

## Lesson C2–7

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# Putting the Plan on Paper

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**Unit C.** Nursery, Landscaping, and Gardening

**Problem Area 2.** Residential Landscape Design

**Lesson 7.** Putting the Plan on Paper

### **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: 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. Demonstrate how to draw plants on the landscape plan.
2. Describe how to label a landscape plan.
3. Explain how to render the landscape plan.

**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:

Ingels, Jack E. *Landscaping: Principles and Practices*, Fifth Edition. Albany, New York: Delmar Publishers, 1997.

## List of Equipment, Tools, Supplies, and Facilities

Writing surface  
Overhead projector  
Transparencies from attached masters  
Copies of student lab sheet  
T-square  
Several Landscape plans  
Circle template  
Scale  
Drawing Pencils  
Tracing Paper  
Triangle  
Colored pencils or markers

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

Broadleaf evergreen  
Render  
Title block

**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 putting the students in groups of 2 or 3. Pass out copies of several landscape plans to the students. Ask the students to work together to answer the following questions. How many shrubs are on the plan? How many trees are needed for this design? Are there any evergreen plants needed for this plan? How large are the shrubs by the front door? The instructor may come up with several other ques-*

tions to ask. Once the students come up with several possible answers to the questions, begin a discussion to determine how the students arrived at their answers.

## Summary of Content and Teaching Strategies

**Objective 1:** Demonstrate how to draw plants on the landscape plan.

**Anticipated Problem:** How are plants drawn on the landscape plan?

- I. Symbols are used in the landscape industry to indicate trees, shrubs, groundcovers, flowers, and hard scape (fences, patios, pools, etc.). The symbols are distinct for each type of plant or physical feature drawn on the landscape plan. Although each designer will add their own unique style to the symbols on their plan, the landscape industry does have some standards for drawing symbols on the plans.
  - A. Plants are drawn on the landscape plan at their mature size. They are indicated by circles with a plus sign in the middle to show the center of the plant.
  - B. Each type of plant, deciduous, evergreen, **broadleaf evergreen** (an evergreen plant with wide thick leaves, not needles), groundcover, tree, and shrub, has its own distinct symbol.
  - C. By varying the type of pencil used (2H, HB, 4H) and making lines thicker or thinner, trees and shrubs can be made to stand out on the landscape plan.
  - D. It is important to be neat and accurate in drawing the symbols on your landscape plan.

*One way to help students master this objective is to have the students practice drawing the symbols used by landscape designers. LS: C2–7A is designed to give students the needed practice in this objective. TM: C2–7A will provide examples of landscape symbols.*

**Objective 2:** Describe how to label a landscape plan.

**Anticipated Problem:** How is a landscape plan labeled?

- II. In order to sell your landscape plan to the potential client, it is important to have a well designed plan that is neat and easy to read. Plans are labeled in such a way that the average person can read what is being presented. The labeling on the plan would include a plant list, a list of notes, and a title block.
  - A. The **title block** is a list of information that would include the client's name, the scale used in the drawing, the date, and the designer's name.
  - B. The plant list is a numbered list of plants that are used in the landscape. Plant lists include both the Latin name of the plant and the common name. The plants are labeled by using numbers. Each plant is given a specific number that corresponds with that number in the plant list. It is best to number your plans in a clockwise position, starting at the lower left hand corner.

- C. The list of notes consists of any information needed to describe details of the plan. Some possible notes would include: the type of edging, type of mulch, location of lights in the yard, and any physical features like the fence. These objects are labeled similar to the plant list but letters are used to indicate their placement instead of numbers.
- D. The writing on the landscape plan needs to be simple, neat, and easily read. The writing is done in uppercase letters and is usually a basic block style with a few variations.

*One way to help students master this objective is to have the students practice writing in the landscape style. Have the students locate each feature mentioned in the lesson and then have them recreate these features on their own plans. Use TM: C2-7B and TM: C2-7C to reinforce the concepts presented in this objective.*

**Objective 3:** Explain how to render the landscape plan.

**Anticipated Problem:** How are landscape plans rendered?

- III. It is important for the landscape designer to present his or her plan to the client in an attractive way. The designer needs to improve the appearance of his or her plan so the client can get a good feel for what the finished plan will look like once it is put into place. One way to enhance the landscape design is to add color to the plan.
  - A. To **render** a landscape plan, color is added to the plan. The plan can be colored with colored pencils or with chalk. The plant material would be colored, as well as any physical features like a pool or driveway.
  - B. By rendering a plan, the plants are colored with different shades to create the appearance of depth and shadows within the plan. To begin coloring, color the entire plant with a light color. With a medium shade, color about half of the same plant and then with a darker color, color half of that. Try to blend the colors together.
  - C. When a plan has a tree with a lot of underplantings, the designer can choose to color the tree or the shrubs under the tree. If the designer colors the shrubs, the tree is usually just outlined in color.

