

GARNISHING AND PLATING

Volume 61 / High School

Food that looks as good as it tastes!



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NASAFACS 8

8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.

Objectives:

Students will...

- Perfect knife skills
- Increase meal appeal of menu through plate decorating
- Compile portfolio to demonstrate their Culinary Arts skills

Essential Question:

- How does food presentation impact appeal of menu to customers?

Career Clusters (& Pathways):

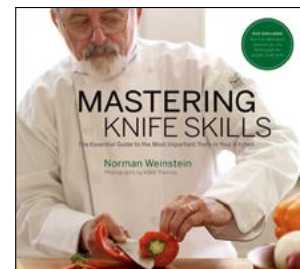
- Hospitality and Tourism (Restaurants and Food/Beverage Services)

FCCLA Connections:

- Program, Leaders at Work
- STAR Events — Culinary Arts

Materials List:

- *Mastering Knife Skills* Book & DVD (WA27792)
- Creative Cuts Poster (WA23292)
- Mercer® Plating Tool Kit (WA32780)
- Knife Cuts (WA33661)
- Mercer® Garnishing Set (WA29342)
- Digital Camera
- Computer
- Color Printer
- 3-Hole Punch (to create portfolio pages)



WA27792

Prior to Lesson:

Assemble a stack of index cards — each with instructions on creating a garnish along with a picture of the finished product. Use Pinterest to get garnishing ideas. Search “garnishing.”

DAY 1

Introduction (5-10 minutes):

A garde manger (pronounced gärd män-’zhä) is the accepted name for a trained professional that garnishes food. The Merriam-Webster Dictionary definition is “a cook who specializes in the preparation of cold foods (as meats, fish, and salads).”

For more background information, go to culinaryschools.org/chef-types.

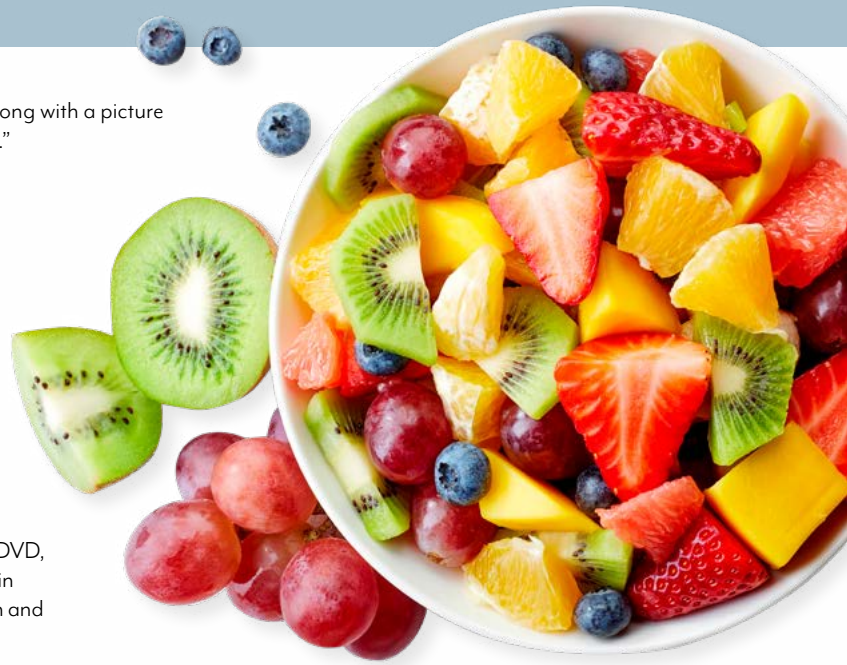
Have the class write a garde manger job description for upcoming class catering events, including tasks they will complete during planning, preparation, serving, and follow-up to events.

Activity 1 (30-35 minutes):

Students make list of knife skills. Watch *Knife Skills for Food Service* DVD. During the DVD, students list skills demonstrated and code their skill level for each one (i.e., mastery, in process of developing, minimal skill currently). Review garde manger job description and make additions based on DVD information.

Activity 2 (10-15 minutes):

Each pair of students selects an index card with garnish instructions. With a partner, plan for garnish lab next class period. During the lab, practice garnish, create sample, and prepare for show-and-tell.



