

Unit Title	Graphics – Isometric Projections	Art Deco Mirror	Nutrition
Number of lessons	4 Lessons	14 lessons	9 practical lessons if taught fortnightly 18 lessons if taught weekly with 1 practical and one theory lesson
Curriculum content	<p>Core Knowledge-</p> <ul style="list-style-type: none"> Different types of Perspective drawing Use of the different graphic media <p>Core Skills</p> <ul style="list-style-type: none"> Measuring, marking out and sketching Construction lines Accuracy Spatial awareness <p>Enhanced Knowledge</p> <p>You can see what's working well and what needs improving.</p> <p>Enhanced Skills</p> <ul style="list-style-type: none"> Rendering your sketches Full large detailed drawing <p>Assessment Focus</p> <p>Knowledge and understanding based assessment and drawing skills.</p>	<p>During this period of learning pupils' will be making and then designing a Mirror Frame and stand in the style of Art Deco or Art Nouveau. This project is to develop and enhance your research, design and making skills. Building on knowledge you have previously learned. Learners' be expected to work to the best of your ability throughout this project, with the main emphasis on producing a high standard of work and a very high quality final product.</p> <p>Additional targets to choose from-</p> <ul style="list-style-type: none"> use different research options e.g. not just the internet. use instruments to help present your work neatly. add more notes to design ideas saying why you have chosen features. <p>Knowledge based assessment and practical skills</p>	<p>Introduction to different cooking methods Working with recipes Health and Safety Weighing and measuring Knife skills Methods of cookery Temperature controlling Safe use of equipment</p> <p>This knowledge will only be there if students have been taught weekly:</p> <p>Costing a recipe using simple percentages Healthy Eating – Government guidelines Use of questionnaires Balanced meals Food label information Importance and types of packaging Applying knowledge and understanding of ingredients and equipment working accurately and showing understanding of limitations Modifying dishes to include increased nutritional value Evaluation of dishes using a Star profile Core knowledge: Knowledge and understanding of health and safety To have knowledge of and demonstrate the importance of colour, texture, flavour, shape, temperature and time To be able to demonstrate a range of culinary skills and methods of cookery To understand the functions and sources of the 5 main nutrients Comparing shop bought or home made</p>

		<p>Solve technical problems: You clearly modify and change your work as necessary as it develops.</p> <p>Reflect on their own designing: You evaluate both how you have used your research in designing and how effective your product is.</p> <p>Use understanding of others' designing: You recognise good work from others, and modify your ideas accordingly.</p> <p>Areas to be assessed:</p> <ul style="list-style-type: none"> • Use of templates • Measuring and marking out • Use of a Tools (Tenon saw, coping saw, try square...etc.) • Following a Production Plan. 	<p>Food storage</p> <p>Food poisoning</p> <p>Labelling and packaging of foods.</p> <p>Core skills</p> <p>Increased knife skills</p> <p>Research skills</p> <p>Ability to make modifications to recipes</p> <p>Following a phased in recipe</p> <p>Creating and following time/production plans</p> <p>Enhanced knowledge:</p> <p>Solve technical problems: You clearly modify and change your recipes to adapt them to the work space and time frame available</p> <p>You can adapt recipes to make them suitable for specific diets or multicultural consumer groups considering lifestyle choices.</p> <p>You develop an understanding of moral, ethical and religious food choices</p> <p>Enhanced skills</p> <p>Reflect on the suitability of your work: evaluate your product against the original recipe</p> <p>evaluate your work with the help of taste testers and use the feedback they are giving you to inform changes and adaptations to your product</p>
Links to prior learning	<ul style="list-style-type: none"> • Art- perspective drawing • Maths- parallel lines and angles. 	<ul style="list-style-type: none"> • History- Boom and Bust • Maths- Symmetry 	Depending on lesson amounts taught Health and safety and core skills/knowledge gained in year 7
Cultural capital opportunities	<p>Sketch a landscape near where you are located.</p> <p>John Constable</p> <p>1776 – 1837</p> <p>Visit areas of Suffolk he painted</p>	<p>Eileen Gray</p> <p>https://youtu.be/HugX1wMS18s</p> <p>Charles Rennie Macintosh</p> <p>https://youtu.be/PWQPyKQiVxY</p>	<p>Christmas market – international food</p> <p>Farmers markets – local and seasonal food</p> <p>James Martin website and recipes</p>

