

## Food Art 11

**District Name:** Mission  
**District Number:** 75

**Developed by:** Diane Anderson & Linda Schafer

**School Name:** Mission Secondary  
**Principal's Name:** Randy Huth

**Board/Authority Approval Date:** January 15, 2004

**Board/Authority Signature:**

**Course Name:** Food Art 11  
**Grade Level of Course:** 10-12  
**Number of Course Credits:** 4 Credits  
**Number of Hours of Instruction:** 120 hours

**Prerequisite(s):** Food Studies 9

**Special Training, Facilities of Equipment Required:**

- Foods Classroom
- Specialty Equipment For Specific Projects
- Food Safe Level 1 Training
- Cake Decorating Skills

**Course Synopsis:**

This course is designed to provide an opportunity for students to explore and apply principals of art and design to various food projects. Students will become competent in maintaining an orderly and safe environment through Food Safe Certification Level 1. Throughout the course social, cultural and historical content will be integrated and developed within projects. Students will gain an appreciation for developing and maintaining traditions within families and communities. Problem solving and communication skills will be developed while students participate independently and interdependently in a productive environment.

- **Create a work of art that reflects an understanding of social/cultural/historical contents.**
- **Critique their own works of art relating its content to the content in which it was created.**
- **Create works of art expressing the students own ideas, thoughts or feelings.**
- **Develop practical and creative abilities related to foods.**
- **Develop critical thinking and problem solving skills.**
- **Develop skills to improve the quality of students' present and future family lives.**

**Unit descriptions**

**Unit 1: Food Safe Certification      Time: 10 hours**

Students will complete the provincial Food Safe Level One Course.

**Curriculum Organizer**

*It is expected that students will:*

- complete the Food Safe level One Exam at 70% or better.
- demonstrate, on an ongoing basis, food safe practices in the lab.
- maintain an orderly and safe environment when engaged in a variety of activities.

**Unit 2: Introduction to the lab      Time: five hours**

Students will review lab procedures, measurement, metric equivalents, and use of equipment. A lab orientation will familiarize students with room set up and routines.

**Curriculum Organizer**

*It is expected that students will:*

- demonstrate correct technique for measuring ingredients accurately.
- be able to follow lab procedures in a safe and orderly manner.
- be able to demonstrate the appropriate use and care of food preparation equipment.
- be able to demonstrate a knowledge of lab procedures and routines.

**Unit 3: Theory of the Elements and Principles of Design      Time: 10 hours**

Students will learn how design principles, design elements and colour can be used to affect the outcome of projects.

**Curriculum Organizer**

*It is expected that students will:*

- be able to identify and describe the basic elements and principles of design.
- be able to use vocabulary related to elements and principles of design.
- be able to utilize and apply the elements and principles of design to a project.
- be able to transfer their knowledge of the basic elements and principles of design to all projects through the course.
- be able to demonstrate a knowledge of colour theory and apply it to projects.

**Unit 4: Food Garnishing**

**Time: 10 hours**

Students will practice using garnishing tools. This knowledge and skills will then be applied to projects.

**Curriculum Organizer**

*It is expected that students will:*

- identify and use garnishing equipment.
- develop skills in the use of garnishing equipment when preparing food.
- apply their knowledge of garnishing techniques, in a creative way, to food.

**Unit 5: Food Presentation**

**Time: 10 hours**

Students will combine their knowledge of the elements and principles of design with their knowledge of garnishing, and apply it to plate presentation. In this project, students will use limited resources in a creative way.

**Curriculum Organizer**

*It is expected that students will:*

- be able to design a meal plan using limited resources.
- be able to apply elements and principles of design, and garnishing techniques to the presentation of a meal.
- be able to devise and implement an effective time plan.

**Unit 6:              Food and Cake Decorating Techniques      Time: 15 hours**

Students will learn cake decorating techniques and then create a project using their skills learned.

**Curriculum Organizer**

*It is expected that students will:*

- be able to demonstrate ability to use food molding techniques.
- be able to apply their knowledge of colour theory to decorating a cake.

- be able to demonstrate proficiency in piping techniques.
- have a knowledge of the importance of storage techniques during the cake decorating process.

### **Unit 7: Creating Gingerbread Projects**

**Time: 20 hours**

Students will design a gingerbread project using knowledge and skills learned in previous units.

#### **Curriculum Organizer**

*It is expected that students will:*

- devise a 3 dimensional model of a gingerbread project.
- apply food preparation techniques in preparing dough pattern pieces.
- create a 3-D gingerbread project.
- create a work of art from the 3-D project which will express their own ideas, thoughts, and feelings.
- demonstrate an awareness of the importance of tradition.

