

NYBG

Illustrating Perennial Plants – Materials List

Elective course – marked on 2 pieces of further work, handed in 2 weeks after course ends.

These pieces of work must include detailed, annotated drawings of 2 different examples (to those tackled in class) and reasons why each of these plants needs a perrenating/aestivating organ (linked to its original habitat/environment in wild); detailed reasons why you think the perrenating organ is a bulb, corm, rhizome, or stem or root tuber.

Include flower structure(look up if necessary) and reasons why it belongs to its Plant Family e.g. Liliaceae.

additional information of things students will need:

a handlens/magnifying glass;

cutting surface;

sharp knife and/or scalpel;

graphite pencils, eraser, drawing paper.

Also bring:

Session 1.

One or two examples of : bulbs or plants with their bulbs – onion, daffodil, tulip, amaryllis, allium, nerine, snowdrop or snowflake, hyacinth, lilies.

And, also of : Corms or plants with their corms – monbretia or crocosmia, crocus, gladiolus, freesia, ranunculus,

Session 2.

One example of :Rhizomes with the aerial parts of the plant. –flag iris or solomon's seal or bulrush, sand sedge, canna, ginger, turmeric, mint, bamboo.

One example of :Stem Tubers – potato, Chinese artichoke, Jerusalem Artichoke, Ranunculus asiaticus, cyclamen, Caladium.

One example of :Root Tubers – Yams, Dahlias, Sweet potato, Celandine.

One example of :Tap roots— Carrot, Radish, Parsnip, Turnip, etc

A drink etc as sessions long.