Unit 4: Undertaking Floristry Design

Unit code: J/601/9209

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 knowledge 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

This unit will develop learner understanding of the guidelines for the professional creation of floristry/floral designs. Eminent floral designers have offered clear and structured guidelines on reproducing nature in floral design. Learners will explore current understanding of the guidelines, recognised worldwide, for the arrangement of flowers and floral materials.

In order to create floral designs designers derive inspiration from a variety of sources each having individual importance and learners will apply this understanding to their own design planning. They will study design style, flower shape and movement, the distribution of materials to create interest and how understanding the hierarchy of flowers can assist the floral designer. The golden ratio or divine proportion, will be investigated and learners will recognise its importance in nature and how it applies to floral design. Learners will understand the importance of design criteria when planning and creating floral designs.

Learners will plan designs and put into practice the design criteria studied. Line drawings, sketches and practical work corresponding to design criteria will help learners to develop a thorough knowledge and understanding.

Planned designs will be created and improved as necessary to produce a portfolio of completed designs across the design styles of decorative, vegetative and form-linear. Designs will be mapped to the design criteria studied and the commercial impact of the design styles discussed.

Learning outcomes

On completion of this unit a learner should:

1 Know the factors that influence floral design concepts

2 Understand the context of design criteria

3 Be able to plan floral designs using design criteria

4 Be able to create, improve and evaluate planned floral designs.

Unit content

1 Know the factors that influence floral design concepts

Sources of inspiration: botany, emotion, craft/technique, methodology/design, culture, commerce/economics

Elements of design: colour, texture (visual only: metallic, glassy, porcelain/silken, woollen, velvet, brocade, woody, rustic/earthy), form/shape (constructed or organic), space, line and movement

Principles of design: balance, contrast, dominance, proportion (golden ratio), rhythm, scale, harmony

Design schema: order category symmetrical or asymmetrical; arrangement styles, decorative – vegetative – Form-linear

Golden ratio/golden section: the mathematical theory of divine proportion 1:6 (Fibonacci number sequence), the appearance in nature and its application and recognition in floral design proportion and flower placement

Analyse the importance of following guidelines when creating floral designs: the effective use of design criteria, elements, principles, design schema, sources of inspiration and Fibonacci number sequence; design proportions eg the natural movement of materials, the use of colour and texture, space and movement

2 Understand the context of design criteria

Perception of the design styles: design styles (decorative, vegetative and form-linear) the effective use of the elements of design to typify each style

Dynamics of flower materials used: respecting the natural flower shape and line movement when planning floral designs. (striving upwards, striving upwards with round or domed top, unfolding to one direction, unfolding to all directions, tortured, playful, grouped collectively, spreading covering a surface, cascading, swinging out); effective use of the length of the flower stems of high impact materials, when creating form-linear designs

Hierarchy pyramid of flower materials: the importance of flower materials in design styles, high impact, medium impact, low impact; high impact used in smaller quantities, dominant in form-linear designs; medium impact used for decorative designs, low impact for covering mechanics and at the base of the design

Flower placement characteristics: rows; simple row, rhythmic row, sequencing row, free row; distribution of materials; even distribution, varied density, scattered random, asymmetrical and symmetrical groups

3 Be able to plan floral designs using design criteria

Plan floral designs: plan eight designs across the arrangement styles of decorative, vegetative and form-linear; various construction methods should be planned and designs should be for a variety of purposes or occasions

Produce planning ideas: collection of sketches and line drawings of design style ideas and concepts with clear mapping to design criterion

Materials and construction methods: suggest materials to be used and methods of construction

4 Be able to create, improve and evaluate planned floral designs

Creation of selected floral designs: designs across the arrangement styles of decorative, vegetative and form-linear; designs of any appropriate construction ie wired, glued, tied or in a medium and for any occasion ie gift, wedding, sympathy or corporate

Presentation of a portfolio of completed designs: completed designs; decorative design style, eg one of each, tied, in a medium, glued and wired; form-linear design style eg one tied and one in a medium; vegetative design style eg one using a pin-holder

Record of the design process: photographs or simple line drawings/sketches; decorative, vegetative and form-linear floral design; construction of frameworks or structures, preparation of mechanics, containers and/or materials

Record of guidelines followed: decorative, vegetative and form-linear; completed floral design to the design criteria of 'sources of inspiration' and the 'design schema'; effective use of the elements and principles of design; flower placement

Evaluation of designs: analysis of designs; improvements to enhance commercial viability and appeal

