

Unit 16: Understanding Historical Floristry Designs

Unit code:	H/602/0738
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to give learners an understanding of the principles of historical floristry design and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

The increasing consumer interest in 'themed', special occasion events means that florists need a broad knowledge of floral design history. In this unit learners will carry out investigative research into historical periods and how flowers have been used through the ages.

Exploring the history of floral design, its origin and the evolution of the floristry industry will enable learners to identify the people and organisations whose roles were, and are, influential.

Learners will develop the knowledge and skills needed to replicate historical design styles and create authentic period themes.

The research aspects and practical experience within the unit will be particularly useful when learners need to create inspirational designs, for example themed weddings, celebration parties, competition work, decorating country or stately homes and hotels, floral designs for theatre or television period drama productions.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the history of floristry
- 2 Know historical floristry designs
- 3 Understand historical periods in floral art
- 4 Be able to depict floral designs for historical periods.

Unit content

1 Know the history of floristry

The early years 1600-1880: interpretation of the term 'florist'; original meaning (c1623) and progression to present day understanding; establishment of the first English physic gardens, botanic gardens; florist societies and their purpose; early 'florist' flowers up to 1830 and the transition to the understanding in the late 1870s

Flower shop 1890 – presents: Victorian flower sellers and the appearance of the first flower shops; the importance of the nurseries and market gardens appearing in Victorian England; history of Covent Garden market in promoting flowers commercially

Social influences: the emergence of middle class wealth; royal wedding and funeral flowers; impact of both world wars on the availability of flowers for floristry; influence of supermarket chains in improving cut flower development and promotion; the internet and online shopping, diversification of today's florist shop

People and organisations: influential people in the development of the floristry industry; significant advancements in sundry products, education and training

People: eg Kathleen Bretherick NDSF, Anne Lewis, Val Spicer, Rona Coleman, Violet Stevenson

Organisations: eg Douthwaites, Royal Horticultural Society, Society of Floristry, Smithers-Oasis Company, Flower and Plant Association, Flower Council of Holland, Flora Holland, British Florist Association, UK School of Floristry

Journals and magazines: eg Fusion Flowers, Florist and Wholesale Buyer.

2 Know historical floristry designs

Construct designs: original construction methods; viable commercial alternatives available today; influence of royal and celebrity weddings and funerals.

Wedding floristry designs: 1890-1900 eg garland and corsage design for gowns, Victorian nosegay; 1900-1920 wedding shower bouquet on moss (eg carnations and asparagus trails); 1920/30 eg tied longiflorum lily sheaf, wired and tied hand spray designs; 1940/50 wartime designs eg bible sprays; 1950, 1960, 1970 wired bridal designs eg waterfall, crescent or small wired shower; 1980/90 influence of royal and celebrity weddings eg large shower bridal bouquet on foam holder, large wired headdresses

Funeral floristry designs: 1890 onwards; tied sheaf, crown wreath on mossed wire frame, other design on wire frame eg open book, vacant chair or harp

3 Understand historical periods in floral art

Historical periods: Greek and Roman; Renaissance and Tudor; Dutch and Flemish; Georgian and Rococo; Victorian; Edwardian and Art Nouveau; Art Deco; twentieth century

Styles of the period: consider styles when planning floral events; interior décor, the use of flowers in the home and/or for body adornment; flower and plant materials available; colour and colour combinations; designs styles

People and organisations: influential people in promoting a growth in interest in floral design eg Constance Spry, Violet Stevenson, Dame Julia Clements; National Association of Floral art Societies (NAFAS) and the Royal Horticultural Society (RHS)

Journals and magazines: eg The Flower Arranger, Flora International

4 Be able to depict floral designs for historical periods

Designs to depict historical themes: across the range of historical periods including wreaths and garlands (Roman and Greek style); scented vase using herbs (Renaissance and Tudor); designs to reflect those portrayed in 17th and 18th century Flemish paintings; 18th and 19th century Georgian influenced (Rococo eg William Hogarth influenced 'Hogarth curve' design); Victorian opulence in the use of flowers, fireplace and table designs including the March stand; 1901-1910 Edwardian and the styles of Art Nouveau; 1925-1940 Art Deco, flowers for the home (influence of Constance Spry); 1950 - 1970 post-war years, arrangements using flowers from the garden

