

Unit 3: Understanding Floristry Design

Unit code:	R/602/0685
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to introduce learners to the skills and understanding needed in floristry design and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

In this unit learners will develop their knowledge of the theory underpinning floristry design. Learners should recognise the use of floristry design theory in floral designs and arrangements. This will enable them to use flowers and plants as design tools within a commercial context to be more creative in selling flowers and plants, leading to informed customer consultations. Learners should be able to meet customer requirements for flowers and plants to be used as design accessories, as a continuation of a design motif/theme or as the focus of a design.

Learners will develop an understanding of the principles and elements of design the relationship between them and how these are used within floral design. They will investigate the use of appropriate materials to create designs which incorporate the relevant theory.

Learners will develop an understanding of the principles of floral arrangement styles. They will be able to define the principles as they apply to floral design, in particular decorative, vegetative and formal-linear design styles.

Learners will be able to use design theory to evaluate commercial floral design pieces. They will explain how materials, accessories and containers have been used to apply design theory, highlight good practice and suggest areas of improvement for selected designs. Learners will evaluate the commercial viability of designs.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the elements of floral design
- 2 Know the principles of floral design
- 3 Know the principles of floral arrangement styles
- 4 Be able to evaluate floral designs using design theory.

Unit content

1 Know the elements of floral design

Colour: the colour wheel; analogous, monochromatic, tetradic, triadic, polychromatic, complementary, near and split complementary, contrast. Advancing and receding, luminosity, tonal values eg hue, tints, tones, shades, effect of colour on moods and emotions. The use of achromatic shades for containers

Texture: visual texture; metallic, glassy, porcelain, brocade, woollen, leather, velvet, wooden. Rustic and earthy. Contrasts of texture, effect of light on texture, use of accessories to create additional texture eg beads, diamantes, feathers

Form: natural form and constructed form, 2D shapes used in floral design, equal and unequal sided shapes eg triangle, teardrop, trapezium, diamond, circle, heart; 3D forms used in floral design eg pyramid, sphere, semi sphere, relationship between 3D form and 2D shape, use of containers and bases to influence form

Space: positive space, negative space, voids

Movement: the natural form of the materials and the movement created within a design

The relationship between principles and elements of design: choice of materials to achieve the elements of floral design eg fresh flower and plant materials, dried materials; floristry techniques eg hand tied, wired, in a medium; use of containers, use of accessories

2 Know the principles of floral design

Principles of design: balance, (visual balance and actual balance), contrast, dominance, harmony, proportion, rhythm, scale

The relationship between principles and elements of design: choice of materials to achieve the elements of floral design eg fresh flower and plant materials, dried materials; floristry techniques eg hand tied, wired, in a medium; use of containers, use of accessories

3 Know the principles of floral arrangement styles

Order categories: symmetrical, asymmetrical

Arrangement styles: decorative, vegetative, formal-liner

Arrangement of lines: eg radial, parallel, diagonal, winding, overlapping, free arrangement

Centre of growth: position of centre/focal point, use of containers, number of focal points

Proportions: direction of proportions eg upward, downward, horizontal, diagonal

Flower placement: varied density, scattered random, grouped (symmetrical/asymmetrical) simple rows

4 Be able to evaluate floral designs using design theory

Evaluation criteria: principles of design, elements of design; principles of arrangement styles, design style; highlighting good practice; commercial viability of selected designs eg economical use of materials, speed and time taken to construct designs, customer demand for designs; complexity of skill, techniques and training required to achieve designs; suitability of chosen materials to create desired design, incorrect selection; suitability of accessories and containers; wastage of materials; recommendations to improve floral designs. workmanship and finished quality of design.

The relationship between principles and elements of design: choice of materials to achieve the elements of floral design eg fresh flower and plant materials, dried materials; floristry techniques employed eg hand tied, wired, in a medium; use of containers, use of accessories

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 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 explain how selected designs use the elements of floral design [IE, CT, RL]	M1 explain how materials have been used to incorporate the elements of floral design	D1 explain, in detail, the relationship between the principles and elements of floral design
P2 determine how elements of floral design are used to aid design in given situations [IE, CT, SM, EP, TW]		
P3 explain how selected designs use the principles of floral design [IE, CT, RL]	M2 explain how materials have been used to incorporate the principles of floral design	
P4 determine how principles of floral design are used to aid design in given situations [IE, CT, SM, EP, TW]		
P5 describe floral arrangement styles [IE, CT, RL]	M3 explain how materials have been used to create floral arrangement styles	D2 explain, in detail, the commercial viability of selected designs, making appropriate recommendations for improvement.
P6 explain how selected designs use the principles of floral arrangement styles [IE, CT, SM, EP, TW]		
P7 evaluate selected designs using floral design theory [IE, CT, RL, TW, EP]	M4 evaluate how accessories and containers have been used to optimise a design.	
P8 identify improvements that could be made to selected floral designs using floral design theory. [CT, RL, EP]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. 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 written assessments, 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. 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 stimulate, motivate, educate and enthuse learners.

