

Lesson C2–2

Designing the Landscape Areas

Unit C. Nursery, Landscaping, and Gardening

Problem Area 2. Residential Landscape Design

Lesson 2. Designing the Landscape Areas

New Mexico Content Standard:

Pathway Strand: Plant Systems

Standard: IV: Exercise elements of design to enhance an environment (e.g., floral, forest, landscape, farm).

Benchmark: IV-A: Apply basic design elements and principles to create a design using plants.

Performance Standard: 1. Conduct a site evaluation for physical condition and design implications. 2. Apply elements of design (e.g., line, form, texture, color). 3. Incorporate principles of design (e.g., space, scale, proportion, order). 4. Use landscape design drawing tools including Computer Aided Design (CAD) and industry-specific software.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Describe the major areas of a residential landscape.
2. Identify the activities that occur in each of the areas.
3. Explain how to create “rooms” in the outdoor landscape.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany the lesson:

Biondo, Ronald J. and Charles B. Schroeder. *Introduction to Landscaping: Design, Construction, and Maintenance*, Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2003.

Other Resources. The following resources will be useful to students and teachers:

Pierceall, Gregory M. *An Illustrated Guide to Landscape Design, Construction, and Management*. Danville, Illinois: Interstate Publishers, Inc., 1998.

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached masters
Copies of student lab sheets

Terms. The following terms are presented in this lesson (shown in bold italics):

Enclosures
Focal point
Outdoor ceiling
Outdoor floor
Outdoor living area
Private area
Public area
Service area

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Begin the lesson by having students generate a list of activities that could take place in the yard. For example, a doghouse, greeting people, hanging laundry, playing ball, and barbecuing. Next, have the students work in pairs to sort all the activities into separate lists. Where would the activities take place? (In the backyard, front yard, side yard, near the garage, etc.) Ask why it is important to keep similar activities together. How can you achieve this with landscaping materials?

Summary of Content and Teaching Strategies

Objective 1: Describe the major areas of a residential landscape.

Anticipated Problem: What are the major areas of a residential landscape?

- I. Just as the inside of the home is divided into separate rooms, the outside of the home can also be divided into design areas. By dividing a yard into separate areas, each with their own separate function, it is easier to meet the needs of the client. The outside property can be divided into:
 - A. The **public area**—the portion of the property that is seen by the neighbors. This area is usually located by the front door of the home. The front door of the home should be treated as a focal point. The **focal point** is the area that draws the viewer's eye and holds their attention. People should be able to easily see the front door and the public area should be designed in such a way that people are led up to the front door.
 - B. The **outdoor living area**—the portion of the property where the family would spend most of their time when outdoors. This area is usually located in the rear of the home, out of view from the public and is often called the **private area**.
 - C. The **service area**—the portion of the property that houses items used in the general up-keep of the home and property.

One way to help students master this objective is to use TM: C2–2A to highlight the areas a landscape can be divided into. Use TM: C2–2B to illustrate the concept of a focal point. Have students discuss where in the property each area is located. Students can match areas inside the home with the outside areas and complete LS: C2–2A.

Objective 2: Identify the activities that occur in each of the areas.

Anticipated Problem: What happens in each of the main areas of a landscaped residential site?

- II. A landscape is divided into main areas because each area has a specific purpose. Similar activities can be completed at a more efficient rate if they are done in close proximity to each other.
 - A. The public area surrounds the front door and includes such activities as greeting guests and leading people to the front door.
 - B. The outdoor living area is in the rear of the property and includes such activities as playing ball, barbecuing, entertaining on decks or patios, and sunbathing.
 - C. The service area is located in an area out of site from the rest of the yard; possibly close to the kitchen or garage, and would include such activities as hanging laundry, placement of garbage cans or compost heap, the dog run, and the vegetable garden.

One way to help students master this objective is to have them read the corresponding pages in the textbook. Then, have students complete the LS: C2–2B to check for understanding. Further mastery of the

lesson can be achieved by referring back to the students' generated lists of activities and placing those activities in the area where they would occur.

Objective 3: Explain how to create “rooms” in the outdoor landscape.

