

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	ARA716
Module Title	Design for Gardens
Level	7
Credit value	20
Faculty	FACE
HECoS Code	100590
Cost Code	GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Garden Design	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	10 hrs
Supervised learning e.g. practical classes, workshops	30 hrs
Project supervision (level 6 projects and dissertation modules only)	20 hrs
Total active learning and teaching hours	100 hrs
Placement / work based learning	50 hrs
Guided independent study	50 hrs
Module duration (total hours)	200 hrs

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Initial approval date	03/09/2019
With effect from date	03/09/2019
Date and details of revision	05/07/2024 – updated module breakdown hours and derogations.



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Version number	3

Module aims

This module will focus on the development of analytical skill and critical evaluation of the design process in general practice and on its relationship to garden design in particular. It will enable students to consider design as a problem-solving exercise in relation to a client brief, as they exercise planning and judgement in exploring interpretative skills to prioritise client and site requirements and make considered decisions in complex situations. Students will develop the skills to critically analyse the notion of design as a synthesis of function and human activity, as a basis for the production of individually successful and creative solutions. The awareness of three-dimensional space in terms of atmosphere, scale and proportion to encourage new insights in the pursuit of informed design criticism. Students will develop a high level of skill as they investigate, justify and analyse their self-directed and individual design philosophy and critique that of their peers.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Create coherent, challenging and skilful three dimensional designs for gardens of varying scales and produce imaginative, practical and creative design concepts whilst developing and applying critical analysis throughout of the design process.
2	Interpret a client brief across a series of complex situations to consolidate the key issues contained within a client request by prioritizing, evaluating and accommodating the functional and decorative requirements required within a given site.
3	Analyse, understand and reflect on the character of any given site in terms of landscape, architectural and environment synthesised with client requirements.
4	Identify and selectively apply design research sources or case studies in support of a design solutions.

Assessment

Indicative Assessment Tasks:

Students will be assessed by critique, with feedback in the form of a tutorial. Students present design 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 guidance as feedback and feed-forward. Across the design assignments students will assess and 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 to stakeholders. Students will also be required to develop, describe and identify their design concepts, thinking and rationale supported by significant drawn analysis and research informed through an investigation of precedence. They are required to analyse their approach in depth, to challenge pre-conceptions and to produce evidence of dynamic and original creative thought.



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Coursework	100

Derogations

Full time Masters programmes shall be completed normally in no more than 18 months by taking 3 trimesters (Part 1 trimester 1: September to January; trimester 2: February to June, then Part 2 trimester 3 September to January). A student who fails to complete the programme at the first attempt shall be required to complete all requirements within the normal registration period, that is, 24 months'.

Learning and Teaching Strategies

The design for gardens module is informed through a series of formal lectures and design projects covering the principles of design as they relate to the garden. Students are encouraged to respond actively in lectures in order to increase and develop their analytical skills. They will explore the themes and ideas raised thereby increasing their knowledge of design strategies and practice through explorations applicable garden design.

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, whereby students are able to examine the theory in respect of their own creative response.

As the module proceeds, the tasks become more rigorous and detailed. Students 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. From this they draw the essential information that will underpin their conceptual development, understanding the practical application of t self-directed research.

All tasks are supported by intensive studio teaching sessions. In addition, interim critiques inform student progress and allow for reflection and evaluation. Here students are encouraged to discuss the rationale behind their design approach and to elucidate their underlying concepts. All design proposals are presented verbally in a group critique, enabling students to discuss, analyse and constructively assess their own work and that of their peers.

Indicative Syllabus Outline

Design assignments to develop creative skill and experience in a wide variety of sites.

Exploring the creative thinking of design and designers through lectures and research. Expand and challenge student awareness of process and to complex environments and circumstances.

Create a framework in which documentation to support, justify and defend design solutions verbally in studio and critique sessions is evident with design development material as illustration, showing how they achieve their goals.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University referencing guide*.

Essential Reads

Beardsley, John. (1998) *Earthworks and Beyond*. Abbeville Press. New York. 978-0789202963

Cumberlidge, C; Musgrave, L. (2007). *Design and Landscape for People*. Thames & Hudson. London. 978-0500342336

Kiley, Dan and Jane Amidon, Dan Kiley. (1998) *The Complete Works of America's Master Landscape Architect*. (London: Thames and Hudson, 1998). 978-0821225899

Schwartz, Martha. (1997) *Transfiguration of the Commonplace*. Spacemaker Press, Washington DC. 978-0674903463

Other indicative reading

Bradley-Hole, C., (2004) *Making the Modern Garden*. Mitchell Beasley, London.

Crowe, S. (1999) *Garden Design*. 3 rd Edn. Garden Art Press.

Dee, C., (2001) *Form and Fabric in Landscape Architecture: A Visual Introduction*. Taylor & Francis, London.

Dee, C., (2012) *To Design Landscape: Art, Nature and Utility*. Routledge, Abingdon, Oxfordshire.

Elam, K. (2011) *Geometry of Design: Studies in Proportion and Composition (Design Briefs)*. 2 nd Edn. Princeton Architectural Press, New York.

Holden, R., Liversedge, J. (2014) *Landscape Architecture: An Introduction*. Laurence King, London.

Jellicoe, G., Jellicoe, S., (1995) *The Landscape of Man: Shaping the Environment from Prehistory to the Present Day*. 3 rd Edn. Thames and Hudson, London.

Mc Harg, I. L. (1995) *Design with Nature (Wiley Series in Sustainable Design)*. John Wiley & Sons, New Jersey. US.

Page, R. (2010) *G The Education of a Gardener*. The Harvill Press, London.

Reid, G.W., (2007) *From Concept to Form in Landscape Design*. 2 nd Edn. John Wiley & Sons New Jersey, US.

Richters, C., Spens, M., Suzuki, H., (2003) *Modern Landscape*. Phaidon Press, London.

Turner, T., (1995) *City as Landscape: A Post Post-Modern View of Design and Planning*. Taylor & Francis, London.

Zamora Mola, F., (2012) *1000 Details in Landscape Architecture: A Selection of the World's Most Interesting Landscaping Elements*. Firefly Books Ltd, Richmond Hill, Canada.

Online:



<http://www.landezine.com>

<http://landscapearchitecturemagazine.org>

<http://worldlandscapearchitect.com/category/resources/blogs/#.U9ZhB15ZFtc>

<http://www.treehugger.com/design/>

<http://landarchs.com/all-articles/>