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 and they should be encouraged to record these for use during evaluations. They could 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.

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 looks at the theory behind the elements of floral design. Delivery is likely to include formal lectures, discussions, demonstrations, practical activities, site visits and independent learner research. Site visits could include design museums and exhibitions, wholesalers, sundry wholesalers, growers, trade shows etc.

Learning outcome 2 looks at the theory behind the principles of floral design. Delivery is likely to include formal lectures, discussions, demonstrations, practical activities, site visits and independent learner research. Site visits could include design museums and exhibitions, wholesalers, sundry wholesalers, growers, trade shows etc.

Learning outcome 3 looks at the theory behind the principles of floral arrangement styles. Delivery is likely to include formal lectures, discussions, demonstrations, practical activities, site visits and independent learner research. Site visits could include design museums and exhibitions, wholesalers, sundry wholesalers, growers, trade shows etc.

Learners should have sufficient opportunity to explore images of designs decorative, vegetative and formal-linear style, produced in a commercial context.

Learning outcome 4 covers the evaluation of floral designs using design theory, including the application of elements and principles of floral design and arrangement styles, commercial viability and selection of materials and accessories.

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
Unit introduction.
Assignment 1: Elements and Principles of Design (P1, P2, P3, P4, M1, M2, D1)
Theory – elements of design, colour.
Theory – elements of design, texture.
Theory – elements of design, space and form and movement.
Theory – principles of design.
Theory – relationship between elements and principles of design.
Assignment 2: Principles of Arrangement Styles (P5, P6, M3)
Introduction to principles.
Theory – decorative design style.
Theory – vegetative design style.
Theory – form-linear design style.
Assignment 3: Presentation Evaluating Selected Designs Using Design Theory (P7, P8, M4, D2)
Theory – using design theory to evaluate floral designs.
Unit review.

Assessment

Evidence for P1, P2, P3, P4, M1, M2 and D1 could be the completion of a workbook or sketchbook investigating the elements and principles of design in relation to floral design. This could include various theories and practical activities, worksheets, for example colour wheels, texture samples, advertisements and images highlighting design principles. Evidence could include a collection of found images of floral designs where learners could explain how materials have been used to incorporate design theory. Learners should show clearly the relationship between the elements and principles of design.

Evidence for P5, P6, M3 could be a collection of mood boards showing decorative, vegetative and form-linear design styles. Learners should explain how selected designs use the principles of floral arrangement styles and could include sketches of their own designs ideas. They should explain how certain materials and accessories have been selected or used to create three arrangement styles.

Evidence for P7, P8, M4 and D2 could be learner presentations evaluating floral designs using design theory. Learners should evaluate a minimum of five designs. The evaluation should cover the use of elements and principles of design, principles of arrangement styles, and how accessories and containers have been used to optimise designs. Learners should explain, in detail, the commercial viability of the selected designs. They should highlight good practice as well as make appropriate recommendations for improvements.

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, P3, P4, M1, M2, D1	Elements and Principles of Design	You work in a floristry shop and need a reference book showing how the elements and principles of design are used within the commercial floristry context.	Workbook. Presentation. Sketchbook.
P5, P6, M3	Principles of Arrangement Styles	You have a new member of staff in your flower shop and need to explain the three different design styles you use in your shop. You are asked to present these on mood boards which would be suitable to display on the noticeboard.	Mood board. Poster. Video montage presentation.
P7, P8, M4, D2	Presentation Evaluating Selected Designs Using Design Theory	You are a manager of a flower shop and are responsible for the quality of the design work your team produces. You need to evaluate other professionals' work highlighting areas of good practice and recommending areas for improvement.	Presentation. Role play. Podcast. Essay.

