

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ADVANCED AGRICULTURE FLORAL DESIGN

DATE: MARCH 2015

SUBJECT AREA: CTE

PROPOSED GRADE LEVEL(S): 12TH

COURSE LENGTH: ONE YEAR

GRADING: A-F

NUMBER OF CREDITS: 5 PER SEMESTER

PREREQUISITES: ONE YEAR OF FLORAL DESIGN COURSEWORK OR TEACHER APPROVAL

COURSE DESCRIPTION:

This class involves advanced floral design theory, techniques, and skills of the floral industry, including wedding, sympathy, party, holiday, high style, and advanced floral designs. Techniques include working with the customer, consultations, pricing, and use of technology in the industry. Students will investigate career opportunities and learn job skills pertinent to the Floral Design industry. Construction and servicing of weddings, funerals, party, and holiday floral displays are included. Students will also learn advanced floral evaluation, and production of cut flowers and assorted horticulture plants. This course requires students to possess prior knowledge and skills in floral design concepts. For this reason, students must have taken The Art and History of Floral Design or similar course as a prerequisite. In addition, the intra-curricular FFA program supports and enhances the materials covered in the classroom.

GENERAL GOALS/ESSENTIAL PURPOSES:

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment.
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging.
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renowned artists of different historical and contemporary periods.
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art.
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning.

CCSS READING COMPONENT:

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze materials used by a given artist and describe how its use influences the meaning of the work.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.

Derive Meaning

- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Connections and Applications

- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

CCSS WRITING COMPONENT:

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Skills, Processes, Materials, and Tools

- 2.4 Review and refine observational drawing skills.

Communication and Expression through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination.

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition

Careers and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, floral art designer, and floral shop owner.

CCSS SPEAKING & LISTENING COMPONENT:

Impact of Media Choice

- 1.5 Analyze materials used by a given artist and describe how its use influences the meaning of the work.

Communication and Expression through Original Works of Art

- 2.6 Create two or three-dimensional work of art that addresses a social issue.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Careers and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, floral art designer, and floral shop owner.

DETAILED UNITS OF INSTRUCTION:

Unit of Instruction/Objectives	CCSS Standards	Key Assignments
<p>Unit I: Introduction to Art</p> <p>A. The Variety of Art</p> <ol style="list-style-type: none"> 1. Artistic perception <p>B. When is it Art?</p> <ol style="list-style-type: none"> 1. Philosophy of Arts 2. Aesthetic Value of Objects 3. Artistic Inspirations 4. Art Appreciation 5. The Art World <p>C. Floral Symbolism</p> <ol style="list-style-type: none"> 1. Identify flowers and foliage and their symbolism in art. 	<p>Aesthetic Valuing 4.1, 4.3</p> <p>Connections, Relationships, Applications 5.4</p> <p>Artistic Perception 1.5</p> <p>Historical & Cultural Context 3.1, 3.3, 3.4</p> <p>Aesthetic Valuing 4.1</p>	<ul style="list-style-type: none"> • Students will write an art • Students will create an <i>Interactive Notebook</i> • Students will research and write a description of the historical symbolism of specific flowers and foliage. • Students will choose a flower or foliage, find the symbolism and from it create a floral design.

<p>Unit II: Historical Contributions and Cultural Dimensions</p> <p>A. Interpretation</p> <p>B. History of Floral Art</p> <p>C. Research the Influences of Floral Artists of the 20th and 21st Century</p>	<p>Artistic Perception 1.3, 1.5, 1.6</p> <p>Creative Expression 2.4, 2.5, 2.6</p> <p>Historical & Cultural Context 3.1, 3.2, 3.3, 3.4</p> <p>Aesthetic Valuing 4.1, 4.2, 4.3, 4.5</p> <p>Connections, Relationships, Applications 5.2</p>	<ul style="list-style-type: none"> • Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles • Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media
<p>Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art</p> <p>A. Works of Art and Aesthetic Value</p>	<p>Creative Expression 2.2, 2.5, 2.6</p> <p>Connections, Relationships, Applications 5.3, 5.4</p>	<ul style="list-style-type: none"> • Create floral design arrangements with emphasis on elements and principles of design • Develop a portfolio including two-dimensional drawings, three-dimensional sculptures.
<p>Unit IV: Art Elements of Design</p> <p>A. Lines</p> <p>B. Shapes/Forms</p> <p>C. Colors</p> <p>D. Textures</p> <p>E. Value</p> <p>F. Space and Depth</p>	<p>Creative Expression 2.3, 2.6</p> <p>Aesthetic Valuing 4.2, 4.3</p>	<ul style="list-style-type: none"> • Create a design project utilizing all elements and principles of design • Create a Color Wheel • 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 artworks • Add information, notes, and drawing to Interactive Notebook on color harmony, value, and schemes

<p>Unit V: Principles of Art Design</p> <p>A. Balance</p> <p>B. Proportion/Scale</p> <p>C. Emphasis</p> <p>D. Rhythm</p> <p>E. Harmony and Unity</p> <p>F. Contrast</p>	<p>Artistic Perception 1.1, 1.2, 1.3, 1.4</p> <p>Creative Expression 2.3</p> <p>Aesthetic Valuing 4.2, 4.3</p>	<ul style="list-style-type: none"> • Create a design project utilizing all elements and principles of design
<p>Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</p> <p>A. Two-Dimensional Media</p> <p>B. Three-Dimensional Sculptures</p>	<p>Creative Expression 2.1, 2.3, 2.6</p> <p>Historical & Cultural Context 3.1, 3.4, 3.5</p> <p>Aesthetic Valuing 4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> • Create a presentation board displaying basic drawing and layout skills • Create mosaic art designs for floral art using paper and tile. • Create and display flower and foliage media techniques
<p>Unit VII: Connections, Relationships, and Applications Learned in Visual Art</p> <p>A. Relationships to Other Disciplines</p>	<p>Creative Expression 2.3</p> <p>Historical & Cultural Context 3.4</p>	<ul style="list-style-type: none"> • Create a mosaic art design utilizing geometric shapes • Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.

TEXTBOOK AND RESOURCE MATERIALS:

Primary Text: *The Art of Floral Design*, by Norah T. Hunter; published by Delmar, Cengage Learning.

Supplemental Materials:

Discovering Art History, by Gerald F. Bromer; pub Davis
Exploring Visual Design: The Elements & Principles; pub Davis
The Visual Experience; pub Delmar
Elements of Design (video); pub Crystal Productions
FFA Record Book

COMMON CORE STANDARDS TO BE ADDRESSED:

* See middle column titled “CCSS Standards” above under Units of Instruction.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learner:** Students will be required to work independently, monitor their progress and meet assignment requirements at stated intervals. This class will prepare students to be self-directed lifelong learners.
- **Effective Communicator:** Students will communicate their understanding of agriculture and floral design concepts through written, visual and oral expression.
- **Quality Producer/Performer:** Students will demonstrate successful performance through instructor assessments, completed FFA Record Book, and floral arrangements.
- **Constructive Thinkers:** Reading and analysis of text provided case studies and opposing points of view will develop students' problem solving/critical thinking skills.
- **Collaborative Workers:** Students will need to identify and gather resources and information from outside the school and home to complete assignments in class. Students will need to work together to produce floral arrangements to meet the consumers needs.
- **Responsible Citizens:** Students will become more knowledgeable of floral design skills needed and workplace expectations on a regional and global scale.

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