

Part 5: Guidelines for Teaching

Suggestions for Leaders

This section is planned to assist club leaders in the Flower Arranging programs by explaining a few simple teaching techniques. Thorough preparation is essential, and the first step is the *lesson plan*—an invaluable aid to good teaching.

A lesson plan is an outline of the order of steps to be followed in presenting a lesson, listing the important points to be covered. In other words, a lesson plan will keep you "on target". Make out your own or use these we have prepared for you. Their sequence has been carefully worked out, but you may find it necessary to repeat, or even to divide some of the lessons.

ADVANCE PREPARATION:

1. Know your subject thoroughly.

2. Assemble your equipment— containers, holders, tools, all supplies. Keep them together in one place—this is a great timesaver.

Gather the plant materials you will need for demonstration and have them well conditioned.

Keep your lesson plans, this publication, attendance records—all materials of this kind together.

3. Arrange visual aids.

Everyone learns more easily by seeing than hearing. If a chalk-board is available, use it. If not, prepare charts large enough to be seen easily. Follow the small charts in this publication.

Plan your flower arrangement days before the meeting. It is important to have a made-up arrangement that will demonstrate the lesson. It can be used as a model for the students to copy for the first few lessons. Do not permit copying to become a habit.

BEFORE PRESENTING THE LESSON:

1. Lay out your equipment.

Place it on a table in front of you, or have it within easy reach, and in the order of use. Place the chalk-board or chart easel where it can be seen by everyone.

2. Prepare the group for the lesson.

This is the "warming-up" period—the Leader's opportunity to obtain and hold the attention of the

group; to gain their confidence by showing warmth and friendliness and a willingness to be as helpful as possible.

a. Find out what they already know—what experience they have had in making flower arrangements.

b. Explain what the lesson is about.

c. Look to their comfort: (1) Be sure that each can see and hear, has good light and is out of drafts. (2) That each has ample working space, with their flowers and equipment in front, or beside them—three feet of working space is minimum.

d. Eliminate distractions such as telephone calls, pets running loose, other interruptions.

3. **Begin promptly at the hour set.** Do not interrupt your talk to greet late arrivals, or repeat what you have already covered. Students will soon learn the importance of being on time.

PRESENT THE LESSON:

1. **Tell**—Give all definitions and explanations in clear, simple terms. Cover only one point at a time. Be sure they all understand before going on to the next point.

2. **Illustrate**—Use a chalk-board or charts to illustrate your explanations. Be sure the group can all see. Avoid talking to the board or chart—this takes a little practice. Write, print or draw legibly.

3. **Show**—Demonstrate key points as you talk with plant materials. This cannot be done in all lessons, but is good whenever possible. When you have completed your telling and illustrating, show your completed arrangement and explain what it is meant to demonstrate.

CONDUCT THE WORKSHOP:

1. For the first one or two lessons, it is a good plan for the Leader to construct an arrangement in front of the class, letting the students follow each line placement with their own materials. When the group has learned how to start an arrangement, this will no longer be necessary.

2. Give every learner equal help and attention.

Always point out the good features before offering suggestions for improvement, and keep your suggestions positive. Instead of saying: "This line is wrong", say "Would it be better to move this line?" or "Do you think this line should be longer?", etc. Let each student make her own corrections.

3. Learn to recognize creativity in your students. Don't impose your own ideas and preferences — just give them essential information and necessary direction. Give praise only where praise is due.

Keep your classes small. Ten or less is a good number. If your groups are larger, it is well to have an assistant.

EVALUATION:

This phase of the project can and should be of the greatest value. Lead the group in a discussion of each finished arrangement — let them point out the merits and faults. It will help them to analyze their own arrangements and will give them a feeling of importance, to have been allowed to express their opinion. Insist that they give reasons for their comments.

THE NEXT LESSON:

Be sure that every member of your group understands:

1. The date, place and hour of the next meeting.
2. What the lesson will be about.
3. What to bring: kind of container, holder, tools, and plant materials suitable for the type of arrangement they will make.

THE EXHIBIT:

1. The following lesson plans have been designed to cover a three-year period, with a minimum of seven lessons a year — the eighth to be an exhibit of arrangements by the students. You may want to limit this to the members of your group, or you may wish to invite families and friends.

2. **Explain the exhibits** — It is a good plan to have each exhibitor give a brief explanation of her arrangement — the design she used, where it is to be used, for what occasion, and the idea or theme she meant to interpret. Then comments by the Leader should follow.

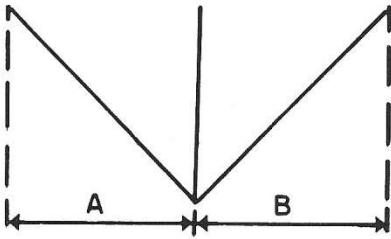
3. **Judge these exhibits** — Selection of first, second, third, and fourth can be made by the audience, either by "voice vote" or by written ballot. Or this can be done by inviting a trained judge of flower shows.

MEASURING BALANCE

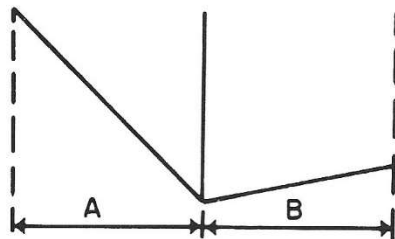


SYMMETRICAL

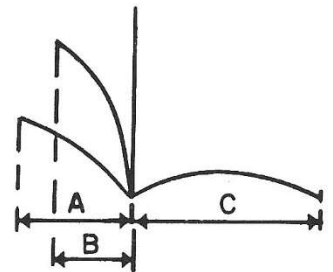
ASYMMETRICAL



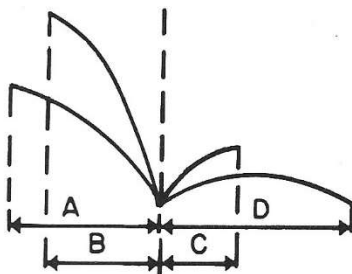
$$A = B$$



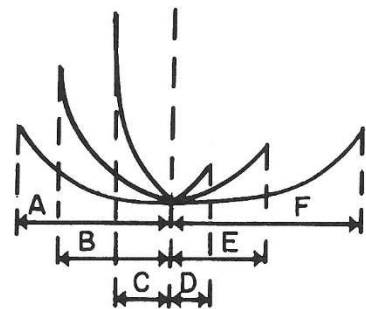
$$A = B$$



$$A + B = C$$

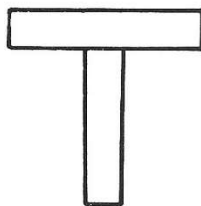


$$A + B = C + D$$

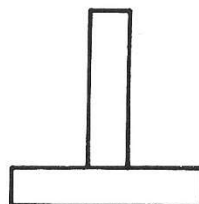
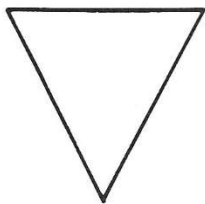


