

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Catering and Event Styling</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div></p> <p>Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> (To be assigned by Educational Services)</p> <p>Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)</p> <p>Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Submitted by: Dian Martin Site: Educational Services Date: 01/12/2023</p>	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p> <p>Grade Level</p> <p><input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12</p> <p>Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes Concentrator <input type="checkbox"/> No</p> <p>Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> CTE: Hospitality, Tourism, and Recreation Single Subject: Home Economics To be completed by Human Resources only. </div></p> <div style="margin-top: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 70%; text-align: center;"> Signature </div> <div style="border: 1px solid black; padding: 5px; width: 20%; text-align: center;"> 1/17/23 Date </div> </div> <div style="margin-top: 5px; text-align: center;"> CalPADS CODE <div style="border: 1px solid black; padding: 2px; display: inline-block;">8020 Per RCOE</div> </div> </div> <p>Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:</p>	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		1/17/23
Asst. Superintendent of Educational Services		1/17/23
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE CATERING AND EVENT STYLING

DATE:

INDUSTRY SECTOR: Hospitality, Tourism and Recreation Sector

PATHWAY: Food Service and Hospitality

CALPADS TITLE: Intermediate Food Service and Hospitality (Concentrator)

CALPADS CODE: 8020

HOURS:	Total	Classroom	Laboratory/CC/CVE
	180	70	110

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Food Preparation Workers	35-2021.00	First-Line Supervisors of Food Preparation and Serving Workers	35-1012.00
Chefs and Head Cooks	35-1011.00	Food Servers, Nonrestaurant	35-3041.00

COURSE DESCRIPTION:

The purpose of the Catering and Event Styling course is the development of student’s passion for Visual Arts as applied to event styling and planning. The course is the capstone of the HTR- Hospitality, Tourism, and Recreation pathway that serves as the “Art” of the Culinary Industry. As students create digital images and video through the course, they will develop their own creative voice through, food styling techniques, the artistry of food photography, an event styling project, and culminating digital art exposition. Each unit will include a self-reflection/critique essay or presentation, used to enhance the developing creative process. Through analysis and critique of paintings, published food photographs, and professionally catered events, students will develop an understanding of aesthetics with relation to food and event design planning. This course is designed to provide a foundation of visual arts concepts and to allow exploration of these concepts through the use of text, online educational platforms as well as practicing visual art. Students will learn the standards of artistic perception, creative expression, aesthetic valuing, and the historical and cultural context of the Arts. Students will establish career connections and relationships to expand opportunities to express ideas through visual arts, explore art theory, apply the conventions of art criticism and develop basic skills through experimentation with media and techniques used to create two-dimensional and three-dimensional works of art. This Catering and Event Styling course provides students with the principles, theories, and elements involved in 21st-century event styling by connecting academic rigor with practical experiences to expose students to event design. This course offers students the opportunity to commit themselves to be lifelong learners as students grow individually, successfully participate in groups, think analytically, and create artistic products. Students will utilize current, along with historic practices common to this creative field, as well as develop an understanding of the cognitive marketing and branding solutions for any given program or event. Occupations associated include Event Designer/ Stylist, Food Styling/Photography, and Television and Motion Picture food staging and restaurant staging and design. Integrated throughout the course are Common Core State Standards for writing, reading, mathematics, and science. The Catering and Event Styling course is consistent with and illustrates the Visual and Performing Arts (“P”) Content Standards for California Public Schools to include: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, Applications

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:	Prerequisite
	Completion of Culinary Arts, International Foods or Advanced Culinary Arts with a grade of C or better (Required)
	Successful completion of a Painting, Drawing or Photography course prior to or concurrently enrolled (Recommended)

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- No

RECOMMENDED TEXTS:

- Remarkable Banquet Service Ezra Eichelberger John Wiley & Sons 1st/2014
- Food Styling for Photographers Linda Bellingham & Jean Ann Bybee Marie Hooper Publisher 1st/ 2008
- Culinary Artistry Andrew Dorenburg & Karen Page John Wiley & Sons 1st/ 1996

PROGRAM OF STUDY:

- None identified

I.	UNIT 1: CONNECTIONS AND RELATIONSHIPS FOR LIFELONG LEARNING	CR	Lab/ CC	Standards
	<p>Students will research art and event design occupations. They will conduct extensive primary research on post-secondary study options, career advancement, pay range, and employment opportunities in visual art design fields. Using the work-based learning model and learning directly from industry experts and event design professionals, students will gain practical assessment in this art field and develop a personal understanding of the challenges and opportunities a person in this occupation is faced with. Students will also conduct research on specific career paths within the visual arts, event design, management, and hospitality pathway, as well as academic opportunities at local colleges in the art design field. Students completing the catering and event styling course will be ready to enter the field and work professionally on a career track job or pursue additional education at the college level. Students will start to explore the major elements of artistic venues in the field of hospitality.</p> <p>Key Assignments</p> <p>Assignment # 1: Using a defined rubric as a guide while working in collaborative small groups, students will conduct interviews of two local event stylists, and one local college art department. Students will research employment data by surveying the local industry participants to discover opportunities, budgeting challenges, and the marketing approach employed by each.</p> <p>Assignment #2: Students use the Internet, local restaurant menus, or spend 5 hours with a food stylist from a local hotel or high-end restaurant and identify how food is styled for photography or display. Each student will investigate the ways foods are used in magazines, menus, and events or displayed in cases. Students will identify what artistic approach was used, the technique to stage food items, take photos or use photos to label, list and describe methods used in the display of food. Students will also research food stylist career paths, employment opportunities, and income opportunities. This assignment will be documented in a presentation made to the entire class to demonstrate the knowledge gained and discovered.</p>	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
II.	UNIT 2: SAFETY AND SANITATION ASPECTS OF CATERING AND EVENT DESIGN	CR	Lab/ CC	Standards
	<p>In this unit, students, utilizing the previously acquired knowledge from the pathway pre-requisite courses, will reinforce their understanding of proper time and temperature controls to avoid foodborne illness issues. Students will design safety and sanitation procedures to establish proper techniques and best practices in the design shop, operating the tools and safety devices, packing and transporting items to an event, as well as during setup and tear-down of events. After achieving mastery of safety techniques, students will focus on keeping the design shop and job site safe and OSHA compliant. Students will: Properly use the correct tools, hardware, and devices in given situations; identify potential safety issues and unsafe situations; ensure all working personnel use correct ergonomics and personal safety equipment, and correctly respond to accidents and emergencies. Students will learn rigging concepts as well as the mathematical calculations to ensure that loads are balanced and safe prior to transportation.</p> <p>Key Assignments</p> <p>Assignment #1: Read Pages 60-79 of Remarkable Banquet Service. Prepare a spreadsheet document outlining a design plan for tables, chairs, small wares, display designs, linens, artwork, lighting, accessories, and transporting of equipment for an off-site catering event that seats 100 people. Produce a list of issues you could encounter organizing and maintaining equipment, cleanliness, and sanitation also, during, and returning from the event. For each issue, write out a plan describing how you would avoid and/or respond to potential problems. Images will be saved as part of the final digital portfolio.</p> <p>Assignment #2: Job site safety assessment. This assignment will prove that students know best practices to safely apply appropriate construction tools and techniques when working on set design or in the design shop.</p>	10	15	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
III.	UNIT 3: ARTISTIC PERCEPTION - THE LANGUAGE, PRINCIPLES, AND ELEMENTS OF ART	CR	Lab/ CC	Standards
	<p>Students will learn the language, the elements, and the principles of art to understand as well as create their own works of art. Students will analyze the expressive element of line and how to see lines all around us. Assignments will reveal that all objects are either shapes or forms and occupy either positive or negative space (the area around an object). Students will also understand perception and point of view as well as how artists use elements to create shapes and forms in space and how meaning is expressed. Students will integrate the knowledge of color with the properties of texture, rhythm, and movement to reflect on how artists use both to create illusion and feelings.</p> <p>Key Assignments</p> <p>Assignment # 1: Create a sketchbook for your practice while reading pages 1-30 of "The ABCs of Art: The Elements & Principles of Design. Research, define, record (and illustrate when applicable) in your sketchbook the following key concepts:</p> <ol style="list-style-type: none"> What is line- Types of lines, value, how to create value, line movement, contour lines/drawing, gesture drawing, calligraphic drawing. What is shape- Types of shape. What is and how to create form, types of forms. What is space- Positive and negative space, space in three-dimensional art, how we perceive depth, point of view, the illusion of form, the illusion of depth, outline and surface areas, density, openness, activity, and stability. How we see color- Hue, value, intensity, understanding the color wheel, monochromatic and analogous colors, complementary, colors, color triads, warm and cool colors, understanding the nature and uses of color, sources of pigments, the expressive effects of color, and tonality. <p>Assignment #2: Students will understand Aesthetic Valuing from a visit to the local Art Museum. Students create a presentation to be peer reviewed that uses various media such as Prezzi, Powerpoint, slide show, short movie or write a review to analyze, assess, and derive meaning from works of art. Describe some of the pieces that they found most interesting and why. Students will note key concepts covered within the unit reading material and how they observed them within the museum. Images will be saved as part of their final digital portfolio.</p>	10	15	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IV.	UNIT 4: HISTORICAL AND CULTURAL CONTEXTUAL CONTRIBUTIONS OF THE ARTS TO CATERING AND EVENT STYLING	CR	Lab/ CC	Standards

