

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## The Art and History of Floral Design

**Date: December 2013**

**Subject Area: CTE**

**Proposed Grade Level(s): 11<sup>th</sup> – 12<sup>th</sup>**

**Course Length: One Year**

**Grading: A-F**

**Number of Credits: 5 per Semester**

**Prerequisites: One year of agriculture coursework or teacher approval**

### **COURSE DESCRIPTION:**

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, 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, formal and casual, ceremonial and traditional, including an 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 and 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 through wedding consultations.

### **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 renown 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 own 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 own 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><b>Unit I: Introduction to Art</b></p> <p>A. The Variety of Art</p> <p>    <b>1. Artistic perception</b></p> <p>B. When is it Art?</p> <p>    <b>1. Philosophy of Arts</b></p> <p>    <b>2. Aesthetic Value of Objects</b></p> <p>    <b>3. Artistic Inspirations</b></p> <p>    <b>4. Art Appreciation</b></p> <p>    <b>5. The Art World</b></p>	<p><b><u>Aesthetic Valuing</u></b> <b>4.1, 4.3</b></p> <p><b><u>Connections,</u></b> <b><u>Relationships,</u></b> <b><u>Applications</u></b> <b>5.4</b></p>	<ul style="list-style-type: none"><li>• Students will write an art evaluation on one of the below: Ikebana Design,  Vincent Van Gogh,  Pablo Picasso, Edouard Monet, Edward Manet, Gregor Lersch, Els and George Hazenberg, Georgia O’Keeffe, Pierre Renoir, Diego Rivera, among others.</li><li>• Students will create an <i>Interactive Notebook</i> that will contain: class notes from lectures, drawings, and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain.</li></ul>

<p><b>C. Floral Symbolism</b></p> <ol style="list-style-type: none"> <li>1. Identify flowers and foliage and their symbolism in art.       <ol style="list-style-type: none"> <li>a. Historical and modern works of art</li> <li>b. Cultural</li> <li>c. Design</li> <li>d. Ikebana</li> </ol> </li> </ol>	<p><b><u>Artistic Perception</u></b> <b><u>1.5</u></b></p> <p><b><u>Historical &amp; Cultural Context</u></b> <b><u>3.1, 3.3, 3.4</u></b></p> <p><b><u>Aesthetic Valuing</u></b> <b><u>4.1</u></b></p>	<ul style="list-style-type: none"> <li>• Students will research and write a description of the historical symbolism of specific flowers and foliage.</li> <li>• Students will choose a flower or foliage, find the symbolism and from it create a floral design.</li> <li>• Add information, lecture notes, and drawings to Interactive Notebook on historical flower symbolism</li> </ul>
<p><b>Unit II: Historical Contributions and Cultural Dimensions</b></p> <p><b>A. Interpretation</b></p> <ol style="list-style-type: none"> <li>2. The meaning of art</li> <li>3. Elements of Art History</li> </ol> <p><b>B. History of Floral Art</b></p> <ol style="list-style-type: none"> <li>1. The Floral Art Designs of Ancient Civilizations</li> <li>2. Floral visual art design styles and their origination</li> </ol> <p><b>C. Research the Influences of Floral Artists of the 20th and 21st Century</b></p> <ol style="list-style-type: none"> <li>1. Styles and techniques</li> <li>2. Artistic Inspirations</li> <li>3. Visual themes used in various cultures</li> <li>4. Artistic components of various time periods and cultures</li> <li>5. Time periods in floral art history</li> <li>6. Historical style and periods</li> <li>7. Floral art design: culture, ethnicity, time periods, and media</li> <li>8. Cultural Themes: religious, holiday, funeral and wedding</li> <li>9. Cultural Design</li> <li>10. Design alternatives</li> </ol>	<p><b><u>Artistic Perception</u></b> <b><u>1.3, 1.5, 1.6</u></b></p> <p><b><u>Creative Expression</u></b> <b><u>2.4, 2.5, 2.6</u></b></p> <p><b><u>Historical &amp; Cultural Context</u></b> <b><u>3.1, 3.2, 3.3, 3.4</u></b></p> <p><b><u>Aesthetic Valuing</u></b> <b><u>4.1, 4.2, 4.3, 4.5</u></b></p> <p><b><u>Connections, Relationships, Applications</u></b> <b><u>5.2</u></b></p>	<ul style="list-style-type: none"> <li>• Evaluation of art examples from various time periods</li> <li>• Create a visual presentation on history of Floral Design</li> <li>• Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles</li> <li>• 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</li> <li>• Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements</li> </ul>

