

LCA



EDUCOOT

**SAMPLE!**

# **Horticulture** Garden Design

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## B. Garden Styles

1. Look at the slides **Garden Types**. Write 3 examples of different garden styles. In each case, give features of this garden style.

STLYE 1:

STLYE 2:

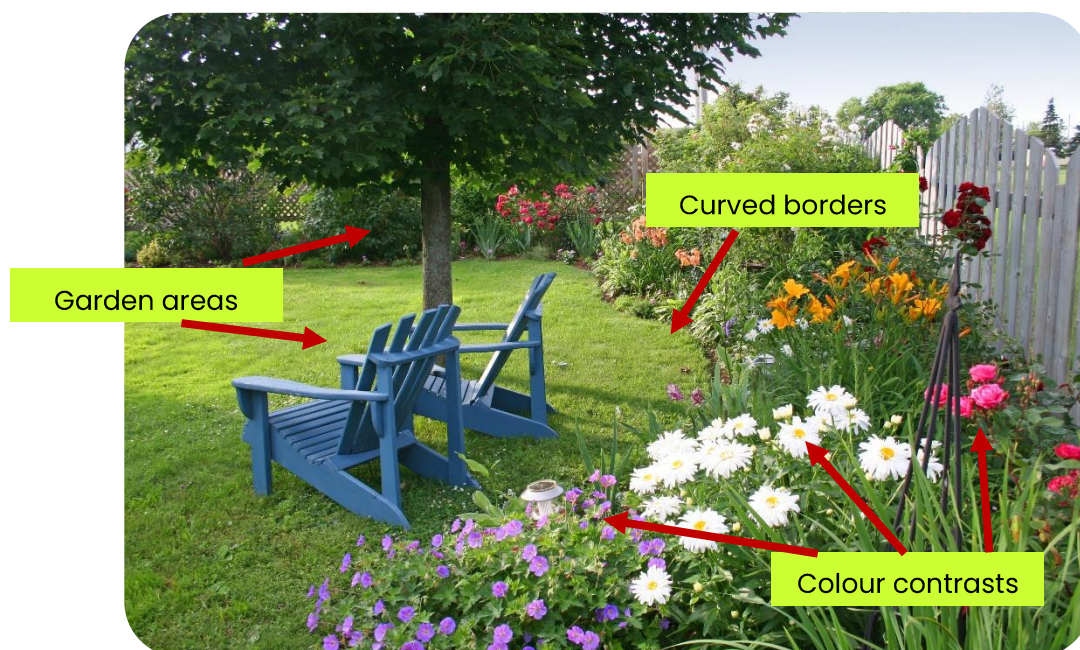
STLYE 3:

2. What kind of style is this garden?



3. Read: Here are some characteristics of a well-designed garden: (a garden does not need to have all of these!)

- Outer edges are defined. These edges can be blurred, e.g. with an overhanging plant.
- The space is divided up. Large areas are broken up into smaller sections. There are clear areas, e.g. a place to sit, a place for herbs, an area to welcome birds, etc.
- There are areas of interest, e.g. with benches, birdbaths, containers, boulders, and sculpture.
- Bold shapes are used, e.g. plants with well-defined shapes.
- Colours are repeated in different places.
- There are curves in the garden, e.g. curved paths, flower beds, etc.
- Plants are staggered into layers, rather than all in a straight line.
- There are a variety of textures, e.g. coarse, medium, and fine.
- A bird's eye view of the garden looks just as good.
- There are clear patterns, e.g. colour, geometric shapes.
- There is visual balance and a central focal point.
- There is unity which means that the basic garden design principles come together in a balanced, harmonious whole.
- There are contrasts, e.g. between plants and objects, between colours, between textures.
- Colours in the garden complement each other.
- There is variety, e.g. of plants, of shapes, of materials etc.



SAMPLE LCA GARDEN DESIGN

## 2. Consider your ideal garden.....

### QUESTIONNAIRE

In order to design a successful garden, it is helpful to step back and think about how you would like to use your garden and how you want it to look. There are a few things you will need to take into consideration, such as:

- ✿ Do you need a safe place for children to play?
- ✿ Do you want a dining area? If so, for how many people?
- ✿ Do you want a place to read or relax?
- ✿ How much time do you have to maintain the garden? (leaves fall, weeds grow, plants need watering, shrubs need shaping, roses need pruning....)
- ✿ Do you have excessive sun or lots of shade?
- ✿ Does your garden need to be pet-friendly?



a) What is the main purpose of your ideal garden?

b) What do you like most and least about your current garden?

c) When do you intend to use your ideal garden?

- Evenings    Weekends    Daytime



d) What are your ideal garden design considerations?

Plant preferences: List any plants that you would like and not like in your garden.

