

*"Traditions need no nursing as they are not sick. They need no custody as they are not convicts. They are to remain only when we live them."  
/Ferenc Sebő/*

# ARTISAN CURRICULUM



## Class 5-7

**Number of lessons for a school year: 36 (45 minutes once a week)**

### Development aims:

The aim of craft workshops is, to being activ, the forming of the claim of value creation and conservation. Acquainting the traditional folk culture, to build in of the values of the past into the today's object culture. With the object making activity the craft workgroup is attached to the nursing and transmitting of the national traditions. Our aim is the harmonic living together with the environment, to forming the semi-natural view, by to becoming acquainted with and using of natural substances. Cognition and correct usage of tools. The traditional artisan and newer creative techniques which are applied during the craft workshops, provide so many opportunities to let the pupils to get to know the traditional and modern usage of materials, and to live through the experience of the individual and communal creation.

One of the most considerable moments of fitting in into the society the choice of career. Our aim, that our pupils can be able to integrate their personal experiences obtained on the craft workshops into the choice of career. The program supports the selection of the suitable profession through the wide-ranging information stretching. To forming of their decision they have to get to know themselves, their abilities, although they have to possess right knowledge about labour market. During the labour market is substantial, that young people have to possess right knowledge about different professions, the workshop wishes to assist for that.

The activities go beyond the walls of the classroom, our students can utilize the acquired knowledge in the everyday life.

**The processing of the curriculum happens being attached to the holidays of the [calendar year](#), the days of an excellent.**

### Tasks:

- Forming the openness for traditional craft activities.
- Appreciating our past, our folk heritage, developing national self-awareness, patriotic upbringing by acquainting our traditions.
- Upbringing to work through value-creation and deposit of values.
- Developing the manual and constructing ability, and creativi. Deepening the aesthetic sensitivity.
- Developing the manual skill, technical sense and designer-creator fantasy.
- Discovering the possibilities of self-expression and self-realization through handicraft.
- Getting acquainted with different professions, vocational guidance.
- Using modern technology for craft activities at our Croatian partners. Using Laser cutting and 3D printer machines.

<b>Thematic Unit:</b>	<b>Modern technology</b>	<b>Lessons: during the whole school year (at our Croatian partner)</b>
Prior learning	User-level IT skills.	
Educational-development aims of Thematic Unit	Using modern technology for craft activities. Getting to know and using <a href="#">Laser cutting</a> and engraving machines. Getting to know and using <a href="#">3D printer</a> machines. Getting to know the security descriptions of the machines. Acquiring the accident prevention rules. Knowing the dangers of the planned activities. Getting to know modelling, laser cutting, engraving, career orientation.	
Knowledge/development requirements		Connections
Getting to know and using Inkscape (free and open-source vector graphics software). 3D computer graphics. Getting to know and using Tinkercad (freely usable, internet-based software). Getting to know and using Laser cutting and engraving machines. Using 3D printer. Modelling (making jewel box, soap-holder), engraving (on glass, ceramics, wood, paper, cotton), laser cutting (making logo).		Information technology: computer graphics
Key words/concepts	Laser cutting, engraving, modelling, 3D printer, computer graphics.	

<b>Thematic Unit:</b>	<b>1. The natural environment, the materials of environment. Grouping of the materials used at artisan lessons.</b>	<b>Lessons: 2</b>
Prior learning	The examination of substances, the recognition of characteristics, the drafting of experiences. The structure, shape and color of plants (trees), plant parts (leaves, bark, fruit).	
Educational-development aims of Thematic Unit	Knowledge of the natural environment's materials, tools, technologies, and drafting the experiences. Understanding the relationship between the materials' properties and availabilities. Making draft and sketch. Knowledge of the dangers of planned activities, and striving to security.	
Knowledge/development requirements		Connections
Getting to know the stocks. Cognition of natural and environment friendly materials, and their uses. Collecting and observing plant parts. Making leaf prints.		Local history, ethnography, Hungarian literature: folk poetry, and beliefs related to the

Production yield figures by using natural materials. Possibilities of waste recycling.	nature (of material, of the phenomena).
Key words/concepts	Stock, wood, yields, cornhusk, felt, paper, clay, textile, wax, beeswax, paint, yarn, bead, physical property, technology, production, product, design, model, symbols of drawing, kinds of lines, measurement, measuring, scale, sketch, maquette, model, amount of substance, expenditure, rule, threat.