Activity 5 (5-10 minutes):

Students exchange their garnish document with another pair of students. Perform a “walk through” of the process they have described. Provide feedback that includes steps that were clear, where further clarification was needed, and the effectiveness of photography. Return feedback to the original pair. Distribute “Culinary Arts: Garde Manger Portfolio Pages” handout (included). Relate to students how the pages just completed parallel the garde manger section they will be including in their class portfolio.

DAY 4-6

Activity & Create Garde Manager Portfolio Pages

Culinary Arts students compile a portfolio during the semester that illustrates their mastery of skills. Using resources available, students plan their garde manger pages using the portfolio handout as a guide. Students work with the teacher to determine which supplies will be provided and what students will be supplying. Each student has their own portfolio. Select garnishes that will foster new skills. Use lab time for creating garnishes, photography, technical writing, and skill development.

Summation (20 minutes):

Culinary Arts students, working toward completion of a skills certificate, update their matrix indicating new skills learned. Post plans for garnishing upcoming class catering events on a “Culinary Arts” message board. Self-assess garde manger portfolio pages using the “Culinary Arts: Portfolio Assessment — Garde Manger Section” resource (included). Student exchanges portfolio and provides feedback using assessment resource. Feedback is used as a means to improve the portfolio. Photograph class catering events for portfolio use.

DAY 2

Activity 3: Create Food Garnishes

Students create the garnish on their index card. Take picture(s) of the finished product and any steps that are challenging. Midway through class, students do show-and-tell explaining the techniques used and how this garnish would be used at class catering events. Print color pictures for the next class.

DAY 3

Activity 4 (20-25 minutes):

Discuss the clarity of garnish instructions used the previous day. How is technical writing different from correspondence, themes, etc.? Each pair of students writes step-by-step instructions on how to make the pictured garnish. No resources (DVDs, books, etc.) will be used for this technical writing activity. Using computers, create a garnish document (1-2 pages) with instructions, uses, and pictures.

The Culinary Arts Portfolio is a way for students to demonstrate their skill mastery throughout the semester(s) of class. One section will be devoted to Garde Manger — in other words, food garnishing and plate presentations. This document will outline how to document your Garde Manger skills.

1. Provide a divider page with title. Additional information and/or visuals optional.
2. Select three or four new knife skills you want to master.
3. Research and locate garnishes, food carvings, and/or plate decorations that incorporate skills you selected to learn.
4. Work with the teacher to secure supplies you will need and determine what you will provide. Identify equipment needed.
5. Use one or two pages for each garnish, food carving, and/or plate decoration and include:
 - a. Title of design
 - b. Equipment needed
 - c. Step-by-step instructions
 - d. Photo(s) of new knife skill(s) being perfected
 - e. Photo of finished product
 - f. Three or more recommended uses for this creation (i.e., what foods would this be used with on a buffet line, or how to use it with a main entrée, etc.)
 - g. Tips or recommendations on how to successfully complete this garnish
6. One creation may demo more than one new knife skill.
7. Plan use of time – utilize class time provided and schedule additional time outside of class to complete the Garde Manger pages.
8. Self-assess the Garde Manger pages using the “Culinary Arts: Portfolio Assessment — Garde Manger Section” form provided by the teacher.
9. Allow time for students to exchange their Culinary Arts Portfolio with a classmate and conduct a peer review of each other’s work. Use the “Culinary Arts: Portfolio Assessment — Garde Manger Section” form provided.

FCS handout

CULINARY ARTS: PORTFOLIO ASSESSMENT – GARDE MANAGER SECTION

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Self-assessment completed by:	Peer review completed by:
I learned the most by creating _____ garnish because:	The appearance of your portfolio would be viewed in a job interview situation as _____ because:
The most time-consuming garnish was _____. As a Garde Manger, I would make the following changes to decrease labor intensive techniques:	I believe a strength of your Culinary Arts Portfolio is:
I would rate the clarity and conciseness of my garnish instructions as _____ because:	One way I would recommend you improve the Garde Manger section is to:
This is how I plan on using the new skills I have developed in class and/or at work:	A garnishing challenge I would recommend you try is _____ because:
The next garnish I would like to create is _____ because:	
A new fruit or vegetable I would like to work with is _____ because:	