

Unit 8F Dedicated to Global Tradition

Adapted from - The world of professional designers

About the unit

The main aim of this unit is for pupils to learn about the work of food designers, concept chefs and cooks around the world who have influenced the development of products today and in the past.

The design and make assignments (DMA) is on the theme:

- Dedicated to tradition

It requires pupils to develop traditional food products or dishes by considering how food designers, concept chefs and other innovators and makers work (today and in the past), and by looking at how culture and lifestyle influence products.

Pupils gain the knowledge, skills and understanding they need to carry out the DMA successfully through product evaluation activities and focused practical tasks. They:

- understand how food designers and concept chefs work around the world
- understand how the design of food products/dishes is influenced by availability of ingredients, traditions, celebrations, changing processes, preservation techniques, travel, fashion, culture or lifestyle
- develop an awareness of influences which change a food products over time

KS3 national strategy objectives

Exploring the task

Use solutions to problems from the present, and other times and cultures, to inform design thinking

Generating Ideas

Draw upon a wide range of sources including those not provided by the teacher

Planning

Adopt given roles within a group

Evaluating

Modify and transform ideas, change direction if required

Suggest criteria that might have been used when designing and making a product

Identify materials and components and suggest why they have been used

Expectations

At the end of this unit

most pupils will: study a global food product, and identify elements of some of the following: traditional ingredients, world food cultures, innovation, function, fitness for purpose, styling trends, aesthetic context, and social and environmental impact of the product; create a product, using the work of the chosen culture as a clear source of inspiration;

some pupils will not have made so much progress and will: study a global food product and show some awareness of elements of ingredients from around the world, and food traditions in some countries, function, fitness for purpose and styling trends; model a product that reflects the chosen culture in some way;

some pupils will have progressed further and will: carry out a perceptive, in-depth study of a global food product, and identify several of the elements of traditional ingredients, world food cultures, innovation, function, fitness for purpose, styling trends, aesthetic context, and social and environmental impact of the product; create a high-quality product, using the work of the chosen culture as a clear source of inspiration, showing empathy for the traditions, and adding their own original ideas;

- essential activities
- optional activities

Prior learning

It is helpful if pupils have:

- learnt how food products are designed for different purposes
- related the way food products are designed to their intended user and purpose,
- distinguished between functional and decorative products
- learnt that designers evaluate and modify prototypes before starting a production run
- found out about the conflicting demands faced by designers and makers

Language for learning

Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to:

- professional roles, *eg product designer, food technologist, concept chef, celebrity chef*
- fashion trends and aesthetics, *eg taste, colour, shape, form, texture, style, contemporary, modern, trends, contrast, decoration, global, classic, traditional, casual, lifestyle*
- the technology studied, *eg, cook-chill, high volume, custom-made*

Speaking and listening - through the activities pupils could:

- describe and evaluate how the work was undertaken and what led to the conclusions

Writing - through the activities pupils could:

- organise facts/ideas/information in an appropriate sequence
- group sentences into paragraphs that are clearly focused and well developed
- link ideas and paragraphs into continuous text which is organised and coherent
- show relationships between ideas by links which show purpose, *eg in order to, so that*, and reservation, *eg although, unless, if*

Resources

Resources include:

Global Kitchen on line website www.bmesonline.org.uk/interactives

Meat Video Magazine 6 Multi-Cultural Food

- collections or pictures/photographs of products displaying different food products that meet similar needs, preferably over a significant period of time (for example bread)
- video and CD-ROM materials that include case studies of designers and inventors
- magazines, journals and directories,
- museums of local life,
- useful websites, www.ideafinder.com/history/timeline.htm

Future learning

This unit leads to further work in the later years of schooling, which will benefit from an awareness of D&T in the world, including contemporary and past designers, leading product development companies, outstanding engineers and fashion designers. Projects which focus on these topics provide an underpinning knowledge that strengthens pupils' designing skills and their understanding of technological developments and their impact, and allows pupils to place their own work in its cultural context.

Out-of-school activities and homework

Pupils could:

- compile a folio of the food traditions that they are studying. They could talk to people, look at the products around them, go to libraries and museums, and try looking on the internet. Their folio might be on paper, or be a multimedia presentation of annotated drawings, photographs and/or digital images

Links with other subjects

- Art and design: 'Visiting a museum, gallery or site' (general unit), developing interest in the work of a tradition/culture.