<b>Thematic Unit:</b>	<b>2. Object making activity of man. Types of artisan devices, their cleaning and storage.</b>	<b>Lessons: 1</b>
Prior learning	Observing the differences between natural and man-made environment. Safe use of tools, formulation of experiences.	
Educational-development aims of Thematic Unit	<p>Observation and analysis of object's properties. Confidently work with basic craft tools, giving assistance to mates, if necessary, attending to their proper cleaning, and storage. Getting acquainted with man-made objects and forms. Maintaining the order of working environment. Forming opinion about individual professions and work activities.</p>	
Knowledge/development requirements		Connections
<p>The diversity of objects, functions of tools, articles for personal use, ornaments, and souvenirs. Groups of objects, their materials, their purpose according to their role in everyday life. Knowing and making typical objects which are connected with feast days. (Betlehem plays, masque of Busó) Possibilities for plasticity and usability of materials. Knowing and comparing the ancient and modern objects.</p>		<p>Technology: Craft tools, Local history, Music, Literature: Feast days, conventions.</p>
Key words/concepts	Properties of objects: weight, size, structure, ratio, parts, colours, shapes. Observation, comparison, analysis. Feast days.	

<b>Thematic Unit:</b>	<b>3. Folkways. Family celebrations.</b>	<b>Lessons: through the school year</b>
Prior learning	On the lower grades (Music, Hungarian Grammar and Literature, Environmental study (involve Geography and Biology), as well as the related contents in content areas (just like, Literature, Geography, Music etc).	
Educational-development aims of Thematic Unit	<p>Recognition of feast days, holiday habits, folkways associated with the turning point of the human life, as well as social works (eg. harvest, maize spreading) and other communal occasions (eg. fair, farewell). Recognizing the alternation of weekdays and holidays, making awareness of the importance of holidays. Decency of gift (for whom, when, what and how to give it).</p>	
Knowledge/development requirements		Connections

<p>Recognizing the importance of feast days, importance of holiday customs, retaining the role of community, as well as recognizing the importance of celebration preparations in the order of peasant life.</p> <p>Family celebrations, turns of fate of the human life (birth, christening, wedding, funeral).</p> <p>Religious Holidays, holidays of the Church Year (Christmas, Easter, Pentecost).</p> <p>Holiday customs which are attached to Feast days (Busó Festival, St. Lucy's Day, Midsummer Day).</p> <p>Festivals of economic life (harvesting holidays, grape harvest, shepherding, spinning).</p> <p>Casual and festive dress.</p> <p>Gifting. How to wrap the gift nicely?</p> <p>Generational and kinship relationships in the family.</p>	<p>Local history, Hungarian Literature, Music: Feast Days, Holiday Customs.</p> <p>Making objects which are attached to Feast Days, customs, beliefs related to objects, folk poetry.</p> <p>History, Ethics: Family, Home. Individual and community.</p>
<p>Key words/concepts</p>	<p>Holiday, Feast Day, folkways, carnival, Busó, Busó Festival, Pentecost, Epiphany, harvest, grape harvest, spinning, plucking of feathers, maize spreading, fair, shepherding, christening, the life of young women and young men, wedding, present, Christmas, Easter, Lent. Family tree, degree of relationship.</p>

