

KEY STAGE 3 ART, DESIGN AND TECHNOLOGY CURRICUULM MAP- YEAR 7

Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Theme:	RECYCLE RECLAIM		COLOUR SCHEME		FUNCTIONALITY	
ART Lousie Slack Eleanor Jones Assessment- Creative Process Grades 9-4 EOY EXAM 1hr	Observation and Tone 1 'Henry Moore Sea Chalk' <i>CP1- Artist Analysis</i> <i>CP2- Experiment with Media; Graphite, Charcoal, Black and White paint</i> Formal Elements- Line, Tone, Texture, Shape and Form	Observation and Tone 2 'Henry Moore Sea Chalk' <i>CP3- Draw a sphere, draw sea chalk in 3D showing effects of light. Step out and go Big- A2 Charcoal drawings</i> Introduce Brush skills using black and white paint <i>CP4- A2 Outcome Sea Chalk in Landscape scape setting- more brush skills.</i> Formal Elements- Line, Tone, Texture, Shape and Form	Abstract and Colour 1 'Hundertwasser Faces and Places' <i>CP1- Artist Analysis</i> <i>CP3- A4 Drawing the face in correct proportion using Tone</i> Formal Elements- Line, Tone, Shape and Form	Abstract and Colour 2 'Hundertwasser Faces and Places' <i>CP2- Colour theory, paint application, more brush skills. Abstract self-portrait.</i> <i>CP4- Scale up A4 portrait to A3 Abstract Portrait painting with background.</i> Formal Elements- Line, Colour, Shape and Pattern, Scale	Imagination and 3D 1 'Madelynn De La Rosa' Fake Cake Bakery Window Display' <i>CP1- Artist Analysis</i> <i>CP3- Drawing cakes in pencil and paint</i> Formal Elements- Line, Tone, Colour, Shape and Form	Imagination and 3D 2 'Madelynn De La Rosa' Fake Cake Bakery Window Display' <i>CP2- Clay techniques, modelling cakes in clay</i> <i>CP4- Fully finished and glazed cake- group photoshoot- cakes in rows</i> Formal Elements- Form, Texture, Colour and Shape
RESISTANT MATERIALS Paul Robinson Assessment- Creative Process Grades 9-4 Underpinned by NC and ACCESSFM EOY EXAM 1hr	<u>Hilary Pfeifer for Oxfam Christmas Decoration 1</u> <i>CP1- Analysis of the brief and Hilary Pfeifer wood carvings and decorations</i> <i>CP3- Use 2D Design to free draw Xmas decoration designs.</i>	<u>Hilary Pfeifer for Oxfam Christmas Decoration 2</u> <i>CP2- Learn how wood is recycled. Learn about LED lights, refine Xmas design to include hole for LED.</i> <i>CP4- Assemble and paint laser cut decoration. Glue on LED Light and add hanging ribbon.</i>	<u>Emma Bridgewater for Tesco Easter Egg Box 1</u> <i>CP1- Analysis of Emma Bridgewater Easter themed designs- focus on colour and pattern</i> <i>CP3- Isometric drawing in books and Orthographic drawing using 2D Design.</i>	<u>Emma Bridgewater for Tesco Easter Egg Box 2</u> <i>CP2- Easter Egg Box and Surface design considering colour options</i> <i>CP4- Decorate and assemble Laser cut Card Easter Egg Box- add chocolate egg.</i>	<u>Light Panel</u> <i>CP1- Product analysis of Led lamps</i> <i>CP2- learn about plastics, different types of wood and simple Led circuit.</i> <i>CP3- Draw ideas in books. Free draw/vectorise an image in 2D Design to be laser etched into Perspex.</i> <i>CP4- Assemble Light panel</i>	<u>Finishing Light Panel Sports Day Badge</u> <i>CP1- Analysis of logo design</i> <i>CP2- Line bending acrylic</i> <i>CP3- House logo drawing for vinyl sticker</i> <i>CP4- Assemble acrylic badge</i>
TEXTILES Sally Bawn Assessment- Creative Process Grades 9-4 Underpinned by NC and ACCESSFM EOY EXAM 1hr	Sea Creature Toy 1 <i>CP1- Textile Artist analysis e.g. Eira Teufel's Embroidery Fish</i> <i>CP3- Analysing a Brief, Observational Drawing of Sea Creature, Pattern design, pinning and cutting.</i>	Sea Creature Toy 2 <i>CP2- Developing hand stitching, applique and embellishments</i>	Sea Creature Toy 3 <i>CP4- Making Sea Creature Toy</i>	Tote Bag 1 <i>CP1- Artist analysis Beverly Fishman</i> <i>CP3- Observational drawing of appropriate images for a print inspired by artist and Colour Scheme theme</i>	Tote Bag 2 <i>CP2- Record idea for Tote bag Motif design and experiment with stitches.</i>	Tote Bag 3 <i>CP4- Designing, pinning and stitching, Machine sewing. Sublimation Printing, Making of Tote Bag.</i>

