

Chapter 3

Art in Floral Design

The following TEKS will be addressed in this chapter:

(3) The student develops and formulates ideas from the environment. The student is expected to:

(A) illustrate ideas for floral designs from direct observation, experiences, and imagination;

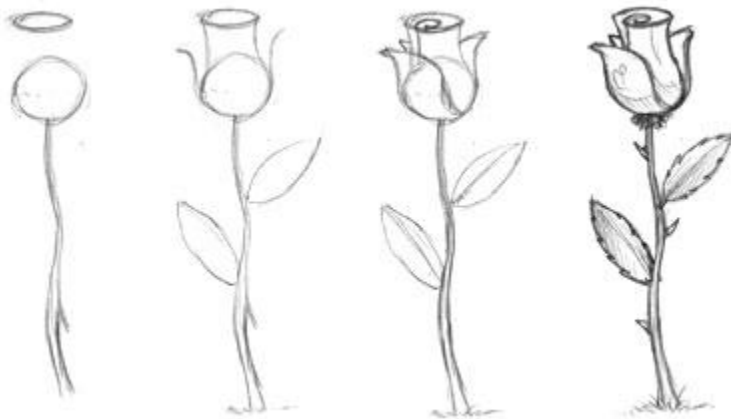
(B) compare and contrast the use of art elements such as color, texture, form, line, and space; and

(C) compare and contrast the art principles of art elements such as continuity, pattern, rhythm, balance, proportion, and unity in personal designs.

(3A) Illustrate ideas for floral designs from direct observation, experiences, and imagination.

It has often been said that art imitates life and further more nature. This can be seen in the water lilies of Monet, the haystacks of Van Gogh or even the cubism of Picasso. Floral design as an art can also be inspired art, life experiences, imagination and even the direct observation of life. This is the point in floral design instruction where a student's creativity comes into play. Now that they know the basic mechanics, principles and elements of designs and shapes of floral arrangements they can begin to "play". A trip to a museum may not be in a classroom budget but a stack of art books from the library can give students inspiration to create new designs. Simple line drawing techniques can allow them to express their imaginations.

Simple line drawings consisting of circles and flowing lines can turn into acceptable drawings. Example:



Even students with little drawing ability can use a ruler and stencil/templates to express design drawings. This may be a daunting task at first but they will become better with time and practice.

Creativity may not be a skill that can be taught but it can be coaxed out of most students. It is the instructor's job to help the students find inspiration. Art is seen in flower shops, art studios, hobby stores and outside in nature and gardens. You may use mnemonic devices to help get the thinking started.

SCAMPER is a mnemonic that stands for:

- **Substitute:** replace one item for another. If you are looking at a building for a design inspiration, have the student ask themselves what flower might be used to substitute for the lines or some other aspect of the building.
- **Combine:** put two or more things together. If students are looking at fashion for inspiration, have them ask themselves how they can combine different aspects of the outfit, i.e. color and texture, into a floral design.
- **Adapt:** to put to another use. If the urban city is the inspiration for a design, have students ask how urban elements could be adapted to a floral design. Newspapers turned into accent flowers, cinder blocks into containers, soda cans into ribbons.
- **Modify/Magnify:** taking a small element and making it the focus. If a classic piece of art is the example, a student might ask themselves, "What small part of the painting could be turned into the focus of a design?" An apple from a picture of an orchard, the pink ribbon on a dress, the shape of a winding road.
- **Put to another use:** see "Adapt"
- **Eliminate:** edit. Many times less is more.
- **Reverse/Rearrange:** moving elements around or using a mirror image. If students are using a room design for an inspiration, have them ask, "What might be mirrored in the floral design - color, texture, shape?"

You use the tool by asking questions about existing products, using each of the seven prompts above. These questions help you come up with creative ideas for developing new products, and for improving current ones. Students may need to use only one question to be able to creatively interpret an inspiration into a design. Or they may need to look at the inspiration with several questions before they are able to begin the creative process.

Alex Osborn, credited by many as the originator of brainstorming, originally came up with many of the questions used in the SCAMPER technique. However, it was Bob Eberle, an education administrator and author, who organized these questions into the SCAMPER mnemonic. http://www.mindtools.com/pages/article/newCT_02.htm

For example - a student may begin with a picture of a classic work of art and by going through the scamper method be able to come up with "trend" that could used to create events and specific floral designs.

(3B) compare and contrast the use of art elements such as color, texture, form, line, and space; and

(3C) compare and contrast the art principles of art elements such as continuity, pattern, rhythm, balance, proportion, and unity in personal designs.