Anticipated Problem: How does one create “rooms” in the outdoor landscape?

- III. The various rooms inside a house have several common features that make them a room. A room has an enclosed feeling to it. Through the placement of walls, a floor, and a ceiling, a room can be created, giving the people who enter it, a warm, private, comforting feeling. Just as an indoor room has these three things, outdoor rooms can be created through the use of plant material, fences, and surfacing materials.
- A. **Enclosures** or walls help to screen views and define space in a landscape. They also can provide protection from the elements or serve as backdrops for accent plants. There are several materials that can be used to help create a sense of enclosure. Living walls can be made through the use of evergreen shrubs or trees. Solid wooden fences can also provide enclosure to a landscape.
- B. The floors or surface of an outdoor room is very important. The **outdoor floor** gives people the feeling that they are actually entering a different area as they step onto the surface of the room. Through the use of several types of flooring, a smooth transition from one area of the yard to another can be achieved. There are several materials that can be used for outdoor floors. Common floor materials are lawn areas, concrete or brick pavers, or even decks. These materials serve specific functions and allow people to move about the yard. Other surfacing materials like moss and other groundcovers are mainly ornamental as they do not hold people's weight. They are used to tie the planting beds together and can add interest to the yard through flowers or their unique growth habit.
- C. The **outdoor ceiling** helps bring the yard down to a more comfortable level and creates a sense of privacy. Several overlapping shade trees can be used to form a nice living canopy ceiling. Through the use of a trellis or patio umbrella, people can be protected from wind, rain, or the sun's rays.

Students can achieve this objective by visiting a landscaped site. Have the students describe how they feel as they move around the yard. Ask the students what makes up the walls, floors, and ceilings in the yard. This may also be done through the use of pictures. Use TM: C2–2C for emphasis of key points and LS: C2–2B to check for understanding.

Review/Summary. Use the student learning objectives to summarize the lesson. Have the students quiz each other over key points.

Application. Application of the lesson can be achieved through the following ways:

Showing TM: C2–2A, TM: C2–2B, and TM: C2–2C

Reading the appropriate sections *Introduction to Landscaping: Design, Construction, and Maintenance*

Completing LS: C2–2A and LS: C2–2B

Evaluation. The evaluation of the student achievement over the lesson objectives will be the successful completion of the lab sheets and the written test. A sample written test is attached.

Answers to Sample Test:

Part One: Matching

1=a, 2=b, 3=c, 4=c, 5=b

Part Two: Completion

1. front door
2. service
3. ceiling

Part Three: Short Answer

1. A room needs to have walls (enclosures), a floor, and a ceiling. Plant material or a fence can be used to create a wall. Overhanging trees create ceilings and an outdoor floor can be made from grass or brick pavers.
2.
 - a. Lawn
 - b. Groundcover
 - c. Pavers (concrete or brick)

Test

Lesson C2–2: Designing the Landscape Areas

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- a. public area b. outdoor living area c. service area

- _____ 1. Greeting guests
_____ 2. Barbecuing
_____ 3. Dog Run
_____ 4. Hanging Laundry
_____ 5. Playing Ball

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

1. The focal point of the public area is the _____.
2. The compost pile would be placed in the _____ area.
3. The limbs of an overhead tree can be used to help create a _____ in the yard.

Part Three: Short Answer

Instructions. Provide information to answer the following questions.

