

## Partner Module specification

<b>Module Code:</b>	ARA715
---------------------	--------

<b>Module Title:</b>	<b>Planting</b>
----------------------	-----------------

<b>Level:</b>	7	<b>Credit Value:</b>	20
---------------	---	----------------------	----

<b>Cost Centre(s):</b>	GAAA	<b>JACS3 CODE:</b>	K340
		<b>HECoS code:</b>	100590

<b>Faculty</b>	Faculty of Arts, Science and Technology	<b>Module Leader:</b>	Marcus Green
----------------	-----------------------------------------	-----------------------	--------------

Scheduled learning and teaching hours	100 hrs
Guided independent study	100 hrs
Placement	hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MA Garden Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-requisites</b>		
None		

### Office use only

Initial approval: 03/09/2019

Version no:2

With effect from: 03/09/2019

Date and details of revision:

Version no:

## Module Aims

This module develops comprehension understanding of plant materials enabling effective and accurate production of planting plans and schedules.

Critical awareness of sophisticated planting details and associations will provide students with the opportunity to show self-direction and originality in response to specific sites and concepts.

The development of a critical awareness of current research and source materials in the development of detailed design solutions, schedules and written specifications for garden designs is an integral part of the module.

## Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Produce detailed planting plans and supporting schedules, to enable them to communicate successfully with landscape contractors and nurseries and to prepare costings	1	
2	Research and prepare sample written specifications in support of their design work	10	
3	Identify a range of plant material and to critically analyse its application	3	
4	Analyse effectively and critically reflect upon the qualities of existing plant associations	6	
5	Design successful planting design solutions for both functional and decorative applications and to critically reflect upon the climatic, edaphic and ecological considerations involved in successful planting design	3	

**Transferable skills and other attributes**

Research skills  
Communication oral and written,  
Collaborative working  
Numeracy

**Derogations**

None

**Assessment:****Indicative Assessment Tasks:**

The student will be expected to keep a journal indicating the best practices for plant management and maintenance. The journal is expected to be an ongoing volume of information and observation. The coursework will require the production of detailed planting plans, showing advanced understanding of the needs of the plants within the context of the site, the appropriate environmental considerations and the advanced aesthetic decision making required to design a sustainable garden, supported by planting schedules, timelines, etc.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1,2,3,4,5	Coursework	100%	

**Learning and Teaching Strategies:**

Lectures deliver the information for the module, developing in detail and speciality as the syllabus progresses. Students are encouraged to discuss, analyse and criticise the qualities of the planting illustrated in lectures. These concepts and qualities are developed and enhanced in the studio based design projects in which the student applies theory to practice.

The three dimensional aspects of planting design are reinforced by site visits, models and supporting cross sections or sketches and sequential design studies to which the students are subjected throughout the course. Students are also asked to consider the psychological aspects of spatial design with planting, looking specifically for their responses to chosen garden environments and locations in seminars, critiques and tutorial situations.

The horticultural, cultural and climatic considerations in planting are developed as extensions to the lectures through directed study, involving research from a wide variety of sources. The use of the School library is essential in this respect and new links to the Internet make the search for information more extensive and exciting. Plant identification forms part of this research process.

**Syllabus outline:**

Exploration of the plant kingdom in microcosm directing the student to research and the main sources of reference both in the school library and in the nearby Lindley Library of the Royal Horticultural Society.

Lectures and plant identification workshops support this research and the widening of student awareness into the design application of plants, seeing them as three dimensional masses rather than horticultural material.

The three-dimensional qualities of plant material, explored through the main design project, with the detailed design applications supported through the directed analysis and research in the planting design source book journal the student maintains.

**Indicative Bibliography:****Essential reading**

Bartholomew, Mel. (2006). *All New Square Foot Gardening: Grow More in Less Space*. Franklin, TN: Cool Springs, Franklin, TN.

Bateson, Gregory. (2000) *Steps to an Ecology of Mind* (University of Chicago Press, Chicago, IL.

Martin, E. C., Jr. (1983). *A Photographic Guide, Landscape Plants in Design*. Van Nostrand Reinhold, New York.

McHarg, Ian. (1969) *Design with Nature*. Natural History Press, New York, NY.

Nassauer, Joan Iverson. (1997). *Placing Nature: Culture and Landscape Ecology*. Island Press, Washington, D.C.

Olin, Laurie. (2000) *Across the Open Field* (Philadelphia, PA: University of Pennsylvania Press, Philadelphia P.A.

Oudolf, P (2009). *Designing with Plants*. Octopus, London.

Pollan, Michael. (1991). *Second Nature: A Gardener's Education*. New York: Groove Press, New York.

Pollan, Michael. (2002). *The Botany of Desire: A Plant's Eye View of the World*. Random House, New York.

Thayer, Rob. (1994). *Gray World, Green Heart: Technology, Nature, and Sustainable Landscape*. John Wiley & Sons, New York.

U.S. Department of the Interior. (1993). *Guiding Principles of Sustainable Design* (SuDoc I 29.2:P 93/5). Denver Service Center: National Park Service.

**Other indicative reading**

Dunnet, N. (2008) *The Dynamic Landscape: Design, Ecology and Management of Naturalistic Urban Planting*. Taylor & Francis, London.

Dunnet, N. (2008) *Planting Green Roofs and Living Walls*. Timber Press, Portland OR.

Jarman, D. (1995) *Chroma: A Book of Colour 0 June '93*. Vintage Classics, London.

Kingsbury, N. (2011) *Piet Oudolf: Landscapes in Landscape*. Thames and Hudson, London

Kingsbury, N., (2013) *Planting: A New Perspective*. Timber Press, Portland OR.

Leszczynski, N.A., (1998) *Planting the Landscape: Professional Approach to Garden Design*. John Wiley & Sons, New Jersey, US.

Robinson, N. (2011) *The Planting Design Handbook*. Ashgate, Farnham, UK.

Walker, T.D. (1991) *Planting Design (Architecture)*. 2<sup>nd</sup> Edn. John Wiley & Sons, New Jersey, US.

**Online:**

<http://www.free-soil.org>

<http://landscapeofmeaning.blogspot.co.uk>

<http://plantingdesignlab.blogspot.co.uk>