*One way to help students master this objective is to have them color their drawings so they get used to this technique. If landscape plans are available, show the plans to the students and have them compare the appearance of non-rendered plans with those that were rendered. Use TM: C2-7D to illustrate how a landscape plan is rendered.*

**Review/Summary.** Use the student learning objectives to summarize the lesson. Have students go back to the original plans used in the interest approach and see if they can now accurately answer the questions about the plans.

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

Completing LS: C2–7A

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

**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=d, 2=c, 3=b, 4=a, 5=e

### **Part Two: Completion**

1. capital
2. plus
3. mature

### **Part Three: Short Answer**

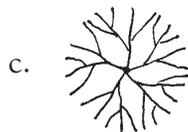
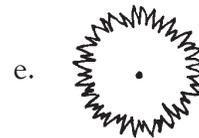
1. designer's name
2. client's name
3. scale
4. date

# Test

## Lesson C2-7: Putting the Plan on Paper

### Part One: Matching

Instructions. Match the symbol with the correct response.



- \_\_\_\_\_ 1. Evergreen hedge
- \_\_\_\_\_ 2. Deciduous tree
- \_\_\_\_\_ 3. Deciduous shrub
- \_\_\_\_\_ 4. Gravel
- \_\_\_\_\_ 5. Evergreen tree

### Part Two: Completion

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

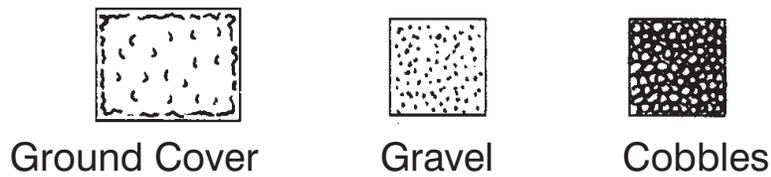
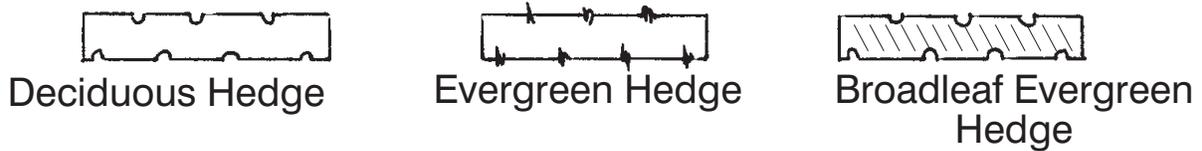
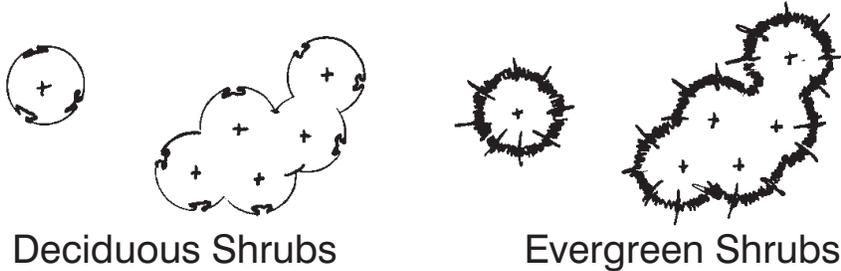
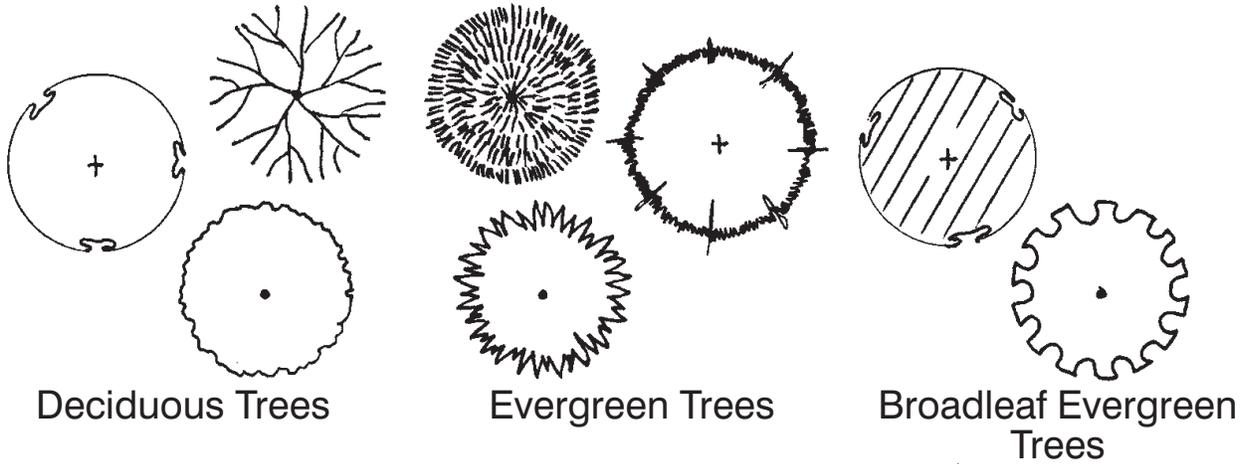
1. Landscape writing is done in \_\_\_\_\_ letters.
2. The center of plants are indicated with a \_\_\_\_\_ sign.
3. Plants are drawn at their \_\_\_\_\_ size.