<p>FOOD PREP & NUTRITION Jane Gower Sally Bawn Louise Slack Eleanor Jones</p> <p>Assessment- Creative Process Grades 9-4</p> <p>EOY EXAM 1hr</p>	<p>Introduction to Food Preparation and Nutrition</p> <p><i>Food and personal safety and hygiene, rules of the room.</i></p> <ul style="list-style-type: none"> • Introduce the 4 C's. • Basic Nutrition <p><i>Introduction to the Eatwell Guide (food groups).</i></p>	<p>Why we eat</p> <p><i>The Eatwell guide</i> <i>Making good choices</i></p>	<p>Nutrients</p> <p>Macronutrients <i>Carbohydrates</i> <i>Proteins</i> <i>Fats/oils</i></p> <p>Micronutrients <i>Vitamins</i> <i>Minerals</i></p>	<p>Intro to baking</p> <p><i>Using the cooker-</i> <i>Basic Baking</i> <i>Heat transfer</i></p>	<p>Intro to baking</p> <p><i>Basic baking-</i> <i>Pastry and cake making</i> <i>Includes Sausage Rolls linked to National Sausage Roll Day</i></p>	<p>Food choices</p> <p><i>Religion</i> <i>Dietary needs/health</i> <i>Lifestyle</i></p>
<p>Cross-Curricular Links</p>	<p>Recycling theme running through Art, Textiles and RM and Food e.g. ART- Reclaiming found objects from the sea, TEXTILES and RM How are plastics and wood recycled, RM artist uses reclaimed materials, using old clothes for applique.</p> <p>FOOD- Composting of Food waste</p>	<p>Recycling theme running through Art, Textiles and RM and Food e.g. ART- Reclaiming found objects from the sea, TEXTILES and RM How are plastics and wood recycled, RM artist uses reclaimed materials, using old clothes for applique.</p> <p>FOOD- Composting of Food waste</p>	<p>Colour Scheme theme running through Art, Textiles and RM and Food e.g. ART- Colour theory, TEXTILES- Colour threads felt, RM-Colour selection for Easter Egg Box decoration and FOOD- Colours of the Eatwell plate.</p>	<p>Colour Scheme theme running through Art, Textiles and RM and Food e.g. ART- Colour theory, TEXTILES- Colour threads felt, RM-Colour selection for Easter Egg Box decoration and FOOD- Colours of the Eatwell plate.</p>	<p>Functionality theme running through Art, Textiles and RM and Food e.g. ART- Drawing Cakes for a bakery display, TEXTILES- Designing and making a useable Tote Bag. RM- Designing and making a Pocket Hug Gift- Making Cakes and Pastries</p>	<p>Functionality theme running through Art, Textiles and RM and Food e.g. ART- Drawing Cakes for a bakery display, TEXTILES- Designing and making a useable Tote Bag. DT- Designing and making a promotional Badge- Making Cakes and Pastries</p>
<p>Cultural Capital</p>	<p>Environmental Concerns Pride in Coastal Locality</p>	<p>Environmental Concerns Pride in Coastal Locality Christmas</p>	<p>Passover 12th-20th March</p>	<p>KS4 Art & Photography Art Trip</p>	<p>May 15th Mental Health Day- USE GREEN IN LESSONS Well Being</p>	<p>'National Fruit and Vegetables Month' Summer KS3 ADT Community Exhibition KS4 In house Art & Photography Exhibit/Show Y8 Textiles Club RM supporting Sports Day</p>

