## Escondido Union High School District
### Art & History of Floral Design

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
<th>Grade Level:</th>
<th>9 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU “f” requirements</td>
<td>Graduation Requirement:</td>
<td>Meets EUHSD Fine Arts Requirement/CTE Requirement</td>
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<tr>
<td>Course Number Semester 1:</td>
<td>7949</td>
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<td>Course Number Semester 2:</td>
<td>7950</td>
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<tr>
<td>Transcript Abbreviation:</td>
<td>ART FLORL DSGN A P ART FLORL DSGN B P</td>
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<tr>
<td>Number of Credits:</td>
<td>5 credits per semester</td>
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<tr>
<td>Prerequisite/s Required:</td>
<td>None</td>
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<tr>
<td>Prerequisite/s Recommended:</td>
<td>None</td>
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<tr>
<td>Board Approved Date:</td>
<td>5/12/10</td>
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**District Approved Instructional Materials/Textbook Students (include ISBN, Publisher, Author, Edition, Copyright):**

- *The Art of Floral Design*, by Norah T. Hunter; publisher Delmar (CORE)

**SUPPLEMENTAL:**

- *Art Fundamentals*, by Otto Ocvirk; publisher McGraw Hill
- *Exploring Visual Design: The Elements & Principles*, publisher Davis
- *The Visual Experience*, by Hobbs Salome Vieth; publisher Davis (*Class set 4*)
- *Essential Impressionist*; pub Parragon
- *The Natural Way to Draw*, by Kimon Nicolaides
- *Elements of Design* (video); pub Crystal Productions
- *Art Talk*, by Rosalind Ragans; pub Glencoe & McGraw-Hill
- *Discovering Art History*, by Gerald F. Bromer; pub Davis
- *Visual Experience DVD publisher Davis (Class set: 10)*

**Course Description:** Art & 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 visual arts design. Students will research and study floral trends to understand and develop an appreciation for 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 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 and creative expression through wedding consultations.
Art & History of Floral Design
Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pacing Guide Instructions:</th>
<th>Length of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Art</td>
<td>3 Weeks</td>
</tr>
<tr>
<td>2</td>
<td>Historical Contributions and Cultural Dimensions</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>3</td>
<td>Aesthetic Valuing and Making Judgments on Individual Works of Art</td>
<td>5 Weeks</td>
</tr>
<tr>
<td>4</td>
<td>Art Elements of Design</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>5</td>
<td>Principles of Art Design</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>6</td>
<td>Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</td>
<td>7 Weeks</td>
</tr>
<tr>
<td>7</td>
<td>Connections, Relationships, and Applications Learned in Visual Art</td>
<td>5 Weeks</td>
</tr>
</tbody>
</table>

California Department of Education
State Standards/Overarching Strands

**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 Analyze and describe how the composition of a work of art is affected by the use of a 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.
  - 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 of art that reflects refined craftsmanship and technical skills.
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills.

- **Communication and Expression Through Original Works of Art**
  - 2.5 Create an expressive 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.

### 4.0 AESTHETIC VALUING

- **Derive Meaning**
  - 4.1 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.
  - 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 of others.
  - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
  - 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, and 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 (aesthetician).
Unit 1
Introduction to Art
Length of Study: 3 weeks

<table>
<thead>
<tr>
<th>Topics Covered:</th>
<th>Skills Covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Artistic Perception</td>
<td>• Research</td>
</tr>
<tr>
<td>• Philosophy of Art</td>
<td>• Analyzing Art Work</td>
</tr>
<tr>
<td>• Floral Symbolism</td>
<td>• Interpreting Design</td>
</tr>
</tbody>
</table>

Unit 1
Introduction to Art
Instructional Standards

Aesthetic Valuing:
4.1 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.
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 of others.

Connections, Relationships, Applications:
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 (aesthetician).

Artistic Perception:
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

Historical & Cultural Context:
3.1 Identify similarities and differences in the purposes of art created in selected cultures.
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.

