

Floral Design (IMRA26)

Subject: Career Development and Career and Technical Education

Grade: 11

Expectations: 39

Breakouts: 145

(a) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
- (3) Floral Design is designed to develop students' ability to identify and demonstrate the elements and principles of 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 develop respect for the traditions of and appreciation for the contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic knowledge and skills, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.
- (4) Floral Design follows the four basic fine arts strands of foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response to provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original floral art. Students communicate their thoughts and ideas with innovation and creativity. Through floral design, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
- (5) Students are encouraged to participate in extended learning experiences related to floral design such as career and technical student organizations and other leadership or extracurricular organizations.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify career and entrepreneurship opportunities for a chosen occupation in the field of floral design and develop a plan for obtaining the education, training, and certifications required;
 - (i) identify career opportunities for a chosen occupation in the field of floral design

- (ii) identify entrepreneurship opportunities for a chosen occupation in the field of floral design
 - (iii) develop a plan for obtaining the education required [for the chosen occupation in the field of floral design]
 - (iv) develop a plan for obtaining the training required [for the chosen occupation in the field of floral design]
 - (v) develop a plan for obtaining the certifications required [for the chosen occupation in the field of floral design]
- (B) model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;
- (i) model professionalism by continuously exhibiting appropriate work habits
 - (ii) model professionalism by continuously solving problems
 - (iii) model professionalism by continuously taking initiative
 - (iv) model professionalism by continuously communicating effectively
 - (v) model professionalism by continuously listening actively
 - (vi) model professionalism by continuously thinking critically
- (C) model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace;
- (i) model appropriate personal safety practices
 - (ii) model appropriate personal health practices
 - (iii) model appropriate occupational safety practices
 - (iv) model appropriate occupational health practices
 - (v) explain the importance of established safety protocols for the workplace
 - (vi) explain the importance of established health protocols for the workplace
- (D) analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities, of employers and employees; and
- (i) analyze the rights of employers
 - (ii) analyze the rights of employees
 - (iii) analyze the responsibilities of employers, including ethical conduct
 - (iv) analyze the responsibilities of employers, including legal responsibilities
 - (v) analyze the responsibilities of employees, including ethical conduct
 - (vi) analyze the responsibilities of employees, including legal responsibilities
 - (vii) interpret the rights of employers
 - (viii) interpret the rights of employees
 - (ix) interpret the responsibilities of employers, including ethical conduct

- (x) interpret the responsibilities of employers, including legal responsibilities
 - (xi) interpret the responsibilities of employees, including ethical conduct
 - (xii) interpret the responsibilities of employees, including legal responsibilities
- (E) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy.
- (i) describe characteristics of good citizenship in the agricultural workplace, including promoting stewardship
 - (ii) describe characteristics of good citizenship in the agricultural workplace, including promoting community leadership
 - (iii) describe characteristics of good citizenship in the agricultural workplace, including promoting civic engagement
 - (iv) describe characteristics of good citizenship in the agricultural workplace, including promoting agricultural awareness
 - (v) describe characteristics of good citizenship in the agricultural workplace, including promoting agricultural literacy
 - (vi) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship
 - (vii) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting community leadership
 - (viii) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting civic engagement
 - (ix) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting agricultural awareness
 - (x) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting agricultural literacy

(2) The student develops a supervised agricultural experience program. The student is expected to:

- (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and
 - (i) plan a supervised agricultural experience program as an experiential learning activity
 - (ii) propose a supervised agricultural experience program as an experiential learning activity
 - (iii) conduct a supervised agricultural experience program as an experiential learning activity
 - (iv) document a supervised agricultural experience program as an experiential learning activity
 - (v) evaluate a supervised agricultural experience program as an experiential learning activity
- (B) use appropriate record-keeping skills in a supervised agricultural experience program.
 - (i) use appropriate record-keeping skills in a supervised agricultural experience program

(3) The student develops leadership skills through participation in an agricultural youth organization. The student is expected to:

- (A) participate in youth agricultural leadership opportunities;
 - (i) participate in youth agricultural leadership opportunities
 - (B) review and participate in a local program of activities; and
 - (i) review a local program of activities [in an agricultural youth organization]
 - (ii) participate in a local program of activities [in an agricultural youth organization]
 - (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.
 - (i) create or update documentation of relevant agricultural experience
- (4) The student identifies elements and principles of design in floral art in both historical and current contexts. The student is expected to:
- (A) identify the historical trends and characteristics of floral art as they relate to current industry practices;
 - (i) identify the historical trends of floral art as they relate to current industry practices
 - (ii) identify the historical characteristics of floral art as they relate to current industry practices
 - (B) identify design elements in floral art, including color, texture, form, line, space, pattern, size, and fragrance;
 - (i) identify design elements in floral art, including color
 - (ii) identify design elements in floral art, including texture
 - (iii) identify design elements in floral art, including form
 - (iv) identify design elements in floral art, including line
 - (v) identify design elements in floral art, including space
 - (vi) identify design elements in floral art, including pattern
 - (vii) identify design elements in floral art, including size
 - (viii) identify design elements in floral art, including fragrance
 - (C) identify design principles in floral art, including rhythm, balance, proportion, dominance, contrast, harmony, and unity;
 - (i) identify design principles in floral art, including rhythm
 - (ii) identify design principles in floral art, including balance
 - (iii) identify design principles in floral art, including proportion
 - (iv) identify design principles in floral art, including dominance
 - (v) identify design principles in floral art, including contrast
 - (vi) identify design principles in floral art, including harmony
 - (vii) identify design principles in floral art, including unity
 - (D) identify the ancillary concepts of design principles such as emphasis, focal area, repetition, transition, opposition, and variation; and

- (i) identify the ancillary concepts of design principles
- (E) compare the forms and functions of flowers and foliage, including form, mass, line, and filler.
 - (i) compare the forms and functions of flowers, including form
 - (ii) compare the forms and functions of foliage, including form
 - (iii) compare the forms and functions of flowers, including mass
 - (iv) compare the forms and functions of foliage, including mass
 - (v) compare the forms and functions of flowers, including line
 - (vi) compare the forms and functions of foliage, including line
 - (vii) compare the forms and functions of flowers, including filler
 - (viii) compare the forms and functions of foliage, including filler
- (5) The student demonstrates elements and principles through the creation of floral designs using flowers and plants. The student is expected to:
 - (A) create and evaluate floral arrangements using cut flowers, including arrangements using bud vases, and round, symmetrical, and asymmetrical designs;
 - (i) create floral arrangements using cut flowers, including arrangements using bud vases
 - (ii) create floral arrangements using cut flowers, including arrangements using round designs
 - (iii) create floral arrangements using cut flowers, including arrangements using symmetrical designs
 - (iv) create floral arrangements using cut flowers, including arrangements using asymmetrical designs
 - (v) evaluate floral arrangements using cut flowers, including arrangements using bud vases
 - (vi) evaluate floral arrangements using cut flowers, including arrangements using round designs
 - (vii) evaluate floral arrangements using cut flowers, including arrangements using symmetrical designs
 - (viii) evaluate floral arrangements using cut flowers, including arrangements using asymmetrical designs
 - (B) create and evaluate floral designs using permanent botanicals such as homecoming mums;
 - (i) create floral designs using permanent botanicals
 - (ii) evaluate floral designs using permanent botanicals
 - (C) design and create corsages and boutonnieres;
 - (i) design corsages
 - (ii) design boutonnieres
 - (iii) create corsages
 - (iv) create boutonnieres
 - (D) create floral designs for specific holidays and cultural occasions such as weddings and funerals; and
 - (i) create floral designs for specific holidays

