Royal Greenwich Trust School

the constellation

Art, Food & Nutrition Curriculum Booklet

Curriculum Booklet

Subject Vision & Approach

At KS3 both Food & Nutrition Technology, Design and Technology and Art is provided for students on a carousel, where they will study each subject for two terms each year. Here there is a strong focus on design principles, and practical techniques.

Our specifications for Key Stage 4 are:

For Year 10/11:

- Pearson Edexcel GCSE Art and Design
- AQA GCSE Food Preparation & Nutrition

For Year 7, 8 & 9:

Our curriculum is sequenced to cover a series of topics across the academic year in order to give students a full experience of Art, Design & Technology as well as Food & Nutrition

	Technology		**Food & nutrition**		**Art**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Sketching: Basic Techniques Designing: Contexts, basic specifications	Technical Knowledge: Metals Making: Practical Skills and Techniques, marking and hand tools; Trophy Project Evaluating: Against specification	Understand basic Nutrition and an introduction to practical skills. To use a range of commodities and equipment to demonstrate safe cooking skills such as using a knife, small electrical appliances, the cooker and oven.	To carry out basic food investigations and nutritional analysis. Understand the relationship between diet, nutrition and health, including the effects of poor diet and health.	Drawing techniques – tonal values, shape and form. - Thames Barrier Colour Theory – application thought mixed media and artist response	Elements of Hundertwasser Colour theory – Flora and fauna studies using a range of media – oil pastels, watercolour paint and colouring pencils
Year 8	Sketching: Arcs, Oblique Designing: Specifications that involve a wide range of requirements	Technical Knowledge: Woods Making: Woodworking tools and processes; Mechanical Toy Evaluating: Testing, disassembly techniques	To understand the physiology, functions, sources, deficiency of Nutrients. Understand through practical and science investigation the reasons why foods are	Plan, prepare, cook, modify and create recipes to meet different dietary groups and life stages. Using sensory analysis to evaluate and judge a wide range of foods.	Observational drawing skills – tone and mark making techniques – Kusama studies Understanding colour and pattern within the work of Kusama	Investigate Op Art design and creating water colour artist responses based on the work of Delauney Acetate drawings inspired by Vincent van Gogh

			cooked and the different methods of heat transfer.			
Year 9	Sketching: 3D Techniques; Isometric Designing: Reformulating Design Problems	Technical Knowledge: Polymers Making: Practical Skills and Techniques, marking and hand tools, Speaker Project Evaluating: Life Cycle Analysis	Exploring the five core topics which the Food preparation skills are integrated into; Food, Nutrition & Health, Food Science, Food Safety, Food Choice and Food Provenance.	Plan, prepare and cook a range of dishes from different cultures using distinctive ingredients, specific preparation, equipment, cooking methods and presentation techniques. To investigate the working and chemical properties of food through scientific investigation. and practical tasks.	Observational skills developed through a range of Blossfeldt responses – pen, pencil, mono prints and carbon paper drawings. Exploring mixed media art and constructed landscapes	Understanding the work of Giacomo Costa through the creation of acetate geo cities. Exploring the application of colour theory through the creation of a range of water colour final pieces.

	Art
Year 10	**Art** Component 1 - Personal Portfolio - 60% of the qualification (Term 1 in Yr10 – Term 2 in Yr11) Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills within their specialist areas of study. This component allows students opportunities to: -develop and explore ideas -research primary and contextual sources -experiment with media, materials, techniques and processes -present personal response(s) to theme(s) set by the centre.
Year 11	**Art** Component 2 - Externally Set Assignment - 40% of the qualification (Term 3 in Yr11 onwards) The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Students will sit a 10-hour sustained focus under examination conditions at the end of this component. Students are expected to: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 - Record ideas, observations and insights relevant to intentions as work progresses AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

	Food Preparation and Nutrition
Year 10	This is the foundation year for Food Preparation and Nutrition where students cover most of the content which sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Majority of the content is delivered through preparation and making activities. Students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. The topics are: 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance.
Year 11	September 1st Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. November 1st Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. • Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. • Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives. • AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. • AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation. • AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. • AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others. Revision is done alongside NEA work to support students with their mocks and preparation for the summer exam.

How you can support your child's learning in Technology:

Supporting your child's Learning in Design and Technology may involve many different things. Activities which involve investigating and evaluating existing products is a key part of the course, and even something that can be practiced at home. If students learn how to cook and evaluate how recipes can be improved this can also help them further develop key skills. At home if students can be involved in the planning of nutritious meals and encouraged to practice their cooking

Similarly, in design and technology students design and make 'something' for 'somebody' for 'some purpose'. The more a student considers these things, the easier it is to put it into practice in lesson.

Sketching is an essential part of communicating ideas, so encouraging your child to sketch can help them externalise ideas as well.

Websites that you can visit:

Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life

https://www.bbc.co.uk/food/recipes

Recipes | Good Food

GCSE Food & Nutrition Revision

https://technologystudent.com/

http://www.focuselearning.co.uk/u/31331/tmupDirAxnrDgeyyFmiiEexovEsgEiwrv

https://raeng.org.uk/

https://www.theiet.org/

https://nationalcareers.service.gov.uk/job-categories/engineering-and-maintenance

Books that you may wish to purchase:

Futurekind: Design by and for the People

Archi-Doodle: An Architect's Activity Book

Architecture According to Pigeons