

2020-21 Humanities Undergraduate Stage 2 & 3 Module Handbook

09 School of Architecture

AR541 Collective Dwelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework with Compulsory Numeric Elements	Hobbs Miss R

Contact Hours

51 contact hours

Learning Outcomes

- 8.1 An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user
- 8.2 A knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- 8.3 An awareness of the theories of urban design, the planning of communities and the influence of the design and development of cities, past and present on the contemporary built environment
- 8.4 An understanding of the impact of buildings on the environment, and the precepts of sustainable design
- 8.5 An understanding of the way in which buildings fit into their local context and the ability to plan a group of buildings to create a series of appropriately scaled external spaces
- 8.6 An understanding of the potential impact of building projects on existing and proposed communities
- 8.7 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 8.8 A knowledge of principles associated with designing optimum visual, thermal and acoustic environments
- 8.9 A knowledge of systems for environmental comfort realised within relevant precepts of sustainable design
- 9.1 An ability to apply a range of communication methods and media to present proposals clearly and effectively.
- 9.2 An ability to work as part of a team

Method of Assessment

Design Project 100%

Preliminary Reading

Alexander, C. (1978). A pattern language. Oxford: Oxford University Press.
Cullen, G. (1961, 1996). A concise townscape. London: Architectural Press.
Davies, C. (2005). The Prefabricated Home. London: Reaktion.
Hertzberger, H., 2001. Lessons for students in architecture. Rotterdam: 010 Publishers.
Larice, M., and Macdonald, E. (2nd ed, 2013) The urban design reader. Abingdon: Routledge.
Sherwood, Roger. (1981) Modern Housing Prototypes. Cambridge MA: Harvard University Press

Pre-requisites

None

Restrictions

BA (Hons) Architecture students only

Synopsis *

This module introduces students to urban design, focussing on housing as a building type. It takes place in two stages, the first being to plan a group of buildings, possibly in an urban context, and the second to develop the design of one of the individual housing blocks comprising multiple units. Students will examine the various typologies of collective dwellings and investigate alternative ways in which these can be combined to form urban blocks. In preparation for this module students will explore some of the principles and theories of urban design and apply some of these in their projects. The principles of sustainability will be examined in the context of energy and environmental assessment methods, and the use of appropriate construction techniques will be explored. Students will develop both digital and hand-drawn presentation and communication techniques.

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AR542	Climate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Watkins Dr R

Contact Hours

21 contact hours

Learning Outcomes

- 8.1 A reasonable knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.2 A reasonable knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 8.3 A reasonable knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- 8.4 A critical knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- 8.5 A reasonable knowledge of the principals associated with designing optimum visual, thermal and acoustic environments
- 8.6 A reasonable knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
- 8.7 A reasonable knowledge of the strategies for building services, and ability to integrate these in a design project
- 8.8 The necessary skills to prepare analytical and detailed technical drawings accurately illustrating environmental design solutions
- 8.9 An ability to apply the principles of evidence-based design to the evaluation of environmental design strategies
- 9.1 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
- 9.2 An ability to understand the alternative materials, processes and techniques that apply to architectural design and construction
- 9.3 Research and analytical skills
- 9.4 Ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations
- 9.5 An ability to critically evaluate your own ideas in the context of learning
- 9.6 An awareness of the role of research in overcoming knowledge gaps

Method of Assessment

Technology and Environment Report (Environmental Strategies) (100%)

Preliminary Reading

- Givoni, B. (1981). *Man, climate and architecture*. Hoboken NJ: John Wiley.
- Littlefair, P. (2011). *Site layout planning for daylight and sunlight: a guide to good practice*. Watford: BRE.
- Oke, T. R. (1987). *Boundary Layer Climates*. London; New York: Routledge.
- Szokolay, S. V. (2004, 2005). *Introduction to architectural science: the basis of sustainable design*. Oxford: Architectural Press.
- Thomas, R. (3rd Ed, 2006). *Environmental design: an introduction for architects and engineers*. London: Taylor and Francis.