KEY STAGE 3 ART, DESIGN AND TECHNOLOGY CURRICUULM MAP- YEAR 8

Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Theme:	RECYCLE RECLAIM		COLOUR SCHEME		FUNCTIONALITY	
ART Lousie Slack Eleanor Jones Assessment- Creative Process Grades 9-4 EOY EXAM 1hr	<u>Print Making 1</u> 'Collagraph Aliens' <i>CP1- Artist Analysis- Ernst Haeckel</i> <i>CP3- Observational drawing Beach finds Flotsam and Jepsam.</i> Formal Elements- Line, Tone, Texture, Shape, Pattern and Form	<u>Print Making 2</u> 'Collagraph Aliens' <i>CP2- Developing ideas for alien, prepare A4 collagraph.</i> <i>CP4- A4 Alien mounted and presented. Photograph alien to place in situ- e.g. space ship, other planet.</i> Formal Elements- Line, Tone, Texture, Shape, Pattern and Form	<u>Other Cultures 1</u> 'Day of the Dead Skull Paintings' <i>CP1- Artist Analysis</i> <i>CP3- A4 Observational drawing of skull</i> Formal Elements- Colour, Line, Tone, Scale, Pattern and Form	<u>Other Cultures 2</u> 'Day of the Dead Skull Paintings' <i>CP2- Further brush skills, application of paint, build on colour theory. Decorate skull with symbolic imagery..</i> <i>CP4- A2 Painting</i> Formal Elements- Colour, Line, Tone, Scale, Pattern and Form	<u>Natural Forms 1</u> 'Kate Malone Fruity Pots' <i>CP1- Artist Analysis</i> <i>CP3- Observational drawings of fruits</i> Formal Elements- Shape, Texture, Form and Colour	<u>Natural Forms 2</u> 'Kate Malone Fruity Pots' <i>CP2- Modelling, Joining, Pinch Pot, Glazing with clay</i> <i>CP4- 3D Pot</i> Formal Elements- Shape, Texture, Form and Colour
RESISTANT MATERIALS Paul Robinson Assessment- Creative Process Grades 9-4 Underpinned by NC and ACCESSFM EOY EXAM 1hr	<u>Hilary Pfeifer for Oxfam Christmas Decoration 1</u> <i>CP1- Analysis of the brief and Hilary Pfeifer wood carvings</i> <i>CP3- Use 2D Design to draw and vectorise Xmas shapes</i>	<u>Hilary Pfeifer for Oxfam Christmas Decoration 2</u> <i>CP2- Learn how wood is recycled. Learn about LED lights, refine Xmas design to include hole for LED.</i> <i>CP4- Assemble and paint, add LED Light, add hanging ribbon.</i>	<u>Emma Bridgewater for Tesco Easter Egg Box 1</u> <i>CP1- Analysis of Emma Bridgewater Easter themed designs- focus on colour and pattern</i> <i>CP3- Isometric drawing and Orthographic drawing using 2D Design.</i> <i>CP2- Easter Egg Box and Surface design considering colour options</i>	<u>Emma Bridgewater for Tesco Easter Egg Box 2</u> <i>CP2- Easter Egg Box and Surface design considering colour options</i> <i>CP4- Decorate and assemble Laser cut Card Easter Egg Box- add chocolate egg.</i>	<u>Light Panel</u> <i>CP1- Product analysis of Led lamps</i> <i>CP2- learn about plastics, different types of wood and simple Led circuit.</i> <i>CP3- Draw ideas in books. Free draw/vectorise an image in 2D Design to be laser etched into Perspex.</i> <i>CP4- Assemble Light panel</i>	<u>Finishing Light Panel Sports Day Badge</u> <i>CP1- Analysis of logo design</i> <i>CP2- Line bending acrylic</i> <i>CP3- House logo drawing for vinyl sticker</i> <i>CP4- Assemble acrylic badge</i>
TEXTILES Sally Bawn Assessment- Creative Process Grades 9-4 Underpinned by NC and ACCESSFM EOY EXAM 1hr	<u>Sea Creature Toy 1</u> <i>CP1- Textile Artist analysis e.g. Eira Teufel's Embroidery Fish</i> <i>CP3- Analysing a Brief, Observational Drawing of Sea Creature, Pattern design, pinning and cutting.</i>	<u>Sea Creature Toy 2</u> <i>CP2- Developing hand stitching, applique and embellishments</i>	<u>Sea Creature Toy 3</u> <i>CP4- Making Sea Creature Toy</i>	<u>Tote Bag 1</u> <i>CP1- Artist analysis Beverly Fishman</i> <i>CP3- Observational drawing of appropriate images for a print inspired by artist and Colour Scheme theme</i>	<u>Tote Bag 2</u> <i>CP2- Record idea for Tote bag Motif design and experiment with stitches.</i>	<u>Tote Bag 3</u> <i>CP4- Designing, pinning and stitching, Machine sewing. Sublimation Printing, Making of Tote Bag.</i>