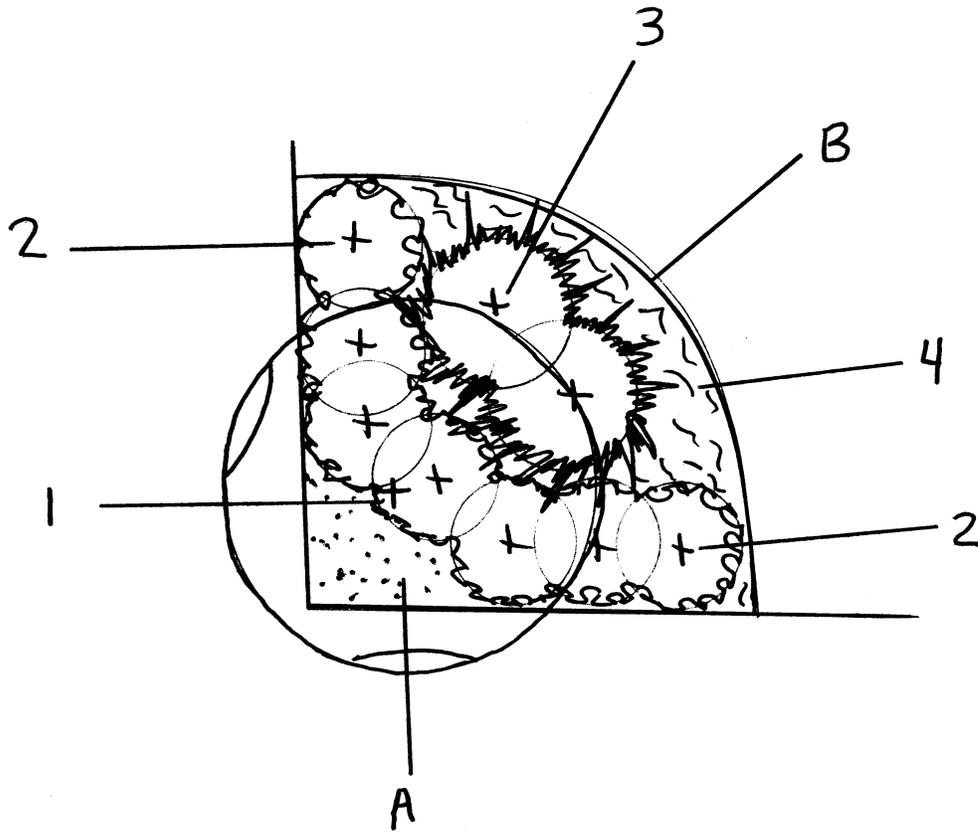
**Part Three: Short Answer**

*Instructions.* Provide information to answer the following questions.

1. What information is included in a title block?

# PLANT SYMBOLS





PLANT LIST

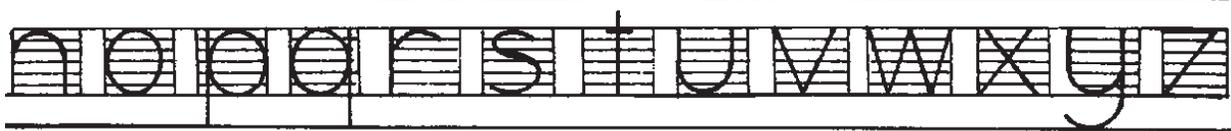
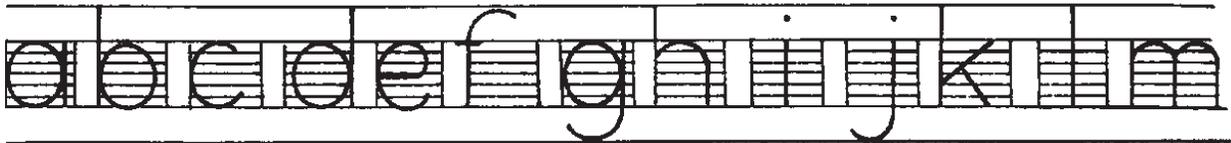
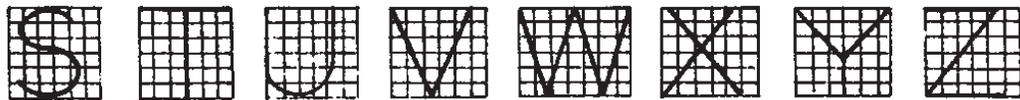
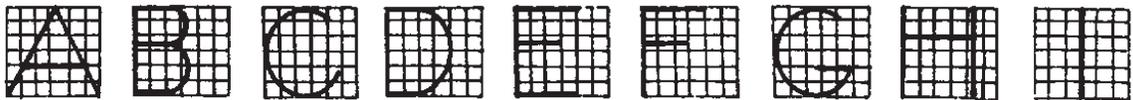
- 1.    ~~~~~    ~~~~~
- 2.    ~~~~~    ~~~~~
- 3.    ~~~~~    ~~~~~
- 4.    ~~~~~    ~~~~~

