

Design & Technology - Food Technology

Year 7

Topic: Learning a new skill

Task overview: Plan party food for a sibling/elderly persons/family members/friends. Ideally for 4. At least 2 items must be new techniques/skills.

Name:



DT group:

Tutor group:

Target level:

Deadline:

| Week | Task | Success Criteria | | Suggestions & Resources | Feedback |
|-------------|--|------------------|--|--|----------|
| 1 | Decide who you will make your party food for and research possible themes and dishes/skills | Mastering | Detailed research with thorough analysis | Skills: baking, constructing, forming, shaping, considering complementary ingredients www.funkylunch.com www.feedingboys.co.uk www.netmums.com/family-food/party-food Google images | |
| | Produce evidence of the research in the form of a mood board of images | Secure | Detailed research with analysis | | |
| | Analyse your findings <i>What have you decided?</i> <i>How does it suit your 'party guests'?</i> | Developing | Research with some analysis | | |
| | <i>How will this research help you in your task?</i> | Launching | Simple research with little or no analysis | | |
| 2 & 3 | Plan of making (before you make!) <i>Consider timings when making your products</i> | Mastering | High standard of complex tasks Planning includes co-ordinated timings | Use a table format to plan the making Describe presentation ideas, what you will need and any theme props you may use Imagine that you are writing instructions for a friend or sibling to understand | |
| | <i>Co-ordinate your timings so all the food will be ready at the same time</i> | Secure | Complex tasks completed Detailed plan of making with timings | | |
| | Outcome: make your food and photograph the results <i>Take care with presentation</i> | Developing | Tasks completed had some challenge Description of process of making is included | | |
| | <i>Label with names and descriptions of food (Extension)</i> | Launching | Tasks attempted required little skill and I had assistance Process is briefly described | | |

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|------|---|------------------|---|--|----------|
| 4 | Reflection <i>How did it go?</i> <i>What have you learnt?</i> <i>How could you improve your skills?</i> <i>What did other people think?</i> <i>Have you tried to improve your skill?</i> | Mastering | I have completed criteria for secure and developing and I have completed further research suggesting how I could develop my skills further. | Write an evaluation of your 'party' Taste test your food with your 'party guests' and record their responses Conduct further research into your new skills Remake the product - learning from your mistakes! Increase the level of difficulty of your skill - try a more ambitious recipe or technique | |
| | | Secure | As below* and people's opinions gathered. I have gone on to say how I could improve/change if repeated. | | |
| | | Developing | *I have discussed the new skills I have tried and acquired in this project and noted feedback from others. | | |
| | | Launching | I have reflected on the skills I used and written down some feedback from others. | | |
| Ext | Include a section on the nutrients balance in your party food <i>Is it particularly healthy/unhealthy?</i> <i>How could you substitute ingredients to make it healthier?</i> | Mastering | Detailed nutritional analysis with suitable substituted ingredients to make dishes healthier | Research and present your findings in the form of a small report, or power point presentation or a poster Specialist books and magazines Internet | |
| | | Secure | Detailed nutritional analysis with reasoned indication of whether dishes are healthy or unhealthy | | |
| | | Developing | Listed the nutritional values of the food and indicated whether dishes are healthy or unhealthy | | |
| | | Launching | Found out basic nutritional values of the food made | | |

What my parents think about my work:

What I think about my work:

What my teacher thinks about my work:

Level: