



Course Overview

Unit Title	Unit Summary
<u>Welcome/FFA/SAE</u>	Students develop understanding of supervised agricultural experience programs and youth leadership opportunities. They plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity, apply proper record-keeping skills, participate in youth leadership opportunities to create a well-rounded experience program, and produce and participate in a local program of activities using a strategic planning process.
<u>Floral Design Safety/Tools</u>	Students recognize current industry practices of floral enterprises with emphasis on safety protocols. They identify and describe how tools, chemicals, and equipment are used in floral design with safe handling practices, demonstrate safe and proper usage of floral design tools, and establish safety protocols for labs and floral businesses while learning proper tool identification and usage.
<u>History of Floral Design</u>	Students identify elements and principles of design in floral art in both historical and current contexts. They identify historical trends and characteristics of floral art as they relate to current industry practices, and identify design principles in floral art, including rhythm, balance, proportion, dominance, contrast, harmony, and unity while understanding the evolution of floral design through various periods.
<u>Homecoming</u>	Students demonstrate elements and principles through creation of floral designs using permanent botanicals. They create and evaluate floral designs using permanent botanicals such as homecoming mums, understanding the cultural significance of homecoming traditions and the business benefits for floral shops while creating mums, rings, and garters.
<u>Flower Identification</u>	Students recognize current industry practices by learning to identify and classify flowers, foliage, and plants used in floral design. They develop comprehensive knowledge of plant materials used in the floral industry, understanding their characteristics, seasonal availability, and appropriate uses in various design applications.
<u>Post Harvest Care of Cut Flowers</u>	Students recognize current industry practices for maintaining floral materials. They use temperature, preservatives, and cutting techniques

Floral Design

	to extend the vase life of floral materials, identify tools, chemicals, and equipment used in floral design, and determine the needs of indoor plants such as fertilizing, lighting, pruning, and watering based on plant condition.
<u>Principles and Elements of Design</u>	Students identify design elements and principles in floral art to create complex designs. They identify design elements in floral art including color, texture, form, line, space, pattern, size, and fragrance, identify design principles including rhythm, balance, proportion, dominance, contrast, harmony, and unity, and identify ancillary concepts of design principles such as emphasis, focal area, repetition, transition, opposition, and variation.
<u>Floral Fundamentals</u>	Students demonstrate elements and principles through creation of floral arrangements using cut flowers. They create and evaluate floral arrangements including bud vase, round, symmetrical, and asymmetrical designs, design and create corsages and boutonnieres, construct floral designs for specific holidays and cultural occasions, create interiorscapes using elements and principles of floral design, and apply proper wiring and taping techniques.
<u>Business Management/Careers</u>	Students demonstrate professional standards and employability skills required by business and industry. They identify career and entrepreneurship opportunities in floral design, model professionalism through appropriate work habits, analyze rights and responsibilities of employers and employees, create cost-effective floral designs, apply pricing strategies and order-processing skills, and describe packaging, distribution, and setup logistics.
<u>Wedding/Corsages and Boutonnieres</u>	Students demonstrate contemporary designs and creativity in the floral industry by developing specialized wedding floral design skills. They identify and classify specialty floral items for weddings, create specialty designs to expand artistic expression, design and create corsages and boutonnieres, create floral designs for weddings, and develop wedding portfolios with budget planning and pricing strategies.
<u>Sympathy</u>	Students understand botany and physiology as they relate to floral design while creating specialty sympathy arrangements. They analyze structure and functions of flowers and plants used in the floral industry, identify and classify specialty floral items for sympathy occasions, create specialty sympathy designs to expand artistic expression, and design themed spray arrangements with cutouts.

Standards for Welcome/FFA/SAE

Texas Essential Knowledge and Skills (TEKS)

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

- plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity **(2(A))**
- use appropriate record-keeping skills in a supervised agricultural experience program **(2(B))**

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

- participate in youth agricultural leadership opportunities **(3(A))**
- review and participate in a local program of activities **(3(B))**
- create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences **(3(C))**

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Standards for Floral Design Safety/Tools

Texas Essential Knowledge and Skills (TEKS)

(7) The student demonstrates contemporary designs and creativity in the floral industry by developing floral design skills. The student is expected to:

- demonstrate safe and proper usage of floral design tools **(7(D))**

(8) The student recognizes the current industry practices of floral enterprises. The student is expected to:

- identify and classify flowers, foliage, and plants used in floral design **(8(A))**
- identify and describe how tools, chemicals, and equipment are used in floral design and describe safe handling practices **(8(C))**

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Standards for History of Floral Design

Texas Essential Knowledge and Skills (TEKS)

(4) The student identifies elements and principles of design in floral art in both historical and current contexts. The student is expected to:

- identify the historical trends and characteristics of floral art as they relate to current industry practices **(4(A))**
- identify design principles in floral art, including rhythm, balance, proportion, dominance, contrast, harmony, and unity **(4(C))**

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Standards for Homecoming

Texas Essential Knowledge and Skills (TEKS)