KEY STAGE 4 CURRICULUM- ADT FACULTY

GCSE ART AND DESIGN

Fine Art, Textiles and Photography

Year 9- 'Persistence and Resilience'- Developing skills learned in KS3 in more depth and breadth

Year 10- 'Altruism and the Community'- Developing awareness of how Art links to the wider community.

Year 11- 'Leadership'- Taking ownership of the development of their own work.

Cultural Capital

Joint Gallery Trips in Y9 and Y10
KS4 In house Art, Textiles and Photography Exhibit/Show
KS4 Art & Photography Art Trip
Photography Field Trips
EKST Workshops

WJEC LEVEL 1/2 HOSPITALITY AND CATERING

Year 9- 'Persistence and Resilience'- Developing skills learned in KS3 in more depth and breadth

Year 10- 'Altruism and the Community'- Learning skills which they could then pass on to others.

Year 11- 'Leadership'- Taking ownership of the development of their own work.

Cultural Capital

External Workshops- linked to complex skills
Joint end of In house Exhibition

YEAR 9	YEAR 9-11 PATHWAYS FOR ART AND DESIGN		
TERM	GCSE Fine Art	GCSE Textiles	GCSE Photography
1	<u>Drawing and Printmaking 1</u> AO1- Artist Analysis German Expressionist Portraits AO3- A3 Drawing Self Portrait, Annotation	<u>Introduction to Textiles</u> Revisit and extend skills learned in KS3: Hand stitching Sewing Machine E Textiles and Smart Textiles	<u>Introduction to Photography AO3</u> Genres in Photography, The DSLR functions, Photographic Vocabulary, Formal Elements and Principles of Photography and Composition.
2	<u>Drawing and Printmaking 2</u> AO2- Experiment and refine abstract portraits using Lino. AO4- A4 Lino Print	<u>Stitched or embellished textiles</u> AO1- Artist Analysis-TBC AO2- Experiment and refine using materials, techniques and processes-TBC AO3- Recording Ideas-TBC AO4- Outcomes- TBC	<u>Alphabet Project AO1, AO3, AO2 AO4</u> Contextual sources, Camera functions, Basic Photo Shop tools- contact sheet, crop, edit in black and white etc. Developing ideas
3	<u>Drawing and Painting 1</u> AO1- Artist Analysis 'Claude Monet' AO3- Drawing sections of cathedrals; further development of drawing and brush skills, Annotation	<u>Soft furnishings and/or textile interiors 1</u> AO1- Artist Analysis-TBC AO2- Experiment and refine using materials, techniques and processes-TBC	<u>Abstract Project AO1, AO3, AO2 AO4</u> Composition and lighting techniques, Using the camera in Macro. Building on previous techniques. Additional Photo Shop tools- Image rotation, Blur tool, brightness and contrast blending etc. starting to build layers and presenting final pieces
4	<u>Drawing and Painting 2</u> AO2- Experiment with wet media, deeper colour theory and brush skills, using watercolour and acrylic techniques and processes. AO4- Outcome in paint	<u>Soft furnishings and/or textile interiors 2</u> AO3- Recording Ideas-TBC AO4- Outcomes- TBC	<u>Travelling Cars AO1, AO3, AO2 AO4</u> Composition and viewpoints, developing further camera skills working the camera on semi-automatic. Further building of Photo Shop skills- tilt shift, blending modes, brightens and contrast and vignette tool.
5 EOY EXAM 2hrs	<u>Drawing and Sculpture 1</u> AO1- Artist Analysis e.g. Claes Oldenburg AO3- Drawings of food Items, Annotation	<u>Costume Design 1</u> AO1- Artist Analysis-TBC AO2- Experiment and refine using materials, techniques and processes-TBC	<u>Reflections AO1, AO3, AO2 AO4</u> Developing ideas linked to photographer's visual language, Selecting Photo Shop techniques to refine ideas.
6	<u>Drawing and Sculpture</u> AO2- Make 3D models extending clays skills, and creative cardboard construction. AO4- Outcome in 3D- presented using ICT	<u>Costume Design 2</u> AO3- Recording Ideas-TBC AO4- Outcomes- TBC	<u>Ordinary to Extraordinary-Objects AO1, AO3, AO2 AO4</u> Developing ideas linked to photographer's visual language, selecting appropriate photo shop techniques. Understanding the characteristics of 'Flat Lay' photography. Develop the Joiner concept.