Unit 1
Introduction to Art
Instructional Outline

<table>
<thead>
<tr>
<th>Student Learning Goal/Expected Student Outcome:</th>
<th>Suggested Activity/Skill:</th>
<th>Suggested Resources:</th>
</tr>
</thead>
</table>
| Students will discuss a variety of art and examine art through various genres including, the meaning and messages behind a work of art. | 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 Hazenberg, Georgia O’Keeffe, or Pierre Renoir. | Art Fundamentals  
Exploring Visual Design: The Elements & Principles  
The Visual Experience, by Hobbs Salome Vieth |
Students will examine art through a philosophical filter – What is the Philosophy of Art, What is the Aesthetic Value of Objects, Where do artists draw their inspiration, How is Art Appreciation defined, etc.

Students will examine Floral Design for symbolism – indentifying flowers and foliage and their symbolism in art, examining historical and modern works of art, and art design.

- Students will create an Interactive Notebook that will contain: class notes from lectures, drawings, floral design critiques and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain.
- Students will research and write a description of the historical symbolism of specific flowers and foliage.
- Students will choose a flower or foliage, find the symbolism and from it create a floral design.
- Students will add information, lecture notes, and drawings to Interactive Notebook on historical flower symbolism.

**Essential Impressionist**
- School Library Research
- Online Research
- Various Handouts on Symbolism
- *The Art of Floral Design* Chapter 2

**Unit 1**
**Introduction to Art**
**Academic Vocabulary**
medium, traditional, abstract, ikebana

**Unit 1**
**Introduction to Art**
**Assessment Focus**
- Art Evaluations
- Research Paper on Symbolism
- Floral Design Critique
- Interactive Notebook

**Unit 2**
**Historical Contributions and Cultural Dimensions**
**Length of Study:** 4 weeks

**Topics Covered:**
- History of Floral Art
- Art Interpretation
- Art History

**Skills Covered:**
- Interpretation of Design
- Analyze Art History
- Research Techniques
Artistic Perception:
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.
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
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.

Creative Expression:
2.4 Review and refine observational drawing skills.
2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create two or three-dimensional work of art that addresses a social issue.

Historical & Cultural Context:
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.
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.

Aesthetic Valuing:
4.1 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.
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.
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 of others.
4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Connections, Relationships, Applications:
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

### Unit 2
**Historical Contributions and Cultural Dimensions**

#### Instructional Outline

<table>
<thead>
<tr>
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<th>Suggested Resources:</th>
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</table>
| Students will be able to define the meaning of art and define the elements of Art History. | • Students will evaluate art examples from various time periods. | *The Art of Floral Design* Chapter 1, 16, 17, 18, & 19  
*D Discovering Art History* Various Chapters |
Students will be able to illustrate a timeline of the history of floral art design from ancient civilizations through modern times. Students will be able to discuss various floral art design styles and their origination.

Students will research the Influences of Floral Artists of the 20th and 21st Century to include the following:
- Styles and techniques
- Artistic Inspirations
- Visual themes used in various cultures
- Artistic components of various time periods and cultures
- Time periods in floral art history
- Historical style and periods
- Floral art design: culture, ethnicity, time periods, and media
- Cultural Themes: religious, holiday, funeral and wedding
- Cultural Design
- Design alternatives

- Students will create a visual presentation on history of Floral Design.
- Students will complete a project on floral art history and specific art periods including: Classical, European Period, Impressionistic Era, Oriental Influence, and American Styles.
- Students will create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Noveau, and Modern Contemporary through the use of various media.
- Students will participate in a practicum creating and displaying the art periods of floral design.

### Online Research
School Library Research

### Unit 2
**Historical Contributions and Cultural Dimensions**

**Academic Vocabulary**
chaplets, contemporary, décolletage, epergne
Unit 2
Historical Contributions and Cultural Dimensions
Assessment Focus

- Art Evaluations
- Research Paper on Art Time Periods
- Floral Design Score Card Set by Students Rubric
- Interactive Notebook
- Power Point Practicum

Unit 3
Aesthetic Valuing and Making Judgments on Individual Works of Art
Length of Study: 5 weeks

<table>
<thead>
<tr>
<th>Topics Covered:</th>
<th>Skills Covered:</th>
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</thead>
<tbody>
<tr>
<td>Aesthetic Experience and Value</td>
<td>• Composition</td>
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<td></td>
<td>• Interpretation</td>
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<td>• Evaluation</td>
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<td></td>
<td>• Expressiveness</td>
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</tbody>
</table>

Unit 3
Aesthetic Valuing and Making Judgments on Individual Works of Art
Instructional Standards

Creative Expression:
2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create two or three-dimensional work of art that addresses a social issue.