**LIKE**



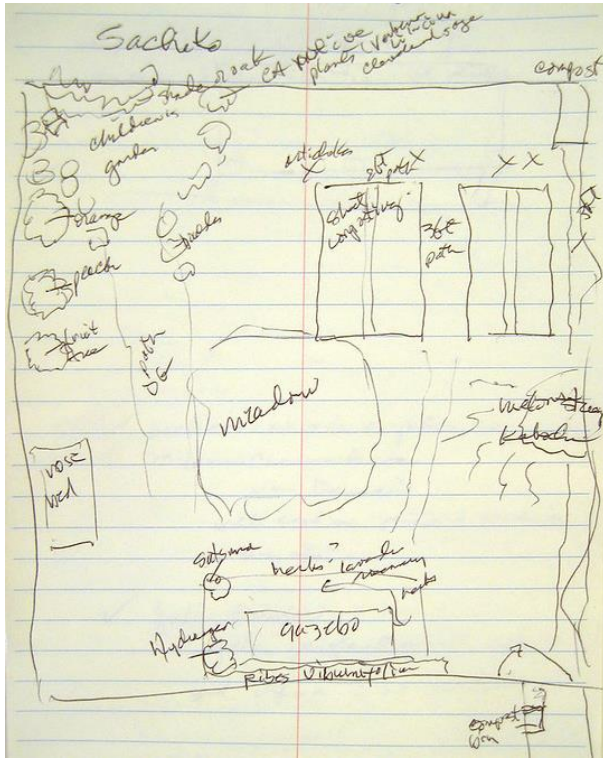
3. Visit and review a public garden. Fill in the Review Form or write your own report. Give the garden a mark out of 30. Print the page.

GARDEN REVIEW	Mark out of 5
Name and location of the garden:	
What features does the garden have?	
Name some of the plants and trees.	
Comment on the style/s of the garden.	
What is the mood of the garden?	
What materials can be found in the garden?	
What designs can you see?	
What aspects of the garden do you least like?	
What aspects of the garden do you like most?	
Your comments:	
TOTAL MARK OUT OF 30	



\*Print this form and review other gardens, with the owners' permissions of course! In your class, discuss all the gardens you've seen.

**Classwork**



4. You should now have a good idea of how you want your garden to look. Start with drawing a very rough sketch of your proposed garden.



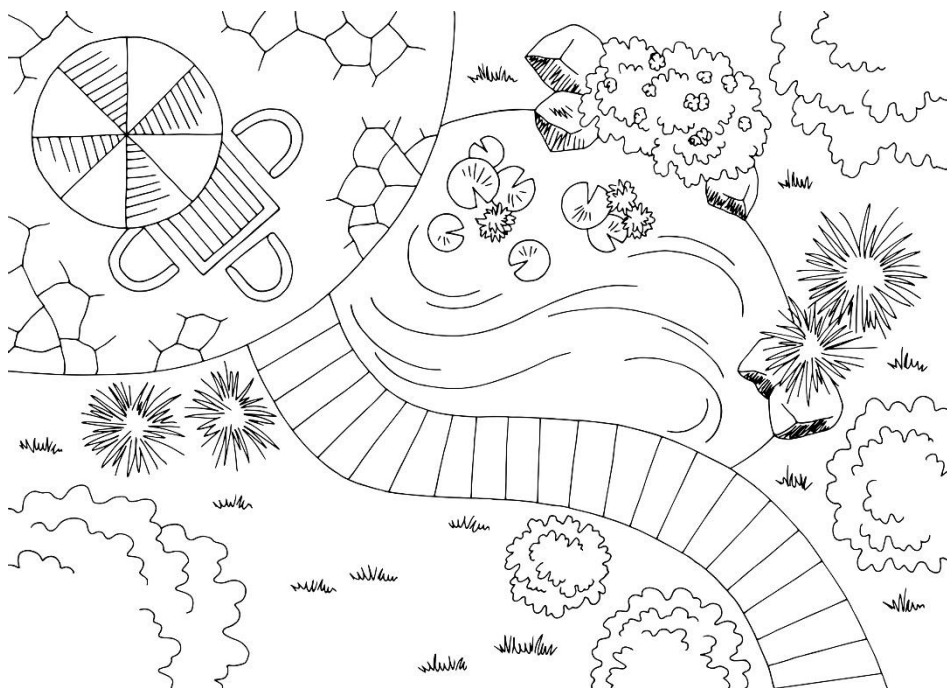
5. Show your sketch to your teacher and fellow students and see what they think of your design. Change things on the drawing if you need to.

Include your sketch in your Portfolio.



Decide what symbols you will use for the different garden elements. It would be helpful to use a key.