YEAR 10	YEAR 9-11 PATHWAYS FOR ART AND DESIGN		
TERM	GCSE Fine Art	GCSE Textiles	GCSE Photography
1	<p>Structures 1</p> <p>AO1- Artist Analysis Peter Rendell Page, Desmond Morris, Paul Nash and Jeff Lowe</p> <p>Think Pair Share</p>	<p>Flora and Fauna 1</p> <p>AO1- Artist Analysis-TBC</p> <p>Think Pair Share</p>	<p>Sustained Project Conceal and Reveal</p> <p>Students will combine all skills learned in Year 9 scaffolding the design process in preparation for the end of year exam.</p> <p>Bill Mangold and Aaron Siskind AO1, 2, 3 & 4</p> <p>Understanding the design process, develop awareness of Abstract/Macro Photography, more advanced Photo Shop skills- layers, line, shape, bending modes.</p>
2	<p>Structures 2</p> <p>AO3- Recording of Natural Forms in 2D/3D. Photoshoot stacking and arranging forms. Drawing- Soluble Graphite, Pen & Wash, White Paint, Mono print, Etching, Carbon Paper. Sepia. Annotation</p>	<p>Flora and Fauna 2</p> <p>AO2- Experiment and refine using materials,</p>	<p>Marc Anderson and Kaleidoscope AO1, 2, 3 & 4</p> <p>Developing knowledge of Macro Photography and broadening awareness of distortion through Kaleidoscope photography, More advanced Photoshop skills- layers, quick selection tool, transform, line, shape, bending modes etc.</p>
3	<p>Structures 3</p> <p>AO2- Experiment and refine drawings into Surrealist style compositions, extending of drawing and brush skills- explore dry and wet media, e.g. Pen and wash, paint, Mono print. Totem Stacks, Natural Forms turning into something else.</p> <p>AO4- Surrealist Outcome in 2D/3D</p>	<p>Flora and Fauna 3</p> <p>AO3- Recording Ideas-TBC</p>	<p>Max Ernst and Liesl Pfeffer AO1, 2, 3 & 4</p> <p>Developing previous ideas and transforming them into surreal landscapes. More advance Photoshop skills- layers, quick selection tool, transform, line, shape, bending modes etc.</p>
4	<p>Personal Histories 1</p> <p>AO1- Artist Analysis Genre focus- Portraiture choice of 4 artists; Alexandra Dillon, Rone, Julia Condon and Antonio Columboni</p> <p>Think Pair Share</p>	<p>Human 1</p> <p>AO4- Outcomes- TBC</p>	<p>Brendan Austin and Vilde Rolfsen AO1, 2, 3 & 4</p> <p>Creating fiction landscapes, more advanced Photoshop skills layers, quick selection tool, transform, line, shape, bending modes etc.</p>
5 EOY EXAM 3hrs	<p>Personal Histories 2</p> <p>AO3- Recording of self-portrait A2, Annotation</p>	<p>Human 2</p> <p>AO1- Artist Analysis-TBC</p>	<p>Portraiture Richard Avendon and Double Exposure AO1, 2, 3 & 4</p> <p>Communicating ideas and intentions, using visual/photographic language. Developing Photoshop skills using double exposure.</p>
6	<p>Personal Histories 3</p> <p>AO2- Experiment and refine portrait using a range of 2D media and imagery to convey message and meaning</p> <p>AO4- Portrait Outcome</p>	<p>Human 3</p> <p>AO2- Experiment and refine using materials, techniques and processes-TBC</p>	<p>Planning towards the five hour mock exam AO1, 2, 3 & 4</p> <p>Communicating ideas and intentions, using visual/photographic language. Respond to the characteristics of the photographer. Selecting and using appropriate skills and techniques when developing ideas. Outcomes showing stronger meaning of content/story/visual literature.</p>