Methods of construction and materials used: original construction methods used, current commercial requirements; suitable materials and accessories; enhance the design and authenticity of the period; assess commercial viability

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the original meaning of the term 'florist' [IE, CT, SM]	M1 explain the development and social influences of the 'flower shop' from its conception in Victorian England to the present day	D1 describe the importance of influential people and organisations in the development of the floristry industry
P2 outline the interpretation of the term 'florist' over a given period [IE, CT, SM]		
P3 identify materials used to produce selected historical, formal floristry designs [IE, CT, SM]	M2 discuss the commercial development and viability of the designs today	
P4 describe construction methods used to produce the selected historical, formal floristry designs [IE, CT, SM]		
P5 produce historical, formal floristry designs [IE, CT, SM]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 identify historical floral designs from the main periods of floral art history [IE, CT, SM]	M3 discuss the commercial considerations when planning floral designs for a historical themed event in the style of the period	D2 explain the importance of influential people and organisations in the development of floral art
P7 explain materials used in the main periods of floral art history [IE, CT, SM]		
P8 discuss the use of flowers, styles and features in the main periods of floral art history [IE, CT, SM]		
P9 plan floral designs for selected historical periods [IE, CT, SM]	M4 explain the methods used to adapt original construction techniques and materials to meet current commercial requirements and ensure viability	
P10 identify materials and accessories which will enhance the interpretation of the selected floral designs IE, CT, SM]		
P11 produce floral designs for selected historical periods [IE, CT, SM]		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, independent learner research using a range of resources, books, journals and the internet, visits to suitable collections and will link to work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Supervised practical floristry workshops, demonstrations, lectures, discussions, seminar presentations, site visits, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. Delivery should enthuse, stimulate and motivate learners. Involvement in educational projects will be a useful part of the learning process, for example in-house or national competitions, open days giving learners the opportunity to create historically themed displays, demonstrations where learners assist designers, decorating local country houses for events, or church flower festivals. Relevant industry visits, visiting speakers and links to appropriate work experience will be useful.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to produce designs for a themed wedding or event and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Whichever delivery methods are used, it is essential that tutors stress the importance of a safe working environment. Health and safety issues relating to working in a floristry environment must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities. Health and safety working practices relating to decorating contracts and working off site must be stressed and followed.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcome 1 covers the historical development of floristry and florists. Delivery is likely to be in the form of formal lectures, discussion, and independent learner research. Industry visits and visiting expert speakers could add relevance to the subject for learners.

Learning outcome 2 looks at recreating historical floristry designs, exploring current commercial potential and viability. Delivery is likely to be in the form of supervised practical floristry workshops, formal demonstration lectures, discussions and independent learner research. Learners will need tutor guidance and time to practise creating floristry designs. Learners would find it useful to be involved in events that require themed historical floristry designs. In-house competitions could be set to challenge learners. Opportunities to create designs, for example within a display for an open day, shop window display or church flower festival, would be suitable learning experiences.

Learning outcome 3 focuses on the historical periods of floral art. Delivery is likely to be in the form of formal lectures, discussion, site visits and independent learner research. Learners should be encouraged to visit venues with features of selected historical periods as this can help with their research and enable them to complete their assessment tasks.

Learning outcome 4 covers the practical construction of designs for selected historical periods. Delivery is likely to be in the form of supervised practical floristry workshops, formal demonstration lectures, discussions and independent learner research. Learners will need tutor guidance and time to practise creating floral designs. Learners would find it useful to be involved in events that require themed historical floristry designs for example, in-house competitions, a display for an open day, shop window display or church flower festival.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to unit aims and objectives.
Health and safety considerations including safe use of tools and equipment. Conduct generic and site-specific risk assessment, record keeping.
The history of floristry: development of the industry from the early years of florist flowers and societies to the present day flower shop. Lectures, discussions and presentations.
Independent learner research into the history of floristry towards.
Assignment 1: The History of Floristry (P1, P2, M1, D1)
Practical: create historical floristry designs and peer evaluation during practical floristry workshops. Record and photograph completed designs, evaluate commercial viability of designs.
Assignment 2: Practical Designs Selection Guide (P3, P4, P5, M2)
Historical periods in floral design, from Greek and Roman to 20 th century. Lecturers, discussions and presentations.
Independent learner research into the history of floristry towards Assignment 3.
Assignment 3: The History of Floral Design and Commercial Potential (P6, P7, P8, M3, D2)
Practical: create designs in the theme of historical periods in floral art and complete peer evaluation during practical workshop sessions.
Assignment 4: Planning and Preparing Historic Period Designs (P9, P10, P11, M4)
Unit review.

