

Performance Objective	Critical Attributes	Benchmarks/Assessment
	<p>D. Can the student display their own ideals and values through the floral arts?</p>	

Curriculum Standard: The student will develop and expand their aesthetic perception.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>Principles of Floral Design</p> <p>1. The students will be able to develop a comfort level with basic design principles to communicate unity, balance, and localization in floral design.</p>	<p>A. Can the student heighten their aesthetic awareness of visual and tactile qualities of art, nature, events, and objects within the total environment?</p> <p>B. Can the student see underlying structures?</p> <p>C. Can the student discriminate between visual characteristics?</p>	<ul style="list-style-type: none"> Given line sketches of floral works, the student will circle the focal point in each arrangement.

Curriculum Standard: The student will develop a base for making informed aesthetic judgments.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>Elements of Floral Design</p> <p>1. The student will be familiar with a variety of floral and landscape designs taking care to demonstrate all elements of floral design.</p> <p>Styles of Floral Designs</p> <p>2. The student will be able to develop a working familiarity with floral designs incorporating the four styles of designs.</p>	<p>A. Can the student analyze design elements with an eye towards their expressive content and emotional response that are elicited by the floral arts?</p> <p>A. Can the student see the world directly and metaphorically by perceiving the physical world in terms of visual and tactile images and symbols which are unique to the visual floral arts?</p> <p>B. Can the student categorize visual and tactile characteristics as they relate to floral media?</p> <p>C. Can the student respond to visual and tactile characteristics?</p> <p>D. Can the student analyze aesthetic perceptions?</p> <p>E. Can the student refine kinesthetic, aural, tactile, and visual sensibilities?</p>	<ul style="list-style-type: none"> • Given analogous, complementary, and split complementary color schemes, the student will complete a color wheel diagramming all primary, secondary, and tertiary colors. • Upon completion of four arrangements, Line, Mass, Form, and Filler, the student will engage in group critiques of their finished products.

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<p>Basic Floral Designs</p> <p>3. The student will be able to compare, create, and analyze the ideas or themes of basic floral designs and the traditions that influence the designs used.</p> <p>Color in Floral Design</p> <p>4. The student will be able to develop competency in creating an original design/theme that will incorporate floral and plant colors and hues that will be appropriate expressions of moods and emotions.</p> <p>Identification of Floral Mediums</p> <p>5. The student will be able to describe the various mediums, tools, and equipment used in the floral industry.</p>	<p>A. Can the student become more sensitized to art, resulting in a greater appreciation of floral art works?</p> <p>B. Can the student use analysis, interpretation, and judgment about visual relationships based on learned aesthetic values to improve floral art production?</p> <p>C. Can the student analyze aesthetic similarities and differences?</p> <p>A. Can the student recognize design elements?</p> <p>B. Can the student utilize color in harmony?</p> <p>A. Can the student recognize floral art media and processed?</p> <p>B. Can the student draw logical parallels between flowers, art, and the environment as they utilize higher order thinking skills in observing interrelationships in art and nature?</p>	<ul style="list-style-type: none"> • Given the floral materials, the student will construct the following designs: Horizontal, Vertical, Hogarth, Curve, Inverted T, Symmetrical, Right Angle, Asymmetrical, and Oval. • Given an arrangement, the student will describe the color design elements that are contained within including harmony and color schemes. • The student will pass a test where one hundred pieces of floral equipment, one hundred cut flowers, and one hundred tropical/flowering plants will be set out for matching identification.

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<p>Floral Implementation</p> <p>6. The student will be able to compose floral arrangements, gardens, corsages, landscapes etc. with a variety of floral species and creation of different textures and design patterns with materials provided.</p>	<p>A. Can the student utilize manipulative and organizational skills in using floral art media effectively to translate feelings and values?</p> <p>B. Can the student create in floral and craft media specialty designs?</p> <p>C. Can the student utilize environmental design?</p> <p>D. Can the student express three dimensional qualities in floral media?</p>	<ul style="list-style-type: none"> • The student will participate in an event, cultural day, holiday celebration, or other special occasion will be planned and catered by the student and will include the following features: consultation with client, pricing, design, deliver, and setup.

Curriculum Standard: The student will actively engage in and manage a SAEP which will enable the student to explore and develop occupational skills.

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<p>Career Development</p> <p>1. The student will be able to develop an awareness of careers in American life and industry by researching those occupations in the floral industry that make use of arts experiences and listing vocational possibilities for those with training in the arts.</p>	<p>A. Can the student recognize the importance of personal experiences and respect the originality in their own visual expressions and in the floral artwork of others?</p> <p>B. Can the student recognize career opportunities in the floral field?</p> <p>C. Can the student recognize the floral designer’s role?</p> <p>D. Can the student recognize the function of visual floral arts in a community?</p>	<ul style="list-style-type: none"> • The student will explore a career in the floral area. • The student will implement floral career knowledge in their SAEP.