



Unit 2: Skills

Lesson Three: Design Concepts

Created: 01/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Define the six different design principles used in landscape design.
2. Illustrate how these design concepts are used.
3. Compare and contrast different landscapes and discuss how they can be improved.

TIME REQUIRED: 60 minutes

RESOURCES:

1. Ingels, J. (2009). *Landscaping: principles and practices* (7th ed.). Clifton Park, NY: Thomson/Delmar Learning. Equipment and Supplies.

EQUIPMENT AND SUPPLIES NEEDED:

1. "Nursery/Landscape Design Concepts" PowerPoint
2. "Design Concepts" notes sheet, one copy per student
3. "Landscape Design" worksheet, one copy per student
4. Internet and printer access to print plants for reflection activity
5. Glue or tape
6. *Better Homes and Gardens* "Plan-a-Garden," <http://www.bhg.com/gardening/design/nature-lovers/welcome-to-plan-a-garden/>
7. National FFA Quizlet, <https://quizlet.com/216329970/nurserylandscape-design-concepts-flash-cards/>

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-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- 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-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- Math Practices

- CCSS.MP5: Use appropriate tools strategically.

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
- Think Creatively

LESSON PLAN:

1. *Introduction*

On the first few slides of the "Nursery/Landscape Design Concepts" PowerPoint, there are examples of good landscapes and bad landscapes. Have the students determine which one is better and explain their reasoning on a piece of paper. Make sure students judge these landscapes based on their first instinct.

Poll the students to see if there is a consensus on which landscape is better.

On these slides, look at the two different landscapes. Decide which one you like more and then write down your reasoning. Just write whatever first comes to mind. Don't think about it too hard. Once we are finished, we will have a class discussion and see if people favor one over the other and why.

Reasons why one landscape is better than another are in the presenter's notes section of the PowerPoint.

2. *Activity*

Make sure each student has a copy of the "Design Concepts" notes sheet. Open the "Nursery/Landscape Design Concepts" PowerPoint, and share the content (through lecture or discussion) on slides 6 through 15. Students will need to utilize this information for the reflection activity.

3. *Reflection*

Option A

Make sure every student has a copy of the "Landscape Design" worksheet. Students will use this blank template to create their own landscape. Simply have them draw their own landscape for their home or school onto the paper. Make sure students consider all of the design concepts they have learned.

Instead of drawing the landscape, another option is to have students find pictures online of plants, trees and other materials to use within their landscape. They can print the pictures and glue or tape them onto their template. Remind the students to keep in mind the size each picture will be when printed so they can follow all the design principles.

Option B

If every student has access to a computer or tablet, this activity can be done completely online. Using the *Better Homes and Gardens* "Plan-a-Garden" tool* found at the link below, students can create their own landscape design and then print it out.

<http://www.bhg.com/gardening/design/nature-lovers/welcome-to-plan-a-garden/>

***Note: Each student will need to create a free account to use this resource.**

4. *Leveling Up*

There is a National FFA Quizlet available online at <https://quizlet.com/216329970/nurserylandscape-design-concepts-flash-cards/> if students want to practice defining the different design concepts.

If time allows at the end of class, revisit the introduction activity and discuss how some of the landscape designs could be improved. There are comments in the presenter's notes section of the PowerPoint discussing some of the ways to apply the concepts to the landscapes.

NAME: _____

Design Concepts

BALANCE

Symmetric Balance

Asymmetric Balance

Proximal/Distal Balance

FOCALIZATION OF INTEREST

SIMPLICITY

RHYTHM AND LINE

NAME: _____

Design Concepts

PROPORTION

UNITY

NAME: _____

Aligned to the following standards:
PS.04; FFA.PL-A, FFA.PL-C, FFA.PG-J; FFA.CS-N; AG-PL2; AG-PL4;
AGPB01.04; MP5; CRP.04, CRP.06

Landscape Design

DIRECTIONS:

Use the space below to draw your home or school and then landscape that area. Make sure you use the chart on the next page to keep track of the materials you use. You will need this list for a future lesson.

NAME: _____

Landscape Design — Materials List

[illegible]

Aligned to the following standards:
PS.04; FFA.PL-A, FFA.PL-C, FFA.PG-J; FFA.CS-N; AG-PL2; AG-PL4;
AGPB01.04; MP5; CRP.04, CRP.06