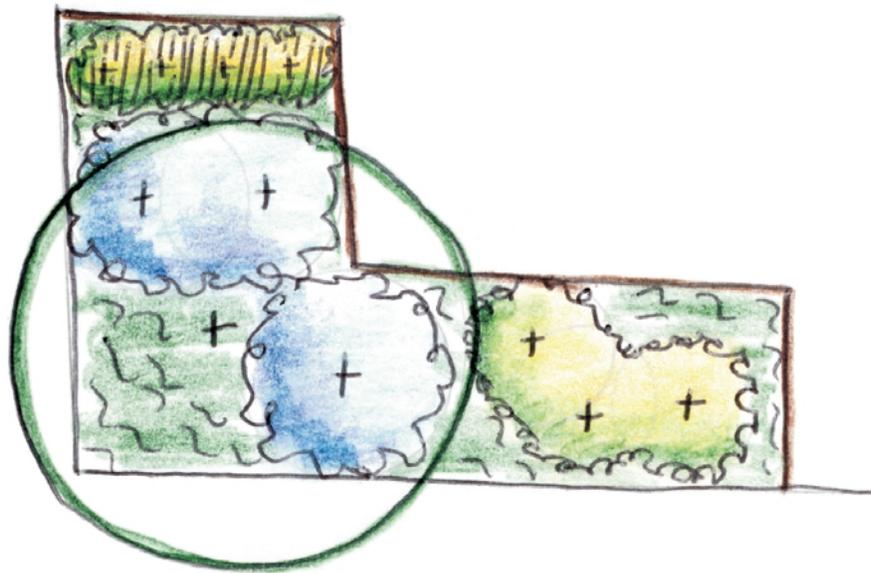
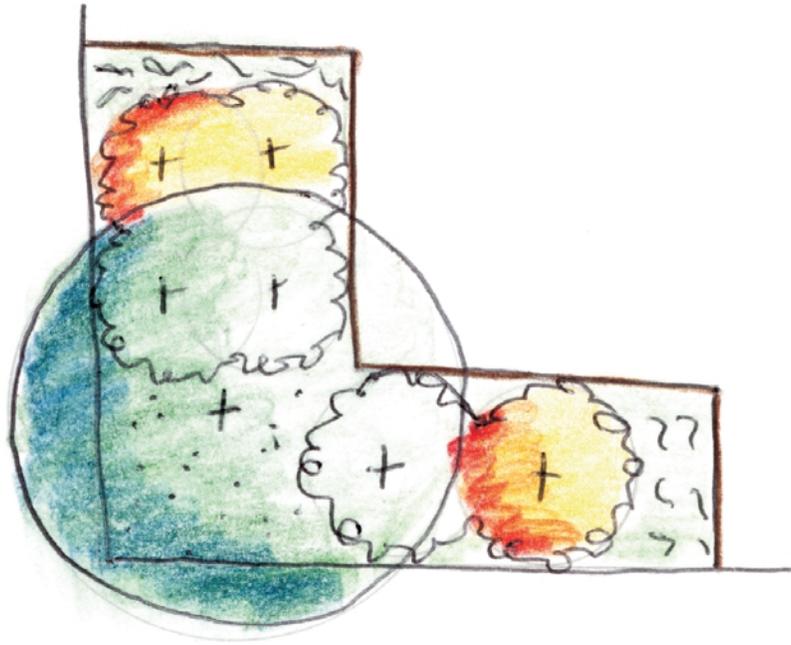
NOTES

- A.    ~~~~~
- B.    ~~~~~

**Label landscape plans in a clockwise position using numbers for plant names and letters for notes.**

# BASIC BLOCK STYLE LETTERS AND NUMBERS





**Landscape plans are rendered to appeal to the client.**



5. A patch of groundcover 6 feet x 4 feet

6. A fence 20 feet long

7. Evergreen shrub 5 feet wide

8. Deciduous tree 12 feet wide

9. Deciduous shrub 5 feet wide