

MODULE SPECIFICATION FORM

Module Title: Design	Level: 6	Credit Value: 40
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Module code: ARA602	Cost Centre: GAAA	JACS3 code: W250
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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: Piers Northam
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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) Architectural Interior Design	Pre-requisites per programme (between levels): None
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Module Aims:

To develop an analytical awareness of design enabling students to evaluate the design process in general and its relationship to interior design in particular.

To further enable students to use design as a problem-solving exercise in relation to a client brief, site analysis and sensitivity to the context.

To develop an awareness of three-dimensional space in terms of atmosphere, scale and proportion and, on the basis of comparative evaluation, to select successful design solutions.

To encourage students to investigate and analyse their own work and that of fellow students, developing the ability to make independent design decisions and enabling them to identify a workable and personal design philosophy.

To understand function, human activity and perception as the basis for the production of design solutions.

To analyse the co-ordination of structural and decorative elements, organising them to enhance the concept and atmosphere of a design.

To establish an understanding of structural and technical characteristics of artificial light, its appropriate interior/exterior use and aesthetic implications.

To develop comprehensive reference sourcing skills and systems to allow areas of individual interest to develop professional practice, sourcing skills and design development.

Intended Learning Outcomes:

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

1. Analyse and respond to a client brief to facilitate design development, producing solutions that address the specific needs of the users and shows an awareness of the wider physical environment and context (KS8)
2. Manipulate aesthetic and functional requirements in the implementation and finalisation of a design solution, to meet the challenge of producing creative concepts within a professional environment. (KS3)
3. Exploit the established principles of design to manipulate and critically assess three-dimensional space in order to optimise functional and decorative benefit. (KS5)
4. Effectively use the elements of applied design and decoration, hard and soft materials, artificial lighting schemes, to add content, depth and atmosphere to the detailed scheme solution. (KS3)
5. Establish a comprehensive resource to facilitate the selection of materials and surfaces, the procedures and professional practices essential to the implementation of design solution. (KS6)

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:

Students will be required to present sketchbooks, written and collected supported research material and a series of worksheets that demonstrate considered design development.

The student will be expected to have fulfilled the brief's criteria and produce satisfactory final solutions, in the form of finished artwork, presentation boards and research, completed by the stated deadline. Written and oral evaluation of the project will be presented at the end of each constituent project within the module.

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%	N/A	N/A

Learning and Teaching Strategies:

This module is introduced with a series of formal lectures covering the principles of 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 and all tutors working with the students are aware of this design foundation. Specialist lectures also introduce a series of fundamental design issues, followed by and relating closely to, each design project.

Intensive studio teaching sessions encourage students to explore full research and design development, to initial sketch scheme presentations and through to final design proposals. Students are encouraged to examine the theory delivered in lectures with respect to their own work, and to produce creative design solutions, which reflect their own response to the basic principles of design. Interim presentation of projects provides a formal point for discussion and encourages critical peer involvement. If special support is required personal tutorials are organised with Directors, Course Leaders or specialists. The industry contributes invaluable expertise to the course content bridging the gap between the study and practice, in a series of material and trade presentations.

A series of design projects allow the students to put their understanding of design principles into effect and to learn about them further in a practical way. As the course proceeds, projects become more rigorous, detailed and refined in relation to the brief. Students research sites, investigating their particular context, the client needs and the successful integration of functional, cultural and aesthetic requirements.

Verbal presentations and critiques take place in studio with a record of design development work showing how students achieved their goals. Students discuss each other's work and provide peer feedback.

A personal journal/sketchbook is maintained across all assignments in which students identify, describe and evaluate their design rationale and progress through the course.

Syllabus outline:**Lectures**

A series of lectures explores the principles of design as it relates to interior design:

Indicative content:

- scale & proportion
- ergonomics
- history series
- lectures on key designers

Design projects

3 residential design projects varying in length and complexity:

- single occupancy, live/work space
- two person space with real client situation
- family home

2 commercial conceptual projects

Extended final design project with a choice of building and use.

Bibliography:**Essential reading:**

Adler, D. (1979), *The New Metric Handbook*, Architectural Press.

Hudson, J. (2010), *Interior Architecture, From Brief to Build*, Laurence King.

Pile, J. (2013), *The History of Interior Design*, 3rd Edition, Laurence King.

Taylor, M. Ed. (2013), *Interior Design and Architecture: Critical and Primary Sources*, London, Bloomsbury Academic.

Indicative reading:

Birren, F. (1987), *Light, Colour and the Environment*, Van Nostrand Reinhold.

Brooker, G. (2013), *Key Interiors since 1900*, Laurence King.

Calloway, S. (1991), *The Elements of Style*, Mitchell Beazley.

Hopkins, O. (2012), *Reading Architecture: A Visual Lexicon*, Laurence King.

Trocme, S. (1999), *Influential Interiors*, Mitchell Beazley.