1. **Title of the module**

ARCH5520 (AR552) – Architecture and Landscape

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 5

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

30 credits (15 ECTS)

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

Autumn

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

Co-requisite: ARCH5420: Climate

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. The ability to prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief
	2. The knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
	3. The creative application of knowledge of the fine arts to studio design projects, in terms of their conceptualisation and representation
	4. An understanding of the impact of buildings on the environment, and the precepts of sustainable design
	5. An understanding of the way in which buildings fit into their local context
	6. An understanding of the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context
	7. An understanding of the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation
	8. An understanding of the western and selected non-western traditions of landscape design
	9. An ability to design buildings and landscapes which are plausible technically and environmentally
	10. An ability to produce 2D and 3D computer drawings
	11. An ability to produce high quality rendered images
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. An ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
	2. An ability to apply a reasonably developed range of communication methods and media to present design proposals clearly and effectively
	3. An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
	4. An ability to evaluate evidence, arguments and assumptions at a reasonably developed level in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
	5. An ability to solve complex problems and to communicate their resolution clearly.
	6. An ability to be self-critical and an understanding of one’s strengths and weaknesses
	7. Ability to use images as a communication tool
3. **A synopsis of the curriculum**

This course focuses upon the relationship of landscape and architectural, particularly through the siting of a building, site planning, and elementary planting design and landscape detailing. The design project is treated as a totality, with architecture and landscape fully integrated both spatially and conceptually. The building brief is of moderate complexity, following sustainable principles relating to the Climate module. The history and theory of landscape architecture is covered in a series of accompanying lectures. Lectures and workshops with landscape architects and others introduce students to the contemporary profession of landscape architecture, techniques of landscape representation, and to the dynamics of professional team work with related disciplines. Computer drawing, 2D and 3D, is also taught in this module, and students present aspects of their design scheme using these methods.

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

Amoroso, Nadia. (2012). *Representing landscapes: a visual collection of landscape architectural drawings*. New York: Routledge.Dee, Catherine. (2001). *Form and fabric in landscape architecture: a visual introduction*. London: Spon.
Haney, David H. (2010). *When modern was green: life and work of landscape architect Leberecht Migge***.** New York: Routledge.
McHarg, Ian L. (1992). *Design with nature*. New York: Wiley.
Moore, Charles Willard, Mitchell, William J., Turnbull, William. (1993). *The poetics of gardens*. Cambridge MA: MIT Press.
Turner, Tom. (2005). *Garden history: philosophy and design, 2000 BC--2000 AD*. London: Spon.

1. **Learning and teaching methods**

Total contact hours: 46 hours

Private study hours: 254 hours

Total study hours: 300 hours

1. **Assessment methods**
	1. Main assessment methods

Design Project (100%)

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 | 8.10 | 8.11 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Lectures |  | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |  |  |  | **X** |  |  |  |
| Tutorials | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Crits | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **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**

Lectures, seminar teaching and tutorials will continue to draw on international source materials for historical and contemporary examples and theories of architecture and design.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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