Assessment

To achieve a pass grade learners must achieve the 11 pass criteria listed in the grading grid.

For P1, P2, M1, D1, learners must identify the original meaning of the term 'florist' and describe the progression of the flower shop to its interpretation today. Learners need to investigate people and organisations that have influenced the development of the industry. Evidence could include a timeline and take the form of a PowerPoint presentation, illustrated report, essay or podcast with supportive pictorial evidence.

For P3, P4, P5, M2, learners are required to plan, produce and record four historical floristry designs and discuss the commercial development and viability of the designs today. Photographic evidence with supportive text could be presented as an e-portfolio, a photobook or a PowerPoint presentation.

For P6, P7, P8, M3, D2, learners must identify historical floral designs of the main periods of floral art history. They must discuss the styles and features of the main periods of floral art history. For D2, learners will explain the importance of influential people and organisations in the development of floral art. Evidence could include a timeline and take the form of a PowerPoint presentation, illustrated report, essay or podcast with supportive pictorial evidence.

For P9, P10, P11, M4, learners are required to plan and produce four designs for historical periods and identify materials and accessories which will enhance the authenticity of the period. For M2, they must explain methods used to adapt original construction techniques and materials to meet current commercial requirements and ensure commercial viability. Photographic evidence with supportive text could be presented as an e-portfolio, a photobook or a PowerPoint presentation.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	The History of Floristry	You have been asked to document the history of floristry and the influence of key people and organisations in its development for a college open day display.	Essay. Report. Podcast. PowerPoint presentation.
P3, P4, P5, M2	Practical Designs Selection Guide	You have been asked to produce seven historical floristry designs and create a display book.	Portfolio. e-Photobook. Sketchbook. Essay work. Tutor assessment records.
P6, P7, P8, M3, D2	History of Floral Design and Commercial Potential	You have been asked to document the history of floral design for a church flower festival display.	Essay. Report. Podcast. PowerPoint presentation.
P9, P10, P11, M4	Planning and Preparing Historic Period Designs	You have been asked to create a display book illustrating designs produced in the style of six historic periods.	Portfolio. e-Photobook. Sketchbook. Tutor assessment records.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Floristry Interior Design	Photography Technology and Media in Floristry
	Plan, Assemble and Evaluate Diverse Sympathy Floristry

Level 2	Level 3
	Plan, Assemble and Evaluate Diverse Tied Floristry
	Plan, Assemble and Evaluate Diverse Floral Arrangement Designs
	Plan, Assemble and Evaluate Diverse Floral Wedding Designs

Essential resources

Learners will need access to a wide range of cut flower and plant materials, tools, equipment and sundries. They should also have access to the craft materials needed to produce mood boards. The training environment should provide suitable working conditions including easy access to water, tables of suitable height, ground floor rooms and adequate lighting. Facilities for the safe use of any craft materials must also be provided.

Access to a wide range of relevant research materials, paper based and electronic, is required.

Archive material from industry organisations, wholesale suppliers, retail organisations, flower clubs, floral, garden and horticultural societies/associations/groups would all be good sources of research and information.

Internet auction sites and The Lindley Library in London are valuable sources for out of print books.

Employer engagement and vocational contexts

Centres are encouraged to develop links with the floristry industry to give learners an insight into historical floristry and floral design. This may be through floristry shops, trade shows, displays at county and RHS shows, participation in national competitions, UK Skills etc.