Teaching students to compare and contrast can be difficult. To compare and contrast is not just to simply write the definition of two different items as students often tend to do. Comparing and contrasting involves examining the relationship between different items or ideas. It usually is two different items, but sometimes it is more; depending on what you are

examining. Comparing the items is looking at how they are similar to one another while contrasting is looking at how they are different. When a student compares and contrasts, you want them to initially make connections between the items, and this step should lead them to critically think about each aspect. After they have analyzed the items, they will gain a deeper understanding of the items as a whole and in relationship to each other. Floral design industry websites and magazines publish trends for each season and year. Floral trends change from season to season and year to year and these trends should be analyzed and reviewed. If time permits, try showing videos of how to make designs that you may not have budget or time for in regular class. This will allow you to expose students to many more ideas. This is also an excellent time to use your community resources. Invite in a local florist or designer to present a demonstration of a design that may be more artistic or creative.

The principles and elements of floral design are taken from the principles and elements of art, varying slightly. Students should be exposed to the art definitions and know that they are more general while the definitions of the principles and elements of floral design are more specific to floral design. The definitions given below are the principles and elements of art.

Art Elements

Color - The quality of an object or substance with respect to light reflected by the object, usually determined visually by measurement of hue, saturation, and brightness of the reflected light; saturation or chroma; hue.

Form- external appearance of a clearly defined area, as distinguished from color or material; configuration.

Line - a mark or stroke long in proportion to its breadth.

Space - refers to distance or areas around, between, or within components of a design piece.

Texture – The characteristic visual and tactile quality of the surface of a work of art resting from the way in which the materials are used. Also the imitation of the tactile quality of represented objects.

Art Principles

Balance - a state of equilibrium, actual or visual; a feeling of three-dimensional stability.

Continuity - flows; has a progression; sameness.

Pattern - a natural or chance marking, configuration, or design.

Proportion - Comparative relation between things or magnitudes as to size, quantity, number, etc.; ratio.

Rhythm - any measured flow or movement, symmetry.

Unity - oneness of mind, feeling; concord, harmony, or agreement.

Notes

Chapter 3 Student Projects

Chapter 3 Vocabulary

BALANCE: A state of equilibrium, actual or visual; a feeling of three-dimensional stability.

COLOR: The visual response of the eye to reflected rays of light. Composed of hue, value and chroma.

COMPARE AND CONTRAST: Looking at the pros and cons of two items and finding the relationship between them.

CONTINUITY: An uninterrupted succession or flow; as in a design or pattern.

CREATIVITY: The state or quality of being creative; the ability to create meaningful new forms, etc.; the process of using creative ability; the process of being able to think outside the box; a process in which you might express yourself or use new ideas with the products available; originality.

EXPERIENCES: Active participation in events or activities, leading to the accumulation of knowledge or skill; an event or a series of events participated in or lived through and the knowledge or skill so derived.

FORM: External appearance of a clearly defined area, as distinguished from color or material; configuration.

ILLUSTRATE: To present a clarification, example, or explanation; to draw an object or design.

IMAGINATION: The forming of mental images; the ability or tendency to form such images; the ability to confront and deal with reality by using the creative power of the mind; resourcefulness.

LINE: A mark or stroke long in proportion to its breadth.

OBSERVATION: A comment or remark; an inference or a judgment that is acquired from or based on viewing of an object.

PATTERN: An artistic or decorative design that is repeated throughout and object.

PROPORTION: The comparative size relationship between ingredients within a design. Example: small flowers and small foliage used together are in harmony; medium flowers should be used with medium foliage and so forth. The size of the container should be in proportion to the size of the materials and the size of the design.

RHYTHM: A repetitious line, form, shape or color which creates visual movement through an arrangement.

SPACE: Refers to distance or areas around, between, or within components of a design piece.

TEXTURE: The characteristic visual and tactile quality of the surface of a work of art resting from the way in which the materials are used. Also the imitation of the tactile quality of represented objects.

UNITY: Oneness of purpose, thought, and style in presenting the design. It is the compatibility of all elements of the design to create a harmonious whole.

