

MODULE SPECIFICATION FORM

Module Title: Design Development and Communication	Level: 6	Credit Value: 40
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Module code: ARA605	Cost Centre: GAAA	JACS3 code: K340
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Trimester(s) in which to be offered: 1	With effect from: October 2014
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Office use only: To be completed by AQSU:	Date approved: October 2014
	Date revised: -
	Version no: 1

Existing/New: new	Title of module being replaced (if any):
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Originating Academic Department: Creative Industries	Module Leader: Andrew Duff
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Module duration (total hours): 400 Scheduled learning & teaching hours: 120 Independent study hours: 280 Placement hours: N/A	Status: core/option/elective Core (identify programme where appropriate):
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Programme(s) in which to be offered: BA (Hons) Garden Design	Pre-requisites per programme (between levels): None
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Module Aims:

- To develop skills in graphic presentation, enabling students to communicate effectively with clients, employers and contractors in the work place.
- To develop a versatile approach to visual concepts and to research and develop new or dynamic means of effective communication.
- To enable students to understand and analyse the two and three dimensional qualities of

the designs they produce, encouraging reflective practice as part of the design process.

- To develop skills in verbal presentation, enabling students to discuss and describe their work effectively and efficiently and to defend their design philosophy.
- To develop analytical design awareness in students enabling them to evaluate the design process in general and its relationship to garden design in particular.
- To encourage and enable students to see design as a problem solving exercise in relation to a client brief, using interpretative skills in prioritising client and site requirements.
- To critically analyse the notion of design as a synthesis of function and human activity, as a basis for the production of successful design solutions.
- To create an awareness of three-dimensional space in terms of atmosphere, scale and proportion and to encourage informed design criticism.

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Demonstrate a clear understanding of drawing and visual communication methods through a range of different approaches to graphic communication including the use of CAD (KS3)
2. Demonstrate the advancement of understanding of three dimensional space through the production of three dimensional projections, (perspectives & axonometrics) from two dimensional plans and produce freehand sketches of conceptual design ideas and completed design proposals with the aim of synthesising concept and reality (KS3)
3. Demonstrate a clear understanding of the use of colour in the rendering of design proposals to communicate atmosphere and to enhance three dimensional depth by the use of shadows and highlights, enabling students to reflect upon the qualities and character of their design proposals (KS3)
4. Demonstrate the ability to show considered judgement with regard to graphic design and visual presentation methods, to apply self-criticism to the student's own work, to produce verbal presentations appropriate and relative to the overall design communication, enabling students to justify and defend their work. (KS1)
5. Create coherent, challenging but ultimately successful three dimensional designs for gardens of varying scales by interpreting a client brief and understand the key issues contained within a client request by prioritising and evaluating. (KS8)
6. Evaluate and accommodate the functional and decorative requirements required within a given site and analyse, understand and work with the character of any given site in terms of landscape, architectural and environmental themes together with client requirements. (KS1)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*

3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Tutorials are given at interim crit stage in each project and previous performance in graphic communication is assessed at this stage. Students are made aware of strengths and weaknesses here before moving on to the next presentation. Group critique and assessment occurs at the end of each assignment and a section of the written mark is devoted to this module.

Students are assessed at interim crit stage on each project, taking the form of tutorials. At the end of each assignment, students present their work verbally to tutors and to each other. Group discussion and constructive criticism is encouraged and tutors provide an initial overview of performance before producing in depth written marks.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	all	Course work	100%		

Learning and Teaching Strategies:

An ongoing programme of lectures introduces the various techniques used in graphic communication, linked into studio sessions where tutorial support develops and refines skills. Students are encouraged to experiment and to find their own means of communicating, which can be compared to the standards of the profession. Sketchbooks exercises and sketchbooks generate marks. The work varies between orthographic projection and more traditional techniques such as axonometric and perspective drawing to collage, montage, model making and various modes of colour rendering.

The design module is introduced with a series of formal lectures covering the principles of design as they relate to garden design. Students are encouraged to respond actively in lectures in order to increase and develop their analytical skills. They are encouraged to explore the themes and ideas raised through this teaching. There are strong links between the subject matter delivered in lecture form and the studio session and projects to which the lectures relate. Essential points are revisited in the studio teaching, in which students are able to examine the theory in respect of their own endeavours.

As the course proceeds, the projects become more rigorous and detailed. Students are encouraged to research the context of their sites, investigating the historical background, the qualities of the site and its location, the needs of the client and the successful integration of functional requirements. In the final project, students must select their own site, researching the detail and context of the location and they must also produce their own brief.

All projects are supported by intensive studio teaching sessions. In addition, interim crits check student progress on a tutorial basis. Here students are encouraged to discuss the rationale behind their design approach and to describe their underlying concepts. All design projects are presented verbally in a group critique, enabling students to discuss, analyse and constructively assess their own work and that of their peers.

Syllabus outline:

The module is introduced through a preparatory design programme, initiated prior to student enrolment. Within this programme, intensive concentration on graphic communication skills prepares the way for later, more specialist and applied development. Students eventually compare manually produced work with CAD.

The range of design projects will expand and challenge student awareness of the design process and its application to different sites and circumstances. Students are required to support, justify and defend their work both verbally in studio and crit sessions and with submitted design development material, showing how they achieved their goals. They will be required to explore the development of their design from two into three dimensions, taking particular note of the spatial qualities of their proposal. They will also be required to evaluate the success of their design as a whole and to reflect upon the most effective way in which their ideas might be communicated.

Bibliography:

Essential reading:

Church, T.D., (3rd Revised edition 1995) *Gardens are for People*. University of California Press; ISBN 978-0520201200

Elam, K., (2nd Revised edition 2011) *Geometry of Design: Studies in Proportion and Composition (Design Briefs)*. Princeton Architectural Press; ISBN 978-1616890360

Reid, Grant W., (2nd Revised edition 2002) *Landscape Graphics*. Watson-Guptill Publication Inc. US; ISBN 978-0823073337

Vernon, S., Tennant, R., Garmory, N., (Vernon Edition 2008) *Landscape Architect's Pocket Book*. Routledge; ISBN 978-0750683487

Recommended reading:

De Saumarez, M., (2nd Reprinted edition 2007) *Basic design – the dynamics of visual form*. Herbert Press Ltd; ISBN 978-0713683660

Edwards, B., (New edition 2001) *The New Drawing on the Right Side of the Brain*. Harper Collins; ISBN 978-0007116454

Edwards, B. (2004) *Color; A Course in Mastering the Art of Mixing Colours*. Jeremy P Tarcher; ISBN 978-1585422197

Jacques, M., (1996) *Yves Brunier: Landscape architect*. Birkhauser Verlag AG; ISBN 978-

3764354367

Jarman, D., (New Ed edition 1995) *Chroma: A Book of Colour '93*. Vintage Classics; ISBN 978-0099474913

Sullivan, C., (3rd Edition 2004) *Drawing the Landscape (Architecture)*. John Wiley & Sons; ISBN 978-0471430353

Wilson, A., (2011) *The Book of Garden Plans*. Bounty Books; ISBN 978-0753721070

Online

<http://www.bellevuecollege.edu/artshum/materials/indes/Culpepper/Winter2006/160/LandscapeGraphics.pdf>

<http://www.designcouncil.org.uk/news-opinion/introducing-design-methods>

<https://www.sketchbookproject.com>

<http://www.tate.org.uk/learn/online-resources/glossary>

<http://www.alexhogrefe.com>