

Subject :	DT	Year Group:	8
	Food Tech	Design & Technology	Textiles
Scheme title	Healthy multicultural festival food	Container Box	Selfie Art
Purpose of scheme	This project rapidly expands on the key skills learnt in yr.7. Students learn a new practical skill every week along with key theory tops just as nutrition, social moral and environmental issues, recipe planning and hygiene and safety. A lot more ownership is given to students in this project culminating in them writing their own recipe and following it to create their own recipe from scratch	Using creativity and imagination, pupils are to design and make products that solve real and relevant problems. They acquire a broad range of subject knowledge and draw on cross curricular disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks within a supportive environment, becoming resourceful, innovative, enterprising and capable adults. Through the evaluation of existing products (both past & present), they develop a critical understanding of its impact on daily life and the wider environment.	This scheme builds on students initial textiles skills from Y7 as well as introducing the students to art textiles which will be studied in phase 2. It aims to improve confidence and skills using the sewing machine independently enabling students to set up the top and bobbin thread and sew various different stitches and change machine feet unaided by teaching staff. Students are introduced to a range of new decorative and functional techniques: Machine embroidery, hand embroidery, weaving and quilting, during the techniques exploration students will become familiar with using more technical machine feet, the embroidery foot; they will also use embroidery thread when doing hand embroidery which is a lot more difficult than cotton sewing thread. During this topic students will be learn about various different textiles artists which will enable students to understand the close links between art and textiles.
Knowledge in sequence	<p>Practical – Introduction to new techniques-</p> <p>Building on from the basic skills learned in yr.7 students to create complete dishes and a variety of multicultural main meals. Students will take more ownership of the recipes given.</p> <p>Students will use all parts of the oven, make bread dough, white sauce, gelatinised sauce, biscuits, batter, cooking pasta and rice correctly, reduction sauce as well as preparing and cooking meat and vegetables of their choice.</p> <p>This will be done by making: Multicultural pizza</p> <p>Pasta salad</p> <p>Bolognese</p> <p>Fajita</p> <p>Savoury rice</p>	<p>Design:</p> <p>Identification of successful design features in logos.</p> <p>Explore areas for design inspiration through the discussion of different logos, some good, some not so good. Pupils to reflect on what makes a good logo before designing their own.</p> <p>Developing graphic skills</p> <p>Pupils to develop their graphic communication skills using a variety of mediums – Isometric drawings by hand, Utilising 2D Design to generate Isometric images and to utilise VR software to create a virtual model of their container.</p> <p>Materials technology (timber)</p> <p>Be able to select materials based on their properties. Identify where these have been used around the home and school.</p> <p>Construction methods</p> <p>The of a range of fabrication methods</p>	<p>Researching work of existing artists and recreating the work.</p> <p>Diary log of techniques- giving key bullet pointed instructions on how to create techniques, listing all resources and equipment.</p> <p>Revising the correct way to set up and use the sewing machine.</p> <p>Exploring techniques that are used to create surface patterns.</p>
Skills	<p>Ability to:</p> <p>Design recipes and plan a method.</p> <p>Presentation techniques of food and plating up dishes.</p> <p>Ability to use the oven, grill and hob safely</p> <p>Safe knife skills</p>	<p>Design:</p> <p>Use research and exploration to identify and understand user needs.</p> <p>Identify and solve their own design problems.</p> <p>Design innovative, functional, appealing products that re-pond to needs in a variety of situations.</p> <p>Use a variety of approaches, to generate creative ideas and avoid stereotypical responses.</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, 3-d modelling, oral and digital presentations and computer-based tools.</p> <p>Make</p> <p>Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p> <p>Select from and use a wide range of materials, consider-ing their properties.</p>	<p>All the techniques that students develop skills in could be used and refined in GCSE coursework if the students opt for the subject.</p> <p>Free machine embroidery- how to use the sewing machine correctly to create a free machine sample.</p> <p>Using the embroidery hoop to keep fabrics taught for hand embroidery and free machine embroidery.</p> <p>Hand embroidery- how to create a range of hand embroidery stitches correctly and accurately</p> <p>Quilting – how to layer fabrics and wadding to create a padded or insulated fabric.</p> <p>Weaving- how two create a warp and a weft from two pieces of paper and weave them together correctly and accurately.</p> <p>Using the heat press safely following the correct procedure to protect the machine and the materials being pressed.</p> <p>Using CAD to create an interesting final selfie piece.</p> <p>All samples are to be based on the work</p>
