1. **Title of the module**

ARCH3220 (AR322) – Modern House

1. **School or partner institution which will be responsible for management of the module**

Kent School of Architecture

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) Architecture

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
	2. A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
	3. A basic knowledge of how theories, practices and technologies of the arts influence architectural design
	4. A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
	5. An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
	6. An understanding of the concept of unconscious, ‘vernacular’ design, and knowledge of housing as opposed to the one-off designed house
	7. A knowledge of the concept of building typology, and understanding of the house as a representative type
	8. A knowledge of key modern houses representing a variety of twentieth-century design
	9. An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An ability to apply a basic range of communication methods and media to present design proposals clearly and effectively
	2. An ability to evaluate evidence, arguments and assumptions at a foundational level in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
	3. An ability to research historical and theoretical topics
3. **A synopsis of the curriculum**

The concept of building type is crucial in developing an understanding of the built environment as a coherent endeavour. Recurrent plan types are important in establishing order in architecture and interiors. Equally, divergence from the norm is important in rethinking established spatial types. The most ubiquitous building type is the house, and its analysis comprises the essence of this module. We shall be studying the house as an example of vernacular design, as a response to the particular environment of a region, as well as analysing key examples of the modern house. By this means, the key periods and events in the development of modernism may be charted. Students will gain an understanding of the modern house by reading relevant literature and architectural drawings and photographs, in addition to making scale models of particular houses, and writing illustrated essays.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Davies, Colin. (2005). *The Prefabricated Home*. London: Reaktion
Dunster, David. (1990). *Key Buildings of the Twentieth Century*. Butterworth: London
Muthesius, Stefan. (1982). *The English Terraced House*. Yale University Press: London
Sherwood, Roger. (1981). *Modern Housing Prototypes*. Harvard University Press
Smith, Elizabeth A.T. (1999). [*Blueprints for Modern Living: History and Legacy of the Case Study Houses.*](http://www.amazon.co.uk/exec/obidos/ASIN/0262692139/qid%3D1125922677/sr%3D1-3/ref%3Dsr_1_9_3/202-6529731-7751834) Cambridge, Mass: MIT
Walker, John. (1989). *Design History and the History of Design*. Pluto: London

1. **Learning and teaching methods**

Total Contact Hours: 23
Private Study Hours: 127
Total Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Essay (2,500 words) (80%)
Model (20%)
Both of the above assessed components must be passed

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Cultural context seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Model-making seminars |  |  |  |  |  |  |  |  |  | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Model |  |  |  |  |  |  |  |  |  | **X** | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The houses selected and studied, both in the lecture programme and in the seminars, are truly international in scope, and are located in continental Europe and indeed across the world. LO 8.6, in particular, calibrates local architectural responses to wider, global concerns.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018