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 describe the 'sources of inspiration' categories for selected floristry and floral designs [IE, SM, CT, RL]	**M1** outline the mathematical term golden ratio/golden section as it appears in nature and relate this theory to selected floral designs	**D1** analyse why it is important to consider design criteria when planning floral designs
P2 outline each element and principle of design for selected floristry and floral designs [IE, SM, CT, RL]		
P3 identify a known design schema and match to selected floristry and floral designs [IE SM CT RL]		
P4 explain the importance of the elements of design in selected decorative, vegetative and form-linear designs [IE, SM, CT, RL]	**M2** explain simple and complex flower placements as used in selected floral designs	
P5 explain the shapes and line movement of flower materials used in the selected floral designs [IE, SM, CT, RL]		
P6 discuss the hierarchy of flower materials as related to design styles [IE, SM, CT]		

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:**
P7 plan and define four decorative designs in accordance with design criteria [IE, CT, SM, RL]	**M3** create a sketchbook of planned designs including simple line drawings and sketches, suggested key materials and construction techniques	**D2** analyse the designs produced and suggest improvements to enhance commercial viability.
P8 plan and define two form-linear designs in accordance with design criteria [IE, CT, RL, SM]		
P9 plan and define two vegetative designs in accordance with design criteria [IE, CT, RL, SM]		
P10 create four decorative designs in accordance with design criteria [IE, CT, RL, SM]	**M4** produce a photographic portfolio of completed designs, record the process and guidelines followed for selected designs to demonstrate the application of the design criteria.	
P11 create two form-linear designs in accordance with design criteria [IE, CT, RL, SM]		
P12 create two vegetative designs in accordance with design criteria. [IE, CT, RL, SM]		

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 practical assessments, written assessments, visits to suitable collections and will have links to industrial experience placements.

Assessment of this unit will involve, written assignments, computer-generated material using suitable IT programmes for example, PowerPoint, and practical assessment workshops. portfolios of illustrated explanations of design criteria professionally produced sketch book of planned designs and a portfolio of images of completed designs. Portfolio assessments can be paper based or computer generated or a combination of both, presentation must be detailed and professional.

Involvement in educational projects, such as in-house or national competitions, open days and demonstrations where learners assist designers will all be a useful part of the learning process. Relevant educational visits and/or study tours and visiting speakers will be useful.

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. Learning should be engaging, educating and challenging.

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 so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to produce the listed design styles and they should be encouraged to 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 practical activities.

This unit links closely with Unit 3: Understanding Floristry Design and tutors should consider integrating the delivery, private study and assessment for this unit with it. This unit also links with other practical units and further develops practical skills and understanding. This unit can be linked with Unit 19: Photography Media, Techniques and Technology as the portfolio could be completed as part of the delivery of the unit.

Learning outcomes 1 and 2 cover the importance of following guidelines when creating floral designs and concentrates on the criteria used to produce floristry and floral designs, understanding the 'sources of inspiration', the elements and principles of design, the 'design schema' and the golden ratio/golden section and proportion. The perception of the 'design styles' the dynamics of flower materials used, the hierarchy pyramid of flower materials and the importance of flower materials in flower placement characteristics are looked at. Delivery is likely to include independent learner research using floristry books and magazine articles, tutor practical demonstrations and workshops, competition work, websites and visits to industry shows. Learners could use designs produced as practice pieces to recognise design criterion. Learners could work towards this unit by producing a working document of diagrams and illustrations explaining key points and if professionally produced this could be presented for assessment.

Learning outcome 3 requires learners to apply design criteria to planning ideas for floral designs across the arrangement styles of decorative, vegetative and form-linear. They are required to produce simple sketches and line drawings to convey ideas and map these to design criteria. Delivery is likely to take the form of structured practical design workshops, independent learner research, formal lecturers and tutor

demonstrations. Guidance in producing simple line drawings would be beneficial.

Learning outcome 4 requires learners to create selected floral designs and record the design process for some of these designs. They are required to present a portfolio of eight completed designs, record the guidelines followed and evaluate designs. Delivery would take the form of supervised practical workshops, peer evaluation and discussion. Learners should have the time to formulate their portfolio using appropriate IT resources.