Key Words	<p>Al denteHow pasta should be cooked – texture should be soft with bite.</p> <p>Herbs + SpicesHerbs are generally green and spices are generally orange/brown. They are used to flavour and season food</p> <p>TenderCooking food so it is easy to cut and chew (not tough).</p> <p>MarinatingTo flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .</p> <p>Roux/all in oneMethods of making a white sauce.</p> <p>GelatinisationThe process of thickening a liquid using starch.</p> <p>BatterMuffin batter is different to cake batter as it should not be over mixed as it causes a tough texture</p> <p>SealingCooking meat at a high temperature to prevent it drying out when cooking</p> <p>KneadingMassage/work/squeeze dough. In bread it is to stretch gluten strands</p> <p>ProvingLeaving bread to rest to allow the yeast to ferment.</p> <p>SimmerTemperature just below</p>	<p>Hardwood—Wood which come from deciduous trees.</p> <p>Softwood—Wood which is produced by coniferous trees.</p> <p>MDF—Wood particles combined with urea- formaldehyde.</p> <p>Chipboard—Made from compressed wood chips and phenol formaldehyde</p> <p>Butt Joint—Simplest type of wood joint</p> <p>File—Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.</p> <p>Bandfacer—A machine used for sanding, finishing & lishing tasks.</p> <p>Coping Saw—Hand held saw used to cut intricate shapes in woodworking</p> <p>Try Square—90 degree angles in constructional work</p> <p>Manufactured—Timber sheets which are produced by gluing wood layers or wood fibres together.</p> <p>Plywood—Strong thin wooden board consisting of two or more layers glued and pressed together</p> <p>Comb Joint—A wood joint which</p>	<p>Free Machine foot- The foot that has to be used when doing the technique of free machine embroidery.</p> <p>Embroidery hoop – a wooden hoop made up of a smaller circle and a larger circle that includes a tightening device.</p> <p>Embroidery hoops and frames</p> <p>Embroidery thread- a thick thread that is brightly coloured and quite silky, only to be used with a hand sewing needle.</p> <p>Quilting - is the process of sewing two or more layers of fabric together to make a thick-er padded material, usually to create a quilt or quilted garment. The use of wadding in the middle layer creates the padding.</p> <p>Wadding- any fibrous or soft substance used as padding or stuffing. Wadding comes in sheets and can be used to insulate products</p> <p>Scanning- a process of coping an image and sending to another person electronically.</p> <p>Sublimation printer- A printer that is used to print on to paper that can be heat pressed onto fabric.</p> <p>Heat press- A very large iron that</p>
End Point	End of rotation	End of rotation	End of rotation
Assessment method	<p>Pasta recipe planning</p> <p>Students are required to plan a recipe for a pasta salad they have designed. A list of ingredients with quantities and a list of equipment is required. This recipe will be used to make their dish next lesson (week 3)</p> <p>ELP- Multicultural food research and recipe design – 4wks are given to carry out a large research project. Students choose between researching a country/cultures particular cuisine or researching how different countries use a certain ingredient or food. (week 4)</p> <p>Cross contamination exam Q – following the theory lesson students are tested on what they learn by completing an exam question. (week 5)</p> <p>End of unit test – students complete a selection of short answer questions to test what they have learnt from the past 10 weeks of lessons. All content has been covered. (week 10)</p>	<p>Year 8 Assessment - Container Project</p> <p>Identify the positive and negative aspects of your container.</p> <p>Devise ways to improve your container.</p> <p>Justify why your container is the level you have stated.</p> <p>Extension:</p> <p>Suggest modifications for your container.</p> <p>Page 16 & 17 in Booklet</p>	<p>Year 8 Assessment - Students are able to make links between their own work and that of a designer. Pupils are able to make links between the media and materials used. Pupils are able to incorporate skills in an unusual and creative manner</p>