$$A + B + C = D + E + F$$

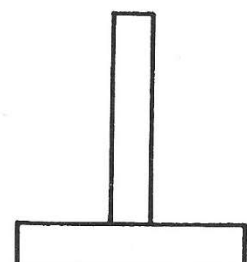
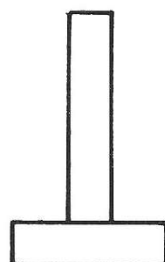
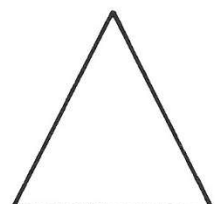
STABILITY



UNSTABLE

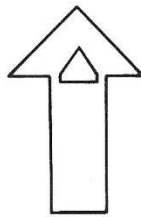


STABLE

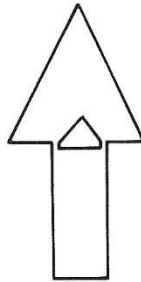


THE WIDER THE SPACE THE GREATER THE STABILITY

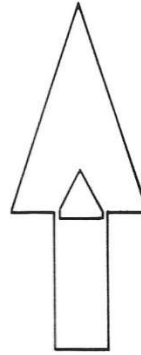
PROPORTIONS



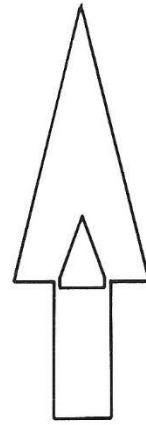
BAD



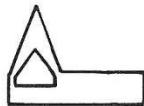
POOR



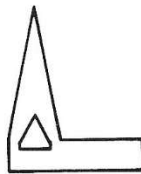
FAIR



GOOD



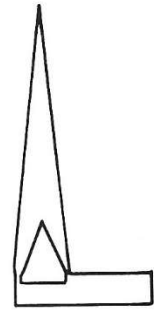
BAD



POOR

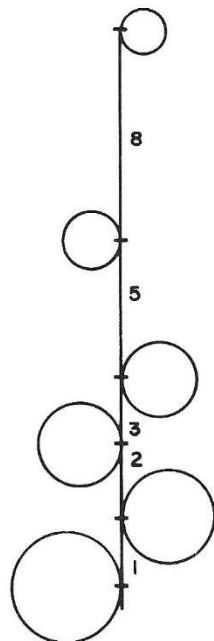


FAIR

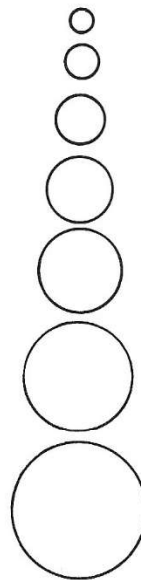


GOOD

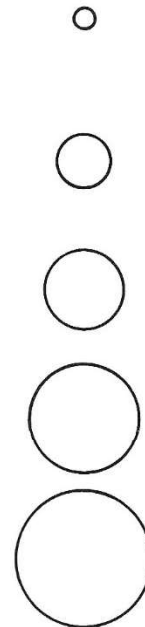
RHYTHM



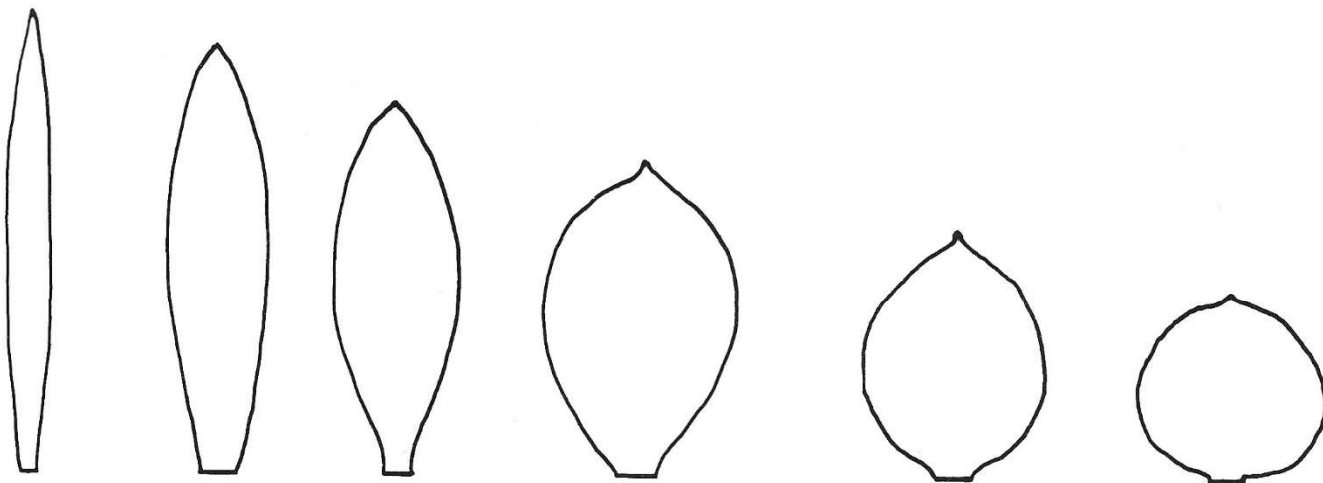
SPACE RHYTHM
(Fibonacci Progression)
1-2-3-5-8-13-etc.