Connections, Relationships, Applications:
5.3 Compare and contrast the ways in which different media (television, newspapers, and magazines) cover the same art exhibition.
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 (aesthetician).

Unit 3
Aesthetic Valuing and Making Judgments on Individual Works of Art
Instructional Outline

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<th>Suggested Activity/Skill:</th>
<th>Suggested Resources:</th>
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<tbody>
<tr>
<td>Students will examine a variety of Works of Art and critique and discuss their Aesthetic Value. This will include the following:</td>
<td>• Students will complete a floral art three-dimensional Critique Sheet.</td>
<td>The Art of Floral Design Chapter 2, 3, 4., 5, 6, 7, &amp; 8</td>
</tr>
<tr>
<td>• Critique works of art using appropriate visual arts terms</td>
<td>• Students will create floral design arrangements with emphasis on elements and principles of design.</td>
<td>The Visual Experience, by Hobbs Salome Vieth Chapter 2</td>
</tr>
</tbody>
</table>
- Analyze art works in terms of art elements and design principles
- Apply sensory qualities to works of floral art
- Explores various styles and periods of viewed art
- Evaluate and critique art elements and art principles used in others and own works of art

- Students will create verbal and written reflections for floral design project utilizing student’s Interactive Notebook.
- Students will develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks’ critiques. Minimum of five pieces required.
- Students will demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper.
- Students will analyze and interpret student and others’ work through critiques and rubrics.
- Students will develop and convey floral art knowledge using visual art terminology in a picture board format.

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**Unit 3**

**Aesthetic Valuing and Making Judgments on Individual Works of Art**

**Academic Vocabulary**

abstract, complementary, form

**Unit 3**

**Aesthetic Valuing and Making Judgments on Individual Works of Art**

**Assessment Focus**

- Critique Forms
- Floral Design Critique
- Interactive Notebook
- Research Paper
- Picture Board Rubric
Unit 4
Art Elements of Design
Length of Study: 6 weeks

<table>
<thead>
<tr>
<th>Topics Covered:</th>
<th>Skills Covered:</th>
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<tbody>
<tr>
<td>• Lines</td>
<td>• Analyze</td>
</tr>
<tr>
<td>• Shapes &amp; Forms</td>
<td>• Describe</td>
</tr>
<tr>
<td>• Colors</td>
<td>• Evaluate</td>
</tr>
<tr>
<td>• Textures</td>
<td>• Interpret</td>
</tr>
<tr>
<td>• Values</td>
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<tr>
<td>• Space &amp; Depth</td>
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Unit 4
Art Elements of Design
Instructional Standards

Creative Expression:
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.6 Create two or three-dimensional work of art that addresses a social issue.

Aesthetic Valuing:
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.
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 of others.

Unit 4
Art Elements of Design
Instructional Outline

<table>
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<tr>
<th>Student Learning Goal/Expected Student Outcome:</th>
<th>Suggested Activity/Skill:</th>
<th>Suggested Resources:</th>
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<tbody>
<tr>
<td>Students will continue to develop and refine their artistic skills through examination of the following: Lines:</td>
<td>• Students will complete worksheet for types of lines; straight, sharp angles, strong curves, soft flowing curves, wandering lines, strong illogical angles, strong sharp angles, right angles, and oblique angles and connect with their emotional responses.</td>
<td>The Art of Floral Design Chapter 6, 7, 8, 9, &amp; 12</td>
</tr>
<tr>
<td>• Implied and expressive use of line in visual art works</td>
<td>• Students will create a floral design project utilizing all elements and principles of design.</td>
<td>The Visual Experience, by Hobbs Salome Vieth Chapter 3, 4, &amp; 5</td>
</tr>
<tr>
<td>• Vertical, horizontal, and diagonal use of line in floral art works</td>
<td>• Students will complete an emotions and color influence project.</td>
<td>Exploring Visual Design Chapter 4, 5, &amp; 6</td>
</tr>
<tr>
<td>Shapes/Forms:</td>
<td></td>
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</tr>
<tr>
<td>• Shape and form in visual art works</td>
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</tbody>
</table>
- Visual art elements of shape and form in design

