

Design and Technology/ Food/ Hospitality/ Textiles (7/8)

Remote Curriculum Intent

Key Stage 3 – D&T & Food (Years7-9)

Type of learning tasks

We have decided to produce one large power point that covers all the areas in Key Stage 3. Students in year 9 who are planning to do the subject as an option will be expected to complete the extension tasks or if planning to do Textiles complete the Textiles Unit. Work will be marked on outcome. Those in year 9 will be expected to have a lot more detail/ annotation/ higher skills than those in year 7. Any questions please do not hesitate to ask email your teacher or speak via teams chat.

Students need to complete worksheets 1-15. If they have finished this, they can do one of the extension activities suggested below -

Make a Kite - more help can be found here-

https://www.technologysupplies.co.uk/news/let-s-go-fly-a-kite?utm_medium=email&utm_source=TSL&utm_campaign=324467_Copy%20of%20Let%27s%20Go%20Fly%20a%20Kite&dm_i=5HTF,6YCZ,268EQ1,QM94,1

Making a dish using local food ingredients

Make a fact sheet based around one of these videos -

<https://www.bbc.co.uk/bitesize/topics/zhv8q6f/resources/1>

Cooking Activity - Ask your parents/guardians to give you 5 ingredients.

Use your talents and skills to make a dish using these 5 ingredients.

The only limit is the 5 ingredients (you can make sweet or savoury, main or dessert, healthy or not) but you can use as much seasoning as you like e.g. spices, pepper etc.

Content

A variety of practical, cooking, planning, making and evaluations. The link to the power point can be found attached.

Resources

All relevant resources and help can be found in the power point. Recipes can also be found on -

<https://www.bbc.co.uk/food>

<https://www.bbcgoodfood.com/>

Feedback expectation

Students will be expected to hand in their work in the 'assignment section', teachers will mark the work within 4 working days.

Timescales

Timescales for tasks are clearly set out on Teams in both the assignments and general 'posts' section. Workload is kept to a minimum to avoid excess stresses on students.

Year 9 - Textiles

Remote Curriculum Intent

Type of learning tasks - Year 9 Textiles

Mood board: Create a mood board based on 'Spring in Shropshire'

Deadline 13th May

Mindmap: Creative mindmap on Spring in Shropshire

Deadline 29th April

Photographs: Take 5 photographs that you feel represent Spring in Shropshire

Deadline: 13th May

Observations and patterns: Using photographs or from direct observation fill a page with drawings that link with your project so far. You can trace from your photographs to make it easier if you like. For your drawings you can use pencil, pencil crayon, pastels, collage, biro, fineliner, paint, watercolours, computer (paint/any computer drawing program), you can draw around leaves/flowers.

Deadline: 1st June

Artist research: Find a designer, artist or crafts person whose work you like and create an artist research page. The research page must include: Images of the artist work, information about the artist, a copy of their work (or part of their work). A sample using your observations and the artists style. It may help if your artist/designer/craft person has designed/made spring inspired artefact's.

Deadline 15th June

Design: Using ideas from your Moodboard, observations and artist research I want you to design two garments, soft furnishings or Textile art. These must be annotated and coloured. Colours must be inspired by all the research that you have completed so far. The annotations need to discuss the links to your moodboard, artist and observations.

Deadline: 29th June

Feedback expectation

Students will be expected to hand in their work in the 'assignment section', teachers will mark the work within 4 working days.

Timescales

Timescales for tasks are clearly set out on Teams in both the assignments and general 'posts' section. Workload is kept to a minimum to avoid excess stresses on students.

GCSE Food Prep and Nutrition

Remote Curriculum Intent

Year 10 Food

Type of learning tasks

I've decided to change and not do Seneca/ Bitesize.

Up to half term I'd like you to answer the questions on teams and cook a meal of your choice. If you would like me to email you the questions please email –

hll@thomasadams.net

The online book will help you -

Online book for help –

www.illuminate.digital/eduqasfood

Student Username: SADAMS4

Student Password: STUDENT4

I've attached some recipes you may like to do.

Please can you reply to the assignment with your answers and a picture of your dish.

Feedback expectation

Students will be expected to hand in their work in the 'assignment section', teachers will mark the work within 4 working days.

Timescales

Timescales for tasks are clearly set out on Teams in both the assignments and general 'posts' section. Workload is kept to a minimum to avoid excess stresses on students.

GCSE Textiles

Remote Curriculum Intent

GCSE Coursework.

