

## MODULE SPECIFICATION FORM

Module Title: <b>Design Practices</b>	Level: 6	Credit Value: 20
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Module code: ARA606	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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<b>Office use only:</b> 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: Marcus Green
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Module duration (total hours): 200	Status: core/option/elective Core (identify programme where appropriate):
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: N/A	

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 enable students to understand the wider context of the environment beyond the garden and provide historical context to contemporary design and analysis
- To broaden design awareness through the processes of development and introduce research and analysis into the intellectual development of design ideas and philosophies

- To encourage students to explore concepts and imagery relevant to their development as designers and to provide a structured approach to site assessment
- To teach an understanding of surveying and levelling to enable students to brief a professional survey team and to read and interpret a full levels survey

### **Intended Learning Outcomes:**

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

1. Place an existing garden or property in a historical context, research accordingly and analyse the historical value and original design intention of a given site (KS6)
2. Assess soil texture and pH as part of their initial site research and apply those findings to the design process and deal with soil problems of fertility, compaction or nutrient deficiency applying their findings to the design process (KS6)
3. Demonstrate an understanding of which lawns, meadows and other areas of grassland are appropriate to a given site, supported by an understanding of the correct maintenance regime dealing with climatic and micro-climatic problems such as frost pockets that may affect their sites challenging the student to seek successful solutions (KS5)
4. Carry out a site analysis, combining objective and subjective information as a basis for design development and to support and justify their ideas and concepts in detail to inform a variety of techniques to develop, evolve and refine their basic concepts (SK3)
5. Demonstrate an understanding of the use of surveying equipment and the measurement of levels drawing with levels and contours to survey and measure external spaces two-dimensionally and plot the survey accurately (KS4)

### *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:**

This module offers the development of a range of support skills, and also encourages critical analysis as a basis for design development enabling students to justify their design approach and solutions. Students are expected to demonstrate surveying technique, effective site measurement both on a two and three-dimensional basis. And evidence design development through sketchbooks and associated written documentation

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:**

Through a series of lectures throughout the year, various specialists deliver a range of specific design support information. This includes lighting, irrigation, swimming pool design, ecology and sustainability, soils and geology, grass seeding and turfing, identification and recognition of pests and diseases and the production of written specifications in support of design proposals. All of this information is disseminated at some stage into the studio environment and students are required to work from this body of knowledge in developing their own research, thus expanding and extending their knowledge. Tuition works on the expectation that students have acquired this information and will be applying their knowledge in their work.

The teaching is supported by visits to all subsequent live sites, during which students are required to differentiate between subjective and objective considerations.

Surveying work is introduced in lectures and supported by site visits and practical groups surveying sessions on a live site. Students are encouraged to reflect on the importance of clarity in instructing and conducting survey work on site. The importance of accurate communication is emphasised and the drawing up of the survey in subsequent studio sessions underlines the need for effective team work. Comparisons are drawn with accurate plans of the same site so that students can assess their accuracy and check their methodology.

Students must submit their analysis work and any subsequent development in this connection as an essential part of the design process, indicating their reactions and responses to their chosen sites. The divergence of opinion in their subjective findings is pointed up so that students understand how different designers might react to the same basic information.

This work is discussed in tutorial form at every interim crit and students are encouraged to consider and identify the advantages and disadvantages of the site under development. Their responses lead directly to their rationale or overall concept, through which it is intended to show that they have achieved or are achieving a successful and appropriate design solution.

Simultaneously, through lecture and site visits, students learn how to interpret the client brief. This technique enables them to feed the essential client requirements into the design process. The lecture is followed by a site visit in which students carry out their first collection of survey information together with an attempt at site analysis. The divergence of opinion in the subjective site analysis

The process results in the development of design solutions. This technique is introduced in studio sessions in the first semester and then used in every subsequent design project through to the end of semester 2. Studio teaching in the early stages of each project encourages students to analyse each stage of development, assessing their approach and the qualities of their concepts and proposals. Students are required to sketch, collect reference, maintain a sketch book, and develop a particular graphic approach to this area of their work.

**Syllabus outline:**

Provision through lectures of a wide range of targeted design support information that feeds into studio teaching and which students can incorporate selectively into their work. The lectures on garden design history provide a context against which design project work can be developed and analysed.

In each live project across the year students are required to analyse on site, gaining first hand objective and subjective information in support of their work. This work is recorded graphically supported by written evaluation producing contextual information that feeds into the design process.

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

Brookes, J., (2 Rev Ed edition 2001) *John Brookes Garden Design*. Dorling Kindersley; ISBN 978-0751309812

Reid, G.W., (2<sup>nd</sup> Edition 2007) *From Concept to Form in Landscape Design*. John Wiley & Sons; ISBN 978-0470112311

Pallasmaa, J., (1st edition 2009) *The Thinking Hand (Architectural Design Primer)*. John Wiley & Sons; ISBN 978-0470779293

Turner, T., (2005) *Garden History: Philosophy and Design 2000 BC - 2000 AD*. Routledge; ISBN 978-0415317498

**Recommended reading:**

Amidon, J., (2001) *Radical landscapes*. Thames and Hudson; ISBN: 050051044X.

Crowe, S., (1981) *Garden Design*. Packard in association with Thomas Gibson; ISBN 0906527058

Eliovson, S., (1991) *The gardens of Roberto Burle Marx*. Thames & Hudson; ISBN 0500015074

Hobhouse, P., (New edition 2004) *The Story of Gardening*. Dorling Kindersley Publishers Ltd; ISBN 978-1405307147

Page, R., (1971) *The Education of a Gardener*. Collins; ISBN: 0002140357

Spens, M., (1992) *Gardens of the mind. The genius of Geoffrey Jellicoe*. Antique Collectors Club; ISBN 1851490884

**Online**

<http://arkistudentcorner.blogspot.co.uk/2011/05/site-analysis.html>

[http://www.gardenvisit.com/history\\_theory](http://www.gardenvisit.com/history_theory)

<http://landarch.design.umn.edu/pdf/syllabi/LA3413.pdf>

<http://www.rhs.org.uk/advice/profile?PID=239>

<http://www.rhs.org.uk/advice/profile?PID=410>