

**Coachella Valley Unified School District
Course Outline**

Course Title CDE Agriculture: Art and History of Floral Design	
<p>A. One Semester Course 5 credits per semester for a maximum of 20 credits</p> <p>B. Sequential Course Each semester builds knowledge for following semester(s) – 5 credits per semester A/B for a maximum credit of 10 credits A/B/C for maximum credit of 15 credits A/B/C/D for maximum credit of 20 credits</p> <p>C. Multiple Credit Course Student may take this course multiple times 5 credits per semester Maximum semesters student may complete</p> <p>Maximum credits possible</p>	<p>Department Area</p> <p>X Agriculture Business English Family & Consumer Science Foreign Language History-Social Science Industrial Technology Mathematics Non Departmental Physical Education Science</p> <p>X Visual & Performing Arts X Career Technical Education</p>
<p>Weighted GPA (Advanced Placement)?</p> <p style="text-align: center;">Yes No</p>	<p>Graduation Requirement</p> <p>Elective English Foreign Language Health History-Social Science Mathematics Physical Education Science x Visual & Performing Arts</p>
<p>Submitting for UC A-G</p> <p style="text-align: center;">Yes X No</p>	
Prerequisites:	
Co-requisites:	
Notes: <i>for office use only</i>	
SIS Course Number(s):	
Board of Education Approval Date:	
Transcript Title/Abbreviation:	

Coachella Valley Unified School District

Course Outline

Course Descriptions

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 floral arts design. Students will research and study floral trends to understand and develop an appreciation of 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 skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expressions through wedding consultations

1. Course Goals and/or Major student Outcomes

- Employ sense 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 renowned 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 the visual art design concepts and processes to their own personal experiences and lifelong learning

2. Course Objectives

1.0 Artistic Perception

- 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
 - 1.3 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 analyzes and describes how the composition of a work of art is affected by the use of particular principle of design.
- Impact of Media Choice
 - 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

Coachella Valley Unified School District

Course Outline

- 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

2.0 Creative Expression

- 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
 - 2.2 Prepare a portfolio of original two-and three-dimensional works fo art that reflects refined craftsmanship and technical skills
 - 2.3 Develp and refine skill in the manipulation of digital imagery 9 either still or video).
 - 2.4 Review and refine observational drawing skills.
- Communication and Expression through Original Works of Art
 - 2.5 Create an espression composition, focusing on dominance and subordination
 - 2.6 Create two or three dimensional work of art that addresses a social issue.

3.0 Historical and Cultural Context

- 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
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4.0 Aesthetic Valuing

- Derive meaning
 - 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretations 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 fo others
 - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art

Coachella Valley Unified School District Course Outline

- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 Connections, Relationships, Applications

- Connections and Applications
 - 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history
- 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, art collector, art gallery owner, and philosopher of art (aesthete)

Course Outline

Unit of Instruction	VPA Standards	Key Assignments
Unit 1: Introduction to Arts A. The Variety of Art a. Artistic perception B. When is it Art? b. Philosophy of Arts c. Aesthetic Value of objects d. Artistic Inspirations e. Art Appreciation f. The Art World C. Floral Symbolism g. Identify flowers and foliage and their symbolism in art h. Historical and modern works of art i. Cultural j. Design k. Ikebana	<u>Aesthetic Valuing</u> 4.1,4.3 <u>Connections, Relationship, Applications,</u> 5.4 <u>Artistic Perception</u> 1.5 <u>Historical & Cultural Context</u> 3.1,3.3,3.4 <u>Aesthetic Valuing</u> 4.1	1. Students will write an art evaluation on one of the below: Ikebana Design Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazen berg, Georgia O’Keeffe, Pierre Renoir 2. Students will create an interactive Notebook that will contain: class notes from lectures, drawings, and class exercise. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain 3. Students will research and write a description of the historical symbolism of specific flowers and foliage 4. Students will choose a flower or