<b>Thematic Unit:</b>	<b>4. Yarn and textiles: embroidery, sewing, batik, weaving, spinning, knitting</b>	<b>Lessons: 5</b>
<p>Prior learning</p>	<p>Knowing the tools of hand sewing and embroidery (sewing needle, crewel-needle, sewing thread, embroidery thread, tailor's scissors, thimble).</p> <p>The textiles of our home. Traditional costumes.</p>	
<p>Educational-development aims of Thematic Unit</p>	<p>Knowledge of materials: natural materials – flax, hemp, cotton, wool, silk, artificial materials – synthetic fibres.</p> <p>The role of sewing. The materials of sewing and embroidery, their observation and properties. Embroidery in national costumes and home textiles.</p> <p>The materials of textile dyeing, and its workflow.</p> <p>Applications of weaving and spinning.</p> <p>The materials of weaving and spinning, and their observation.</p> <p>Developing creativity.</p> <p>Knowing the professions of textile industry, career orientation.</p>	
<b>Knowledge/development requirements</b>		<b>Connections</b>
<p>Practising of basic stitches (running stitch, lockstitch, blanket stitch) and decorative stitches (stem stitch, gothic stitch, flat stitch, cross-stitch, gobelin-stitch). Making a pattern spread.</p> <p>Making different <a href="#">batik patterns</a>.</p> <p>Finger braiding, ribbon weaving.</p> <p>Multilayer Spinning techniques: flat and round braids.</p> <p>Making textiles from yarn with weaving.</p> <p>The basics of weaving- using weaving frame.</p>		<p>Local History, Hungarian Literature, Ethnography, Music: Hungarian folk costumes, Folk embroideries of Hungarian</p>

Accessories of hand-weaving: weaving frame, frame, basic material (yarn), cross thread transfer tool (shuttle)	landscapes.
Key words/concepts	Material, basic material, measurement, measuring, sewing, batik, weaving, weaving frame, yarn, Finger braiding, shuttle, braiding, natural materials, artificial materials. Traditional costumes, folk embroidery.

<b>Thematic Unit:</b>	<b>5. The basics of clay work. Folk pottery, potter's craft.</b>	<b>Lessons: 5</b>
Prior learning	Clay objects in our home. Folk pottery, ceramics. (tile stove, pitchers, pots) Positive and negative pattern.	
Educational-development aims of Thematic Unit	Learning about the materials and tools of object shaping. The basics of ceramics making, properties of materials used, the technology of making. Work planning, drafting. Observe the correct session. Workflow of making a ceramic object: clay kneading, molding procedures, drying, glazing, burning order. Workers' protection information. Aesthetic requirements for the harmony of shape and decoration. Developing creativity. <a href="#">Knowing pottery and ceramic professions, career orientation.</a>	
Knowledge/development requirements		Connections
<a href="#">Christmas tree</a> ornaments made of baking soda (porcelain plasticine). Getting to know the clay. Mass kneading, sheet twisting, simple objects made of plane. Processing of clay, making small clay plastics. Positive, negative plaster templates. Decoration with trace. The basics of using the potter's wheel. Colourful clays, colouring mass. Surface decoration, possibilities of glazing.		Local History, ethnography: Hungarian folk pottery. Pottery profession (the Gerencsésrs).  Christmas and Easter gifts.
Key words/concepts	Clay, pottery, gerencsér, ceramics, burning, template, positive and negative pattern, glazing, porcelain plasticine, sheet twisting, plane, gypsum, trace.	

<b>Thematic Unit:</b>	<b>6. Candle making, egg painting.</b>	<b>Lessons: 4</b>
Prior learning	Humanity has been using the candle for thousands of years. Using candles at different moments of our lives. (birthdays, baptism, praying, hallowmas). Egg as a source of food.	
Educational-development aims of Thematic Unit	The symbolic meanings of the candle (light, faith, life). Dangers of the wax melting. Do not overheat the wax because it begins to smoke and becoming flammable. Egg is the symbol of renewable life. Natural long dye baths (onion skin, beetroot, nutshell, elder	



	berries). Developing creativity.	
Knowledge/development requirements		Connections
The techniques and possibilities of candle making (candle sauce, beeswax candle, candle making). Candle sauce and formatting by twisting. Decorating candle with napkin, grease paper and hair dryer. Decorating candle with decoupage technique. Eggs blowing. Our country is rich in egg decorating motives. <a href="#">Egg designed by wax.</a> Egg „berzselés” (decorate the egg with leaves) Egg scratching.		Literature, Local History, Ethics, Music:  Advent candle lighting.  Easter folk costumes.
Key words/concepts	Wax, candle-wick, candle granules, candle colour, mold, heating, cooling, decoupage. Wax pen (íróka), beeswax, divider circles, berzselés (decorate with leaves), scratching.	