**Colors:**
- The origin of color through visual art
- Color harmony in various art works
- Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works

**Textures:**
- Visual and tactile components in floral art using fine, medium, and course-textured media
- Container and Materials components of floral art
- Flower and foliage use through arrangements

**Value:**
- Light and dark in visual art designs
- Light and dark change in floral art

**Space and Depth:**
- The use of space in two and three-dimensional visual art designs
- Interpret space in our environment

- Students will paint a Color Wheel.
- Students will paint two types of color patterns on printed arrangements using monochromatic design, complementary, triadic schemes or analogous.
- Students will continue to add additions to student art and floral Portfolio Projects: application using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary, tertiary, warm, cool, value, tint, tone, and shades to floral artworks.
- Students will add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes.
- The use of space in visual designs by applying angling and overlapping media in floral art designs
- Significance of size and color of media in Floral Art

Unit 4
Art Elements of Design
Academic Vocabulary

Composition, harmony, unity, value, proximity, repetition, transition, Mille de Fleur, value, intensity, achromatic, analogous, discordant, hue, monochromatic, split complementary, tertiary, tetrad, tint, tone, triadic

Unit 4
Art Elements of Design
Assessment Focus

- Painted Designs
- Floral Project
- Academic Worksheets
- Interactive Notebook
- Portfolio Projects

Unit 5
Principles of Art Design
Length of Study: 6 weeks

Topics Covered:
- Balance
- Proportion & Scale
- Emphasis
- Rhythm

Skills Covered:
- Design Engineering
- Artistic Creativity
- Application of Design

Unit 5
Principles of Art Design
Instructional Standards

Artistic Perception:
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.
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 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

**Creative Expression:**

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

**Aesthetic Valuing:**

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.

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 of others.

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### Unit 5
Principles of Art Design
Instructional Outline

<table>
<thead>
<tr>
<th>Student Learning Goal/Expected Student Outcome:</th>
<th>Suggested Activity/Skill:</th>
<th>Suggested Resources:</th>
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</thead>
<tbody>
<tr>
<td>Students will continue to refine and define their artistic skills through a discussion and participation in the following artistic elements:</td>
<td>• Students will complete Elements of Design Packet.</td>
<td><em>The Art of Floral Design</em> Chapter 3,4,5,6,7,8,12,14,&amp; 15</td>
</tr>
<tr>
<td>Balance</td>
<td>• Students will continue using the current <em>Floral Design</em> magazines. Students must analyze ten floral designs explaining the elements of design that are being used in the arrangement.</td>
<td><em>The Visual Experience</em>, by Hobbs Salome Vieth Chapter 8</td>
</tr>
<tr>
<td>• Symmetrical and asymmetrical balance in floral art</td>
<td>Students will add information, notes, and drawing to <em>Interactive Notebook</em> on balance, proportion,</td>
<td></td>
</tr>
<tr>
<td>• Asymmetrical or symmetrical balance through developing floral art works</td>
<td></td>
<td><em>Exploring Visual Design</em> Chapter 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>• Radial and open balance in visual art designs</td>
<td></td>
<td><em>Floral Design</em> Magazine</td>
</tr>
<tr>
<td>Proportion/Scale</td>
<td>• Students will construct a mini rose bowl float using all the elements of design. Projects will be made out of recycled materials and be completely covered with all natural materials. Project theme will be based on the current rose parade theme.</td>
<td><em>Elements of Design</em> (video); pub Crystal Productions</td>
</tr>
<tr>
<td>• Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment</td>
<td>• Students will continue to add additions to student art and floral Portfolio Projects: applying focal point to student works.</td>
<td></td>
</tr>
</tbody>
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- Geometrical techniques in floral art and visual art designs

**Emphasis**
- Visual floral art works
- Convey understanding of location, size, pattern, framing, and isolation in floral art designs
- Emphasis in floral designs by using line direction and directional facing

**Rhythm**
- Floral art using repetition and eye movement
- Transition and radiating line in floral art works

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### Unit 5
**Principles of Art Design**

#### Academic Vocabulary
asymmetrical balance, golden mean, golden rectangle, golden section, open balance, proportion, radial balance, scale, symmetrical balance.

