

LANDSCAPE DESIGN SCHOOL



Course II—April 19-20, 2012

Course III—September 6-7, 2012

Course IV—April 18-19, 2013

Cornerstone Baptist Church, 112 Nelson Road, Ludington, MI

Cost per course is \$90.00+\$5.00 Test Fee = Total \$95

Cost for Refreshing students is \$85.00+\$5.00 Refresher Fee = Total \$90

Student must purchase required materials (use for all 4 courses) from:

National Garden Clubs, Member Services

4401 Magnolia Ave., St. Louis, MO 63110-3492

Phone: 1-800-550-6007 Fax: 314-776-5108

1. Book: Stewards of the Land, *A Survey of Landscape Architecture & Design in America*

Cost: \$40.00 + \$10.62 Shipping = \$50.62—4 weeks for delivery

2. 3 yr. subscription to The National Gardener Magazine Cost: \$18.00

An order form is available on the NGC website www.gardenclub.org. Orders cannot be submitted on the website.

Registration is Required. Send the following information and your check payable to MGC--LANDSCAPE DESIGN SCHOOL

Name _____

Street _____

City _____ State _____ Zip _____

Phone _____

Email _____

Garden Club or Organization _____

I prefer vegetarian lunch – circle Y N

Note: Registration deadline is March 15, 2012

Cancellation fee = \$10 after registration. No refund after deadline.

Send to: Suzanne Townsend, Registrar
7 N. Maple Rd., Branch, MI 49402-9216
231-690-9968
setownse@aol.com

NATIONAL GARDEN CLUBS, INC.
LANDSCAPE DESIGN STUDY PROGRAM
CURRICULUM — COURSE II

Chapter 3--*Landscape Design Process*: Discuss the process of design, the task of the designer, and design attitudes, such as purpose, logic, imagination, creativity, flexibility, etc.. Discuss the components of design as they relate to people, technology, art, and nature — our environment, needs, and desires. Point out the purpose of design, the basic parts of any design effort, the design details, and spatial organization. Give a brief analysis of the art elements in a designed landscape (line, form, texture, etc.).

Chapter 4--*Site Design and Landform*: Discuss grades and grading from the standpoint of creating basic surfaces on which designs are built and the value of three dimensional space. Cover the integration of built ground forms with surrounding topography —contours, slopes, grading, drainage, terracing, etc.. Discuss the role and importance of the ground plane (ground cover and turfgrass) as design components. Stress the importance of proper circulation patterns (both pedestrian and vehicular) to a design.

Chapter 5--*Plants in the Landscape*: Discuss the role of plant not from the horticultural perspective, but from that of their design characteristics and functional use (climate; architectural; sound, erosion, and circulation control; etc.). Discuss microclimates and how they influence planting design. Consider the art elements of line, form, texture, and color of plants in design; relate these to the design principles of proportion, scale, balance, rhythm, contrast, and dominance to plant use and compositions. Outline development of a planting plan and illustrate, if possible, with displays of actual plans.

Chapter 13--*Plant Selection*: Define softscape. Consider the major horticultural characteristics which should be considered when selecting plants — tolerance to particular climate, soil conditions and environmental factors, growth habit and longevity, tolerance to disease and pests, etc. Review special types of care and maintenance requirements which an individual plant might require. Consider negative characteristics, such as thorns, too heavy fruiting, odor, etc.

Chapter 11--*Structures in the Landscape*: Discuss the following: define the role of non-living design materials (hardscape) in the landscape; the importance of steps, walls, fences, and other enclosures as design components; methods of construction with emphasis on the importance of construction details to achieve perfection of design concepts; and the role of design implementation as part of the overall design process. Present a brief review of the short-term versus long-term economics of different types of hardscapes, including depreciation and maintenance factors. Introduce the topic of post-construction review and evaluation.

Chapter 19--*Landscapes as a Learning Experience*: Discuss the use of the landscape as a teaching tool, either as its primary or secondary purpose (arboretum, botanic garden, herb garden, native plant collection, children's garden, school campus, cemetery, etc.). Point out the importance of good circulation patterns (both pedestrian and vehicular); parking; educational signage; visitor information, services, safety, and security. Point out the value of the use of the community landscape as a means to educate the public on plant selection and design.

Chapter 23--*Development of Landscape Design in Early America*: Emphasis should be placed on the social, economic, and political influences, as well as the topographic, climatic, and technological pattern in the development of the national heritage and regional characteristics. Describe the gardens of early settlement and those features which were common to all and those which reflect a regional or ethnic influence.

Chapter 34--*Community Landscape Management*: Discuss some of the challenges which community leaders face in landscape management. Provide one or more examples of a civic management problem for case study. These might include: consideration of financial commitments beyond future capabilities; the increasing resistance from taxpayers to public spending for the accession, development, and care of public spaces; the problems in wasteland development in the urban scene and options for its usage; and the need for greater plant diversity

Chapter 35--*Preservation of Historic Sites and Structures*: Discuss the importance of continuing education on the humanistic values of the historical heritage of our country; explain how historic preservation allows a tangible cultural memory, provides antique textures, and environmental diversity. Define and illustrate such terms as preservation, restoration, adaptive reuse or rehabilitation, and reconstruction. Explain the National Register of Historic Places and the National Trust for Historic Preservation; consider the challenges to achieve official designation, such as problems in defining historically significant segments of a site, and also the difficulties encountered in maintenance of its historical integrity. Stress the need and value of preserving our natural and built landscapes; explain these values from the standpoints of culture, economics, history, aesthetics, etc. Provide an example of an historic preservation project for case study with students' discussion.

--*Special Interest Lecture—To Be Determined*

--*Landscape Design article from the National Gardener magazine—Assignment will be sent in advance to registrants and a copy will be provided in student packets.*