Learning Objectives Pupils Should Learn	Possible Teaching Activities	Learning Outcomes Pupils	Points to Note
<p>DESIGN AND MAKE ASSIGNMENT (DMA)</p> <ul style="list-style-type: none"> to design and make a product that shows they understand the cultural context of D&T, the global/historical influence products, and how products are influenced by design ideas and technological advances, <i>eg processing and ingredients available at the time of manufacture</i>, by applying the knowledge, skills and understanding they developed during the product evaluation activities and focused practical tasks 	<p>Set the pupils a DMA in which they develop products by considering how people make food products around the world (today and in the past), and how culture and lifestyle influence products. Developing their products should deepen pupils' understanding of traditions, culture and locally available ingredients, and help them recognise how products reflect ideas from the past and people's priorities and expectations at the time.</p> <p>Dedicated to tradition The market research of a supermarket chain has shown that many of its customers find 'traditional' ready-prepared meals unauthentic. The chain has decided to launch a new range of authentic meals, using ingredients and processes associated with different countries. Develop a proposal for two ranges of ready-prepared meals, showing how the ingredients, cooking processes and customs of particular countries have been taken into account. Investigate costs, the availability of ingredients, and scale of production.</p>	<ul style="list-style-type: none"> identify a wider range of criteria that address issues around the product as well as the product itself, including how lifestyle influences products draw on a wide range of information sources to stimulate ideas develop diverse ideas by thinking widely recognise the conflicting demands faced by designers decide which design criteria conflict and which should take priority write a review of their learning in the DMA, with emphasis on what they have learnt from the work of other designers and from investigating people's priorities consider a range of suitable construction techniques and materials/ingredients 	<p>Language for learning during group review</p> <ul style="list-style-type: none"> Organise interim reviews, in groups, in which pupils describe how their thinking has developed to this point, what the conflicts have been, and how they decided on a way forward. Design students often sit down together and 'crit' (criticise helpfully) each other's work. It is helpful if pupils prepare by: <ul style="list-style-type: none"> having all their work together sorting it out in order making sure the best ideas are shown clearly Then each pupil starts by saying: <ul style="list-style-type: none"> what they are working on why it is like it is what they are pleased about in their design what worries they have Each pupil in the group should try to give positive comments and criticism (remembering that everyone will be doing the same to them!). <p>Language for learning when reviewing learning</p> <ul style="list-style-type: none"> When pupils write a review of the DMA, remind them of the need for a logical structure, effective paragraphing, clear relationships between ideas and actions, and appropriate use of words.

Learning Objectives Pupils Should Learn	Possible Teaching Activities	Learning Outcomes Pupils	Points to Note
<h2>PRODUCT EVALUATION</h2>			
<ul style="list-style-type: none"> ▪ that food products/dishes reflect local cultures and traditions and are inspired by a range of motivations including the desire to resolve human needs, satisfy people's wants, and create profits 	<ul style="list-style-type: none"> ▪ Ask the pupils to use Interactive Global Kitchen activity "Where in the World". Get them to test how well they know where each of the national dishes comes from. Ask them to pick out the key words from the activities and find out further information so that they can explain to the group why these products developed in the country they way that they did, for example <i>What is this food dish? What country does it come from? What is it made from? How is it made? When is it eaten? Why is it traditional to this country?</i> <i>For example, Borsch, toad in the hole, feta, pretzel, mint sauce, Bombay duck, wurst, picadillo</i> ▪ Ask the pupils to draw two diagrams, eg a mind-map and a spider diagram, showing the sequence of changes in one of the food dishes above over time and some reasons for these changes. 	<ul style="list-style-type: none"> ○ describe how products reflect their country of origin and do change over time, and explain some reasons for this, <i>eg new ingredients, processing or preservation methods, travel and lifestyle</i> 	<p>There is a lesson plan included for this lesson</p>
<ul style="list-style-type: none"> ○ that food products are the result of the thinking of their times, as well as available materials, processes and technologies 	<ul style="list-style-type: none"> ○ Look together at collections or pictures/photographs of contemporary food products and their forerunners, comparing and contrasting their features, looking at their relative merits, and explaining reasons for their similarities and differences, <p>Ask a visitor to come to the school to talk about how food products have changed in their lifetime - or to cook some traditional dishes from their own culture.</p>	<ul style="list-style-type: none"> ○ relate products from a particular country to the social conditions of the time in which they were produced, drawing on relevant learning in history 	
<p>That food products form an important part of societal celebrations</p>	<p>Ask the pupils to use Interactive Global Kitchen Activity - Global Calendar to produce a classroom display of food products in celebrations. Each group could be given a month to research and contribute to the larger display. Their display could also include cooking some traditional products to taste</p>	<p>Have some understanding of the main celebrations throughout the year and the role of food products in the celebration</p>	
<ul style="list-style-type: none"> ○ that some products evolve and others are instantly revolutionary 	<ul style="list-style-type: none"> ○ Ask the pupils to analyse a range of ethnic cook-chill meals to work out the food technologist's original idea, eg a Thai dish. Ask the pupils to produce a moodboard, representing the inspiration for the products. Discuss with them whether cook-chill meals are becoming more authentic, <i>eg true to the cultural traditions that inspire them.</i> 	<ul style="list-style-type: none"> ○ identify at least two new products of their time, showing that they understand how products change over time ○ identify the reasons for producing a new or changed product 	