	https://www.visitsuffolk.com/explore/constable-country.aspx https://www.nationalgallery.org.uk/artists/john-constable		
Assessment focus	N/ a	Design Movements knowledge Practical skills	Pre-assessment: chicken curry Assessment: Hunter’s chicken and potato wedges End of year test

Year 8 Knowledge Organiser: Skills focus

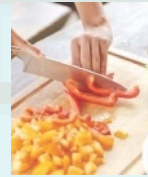
General practical skills



Use of equipment: Electric whisk



Knife skills: To demonstrate safety skills when using knives, there are two cutting techniques that we should use.



bridge hold



claw grip

Preparing fruit and vegetables skills



mash



shred



grate



peel



pipe



blend



juice

Use of the cooker: Grill and oven



HATTIE

- H** – Tie your **hair** back or wear a **hat**. Wash your **hands**.
- A** – Put an **apron** on.
- T** – Clean your **table** with antibacterial spray.
- T** – Collect a **tray** to keep all your ingredients together.
- I** – Collect all the ingredients you need.
- E** – Collect equipment you need; prepare any tins/baking sheets (e.g. grease or line).

Dough: Making chapatis



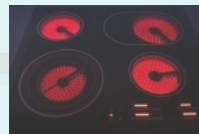
Raising agents: Chemical



Preparing, combining and shaping



Cooking methods: Using the hob and cooking with water



ASSESSMENT

NEA1 style experiments
NEA2 style practical assessment
at the end of the course

Year 8 Knowledge Organiser: Theory focus

FOOD SAFETY HATTIE

- H** – Tie your hair back or wear a hat. Wash your hands.
- A** – Put an apron on.
- T** – Clean your table with antibacterial spray.
- T** – Collect a tray to keep all your ingredients together.
- I** – Collect all the ingredients you need.
- E** – Collect equipment you need; prepare any tins/baking sheets (e.g. grease or line).

FOOD PROVENANCE

Food waste

In UK households we waste 6.5 million tonnes of food every year, 4.5 million of which is edible.



FOOD COMMODITIES

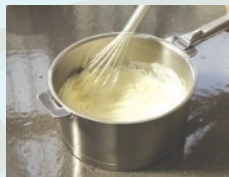
Vegetables, fish and cereals are commodities. Commodities are commonly eaten foods. They can either be eaten raw or processed into other foods – for example, wheat is processed into flour.



FOOD SCIENCE



Chemical raising agents are added to many baked items to make them rise. The two most common raising agents are bicarbonate of soda and baking powder.



Gelatinisation

When liquids and starch are mixed together and heated the mixture will thicken. This process is called gelatinisation.

FOOD NUTRITION AND HEALTH

Macronutrients are needed in large amounts in the body and are called protein, fat and carbohydrate.



FOOD CHOICE

Food labelling and traffic light labelling

Food labelling is important because we need to know what is in the product we are buying. The traffic light labelling gives us accurate information about the nutrients the food contains.



ASSESSMENT

Interactive activities at the end of each lesson will test your knowledge and understanding.