Indicative reading for learners

Textbooks

Blacker M – *Flora Domestica: A History of British Floral art 1500-1930* (Harry N Abrams, 2000) ISBN 9780810967038

Davies J – *Saying it with Flowers: The Story of the Flower Shop* (Headline Book Publishing, 2000) ISBN 9780747274056

D'Oench N – *The Fine Art of Floral art* (Harry N Abrams Inc, 2002) ISBN 9780810932814

Duthie R – *Florists' Flowers and Societies* (Shire Garden History, 1988) ISBN 9780852639535

Journals

Wedding Flowers — Winter 2006 issue

Websites

www.flowercouncil.org

Flower Council of Holland

www.fusionflowers.com

Fusion Flowers

www.nafas.org.uk

National Association of Flower Arrangement Societies

www.rhs.org.uk/libraries/libraries_london.asp

Royal Horticultural Society

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	consulting with and researching historical periods in floral design identifying materials and original methods of construction used for historical floral designs evaluating completed floral designs
Creative thinkers	generating ideas for planned floral designs connecting own and others' ideas adapting ideas to meet the requirements of the period
Reflective learners	reviewing design progress in line with historical requirements setting goals with success criteria working within time constraints to complete floral designs communicating their learning in relevant ways to different audiences through presentations and the use ICT
Self-managers	organising time and resources, prioritising actions when planning and constructing designs anticipating, taking and managing risks as appropriate.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	taking part in discussions and peer evaluation, exploring historical periods and influences
Creative thinkers	planning and sourcing design ideas
Reflective learners	evaluating processes during the construction of designs
Team workers	taking part in peer evaluation and group discussions working to resolve problems
Self-managers	managing their time, producing completed work in the required format for assessment
Effective participators	working in a group contributing to peer evaluation and discussions.

● Functional Skills — Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	<ul style="list-style-type: none"> formulating evidence of their understanding planning and completing historical floral designs in a portfolio, including images, text and number
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	<ul style="list-style-type: none"> using PowerPoint for presentations using software for the production of a Photobook for portfolio using spreadsheets for costing designs and the production of order requirements using programmes to format images (Photoshop). saving work in progress
Manage information storage to enable efficient retrieval	<ul style="list-style-type: none"> using USB and other removable storage devices organising information into files on a computer hard drive
Follow and understand the need for safety and security practices	<ul style="list-style-type: none"> using software for internet security following health and safety regulations controlling computer use following good practice, for example setting up their workstation well and taking breaks in intensive work.
Troubleshoot	<ul style="list-style-type: none"> using task manager and control panel using the help function
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	<ul style="list-style-type: none"> using a camera card or USB storage device for portfolio images using spellchecker, thesaurus and research functions
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	<ul style="list-style-type: none"> carrying out multiple internet searches for design ideas, suitable materials and other information
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	<ul style="list-style-type: none"> formulating photographic evidence of designs producing tables to show materials lists producing PowerPoint presentations including images creating Photobook for portfolio producing spreadsheets to calculate the cost of designs producing tables or spreadsheets to record requirements
Bring together information to suit content and purpose	

Skill	When learners are ...
Present information in ways that are fit for purpose and audience	producing a design brief with a spreadsheet showing costs to the client producing a presentation of historic floral designs and design styles presenting assignment work and portfolio
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the use of ICT as part of the conclusion to their assignment work
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	sending/receiving email with attachments as evidence of contacts with clients and tutors complying with data protection regulations and storing sensitive material safely and securely
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	costing designs calculating retail flower prices from wholesale invoices applying percentage formula for VAT and profit margins
Identify the situation or problem and the mathematical methods needed to tackle it	calculating different methods of costing designs ie costing up and costing down calculating VAT/profit margins/hourly skills rate (labour cost)
Select and apply a range of skills to find solutions	calculating percentages using a calculator and by mental arithmetic using formulae to calculate retail cost of materials using addition and subtraction to calculate retail cost of completed designs
Use appropriate checking procedures and evaluate their effectiveness at each stage	using a calculator using IT programmes to produce spreadsheets with formulae to calculate costs
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	showing all workings to reach a final costing checking work periodically
Draw conclusions and provide mathematical justifications	evaluating the commercial viability of designs
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing historical floral periods presenting ideas and discussing with peers evaluating completed designs asking questions and offering solutions to others listening and formulating conclusions, modifying attitudes to subjects previously not understood
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information through books, the media and the internet. identifying relevant information and summarising it in a way relevant to its purpose

Skill	When learners are ...
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing reports, assignment essays, PowerPoint presentations, spreadsheets and tables to communicate information sourced previously.