

MODULE SPECIFICATION FORM

Module Title: Design for Gardens	Level: 7	Credit Value: 20
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Module code: ARA708	Cost Centre: GAAA	JACS3 code: K340
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Trimester(s) in which to be offered: 1 & 2	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
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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): 200 Scheduled learning & teaching hours: 100 Independent study hours: 100 Placement hours:	Status: core/option/elective Core (identify programme where appropriate):
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Programme(s) in which to be offered: MA Garden Design	Pre-requisites per programme (between levels):
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<p>Module Aims:</p> <p>To develop analytical design and critical evaluation of the design process in general practice and its relationship to garden design in particular.</p> <p>To encourage and enable students to consider design as a problem solving exercise in relation to a client brief, using interpretative skills in prioritising client and site requirements.</p> <p>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.</p>
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To create an awareness of three-dimensional space in terms of atmosphere, scale and proportion and to encourage informed design criticism.

To encourage students to investigate, justify and analyse their individual design philosophy and the work of fellow students.

Intended 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 design concepts whilst developing and applying critical analysis throughout of the design process.
2. Interpret a client brief and consolidate the key issues contained within a client request by prioritising and evaluating, accommodating the functional and decorative requirements required within a given site.
3. Analyse, understand and work with the character of any given site in terms of landscape, architectural and environmental synthesised with client requirements.
4. Identify and selectively apply design research sources or case studies in support of as design solutions.

Assessment:

Course work supported by 2 written assignments.

Students are formatively assessed by critique, with feedback in the form of tutorial. At the end of each assignment task, 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 guidance as feedback and feed-forward.

Students are required to produce two written assignments. The first relates to a design proposal supported by a three dimensional model. 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 to stakeholders.

The second assignment relates to the final design in which students are required to describe and identify their design concepts, thinking and rationale. They are required to analyse their approach in depth, to challenge pre-conceptions and to produce evidence of dynamic and original thought.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Course work	70%		
2	4	Written Assignment	30%		2000

Learning and Teaching Strategies:

The design for gardens 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 module proceeds, the tasks 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.

All tasks are supported by intensive studio teaching sessions. In addition, interim critiques inform student progress through tutorial. Here students are encouraged to discuss the rationale behind their design approach and to describe 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.

Syllabus outline:

The range of design projects presented to students at module launch will expand and challenge student awareness of the design process and its application to different sites, environments and circumstances.

Students are required to support, justify and defend their design solutions verbally in studio and critique sessions with design development material as illustration, showing how they achieve their goals.

Bibliography:

Essential:

Dee, C., (2001) *Form and Fabric in Landscape Architecture: A Visual Introduction*. Taylor & Francis ISBN 978-0415246385

Dee, C., (2012) *To Design Landscape: Art, Nature and Utility*. Routledge ISBN 978-0415585057

Holden, R., Liversedge, J., (1st edition 2014) *Landscape Architecture: An Introduction*. Laurence King ISBN 978-1780672700

Page, R., (New edition 2010) *G The Education of a Gardener*. The Harvill Press ASIN B00LLOFJWS

Reid, G.W., (2nd edition 2007) *From Concept to Form in Landscape Design*. John Wiley & Sons ISBN 978-0470112311

Turner, T., (1995) *City as Landscape: A Post Post-Modern View of Design and Planning*. Taylor & Francis ISBN 978-0419204107

Recommended:

Bradley-Hole, C., (2004) *Making the Modern Garden*. Mitchell Beasley ISBN 978-1840007862

Crowe, S., (3rd New revised edition 1999) *Garden Design*. Garden Art Press ISBN 978-1870673402

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

Jellicoe, G., Jellicoe, S., (3rd Edition 1995) *The Landscape of Man: Shaping the Environment from Prehistory to the Present Day*. Thames and Hudson Ltd ISBN 978-0500278192

Mc Harg, I. L., (New Edition 1995) *Design with Nature (Wiley Series in Sustainable Design)*. John Wiley & Sons ISBN 978-0471114604

Richters, C., Spens, M., Suzuki, H., (2003) *Modern Landscape*. Phaidon Press ISBN 978-0714841557

Zamora Mola, F., (2012) *1000 Details in Landscape Architecture: A Selection of the World's Most Interesting Landscaping Elements*. Firefly Books Ltd ISBN 978-1770850408

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/>