Pre-requisites

Co-requisite: ARCH5520: Architecture and Landscape

Restrictions

BA (Hons) Architecture students only

Synopsis *

Students will explore passive means of environmental control to achieve comfort in different climates. Vernacular precedents of passive design will be examined and distinguished from the cultural influences on design in different cultures. The concept of exterior and interior climates will be critically investigated and students will develop a good understanding of the microclimate created by cities, landscapes, groups of building and individual structures. The influence of materials, form and construction on environmental performance will be examined with reference to precedents and benchmarks. Specific techniques and methodologies for climate analysis and environmental design will be learned and applied. The assignment concerns the development of environmental design strategies that are to be integrated appropriately into the design work of the concurrent module Architecture and Landscape. Students will demonstrate how they have provided for fresh air to move through the main building of Architecture and Landscape, as well as how they have exploited passive resources for cooling, temperature control, solar gain and the control of solar gain, both in the summer and winter and for the daytime and night-time. The integration of these into the main building of Architecture and Landscape will take heed of the functions of the spaces and their disposition and be arranged for good efficacy. Students will concisely describe the rationale of the environmental strategies and explain the operation of any technology used in realizing these strategies and illustrate this with appropriate plans and cross-sections.

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AR543		Urban				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	45 (22.5)	100% Project with Compulsory Numeric Elements	

Contact Hours

76 contact hours

Learning Outcomes

- An 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
- An ability to understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project
- An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user
- Adequate knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- Knowledge of how the theories, practices and technologies of the arts influence architectural design
- Knowledge of the creative application of such work to studio design projects, in terms of their conceptualization and representation
- Knowledge of theories of urban design and the planning of communities
- Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment
- Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development
- Understanding of the impact of buildings on the environment, and the precepts of sustainable design
- Understanding of the way in which buildings fit into their local context
- Understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society
- An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- An understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- Knowledge of the principles associated with designing optimum visual, thermal and acoustic environments
- Knowledge of systems for environmental comfort realised within relevant precepts of sustainable design
- Knowledge of strategies for building services, and ability to integrate these in a design project
- The skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design
- The skills to understand the cost control mechanisms which operate during the development of a project
- The skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements
- Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organizations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation
- Knowledge of the professional inter-relationships of individuals and organizations involved in procuring and delivering architectural projects, and how these are defined through contractual and organizational structures
- Knowledge of the basic management theories and business principles related to running both an architect's practice and architectural projects, recognizing current and emerging trends in the construction industry
- The 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
- The ability to apply a range of communication methods and media to present design proposals clearly and effectively
- An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
- Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
- The ability to identify individual learning needs and understand the personal responsibility required for further professional education

Method of Assessment

Design 70% (Report & Project)

Environment & Technology 15% (Report & Project)

Professional Practice 15% (Report)

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Preliminary Reading

Design

- Adria, Miquel, et al. 2005 *10x10 2: 100 Architects, 010 Critics*. London: Phaidon.
- Bloomer, Kent C., Moore, Charles Willard, Yudell, Robert J. 1978. *Body, Memory and Architecture*. New Haven and London: Yale University Press.
- Hall, Peter. 1998. *Cities in Civilisation*. London: Weidenfeld and Nicholson.
- Ibelings, Hans. (2002). *Supermodernism*. Rotterdam: Nai.
- Rowe, Colin and Koetter, Fred. (1978). *Collage City*. Cambridge, Mass: MIT.
- Sennett, Richard. (2003). *Flesh and Stone: The Body and the City in Western Civilization*. Harmondsworth: Penguin.
- Weston, Richard. (2003). *Materials Form and Architecture*. London: Laurence King.
- Zumthor, Peter. (1998). *Architektur Denken*. Baden, CH: Lars Müller.

