**Woodland High School Agricultural Department**

**Course Name: Floral Design & Production**

**Grade Level: 10-12**

**Length: One Year**

**Hours: 360 hours**

**Graduation Requirements: Fine Arts Credit,**

**F Elective (UC Pending)**

**Course Description**

A course in floral design teaches the history, theory, techniques, and skills currently practiced in floral design. This course contains numerous lab sections on constructing corsage, wreaths, and arrangements used both around home and commercially. Students will be encouraged to display work at local florists or for local community functions.

**Objectives:**

1. Students will be able to demonstrate the important skills required in floriculture, including identifying, handling and arranging cut flowers.

Students will meet the district and state requirements for fine arts requirement for high school graduation.

Students will be able to define the floral terms: spray, disband, annual, perennial, foliage plant, potted plant and bedding plant.

Students identify five different foliage’s used in arrangements.

Students will be able to classify the major floriculture products by design categories of mass, line, form and filler.

Students will be able to identify how each design categories are used in flower arranging.

Students will draw and label six basic shapes of arrangements.

Students will be able to construct a simple floral arrangement.

Students will be able to increase water uptake and decrease biological processes in cut flowers.

Students will be able to depict and discuss the history of floral design art.

Students will package, present, and sell floral products for specific occasions.

Students will demonstrate necessary skills for entry level employment.

**Visual Arts Goals**

**Artistic Perception Component**

**Goal One**

* Students perceive their surroundings and demonstrate the relationships of their visual experiences to create original works from plant materials.
* Students demonstrate ,through essays and designs, their knowledge of the use of nature in their artwork and the elements of design found prevalently in natural settings.
* Students will utilize materials from their environment to create original floral designs.

**Goal Two**

* Students discriminate among a variety of similar arrangements and describe the positive and negative design aspects in written as well as verbal form.
* Students demonstrate the use of common art terms through demonstration and static displays.
* Students analyze different design forms and discuss their differences and commonalties in function and use.

**Creative Expression Component**

**Goal Three**

* Students identify, define and solve challenging visual arts arrangements and corsages and evaluate how they could be enhanced.
* Students create floral designs that demonstrate the key elements and principles of expression.

**Goal Four**

* Students express their ideas and thoughts through a wide variety of media, techniques and processes.
* Student will create a series of floral designs depicting ideas or feelings from personal experience.

**Goal Five**

* Students analyze and discuss the ways in which their own work and the work of others transmit ideas, feelings, and values into visual statements.
* Students research the impact of florists in their community and the impact that those businesses have in various community activities in a written report.

**Historical and Cultural Context Component**

**Goal Six**

* Students design artwork that is influenced by a specific culture and will explain the different design elements and stylistic elements that are prevalent in this style.
* Student analyze specific floral design, identify their cultural sources, discuss the distiguishable design elements, and the role this artwork had in that society.

**Goal Seven**

* Students identify cultural sources from a variety of sources and how they influenced their proceeding cultural styles.
* Student research the use of specific seasonal themes in a variety of cultures throughout the world.
* Students identify specific stylistic periods from different historical eras and their impact on contemporary design.

**Aesthetic Valuing Component**

**Goal Eight**

* Students analyze the use of flowers within society and the implication for their uses at certain critical points of significance within a persons life.
* Students research and reflect on a specific use of flowers and arrangement for a cultural meaning within a culture and how it changes over time**.**

**Course Outline**

1. History of Floral Design
2. Introduction
3. Egyptian Period (2800-28 BC)
4. Greek Period (600-146 BC)
5. Chinese
6. Roman
7. Byzantine
8. Middle Ages
9. Japanese
10. Renaissance
11. Baroque
12. Flemish
13. Victorian
14. Modern American

**Activities:**

1. Students will create a presentation describing the different aspects of floral design in a selected era.
2. Students will create floral designs from the classic design of the chosen era.
3. Students will be able to determine what characteristics in modern designs were used from previous periods of design.