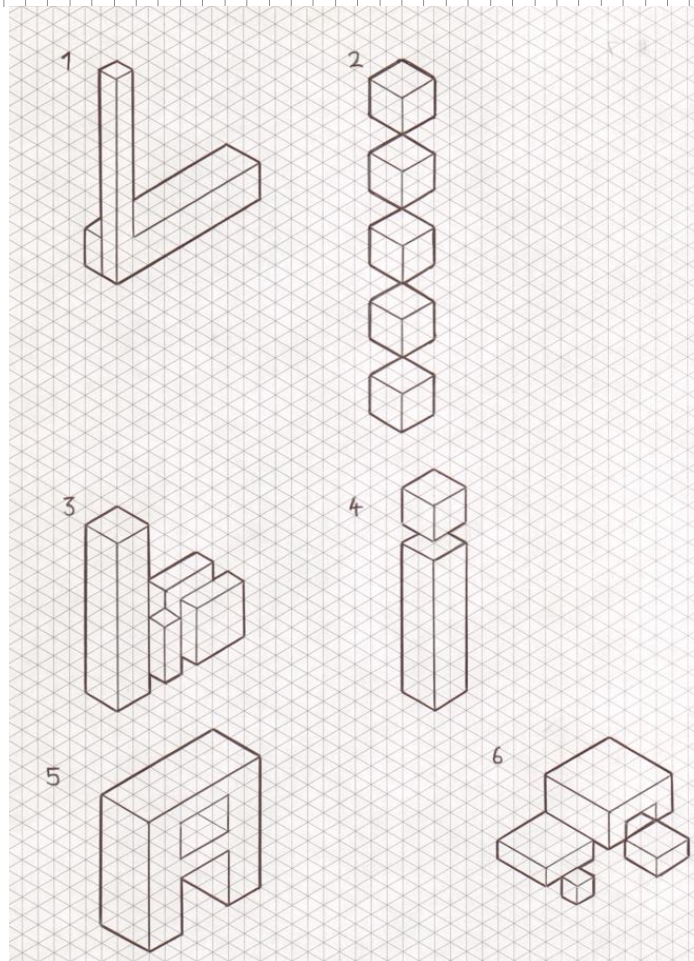
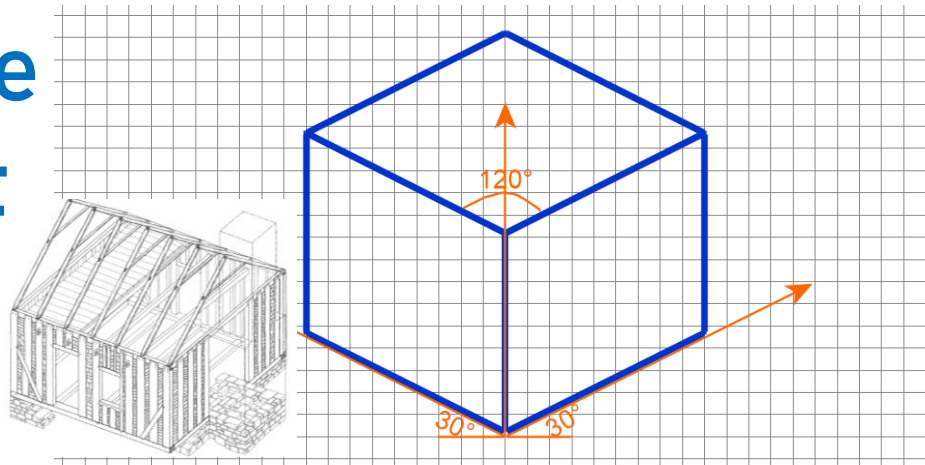
There will be a test at the end of the course to check your knowledge and understanding – it will include multiple choice questions and short and long answer questions.

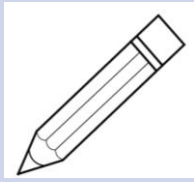


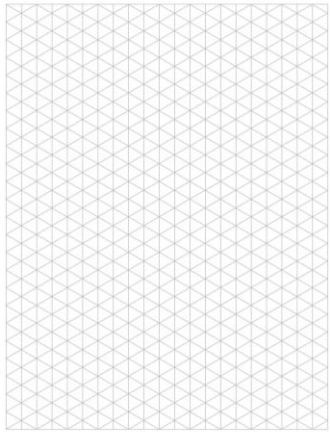

Knowledge Organiser: Isometric Drawing

Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings.

