

THE ART AND HISTORY OF FLORAL DESIGN

Santa Maria Joint Union High School District

Modeled Course
Inside District
Approved



Apr 15, 2015
Irma Martinez

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Ernest Righetti High School (053303)	Classroom Based	Floral Design	AG6102
		Floral Design	AG6103

Title: THE ART AND HISTORY OF FLORAL DESIGN

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: Ag Biology (Required)
Algebra (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 9th, 10th, 11th, 12th

course Description

course overview:

Elements and Principles of Floral Design have been implemented to acquaint students with theories and principles of artistic design and their influence on the floral industry. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual and tactile base leading to understanding artistic perception, creative expression, historical and cultural contexts: aesthetic valuing and connections, relations and applications of the visual arts. Students will derive meaning from art works through analysis, interpretation, and judgements applying what is learned in floral art to other forms, subjects, and post educational experiences. Through practical skill development the student will become familiar with material selection, design mechanics, maintenance and design evaluation. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. Balance, color, and symmetry using floral and synthetic medium will be emphasized to allow students to apply an artistic approach to floral art. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression. Students will also have the opportunity to develop their skills further through competitive competition and analytical events offered through the program.

The Elements and Principles of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including: plant, pencil, flowers, glass and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural boundaries, formal and casual, ceremonial and traditional, including and understanding that floral designs are affected by society, culture, history politics, and economic influence. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative instruction through wedding consultations. Upon completion of this course, students will be able to complete a wide array of artistic floral designs while considering historical to modern culture and theory, the elements and principles of design, personal and creative expression, and connections, relationships and applications to visual art.

course content:

This course satisfies the Creative Expression requirement through students creating works of floral art that demonstrate knowledge of the power of the principles and elements of design. Students will create unique arrangements utilizing a variety of media while applying arrangement techniques to communicate effectiveness. Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional media by applying their knowledge of the technical skills of the principles and elements of design and blend them in new and original ways to create a personal statement. Students will express their ideas and thoughts through a wide variety of floral media, techniques and processes. Students

will select specific media and develop a personal study of images that contain and express different meanings. Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others. Students will analyze and discuss their own work and others work and use of media to translate ideas, feelings into visual statements of aesthetic merit.

This course satisfies the Artistic Perception requirement through students perceiving their surroundings and demonstrating relationships between visual, tactile and aromatic senses to arrange original floral art. Students will create arrangements that illustrate their knowledge of the principles and elements of design as well as their observation and perceptions of visual art characteristics. Students will develop, comprehend and apply an extensive terminology base to the visual and floral arts. Students will discern amongst various floral designs, materials and purposes to identify commonalities and differences. Students will create and analyze aesthetic qualities of their own/peers' arrangements in order to refine their own works.

I. Unit 1: Introduction to Art

Students will be introduced to the variety of art through artistic perception. Students will be able to assess what makes art by analyses of the philosophy of arts, aesthetic value of objects, artistic inspirations, art appreciation, and arts role in the world. Students will identify the symbolism of flowers and foliage, in historical and modern works of art, cultural art, and Ikebana designs.

a. The variety of art

i. Artistic perception

b. When is it art?

i. Philosophy of arts

ii. Aesthetic value of objects

iii. Artistic inspirations

iv. Art appreciation

v. The art world

c. Floral Symbolism

i. Identify flowers and foliage and their symbolism in art

1. Historical and modern works of art

2. Cultural

3. Design

II. Unit 2: Historical Contributions and Cultural Dimensions

Students will interpret the meaning of art and explore the elements of art history. Students will research current floral visual art styles and the origination. Students will research the influences of floral artists of the 20th and 21st Century including styles and techniques, artistic inspirations, visual themes used in various cultures, artistic components of various time periods and cultures, time periods in floral art history, and design alternatives.

a. Interpretation

i. The meaning of art

ii. Elements of art history

b. History of floral art

i. The floral designs of ancient civilizations

ii. The floral art design styles and their originations

c. Research the influences of the floral artists of the 20th and 21st century

i. Styles and techniques

ii. Artistic interpretations

iii. Visual themes used in various cultures

iv. Artistic components of various time periods and cultures

v. Time periods in floral art history

vi. Historical styles and periods

vii. Floral art design: culture, ethnicity, time periods, and media

viii. Cultural themes: religious, holiday, funeral, and weddings

ix. Cultural design

x. Design alternatives

III. Unit 3: Aesthetic Valuing and Making Judgments on Individual Works of Art

Students will analyze and critique works of art and aesthetic value in terms of art elements and design principles using appropriate visual art terms. Students will apply sensory qualities to works of floral art and explore various styles and periods of viewed art. Finally, students will evaluate and critique art elements and art principles used in others and their own works of art.

a. Works of art and esthetic value

i. Critique works of art using appropriate visual terms

ii. Analyze art works in terms of art elements and design principles

iii. Apply sensory qualities to works of floral art

iv. Explore various styles and periods of viewed art

v. Evaluate and critique art elements and part principles used in others and own works of art

IV. Unit 4: Art elements of Design

Students will discover the art elements of design including lines, shapes/forms, colors, textures, values, space, and depth. Line topics include uses of line in visual art works such as implied, expressive, vertical, horizontal, and diagonal. Shape topics will be covered in length as students arrange designs of each of the following forms: round, oval, vertical, horizontal,

diagonal, inverted-t, fan, Hogarth-curve, crescent, right triangle, equilateral triangle, isosceles triangle, scalene triangle. Students will research the origin of color through visual art, analyze color harmony in various art works, and discover monochromatic, analogous, complementary, and triadic color schemes and apply this knowledge to student and other color visual art works. Students will create designs and art projects using visual and tactile components in floral art using fine medium and coarse textured media. Students will select containers, materials, flowers, and foliage based on texture components to complete and artistic floral design. Students will compare light and dark color values of various works of art and light and dark change in floral art. Students will analyze depth and space in two and three dimensional art designs, interpret space in our environment, and recognize the use of space in visual designs by applying angling and overlapping media in floral art designs. Additionally, students will distinguish the significance of size and color of media in floral art.

a. Lines

- i. Implied and expressive use of line in the floral art works*
- ii. Vertical, horizontal, and diagonal use of line in the floral art works*

b. Shapes/Forms

- i. Shape and form in visual art works*
- ii. Visual art elements of shape and form in design through floral art works*

c. Colors

- i. The origin of the color through visual art*
- ii. Color harmony in various art works*
- iii. Use of monochromatic, analogous, complimentary, and triadic schemes in student and other visual art works.*

d. Textures

- i. Visual and tactile components in floral art using fine, medium, and coarse textured medium*
- ii. Container and material components of floral art*
- iii. Flowers and foliage use through arrangements*

e. Value

- i. Light and dark in visual arts design*
- ii. Light and dark change in floral art*

f. Space and depth

- i. The use of space in two and three dimensional visual art*
- ii. Interpret space in our environment*
- iii. The use of space in visual designs by applying and angling and overlapping media in floral art designs*
- iv. Significance of size and color of media in floral art*

V. Unit 5: Principles of Design

Students will discover the art principles of design including balance, proportion/scale, emphasis, rhythm, harmony, unity, placement, transition, proximity, and contrast. Students will compare symmetrical, asymmetrical, radial, and open balance in floral art and create floral art works with each. Students will examine proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment. Geometrical techniques in floral art and visual art designs will also be explored. Students will create emphasis and a focal point in visual floral art works. Students will convey understanding of location, size, pattern, framing,

and isolation in floral art designs by using line direction and directional facing. Students will create rhythm in floral art using repetition, eye movement, transition, and radiating line in floral art works. Students will create harmony and unity through applying color combinations, placement, transition, and proximity to visual designs. Students will critique harmony and unity in their own and other student works. Students will review contrast and examine contrasting color schemes in floral art design using various media.

a. Balance

i. symmetrical and asymmetrical balance in floral art

ii. Asymmetrical or symmetrical balance through developing floral art works

iii. Radial and open balance in visual art designs

b. Proportion/Scale

i. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment

ii. Geometrical techniques in floral art and visual art designs

c. Emphasis

i. Visual art floral works

ii. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs

iii. Emphasis in floral designs by using line direction and directional facing

d. Rhythm

i. Floral art repetition and eye movement

ii. Transition and radiation line in floral art works.

e. Harmony and Unity

i. Harmony and unity through applying color combinations to visual designs

ii. Placement, transition, and proximity in visual art works and critique student works in floral design

f. Contrast

i. Color schemes in floral art design using various media

VI. Unit 6: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art

Students will design two-dimensional media using a basic drawing a layout including a sample perspective drawing, original art work sketches, and a project layout. Students will practice and apply painting techniques for floral art through development of a color wheel and still life floral art work. Students will utilize mosaic art designs for floral art using paper and tile, pressed flowers, photograph and graphic design through computer art. Students will design three-dimensional sculptures to display flower and foliage media techniques for specific floral art such as mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage. Students will discover the proper use of floral mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media. Students will research and identify specific artists styles and techniques such as Oriental, European, and Exhibition styles including Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry designs. Students will demonstrate the process of evaluation and refining floral art projects.

a. Two-Dimensional Media

i. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout

ii. Painting techniques for floral art through developing a color wheel and still life floral art work

iii. Mosaic art design for floral arts using paper and tile

iv. Paintmaking to floral art using pressed flowers

v. Photographic and graphic design through computer art

b. Three-Dimensional Sculptures

i. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage

ii. Mechanics, materials, and media through and introduction to proper care and usage of floral equipment and media

iii. specific artists styles and technique using Oriental, European and exhibition styles: Chinese, Japanese, Vertical, Circular, Triangular, and wear and carry designs

VII. Unit 7: Connections, Relationships and Applications used in Visual Art

Students will connect art relationships to other disciplines as they compare and contrast works of art to these areas. Students will equate principles in floral art design in relationship to other visual art forms through comparing and contrasting of a wide spectrum of art expression. Students will identify and explain careers and subjects related to the floral and visual art industries.

a. Relationships to other Disciplines

i. Compare and contrast works of art to other discipline areas; science, literature, and history

This course satisfies the Historical and Cultural Context requirement through students identifying and discussing variations in stylistic periods and artistic expressions from different historical eras. Students will describe distinguishable characteristics, identifying elements and styles of the visual and floral arts. Students will compare and contrast differences in the expression of common themes and in the use of visual elements, technical processes and stylistic elements in the floral arts of various cultures. Students will demonstrate knowledge and uses of floral arts from a variety of diverse cultures by describing roles and arranging specific floral designs. Students will interpret specific themes and ideas through analyzing a variety of cultural and contemporary arrangements. Students will analyze floral works understanding the artist's reflection of the ideas and values of their own cultures.

Key Assignments

UNIT 1: Introduction to Art

- *During the course of this unit Introduction to Art, all or parts of the following chapter(s) will be read and questions answered from chapter 1 and chapter 18.*
 - *Students will develop an interactive notebook that contains: class notes, drawings, exercises, and activities. The notebook will be expanded with each instructional unit while students use both sides of the brain as students write and draw informative notes on the Introduction to Art.*
 - *In partners, students will gain an introductory scope of art as they research and evaluate an artist or design style of significance including: Ikebana, Van Gogh, Picasso, Monet, Wagner, Lersch, Els and Hazenberg, O'Keeffe, Renoir, Cassatt, Hassam, Cezanne, Griffel, Gauguin, Westcott, Manet, Bremer, Martin, Le Sidaner, Pissarro, Caillebotte. From their in depth investigation, students will write a two page typed, double spaced, 12 point font, research paper in MLA format. The research paper will include history of the artist's life, type of art created by the artist, and other important contributions made by the artist.*
 - *Students will research and become familiar with the language of flowers and the symbolism of specific flowers and foliage with the results being presented in a 1 page typed, double spaced, 12 point font, research paper in MLA format and presentation.*
 - *By choosing a palette of flowers and foliage, students will create a symbolically significant design demonstrating learned knowledge of floral symbolism by material selection and placement.*
 - *Individual student portfolios will be developed to document student learning and showcase each student's work including sketches, photos and critiques of student work that will portray the floral art they can create, and their ability to analyze, evaluate, and reflect on their pieces.*
 - *Art Introduction Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer on Art Designers, and the Language of Flowers and their representation in design.*
 - *Students will design a personality project using wire and ribbon to reflect a beginning point for design*

