

# Floriculture

## COURSE OUTLINE

**1. Course Title: The Art and History of Floral Design (P)**

**2. CBEDS Title: Other Agriculture Course**

**3. CBEDS Number: 4098**

**4. Job Titles:**

Artist

Art Critic

Art Historian

Art Collector

Art Gallery Owner

Philosopher of Art (Aesthetician)

**5. Course Description:**

The Art and history of Floral Design is a yearlong competency based course that provides students with training for entry-level employment in art industry sector. Instruction provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, and tile. 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.

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.

**Student Outcomes and Objectives:**

Students will:

1. Describe career opportunities in the floriculture industry
2. Research floral trends and describe floral designs within the following contexts:
  - i. Historical and cultural
  - ii. Formal and casual
  - iii. Ceremonial and traditional
3. Describe the impact on floral designs from the following:
  - i. Society
  - ii. Culture
  - iii. History
  - iv. Politics
  - v. Economic influence
4. Critique various floral art works using design vocabulary
5. Prepare a portfolio of original two-and-three dimensional works of art that reflect refined craftsmanship and technical skills
6. Refine skills in digital imagery
7. Refine observational drawing skills
8. Demonstrate an understanding of the various skills required in this industry sector.

*Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.*

### **Pathway**

<b>Recommended Sequence</b>	<b>Courses</b>
<b>Introductory</b>	Agriculture Science Basic Core
<b>Skill Building</b>	Floriculture or Ornamental Horticulture
<b>Advanced Skill</b>	<b>The Art and History of Floral Design</b> or Supervised Agricultural Experience Project

**6. Hours:** *Students receive up to 180 hours of classroom instruction.*

**7. Prerequisites:** Agriculture Science Basic Core Course and or Floriculture or consent of instructor

**8. Date (of creation/revision):** July 2011

## 9. Course Outline

COURSE OUTLINE				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
<p><b>I. CAREER PREPARATION</b></p> <p><b>A. Career Planning and Management.</b></p> <ol style="list-style-type: none"> <li>1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.               <ol style="list-style-type: none"> <li>a. Students will identify skills needed for job success</li> <li>b. Students will identify the education and experience required for moving along a career ladder.</li> </ol> </li> <li>2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.               <ol style="list-style-type: none"> <li>a. Students will describe how to find a job.</li> <li>b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements.</li> </ol> </li> <li>3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.               <ol style="list-style-type: none"> <li>a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications.</li> <li>b. Students will participate in mock job interviews.</li> </ol> </li> <li>4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> <li>a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i></li> </ol> </li> <li>5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> <li>a. <i>Contact two professional organization and identify the steps to become a member.</i></li> </ol> </li> <li>6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> <li>a. <i>Students will describe careers in the business industry sector.</i></li> <li>b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i></li> </ol> </li> </ol> <p><b>B. Technology.</b></p> <ol style="list-style-type: none"> <li>1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy.</li> <li>2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</li> <li>3. Use appropriate technology in the chosen career pathway.</li> </ol> <p><b>C. Problem solving and Critical Thinking.</b></p> <ol style="list-style-type: none"> <li>1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.</li> <li>2. Use and apply critical thinking and decision making skills</li> </ol>	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Agriculture &amp; Natural Resources Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.2, 4.6</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p><b>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</b></p>