**Coachella Valley Unified School District
Course Outline**

		<p>foliage, find the symbolism and from it create a floral design. 5. Add information, lecture notes, and drawings to Interactive notebook on historical flower symbolism</p>
<p>Unit II Historical Contributions and Cultural Dimensions</p> <p>A. Interpretations.</p> <p>a. The meaning of Art</p> <p>b. Elements of Art History</p> <p>B. History of Floral Art.</p> <p>c. The Floral Art Designs of Ancient Civilizations</p> <p>d. Floral visual art design styles and their origination</p> <p>C. Research the Influences of Floral Artist of the 20th and 21st Century.</p> <p>e. Styles and techniques</p> <p>f. Artistic inspirations</p> <p>g. Visual themes used in various cultures</p> <p>h. Artistic components of various times periods and cultures</p> <p>i. Time periods in floral art history</p> <p>j. Historical style and periods</p> <p>k. Floral art design: culture, ethnicity, time periods, and media</p> <p>l. Cultural Themes: religious, holiday, funeral and wedding</p> <p>m. Cultural Design</p> <p>n. Design alternatives</p>	<p><u>Artistic Perception</u> 1.3, 1.5, 1.6</p> <p><u>Creative Expression</u> 2.4, 2.5, 2.6</p> <p><u>Historical & Cultural Context</u> 3.1, 3.2, 3.3, 3.4</p> <p><u>Aesthetic Valuing</u> 4.1, 4.2, 4.3, 4.5</p> <p><u>Connections, Relationships, applications.</u> 5.2</p>	<ol style="list-style-type: none"> 1. Evaluations of art examples form various time periods 2. Create a visual presentation on history of Floral Design 3. Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, And American Styles 4. Create a two and three dimensional visual display of floral arts: Freeform expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media 5. Practicum using a given theme: two dimensional layouts, three-dimension

Coachella Valley Unified School District Course Outline

3. California CTE standards Addressed

CALIFORNIA CTE FOUNDATION STANDARDS	
1.0 Academics	Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources Industry sector.
2.0 Communication	Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
3.0 Career Planning and Management	Students understand how to make effective decisions, use career information, and manage personal career plans.
4.0 Technology	Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
5.0 Problem Solving and Critical Thinking	Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
6.0 Health and Safety	Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
7.0 Responsibility and Flexibility	Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
8.0 Ethics and Legal Responsibilities:	Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
9.0 Leadership and Teamwork	Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
10.0 Technical Knowledge /Skills	Students understand the essential knowledge and skills common to all pathways in the Public Services sector.
11.0 Demonstration and Application	Students demonstrate and apply the concepts contained in the foundation and pathway standards.

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant

Coachella Valley Unified School District Course Outline

reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

CALIFORNIA CTE ORNAMENTAL HORTICULTURE PATHWAY STANDARDS	
F1.0	Students understand plant classification and use principles.
F2.0	Students understand plant physiology and growth principles.
F3.0	Students understand sexual and asexual plant reproduction.
F4.0	Students understand basic integrated pest management principles.
F5.0	Students understand water and soil (media) management practices.
F6.0	Students understand ornamental plant nutrition practices.
F7.0	Students understand the selection, installation, and maintenance of turf.
F8.0	Students understand nursery production principles.
F9.0	Students understand the use of containers and horticultural tools, equipment, and facilities.
F10.0	Students understand basic landscape planning, design, construction, and maintenance.
F11.0	Students understand basic floral design principles.

Coachella Valley Unified School District Course Outline

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

CALIFORNIA CTE AGRICULTURAL BUSINESS PATHWAY STANDARDS	
A1.0	Students understand decision-making processes within the American free enterprise system.
A2.0	Students understand the fundamental economic principles of agribusiness and agricultural production.
A3.0	Students understand the role of credit in agribusiness and agricultural production.
A4.0	Students understand proper accounting principles and procedures used in business management and tax planning.
A5.0	Students understand basic risk management principles and their impact on economic viability.
A6.0	Students understand the role and value of agricultural organizations.
A7.0	Students understand agricultural marketing systems.
A8.0	Students understand the sales of agricultural products and services.
A9.0	Students understand local, national, and international agricultural markets and how trade affects the economy.

Coachella Valley Unified School District Course Outline

4. All Aspects of the Industry

1. Planning	How an organization plans including goals and objectives; types of ownership (public, private); relationship of the organization to economic, political, and social contexts; assessment of needs.
2. Management	Structure and process for effectively accomplishing the goals and operation of the organization using facilities, staff, resources, equipment and materials.
3. Finance	Accounting and financial decision-making process; methods of acquiring capital to operate; management of financial operations including payroll.
4. Production Skill	Specific skills and techniques for production, basic skills, ways of organizing production work, including methods which diversify and rotate jobs.
5. Principles of Technology	Technological systems used in the workplace and their contributions to the product or service; the mathematical, scientific, social, and economic principles that underlie the technology.
6. Labor Issues	Rights of employees and related issues; wages, benefits, and working conditions.
7. Community Issues	The impact of the company on the community, and the community's impact on the company.
7. Health, Safety and Environment	Practices and laws affecting the employee, the surrounding community, and the environment.
8. Personal Work Habits	Non-technical skills and characteristics expected in the workplace.