	<p>In this unit, students research the historical contributions and cultural dimensions of the arts that influence styles of catered events. Students learn to perceive the meaning of artistic styling that appeals to various cultural perspectives. Students answer questions regarding the multiple cultural and social meanings in creative works and demonstrate awareness of how art forms evolved and function in different cultures and time periods.</p> <p>Assignment #1: Reading: Textbook: Art Talk, 4th Edition. Read Chapters 1-3. Complete Learning to Perceive: Chapter 1, Activity - pg. 7</p> <p>Assignment #2: Reading: Textbook: Art Talk, 4th Edition. Read Chapter 12, pages 318-349</p> <ul style="list-style-type: none"> • Answer questions #1-15 in chapter review on page 349. <p>Assignment #3: Read Remarkable Banquet Service, pages 3-24, write a 500-word essay on the history of event design and how various cultures influenced the modern event.</p> <p>Assignment #4: Students will present a summary of an Artistic period in history and how it has influenced current art and culture. This can be presented by PowerPoint, Google slide or display board.</p>	10	15	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
V.	UNIT 5: VISUAL ARTS TECHNIQUES OF FOOD PHOTOGRAPHY FOR CREATIVE EXPRESSION	CR	Lab/CC	Standards
	<p>Within this unit, students will learn about digital cameras, different types of lenses including wide-angle and macro lenses, camera accessories including tripods and cable releases, and how to use aperture, shutter speed and ISO for proper exposure. Students will understand the histogram on the camera to understand when they have proper lighting and be able to make adjustments. Students will be introduced to file management on the computer and transferring and saving data to the file system for their digital portfolio. Students will analyze photographs of food that have been published in magazines, newspapers and on reputable websites to assess how lighting, framing, props, styling, point of view, and composition were used to create interesting, creative and "mouth-watering" images. Students will learn skills of proportion, scale, the rule of thirds, and ratio in relation to art and photography composition to create interesting and creative photographs of food and plating presentations that capture the viewer's attention. Students will use Photoshop to edit their images in post-production to refine their photographs. Each photograph will be graded based upon the use of lighting, composition, framing, exposure, and use of software editing by the instructor. The photographs will also be presented to the class for peer evaluation and positive criticism.</p> <p>Key Assignments</p> <p>Assignment #1: Students will read chapters 1 & 2 of food styling for photographers. They will then collaborate with students from the Photography class to list the rules, the equipment and the accessories necessary for food styling. They will design and photograph an editorial style shot of a white table setting. Images will be saved as part of their final digital portfolios.</p> <p>Assignment #2: Read pages 1-184 Working the Plate: Food Styling for Photographers. They will then collaborate with students from the Advanced Culinary class to prepare food for photographic presentation, using the aesthetic values of, Minimalism, Architectural, Artistic, Drama, and Contemporary food styling techniques. Students will utilize photography to create a PowerPoint describing each food styling approach. Images will be saved as part of their final digital portfolios.</p>	10	15	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VI.	UNIT 6: VISUAL DESIGN ELEMENT VALUES APPLIED IN MENUS AND COMMERCIAL PROMOTIONAL ART	CR	Lab/CC	Standards
	<p>This unit connects the relational art of drawing, painting, and photography, into a graphic design piece that achieves a communication goal. Here students will use traditional media (but often on the computer) methods to accomplish a graphic product. Personal expression is at the core of this unit as students use the principles of design to express images in a final product. Students will utilize proportion, scale, balance, emphasis, and rhythm to represent the written content inside a menu or promotional storyboard that can also serve as commercial or promotional artwork. Students will learn how artists utilize design principles to indicate rhythm and movement to convey feelings and ideas. They will learn the language and type of balance an artist uses to organize a work of art that affects the feeling expressed by that work. Images will be saved as part of their final digital portfolios. Students must complete Assignment #1, and choose either completion of a Storyboard, or an Event Menu as the second unit assignment.</p> <p>Key Assignments</p> <p>Assignment #1: (Required) Reading: Art Talk Textbook 4th edition (AT): Read chapters 8-11. Create Cornell notes in each chapter. Answer the following Questions:</p> <ol style="list-style-type: none"> 1. What is the Golden Mean? 2. Explain the difference between random and regular rhythm and pattern. 3. What feeling does formal balance convey? 4. What are the two kinds of scale present in a work of art? 5. Name and describe three techniques that artists use to create unity in a work of art <p>Assignment #2: Studio Art Project (Storyboard): Chapter 9, pages 242 - 246</p> <p>Students, working in small collaborative groups, will create radial balance by drawing a design within a circle. The design will include at least 4 different shapes, images, or line types, and be symmetrically balanced within the circle. The design will include photographs of food to create a promotional poster or storyboard. Images will be saved as part of their final digital portfolios.</p> <p>Assignment #3: Students, working in small collaborative groups, will design an event menu to be judged on the application of their creativity. Using the Golden Mean Principle, (Art Talk): Chapter 10, pages 256-259, to organize the menu layout, students will make thumbnail sketches first, add illustrations, and create a menu with Adobe Illustrator or InDesign, integrating the layout with graphics and food styling photography from Unit 5. Images will be saved as part of their final digital portfolios.</p>	10	15	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VII.	UNIT 7: APPLICATION OF DESIGN PRINCIPLES TO THE PRODUCTION AND MANAGERIAL ART...	CR	Lab/CC	Standards