UNIT 2: Historical Contributions and Cultural Dimensions

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 1, 13, 18, and chapter 19.*
- *Students will continue to develop an interactive notebook that contains: class notes, drawing, exercises, and activities. This notebook will be expanded with each instruction unit while student use both sides of the brain as students write and draw informative notes on Historical Contributions and Cultural Dimensions.*
- *Students will evaluate art examples from various time periods noting the similarities and differences of art expression. Students will complete a Venn diagram comparing similarities and differences of art work of four different time periods to demonstrate their understanding of different art periods.*
- *Students will create a visual PowerPoint presentation on floral art history and specific art periods including: Egyptian, Greek, Roman, Byzantine, Middle Ages, Baroque, Dutch Flemish, French, English Georgian, Victorian, Chinese, Japanese, Early American, Colonial, Neoclassicism-Federal and Greek Revival, American Victorian, European Period, Impressionistic Era, Oriental Influence, and American Styles. Students will include a picture, description, and lists of containers, plant material, and design styles for each period.*
- *Students will develop a scaled timeline of floral design historical periods from the Egyptian period to current floral art. Using a 2 inch by 36 inch strip of paper, students will divide their timeline into 13 labeled segments denoting era, time elapsed, and a sketch representing notable contributions of that historical period.*
- *Students will create a two and three dimensional visual display of floral art from one of the following periods: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media. Utilizing acrylic as an art medium and a period art work as model, students will sketch and paint a representation of their selected time period. They will then follow-up with a completed floral design arrangement using media and mechanics authentic to that period.*
- *Students will complete a practicum using a given historical theme: two dimensional layouts, three dimensional arrangements, while selecting the appropriate fresh and dry cut flowers and containers. When engaging in this supervised practical application of their learning, students will sketch a draft of their design, apply appliqués focusing around their historical theme, and will subsequently select and utilize floral media to produce a three dimensional rendition of their design.*

- Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer on the history of floral design including time periods, floral styles of each time period, and how historical events affected floral design.

UNIT 3: Aesthetic Valuing and Making Judgments on Individual Works of Art

- During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 1 and chapter 13.
- Students will analyze various works including digital, electronic, media, and floral pieces. Students will write a reflective paragraph in their Interactive Notebook making judgments on the quality and creativity of the design.
- Students will complete a floral art three dimensional critique sheet for historical periods.
- Students will create a floral design arrangement with emphasis on elements and principles of design, including: balance, proportion, scale, focal point, rhythm, harmony and unity.
- Students will create verbal and written reflections for floral design projects while utilizing their Interactive Notebooks.
- Students will develop a portfolio including two dimensional drawings, sculptures, and artworks' critiques.
- Students will demonstrate knowledge of influential art periods through a cultural and historical research paper, with the results being presented in a 3-5 page typed, double spaced, 12 point font, research paper in MLA format and presentation.
- Students will analyze and interpret student and others' work through critiques and rubrics in both verbal and written forms.
- Students will develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.
- In partners, students will conduct wedding and funeral consultations and create a complete event flower order and design plan, with the results being presented in a 1-03 page typed, double spaced, 12 point font, paper, a completed order form using the appropriate wedding or funeral form, and a detailed poster board or PowerPoint presentation to display pictured detailing their "planned" event for use as a visual aid for the presentation.
- Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer.

UNIT 4: Art Elements of Design

- During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 3, 6, and chapter 7.
- Students will complete an element and principles of design worksheet, which will include fill in and short answer, this will be possible after receiving the notes from the unit PowerPoint presentation.
- Students will complete a Shape Scavenger Hunt by locating examples of floral shapes in the floriculture industry and retail magazines and assembling a reference guide to be displayed in the class during the remainder of the year as a visual aid and resource guide.
- Students will create a design of choice with own selection of materials and colors, they will be graded on their completed arrangement including proportion, balance, color combination, use of space and texture, design to scale ratio, and overall shape of design.
- Students will create a reference guide that compares color and its influence on emotion, this will be done using a types, double spaced, 20 point font PowerPoint with each color having its own slide and a list of emotion responses on that slide. The PowerPoint will be presented in the following color order: red, orange, yellow, green, blue, purple, pink, brown, black, and white.
- Students will create a color wheel and color scheme templates to be displayed on a poster board and hung on the wall to be used as a reference tool.
- Students will make additions to student art and floral Portfolio Projects: application using triangular, circular, vertical and horizontal floral art designs and applying hue, primary, secondary tertiary, warm, cool, value, tint, tone, and shades to floral art works.
- Students will create a design with pulp paper and pressed flowers using different textures within the design.
- Students will create a design for the Texture Challenge as they try to incorporate as many textures as possible into their design.

