

Floral Design Basics: Principles & Elements

Media Type: DVD

Duration: 41 minutes

Goal: To gain an understanding of the elements and principles as well as the color schemes associated with basic floral designs.

Description: Comprehending the elements and principles of floral design is vital in creating a quality arrangement. This presentation takes a closer look at the elements and principles of floral design. Jim Johnson, Endowed Chair and Distinguished Lecturer of the Benz School of Floral Design at Texas A&M University, breaks down each element and principle of design as well as the color schemes used in floral design. Detailed graphics aid in comprehension of each element and principle. This presentation analyzes the following elements and principles of design: line, form, space, texture, pattern, color, size, proportion, balance, focal point, rhythm, depth, transition, harmony and unity. Collaborator: Jim Johnson AAF AIFD TMF.

Objectives:

1. To analyze the design elements and principles and their use in floral design.
2. To identify the properties of color.
3. To apply color schemes to floral designs.



College & Career Readiness Anchor Standards for Speaking and Listening

| Speaking & Listening Standards | |
|--|--|
| Comprehension & Collaboration | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| | 9-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | 9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | |
| Presentation of Knowledge & Ideas | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| | 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| | 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| | 9-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

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College & Career Readiness Anchor Standards for Writing

| Writing Standards | |
|---------------------------------------|---|
| Text Types & Purposes | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| | 9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| Production & Distribution of Writing | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | 9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Research to Build & Present Knowledge | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| | 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| | 9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Agriculture, Food & Natural Resources Career Cluster (AG)

| Cluster | Standard |
|--------------------------------------|---|
| Plant Systems Career Pathway (AG-PL) | Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm). |

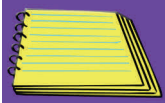
Architecture & Construction Career Cluster (AC)

| Cluster | Standard |
|---|---|
| Design/Pre-construction Career Pathway (AC-DES) | Justify design solutions through the use of research documentation and analysis of data. |
| | Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. |

Arts, A/V Technology & Communications Career Cluster (AR)

| Cluster | Standard |
|-------------------------------------|---|
| Visual Arts Career Pathway (AR-VIS) | Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. |
| | Analyze how the application of visual arts elements and principles of design communicate and express ideas. |
| | Analyze and create two and three-dimensional visual art forms using various media. |

Floral Design Basics: Principles & Elements



Lesson Plan

Class 1: Begin class by handing out the *Floral Design Basics: Principles & Elements Worksheet* and *Vocabulary Handout*. Instruct students to use these as reference materials. Show *Floral Design Basics: Principles & Elements - Parts 1, Floral Design Basics: Principles & Elements - Parts 2, Floral Design Basics: Principles & Elements - Parts 3, Floral Design Basics: Principles & Elements - Parts 4, Floral Design Basics: Principles & Elements - Parts 5, Floral Design Basics: Principles & Elements - Parts 6, Floral Design Basics: Principles & Elements - Parts 7; Floral Design Basics: Principles & Elements - Parts 8 and Floral Design Basics: Principles & Elements - Parts 9*. Provide students the instructions for the *Elemental Design Activity* and have them complete it.



13 min.

Class 2: Show *Floral Design Basics: Principles & Elements - Parts 10, Floral Design Basics: Principles & Elements - Parts 11, Floral Design Basics: Principles & Elements - Parts 12, Floral Design Basics: Principles & Elements - Parts 13, Floral Design Basics: Principles & Elements - Parts 14 and Floral Design Basics: Principles & Elements - Parts 15*. Have students complete the *Color Wheel Activity*. Discuss the instructions for the *Identifying Color Schemes in Pre-Made Arrangements Project*.



15 min.

Class 3: Show *Floral Design Basics: Principles & Elements - Parts 16, Floral Design Basics: Principles & Elements - Parts 17, Floral Design Basics: Principles & Elements - Parts 18, Floral Design Basics: Principles & Elements - Parts 19, Floral Design Basics: Principles & Elements - Parts 20, Floral Design Basics: Principles & Elements - Parts 21, Floral Design Basics: Principles & Elements - Parts 22, Floral Design Basics: Principles & Elements - Parts 23, Floral Design Basics: Principles & Elements - Parts 24*. Introduce the *Floral*



14 min.

Design Certifications Project and have students begin.

Class 4: Introduce the *Principles in Floral Design Activity* and allow the entire class period for students to complete it. If any students finish early, instruct them to work on one of their projects.

Class 5: Review the previous days' materials. Have students complete the *Floral Design Basics: Principles & Elements Crossword*. Administer the *Floral Design Basics: Principles & Elements Assessment*. Have students begin the *Parts of a Flower Project*. Instruct students they will be presenting one of their projects the next class day.

Class 6: Have students present the project of their choice and allow for discussion between presentations.



Rutgers School of Environment & Biological Sciences

- <http://aesop.rutgers.edu/~greenmachine/>

Virginia Tech College of Agriculture and Life Sciences

- <http://www.hort.vt.edu/McDaniel/>

Texas A&M Floriculture Program

- <http://aggie-horticulture.tamu.edu/floriculture/>



Family, Career & Community Leaders of America

- Life Event Planning

National FFA

- Floriculture



- iCEV50427, Robert Anderson, Landscape Architect
- iCEV50493, Melissa Grimes, Interior Designer, Studiowest
- iCEV50550, Brian Benson, Landscaper, Urban Thickets Landscapes & Garden Center

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Lab Activities

Elemental Design

Directions:

Students will choose one element of design as the focus of a floral arrangement. Inform students the design must be visually appealing yet emphasize the element they have chosen. Group all designs together based upon the element chosen for the design and as a class discuss each group of designs. When the same element is used, compare and contrast the designs.

Color Wheel

Directions:

Using the *Color Wheel Activity*, instruct students to select a color scheme for an arrangement. Then have students pick out flowers which fit into their color scheme. Have students present a short explanation of their chosen color scheme along with pictures of their chosen flowers and greenery to the class. Make sure students have color pictures of their chosen materials.

Principles in Floral Design

Directions:

Students will choose one principle of design as the focus of a floral arrangement. Have students research floral designs which use the principle they have chosen. Students will create their design to attractively express their chosen principle. Each student will then make a short presentation about the principle they chose and how they emphasized the principle in their design. When students use the same principle as another student, compare and contrast the designs.



Projects

Identifying Color Schemes in Pre-Made Arrangements

Directions:

Break students into small groups and make sure each group has access to a digital camera, Internet or magazines. Have students go to local floral shops, housewares stores, or use Internet sources and magazines which display floral arrangements. Instruct students to take or find pictures of the arrangements they find and identify the color schemes in the arrangements they discover. Students will compile their findings in a Microsoft® PowerPoint® presentation. As a class, discuss the findings, any color schemes which are most common and factors which contribute to these commonalities.

Floral Design Certifications

Directions:

Break students into small groups. Have each group research the various certifications available to floral designers. Each group needs to have two to five florist certifications. After researching, have students compile their findings into a poster to present to the class.

Parts of a Flower

Directions:

The knowledge of the parts of a flower is vital information to those in the floral industry. Divide students into groups of three to four and instruct each group to choose a type of flower and research the parts of a flower. Allow the groups to choose a type of presentation (such as a poster, multimedia, or Microsoft® PowerPoint®). Students will then prepare a presentation with the parts of a flower labeled. The groups will give a short five minute presentations to the class about the parts of a flower.