<p>to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to a variety of business environments.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> <li>a. <i>Contact a business and obtain a copy of their rules for employment.</i></li> <li>b. <i>Role play difference ethical scenarios.</i></li> </ol> </li> <li>3. Understand the role of personal integrity and ethical behavior in the workplace.</li> </ol> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals.</li> <li>2. Understand the ways in which professional associations, such as FFA, and competitive career development activities enhance academic skills, career choices, and contribute to promote employability.</li> <li>3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ol>				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>A. Introduction and Orientation</p> <ol style="list-style-type: none"> <li>1. Introduction to course</li> <li>2. Class procedures</li> <li>3. Regulations and Safety</li> <li>4. Student Evaluation</li> </ol>	5		ELA. 7; LS; 1.1, 1.2, 1.3	<b>(10)WA 1.1</b> <b>(10)WS 1.2</b> <b>(10)WS 1.9</b>
<p>B. Artistic Perception</p> <ol style="list-style-type: none"> <li>1. Develop perceptual skills and visual arts vocabulary <ol style="list-style-type: none"> <li>a. Students will 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.</li> <li>b. Students will describe the principles of design as used in works of art, focusing on dominance and subordination.</li> </ol> </li> <li>2. Analyze art elements and principles of design <ol style="list-style-type: none"> <li>a. Students will 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.</li> <li>b. Students will analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.</li> </ol> </li> <li>3. Impact of media choice <ol style="list-style-type: none"> <li>a. Students will analyze the material used by a given artist and describe how its use influences the meaning of the work.</li> <li>b. Students will compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.</li> </ol> </li> </ol>	20	Arts, Media & Ent. Ind., Sector, Media & Design Arts PW A1.1 (1.1, .3, .4, .5, .6)	2.2 W (11-12) (1.1), (1.3), (2.6)  2.0 Com. 2.1R(9-12)(2.6)	
<p>C. Creative Expression</p> <ol style="list-style-type: none"> <li>1. Skills, processes, materials, and tools <ol style="list-style-type: none"> <li>a. Students will solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</li> <li>b. Students will prepare a portfolio of original two-and-three dimensional works of art that reflect refined craftsmanship and technical skills.</li> <li>c. Students will develop and refine skill in the manipulation of digital imagery (either still or video.)</li> <li>d. Students will review and refine observational drawing skills.</li> </ol> </li> <li>2. Communication and expression through original works of art</li> </ol>	25	Arts, Media & Ent. Ind., Sector, Media & Design Arts PW A1.1 (2.1, .2, .3, .4)		

<ul style="list-style-type: none"> <li>a. Students will create an expressive composition, focusing on dominance and subordination.</li> <li>b. Students will create two or three-dimensional works of art that address a social issue.</li> </ul>				
<p>D. Historical and Cultural Context</p> <ul style="list-style-type: none"> <li>1. Role and development of the visual arts <ul style="list-style-type: none"> <li>a. Students will identify similarities and differences in the purposes of art created in selected cultures.</li> <li>b. Students will identify and describe the role and influence of new technologies on contemporary works of art.</li> </ul> </li> <li>2. Diversity of the visual arts <ul style="list-style-type: none"> <li>a. Students will 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.</li> <li>b. Students will discuss the purposes of art in selected contemporary cultures.</li> </ul> </li> <li>3. Visual literacy <ul style="list-style-type: none"> <li>a. Students will compare and contrast the ways in which different media (television, newspapers, and magazines) cover the same art exhibition.</li> </ul> </li> <li>4. Careers and career-related skills <ul style="list-style-type: none"> <li>a. Students will demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician.)</li> </ul> </li> </ul>	15	Arts, Media & Ent. Ind., Sector, Media & Design Arts PW A1.3 (3.1, .2) A1.5(5.3) A1.5(5.4)	1.3 SS (9-12)(2)	

<p>E. Aesthetic Valuing</p> <ol style="list-style-type: none"> <li>1. Derive meaning <ol style="list-style-type: none"> <li>a. Students will 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.</li> <li>b. Students will 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.</li> </ol> </li> <li>2. Make informed judgments <ol style="list-style-type: none"> <li>a. Students will 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.</li> <li>b. Students will articulate the process and rationale for refining and reworking one of their own works of art.</li> <li>c. Students will employ the conventions of art criticism in writing and speaking about works of art.</li> </ol> </li> </ol>	45	Arts, Media & Ent. Ind., Sector, Media & Design Arts PW A1.4 (4.1, .3) A1.5(5.2)		
<p>F. Connections, Relationships, Applications</p> <ol style="list-style-type: none"> <li>1. Connections and applications <ol style="list-style-type: none"> <li>a. Students will create a work of art that communicates a cross-cultural or universal theme taken from literature or history.</li> </ol> </li> </ol>	35			

10. Additional recommended/optional items

- a. Articulation: None
- b. Academic credit: None
- c. Instructional strategies:
  - Methods of Instruction:
    - a. Lecture
    - b. Audio Visual Materials
    - c. Research Readings and Written Presentations
    - d. Art/Floral work portfolio
    - e. Homework Assignments
    - f. Group & Individual Activities
    - g. Design Projects
    - h. Quizzes, Tests & Final Exam
    - i. Guest Speakers
    - j. Field Trips
    - k. Internet Exploration
    - l. Event Plan presentation
    - m. Participation
- d. Instructional materials: Text: TBD
- e. Certificates: None