<b>Thematic Unit:</b>	<b>7. Food preparation: bread baking, must making, making gingerbread. Pumpkin carving.</b>	<b>Lessons: 4</b>
Prior learning	Accident prevention rules in the kitchen. Safety usage of simple handheld kitchen devices, cultured usage of cutlery. Knowledge of eating habits and foods which are connected with feast days. Knowledge of basic materials.	
Educational-development aims of Thematic Unit	Own actions and their consequences, recognition of responsibility. Mutual attention, co-operation during group activities. Efficient work behaviour, commitment to a task, development of productivity. Identification and recognition of work activities related to meals, food preparation and foods. Drafting the experiences about the properties and transformation of food preparation materials. The development of sense of danger associated with kitchen activities, the pursuit of security, discipline and prudence. Striving for intensity, clean environment, cultured meals. Cognition of baker, confectioner, cook, waiter professions, career orientation.	
Knowledge/development requirements		Connections
Baking of bread. Modern, healthy nutrition. Wholemeal bread rich in higher dietary fiber, protein, vitamins and minerals. Cognition of basic materials, and determine the quantities. Operations of bread baking process.  Must making. Cleaning, harvest the grapes, breaking, pressing of basic		Natural science: Nutrients, healthy nutrition. Eating disorders. Disinfectants, detergents.  Maths:

materials (grape bunches).	Mass and volume units.
Making a gingerbread. Cognition of basic materials, measuring the exact quantities according to the recipe. The process of making dough (kneading, stretching, tapping). Decoration of the baked gingerbread. Washing dishes and utensils which are used for preparing meals or during meals. Cleaning the kitchen. Minimizing food waste, identifying and selecting waste generated.	Local history, ethnography: Harvesting holidays, folk costumes. New bread is coming. Harvest folk costumes.
Making jack-o'-lantern.	Christmas gifts.
Key words/concepts	Food, meals, foodstuff, healthy diets, baking, serving, dish washing, food storage, preserved food, scraps of food, waste, palatability, material saving, energy saving, water saving, selective waste collection.

<b>Thematic Unit:</b>	<b>8. Making jewellery: lace making, beading</b>	<b>Lessons: 3</b>
Prior learning	Getting to know different pearls. Crochet.	
Educational-development aims of Thematic Unit	Types of folk jewelleries, the semantic content mediated by the jewels. Kinds of, types and sizing of pearls. Threads: wire, line, thread. Tools: needle for beading, scissors, glue, pliers, weaving frame (bead weaving). Developing fine motorical abilities. Developing patience and self-control. Developing creativity. Knowing textile professions, career orientation.	
Knowledge/development requirements		Connections
The basics of beading. Making single-threaded bead ribbon, flower pattern, bead loop. Two-wire technique. Animals figures from beads. Bead embroidery. Making simple lace jewellery.		Local history: Jewelleries belonging to the Hungarian folk costumes.
Key words/concepts	Bead, bead ribbon, bead loop, bead weaving, bead embroidery, weaving frame, beading needle, folk jewelleries.	

<b>Thematic Unit:</b>	<b>9. Using husks.</b>	<b>Lessons: 2</b>
Prior learning	The husks, the versatile use of the leaf covering the corn pipe.	
Educational-development aims of Thematic Unit	Developing manual skills and creativity. Possible uses of husks nowadays. It can be made of husks a toy, a mat, a doormat, a box, a basket, even jewelleries.	
Knowledge/development requirements		Connections
Taking and storing husks. Toys, objects related to holidays and prominent days made by		Natural sciences: Origin,



spinning, twisting, lashing. Making husk flower. Twisting of husks. (Ripping the leaves on strips, cut the upper end of the strips sharply to make it easier to twisting.) Making animal, and <a href="#">angel</a> figures.	characteristics and use of the maize plant. Local history, Music: filatory -> spinning-songs, maize husking.
<b>Key words/concepts</b>	Maize, maize-husking, husks, filatory -> spinning-songs.

