

Module specification

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

Module Code	ARA509
Module Title	Garden Design Development and Communication
Level	5
Credit value	40
Faculty	Arts, Science and Technology
HECoS Code	100590
Cost Code	GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Garden Design	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	80 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	80 hrs
Placement / work based learning	0 hrs
Guided independent study	320 hrs
Module duration (total hours)	400 hrs

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Initial approval date	July 2017
With effect from date	September 2022
Date and details of revision	September 2022 - updated template

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Version number	2

Module aims

- To introduce practical and conceptual skills in graphic presentation, enabling students to communicate effectively with clients, employers and contractors.
- To introduce versatile practical processes / approaches to visual concepts and to develop new 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 introduce skills of verbal presentation, enabling students to discuss and describe their work effectively and efficiently.

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

1	Understand three-dimensional space through the exploration and experimentation of 3D drawings, two-dimensional plans and freehand sketches of conceptual designs.
2	Use colour in the rendering of design proposals to communicate atmosphere and to enhance three dimensional depth by the use of shadows and highlights.
3	Show considered judgement with regard to graphic design and visual presentation methods, and to apply self-criticism to justify and defend their work.
4	Accommodate a given site and work with the local vernacular together with client requirements.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will be assessed on the assimilation of the design skills involved and on their ability to communicate effective solutions to the given problems within individual projects. They will be encouraged to be confident and articulate in the expression of their ideas, both verbally and visually, to their peers and to themselves.

Students will be required to present design development, rough work and indication of the process of design, written evaluation, as appropriate, will be presented at the end of the module with studio/group based discussions around the work produced.

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

Derogations

Students who have been unsuccessful are allowed one further attempt in each element of assessment in order to redeem failure.

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.

Indicative 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.

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 Harvard Referencing Guidance.*

Essential Reads

Church, T.D. (1995), *Gardens are for People*, University of California Press.

Other indicative reading

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

Reid, Grant W. (2002), *Landscape Graphics*, Watson-Guptill Publication Inc.

Vernon, S., Tennant, R., Garmory, N. (2008), *Landscape Architect's Pocket Book*, Routledge, London.

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>

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Guidance, from the following list, delete the attributes that are not covered by this module

Core Attributes

Enterprising
Ethical

Key Attitudes

Curiosity

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Communication