YEAR 11	YEAR 9-11 PATHWAYS FOR ART AND DESIGN		
TERM	GCSE Fine Art	GCSE Textiles	GCSE Photography
1	<p>Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories'</p> <p>'Human'- Lucian Freud, Françoise Nielly and Kimmy Cantrell</p> <p>'Flora and Fauna'- Georgia O'keeffe, Mark Brook and Becca Thorne.</p>	<p>Mock exam questions designed to stretch and challenge students to extend 'Flora and Fauna' and 'Human'</p> <p>'Natural Forms'- artists TBC</p> <p>'Past and Present' – artists TBC</p>	<p>Sustained project Conceal and Reveal AO1, 2, 3 & 4 Nigel Tomm, The Guinea Pig Club, Mihaela Ivonova, Erwin Blumenfeld, Wes Naman, Maykei Lima. Destroy Project <i>Communicating ideas and intentions, using visual photographic language expressing emotions and messages.</i></p>
2	<p>Internally generated Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories'</p> <p>5hr Mock Exam</p>	<p>Internally generated Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories'</p> <p>5hr Mock Exam</p>	<p>Final Response AO4 <i>Communicating ideas and intentions, expressing emotions and messages in the conclusion of visual outcomes.</i></p> <p>5hr Mock Exam</p>
3	Exam Prep		
4	<p>AO1- Artist Analysis linked to chosen Exam question AO2- Experiment and refine using a range of 2D/3D media, techniques and processes AO3- Recording of images and info relevant to chosen exam question</p>		
5	10 Hour Exam		
	<p>AO4- Personal Response</p>		