5. Test & Supplemental Instructional Materials

The Art of Floral Design, Second Edition, Norah T. Hunter,
ISBN 0-8273-8627-3

6. Assessment Methods and/or Tools

Coachella Valley Unified School District

Course Outline

KEY ASSIGNMENTS:

- A. Weekly Reading & Writing Assignments
- B. Weekly laboratory activities & write-ups
- C. Agriculture Biology Term Paper
- D. Supervised Agricultural Experience Project & Record Book
- E. Student Seminar Presentation related to Agriculture Biology Topic
- F. Portfolio of Laboratory Exercises
- G. Leadership Development Activities

Methods of instruction will include, but is not limited to:

VII. INSTRUCTIONAL METHODS:

- A. Students will be engaged in a variety of activities that balance direct instruction with project work. Students will be expected to apply the academic and applied concepts and processes learned during direct instruction to their projects. Students will attend lectures, complete labs, become involved with professional mentors, complete real world projects, and make presentations that demonstrate understanding of physical concepts and the application process.
- B. Methods of instruction will include, but is not limited to:
 - 1. Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).
 - 2. Use of community-based research projects and with professional mentors, development of language arts skills while students complete reports, journals, analyses, and essays.
 - 3. Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks.
 - 4. Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning.
 - 5. Use of student presentations, exhibits, and competitions.

VIII. ASSESSMENT METHODS:

- A. Assessment opportunities that allow continuous evaluation of students' progress should be embedded throughout the course and should be a learning experience. All students will be expected to achieve a high understanding of all topics; often demonstration of knowledge will occur in a public forum. The following strategies, which include both formal and informal assessment techniques, may include, but are not limited to:
 - 1. Performance-based assessments such as demonstrations, discussions, simulations, and projects

Coachella Valley Unified School District Course Outline

2. Presentations, (both team and individual) written assignments, (both team and individual),
 3. On-going and cumulative portfolio of investigative accomplishments.
 4. Written tests & quizzes with a variety of short answer and essay questions.
 5. Written assignments, (such as justifications, investigations, and research, evaluative, or technical), and individual and group assessments including the assessment working relationships.
- B. Grading will be based on the following assessment areas:
- | | | |
|----|---|-----|
| 1. | Tests & Quizzes | 40% |
| 2. | Laboratory Investigation Activities & Write-ups | 20% |
| 3. | Portfolio & Writing Assignments | 15% |
| 4. | Leadership & Critical Thinking Activities | 10% |
| 5. | Research Report and Oral Presentation | 10% |
- I. 6. Supervised Agricultural Experience & Record Book 05%

IX. LABORATORY ACTIVITIES:

- A. The Scientific Method
- B. Analyzing Ecosystems
- C. Checking water for Coli form Bacteria
- D. Genotypic and phenotypic ratios
- E. Cell identification
- F. Flower dissection and pollen growth germination
- G. Secondary and microelements with N-P-K tissue tests on plants
- H. Animal tract dissection
- I. Reproductive tract dissection
- J. Feed nutrient analysis
- K. Factors affecting photosynthesis
- L. Effects of leaf surface area, air movement, and light on transpiration rates
 - A. Effects of light quality on plant growth
 - B. Artificial insemination & embryo transfer
 - C. Phototropism
 - D. The Hydrologic Cycle
 - E. Comparison of soil vs. non-soil plant culture
 - F. Effects of nutrient concentrations on hydroponic plant growth
 - G. Effects of chemicals (herbicides) on plants
 - H. Herbicide biopsy
 - I. Effects of rooting hormone on root development
 - J. Balancing feed rations
 - K. Another culture
 - L. DNA extraction
 - M. Probability of trait inheritance
 - N. Tissue culture

**Coachella Valley Unified School District
Course Outline**

- O. Seed dispersal
- P. Genetic probability
- Q. Insect identification
- R. Environmental forcing structures
- S. Comparison of asexual propagation methods
- T. Water quality
- U. Plant pigment chromatography

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**Coachella Valley Unified School District
Course Outline**

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Coachella Valley Unified School District Course Outline

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