- *Students will create and abstract design using the tint, tone, and shades of a color.*
- *Students will create a depth focus arrangement using foam and wire.*
- *Students will create a design project utilizing elements of design.*
- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer.*

UNIT 5: Principles of Design

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 2, 4, and chapter 5.*
- *Students will complete the elements and principles of design worksheet and will demonstrate their understanding by employing the use of a relief sculpture. Students will design symmetrical and asymmetrical layouts illustrating balance, scale, and proportion.*
- *Students will add balance, proportion, and scale notes in their Interactive Notebook. They will engage in discerning between visual weight between mediums. They will create sketches that accompany their notes to illustrate adhering to balance, proportion, and scale within their design work.*
- *Students will create a balance project with shapes of paper representing different types of flowers, fillers, and foliage. Shapes are assembled to represent the four types of balance.*
- *Students will add Focal Point/Emphasis Notes in their Interactive Notebook. Utilizing their individual student computer server space, students will access a PowerPoint and with their note guide will record complete with sketches of the importance of dominance/focal points/emphases in arrangements. Given line sketches of floral works, a student will circle the focal point in each arrangement.*
- *Students will sketch still life designs of floral and fruit media and circle focal points. Given a set of 1 and 2 dimensional images and 3 dimensional art pieces, students will sketch and provide special emphasis of the focal points in each design by circling them.*
- *Through tactile activities, students will create rhythm movement with objects and their body. An assemblage representing the student's design interests will be created using found objects, cutouts, photos, and natural media. A wide variety of textures should be encompassed within the project to ensure the greatest tactile exposure.*
- *Students will create a classroom color display board in groups. Students will build color displays and represent these colors through moving from hue tints to shades. Given analogues, monochromatic, complementary and split complementary color schemes, students will incorporate a color wheel diagramming all primary, secondary, and tertiary colors.*
- *Students will make additions to student art and floral Portfolio Projects: applying focal points to student work. Students will be able to designate focal points as well as imply focal points by use of paving, terracing and other grouping mechanisms. Students will begin to select and label their portfolio collections to be representative of their work and design growth.*
- *Students will water color visual patterns of the visual arts on a patterned worksheet. By creating a free form stencil, students will implement repetition in their design as they build utility both moving forward and reverse pattern. As they choose 3 shapes from existing design and create their stencils and subsequent design they will be communicating a story.*
- *Students will create a design project utilizing all principles of design. Through the use of a student constructed diorama used to illustrate a theme or scene, students will demonstrate to scale the principles of design.*
- *Unit Exam - 30 Multiple Choice, Fill-in, Short Answer and sketch completion questions on the powerful concepts of elements and principles of design particularly balance, proportion, rhythm, and scale.*

UNIT 6: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 12, 14, and chapter 17.*
- *Students will create a thematic multi art display with cultural, holiday and event themes. Given a list of holidays, cultural celebrations or special events, students will work in teams to develop a thematic approach to express the event's meaning. Steps to include planning, construction, implementation and review.*

- *Students will create a presentation board displaying basic drawing and layout skills. Working in groups of four, students will select specific drawing and layout skills and develop a presentation complete with accompanying board that will demonstrate the terms and techniques involved in developing the prerequisite skill sets.*
- *Students will create mosaic art designs for floral art using paper, tile, and acrylics. Individuals will first sketch their mosaic design based on geometric art principles. They will then select their paper or tile pieces and using acrylic with the tiles they will attach them in place and cover their completed design with acrylic coating.*
- *Students will create and display flower and foliage media techniques for specific floral art: Mass, filler, line, form, fresh, dry and silk flower and foliage. Given the floral materials, students will construct the following designs to a high degree as per the design rubric: Horizontal, Vertical, Hogarth Curve, Inverted T, Symmetrical, Right Angle, Asymmetrical and Oval. Upon completion of four arrangements-Line, Mass, Form, and Filler- students will engage in group critiques of their finished products.*
- *Students will create a floral project applying mechanics, materials and media through an introduction to proper care, proper usage, equipment and media. Following, one hundred pieces of floral equipment, one hundred flowers and one hundred tropical plants will be set out for a matching identification test.*
- *Students will create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles. As an example within the Oriental style, students will review contemporary floral artists Keith Kawaski's work and will become inspired to create a design of their own utilizing the Ikebana School of design style. A student will be given a low container, 3 foliage flowers, flowers and foliage and will be asked to design a Shin-Soe-Tai Ikebana Design.*
- *Students will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others. Utilizing a designer's critique sheets, students will sketch and review their work utilizing ten guide questions. Students will then display their work, their critique of that work and receive peer feedback into which they will subsequently engage in a round robin review discussion group.*
- *Students will design a two to three dimensional floral room drawing. Using one point perspective, students will found a floral based interior design on a specific artist and represent that artist in their floral room drawing.*
- *Students will draw floral and fruit media still life sketches. Using sketching techniques such as tone, shading, shadows, color, and building up processes such as hatching, students will create depth and dimension in their design and represent floral media and still life fruit.*
- *Students will create a Glitter Painting of a flower. The students must use glitter in various colors and shades to create a flower painting in photo quality. The students will also write a short paper on the history and culture of the flower selected.*
- *Unit Exam - 30 Multiple Choice, Fill-in, Short Answer and practical application / description questions that pertain to the concepts of artistic processes and skills and their relationship to floral artistry.*

