traditions and possibilities	C1-C6	T1, T2
O2 to guide the pupil to perceive and manage a complete crafts process as well as its documentation	C1-C6	T1, T5
O3 to guide the pupil to design and produce a crafts product or piece independently or together with others with confidence in his or her aesthetic and technical decisions	C1-C4	T2, T4, T5
O4 to guide the pupil to recognise concepts as well as to know many different materials and to work with them in a suitable way	C3, C5	T4, T6
O5 to encourage the pupil to engage in persistent and responsible work, to ensure	C1-C5	T3, T6

work safety, and to select and use tools and equipment that are suitable for the work		
O6 to guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process	C1, C2, C6	T5
O7 to guide the pupil to assess, appreciate and examine interactively his or her own crafts process and the processes of others as a whole	C6	T1, T4, T7
O8 to guide the pupil to critically assess different consumer habits and methods of production	C1-C3, C5	T1, T3, T7

Key content areas related to the objectives of crafts in grades 3–6

The suitable contents of the content areas are used in forming units that include versatile and topical learning assignments for each grade. The pupils learn to know, understand, and apply different materials and techniques creatively while making use of what they have learned in other subjects and learning environments.

C1 Producing ideas: The pupils learn about different approaches to design and draw on their own multisensory experiences. They also observe and analyse objects as well as built and natural environments to produce new ideas. The pupils use and combine different colours, patterns, textures, styles, and shapes. They study and apply the strength and flexibility properties of materials. They examine the structures and the use of energy in materials.

C2 Design: The pupils make a work plan for producing their own product or piece and develop the plan if necessary. They experiment with different materials and techniques in order to develop their ideas into a product or a piece. They practise documenting the plan verbally and/or visually as well as numerically, for example using measurements, quantities, and scales.

C3 Experimentation: The pupils study the properties of materials and the operating principles of the most common machines and tools needed in crafts. They apply this knowledge in their own work. They experiment with a diverse range of materials, including different types of wood, metals, plastics, fibres, wools, fabrics, and recycled materials. They practise with functions produced with the help of programming, such as robotics and automation. On the basis of the experimentation, they develop the product or piece further.

C4 Production: The pupils produce different products and pieces both independently and together with others and use a diverse range of techniques, tools, machines, and equipment. They work according to the plans they have drawn up themselves.

C5 Application: While working, the pupils learn to use the basic concepts of the field of knowledge and get acquainted with safe materials and working practices. They are familiarised with the characteristics of a high-quality product and a safe working culture.

C6 Documentation and assessment: Information and communication technology is used as part of producing ideas, designs, and documentation. The pupils conduct self and peer assessment during the process. They learn to give individual and group feedback.

Objectives related to the learning environments and working approaches of crafts in grades 3–6

A learning environment that supports the learning of crafts consists of suitable and safe facilities, tools, machines, equipment, and materials. The environment also supports the understanding of the operating principles of technology needed in crafts. Information and communication technology offers possibilities for using different learning materials and platforms, drawing applications, digital editing of images, as well as producing drawings and models to support the pupils' personal expression and designs. Techniques of both technical and textile crafts are employed.

Learning-by-doing is supported with exploratory learning projects that cross the boundaries of subjects and in cooperation with experts and communities outside the school. The pupils learn about national and international culture and cultural heritage, for example virtually and through visits to museums, exhibitions, and libraries. Visits to exhibitions and companies support the knowledge and skills the pupils have learned at school, and the visits are utilised in learning assignments. Technologies and online environments are used diversely, responsibly and safely in teaching and learning.

Guidance, differentiation, and support in crafts in grades 3–6

In terms of achieving the objectives of the subject, it is essential to take into account the pupils' different abilities and needs in learning crafts and to make decisions on the differentiation of instruction accordingly, for example through the selection of learning environments, working methods and learning assignments. The pupils are supported in developing their crafts skills flexibly and most suitably for themselves and encouraged to enjoy what they are doing. The pupils' own solutions as well as constructing and applying knowledge creatively both independently and together with others is supported. A sufficient amount of time is reserved for guidance and support.

Assessment of the pupil's learning in crafts in grades 3–6

Assessment of learning and the feedback based on it are guiding and encouraging and cover the entire crafts process. The documentation of the different stages of the process serves as a tool for assessment. When giving feedback, the pupil's development is emphasised in a positive manner, and the pupil is encouraged to broaden and advance his or her knowledge and skills. In addition to assessing the learning and adoption of key learning contents, the development of the pupil's diverse craft skills and knowledge is also assessed. In assessment discussions and other feedback, the target of development is clearly indicated, and the pupil is guided to develop his or her performance. The pupils participate in the assessment, and they learn different ways of conducting self and peer assessment. The work and products of the group can be presented and assessed together so that the pupils learn to speak in front of the class and to present their information

clearly and in a structured manner as well as to appreciate other people's work and give constructive feedback.

When giving verbal assessments or awarding grades for crafts, the teacher assesses the pupil's achievement level in terms of the objectives defined in the local curriculum. When assessing the achievement level for the 6th-grade school year report, the teacher relies on the national assessment criteria for crafts. In terms of progress in studies, it is essential to assess the complete crafts process, the techniques of working with multiple materials, the fluency of working, and the quality of the products as well as the application of what the pupil has learned in other subjects.

Assessment criteria for crafts at the end of grade 6 for a verbal assessment describing good knowledge and skills/numerical grade eight

Objective of instruction	Content areas	Assessment targets in the subject	Knowledge and skills for the verbal assessment good/numerical grade 8
O1 to strengthen the pupil's interest in crafts and to inspire him or her to invent and experiment with crafts while drawing on the local traditions and possibilities	C1-C6		Does not affect grade formulation. The pupil is guided in reflecting on his or her experiences as a part of self-assessment.
O2 to guide the pupil to perceive and manage a complete crafts process as well as its documentation	C1-C6	Designing, producing, and assessing the pupil's own work and documentation of the process	The pupil is able to manage a complete crafts process and document its different stages.
O3 to guide the pupil to design and produce a crafts product or piece independently or together with others with confidence in his or her aesthetic and technical decisions	C1-C4	Producing a product	The pupil is able to produce a product or a piece according to his or her own or a group's design, in which aesthetic and functional qualities have been taken into account.
O4 to guide the pupil to recognise concepts as well as to know many different materials and	C3, C5	Selecting and combining crafts materials and	The pupil selects, combines, and uses suitable materials and techniques.

to work with them in a suitable way		techniques and working with them	The pupil knows and is able to use crafts concepts.
O5 to encourage the pupil in persistent and responsible work, to ensure work safety, and to select and use tools and equipment that are suitable for the work	C1-C5	Working skills	<p>The pupil takes responsibility for his or her work and works in a goal-oriented manner.</p> <p>The pupil is able to describe the operating principles of simple devices of daily life.</p> <p>The pupil is able to use suitable tools, machines, and equipment correctly, safely and appropriately.</p>
O6 to guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process	C1, C2, C6	Using information and communication technology in one's work	With guidance, the pupil is able to use information and communication technology in designing and producing a crafts product and in documenting the crafts process.
O7 to guide the pupil to assess, appreciate and examine interactively his or her own crafts process and the processes of others as a whole	C6	Self and peer assessment and feedback	The pupil participates constructively in assessing his or her own and other people's work and in giving peer feedback.
O8 to guide the pupil to critically assess different consumer habits and methods of production	C1-C3, C5	Reflecting on consumer habits and methods of production	The pupil is able to explain how different consumer habits and methods of production affect the life cycles of products.