### **Unit 8: The Art of Chocolate**

**Time: 15 hours**

Students will learn to handle, mold and decorate chocolate through the creation of a project.

#### **Curriculum Organizer**

*It is expected that students will:*

- be able to demonstrate the ability to make molded chocolate.
- be able to create decorative sculptures using molding chocolate.
- be able to apply the skills learned in a creative process by designing a chocolate project.

### **Unit 9: Ukrainian Eggs**

**Time: 15 hours**

Students will explore the Ukrainian tradition and culture through learning about traditional Easter eggs each student will design their own Ukrainian Easter eggs.

#### **Curriculum Organizer**

*It is expected that students will:*

- be able to understand and appreciate the art work and traditional of a different culture.
- be able to understand the significance of Ukrainian symbols in both a historical and modern context.
- be able to demonstrate proficiency in using egg decorating tools.
- be able to apply the principles of colour theory to their own egg design.
- be able to apply the Ukrainian symbols to create a meaningful project.

### **Unit 10: Developing and Planning Theme Projects Time: 10 hours**

Working in conjunction with the Textiles Department, students will work within a theme to develop a display project which will be part of the annual Home Economics Students' Fashion show.

#### **Curriculum Organizer**

*It is expected that students will:*

- be able to apply the knowledge and skills learned in previous units to plan and create a display project within specified parameters.
- be able to demonstrate the ability to work cooperatively, independently and interdependent^ in a productive environment.
- be able to co-operatively create a work of art for a public need.

**Unit 11: Dough Craft****Time: 10 hours Optional**

Students will learn the age old art of molding and sculpting using salt dough as a medium.

**Curriculum Organizer**

*It is expected that the students will:*

- be able to understand the history of salt dough.
- be able to create different salt dough mixtures to facilitate different colours and textures for projects.
- be able to create individual projects according to their ability level.
- be able to transfer their knowledge of colour theory to dough art projects.
- be able to demonstrate a knowledge of storing, drying and assembling techniques appropriate to dough art projects.

**Instructional Components:**

- Direct instruction
- Demonstration instruction
- Independent instruction
- Guided practice
- Modeling
- Brainstorming
- Group work
- Self analysis
- Self reflection
- Lab work

**Assessment Components:**

Criterion referenced making  
Teacher/student consultation

Type of Assessment	Category	Details	Weighing (%)
Projects	Student-instructor dialogue Self evaluation Self reflection	Criterion reference	<b>70 %</b>
Participation	Lab work Group work		<b>10%</b>
Quizzes, Assignments	Written		<b>20%</b>

Performance Methods      Personal Communication      Other

**Learning Resources:**

1. Food Safe Program - Level 1
2. Bremar - Bakers Best Chocolate Cookbook, 1995, Bremar Publishing Inc. 1995 ISBN 2-89433-177-0
3. Budgen, June, The Book of Garnishes. HP Books, 1986 ISBN 0-89586-480-9
4. Texido, Muller, Pratsch, Kreig, Glorious Garnishes. Sterling Publishing Co.
5. Francis, Taly, Lynch, Garnishing - A Feast for Your Eyes, HP Books, 1987, ISBN 0-89586-476-2
6. Veale, Wendy, Garnishing. Quintet Publishing, 1989, ISBN 1 -55521 -464-9

7. Murfitt, Janice, The Ultimate Cake Decorator. Anness Publishing Limited, 1992, ISBN 1-873762-208
8. McCalls, Best Holiday Foods and Crafts. Newfield Publications, Inc., ISBN 0-8374-1764-3.
9. Hudson, Parti, Gingerbread Ideas, Fulton Press Inc., 1998, ISBN 1 -880928-02-7.
10. Farron, Joanna, Gingerbread, Anness Publishing Ltd., 1997, ISBN 1 -85967-491-7
11. KisKalt, Isolde, Dough Crafts. Sterling/Lark, 1992, ISBN 0-8069-5842-1
12. Pior, Welby, Discover Dough Craft, Hamly (Great Britian) 1994, ISBN 0-60058-303-1
13. Rogers, Linda, Doughcraft Designs, A David & Charles Book, 1996, ISBN 07153-03899
14. Video: Nadia's Pysanky - A step by step Guide to Creating Ukrainian Easter Eggs, 1997 Pysanco, M & M productions, Louisburg, NC Toll free # 1-888-797-2622
15. Video: The Gingerbread House - 1997 Patricia L. Hudson
16. Video: Fast & Easy Garnishing - 1996. The Pampered Chef ltd 350 South Rohlwing Rd., Addison, ILL 60101-3079 708-261-8900
17. Video: How To Garnish Phone 732-886-1444. email chefharvey@aol.com