<b>Thematic Unit:</b>	<b>10. Floral works.</b>	<b>Lessons: 3</b>
Prior learning	Flower decorations of our homes (classrooms). Flowers in the garden. Plants of different seasons. Annual and biennial flowers. Parts of the floral plants.	
Educational-development aims of Thematic Unit	Recognition of cut flowers, cut green, dry flowers, potted ornaments and flower arrangement accessories. Materials of wreath binding. Developing the aesthetic sense, depth perception, colour sense. „Joy to give” – gift making, gift giving. Getting acquainted with florist, flower merchant, career orientation.	
<b>Knowledge/development requirements</b>		<b>Connections</b>
Making an Advent wreath. The meaning of the advent candles. Creating a festive, intimate atmosphere. Sowing Luva-wheat. Making door ornaments, knockers and table decorations throughout the year, from seasonal plants. Flower weaving. Pentecostal floral tribute.		Literature, Local history: Spring folk costumes. Kiszehajtás (On Palm Sunday the girls dressed up a lay figure into a bridal dress, then walked over the village with it, then undressed it. After that they threw the straw into the water or buried it.) Pentecostal folk customs. Advent candle-lighting. Natural sciences: Plants.
<b>Key words/concepts</b>	Cut flower, dried flower, potted flower, wreath base, tea light, candle, ribbon, wrapping paper, decorative wrapper, artificial and silk flower, door ornament, knocker.	

<b>Thematic Unit:</b>	<b>11. Felting.</b>	<b>Lessons: 3</b>
Prior learning	Materials of animal origin.	

	Observating the felting wool. Its properties and the ways of application. Knowledge of Jurta (traditional Hungarian folk tent).
Educational-development aims of Thematic Unit	Developing creativity. Developing fine motor skills. Felt – Textile of nomadic people. Excellent hygroscopic ability of the felt.
Knowledge/development requirements	Connections
The <a href="#">technique of felting</a> . Making smaller felt items (feltball, sabretache, figurines). The wool fibers are compressed into coherent textiles by moving with the help of hot water and soap. The wool fibers are shrunk by the hot water and they are interconnected by rubbing and pressing. Needled-felt: Poking the dry wool with felting needle. Designing options (braided decorations, applique patterns)	History: Felt use of ancient Hungarians (clothes, jurta) Geography: Steppe, sheep-farming.
Key words/concepts	Wool (colour, beige), hot water, soap, pattern, scissors, felting needle, sheep-farming, jurta, nomadic people.

<b>Thematic Unit:</b>	<b>12. Woodworking, wickerwork (basket weaving, paper weaving, straw, raffia)</b>	<b>Lessons: 4</b>
Prior learning	Application areas of wood. Observation of the wood as a raw material. Benefits of wooden toys and wooden objects in the everyday environment. Collecting twigs, possible use of twigs. Recognizing the crop plants. Possible use of straw and raffia.	
Educational- development aims of Thematic Unit	Trying simple carving and woodworking techniques. The required tools and their usage. Be able to responsible, precise work, persistent concentration. Be able to simple wicker-working operations, nailing, simple carving. Recognizing the carpenter, wheelwright, cooper and woodworking trades, career orientation.	
Knowledge/development requirements		Connections
Recognize the domestic tree species, the tree structure and properties. Grouping of objects made of wood by size, shape, structure, production method, processing mode and decoration. Learn about the operation of woodworking tools and machines. Wood-turning, wooden toys. Preparation of strawm objects made of straw-plait (harvest wreath, animal figures). Modelling of wicker-work, wicker hedge, wicker hut.		Local history, ethnography, art and design: Characteristics of sepherd carvings. Local feature: The work of the Kapoli family.
Key words/concepts	Domestic tree species, plane, wicker, carpenter, cartwright, cooper, straw, raffia, harvest wreath, ear of wheat, wood carving. Persistence, concentration, precision.	

## CALENDAR HOLIDAYS

### SUMMER-FALL HOLIDAYS

Feast days, holidays – folk customs	Related craft activities
<u>Harvest festivals</u> <u>Harvest</u> <u>Shepherd's feasts</u> <ul style="list-style-type: none"> <li>– Michael's Day – 29<sup>th</sup> September</li> <li>– Vendel's Day – 20<sup>th</sup> October</li> <li>– Dömötör, Demeter's Day – 26<sup>th</sup> October</li> <li>– Martinmas- 11<sup>th</sup> November</li> </ul> <u>All Saints' Day</u>	<ul style="list-style-type: none"> <li>– harvest wreath</li> <li>– bread-baking</li> <li>– using husks</li> <li>– yield puppets</li> <li>– leaf print</li> <li>– making must</li> <li>– flower work, door decoration</li> <li>– felting</li> <li>– basket weaving</li> <li>– paperwork</li> <li>– pottery (wind chime)</li> <li>– sewing</li> <li>– pumpkin lantern</li> <li>– candle making</li> <li>– Preparing bird table</li> </ul>