UNIT 7: Connections, Relationships, and Applications Learned in Visual Art

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 20, 21, and chapter 22.*
- *Students will create a mosaic art design utilizing geometric shapes. With the assistance of a compass and protractor, students will create an 8 section, 4inch diameter pie that they will use as their shaped base for their mosaic on which glass tile bits and grout will be interwoven. Negative space and the Greek / Roman origins of mosaics will be emphasized.*
- *Students will write an emotional poetic piece and design color influenced project designed visually for floral art. These pieces will be contained with a student's naturally designed twig journal in which they will keep poetry, prose, nature sketches, and observations and dried / pressed flower and foliage collection.*
- *Students will write a historical time period and artistic works and report. Research should include media and mechanics as well as associated accessories that were appropriate for the time period including examples of the artists' work. The report should be 3 pages typed, double spaced, 12 point font, done in MLA format and include a presentation.*

- *Students will design a floral advertisement using art elements, principles and techniques to display student's work at an art exhibition. With an impending Floral Design Symposia, each student will develop a 4 inch by 8 inch advertisement that can also be published in the newspaper that will promote their work and demonstrate a strong grasp of the elements and principles of design.*
 - *Students will design a floral design shop, including letterhead, advertisements, and overall concept of shop and message to the public on the types of designs that are created within the shop. An overview is presented and graded by peers.*
 - *Students will create a two dimensional or three dimensional design incorporating elements and principles as applied to a specific theme and culture. A one dimensional layout pencil sketch shall be turned into a two dimensional pressed flower design which shall be translated into three dimensional floral designs which shall be translated into a three dimensional floral design representative of a specific theme and culture.*
 - *Students will develop an awareness of careers in American life and industry by researching those occupations in the floral industry that make use of arts. As a part of their heightened awareness, students will complete a resume, letter of application and obtain letters of recommendation to pursue further education or a career in the floral arts field.*
 - *Students will take notes in their Interactive Notebook from various Guest Speakers from the Floral Design Industry. They will also provide lists of contemporary / historic artists and the questions that they will pose, if they had an opportunity to speak with these individuals.*
 - *Unit Exam - 50 Multiple Choice, Fill-in, and Short Answer questions revolving around connections to the world and other art disciplines. This will be paired together with a 100 matching floral media, tool and tropical plant identification component.*
-
-
-

This course satisfies the Connections, Relationships, and Applications requirement through students comparing principles of floral art design between other visual art forms through the comparing and contrasting of a spectrum of art forms. Students will identify and explain careers and subjects related to the floral and visual arts industries. Students will complete a survey of a community building, a mall or another public site observing and recording the use of visual arts including flowers and ornamental plants in their design scheme and will be able to recognize the function of visual floral arts in a community. Students will recognize the floral designer's role. The Elements and Principles of Floral Design is centered around an extensive visual arts component as well as incorporating agriculture and other curricular areas including reading, writing and oral reporting as well as technological applications

Instructional Methods and/or Strategies

The following instructional methods will be used to enhance student learning in this course:

- *Direct Instruction Units: Units 1-7, teacher and mentor led instruction*
- *Checking for understanding through formative and summative assessments: Units 1-7, pre-questioning, thought provoking discussion, and written and verbal assessments*

