

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Floral Design 1	
VALLRY ROP#:	AG-4050-FL1	
CDE #	2491	
CBEDS TITLE	Ornamental Horticulture	
CBEDS #:	4050	
CTE SECTOR	Agriculture & Natural Resources	
CTE PATHWAY:	Ornamental Horticulture	
JOB TITLES:	Floral Designers	27-1023.00
	Sales & Related Workers	41-9099.00
	Couriers & Messengers	43-5021.00
	Landscape & Grounds Keeping Workers	37-3011.00
	Nursery Worker	45-2092.01
	Sales Representative, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012.00

COURSE DESCRIPTION:

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

DATE APPROVED:	December 2000
REVISED DATE(S):	January 2006 / December 2008 / March 2009/Oct 2009
HOURS:	360 Hours
CREDITS:	10
PREREQUISITES:	None
GRADE LEVEL:	11-12
ARTICULATION(S):	None
TEXTBOOKS:	<u><i>The Art of Floral Design, 2nd Edition</i></u> , Norah T. Hunter, Delmar Publishers, 2000.

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Flowers and Foliage, Mechanics and Materials:
 - Identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
 - Identify plant growing structures.
 - Propagate plants by separation and division.
 - Explain the process of shipping, handling, processing and storing of fresh cut flowers.
 - Select marketable, healthy potted plants.
 - Demonstrate the ability to dry flowers.
 - Identify different media used in floral design.
 - Identify mechanics and materials used in floral design.
 - Identify career opportunities in floriculture.
 - Identify achievements, contests, and awards in vocation contests through floral design.
- Design Elements:
 - Explain the history of floral design.
 - Explain the cultural diversity and implications of different floral designs.
 - Explain the arrangement styles and techniques of modern floral design and their origination.
 - Explain, identify, and evaluate the elements and principles of design.
 - Explain, evaluate, and design seasonal, holiday, and occasion arrangements. Through elements and principles of design.
 - Explain, evaluate and design alternative arrangements.
- Design Practicum:
 - Demonstrate historical arrangements
 - Demonstrate floral arrangements styles and techniques.
 - Demonstrate construction of wedding work.
 - Demonstrate construction of sympathy work.
 - Demonstrate alternative arrangements.
- Special Project:
 - Develop a personal portfolio.
 - Participate in FFA Floriculture events.

INSTRUCTIONAL METHODS:

- Lecture
- Cooperative group learning
- Demonstration
- Modeling
- Multi-media aids
- Computer technology
- Nursery and Floral Practices
- Lab
- Community Classroom
- Cooperative Vocational Education

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Projects (Nursery labs, Floral labs, Landscape design, Installation and maintenance labs, and Retail sales simulation-Bear Roots, Portfolio)
- Chapter /lecture tests (t/f, multiple choice, fill-in, short answer, essay, and drawing)
- Chapter questions and problems (short answer, definitions, and critical thinking)
- Oral Presentations (design presentation and laboratory experiments)
- Class Participation (attendance, homework, discussions, group participation)
- Community Classroom
- Cooperative Vocational Education

COURSE OUTLINE:

Unit of Instruction	Estimated Hours	State Framework
History of Floral Art	20	
<ul style="list-style-type: none">• Cultural Floral Designs• Floral Art of Ancient Civilizations• Floral Art of European Periods• Oriental Influences• American Styles• Monet's Gardens• Artful Background• Three- to Two-Dimensional• Design Practicum• Recreate Arrangements of Various• Periods in Floral Art		
Elements and Principles of Design	80	
<ul style="list-style-type: none">• Textures Visual and Tactile Components Container and Material Components Flower and Foliage Components• Colors Color Phenomenon Color Properties Psychological Effects• Shapes/Forms Triangular Designs Circular Designs Vertical Designs Horizontal Designs• Balance (visual and physical) Symmetrical Asymmetrical• Proportion• Scale Flowers to Materials Flowers to Flowers Flowers to Foliage• Focal Points Location and Emphasis Size and Pattern Line Direction and Directional Facing Framing and Isolation• Rhythm Radiating Line Repetition Transitions• Lines Actual, Implied and Psychic Vertical, Horizontal, and Diagonal		

- **Depth**
Angling of Stems and Overlapping
Size, Color, and Value
- **Design Practicum**
Create two-dimensional layouts incorporating elements and principles
Create three-dimensional arrangements incorporating elements and principles
- **Flowers and Foliage Forms** **10**
Mass Flowers
Filler Flowers
Potted Flowers
Dried Flowers
Artificial Flowers
- **Mechanics and Materials** **5**
Containers and Topiaries
Tools and Foams
Accessories
- **Arrangement Styles and Techniques** **30**
Art Nouveau
Art Deco
Free-form Expression
Geometric Mass
Contemporary Style
Oriental Style
- **Design Practicum**
Create two-dimensional layouts in the various style and techniques
Create three-dimensional arrangements in the various styles and techniques
- **Seasonal, Holiday, and Occasional Design** **20**
Seasonal Themes
Spring
Summer
Autumn
Winter
Cultural Themes
Religious Holidays
Funeral and Wedding Themes
American Themes
Design Practicum
Create two-dimensional layouts in the various style and techniques
Create three-dimensional arrangements in the various styles and technique
- **Alternative Arrangements** **10**
Waving and Tying Techniques
Wheat, Grapevines, and Other Organic Materials
Design Practicum
Create two-dimensional layouts in the various style and techniques
Create three-dimensional arrangements in the various styles and techniques
- **Careers** **5**
- **Community Classroom** **80**
- **Cooperative Vocational Education** **80**

Total Hours

360 Total Hours

CAREER PREPARATION STANDARDS:

A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

1. Demonstrate an understanding of classroom policies and procedures.
2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
3. Identify acceptable work attire.
4. Establish goals for self-improvement and further education/training.
5. Prioritize tasks and meet deadlines.
6. Understand the importance of initiative and leadership.
7. Understand the importance of lifelong learning in a world of constantly changing technology.

B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

1. Identify and discuss behaviors of an effective team.
2. Explain the central importance of mutual respect in the workplace relations.
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).

- g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.

2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

ACADEMIC CREDIT: This course counts towards the Fine Art credit for high school graduation.