### WINTER HOLIDAYS

Feast days, holidays – folk customs	Related craft activities
<u>ADVENT (25<sup>th</sup> November – 24<sup>th</sup> December)</u> <ul style="list-style-type: none"> <li>– St. Catherine's Day – 25<sup>th</sup> November</li> <li>– St. Andrew's Day – 30<sup>th</sup> November</li> <li>– St. Barbara's Day – 4<sup>th</sup> December</li> <li>– St. Nicholas' Day – 6<sup>th</sup> December</li> <li>– St. Lucy's Day – 13<sup>th</sup> December</li> </ul> <u>The twelve days of Christmas</u> <u>(25<sup>th</sup> December – 6<sup>th</sup> January)</u> <ul style="list-style-type: none"> <li>– Christmas</li> <li>– St. Stephen's Day – 26<sup>th</sup> December</li> <li>– St. John, Apostle and Evangelist- 27<sup>th</sup> December</li> <li>– The Holy Innocents' Day – 28<sup>th</sup> December</li> <li>– New Year's Eve – 31<sup>st</sup> December</li> <li>– New Year's Day – 1<sup>st</sup> January</li> <li>– EPIPHANY- 6<sup>th</sup> January</li> </ul>	<ul style="list-style-type: none"> <li>– Advent wreath</li> <li>– candle jars</li> <li>– candle making</li> <li>– paperwork (cards, ornaments)</li> <li>– Lucy's wheat</li> <li>– gingerbread</li> <li>– china clay</li> <li>– pottery, clay work</li> <li>– mascot</li> <li>– making noise generating devices</li> <li>– making souvenirs</li> </ul>

### SPRING HOLIDAYS

<b>Feast days, holidays – folk customs</b>	<b>Related craft activities</b>
<u>CARNIVAL (6<sup>th</sup> January – from Epiphany's Day to Ash Wednesday)</u> <ul style="list-style-type: none"> <li>– St. Blaise's Day – 3<sup>rd</sup> February</li> <li>– St. Gregory's Day – 12<sup>th</sup> March</li> </ul> <u>Easter Holidays (From Ash Wednesday to Whitsunday)</u> <ul style="list-style-type: none"> <li>– Palm Sunday</li> <li>– Holy Week</li> <li>– Easter- Easter Sunday, Easter Monday</li> </ul> <u>WHITSUN TERM (From Whitsunday to the middle of June)</u> <ul style="list-style-type: none"> <li>– Whitsunday – Sunday after Easter</li> <li>– St. George's Day – 24<sup>th</sup> April</li> <li>– Whitsun- the 50<sup>th</sup> day after Easter</li> <li>– Philip the Apostle, James the Less – 1<sup>st</sup> May</li> </ul>	<ul style="list-style-type: none"> <li>– making kiszabáb (a doll made of straw, which usually figures a girl)</li> <li>– making a mask</li> <li>– papier-maché mask</li> <li>– egg-felting</li> <li>– egg painting</li> <li>– making egg tree</li> <li>– flower arrangement (door decoration)</li> <li>– making wreath (Queen of Pentecost)</li> <li>– flower weaving</li> <li>– potter's wheel</li> <li>– paperwork</li> <li>– sewing</li> <li>– lace mixing, crocheting</li> </ul>

### Expected results:

- Students are become acquainted with the widest range of traditional craft activities. [Local producers.](#)
- The tools needed for workflows can be used properly and accident-free.
- Have knowledge of natural materials and their uses.
- Be proficient in the craft workflow planning (design, choice of material and technique, execution, decoration).
- Be able to producing simple technology objects.
- Exhibiton and craft market of works created by students during the school year.

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<https://www.youtube.com/watch?v=Seg9Q89zzbE>  
<https://www.youtube.com/watch?v=jDqrmUk6aNkū>  
<https://www.youtube.com/watch?v=sM2XLrGfmYY>  
<https://www.youtube.com/watch?v=InyB-XxcXaw>  
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