YEAR 9-11 FOOD PATHWAY- WJEC LEVEL 1/2 HOSPITALITY AND CATERING

TERM	YEAR 9	YEAR 10	YEAR 11
1	<p>General Practical skills- Weighing and measuring, preparation of ingredients and equipment (HATTIE), how long to cook food, testing for flavour and seasoning, presentation and food styling.</p> <p>Knife skills- Safety, types of knives, how to hold and cut fruit and vegetables.</p> <p><i>Vegetable cuts. Methods of preparing fruit and vegetables.</i></p> <p>Using the cooker- The hob, grill and oven. Safety.</p> <p>Using electrical equipment- Blender, food processor, hand held mixer. Safety.</p> <p>Cooking methods- Cooking with water, fat, dry heat.</p> <p>Termly Assessment Written and Practical</p>	<p>Hospitality and catering providers- Commercial (residential), Commercial (non-residential Non Commercial (residential), Non Commercial (non-residential), Food Service, Residential service</p> <p>Food Safety Theory and Practices- Could include on-line course such as... 'Level 2 Food Hygiene'</p>	<p align="center">Unit 1 and 2 <i>(Unit 2 Brief released September 1st)</i></p> <p>Preparing for the NEA Customer requirements How cooking methods can impact on nutritional value Factors affecting Menu planning including people groups Presentation techniques Reviewing dishes Hospitality and catering provision to meet specific requirements</p>
2	<p>Raising agents- Chemical, biological, mechanical</p> <p>Preparing, combining and shaping food- Roll, wrap, skewer, mix, coat, layer. Shaping and binding wet mixtures.</p> <p>Sauce making- Starch based sauces, reduction sauces</p> <p>Preparing, combining and shaping food- Dough, Bread, shortcrust pastry, choux pastry, flaky pastry. Planning for a practical assessment, how to write a time plan.</p> <p>Termly Assessment Written and Practical</p>	<p>Understanding the Importance of Nutrition- Different Life Stages, Special Dietary needs</p> <p>All topics underpinned by- Plan, Prepare and make dishes- Basic, medium, complex</p> <p>Reviewing own performance</p>	<p>Introduction to the Controlled Assessment Analyse the brief Explain the impact of cooking methods on the nutritional value of the chosen dishes. Discuss the factors which affected choice of dishes. Demonstrate knowledge of the factors that affected choice of dishes.</p> <p>NEA BEGINS- 7.5 hrs Theory and 3.5 hrs practical</p>
3	<p>Introduction to the course (Unit 1 and 2)</p> <p>Understanding the Importance of Nutrition- Different Life Stages, Special Dietary needs</p> <p>Food related causes of ill health- Food Allergies, Food Intolerance</p> <p>Symptoms and signs of food-induced ill health</p> <p>How cooking methods can impact on nutritional value</p> <p>Costing food- How to make recipes cheaper</p> <p>Presentation techniques</p> <p>Reviewing dishes.</p> <p>Sensory evaluation, tasting, sensory tests and star profiles.</p> <p>Reviewing own performance</p> <p>Termly Assessment Written and Practical</p>	<p>Food related causes of ill health</p> <p>Symptoms and signs of food-induced ill health</p> <p>How to prepare and make dishes- Basic, medium, complex</p> <p>How to plan production</p> <p>Factors affecting Menu planning</p> <p>Presentation techniques</p> <p>All topics underpinned by- Plan, Prepare and make dishes, Basic, medium, complex, Reviewing own performance</p>	<p>Assess the production of the presented dishes- <i>Typed written report/voice recording</i></p> <p>Review own performance- <i>Typed written report</i></p> <p align="center"><u>Unit 1</u> Revision focus</p> <p>Hospitality and catering providers- Commercial (residential), Commercial (non-residential), Non Commercial (residential), Non Commercial (non-residential), Food Service, Residential service</p> <p>The operation of front and back of house</p>

			Working in the hospitality and catering industry- <i>Personal attributes, Qualifications and experience</i> 1.5 hour Written Mock
4	Hospitality and catering provision- <i>To meet specific requirements</i> The operation of the front and back of house All remaining topics underpinned by- <i>Reviewing dishes, Reviewing own performance</i> Termly Assessment Written and Practical	How cooking methods can impact on nutritional value Factors affecting Menu planning Presentation techniques Reviewing dishes All topics underpinned by- <i>Plan, Prepare and make dishes- Basic, medium, complex</i> <i>Reviewing own performance</i> <u>Summer Mock Practical Exam</u> Introduction to the Controlled Assessment Analyse the brief Explain the impact of cooking methods on the nutritional value of the chosen dishes. Discuss the factors which affected choice of dishes. Demonstrate knowledge of the factors that affected choice of dishes.	<u>Unit 1 Revision focus</u> Health and safety in hospitality and catering provision for the front of house Health and safety in hospitality and catering provision The Operation of the Front and Back of House The Environmental Health officer (EHO) Customer requirements
5	How to prepare and make dishes- <i>Basic, medium, complex</i> How to plan production Factors affecting Menu planning Presentation techniques All remaining topics underpinned by- <i>Reviewing dishes, Reviewing own performance</i> Termly Assessment Written and Practical <p style="text-align: center;">EOY EXAM 1hr</p>	MOCK NEA BEGINS- <i>7.5 hrs Theory and 3.5 hrs practical</i>	<u>Unit 1 Revision focus</u> Working in the hospitality and catering industry Working conditions in the hospitality and catering industry Contributing factors to the success of hospitality and catering provision
6	Health and safety in hospitality and catering provision Revision for end of year internal exam <i>Unit 1 style written and mini 3hr NEA style practical (=1hr plan, 1 hr cook, 1 hr eval)</i> All remaining topics underpinned by- <i>Reviewing dishes, Reviewing own performance</i>	Health and safety in hospitality and catering provision 1.3.1 Health and safety in hospitality and catering provision for the front of house The Environmental Health officer (EHO) Customer requirements	