<p><b>Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art</b></p> <p><b>A. Works of Art and Aesthetic Value</b></p> <ol style="list-style-type: none"> <li><b>1. Critique works of art using appropriate visual arts terms</b></li> <li><b>2. Analyze art works in terms of art elements and design principles</b></li> <li><b>3. Apply sensory qualities to works of floral art</b></li> <li><b>4. Explores various styles and periods of viewed art</b></li> <li><b>5. Evaluate and critique art elements and art principles used in others and own works of art</b></li> </ol>	<p><b><u>Creative Expression</u></b> <b><u>2.2, 2.5, 2.6</u></b></p> <p><b><u>Connections, Relationships, Applications</u></b> <b><u>5.3, 5.4</u></b></p>	<ul style="list-style-type: none"> <li>• Complete a floral art three-dimensional Critique Sheet for historical periods</li> <li>• Create floral design arrangements with emphasis on elements and principles of design</li> <li>• Create verbal and written reflections for floral design project utilizing student's Interactive Notebook</li> <li>• Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks' critiques. Minimum of five pieces required.</li> <li>• Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper.</li> <li>• Analyze and interpret student and others' work through critiques and rubrics.</li> <li>• Develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.</li> </ul>
<p><b>Unit IV: Art Elements of Design</b></p> <p><b>A. Lines</b></p> <ol style="list-style-type: none"> <li><b>1. Implied and expressive use of line in visual art works</b></li> <li><b>2. Vertical, horizontal, and diagonal use of line in floral art works</b></li> </ol> <p><b>B. Shapes/Forms</b></p> <ol style="list-style-type: none"> <li><b>1. Shape and form in visual art works</b></li> <li><b>2. Visual art elements of shape and form in design through</b></li> </ol> <p><b>C. Colors</b></p>	<p><b><u>Creative Expression</u></b> <b><u>2.3, 2.6</u></b></p> <p><b><u>Aesthetic Valuing</u></b> <b><u>4.2, 4.3</u></b></p>	<ul style="list-style-type: none"> <li>• Complete worksheet for elements and principles of design</li> <li>• Create a design project utilizing all elements and principles of design</li> <li>• Emotions and color influence project</li> <li>• Create a Color Wheel</li> <li>• 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</li> </ul>

<ol style="list-style-type: none"> <li>1. The origin of color through visual art</li> <li>2. Color harmony in various art works</li> <li>3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works</li> </ol>		
<p><b>Unit IV: Art Elements of Design-continued</b></p> <p><b>D. Textures</b></p> <ol style="list-style-type: none"> <li>1. Visual and tactile components in floral art using fine, medium, and course-textured media</li> <li>2. Container and material components of floral art</li> <li>3. Flower and foliage use through arrangements</li> </ol> <p><b>E. Value</b></p> <ol style="list-style-type: none"> <li>1. Light and dark in visual art designs</li> <li>2. Light and dark change in floral art</li> </ol> <p><b>F. Space and Depth</b></p> <ol style="list-style-type: none"> <li>1. The use of space in two and three-dimensional visual art designs</li> <li>2. Interpret space in our environment</li> <li>3. The use of space in visual designs by applying angling and overlapping media in floral art designs</li> <li>4. Significance of size and color of media in Floral Art</li> </ol>		<ul style="list-style-type: none"> <li>• Add information, notes, and drawing to Interactive Notebook on color harmony, value, and schemes</li> </ul>
<p><b>Unit V: Principles of Art Design</b></p> <p><b>A. Balance</b></p> <ol style="list-style-type: none"> <li>1. Symmetrical and asymmetrical balance in floral art</li> <li>2. Asymmetrical or symmetrical</li> </ol>	<p><b><u>Artistic Perception</u></b> <b><u>1.1, 1.2, 1.3, 1.4</u></b></p> <p><b><u>Creative Expression</u></b> <b><u>2.3</u></b></p> <p><b><u>Aesthetic Valuing</u></b> <b><u>4.2, 4.3</u></b></p>	<ul style="list-style-type: none"> <li>• Complete worksheet for elements and principles of design</li> <li>• Create a design project utilizing all elements and principles of design</li> <li>• Emotions and color influence project</li> </ul>