Example:



**KEY**

Chair 

Shrub 

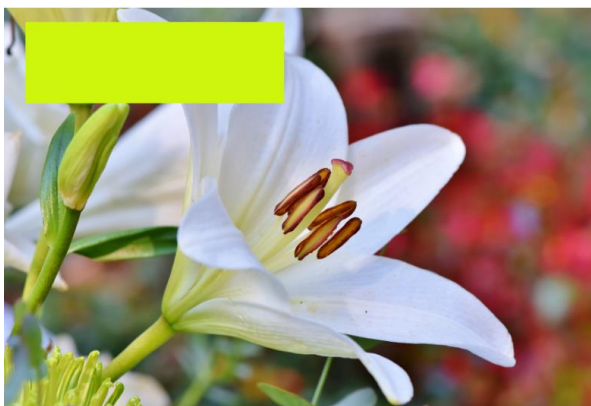
Flagstones 





## A. Flowers

1. Name these common flowers:



## 8. Read: What use are flowers in the garden?

Flowers play an important role in the reproduction of plants, and as food for living creatures, but they have a number of important uses for humans as well.

### **Decoration**

Flowers are used to decorate in many different ways. People plant them in gardens or arrange them in fresh flower bouquets.

### **Aroma**

The aromas of flowers are often extracted and used for perfume and aromatherapy.

### **Medicine**

Many flowers and other plant parts are reported to have medicinal properties, e.g. Valerian root can treat anxiety, tension, headaches, and various other pains.

### **Honey**

Flowers produce nectar to attract bees so that the bees will distribute flower pollen. The bees then use this nectar to produce honey. Honey is an important food for people, who use it for baking, to sweeten teas and other drinks, and for a variety of other culinary purposes.

## 9. Give 3 purposes of flowers:



10. Look at the **Flower Garden** slides.



a) Which is your favourite?

b) Why?

c) Which is your least favourite?

d) Why?

e) Can you see techniques and/or features that have been used in some of these gardens? Write the letters and the techniques.

2. Read:

What are shrubs used for?



**a) For landscaping**

Shrubs are used for landscaping purposes. Often a form of permanent planting, they contribute to gardening, background screens, fences, hedges, and more.

**b) Ornamental value**

Shrubs have great ornamental value. They come in a variety of sizes, structures and colours. Flowering shrubs also contribute to the fragrance. They are evergreen, always look beautiful, and keep both noise and dust away.

**c) Provide foliage**

Some shrubs have dense foliage even during the winter season.

**d) Survival in extreme climatic conditions**

Some shrubs have the capacity to survive in cold, freezing climates or slightly barren lands. In these cases, they provide shelter to animals or bring about opportunities for natural life. They also provide sources of fuel when their branches or stems are dry. They also help in local construction under harsh climatic conditions.

**a) Environment conservation**

Shrubs help in conservation by preventing soil erosion, especially in areas prone to rainfall.



Look at the use of shrubs in this garden.

5. Choose the correct tree.

**blackthorn, ash, willow, wild cherry, oak, alder, Scots pine**

a) resistant to decay when submerged in water, and is used to make sluice gates and other structures along streams, rivers and canals

b) has been harvested for its fine timber for centuries and is much prized for its visual qualities and durability, commonly used in the making of furniture

c) sloes (little berries) have traditionally been used for flavouring gin or poteen, the use of this wood is mainly decorative, e.g. manufacture of shillelagh walking sticks and tourist souvenirs

d) a coniferous tree, supports a wide variety of wildlife, red squirrel prefers the seeds of this tree more than any other

e) the wood of this tree is attractive and honey-coloured and is hard and strong, it's often used as a decorative wood in joinery and furniture making, the wood burns well and produces a perfumed smoke

f) the tree is rich in insects and so provides a good food source for insect eating birds in summer, notably for the willow warbler

g) the pale dense timber makes good firewood and is also used for hurley sticks, snooker cues and furniture



Blackthorn tree

### 3. Read: How to prepare the soil for grass

**Timing:** Early autumn and early spring

**Ground preparation:**

- Should be done 1 month before sowing
- Most work must be done in dry conditions

**Soil:**

- At least 15cm inches of top soil is needed
- Too little topsoil leads to stress in drought
- Grass prefer a light, well-drained soil
- Clay soil which is heavy and damp = moss and slow spring growth
- Sandy soil which is light and dry = clover

#### **Step 1: Preparation**

- A. Weed kill the existing vegetation before ground preparation.
- B. Two applications of a non-selective, contact weed killer may be needed to kill off all perennial weeds.
- C. Before sowing the seed it is important to prepare the soil.
- D. Dig the soil to a depth of 15cm.
- E. Remove larger stones as you dig and turn the soil.
- F. Roughly level your soil with a rake and allow to settle for a week if possible.
- G. Rake to the sides to remove new weeds and smaller stones to



create a fine seed bed.