<p>This performance unit of study for the Catering and Event Styling course will draw on students' art styling knowledge and skills gained throughout the course to envision, create, design, produce, and style events, as well as manage budgets and human capital. Students gain experience in project management, prioritizing work-flow tasks, and managing deadlines. Originality is undoubtedly the most important element of event styling. There is also a science behind the art of a catered event. In this unit, students will combine aesthetics with function. They will learn how event stylists have to understand the mechanics and flow of an event in order to design a space around it. Students will utilize design principles to beautify an event space, and explain how their choices will enhance the event itself and leave guests with an unforgettable experience. The assignments will require planning, organization, teamwork, marketing, and critical thinking skills necessary for success in any career path. This analysis will guide how the student designs a storyboard presentation for their particular event. Students will create images of the preparation and final event to be saved as part of their final digital portfolios.</p> <p>Key Assignments</p> <p>Assignment #1: Reading: Textbook- 'The Oh So Sweet Soiree' by Tina Moran</p> <ul style="list-style-type: none"> Pages 9-149. Write out a six-point plan for design success that appeals to the vision and requests of the event sponsor. <p>Assignment # 2: Planning for Performance: After reviewing ways of designing past obstacles to create unique space work, students, working in small collaborative groups, will create a virtual design set with styling elements, floor plans, table setups, and timelines. Utilize the following website: https://www.web.allseated.com.</p> <p>Assignment # 3: Utilizing the visual design concepts learned in unit 6, individual students will produce a storyboard presentation that displays the catered event to act as a promotional tool. The storyboard will introduce a themed menu and styling plan to market the event. Presentations will be recorded for grading and critique purposes.</p> <p>Assignment # 4: Live demonstration: Students will work in teams to create a dynamic and artistic catered event for various student teacher organizations and awards banquets. Each group will be required to order necessary ingredients, gather tools and equipment for the event, develop a budget for food and material costs, write a banquet event plan for technical, security, timelines, and personnel needs, and create the styling elements to design the event. Students will write a self-assessment paper after the demonstration that will critique their planning and preparation and the overall impact of their presentation.</p>	10	25	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B.1.1</p>
<p>VIII. UNIT 8: CAREER AND COLLEGE PLANNING</p>	CR	Lab/CC	Standards
<p>In this unit, students will learn the concepts and purpose of a targeted employment portfolio. They will learn the aspects appealing to the audience they are approaching to include, the common means of communication, the language of the industry, technical jargon of the industry, typical interviewing and hiring practices, and requirements for entry into the field. Students will learn the skills required for the industry that can transfer to the following careers: Catering and Event Planning Industry includes the following careers: Event Planner, Food and Beverage Manager, Chef, Sommelier, Food Styling / Photographers, Producers / Directors for Theater, Television, Concerts, and Motion Picture Stage Manager / Production Manager, Talent Management, Theatrical, and Broadcast Technician, and Set Designers.</p> <p>Key Assignments</p> <p>Assignment #1: Conduct research on one of the career paths listed in the industry pathway and produce a PowerPoint presentation that outlines the career, the aspects of the business, the income potential, challenges, education and skills needed for entry. Locate, explore and investigate intuitions for post-high school education for three of the different careers within the Hospitality Industry.</p> <p>VPA Standard: CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem-solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p>Assignment #2: Using the RCOE Job Search Handbook materials produce a resume, cover letter, references contact list, thank you correspondence, and a portfolio file that highlights the projects and experience you have worked on that demonstrates your industry knowledge from the pathway courses you have completed. This will be in a three ring binder with plastic sleeves and presented in a highly professional level for visual effects. A rubric of each element will be provided to the students as they work towards a highly professional presentation. It will include photos of food products and recipes, mock-up drawing designs, plating layouts, catering layouts, event orders, and food designs to demonstrate the students skill level. It can include scholarship applications, college applications, and awards.</p>	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B.1.1</p>
<p>IX. COURSE NOTES:</p>	CR	Lab/CC	Standards
<p>COURSE NOTES: 4/16/19 – ADDED TO CTE S DRIVE – JOHN BRUESTLE</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B.1.1</p>

Entered by:

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