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, learning outcomes and assessment methods, relevant health and safety and sustainability.
The importance of following guidelines when creating floral designs – discussion.
Explain 'sources of inspiration' and the 'design schema'.
Principles of design and the elements of design, reinforce understanding.
Golden ratio/golden section – proportion in floral design – experiments and discussions.
Perception of the design styles – decorative, vegetative, form-linear.
Dynamics of flower materials used and the hierarchy pyramid of flower materials – high impact, medium impact, low impact.
Flower placement characteristics – Fibonacci number sequence in floral design.
Assignment 1: (P1, P2, P3, P4, P5, P6, M1, M2 and D1) – importance of following guidelines when creating floral designs – produce a presentation using examples of designs, or a professionally presented working sketchbook, to explain key points. Include tutor/assessor observation records of learner evaluation of designs produced.
Assignment 2: (P7, P8, P9, M3) – plan floral designs and produce planning ideas including materials and construction methods – Sketchbook.
Practical workshops to practise planned designs.
Assignment 3: (P10, P11 and P12) – create selected floral designs, record the design process and produce a portfolio of eight completed designs. M4 – present a record of the designs and map to design criteria guidelines followed. D2 – analyse designs and suggest improvements to enhance commercial viability and appeal.

Assessment

For P1, P2, P3, P4, P5, P6, M1, M2 and D1, learners need to understand the importance of following guidelines when creating floral designs. P1, P2, P3, P4, P5 and P6 could be assessed through tutor observation of the application of the design guidelines during the process of creating practical designs and following learner evaluation. Evidence would need to be recorded using centre-devised documentation. Evidence could also be a presentation or working document professionally produced outlining the key points. Learners must show a clear understanding of the use of various design criteria as described, these outcomes could be assessed in one assignment project.

For P7, P8, P9 and M3, learners need to plan floral designs and produce planning ideas including materials and construction methods. Assessment could take the form of a sketchbook, professionally produced, using simple line drawings and sketches, clear illustrations and explanations. Evidence could also be presented as a computer-generated portfolio, where sketches and line drawings have been scanned into the document and text added.

For P10, P11 and P12,learners need to create selected floral designs and record the design process to produce a portfolio of completed designs, present a record of the designs and map, to design criteria guidelines followed, analyse designs and suggest improvements to enhance commercial viability. Assessment would be in the form of a professionally produced portfolio, e-Photobook or PowerPoint.

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, P5, P6, M1, M2, D1	The Importance of Following Guidelines when Creating Floral Designs.	You wish to explore current understanding of the guidelines, recognised worldwide, for the arrangement of flowers and floral materials.	PowerPoint presentation. Annotated presentation using visual aids. Illustrated sketchbook. Essay.
P7, P8, P9, M3	Plan floral designs and produce planning ideas following design criterion, including materials and construction methods.	You wish to produce a sketchbook portfolio showing floral design ideas to present to a variety of clients. Designs must follow design criteria discussed.	Professionally presented sketchbook. E-photobook – containing scanned in sketches.
P10, P11, P12. M4, D2.	Produce a portfolio of eight created floral designs and record the design process for three and discuss their commercial viability and appeal	You wish to produce a guide containing eight designs across the design styles of decorative, vegetative and form-linear explain to colleagues in the workplace the application of the design criteria used.	E-portfolio. PowerPoint. Photobook. Word document.

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
Identification and Use of Flowers and Foliage	Understanding Floristry Design
Presentation and Service for Retailing in the Land-based Sector	Plan Assemble and Evaluate Diverse Wedding Designs
	Plan Assemble and Evaluate Diverse Arrangements
	Plan Assemble and Evaluate Diverse Tied Designs
	Plan Assemble and Evaluate Diverse Sympathy Designs
	Applying Trends in the Floristry Industry
	Photography, Technology and Media in Floristry

Essential resources

Learners will need access to a wide range of cut flowers and foliage materials and should be given the opportunity to use a variety of suitable tools. A full range of accessories and sundry materials, including new products should be made available. Suitable workstations of correct height with easy access to water and adequate lighting should also be available.

Access to lifestyle and floristry magazines and the internet and membership of floristry marketing organisations would be beneficial. 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 delivering this unit should be competent and experienced florists with relevant floristry qualifications, to a minimum Level four, but preferably Level five or equivalent, suitably qualified assessors and be able to evidence regular contact with the industry and be prepared to undertake technical updating. Tutors will need to have a good knowledge of the design schema and related topics, so recent relevant updating is essential for the delivery and assessment of this unit.

Learners should have the opportunity to visit floristry events, flower and sundry wholesalers and floristry demonstrations.

Employer engagement and vocational contexts

Centres are encouraged to develop links with the floristry industry to give learners an insight into diverse tied designs. This may be through floristry shops, trade shows, participation in national competitions, UK Skills etc.