SIZE RHYTHM

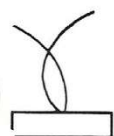


SIZE AND
SPACE RHYTHM



SHAPE RHYTHM — LINEAR TO ROUND

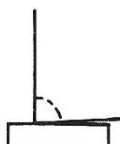
HARMONY



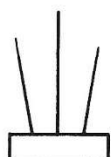
Crossed
Main
Lines



Enclosed
Space



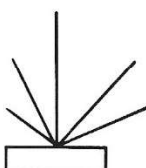
Sharp
Angles



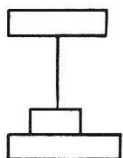
Marching
Stems



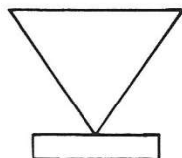
Tangential
Lines



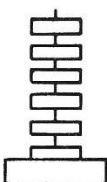
Same Line
Heights



Top-heavy



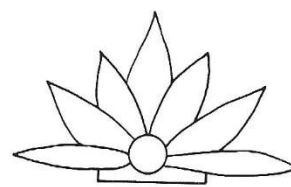
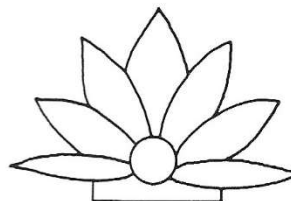
Inverted
Triangle



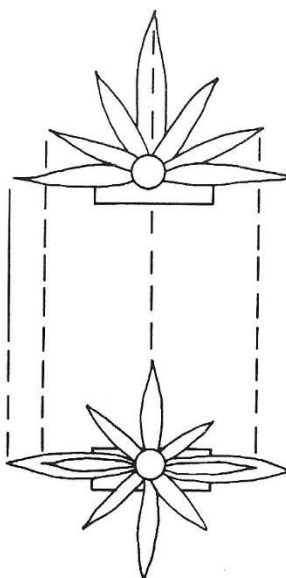
Same Size
and Spacing

FAULTS IN HARMONY

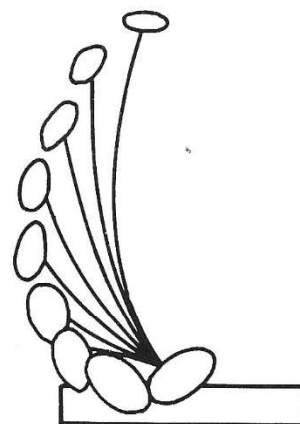
SYMMETRY



BILATERAL SYMMETRY



EQUIDIMENSIONAL
SYMMETRY



SPIRAL SYMMETRY
HELIX CURVE

LESSON 1

The Art of Flower Arranging, Containers, Holders, and Mechanical Aids.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of the Art of Flower Arranging.
2. To describe the qualities of good containers and holders.
3. To list the essential tools and mechanical aids.

ADVANCE PREPARATION

1. Set date, place, and time of meeting. Advise students to bring with them the containers, holder, and tools they have at home.
2. Assemble own equipment: Four containers, two low, two tall (for illustration), pinholders, chicken wire, oasis, knife, clippers, florist clay, florist tape, wire.
3. NCR 211, *Flower Arranging, Lesson Plan 1*.

LECTURE PROCEDURE

Start meeting.

1. Flower Arranging is an Art. Define arrangement, composition.
2. Describe and show kinds of containers. Pages 22 - 23.
3. Describe and show kinds of holding devices, and how to anchor.
4. Describe and show tools and other aids. Illustrations on Page 23.

WORKSHOP PROCEDURE

1. Lead group discussion on containers students have brought.
2. Have students anchor their holders.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Design, and the kinds of design. Conditioning and care of flowers.
3. What to bring: Low, flat container, holder, tools. Flowers and foliage suitable for a breakfast or supper table arrangement.

LESSON 2

Design Defined, Kinds of Design, Conditioning and Care of Flowers.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of design in flower arranging, and its kinds.
2. To explain care of flowers to lengthen their life.
3. Have each student complete an arrangement suitable for a breakfast or supper table.

ADVANCE PREPARATION

1. Assemble equipment: Low flat container, pinpoint holder, tools, aids, extra supplies.
2. NCR 211, *Flower Arranging, Lesson Plans 1 and 2*
3. Arrangement for a supper table.

LECTURE PROCEDURE

Start meeting.

1. Review Lesson No. 1 — Art of Flower Arranging, Containers, Holders, and Mechanical Aids.
2. Define design, and the three kinds: Mass, line, line-mass. Illustrations on Page 4.
3. Show own arrangement.

WORKSHOP PROCEDURE

1. Check to see that each student has holder firmly anchored, and sufficient flowers.
2. Make a mass arrangement before group, using the equidimensional symmetry, letting each student copy the placement of each piece of plant material in her own arrangement. Illustrations on Page 55.

EVALUATION

1. Comment verbally on each completed arrangement.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Balance, Stability, and Focal Point.
3. What to bring: Low, flat container, holder, tools. Flowers and foliage for mass arrangement for a Dining Table.

LESSON 3

*Principles of: Balance, Stability,
and Focal Point.*

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To teach the basic principles of balance and stability.
2. To explain the focal point and how to place it.
3. To have each student complete a dining table arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Low, flat bowl, pinholder, tools, extra supplies.
2. Twigs or sticks for measuring balance, ruler, pencil.
3. Chalk-board or charts showing kinds of balance.
4. Arrangement with two focal points for dining table.
5. NCR 211, *Flower Arranging, Lesson Plans 2 and 3.*

LECTURE PROCEDURE

Start meeting.

1. Review Lesson 2—Kinds of design, conditioning and care of flowers.
2. Define principle of balance and explain kinds:
 - (a) Symmetrical—illustrate on chalk-board or by chart; show how to measure and why. Chart on Page 53.
 - (b) Asymmetrical—illustrate on chalk-board or by chart; show how to measure, and why. Illustrations on Page 9.
3. Define principle of stability. Illustrate on chalk-board or by chart. Chart on Page 53.
4. Explain focal point (center of interest) and how to place it.
5. Show arrangement with two focal points.