- *Floral Art Portfolio Development: Units 1-7, students developed portfolio to display knowledge and art concepts as they apply to floral art*
 - *Art Critique Component: Units 1-6, using terminology written and verbal skills to apply critiquing skills to student and other art work and projects including individual and group evaluation*
 - *Creative Expression with flowers: Units 3-6, applying art concepts and individual perspective and guided training students will develop floral art projects*
 - *Drawing and Sketching of Floral Arrangements: Units 1 & 4-6, using basics of art principles students will develop projects reflecting their knowledge of art*
 - *Literacy Assignments Including Technical Reading and Writing: Units 1-7, students will complete reading and writing assignments to measure their understanding of art concepts. Advanced students will work in pairs with slower students to enhance their abilities and help slower learners to achieve success*
 - *Guest Speakers: Units 1-3 & 5-7, using local artists, visits to floral shops, and businesses involved in the floral industry, students will garner a greater understanding of equipment and art skills used in floral art*
 - *Field Experiences: Units 5-7, working in school floral shop, local floral shops and students projects, students will develop their skills and abilities*
 - *Cooperative Group Work: Units 1-7, in pairs, small groups, and working on floral opportunities with the public, students will display their knowledge and skill in applying their art background to floral art works*
 - *DVD/Video and Multimedia Representations: Units 1-7, viewing, listening and creating video projects, students will demonstrate their skills and knowledge of art concepts*
 - *Peer and Teacher Evaluation: Units 1-7, using rubric for evaluating floral projects, students will have the opportunity to evaluate theirs and other students art works using both verbal and written commentary*
 - *Exhibitions of Student Work: Units 4-6, students will develop floral art projects using flowers and other media used in floral art projects. Students will also enter projects in local fair competitions in order to enhance the public's awareness of floral art*
 - *Lecture with Accompanying Class Discussion and Notes: Units 1-7, students will learn how to take concise notes and develop listening skills to help them be more successful learners through teacher and group activities*
 - *Guided Practice of Principles and Elements of Design in a Variety of Mediums: Units 3-6, teacher and guest lectures to introduce students to various art media and equipment*
 - *Peer Assisted Learning at Design Stations: Units 1 & 3-6, working in groups or as individuals, advanced students with teacher guidance will help other students succeed in their project work*
 - *Design Practicum with Self, Peer and Student Critique Feedback: Units 1 & 4-6, students will complete floral art projects and evaluate them*
 - *Field Studies Occurring On and Off Campus with a Journal Completion Component: Units 5-7, working on writing skill student will keep a journal of their work and complete worksheets for any and all field trips*
 - *Research Conducted Via Texts, Periodicals, Online and Interviewing: Units 1-7, students will learn to research using computer skills in the school library and interviews of local guest lecturers*
 - *Project Based Instruction with Integrated Authentic Assessment Mediums: Units 1 & 4-6, using rubrics students will learn to evaluate floral art projects for art concepts learned through the class*
 - *Interdisciplinary Lessons with Team Teaching Activities: Units 1-7, using guest lecturers and ties to other instruction areas on campus, students will learn that art is something that can touch their lives in many ways*
 - *Technology Equipment Usage and Familiarization with Technology Based Assignments: Units 1-7, students will learn to use equipment such as cameras, computers, and other equipment used in the floral art industry and society*
 - *Vocabulary Teaching Techniques and Graphic Organizers: Units 1-7, students will learn the flowers, vocabulary, and how to organize and present their thoughts on topics related to the floral industry and their lives*
-
-
-