- (ii) create floral designs for specific cultural occasions
- (E) create interiorscapes using the elements and principles of floral design.
 - (i) create interiorscapes using the elements of floral design
 - (ii) create interiorscapes using the principles of floral design
- (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 the design of personal arrangements;
 - (i) interpret artistic decisions in the design of personal arrangements
 - (ii) evaluate artistic decisions in the design of personal arrangements
 - (iii) justify artistic decisions in the design of personal arrangements
 - (B) evaluate and appraise floral designs;
 - (i) evaluate floral designs
 - (ii) appraise floral designs
 - (C) construct a physical or electronic portfolio of personal floral artwork to provide evidence of learning; and
 - (i) construct a physical or electronic portfolio of personal floral artwork to provide evidence of learning
 - (D) interpret and evaluate design elements and principles in floral arrangements of others.
 - (i) interpret design elements in floral arrangements of others
 - (ii) interpret design principles in floral arrangements of others
 - (iii) evaluate design elements in floral arrangements of others
 - (iv) evaluate design principles in floral arrangements of others
- (7) The student demonstrates contemporary designs and creativity in the floral industry by developing floral design skills. The student is expected to:
 - (A) identify and classify specialty floral items for a variety of occasions;
 - (i) identify specialty floral items for a variety of occasions
 - (ii) classify specialty floral items for a variety of occasions
 - (B) create specialty designs to expand artistic expression;
 - (i) create specialty designs to expand artistic expression
 - (C) apply proper wiring and taping techniques to materials used in the floral industry; and
 - (i) apply proper wiring techniques to materials used in the floral industry
 - (ii) apply proper taping techniques to materials used in the floral industry
 - (D) demonstrate safe and proper usage of floral design tools.
 - (i) demonstrate safe usage of floral design tools
 - (ii) demonstrate proper usage of floral design tools

- (8) The student recognizes the current industry practices of floral enterprises. The student is expected to:
- (A) identify and classify flowers, foliage, and plants used in floral design;
 - (i) identify flowers used in floral design
 - (ii) identify foliage used in floral design
 - (iii) identify plants used in floral design
 - (iv) classify flowers used in floral design
 - (v) classify foliage used in floral design
 - (vi) classify plants used in floral design
 - (B) use temperature, preservatives, and cutting techniques to extend the vase life of floral materials;
 - (i) use temperature to extend the vase life of floral materials
 - (ii) use preservatives to extend the vase life of floral materials
 - (iii) use cutting techniques to extend the vase life of floral materials
 - (C) identify and describe how tools, chemicals, and equipment are used in floral design and describe safe handling practices;
 - (i) identify how tools are used in floral design
 - (ii) identify how chemicals are used in floral design
 - (iii) identify how equipment [is] used in floral design
 - (iv) describe how tools are used in floral design
 - (v) describe how chemicals are used in floral design
 - (vi) describe how equipment [is] used in floral design
 - (vii) describe safe handling practices [for tools used in floral design]
 - (viii) describe safe handling practices [for chemicals used in floral design]
 - (ix) describe safe handling practices [for equipment used in floral design]
 - (D) analyze the needs of indoor plants such as fertilizer, light, pruning, and water based on the condition of the plant;
 - (i) analyze the needs of indoor plants based on the condition of the plant
 - (E) identify common pests and diseases that affect the floral industry; and
 - (i) identify common pests that affect the floral industry
 - (ii) identify common diseases that affect the floral industry
 - (F) identify management techniques of pests and diseases in the floral industry, including the safe use of pesticides.
 - (i) identify management techniques of pests in the floral industry, including the safe use of pesticides
 - (ii) identify management techniques of diseases in the floral industry, including the safe use of pesticides
- (9) The student recognizes current business management practices of floral enterprises. The student is expected to:

(A) create cost-effective floral designs;

(i) create cost-effective floral designs

(B) apply pricing strategies and order-processing skills to meet various budgets and needs; and

(i) apply pricing strategies to meet various budgets

(ii) apply pricing strategies to meet various needs

(iii) apply order-processing skills to meet various budgets

(iv) apply order-processing skills to meet various needs

(C) describe packaging, distribution, and setup logistics in the floral industry.

(i) describe packaging in the floral industry

(ii) describe distribution in the floral industry

(iii) describe setup logistics in the floral industry

(10) The student understands botany and physiology and how they relate to floral design and interiorscapes. The student is expected to:

(A) analyze the structure and functions of indoor plants used in the floral industry; and

(i) analyze the structure of indoor plants used in the floral industry

(ii) analyze the functions of indoor plants used in the floral industry

(B) identify the structure and functions of flowers used in the floral industry.

(i) identify the structure of flowers used in the floral industry

(ii) identify the functions flowers used in the floral industry