

Partner Module specification

Module Code:	ARA716
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Module Title:	Design for Gardens
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Level:	7	Credit Value:	20
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Cost Centre(s):	GAAA	JACS3 CODE:	K340
		HECoS code:	100590

Faculty	Faculty of Arts, Science and Technology	Module Leader:	Andrew Duff
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Scheduled learning and teaching hours	100 hrs
Guided independent study	100 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Garden Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-requisites		
None		

Office use only

Initial approval: 03/09/2019

Version no:1

With effect from: 03/09/2019

Date and details of revision:

Version no:

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.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

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.	3	
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.	8	
		1	
3	Analyse, understand and reflect on the character of any given site in terms of landscape, architectural and environment synthesised with client requirements.	9	
		7	
4	Identify and selectively apply design research sources or case studies in support of a design solutions.	6	

Transferable skills and other attributes

Creative problem solving
 Team and individual working skills
 Communicating through drawn and verbal method
 Managing time and learning

Derogations

None

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 (%)	Duration or Word count (or equivalent if appropriate)
1	1,2,3,4	Coursework	100%	

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 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.

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:

Essential reading

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*. 3rd 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)*. 2nd 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*. 3rd 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*. 2nd 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/>