WORKSHOP PROCEDURE

1. Students to practice measuring both kinds of balance, before starting to make arrangement. Give individual help and attention.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Principle of Orientation, Element of Line, Design Forms Based on the Pyramid.
3. What to bring: Low, flat bowl, holder, tools, flowers and foliages suitable for making a line-mass, asymmetrical arrangement.

LESSON 4

*Principle of Orientation, Element of Line,
Design Forms Based on the Pyramid.*

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of the basic principle of orientation, and how to achieve it.
2. To explain the element of line, and the directions lines may take.
3. To explain the various design forms based on the pyramid.
4. Each student to complete asymmetrical line-mass arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Large pinpoint, tools, extra supplies.
2. Straight twigs or branches to demonstrate line directions.
3. Chalk-board or charts to show kinds of triangles.
4. Arrangement to show scalene triangle, line mass.
5. NCR 211, *Flower Arranging, Lesson Plans 3 and 4.*

LECTURE PROCEDURE

Start meeting.

1. Review Lesson 3, on Balance, Stability, Focal Point.
2. Explain orientation, illustrate with branches and pinpoint.
3. Explain line directions-vertical, horizontal, diagonal. Lines can be either straight or curved, one-line, two-line, or more. Illustrate on chalk-board, or by chart.
4. Explain triangular forms taken from the pyramid-equilateral, isosceles, scalene, right-angle. Illustrate on chalk-board or by chart. Illustrations on Page 5.
5. Show prepared arrangement.

WORKSHOP PROCEDURE

Students to make a line-mass, scalene triangle arrangement. Give individual help and suggestions.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Design Forms Based on the Cube. Drying and Processing Techniques.
3. What to bring: Tall or low container, tools, and plant materials for making a vertical arrangement.

LESSON 5

*Design Forms Based on the Cube.
Drying and Processing Techniques.*

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain the various design forms based on the cube.
2. To teach drying and processing methods.
3. To have each student complete a vertical mass arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Tall, straight-line container, chicken wire, oasis, pinpoints, tools and extra supplies.
2. Sand, borax, and silica gel; box for drying, and plant materials suitable for drying.
3. Chalk-board—may not be needed.
4. Vertical arrangements in flat container having square lines.
5. NCR 211, *Flower Arranging, Lesson Plans 4 and 5.*

LECTURE PROCEDURE

Start meeting.

1. Review Lesson 4—Orientation, Line Direction, Pyramidal forms.
2. Explain drying and processing methods. Demonstrate how to strip leaves, how to bury flowers in sand, borax, or silica gel.
3. Explain design forms taken from the cube—the rectangle (vertical, diagonal and horizontal). Illustrations on Page 6.
4. Show how vertical arrangement in flat container can be used in tall container.

WORKSHOP PROCEDURE

Students to make a vertical arrangement. Give individual help and attention.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: Principles of proportion and scale.
3. What to bring: Tall or medium container, tools, and plant materials suitable for a horizontal arrangement.

LESSON 6

Principles of Proportion and Scale.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of the basic principles of proportion and scale.
2. To have each student complete a horizontal arrangement in a tall or medium container.

ADVANCE PREPARATION

1. Assemble equipment: Medium tall container, holders, tools, supplies.
2. Chalk-board, or charts, to illustrate good and bad proportion.
3. Horizontal arrangement in a tall container.
4. NCR 211, *Flower Arranging, Lesson Plans 5 and 6.*

LECTURE PROCEDURE

Start meeting.

1. Review Lesson 5 on basic designs taken from the cube.
2. Explain principles of proportion using $1\frac{1}{2}$ times height or width as a starting point. Illustrate on chalk-board good and poor proportions. Chart on Page 54. Illustrations on Page 11.
3. Explain scale.
4. Show arrangement, explain its proportions—container to center of interest to background lines.

WORKSHOP PROCEDURE

Each student to make a horizontal arrangement of good proportions. If this is too difficult at this stage, let them make a vertical. Give individual help and attention.

EVALUATION

Lead group discussion on completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Corsages.
3. What to bring: Regular tools, corsage wire, tape, properly conditioned flowers and leaves, suitable for a corsage, and ribbon.

LESSON 7

Corsages.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain kinds of corsages.
2. To teach mechanics of corsage making.
3. To have each student complete a corsage.

ADVANCE PREPARATION

1. Assemble equipment: Clippers, shears, florist tape, Nos. 22, 24, and 28 wire. Corsage pins, paper bags and ribbon.
2. Plant materials for demonstration of wiring, taping.
3. Completed spray type corsage.
4. NCR 211, *Flowering Arranging, Lesson Plans 6 and 7.*

LECTURE PROCEDURE

Start meeting.

1. Review Lesson 6 on proportion and scale.
2. Explain types of corsages. See Pages 35 - 36.
3. Explain how to wire stems — 4 methods — and demonstrate. See Pages 37 - 38.
4. Demonstrate how to tape wired stems.
5. Demonstrate how to make a ribbon bow. See Page 38.
6. Show finished corsage and explain how to care for it.

WORKSHOP PROCEDURE

Each student to make a corsage, any type. Give help and attention to each.

EVALUATION

Lead group discussion of each completed corsage.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Flower Arrangement Exhibit, review of lessons, and evaluation of progress.
3. What to bring: A completed arrangement of any design desired. List of questions to be answered.

LESSON 8

Flower Arrangement Exhibition, Review of Previous Lessons, and Evaluation of Progress.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain any points on previous lessons not clearly understood.
2. To evaluate progress and ability of each student.
3. To encourage them to exhibit at flower shows.

ADVANCE PREPARATION

Assemble equipment: Holders, snips, shears, tape, wire, clay.

2. NCR 211, *Flower Arranging, all Lesson Plans, 1 to 8.*

LECTURE PROCEDURE

Start meeting.

1. Question and Answer period.

WORKSHOP PROCEDURE

1. Lead group discussion of arrangements.
2. Judging of arrangements by group-selection of 1st, 2nd, 3rd, and 4th best.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: Design forms based on the globe.
3. What to bring: Low, round or oval container, tools, and plant materials suitable for a crescent arrangement.

LESSON 9

Design Forms Based on the Globe.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain the design forms taken from the globe, and to develop group understanding of curved lines.
2. To have each student complete a crescent arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Low bowl, holders, tools, supplies.
2. Chalk-board or charts showing curved forms.
3. Crescent arrangement in low bowl.
4. NCR 211, *Flower Arranging, Lesson Plan 9*.

