

1.	<b>Programme Title</b>	BA (Hons) Urban Landscape Architecture
2.	<b>Unit Title</b>	Design Studio: Introduction to Landscape Architecture
3.	<b>HE Level</b>	UG 1 - FHEQ Level 4
4.	<b>Unit Code</b>	ULA16105
5.	<b>Credit Value of Unit</b>	30
6.	<b>Unit Type</b>	Mandatory
7.	<b>Unit Tutor</b>	Tim Waterman

8. Indicative Notional Learning Hours			
Staff – Student Contact		Independent Study Hours	
<b>Classes</b> (e.g. lectures, seminars and supervised group activity)	62	<b>Independent Study</b> (e.g. project development, reading, research and work on online forums)	92
<b>Supervised Access to Resources</b>	28	<b>Preparation for Assessment</b>	80
		<b>Unsupervised Access to Resources</b>	38
<b>Total</b>	90		210

## 9. Unit Introduction

This is a design unit focusing on the re-use of an existing structure and its immediate landscape. The design process will include the identification of potentially contradictory yet interrelated functions. Multiple levels and circulation are to be taken into account, along with developing an introduction to the regulatory framework governing urban construction. The programme for the use and occupation of the building and its landscape will include an understanding of the local infrastructural services that support it (e.g. waste, utilities, and social infrastructures), as well as sustainable alternatives to conventional services.

## 10. Aims of the Unit

- To introduce complex spatial / landscape / architectural problem-solving in an existing urban fabric;
- To build on the knowledge and design skills developed in previous units in a more complex, multi-functional environment, which meets the needs of disparate users;
- Develop awareness of the impact of environmental factors on design.

## 11. Indicative Content

- Public and commercial hospitality space;
- The relationship of the new to existing structure;
- The relationship between interior spaces and landscape spaces;
- Primary and secondary structures;
- Materiality, colour and texture;
- Circulation, ergonomics, volumetrics and planning;
- Introduction to the regulatory framework for construction;
- Introduction to the regulatory framework for control and management of environmental factors.

## 12. Unit Learning Outcomes

In order to successfully satisfy the learning outcomes students are required to engage with the process of learning. The learning outcomes refer to developing the following attributes and must be read in conjunction with these:

**GA1.1** Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;

**GA1.2** Ability to apply a range of communication methods and media to present design proposals clearly and effectively;

**GA1.3** Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;

**GA1.4** Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design.

Learning Outcome	Marking Criteria	
<b>On completion of this unit students will have demonstrated:</b>		
1. knowledge of basic systems for environmental comfort realised within relevant precepts of sustainable design, including knowledge of vernacular methods of climate control; <b>(ref: ARB/RIBA GC9.2)</b>	<input checked="" type="checkbox"/> Research <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
2. understanding of and ability to produce interior and exterior environmental design optimizing visual, thermal and acoustic environments in the form of diagrams, drawings and assemblage models; <b>(ref: ARB/RIBA GC9.1)</b>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
3. the ability to design landscape spaces in relation to a small multi-use building and associated, i systems for control	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation

<p>of the environment and taking into account the needs of users.(ref: <b>ARB/RIBA GC1.1, GC9.3</b>)</p>	<input checked="" type="checkbox"/> Subject Knowledge  <input checked="" type="checkbox"/> Experimentation	<input type="checkbox"/> Personal & Professional Development  <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>4. the ability to source and manage information appropriately in a variety of media for presentation and communication to a range of audiences.</p>	<input checked="" type="checkbox"/> Research  <input checked="" type="checkbox"/> Analysis  <input checked="" type="checkbox"/> Subject Knowledge  <input type="checkbox"/> Experimentation	<input type="checkbox"/> Technical Competence  <input checked="" type="checkbox"/> Communication & Presentation  <input type="checkbox"/> Personal & Professional Development  <input type="checkbox"/> Collaborative and / or Independent Professional working

### 13. Learning and Teaching Methods

This unit will be delivered using a combination of:

- Briefings
- Lectures
- Project work
- Seminars
- Workshops
- Group work
- Online activity
- Individual Presentations and critiques
- Group presentations and critiques
- Self-directed independent study
- Other (describe below) :
- Site Visits
- Individual Tutorials

### 14. Assessment Methods

#### Indicative Assessment Tasks

1. Undertake precedent studies of key projects and research the history and design of a particular element in depth
2. Propose a diagrammatic strategy for optimizing relevant environmental factors e.g. acoustics, thermals, wind
3. Develop the brief specifying user requirements;
4. Construct a dossier of proposed construction materials;
7. Develop a design proposal and make a physical model
8. Summarise design proposals in an online report that coherently documents the

- project (drawings, sketches, diagrams, with text max 1000 words).
9. Interim Review – present work to date. Final Review – present design proposals

### **Assessment Structure**

This unit is assessed holistically (100% of the unit).

**All learning outcomes must be achieved to pass this unit.**

## **15. Reading and Resource List**

### **Indicative Reading**

Cramer, J. (2007) *Architecture in Existing Fabric: Planning, Design and Building* Basel Berlin Boston: Birkhäuser.

Hertzberger, H. (2000) *Lessons for Young Architects* Basel Berlin Boston: Birkhäuser.

Hill, J. (2003) *Actions of Architecture: Architects and Creative Users* London: Routledge.

Menin, S & F. Samuel (2003) *Nature and Space: Aalto and Le Corbusier* London: Routledge.

Wong, W. (1993) *Principles of Form and Design* New York: Van Nostrand Reinhold.

### Communications

Bradbury, A. (2006) *Successful Presentation Skills* London: Kogan Page.

Cantrell, Bradley and W Michaels (2010) *Digital Drawing for Landscape Architecture* Hoboken: Wiley

Entwistle, Trudi and Edwin Knighton (2013) *Visual Communication for Landscape Architecture*. London and New York: Fairchild Books.

Lankow, J. (2012) *Infographics: The Power of Visual Storytelling* Hoboken: Wiley.

Reid, Grant W. (1987) *Landscape Graphics 2<sup>nd</sup> ed.* New York: Watson-Guption Publications

Waterman, Tim (2015) *Fundamentals of Landscape Architecture 2<sup>nd</sup> ed.* London: Fairchild;

Zell, Mo (2008) *The Architectural Drawing Course* London: Quarto

### Report Writing:

Bowden, J. (2004) *Writing a report: how to prepare, write and present effective reports* Oxford: How to Books.

Gravett, S. (1998) *The Right Way to Write Reports: That are Accurate, Clear, Concise and Effective* Tadworth: Right Way.

### **Further Reading and Resources**

Further reading and resources will be identified in your Brief.