Project Ideas –

1. Have students create their own "Trend or Concept" boards for a wedding or party.
2. Give all students the same flowers and ask them to create their own design.
3. Use a famous work of art to inspire student designs.
4. Make designs according to themes such as "Movie Night" or "Academy Awards"; "Star Wars", "Super Heroes", "Mardi Gras", "Celebrate the Past", etc.
5. Enter your students in a contest! Texas State Florists' Association, Livestock Shows, Rodeos, or other local competitions. (See Chapter 7 for more information)

Art in Floral Design

Q P Y Z X S P T U D M H T Y H R C Q C T
 U N I T Y P H H H D P R H W H R K L C R
 U M F A J V Z N E Y W Q R Q X O L V Q O
 H R F T W C Z K V G I V M G O T W E Q D
 J M H X C V N F K A P R O P O R T I O N
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 U Q L M E X J Y T I U N I T N O C T W L
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 T F E X P E R I E N C E S X S Q M I E X
 G H O Q W Z C R E A T I V I T Y O P A B
 F L I M A G I N A T I O N B X I B O S E

BALANCE
 CONTINUITY
 FORM
 LINE
 PROPORTION
 TEXTURE

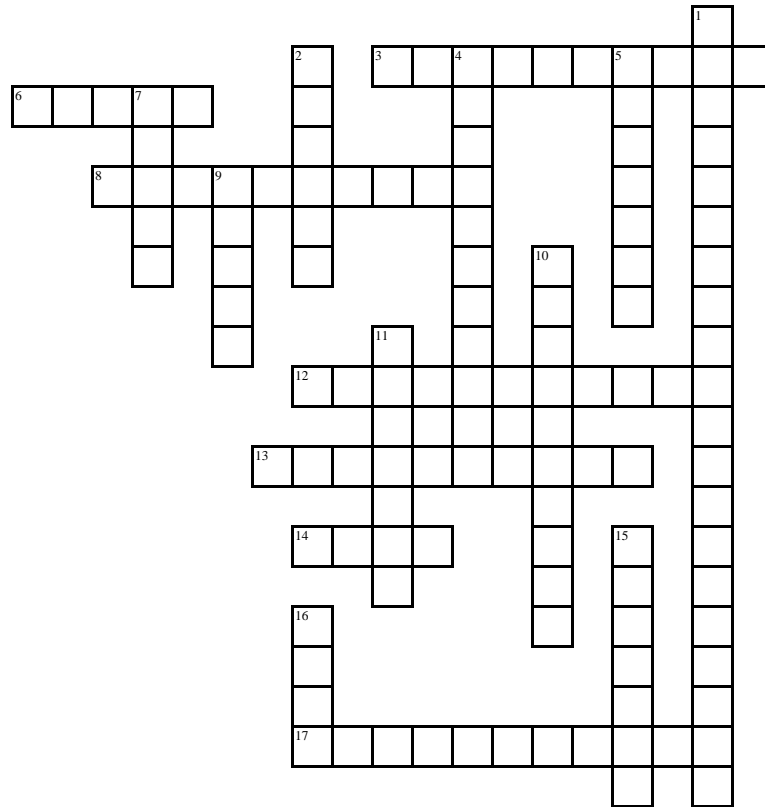
COLOR
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H R F T W C Z K V G I V M G O T W E Q D
J M H X C V N F K A P R O P O R T I O N
M W T K P Q Q R V D P R T I G L E T F J
F E C N A L A B Z F D J U Q I S Y D D E
C M B K M P N N P P F O R M P A V Y S N
L O K P A N D F W F W L G D D R G E R I
U Q L M E X J Y T I U N I T N O C T W L
M E C O M P A R E A N D C O N T R A S T
Q X J V R G N K N J V X Z B N Z Q R U B
E Z D O B S E R V A T I O N R E T T A P
P W V M E O S P M H C D H Z C G G S S V
T H A A X C L T D H D N K H B I Q U P Z
N B Y F Z Q U Z V Q N X E V F N K L A M
U A E R U T X E T I V F F Z E Z P L C I
T F E X P E R I E N C E S X S Q M I E X
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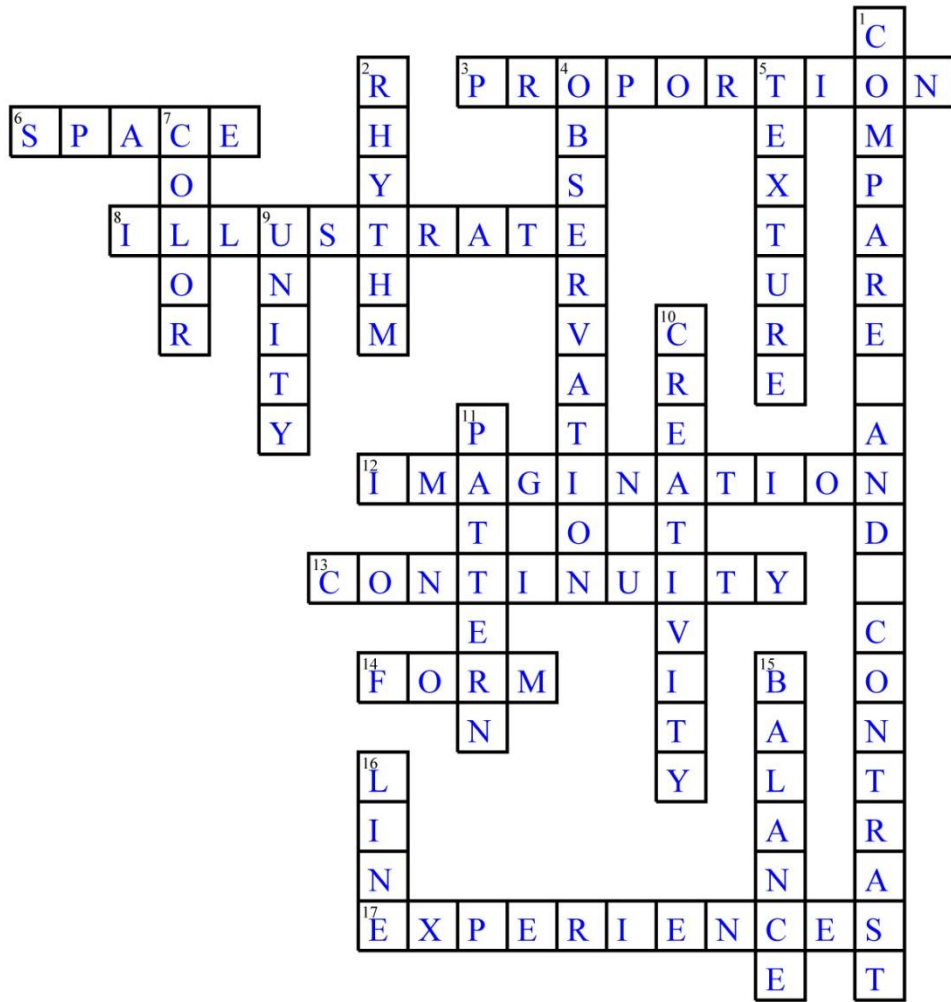
Across