#### Unit 5  
**Principles of Art Design**

#### Assessment Focus
- Rose Parade Float Rubric
- Magazine Reports
- Design Packet
- Interactive Notebook
Unit 6
Creative Expression Through Applying Artistic Processes and Skills to
Original Works of Art
Length of Study: 7 weeks

<table>
<thead>
<tr>
<th>Topics Covered:</th>
<th>Skills Covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two-Dimensional Media</td>
<td>• Floral Design Using Various Medias</td>
</tr>
<tr>
<td>• Three-Dimensional Media</td>
<td>• Art Interpretation</td>
</tr>
<tr>
<td></td>
<td>• Creativity</td>
</tr>
</tbody>
</table>

Creative Expression:
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.6 Create two or three-dimensional work of art that addresses a social issue.

Historical & Cultural Context:
3.1 Identify similarities and differences in the purposes of art created in selected cultures.
3.4 Discuss the purposes of art in selected contemporary cultures.

Aesthetic Valuing:
4.1 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.
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.
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 of others.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
### Unit 6
Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art

**Instructional Outline**

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<th>Student Learning Goal/Expected Student Outcome</th>
<th>Suggested Activity/Skill:</th>
<th>Suggested Resources:</th>
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| Students will examine Two-Dimensional Media through the following elements:  
  - Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout  
  - Painting techniques for floral art through developing a still life floral artwork  
  - Mosaic art designs for floral art using paper and tile  
  - Printmaking to floral art using pressed flowers  
  - Photographic and graphic design through computer art |  
  - Students will participate in Escondido’s *ART ALIVE* show in April. The students will choose a one dimensional painting and interpret the art in a three-dimensional floral design. The projects will be on display at the *Escondido Center for the Arts* for one week.  
  - Students will create mosaic art designs for floral art using paper and tile.  
  - Students will create and display flower and foliage media techniques for specific floral art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage.  
  - Students will create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media.  
  - Students will participate in a practicum using floral project displays to define specific artists’ styles and techniques using Oriental, European, and Exhibition Styles.  
  - Student will evaluate his/her floral art project and support a position | *The Art of Floral Design*  
  Chapter 16, 17, 18, 19, 20, & 21  
  *The Visual Experience*, by Hobbs Salome Vieth  
  Chapter 9, 10, & 11 |
and artificial flower and foliage
- Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media
- Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs
- Demonstrate the process of evaluation and refining floral art projects

regarding the aesthetic value of the project and either change or defend position after considering views of others

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<td>pigments, texture</td>
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<td>• Creative Expression with other Discipline Areas</td>
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### Unit 7

#### Connections, Relationships, and Applications Learned in Visual Art

**Instructional Standards**

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<th>Creative Expression:</th>
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<td>2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).</td>
<td>3.4 Discuss the purposes of art in selected contemporary cultures.</td>
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#### Unit 7

##### Connections, Relationships, and Applications Learned in Visual Art

**Instructional Outline**

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| Students will compare and contrast various works of art to other discipline areas focusing specifically on digital images. | - Students will create a mosaic art design utilizing geometric shapes.  
- Using poetic expressions, students will design a pressed flower card, bookmark, or practical use item and use other art forms for their designs.  
- Students will learn about careers in various disciplines such as archaeologists, artists, architects, portraiture, photographer, and sculptress.  
- Students will be able to meet and ask questions of several floral artists in the industry through field trips to the San Diego Floral Mart, San Diego Bonsai Society at the Wild Animal Park, and Carlsbad Flower Fields.  
- Students will design a floral advertisement using art elements, principles, and techniques to display student’s work at an art exhibition.  
- Students will create a two-dimensional or three-dimensional design incorporating elements and principles | The Art of Floral Design  
Chapter 22  
The Visual Experience, by Hobbs Salome Vieth  
Chapter 12 |
principles as applied to a specific theme and culture.

- Students will research wedding cultures and design a wedding portfolio.