Projection: This is a type of drawing.

Render: In 3-D graphic design, rendering is the process of add shading, colour and lamination to a 2-D or 3-D wireframe in order to create life-like images on a screen. Rendering may be done ahead of time (pre-rendering) or it can be done in on-the-fly in real time.



Equipment	Picture	Information
Pencil		A pencil will be used to aid in the designing of the graphics of your net.
Coloured Pencil		Coloured pencils add colour and tone to your design.
Ruler		This helps layout your graphics effectively. Also your ruler will help you score and fold your flaps of the net.
Graph/ Grid Paper		This can be known as 'grid paper' especially when studying GCSE DT in Year 10 & 11. Appearance: white paper with a printed grid this can be a square, Isometric lines or other patterns. Characteristics: Usually printed onto 80gsm paper with faint lines often in a light blue ink. Lines can be printed darker for use under plain paper as a drawing guide. Used for graphical, scientific and mathematical diagrams, particularly in conjunction with a lightbox as a drawing guide.
Pen		A pen will be used to enhance the graphical appearance to your drawings on the net. Also your pen will help you score and fold your flaps of the net.

Knowledge Organiser: Art Deco & Art Nouveau

Art Deco, sometimes referred to as Deco, is a style of visual arts, architecture and design that first appeared in France just before World War 1. Art Deco influenced the design of buildings, furniture, jewellery, fashion, cars, movie theatres, trains, ocean liners, and everyday objects such as radios and vacuum cleaners. It took its name, short for *Arts Décoratifs*, from the Exposition internationale des arts décoratifs et industriels modernes (International Exhibition of Modern Decorative and Industrial Arts) held in Paris in 1925. It combined modern styles with fine craftsmanship and rich materials. During its heyday, Art Deco represented luxury, glamour, exuberance, and faith in social and technological progress.



Art Nouveau is an international style of art, architecture and applied art, especially the decorative arts. It was most popular between 1890 and 1910. A reaction to the academic art of the 19th century, it was inspired by natural forms and structures, particularly the curved lines of plants and flowers.

Art Art Deco

Primitive Arts– African, Egyptian, Aztec Mexican.
Machine Age– Man-made materials (aluminium, glass, stainless steel), Symmetry, Repetition.
Geometrical Forms– Trapezoidal, Zig-Zagged, Geometric fan motifs, Sunburst motifs.
Fine craftsmanship mass produced.
Rococo Style.

Art Nouveau

Forms– Sinuous, Elongated, Curvy Lines, Whiplash Line, Female form (Long flowing hair).
Natural World– Exotic Woods, Semi-Precious Stones, Glass, Symmetry, Repetition, Flowers, Insects.

Arts – Oriental, Botanical Research, Rococo Style.

Opulent style.



Name	Picture	Use
Coping Saw		The thin blades allow you to make curved cuts. The blade is held in tension by the spring steel frame with teeth pointing backwards towards the handle.
Tenon Saw		A hand saw with a stiff back used to cut straight lines in wood.
Pillar Drill		A machine used to make holes in materials.
Bench hook		Used to hold the wood when cutting on the face.
Mallet		A hammer with a large wooden head.
Try Square		The try-square is pushed against the straight edge of a piece of wood and a pencil is then used to mark a straight line across the material. The line is continued all the way round the wood (all four sides are marked). This type of marking materials helps if a joint is to be cut or the end of the material is simply to be sawn away
Rule		Steel rules come in rigid and flexible versions. While their primary purpose is accurate measurement , they can also be used as guides for laying out lines, and if rigid enough, for cutting. The thinner, more flexible rules can also be used to measure rounded or cambered work.