H. Firm the soil by treading the site evenly or using a light weight roller.

I. Then rake the soil again.

Raking the soil to level it

4. Complete the instructions for preparing the soil:



A. Weed kill the existing vegetation before  preparation.

B. Two applications of a non-selective, contact weed  may be needed to kill off all perennial weeds.

C. Before sowing the  it is important to prepare the soil.

D. Dig the soil to a depth of .

E. Remove  stones as you dig and turn the soil.

F. Roughly level your soil with a  and allow to settle for a week if possible.

G. Rake to the sides to remove new weeds and smaller stones to create a fine  bed.

H.  the soil by treading the site evenly or using a light weight roller.



## Mapping of Learning Outcomes

### Unit 1: Gardens and their Uses

1. list the uses to which gardens can be put **Pages 7 to 8 (uses of a garden), collage, Page 22 (specialty gardens and their features), garden plan**
2. compare an actual garden with his or her ideal garden as observed in resource materials **Pages 14 to 21 (investigating and comparing gardens), collage, booklet, questionnaire, garden review forms**
3. state the main features that contribute to good design **Page 10 (characteristics of a well-designed garden), Pages 19 and 20 (garden review forms), Page 22 (identify good garden design), Page 28 (elements of good garden design on garden plan), Pages 29 and 30 (getting expert advice about garden design), Page 46 (using flowers in a garden)**
4. identify different garden styles **Pages 9 to 13 (garden styles), Page 46 (flower gardens)**
5. select structures that can be used when creating a garden. **Pages 12 and 13 (structures), Page 28 ('design a garden' activity)**

### Unit 2: Garden Design

1. draw up requirements for a garden plan on a chosen theme **Page 25 (requirements for garden plan), Page 28 ('design a garden' activity), Pages 29 and 30 (getting expert advice about garden design), Pages 31 to 35 (garden plan), garden plan, Garden Design Questionnaire, 'Design a Garden' activity, display, presentation**
2. sketch an outline plan **Page 27 (sketch), Page 28 ('design a garden' activity), Pages 29 and 30 (getting expert advice about garden design), Pages 31 to 35 (garden plan), sketch, measurements, garden plan, Garden Design Questionnaire, 'Design a Garden' activity, display, presentation**



3. select suitable flowers, trees and shrubs for the garden **Pages 29 and 30 (getting expert advice about garden design), Pages 31 to 35 (garden plan), garden plan**
4. locate flower beds, trees and shrubs on the plan **Pages 29 and 30 (getting expert advice about garden design), Pages 31 to 35 (garden plan), garden plan**
5. name four hard landscape features that could be used in the plan **Pages 25 and 26 (hard landscape features), Pages 29 and 30 (getting expert advice about garden design), garden plan**
6. research the availability of the four named hard landscape features **Page 26 (availability of hard landscape features)**
7. select one special feature for the plan and state how it would be placed in the garden. **Pages 31 to 35 (garden plan), garden plan, presentation**

### **Unit 3: Plants and their Uses**

1. name four different flowers **Pages 38 to 40 (flowers)**
2. demonstrate the propagation of two flowers from seeds **Pages 41 and 42 (propagation of 2 flowers from seeds), photographic and/or video evidence of planting/maintaining**
3. demonstrate the planting of two bulbs **Pages 47 to 48 (bulbs), growth chart, graph, photographic and/or video evidence of planting/maintaining**
4. investigate the effect that can be created with flowers within a garden **Pages 43 to 46 (flowerbeds, use of flowers)**
5. list four shrubs that can be used in a garden **Pages 49 and 51 (shrubs)**
6. state the uses to which shrubs can be put in a garden **Pages 50 and 51 (uses of shrubs)**

7. plant a small shrub bed or planter **Page 52 (instructions for planting a bulb), growth chart, photographic and/or video evidence of planting/maintaining**

8. name four trees and give the use of each one in the garden **Pages 53 to 58 (types of trees, uses of trees), tree spotting form**

9. correctly plant a tree **Page 59 (planting a tree), growth chart, graph, photographic and/or video evidence of planting/maintaining**

#### Unit 4: Lawns

1. state the uses to which lawns can be put **Pages 62 and 63 (what is a lawn, uses of lawns)**

2. name three varieties of seed suitable for growing lawns **Page 64 (seeds)**

3. explain where each of the different lawn seed mixes is used **Page 64 (seeds, uses)**

4. state the jobs involved in preparing soil for a lawn **Pages 65 and 66 (preparing soil), Pages 67 to 68 (growing and maintaining a lawn), growth chart, photographic and/or video evidence of planting/maintaining**

5. name four common problems associated with lawns and demonstrate how any one of them can be solved. **Pages 69 to 72 (lawn problems)**

6. draw up a seasonal maintenance chart for a lawn **Page 72 (maintenance chart), maintenance chart**