<p>balance through developing floral art works</p> <p>3. Radial and open balance in visual art designs</p> <p><b>B. Proportion/Scale</b></p> <p>1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment</p> <p>2. Geometrical techniques in floral art and visual art designs</p> <p><b>C. Emphasis</b></p> <p>1. Visual floral art works</p> <p>2. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs</p> <p>3. Emphasis in floral designs by using line direction and directional facing</p> <p><b>D. Rhythm</b></p> <p>1. Floral art using repetition and eye movement</p> <p>2. Transition and radiating line in floral art works</p>		<ul style="list-style-type: none"> <li>• Create a Color Wheel</li> <li>• Add information, notes, and drawing to Interactive Notebook on color harmony, value, and schemes</li> <li>• Classroom Color Display Board</li> <li>• Additions to student art and floral Portfolio</li> </ul> <p>Projects: applying focal point to student works</p>
<p><b>Unit V: Principles of Art Design-continued</b></p> <p><b>E. Harmony and Unity</b></p> <p>1. Harmony and unity through applying color combinations to visual designs</p> <p>2. Placement, transition, and proximity in visual art works and critique student works in floral design</p> <p><b>F. Contrast</b></p> <p>1. Color schemes in floral art design using various media</p>		

<p><b>Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</b></p> <p><b>A. Two-Dimensional Media</b></p> <ol style="list-style-type: none"> <li>1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout</li> <li>2. Painting techniques for floral art through developing a color wheel and still life floral artwork</li> <li>3. Mosaic art designs for floral art using paper and tile</li> <li>4. Printmaking to floral art using pressed flowers</li> <li>5. Photographic and graphic design through computer art</li> </ol> <p><b>B. Three-Dimensional Sculptures</b></p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media</li> <li>3. Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs</li> <li>4. Demonstrate the process of evaluation and refining floral art project</li> </ol>	<p><b><u>Creative Expression</u></b> <b><u>2.1, 2.3, 2.6</u></b></p> <p><b><u>Historical &amp; Cultural Context</u></b> <b><u>3.1, 3.4, 3.5</u></b></p> <p><b><u>Aesthetic Valuing</u></b> <b><u>4.1, 4.2, 4.3, 4.4</u></b></p>	<ul style="list-style-type: none"> <li>• Create a presentation board displaying basic drawing and layout skills</li> <li>• Create mosaic art designs for floral art using paper and tile.</li> <li>• Create and 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.</li> <li>• Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media.</li> <li>• Create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles</li> <li>• Student 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</li> </ul>
<p><b>Unit VII: Connections, Relationships, and Applications Learned in Visual Art</b></p> <p><b>A. Relationships to Other Disciplines</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast works of</li> </ol>	<p><b><u>Creative Expression</u></b> <b><u>2.3</u></b></p> <p><b><u>Historical &amp; Cultural Context</u></b> <b><u>3.4</u></b></p>	<ul style="list-style-type: none"> <li>• Create a mosaic art design utilizing geometric shapes</li> <li>• Emotional color theme project designed visually for floral art</li> <li>• Historical time periods and artistic works written three</li> </ul>

<p><b>art to other discipline areas</b></p>		<p>page report</p> <ul style="list-style-type: none"> <li>• Design a floral advertisement using art elements, principles, and techniques to display student’s work at an art exhibition.</li> <li>• Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.</li> </ul>
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**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 Learners:** 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 Communicators:** Students will communicate their understanding of agriculture and floral design concepts through written, visual and oral expression.

**Quality Producer/Performers:** 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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