Assessment Methods and/or Tools

- *Worksheets and text questions, vocabulary quizzes: to measure student progress in covering material related to art concepts and floral art while developing critical thinking skills*
- *Interactive Notebook: check daily, weekly and monthly goals and structures while aiding students in measuring their progress towards course goals*
- *Floral Art Practicum Presentation: unit and section projects to demonstrate student understanding of art concepts and floral art practices*
- *Student presentations and papers graded by rubric: oral and visual floral presentations accompanied by a written example using correct vocabulary and sentence structure to present floral art and other concepts, physical and higher thinking*
- *Lab Write-ups with reflection paragraphs: processing information gained from the lab experiences and expanding on their importance*
- *Designs graded by rubric: rubric presentation to aid understanding of how a floral project will be graded for design qualities enabling students to improve their performance*
- *Floral Design Portfolio: a collection of students floral and other art projects and media to display their abilities and knowledge of art concepts and abilities*
- *Art Portfolio: a collection of the various projects reflecting media, culture, history, and styles of art to reflect the students development in art theory and practice*
- *Reflective writing in Interactive Notebook: collection of student writings showing their development of ideas and thoughts on what is covered in the course*
- *History of Floral Presentation Rubrics: rubric development to help students understand how their art history presentation will be viewed and graded*
- *Timeline Rubric: rubric covering the development of art and art concepts through the ages and how they relate to floral art*
- *Individual Rubrics: help students understand how rubrics are designed and used to evaluate their work and others work during peer evaluations*
- *Analysis Paper: written and verbal presentation on an art concept or project presented to the class*
- *Grade Drawing Portfolio Rubric: understanding what is required to complete the drawing and sketching component of art appreciation and floral art*
- *Cultural and Historical Research Paper Rubric: developing a research paper on the history of art from the past, present, and how it developed down through the ages and civilizations*
- *Reflective Paragraph Rubric: students using their knowledge, correct art vocabulary, and thoughts to express how art is involved in their lives*
- *Floral Art Presentation: a presentation where students use note cards to present a verbal and physical presentation of their floral art project. This instrument can have an alternative of a written assignment for students who fear public speaking*
- *Consultation Rubric: teacher presentation on rubric design and how to use it to evaluate student floral projects to enable students to understand their grading, learn to evaluate the work of others in peer grading, and develop self-evaluation skills of their own floral art projects*
- *Color Wheel Rubric: students will develop a color wheel using colors and tints to create a color wheel. May also be done using play-dough to involve a tactile component*
- *Texture Pulp Paper and Pressed Flower Rubric: a floral art project and its grading requirements using texture media, flowers and other materials*
- *Texture Design Rubric: rubric helping students understand texture in their designs can help their grade*
- *Depth Arrangement: a floral arrangement project to demonstrate the students understanding of depth in art and floral art projects*
- *Balance Project Rubric*

- *Teacher Observation: teacher interaction with students through class and class activities, projects, presentations, interviews, media projects, equipment used in floral art production, and consultation of skill and career development*
- *Short Answer Quiz: verbal and written examples of student knowledge about floral art*
- *Visual Patterns Graded by Rubric: student understanding and interaction*
- *Presentation Board or PowerPoint graded according to Rubric: student's project used to educate others about an art concept or art related theory, or example down through history. Can be done on a standard display board or through using technology*
- *Matching and Short Answer Quiz on Types of Flowers: students will take a quiz on flower and plant identification, and materials used in floral art*
- *Flower and Foliage displays Graded with Rubric: rubric used in grading floral arrangements for their art value using flowers and foliage to meet art qualities like: depth, design, color, focal point, etc.*
- *Glitter Painting Design Graded According to Rubric: using glitter and its effective use in art designs*
- *Time Period Poster Presentations Graded with Rubric: students select a specific time period and discuss the art forms of that period, how they came to be, and why they changed floral art*

This course satisfies the Aesthetic Valuing requirement through students conducting research and being engaged in direct instruction, discussion and application whereby they will derive the meaning of specific works in the way in which these works are related to historical, cultural and contemporary context. Students will respond to floral artworks by evaluating and discussing their own interpretations, ideas, attitudes, views and interactions with the visual arts. Students will become more sensitized to art resulting in a greater appreciation of floral art works. Students will use analysis, interpretation and judgment about visual relationships based on learned aesthetic values to improve floral art production. Students will analyze aesthetic similarities and differences. Students will heighten their aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Art Talk	Rosalind Ragans	Glencoe/McGraw-Hill	4th	[empty]	Yes

Title	Author	Publisher	Edition	Website	Primary
Exploring Visual Design: The Elements and Principles	Gatto, Porter and Selleck	Davis	4th	[empty]	Yes
Art Fundamentals	Otto Ocvirk	McGraw Hill	11	[empty]	Yes

Supplemental Materials

Title	Content
Supplemental Materials	<ul style="list-style-type: none"> • <i>The Art of Floral Design, Norah T Hunter, Del Mar, USA, 2000 Second Edition</i> • <i>Discovering Art History</i>, by Gerald F. Bromer; pub Davis • <i>Exploring Visual Design: The Elements & Principles</i>; pub Davis • <i>The Visual Experience</i>; pub Delmar • <i>Essential Impressionist</i>; pub Parragon • <i>The Natural Way to Draw</i>, by Kimon Nicolaidis • <i>Elements of Design</i> (video); pub Crystal Productions • <i>Bouquets Floral Arrangements of the Masters</i>, Barrons, 1995 • California Department of Education Content Standards for Visual and Performing Arts • <i>The Book of Flowers, Le Livre des Fleurs</i>, 1997