FFA and Supervised Agricultural Experience Program

1. Awards and Degree applications
2. Program of Work
3. Floriculture Judging
4. Floriculture Crop
5. SAE Record Keeping

**Activities:**

1. Students will be able to identify the different awards that they are available to compete in.
2. Student will participate in a local Floriculture contest in the class and understand the activities within the contest.
3. Students will keep an accurate record of all hours, expenses and activities in a recordbook in which they will update weekly.
4. Students will participate in the raising of a floriculture crop in the greenhouse and at the Midtown site.
5. Careers
6. Types of Flower Shops
7. Job Opportunities in the retail flower shop
8. Training for a job in the retail flower shop

**Activities:**

1. Students will perform a skit depicting one of the different career opportunities available in the floral industry.
2. Basic Introduction to the floral industry
3. Floral Terminology
4. Cut flowers available in California Markets
5. Where and How to purchase
6. Flower identification
7. Unit Pricing
8. Care and handling of cut flowers
9. Cleaning and preparation of flowers
10. Storage
11. Rotation
12. Sanitation and upkeep of floral refrigerator

D. Materials and supplies

1. wire-use and sizes
2. ribbon-uses and sizes and type
3. Nets and Tulles
4. Flora, tape, bowl tape
5. Corsage and boutonniere pins, bags, boxes
6. Floral Foam and compotes
7. Foils and laces
8. containers

E.. Safety in Floral Design

1. Identifying Poisonous Plants

2. Practicing Safety with Tools

1. Practicing Safety with Chemicals

**Activities:**

1. Students will utilize the floriculture terminology that they learn to identify key concepts in floral design.
2. Students will create a design, determine what they need to order, create an order and call in that order to the wholesaler.
3. While creating designs, students will learn the proper sanitation, rotation and storage techniques to extend flower life.
4. Students will demonstrate proper safety procedures while using wire, chemicals and other materials.
5. Students will identify all of the materials used commonly in a floral shop.

5. Principles of floral design classification and use of floral design categories and shapes

1. Types of flowers
2. Line
3. Mass
4. Form
5. Filler
6. Basic Shapes
7. Symmetrical
8. Asymmetrical
9. Vertical
10. Horizontal
11. Round
12. L-Shape
13. Container Height / Container Relationship

Flower Placement

E. Color

1. Analogous

2. Monochromatic

3. Complementary

**Activities:**

1. Students will learn basic design concepts using Styrofoam balls as focal point in the design.
2. Students will select dried flowers to use in a design of their choice by their type of flower and relation to the shape of design being made.
3. Students will demonstrate the use of analogous, monochromatic and complementary color schemes in an arrangement.

6. Simple floral Arrangement and corsage Construction.

1. Construction of Bows
2. Decorating Potted Plants
3. Poly Foil
4. Performed Pot Covers
5. Jardinieres
6. Decorating Dish Gardens
7. Ceremonial Decorations
8. Boutonniere Construction
9. Corsage Construction
10. Bud Vases

1. Selecting flowers

1. Foliage
2. Accessories
3. One Bloom
4. Three Bloom
5. Arrangements
6. Circular
7. Conical
8. Oval
9. Fan
10. Inverted T
11. L-Pattern
12. Vertical
13. Crescent
14. Hogarth
15. Face Style

Equilateral Triangle

Isosceles Triangle

Centerpiece Design

Asymmetrical Triangle

Scalene Triangle

Right Triangle

Holiday arrangement

1. thanksgiving
2. Halloween
3. Christmas
4. Valentine’s Day
5. Easter
6. Mother’s Day

**Activities:**

1. Students will create seasonal wreaths, centerpieces, vases, boutonnieres and corsages while refining their understanding of spatial design.

7. Selling in the Flower Shop

A. Characteristics of a professional salesperson

B. Selling by telephone

C. Sending flowers by wire

D. Delivery

**Activities:**

1. Students will market, sell, and deliver designs that they have created for resale.

2. Students will explore the different ways in which customers can purchase flowers (telephone, Internet, roadside, florist shop, and superstore) and the relationship with quality product.

8. Display

A. Primary purpose of display

B. Secondary purpose

C. Artistic display

D. Categories of display

1. Designing display Arrangement

**Activities:**

1. Students will create several different displays through the community for selected activities and charities.