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
Plan, Prepare and Construct Floral Arrangements	Plan, Assemble and Evaluate Diverse Tied Designs
Identification and Use of Flowers and Foliage	Plan, Assemble and Evaluate Diverse Funeral Designs
	Plan, Assemble and Evaluate Diverse Wedding Designs
	Plan, Assemble and Evaluate Diverse Accessory and Novelty Designs
	Plan, Assemble and Evaluate Diverse Floral Arrangements
	Plan, Assemble and Evaluate Diverse Cultural Designs

Essential resources

Learners will need access to a workshop, studio or classroom with benches or tables of a suitable height, good lighting and water for practical activities.

Equipment required includes a range of flower and plant materials, floristry equipment (scissors, knives etc), display props and drapes, paint of various media (watercolour, emulsion etc) and brushes, paint swatches, interior magazines to highlight the latest trends, lighting (including coloured lamps), fabrics and various types of paper and card.

Library facilities, textbooks, journals, magazines, IT and internet support should be available to provide and underpin knowledge.

Visits should be arranged to wholesalers, trade fairs, major floristry events, demonstrations, large retailing venues and imaginative florist shops, garden centres, and home furnishing stores.

It is desirable that learners have access to a commercial floristry environment and the opportunity to complete as wide a range of designs as possible.

Tutors should be able to evidence regular contact with the industry and technical updating.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists and design professionals from other disciplines to give learners an insight into different uses of design theory. This may be through a florist shop, trade shows, wedding exhibitions, design exhibitions etc.

Indicative reading for learners

Textbooks

Connolly S – *Shane Connolly's Wedding Flowers* (Conran Octopus, 2000) ISBN 9781840911473

Cumberbatch J – *Pure Style, 2nd Edition* (Ryland, Peters & Small, 2005) ISBN 9781841728643

Feisner A – *Colour: How to Use Colour in Art and Design* (Laurence King Publishing, 2001), ISBN 9781856693004

Guild T and Thompson E – *White Hot: Cool Colours for Modern Living* (Quadrille Publishing, 2001) ISBN 9781903845059

Guild T and Wilhide E – *Tricia Guild on Colour: Decoration, Furnishing, Display* (Conran Octopus, 1995) ISBN 9781850297277

Hilliard E – *Brilliant Colour at Home* (Kyle Cathie, 2004) ISBN 9781856265232

McCloud K – *Choosing Colours: An Expert Choice of the Best Colours to Use in Your Home* (Quadrille Publishing, 2003) ISBN 9781903845776

Storey S – *Lighting by Design* (Pavilion Books, 2005) ISBN 9781862057036

Wilhide E – *Lighting* (Ryland, Peters & Small, 2004) ISBN 9781841726809

Journals and magazines

Fleur Créatif

Fusion Flowers

Homes and Gardens

House Beautiful

Ideal Home

Wedding Flowers

Websites

www.aquarius-flora.com

www.floristpages.co.uk

www.flowers.org.uk

www.flowercouncil.org.uk

www.masterflorist.com

www.metz.nl

www.rainbowfloristsupplies.co.uk

www.regal.nl

www.smithersoasis.com

Aquarius Flora

Florist Pages

Flower and Plants Association

Flower Council of Holland

Master Florist

Metz Flowers and Plants

Rainbow Florist Supplies

Regal Flowers

Smithers-Oasis Company

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	researching design theory investigating how materials are used to implement design theory evaluating selected designs
Creative thinkers	determining how to use design theory explaining how materials have been used to incorporate design theory within floristry design
Reflective learners	evaluating designs for the use of design theory explaining relationships between areas of floral design
Team workers	evaluating other professionals' designs
Self-managers	producing mood boards and presentations
Effective participators	working with others to highlight good practice and recommend improvements that could be made.

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	investigating key points of design theory
Creative thinkers	applying theory to practical pieces of floristry they or others may have constructed
Reflective learners	developing an awareness of design styles evaluating floral designs
Team workers	providing help and support to peers during tasks and discussions
Self-managers	completing risk assessments completing individual tasks and research
Effective participators	investigating changes that are made to designs.

● 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	presenting information on the theory of design researching floral designs
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	saving work over a period of time, including images, to present a final piece of work
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching design theory
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching design styles researching materials, containers and accessories
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 	designing and planning presentations, mood boards and workbooks presenting evaluations
Bring together information to suit content and purpose	producing presentations, workbooks, video montages
Present information in ways that are fit for purpose and audience	presenting workbooks
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	investigating the use of mathematical concepts in relation to floral design theory including proportion, scale, line, shape and form
Identify the situation or problem and the mathematical methods needed to tackle it	explaining the use of shape, form, proportion evaluating floral designs and making recommendations for improvements
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting information on design theory
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching design theory
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reporting findings of research evaluating designs explaining use of design theory.