# Scope & Sequence

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| Course Name: Floral Design **TSDS PEIMS Code:** 13001800 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for students in grades 9-12. This course satisfies the fine arts graduation requirement.  **Prerequisites:** None. |
| **Course Description:** Floral design is designed to develop students’ ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of siverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgements and evaluations. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 periods  7,875 minutes  131.25 hours\* | \*Schedule calculations based on 175/180 calendar days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unite | **TEKS Covered**  **130.20 Knowledge and skills** | |
| **Unit 1: Career Exploration in the Agricultural/Floral Industry**  Students will learn about careers in various areas in the floral industry, the personal skills needed to obtain one of these jobs and how skills needed for success have changed over time. Students will understand the importance of time management, the importance of effective communication and appropriate interaction in the workplace as well as understand the importance of a first impression. This unit may culminate in an experiential activity designed to allow the students to create a resume and cover letter with a job description and to participate in a mock job interview with a panel of possible employees. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify career development and entrepreneurship opportunities in the field of floral design and interior landscape development;  (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development;  (C) demonstrate knowledge of personal and occupational health and safety practices in the workplace;  (D) identify employer expectations and appropriate work habits;  E) demonstrate characteristics of good citizenship, including advocacy, stewardship, and community leadership; and  (F) identify training, education, and certification requirements for occupational choices. | |
| **Unit 2: Supervised Agricultual Experience (SAE)**    This unit, students will be able to define and describe Supervised Agricultural Experience (SAE) programs. Students will be able to explain how SAE’s are a vital part of the Agriculture Education Program by participating in local CTSO activities such as FFA as well as engage in a required SAE project. Students will be able to identify key partners in developing a successful SAE. Through involvement in an SAE, students will learn expected workplace behavior, develop specific skills within the industry, and will be given the opportunity to apply academic and occupational skills in the workplace. At the end of this unit, the students should develop an appropriate SAE. | 10 periods  450 minutes | (2) The student develops a supervised agriculture experience program. The student is expected to:  (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;  (B) apply proper record-keeping skills as they relate to the supervised agriculture experience;  (C) participate in youth leadership opportunities to create a well-rounded experience program; and  (D) produce and participate in a local program of activities using a strategic planning process. | |
| **Unit 3: Principles and Techniques in Floral Art and Interioscapes**  In this unit, students will trace the styles and trends of the floral design industry through the major historical periods such as: Egyptian, Roman, Baroque, Victorian and Early American to name a few. Students will identify the various concepts of design which evolved into our modern design. Students will also learn to classify and identify flowers and plant material used in floral design. As a culminating activity, students may create a digital presentation focusing on one period in floral design. | 25 periods  1,125 minutes | (3) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:  (A) identify the aesthetic benefits and the history of floral art, particularly as it relates to current practice;  (B) classify and identify flowers and plants used in floral design; and | |
| **Unit 4: Floral Management Practices**    This unit, the students will learn and demonstrate various techniques to condition flowers for maximum longevity, as well as demonstrate the proper handling and storage of floral materials. Students will also gain and understanding of floral design tools and how they are used in the industry. | 25 periods  1,125 minutes | (8) The student knows the management factors of floral enterprises. The student is expected to:  (A) use temperature, preservatives, and cutting techniques to increase keeping quality of floral materials;  (B) identify tools, chemicals, and equipment used in floral design;  (C) fertilize, prune, and water tropical plants;  (D) manage pests; and  (E) demonstrate technical skills for increasing the preservation of cut flowers and foliage. | |
| **Unit 5: Floral Design Principles and Techniques**    This unit, the students will focus on understanding and identifying elements and principles of floral design. All floral arrangements are based on a particular shape. Students at the end of this unit will understand that principles are the guiding constants that allow floral designs to be pleasing to the eye and elements are how the principles are achieved. The students at the end of this unit will demonstrate their understanding of these techniques by preparing and evaluating floral designs utilizing various plant material. | 30 periods  1,350 minutes | (3) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:  (C) identify design elements and principles.  (4) The student demonstrates floral design principles and techniques. The student is expected to:  (A) demonstrate an understanding of and implement the design process through the medium of floral materials;  (B) evaluate and prepare geometric floral designs using cut flowers;  (C) evaluate and prepare geometric floral designs using silk flowers;  (D) prepare corsages and boutonnieres; and  (E) prepare floral designs for specific occasions. | |
| **Unit 6: Evaluating Floral Design**    In this unit, the students will further their knowledge of understanding principles and elements of floral design. Students will illustrate ideas for their own floral designs. The students will demonstrate techniques of flower placement to achieve each design principle. The students will recognize the elements of line, form, texture and color in creating a design as well as utilize the color wheel in order to recognize the proper concentration of color in a design. | 30 periods  1,350 minutes | (5) The student develops and formulates ideas from the environment. The student is expected to:  (A) illustrate ideas for floral designs from direct observation, experiences, and imagination;  (B) compare and contrast the use of art elements such as color, texture, form, line, and space; and  (C) compare and contrast art principles such as continuity, pattern, rhythm, balance, proportion, and unity in personal designs. | |
| **Unit 7: Critiquing Floral Arrangements**  The capability to properly critique floral arrangements plays an important role in a floral designer’s ability to create and discuss arrangements. In this unit, students will understand the elements and processes used in critiquing and appraising floral designs. As a culminating activity, students will critique two to three arrangements completed by their peers. | 25 periods  1,125 minutes | (6) The student makes informed judgments about personal designs and the designs of others. The student is expected to:  (A) interpret, evaluate, and justify artistic decisions in personal arrangements; and  (B) select and analyze original designs, portfolios, and floral exhibitions by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings.  (7) The student demonstrates contemporary designs, business practices, and creativity in the floral industry by developing floral design skills. The student is expected to:  (B) evaluate and appraise floral designs | |
| **Unit 8: Floral Business Management**  This unit prepares the student to understand that opening a floral business requires not only knowledge about flowers, foliage and design, but business understanding as well. Topics in this unit include: pricing and marketing methods, fundamental management practices and creating specialty designs. At the end of this unit, divide students into small groups to develop a business plan for a floral shop. They will present their findings to the class. | 25 periods  1,125 minutes | (7) The student demonstrates contemporary designs, business practices, and creativity in the floral industry by developing floral design skills. The student is expected to:  (A) classify and identify specialty floral items;  (C) prepare cost-effective designs;  (D) create specialty designs to expand artistic expression;  (E) demonstrate pricing and order-processing skills; and  (F) list service delivery options related to effectiveness. | |