- Students will end the year with a wedding design project. Students will create all the design flowers incorporate a theme and demonstrate a mock wedding with all of the culture traditions of a chosen culture. All students will participate in the wedding including photography, music, and design.

| Unit 7 |
| Connections, Relationships, and Applications Learned in Visual Art |
| Academic Vocabulary |

| Unit 7 |
| Connections, Relationships, and Applications Learned in Visual Art |
| Assessment Focus |

- Mosaic Art Design
- Field Trip Evaluation
- Two or Three-Dimensional Art Project
- Wedding Portfolio
- Wedding Project
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<tr>
<th><strong>Academic Content Vocabulary</strong></th>
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<td><strong>Abstract</strong>: Artwork based on an identifiable subject, but with few or no details, and whose visual elements are simplified or rearranged.</td>
</tr>
<tr>
<td><strong>Achromatic</strong>: Without color. Any graduation of white, gray, or black.</td>
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<tr>
<td><strong>Analogous</strong>: A color scheme utilizing several adjacent colors on the color wheel, such as yellow, yellow-orange, and orange.</td>
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<tr>
<td><strong>Asymmetrical balance</strong>: Having unequal visual weight on either side of an imaginary center vertical axis.</td>
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<tr>
<td><strong>Chaplets</strong>: A wreath or garland for the head, customarily made from flowers and foliage.</td>
</tr>
<tr>
<td><strong>Complementary</strong>: The use of any two hues located opposite each other on the color wheel.</td>
</tr>
<tr>
<td><strong>Composition</strong>: A grouping or organization of different elements to achieve a unified whole.</td>
</tr>
<tr>
<td><strong>Contemporary</strong>: Art currently in fashion, popular, and representative of leading trends in creativity.</td>
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<tr>
<td><strong>Décolletage</strong>: The neckline or top of a dress cut low to bare the neck and shoulders.</td>
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<tr>
<td><strong>Discordant</strong>: Using four colors that widely separated on the color wheel. Examples include double complement, alternate complement, and tetrad.</td>
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<tr>
<td><strong>Epergne</strong>: An ornamental stand with several separate dishes or trays used as a table centerpiece for holding fruit and flowers.</td>
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<tr>
<td><strong>Form</strong>: The design term synonymous with shape or outline.</td>
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<td><strong>Golden Mean</strong>: A Greek rule of proportion referring to the division of a line somewhere between one-half and one-third its length that is the most pleasing to the eye.</td>
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<tr>
<td><strong>Golden Rectangle</strong>: A Greek standard for proportion; a rectangle or oblong with its dies in a ratio of 2:3.</td>
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<tr>
<td><strong>Golden Section</strong>: Involves the division of a line or form in such a way that the ratio of the smaller portion to the larger is the same as that of the larger portion to the whole.</td>
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<tr>
<td><strong>Harmony</strong>: A pleasing relationship among the parts and elements of a design.</td>
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<td><strong>Hue</strong>: The property that gives a color its name such as red, blue, yellow, or green.</td>
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<tr>
<td><strong>Ikebana</strong>: Living flowers. Japanese flower arrangements.</td>
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<td><strong>Intensity</strong>: The quality or condition of being intense.</td>
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<td><strong>Medium</strong>: The materials used to create artwork.</td>
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<td><strong>Mille de Fleur</strong>: Thousands of flowers, mass floral bouquet with many flowers and colors.</td>
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<td><strong>Monochromatic</strong>: Uses one hue from the color wheel and may include tints, tones, and shades.</td>
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<tr>
<td><strong>Open Balance</strong>: Relaxed or unstructured balance often employed in some contemporary design styles.</td>
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<tr>
<td><strong>Pigments</strong>: In plants, the substance that absorbs light, expressing colors.</td>
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<td><strong>Proportion</strong>: The comparative size relationship between the parts of a floral arrangement to each other and the parts to the whole; flowers, foliage, container, and the surrounding space all relate to proportion.</td>
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<td><strong>Proximity</strong>: Nearness in place, time, order, occurrence, or relation.</td>
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<td><strong>Radial Balance</strong>: A type of balance or feeling of stability created by all elements radiated or circling out from common central point.</td>
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<td><strong>Repetition</strong>: A method of obtaining rhythm by repeating similar elements throughout a design.</td>
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<td><strong>Scale</strong>: The ratio or proportion of an arrangement to the surrounding area in which it will be placed.</td>
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<td><strong>Split complementary</strong>: A color scheme using one hue together with the two colors that adjacent to the direct complement.</td>
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