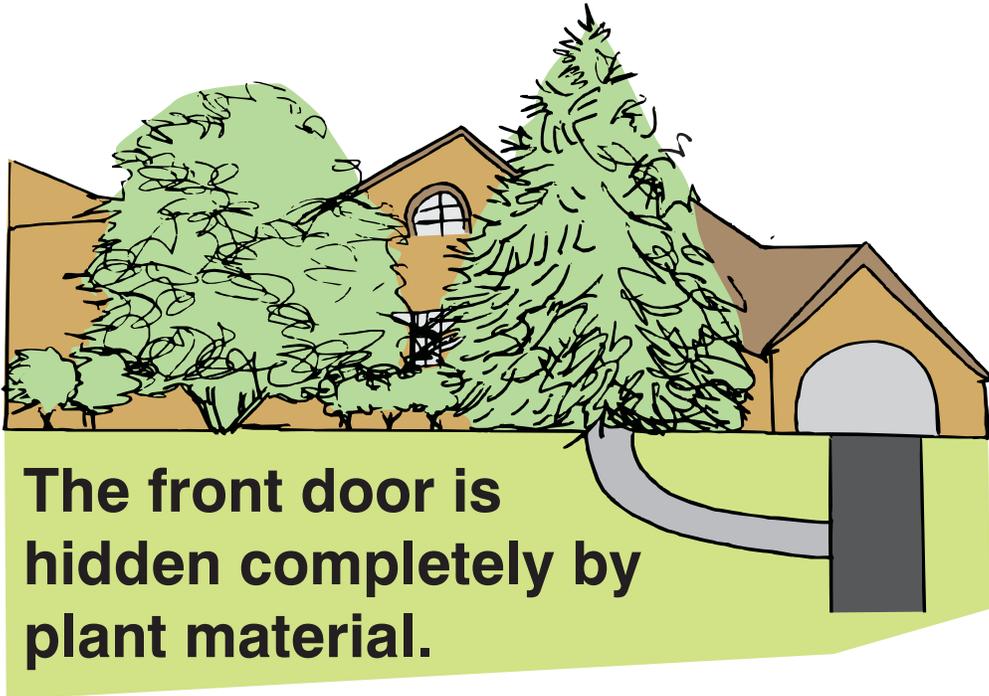
1. Describe how to create a “room” in a landscape.

2. List three materials that can be used to create an outdoor floor.
 - a.
 - b.
 - c.

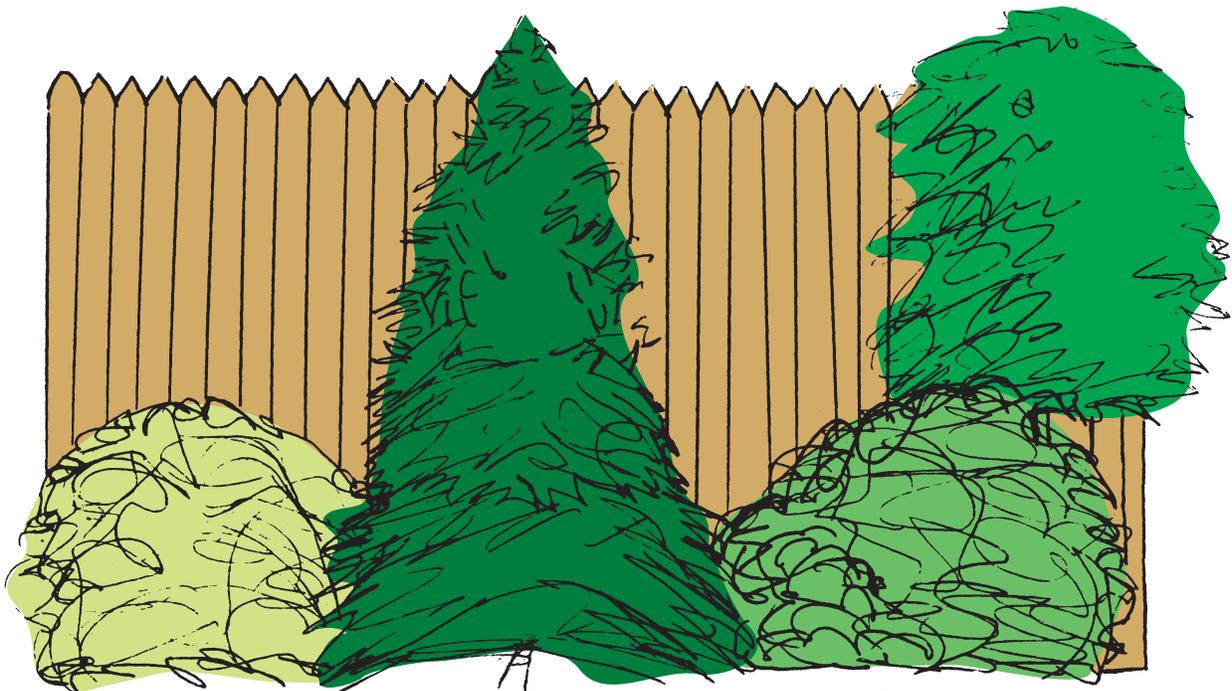
A RESIDENTIAL SITE CAN BE DIVIDED INTO:

- 1. The Public Area**
- 2. The Outdoor Living Area
(Private Area)**
- 3. The Service Area**

FOCAL POINT



ENCLOSURES IN THE LANDSCAPE



Through the use of a fence and plant material, an outside wall is created.