LECTURE PROCEDURE

Start meeting.

1. Explain various curved designs (circle, semi-circle, oval, crescent, S-curve) and illustrate on chalk-board or with charts. Do not include spiral as this will be studied under "Symmetry".
2. Refer to Page 7.
3. Explain prepared arrangement and call attention to crescent design, balance, depth and proportion.
4. Demonstrate how to shape stems into curves. Page 27.

WORKSHOP PROCEDURE

Each student to make a crescent arrangement. Give individual help and attention.

EVALUATION

Lead group discussion of each finished arrangement.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Principle of Rhythm.
3. What to bring: Tall container with curved lines, tools, plant material suitable for a vertical arrangement.

LESSON 10

Principle of Rhythm.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of basic principle of rhythm.
2. To have each student complete a vertical arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Tall container, chicken wire, oasis, tools, supplies. Flowers to illustrate facing, size, and shape.
2. Chalk-board or charts to illustrate rhythm measure, size and shape.
3. Arrangement showing the S-curve.
4. NCR 211, *Flower Arranging, Lesson Plans 9 and 10*.

LECTURE PROCEDURE

Start meeting.

1. Review Lesson 9 — Globe Design Forms.
2. Define and explain principle of rhythm and how to measure. Chart on Page 54.
3. Illustrate how to achieve rhythm — by size, shape. (Use board or Chart). Chart on Pages 54 - 55.
4. Illustrate same rhythms, plus facing, with flowers. Refer to Page 12.
5. Show arrangement, pointing out various rhythms.

WORKSHOP PROCEDURE

Give each student individual attention and help in making the vertical arrangement, using the methods of achieving rhythm they have just learned.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Color and Color Wheel.
3. What to bring: Any container, tools, foliages, flowers of different sizes, but of only one color.

LESSON 11

Color Explained, the Color Wheel; Attributes of Color.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of the definition of color, color theories, the color wheel, color qualities or attributes.
2. To have each student complete a monochromatic arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Container, holders, tools, extra supplies.
2. Flowers of one color but of different values and chromas.
3. Outlines of color wheel, crayons, chalk-board.
4. Monochromatic arrangement.
5. NCR 211, *Flower Arranging, Lesson Plans 10 and 11.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on rhythm.
2. Explain color language, kinds of colors (spectrum, pigment and neutral).
3. Explain and illustrate the color wheel, and how to make it. Point out primary, secondary, tertiary colors. Chart on Page 62.
4. Explain qualities or attributes of hues, and demonstrate with flowers: value, chroma, weight.
5. Show arrangement, pointing out different values and chromas.

WORKSHOP PROCEDURE

Give individual attention and help to each student. Let them choose their own design, but use only flowers of one color. Foliages permitted. Give each student a color wheel outline.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Color harmonies.
3. What to bring: Container, tools, flowers suitable for an analogous arrangement.
4. Completed color wheel.

LESSON 12

Color Schemes.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of various kinds of color harmonies, and how to achieve them.
2. To have each student make an analogous arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Container, holder, tools, supplies.
2. Flowers to illustrate the various harmonies—analogue, direct complement, and split complement, triad. Chalk-board.
3. Arrangement of analogous colors.
4. NCR 211, *Flower Arranging, Lesson Plans 11 and 12.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on color theories, color wheel, attributes of color.
2. Explain color harmonies by using color wheel, and demonstrate with flowers. Analogous, direct contrast, split complement, triad. Refer to color chart on cover.
3. Show finished arrangement, point out the analogous colors, color rhythm and transition.

WORKSHOP PROCEDURE

Give individual attention and help in making an analogous arrangement.