Week Commencing 20/04/20: Observations. From direct observation or using photographs produce two pages of drawings and repeat patterns. The drawings can be completed using pencil, biro, charcoal, fineliner, watercolours, paints, pastels, pencil crayons, collage – Anything that they feel creates a good representation of the object/images they're copying. Repeat patterns can also be made using a combination of several traced drawings or just one repeated, flipped, rotated etc.

Deadline: 1st May

Week Commencing 04/05/20: Artist Research: Create a research page on one of the artist's that you researched. This page (it can be more than one double page) will need to include the following: Images of the artist's work, information about the artist, your opinion of the artists' work and your samples. Remember that samples are your copy of an artist's style or technique's, but you are using your own observations and imagery/photographs. This page/pages must be presented in the style of the artists. For example, the background colour of the page could be a colour that the artist would use.

Deadline: 5th June

Feedback expectation

Students will be expected to hand in their work in the 'assignment section', teachers will mark the work within 4 working days.

Timescales

Timescales for tasks are clearly set out on Teams in both the assignments and general 'posts' section. Workload is kept to a minimum to avoid excess stresses on students.

GCSE D&T

Remote Curriculum Intent

GCSE – Year 10

Year 10 GCSE Design and Technology

Week	Task	Additional work and notes...
23.3.20	1.1 Industry and enterprise (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
30.3.20	1.2 Sustainability and the environment (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
20.4.20	1.3 People, Culture and Society (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
27.4.20	1.4 Production Techniques and Systems (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
4.5.20	1.5 Informing design decisions (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
11.5.20	3.1 Energy Generation (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
18.5.20	3.2 Energy Storage (PowerPoint, x2 worksheets, associated video links)	Associated SENECA to consolidate, with task to make mind map or flash cards for revision.
1.6.20	3.3 Systems approach to designing (PowerPoint, x2 worksheets, associated video links)	NEA contexts due to be launched by WJEC. JBA & RSW to review
8.6.20	3.4 Electronic systems processing (PowerPoint, x2 worksheets, associated video links)	NEA work due to start.... Guidance needed as “controlled assessment”

Feedback expectation

Students will be expected to hand in their work in the ‘assignment section’, teachers will mark the work within 4 working days.

Timescales

Timescales for tasks are clearly set out on Teams in both the assignments and general ‘posts’ section. Workload is kept to a minimum to avoid excess stresses on students.

Level 1/2 Hospitality and Catering

Remote Curriculum Intent

Year 10 Hospitality and Catering

Type of learning tasks

Students will be given tasks to create resources ready to help them on return to school.

Task 1: Create a poster or complete the table provided on nutrition (Macro and Micronutrients), PowerPoint on different nutrition and sources Internet access and advantage and use NHS website for further help.

Outcome: Pupils will have a resource they can use when starting their coursework in school.

Meets: Describe functions of nutrients in the human body. Explain characteristics of unsatisfactory nutritional intake

Deadline: Set already with a deadline of 1st of May

Task: Look at how cooking methods impact nutritional value,

Pupils will create a resource (table or poster) that is a quick reference guide on how vitamins are affected by different cooking methods ready to type up for their coursework,

Resources: PowerPoint on how nutrition and calories are affected by cooking methods,

Meets: Explain how cooking methods impact on nutritional value

Deadline: 8th May

Task: Create a resource on the nutritional needs of different groups,

Resources: PowerPoint and Video links on why different ages need different nutrition, Pupils will create a resource that is a quick reference guide.

Meets: Compare nutritional needs of specific groups

Deadline: 15th May

Task: Factors when proposing dishes

Task: Pupils will investigate and suggest why different factors influence menus set in establishments – Table provided with information on factors and pupils will need to “conclude” why it’s a consideration. Explain factors to consider when proposing dishes for menus

Deadline 22nd May

Feedback: Pupil engagement will be monitored and pupils not handing in work will needed to be contacted by myself or HOY. Feedback written on the feedback on Teams. Work will be heavily supported to encourage ease and engagement from pupils.

Level 3 Food Science

Remote Curriculum Intent

Year 12 Food

Type of learning tasks

Independent research task on 'Current Food Issues'. Students have had a 'online' tutorial re launching the task and will follow a live online help guide.

Content / Resources

Students will share their work either via teams or google drive.

Title of Page	Page	Relates to which AC	Due date
Initial Research	1-5	AC1.1 – Proposal	24 th April
Proposal and planning table	6-10	AC1.1/AC1.3	1 st May
Hypothesis and Aims	11-12	AC1.2 AC1.3	8 th May
Research Plan	13-15	AC 1.3	15 th May

Timescales

Timescales for tasks are clearly set out on the live help booklet and were discussed during the tutorial. Teams in both the assignments and general 'posts' section.

Feedback expectation

Teachers will give general feedback within 4 working days.