- 3 The comparative size relationship between ingredients within a design. Example: small flowers and small foliage used together are in harmony; medium flowers should be used with medium foliage and so forth. The size of the container should be in proportion to the size of the materials and the size of the design.
- 6 Refers to distance or areas around, between, or within components of a design piece
- 8 To present a clarification, example, or explanation; to draw an object or design.
- 12 The forming of mental images; the ability or tendency to form such images; the ability to confront and deal with reality by using the creative power of the mind; resourcefulness.
- 13 An uninterrupted succession or flow; as in a design or pattern.
- 14 External appearance of a clearly defined area, as distinguished from color or material; configuration.
- 17 Active participation in events or activities, leading to the accumulation of knowledge or skill; an event or a series of events participated in or lived through and the knowledge or skill so derived.

Down

- 1 Looking at the pros and cons of two items and finding the relationship between them.
- 2 A repetitious line, form, shape or color which creates visual movement through an arrangement.
- 4 A comment or remark; an inference or a judgment that is acquired from or based on viewing of an object.
- 5 The characteristic visual and tactile quality of the surface of a work of art resting from the way in which the materials are used. Also the imitation of the tactile quality of represented objects.
- 7 The visual response of the eye to reflected rays of light. Composed of hue, value and chroma.
- 9 Oneness of purpose, thought, and style in presenting the design. It is the compatibility of all elements of the design to create a harmonious whole.
- 10 The state or quality of being creative; the ability to create meaningful new forms, etc.; the process of using creative ability; the process of being able to think outside the box; a process in which you might express yourself or use new ideas with the products available; originality.
- 11 An artistic or decorative design that is repeated throughout and object.
- 15 A state of equilibrium, actual or visual; a feeling of three-dimensional stability.
- 16 A mark or stroke long in proportion to its breadth.

Art in Floral Design



Art in Floral Design Vocabulary Quiz

- 1) _____ Experiences
 - 2) _____ Continuity
 - 3) _____ Form
 - 4) _____ Space
 - 5) _____ Balance
 - 6) _____ Creativity
 - 7) _____ Proportion
 - 8) _____ Observation
 - 9) _____ Compare and Contrast
 - 10) _____ Unity
 - 11) _____ Rhythm
 - 12) _____ Line
 - 13) _____ Imagination
 - 14) _____ Pattern
 - 15) _____ Texture
 - 16) _____ Color
 - 17) _____ Illustrate
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Art in Floral Design Quiz Key

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