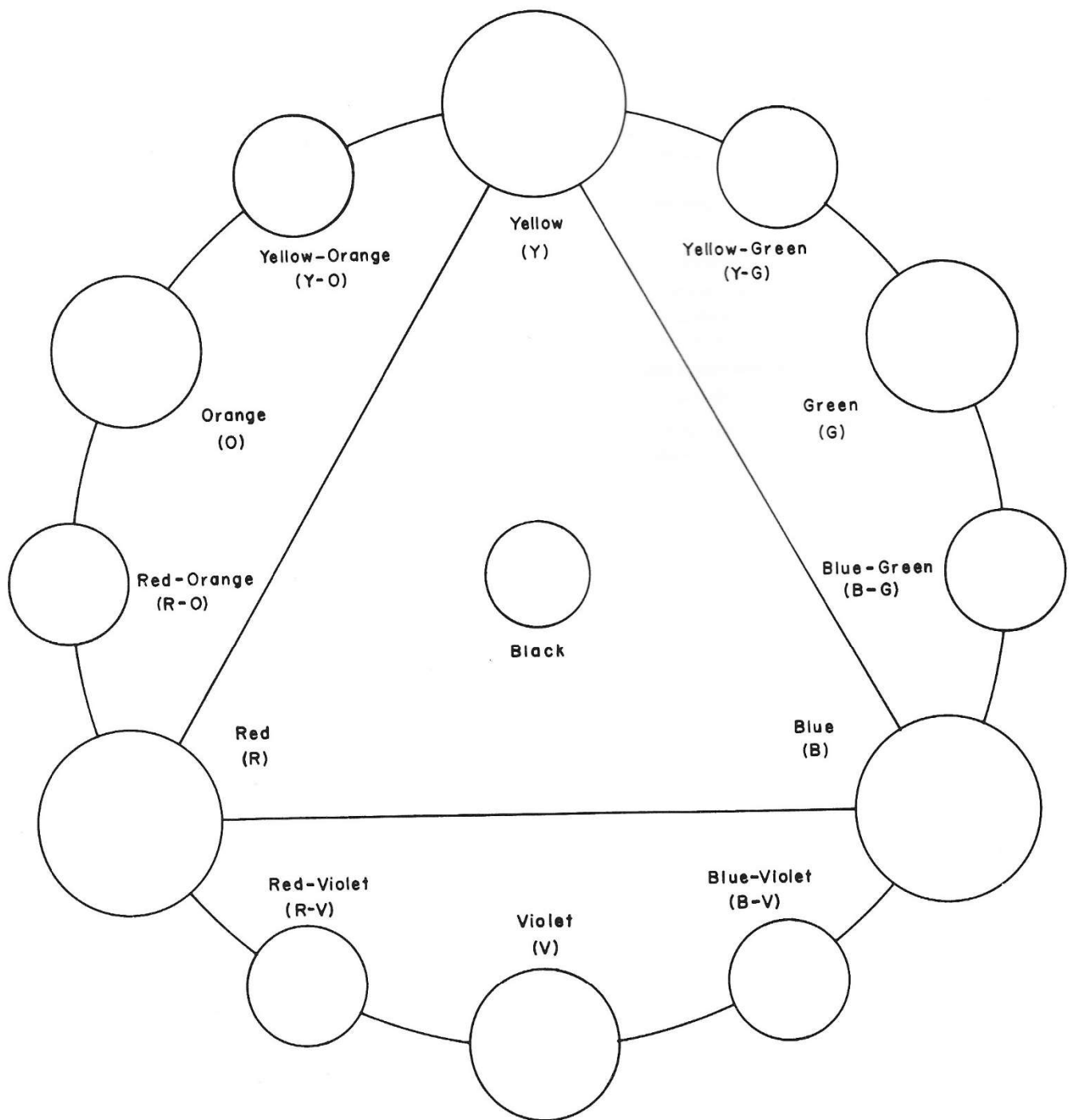
EVALUATION

Lead group discussion on completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Basic principle of Harmony, and further study on color.
3. What to bring: Container, tools, and flowers of contrasting colors suitable for a complementary arrangement.

What Is Color?



LESSON 13

Principle of Harmony, and How to Use Color in the Arrangement.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of the basic principle of harmony, and the minor principle of unity.
2. To explain the use of color through principles of balance, rhythm, dominance, contrast.
3. To explain the effect of lighting on color.
4. To have each student complete a contrasting color arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Container, holders, tools, supplies.
2. Chalk-board or charts showing poor harmony.
3. Plant materials to illustrate minor principles, dominance, contrast.
4. Finished arrangement of contrasting colors.
5. NCR 211, *Flower Arranging, Lesson Plans 12 and 13.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on color harmonies.
2. Explain basic principle of harmony and minor principle of unity. Illustrate, on chalk-board, or charts, faults that can result in disharmony. Chart on Page 55.
3. Explain color dominance and contrast, and how color affects balance, stability and rhythm. Illustrate with plant materials.
4. Show finished arrangement, calling attention to color harmony, dominance, contrast, balance, stability.

WORKSHOP PROCEDURE

Give individual attention and help in making an arrangement with complementary color harmony.

EVALUATION

Lead group discussion of each finished arrangement.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Miniatures.
3. What to bring: Tiny container and suitable plant materials for making a miniature. List tools needed. See Page 43.

LESSON 14

Miniatures.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of what constitutes a miniature, and how to make one.
2. Each student to complete a miniature.

ADVANCE PREPARATION

1. Assemble equipment: Pinpoint, tweezers, small scissors, cuticle stick, florist clay, florist tape, 32 gauge wire.
2. One miniature and one small arrangement.
3. NCR 211, *Flower Arranging, Lesson Plans 13 and 14.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on Harmony.
2. Explain difference between miniature and small arrangement; suitable holders, plant materials, and how to fashion own containers.
3. Major principle — proportion (or scale) involved in making miniatures. Illustration on Page 42.
4. Show finished arrangements, pointing out differences between miniature and small, and use of proper sizes.

WORKSHOP PROCEDURE

Give individual help and attention to each student.

EVALUATION

Lead group discussion of each completed arrangement.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Textures, flower forms, leaf shapes.
3. What to bring: (1) Container, tools, and foliages of different sizes, shapes, and textures and colors. Arrangement of foliages only, of any desired design. (2) Bring flowers of various forms and/or pictures of flowers and leaves cut from nursery catalogues-magazines for discussion.

LESSON 15

Textures, Flower Forms and Leaf Shapes.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To teach the meaning and importance of textures of plant materials, containers, accessories.
2. To identify the various forms of flowers and shapes of leaves.
3. Have each student complete an all-foliage arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Container, tools, holder, and extra supplies.
2. Flowers and foliages of different forms and textures.
3. Chalk-board.
4. Arrangement of foliages.
5. NCR 211, *Flower Arranging, Lesson Plans 14 and 15.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on miniatures, stressing importance of size relationship.
2. Explain what texture is, and how it is used in arrangements. Demonstrate texture contrasts and harmonies with plant materials.
3. List and explain various flower forms, using chalk-board and plant materials. Repeat with leaf shapes.
4. Show finished arrangement, pointing out use of various textures, forms and shapes.

WORKSHOP PROCEDURE

Give individual help and attention to each student.

EVALUATION

Lead group discussion of finished arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Flower arrangement exhibition, review of previous lessons.
3. What to bring: 1. Completed arrangement, using any design, and color harmony desired. 2. List of questions on topics not clearly understood.

LESSON 16

Flower Arrangement Exhibition, Review of Previous Lessons, and Evaluation of Progress.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain any points on previous lessons not clearly understood.
2. To evaluate ability and progress of each student.
3. To encourage students to exhibit at flower shows.

ADVANCE PREPARATION

1. Assemble equipment: Snips, shears, holders, tape, clay, wire.
2. NCR 211, *Flower Arranging, all Lesson Plans 1 to 16.*

LECTURE PROCEDURE

Start meeting.

1. Question and Answer period.

WORKSHOP PROCEDURE

1. Lead group discussion of arrangements. Have each exhibitor demonstrate his or her arrangement.
2. Judging arrangements by group — selection of 1st, 2nd, 3rd, and 4th best.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: Basic principle of symmetry.
3. What to bring: Flat container, holder, tools, and flowers of round shape, same color and size, both spike and broad leaves. Design of arrangement will be spiral.

LESSON 17

Principle of Symmetry.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To develop group understanding of the principle of symmetry and its use in arranging flowers.
2. To have each student complete a spiral arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Containers, holders, tools, supplies.
2. Flowers of the same size, and color for demonstration.
3. Arrangement of the Helix Curve.
4. Chalk-board or Charts.
5. NCR 211, *Flower Arranging, Lesson Plan 17.*

LECTURE PROCEDURE

Start meeting.