Lab Sheet

1. Identify which outdoor area would be placed close to each indoor room.

Front Door

Garage

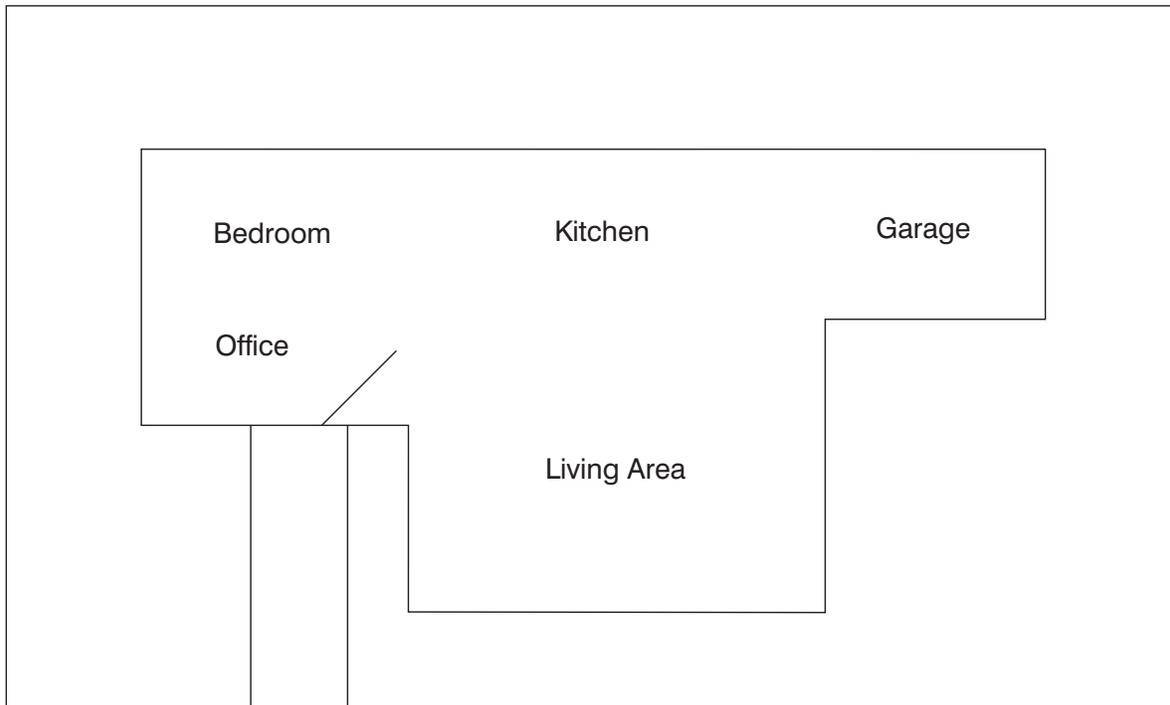
Kitchen

Back Office/Den

Family Room

Laundry Room

2. Divide this yard into the three design areas.



Lab Sheet

- A. Identify which outdoor area would contain each activity.
1. Dog Run
 2. Front Door as a Focal Point
 3. Greeting Guests
 4. Playing Catch
 5. Compost Pile
 6. Barbecuing
 7. Sunbathing
 8. Clothes Line
 9. Vegetable Garden
 10. Entertaining Guests
- B. Decide if the material listed would create an outdoor wall, ceiling, or floor.
1. A Hedge
 2. A Gazebo
 3. A Carpet of Grass
 4. Brick Pavers
 5. A Board-on-Board Fence
 6. Limbs of a Tree