(5) The student demonstrates elements and principles through the creation of floral designs using flowers and plants. The student is expected to:

- create and evaluate floral designs using permanent botanicals such as homecoming mums
(5(B))

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Standards for Flower Identification

Texas Essential Knowledge and Skills (TEKS)

(8) The student recognizes the current industry practices of floral enterprises. The student is expected to:

- identify and classify flowers, foliage, and plants used in floral design **(8(A))**

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Standards for Post Harvest Care of Cut Flowers

Texas Essential Knowledge and Skills (TEKS)

(8) The student recognizes the current industry practices of floral enterprises. The student is expected to:

- identify and classify flowers, foliage, and plants used in floral design **(8(A))**
- use temperature, preservatives, and cutting techniques to extend the vase life of floral materials **(8(B))**
- identify and describe how tools, chemicals, and equipment are used in floral design and describe safe handling practices **(8(C))**
- analyze the needs of indoor plants such as fertilizer, light, pruning, and water based on the condition of the plant **(8(D))**

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Standards for Principles and Elements of Design

Texas Essential Knowledge and Skills (TEKS)

(4) The student identifies elements and principles of design in floral art in both historical and current contexts. The student is expected to:

- identify the historical trends and characteristics of floral art as they relate to current industry practices **(4(A))**
- identify design elements in floral art, including color, texture, form, line, space, pattern, size, and fragrance **(4(B))**
- identify design principles in floral art, including rhythm, balance, proportion, dominance, contrast, harmony, and unity **(4(C))**
- identify the ancillary concepts of design principles such as emphasis, focal area, repetition, transition, opposition, and variation **(4(D))**
- compare the forms and functions of flowers and foliage, including form, mass, line, and filler **(4(E))**

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Standards for Floral Fundamentals

Texas Essential Knowledge and Skills (TEKS)

(5) The student demonstrates elements and principles through the creation of floral designs using flowers and plants. The student is expected to:

- create and evaluate floral arrangements using cut flowers, including arrangements using bud vases, and round, symmetrical, and asymmetrical designs **(5(A))**
- design and create corsages and boutonnieres **(5(C))**
- create floral designs for specific holidays and cultural occasions such as weddings and funerals **(5(D))**
- create interiorscapes using the elements and principles of floral design **(5(E))**

(7) The student demonstrates contemporary designs and creativity in the floral industry by developing floral design skills. The student is expected to:

- apply proper wiring and taping techniques to materials used in the floral industry **(7(C))**

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Standards for Business Management/Careers

Texas Essential Knowledge and Skills (TEKS)

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- 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 **(1(A))**
- model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically **(1(B))**
- model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace **(1(C))**
- analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities, of employers and employees **(1(D))**
- describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy **(1(E))**

(9) The student recognizes current business management practices of floral enterprises. The student is expected to:

- create cost-effective floral designs **(9(A))**
- apply pricing strategies and order-processing skills to meet various budgets and needs **(9(B))**
- describe packaging, distribution, and setup logistics in the floral industry **(9(C))**

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Standards for Wedding/Corsages and Boutonnieres

Texas Essential Knowledge and Skills (TEKS)

(5) The student demonstrates elements and principles through the creation of floral designs using flowers and plants. The student is expected to:

- design and create corsages and boutonnieres **(5(C))**
- create floral designs for specific holidays and cultural occasions such as weddings and funerals **(5(D))**

(6) The student makes informed judgments about personal designs and the designs of others. The student is expected to:

- interpret, evaluate, and justify artistic decisions in the design of personal arrangements **(6(A))**
- evaluate and appraise floral designs **(6(B))**
- construct a physical or electronic portfolio of personal floral artwork to provide evidence of learning **(6(C))**
- interpret and evaluate design elements and principles in floral arrangements of others **(6(D))**

(7) The student demonstrates contemporary designs and creativity in the floral industry by developing floral design skills. The student is expected to:

- identify and classify specialty floral items for a variety of occasions **(7(A))**
- create specialty designs to expand artistic expression **(7(B))**

(9) The student recognizes current business management practices of floral enterprises. The student is expected to:

- create cost-effective floral designs **(9(A))**
- apply pricing strategies and order-processing skills to meet various budgets and needs **(9(B))**

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Standards for Sympathy

Texas Essential Knowledge and Skills (TEKS)

(7) The student demonstrates contemporary designs and creativity in the floral industry by developing floral design skills. The student is expected to:

- identify and classify specialty floral items for a variety of occasions **(7(A))**
- create specialty designs to expand artistic expression **(7(B))**

(8) The student recognizes the current industry practices of floral enterprises. The student is expected to:

- identify common pests and diseases that affect the floral industry **(8(E))**
- identify management techniques of pests and diseases in the floral industry, including the safe use of pesticides **(8(F))**

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

- analyze the structure and functions of indoor plants used in the floral industry **(10(A))**
- identify the structure and functions of flowers used in the floral industry **(10(B))**

Note: This course incorporates all TEKS standards from §127.53 and satisfies the fine arts graduation requirement.

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