1. Define symmetry, and explain the kinds used in arrangements. Chart on Page 55.

(a) Bilateral — identical on both sides — Fan shape — Sunburst.

(b) Equidimensional — all points equal distances from center — Dinner table.

(c) Spiral — units curve outward, forward and downward in one-half, three-quarters or full turn. Stems shorten toward base. One, two or three parallel lines, close together. Facing important.

2. Demonstrate three kinds of symmetry with flowers and/or leaves.

3. Show finished arrangement, pointing out spiral, stems lengths, facing.

WORKSHOP PROCEDURE

Give individual attention and help to students.

EVALUATION

Lead group discussion of finished arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Use of accessories.
3. What to bring: Container, holder, tools. Flowers, foliages and accessory suitable for any design selected.

LESSON 18

How to Use Accessories.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain what accessories are, and how to use them.
2. To have each student complete an arrangement using an accessory.

ADVANCE PREPARATION

1. Assemble equipment: Containers, holders, tools, supplies.
2. Collect accessories having vertical, horizontal, curved lines; bases, and background fabrics of several colors. Flowers for demonstration.
3. Arrangement with an accessory.
4. NCR 211, *Flower Arranging, Lesson Plans 17 and 18.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on symmetry.
2. Define accessories, explain how to use them. Illustrations on Page 29.

3. Demonstrate (with accessories and flowers) vertical, horizontal, and curved lines. Show how bases and backgrounds can help.

4. Show finished arrangement, explaining relationship of accessory.

WORKSHOP PROCEDURE

Give individual help and attention to students.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: The line design, silhouette, voids, and spaces.
3. What to bring: Container, holder, tools, flowers and branches suitable for a line arrangement.

LESSON 19

The Silhouette and How to Curve Plant Material.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain what the silhouette is, and the importance of voids and spaces. To show how plant materials can be curved.
2. To have each student complete a line arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Container, holders, tools, supplies.
2. Branches and flowers to demonstrate how curves can be changed.
3. Line arrangement.
4. NCR 211, *Flower Arranging, Lesson Plans 18 and 19.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on accessories.
2. Review Line Design. Refer to Page 4.
3. Explain the silhouette, the importance of voids, and how to use them.
4. Show line arrangement, explaining use of spaces.

WORKSHOP PROCEDURE

Give individual help and attention to students.

EVALUATION

Lead group discussion of completed arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What lesson will cover: Minor principles of dominance, contrast, repetition, and transition.
3. What to bring: Container, holder, tools, flowers and foliages, both spike and round shapes. Suitable for a line-mass arrangement of any design.

LESSON 20

Minor Principles — Dominance, Contrast, Repetition, Transition.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain the minor principles and how they are used.
2. To have each student complete an arrangement of her chosen design, including minor principles.

ADVANCE PREPARATION

1. Assemble equipment: Container, tools, holders, supplies.
2. Plant materials to demonstrate principles.
3. Chalk-board or Charts.
4. Arrangement illustrating dominance and contrast (or repetition or transition).
5. NCR 211, *Flower Arranging, Lesson Plans 19 and 20.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on the silhouette.
2. Explain minor principles and illustrate with plant materials:
 - (a) Dominance — of line, color, shape.
 - (b) Contrast — of color, shape, size, texture.
 - (c) Repetition (importance in rhythm)
 - (d) Transition — bridge between foreground and background.
3. Show finished arrangement, pointing out minor principles used.

WORKSHOP PROCEDURE

Give individual help and attention to students.

EVALUATION

Lead group discussion of finished arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover — Dried arrangements.
3. What to bring: Container, holder, tools, and dried and/or processed plant materials for any design student chooses.

LESSON 21

Dried Arrangements.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. Each student to complete a dried arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Container, holders, tools, supplies.
2. Completed dried arrangement.
3. NCR 211, *Flower Arranging, Lesson Plans 20 and 21.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson on minor principles — dominance, contrast, repetition, and transition.
2. Inspect and comment on dried materials students have brought.

WORKSHOP PROCEDURE

Individual attention and help to students.

EVALUATION

Lead group discussion of finished arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: Home and Flower Show Table Settings.
3. What to bring: Container, holder, tools: place mat or small cloth, place plate, cup and saucer, water glass.
4. Finished arrangement suitable for the type of table planned.

LESSON 22

Table Settings for the Home and for the Flower Show.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To explain the various types of table settings.
2. To explain what the flower show table is and what the judges look for.
3. Each student make a one-place table setting, complete with decorative unit, prepared in advance.

ADVANCE PREPARATION

1. Assemble equipment: Containers, holders, tools, supplies.
2. Table linens, china, glassware, plant materials to illustrate 3 types of tables: formal, semi-formal, informal.
3. NCR 211, *Flower Arranging, Lesson Plans 21 and 22.*

LECTURE PROCEDURE

Start meeting.

1. Review lesson, if necessary, on dried arrangements.
2. Explain types of tables — formal, semi-formal, informal. Demonstrate textures and color schemes with linens, china, glassware, flower combinations for each type. Illustrations on Pages 48, 49, 50.

WORKSHOP PROCEDURE

Each student to explain his or her own table after it is set up. Arrangement should have been made in advance.

EVALUATION

Lead group discussion of each table setting.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: Period Arrangements — Occidental.
3. What to bring: Tools, holder, container and much plant materials of different kinds and colors.

LESSON 23

Occidental Period Arrangements.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. To describe the more important of the Occidental Period Arrangements.
2. To have each student complete a Period Arrangement.

ADVANCE PREPARATION

1. Assemble equipment: Tools, extra supplies.
2. Containers and plant materials to illustrate French (or some other) period.
3. Finished arrangement of one Period.
4. NCR 211, *Flower Arranging, Lesson Plans 22 and 23.*

LECTURE PROCEDURE

Start meeting.

1. Explain briefly the contributions of the Oriental Floral Art. Line, asymmetrical balance, voids, and restraint.
2. Explain the contributions of Occidental Floral Art — the symmetrical balance, use of mass, color.
3. Describe these period arrangements: Flemish-Dutch; French Baroque and Rococo; Empire English; Georgian and Victorian; American: Late Colonial (Williamsburg).
4. Show finished arrangement — explaining the period it illustrates.