Indicative reading for learners

Textbooks

Assmann P – *Contemporary Floristry* (FDF, 1989) ISBN 9783871700590

Benjamin P, Van de Sluis M, De Bryne T – *Creativity with flower series – Life 3 Series* (Stichting Kunstboek BVBA, 2006) ISBN 9789058562074

Cowling C – *Wedding bouquets for Spring* (Thrive Floristry, 2008) ISBN 9780954196035

Heinrichs, Bridgette & Potthoff, Jurgen – *100 Floral Ideas* (Floral Design Edition) ISBN 9783938521212

Lersch, Gregor – *Principles of floral Design* (Donau Verlag, 1999) ISBN 9783871700668

Lersch G – *Standing Ovations; Handtied Bouquets* (Imprint) ISBN 9783980528627

Journals

Cut Flower booklet – Flower Council of Holland

Cut Flower Care booklet – Flower Council of Holland

Fusion Flowers

Fleur creative

Flora International

The Flower Arranger

The Wholesale Florist and Buyer

Websites

www.efsa.com	European Floral and Lifestyle Suppliers Association
www.flora.nl/en/AboutFloraHolland	Flora Holland
www.flowercouncilofholland.org	Flower Council of Holland
www.flowers.org.uk	Flowers and Plant Association

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	independent carrying out research and using suitable IT programmes to produce marketing materials producing a moodboard depicting a lifestyle and considering suitable floral design styles for interiors investigating lifestyles and trends affecting the floristry industry researching recent developments in sundry products for the floristry industry and in floriculture resulting in new and/or improved varieties of commercial fresh cut materials discussing the commercial impact of developments for the floristry industry exploring the work of international floral designers identifying the techniques used and the application of the elements and principles of design producing floristry designs using innovative techniques and design styles
Creative thinkers	independent carrying out research and using suitable IT programmes to produce marketing materials producing a moodboard depicting a lifestyle and considering suitable floral design styles for interiors investigating lifestyle and trends affecting the floristry industry researching into recent developments in sundry products for the floristry industry and in floriculture resulting in new and/or improved varieties of commercial fresh cut materials discussing the commercial impact of developments for the floristry industry exploring the work of international floral designers identifying the techniques used and the application of the elements and principles of design producing floristry designs using innovative techniques and design styles
Reflective learners	be evaluating design styles for commercial viability compared to traditional design styles

Skill	When learners are ...
Self-managers	independent carrying out research and using suitable IT programmes to produce marketing materials producing a moodboard depicting a lifestyle and considering suitable floral design styles for interiors investigating lifestyle and trends affecting the floristry industry researching into recent developments in sundry products for the floristry industry and in floriculture resulting in new and/or improved varieties of commercial fresh cut materials discussing the commercial impact of developments for the floristry industry exploring the work of international floral designers identifying the techniques used and the application of the elements and principles of design.

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, peer evaluation, exploring design criteria, theories, techniques and methods
Creative thinkers	planning and sketching designs. constructing practice designs to improve techniques. matching designs to design criterion.
Reflective learners	Evaluating processes during the planning and construction of designs
Team workers	Taking part in peer evaluation, group discussion and presentations working to resolve problems.
Self-managers	Managing their time and assignment work, producing completed work in required format for assessment
Effective participators	working in a group as required, peer evaluation, contributing to and discussions

Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	**preparing portfolios or assignments for assessment of practical designs**
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	formulating evidence of understanding planning and completing tied designs as a portfolio, including images, text and number
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	using of PowerPoint for presentations, software for the production of a Photobook for portfolio and programmes to format images (Photoshop) using spreadsheets for costing designs and production of order requirements as required saving work in progress
Manage information storage to enable efficient retrieval	using of USB and other removable storage devices organising information into files on computer hard drive
Follow and understand the need for safety and security practices	using of software for internet security understanding health and safety regulations controlling computer use following good practice like setting up their workstation well and taking breaks in intensive work
Troubleshoot	Using task manager and control panel Using 'Help' via Tools in toolbar
ICT – Find and select information	**researching for design ideas**
Select and use a variety of sources of information independently for a complex task	using a camera card or USB storage devise for portfolio images using spellchecker, thesaurus and research functions
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	Carrying out multiple internet searches for design ideas, design criteria and other information
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	formulating photographic evidence of designs producing tables to show materials list producing PowerPoint presentations including images creating Photobook for portfolio producing spreadsheets to calculate the cost of designs as necessary producing tables or spreadsheets to record information
Bring together information to suit content and purpose	producing assignments to include ICT formulated evidence
Present information in ways that are fit for purpose and audience	producing design criterion as a spreadsheet producing presentation of ideas presenting assignment work and portfolio

Skill	When learners are ...
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the use of ICT as part of the evaluation in 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 organisations for information, clients and tutors knowing the data protection regulations and how to store 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	understanding 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 of a calculator effectively using IT programmes to produced 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 final costings
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 and presenting design ideas with peers evaluating of completed designs 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
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 relating to information sourced previously.