



Unit 3: Floral Design

Lesson Five: Mechanics of Floral Design

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STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Identify how mechanics are used in floral arrangements.
2. Evaluate the use of foam, wire, ribbons, pins and tape in floral design.
3. Demonstrate mechanical skills needed to construct a corsage/boutonniere.

TIME REQUIRED: 90 minutes

RESOURCES:

1. [Floriculture CDE Handbook](#)
2. Norah T. Hunter (2013) *The Art of Floral Design* (3rd Edition) Clifton Park, NY: Delmar Cengage Learning.

EQUIPMENT AND SUPPLIES NEEDED:

1. "Mechanics of Floral Design" PowerPoint
2. Internet access for the Flower School YouTube Channel, <https://www.youtube.com/user/FlowerSchool>
3. Internet access for the CEV Multimedia YouTube Channel, <https://www.youtube.com/channel/UCmqNTJoxkaWw3VBBKj4NhPw>
4. Form flowers (roses, carnations, lilies, etc.)
5. Filler flowers and/or foliage (baby's breath, spring heather, etc.)
6. Corsage bands
7. Pins
8. Glue adhesive
9. Ribbon (#3 or #9)
10. Ribbon shears
11. Wire (28-gauge)
12. Floral tape

PREVIOUS KNOWLEDGE RECOMMENDED FOR THIS LESSON:

- 3.3 Equipment Identification and Floral Crops
- 3.4 Pricing Floral Arrangements (if leveling up)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- PS.04. Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

FFA Precept

- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG-PL4 Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

NASDCTec

- AGPB01.04 Exercise elements of design common to professionals in plant systems to enhance an environment for a variety of purposes (e.g., floral, forest, landscape, farm).

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core- Math Practices

- CCSS.MP4: Model with mathematics.

- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.

Partnership for 21st Century Skills

- Implement Innovations
- Information Literacy
- Think Creatively
- Work Creatively with Others

LESSON PLAN:

1. **Introduction** (suggested time 5-10 minutes): **Refer to slides 1 and 2 of the “Mechanics of Floral Design” PowerPoint to present lesson objectives and do the introduction activity.**

Let’s think about corsages and boutonnieres. Have you ever worn one, and if so, what was the occasion? If you had to create one, what tools and skills would you need to complete the task? What design concepts would you consider when creating the arrangement? Keep these in mind as we watch this short video.

Watch Classy Flowers “How to make corsage and boutonniere set for prom or wedding” video (<https://www.youtube.com/watch?v=7Txenjo59ts>).

After it is finished, refer to the questions on the slide and lead a short discussion with the class using what they have learned from the video, previous floriculture lessons and personal experience.

- When are corsages and boutonnieres typically worn?
- What skills would help you create one?
- Do you know the tools you would need to create an arrangement?
- What elements and principles should you keep in mind while composing your design?

In this lesson, we will discuss the importance of mechanics and how mechanical skill can help us create a corsage or boutonniere arrangement.

2. **Lecture** (suggested time 45 minutes): **Refer to slides 3-16 of the “Mechanics of Floral Design” PowerPoint.**

This lecture has been created to help develop mechanical skill, which is a component in all floral arrangement rubrics in the floriculture CDE. This will also provide students with practice creating a corsage or boutonniere, which could be used in a practicum during the floriculture CDE. Rubrics and practicum descriptions can be found in the [Floriculture CDE Handbook](#).

Refer to slide 7 of the “Mechanics of Floral Design” PowerPoint to practice making a bow.

Ribbons are used in so many arrangements, and mastering the technique of bow making is very beneficial to a florist. Let’s practice making bows for our corsages. To get started, we will watch a demonstration.

Watch the Flower School’s “Bow Tying Basics” video (starting at 2:20, <https://youtu.be/qUYG8ri4cxA?t=2m20s>). Have enough ribbon (approximately a yard per student) and 28-gauge wire (approximately three inches) for each student to practice creating a ribbon and securing it with wire. The bows can be used in arrangements at the end, so have students set their finished bow out of the way.

Refer to slide 11 of the “Mechanics of Floral Design” PowerPoint to practice making an artificial stem.

Combining the use of wire and tape, we are going to practice creating an artificial stem which can be used in corsages or boutonnieres. Let’s start with watching a demonstration.

Watch the Flower School’s “Basics of Wiring and Taping Flowers” (end at 7:50, <https://youtu.be/suwZs0nho9c>). The video shows several different wiring techniques; use a technique that best suits the flowers that are available for students to work with. Each student should have at least one flower, a strand of 28-gauge wire and floral tape to practice creating artificial stems. The flowers can be used in arrangements at the end, so have students set their finished product out of the way.

3. **Activity** (suggested 30 minutes): **Refer to slide 15 of the “Mechanics of Floral Design” PowerPoint to begin**

the boutonniere or corsage activity.

The extent of this activity is dependent on the size of the class and amount of supplies. If supplies are limited, have students work in pairs. Students can choose to make either a corsage or boutonniere, and use the flowers and bows prepared in class, along with any additional materials you can supply. If students need help getting ideas or they are not sure where to start, browse the Flower Design Institute's Flower School YouTube Channel for demonstrations (<https://www.youtube.com/user/FlowerSchool/videos>).

4. *Reflection* (suggested 5-10 minutes): **Refer to slide 16 of the "Mechanics of Floral Design" PowerPoint to present the reflection activity.**

On a piece of paper, answer the questions on the screen by thinking about the corsage or boutonniere you created.

For the reflection activity, have students do a self-evaluation of their arrangement. On a notecard or scratch sheet of paper, they should answer the following questions about the boutonniere or corsage they created:

- What do you love about your arrangement?
- What is something you wish was better?
- What mechanical technique can you practice to improve the look of your arrangement?

Students can turn this in for a daily grade. Review their evaluations to determine what mechanical skills require more practice before moving on.

5. *Leveling Up*: For students who wish to continue practicing their corsage and boutonniere construction, have them create a \$25.00 arrangement, package it correctly and fill out an itemized list of costs for the arrangement in under 20 minutes. Then, score their creation using the "Making and Packaging a Corsage Rubric" (pricing is covered in lesson four of this unit). The "Itemized Lists of Costs" sheet and scoring rubric can be found in the [Floriculture CDE Handbook](#).