WORKSHOP PROCEDURE

Individual attention and help to students.

EVALUATION

Lead group discussion of finished arrangements.

INSTRUCTIONS TO STUDENTS FOR NEXT LESSON

1. Date, place, and time of next meeting.
2. What the lesson will cover: Flower Exhibition and Review.
3. What to bring: Flower arrangement of any chosen design.
4. List of questions to be answered.

LESSON 24

Flower Exhibition and Review.

DATE _____ PLACE _____

TIME _____ NO. STUDENTS _____

OBJECTIVES

1. Review of previous lessons.
2. Exhibition of arrangements made by students.
3. Evaluation of progress of each student.

ADVANCE PREPARATION

1. Assemble equipment: Container, holders, tools, supplies.
2. NCR 211, *Flower Arranging, All Lesson Plans.*

LECTURE PROCEDURE

Start meeting.

1. Question and Answer Period.

WORKSHOP PROCEDURE

Each student to show and explain his or her arrangement.

EVALUATION

1. Lead group discussion of each arrangement.
2. Selection of 1st, 2nd, 3rd, and 4th best by group.

ARRANGEMENTS FOR FUTURE MEETINGS

1. Discuss with group any future meetings they wish to have, and arrange details.

North Central Regional Extension Publications are subject to peer review and prepared as a part of the Cooperative Extension activities of the thirteen land-grant universities of the 12 North Central States, in cooperation with the Extension Service - U.S. Department of Agriculture, Washington, D.C. The following states cooperated in making this publication available.

Iowa State University
112 Printing & Publ. Bldg.
Ames, IA 50011
515-294-5247

Kansas State University
Umberger Hall
Manhattan, KS 66506
913-532-5830

***Michigan State University**
10B Agriculture Hall
East Lansing, MI 48824-1039
517-355-0240

University of Missouri
115 S. Fifth St.
Columbia, MO 65211
314-882-7216

North Dakota State University
Dept. of Ag. Comm., Box 5655
Fargo, ND 58105
701-237-7881

Ohio State University
2120 Fyffe Road
Columbus, OH 43210
614-292-1607

University of Wisconsin
Ag. Bulletin, Rm. 245
30 N. Murray St.
Madison, WI 53715
608-262-3346

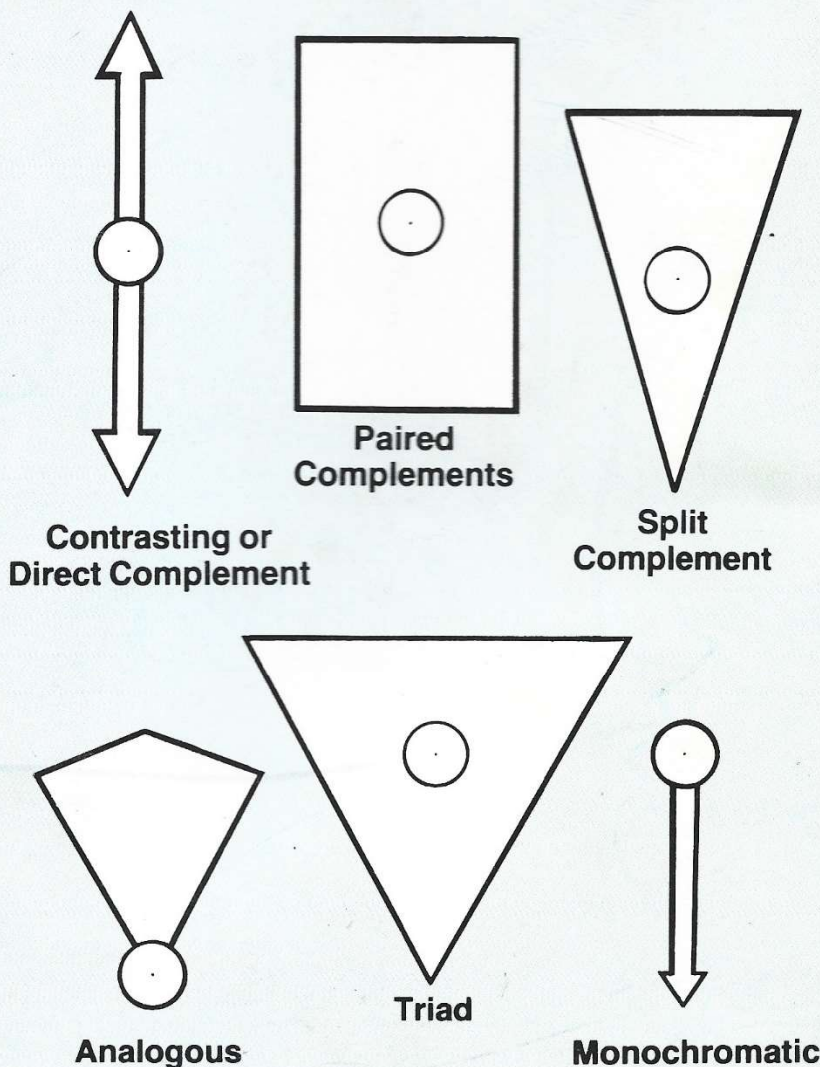
***Publishing state**

For copies of this and other North Central Regional Extension Publications, write to: Publications Office, Cooperative Extension Service, in care of the University listed above for your state. If they do not have copies or your state is not listed above, contact the publishing state as specified.

Choosing Colors

To locate color harmonies, trace the devices below on a separate sheet. Place the center of the small circle of one of the devices in the center of the color wheel on the front cover. Hold it in place with a pin or similar object. Rotate the device around the color wheel to show different color harmonies (see page 33).

Devices For Locating Color Harmonies



Programs and activities of the Cooperative Extension Service are available to all potential clientele without regard to race, color, sex, national origin, or handicap.

In cooperation with NCR Educational Materials Project

Issued in furtherance of Cooperative Extension work. Acts of Congress of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and Cooperative Extension Services of Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. J. Ray Gillespie, Interim Director, Cooperative Extension Service, Michigan State University, East Lansing, Michigan 48824.