Technology and Environment

- Bentley, Ian, Alcock, Alan and Murrain, Paul and McGlynn, Sue and Smith, Graham. (1985). *Responsive environments: a manual for designers*. Architectural Press.
- Bizley, Graham. (2007). *Architecture in detail*. Architectural Press.
- Borer, Pat and Harris, Cindy. (1998, 2008). *The whole house book* (3rd edition). Machynlleth: The Centre for Alternative Technology (CAT).
- BRECSU *Building a sustainable future: homes for an autonomous community*. (1998). General Information Report 53. BRECSU (GIR53)
- Broome, Jon. (2007). *The green self-build book: how to design and build your own eco-home*. Green Books
- Brown, Lance J and Dixon, David and Oliver, Gillham. (2009). *Urban design for an urban century: placemaking for people*. John Wiley.
- Chambers, Nicky and Simmons, Craig and Wackernagel, Mathis. (2000). *Sharing nature's interest: ecological footprints as an indicator of sustainability*. London: Earthscan.
- Department for Communities and Local Government. (2006). *Code for sustainable homes: a step-change in sustainable home building practice*. London: Department for Communities and Local Government.
- Department for Communities and Local Government. 2007. *Code for sustainable homes: technical guide*. London: Department for Communities and Local Government. Available only as an on-line document at: http://www.planningportal.gov.uk/uploads/code_for_sustainable_homes_techguide.pdf
- Hawkes, Dean. (2007). *The environmental imagination*. Routledge/Taylor and Francis.
- Horden, Richard. (2008). *Microarchitecture*. London: Thames and Hudson.
- Hyde, Richard. (2007). *Bioclimatic housing*. Earthscan.
- Lechner, Norbert. (2008). *Heating, Cooling & Lighting – Sustainable Design Methods for Architects* (3rd ed). Wiley.
- McLeod, Virginia. (2007). *Detail in contemporary residential architecture*. London: Laurence King
- Practice
- Chapell, D. (2003). *Understanding JCT standard building Contracts*. Spon: London.
- Green, R. (2001). *The Architect's Guide to Running a Job*. Architectural Press: London.
- Harper, R. (1997) *A Student's Guide to the First Year in an Architects Office*. RIBA: London.
- Soulsby. (1989). *Business Law*. McGraw.
- Speaight, A. (2004). *The Architect's Legal Handbook*. Architectural Press: London.

Pre-requisites

None

Restrictions

BA Architecture students only

Synopsis *

This module, the final one of the programme, engages students in the design of a building in an urban centre. In lectures and seminars, it deals with distinctive urban plans in the contemporary world, as well as a consideration of their historical provenance. The design exercise seeks to locate a complex building type, of mixed social use, within a developed urban fabric. The module assesses a student's capabilities, skills, knowledge and understanding that are brought to bear on such a design. The key design skill to be demonstrated is the integration of the conflicting demands surrounding a proposal that successfully balances the requirements of client, user and the public with the cultural, technical and environmental pressures encountered. As the final statement of student competence, the design will be expected to successfully demonstrate critical and reflective awareness of process across a wide range of indicators, including awareness of fine art theories and methods of production as applied to building. The outputs required will comprise a fully designed building proposal, with an accompanying report. The report component will comprise design studies and a technical analysis of the building and its systems, responding to a targeted lecture series. They will also produce a building assessment from the perspective of a professional practice, management & law lecture series, and generate appraisals of the building as though it were a live project, in terms of appointment, procurement, planning permission, statutory permissions and cost.

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AR544 Renaissance to Neoclassicism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Guerci Dr M

Contact Hours

20 contact hours

Learning Outcomes

- 8.1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 8.2 A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 8.3 A knowledge of how theories, practices and technologies of the arts influence architectural design
- 8.4 A knowledge of the creative application of the fine arts and their relevance and impact on architecture
- 8.5 A understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.6 An awareness of concepts of historical change
- 8.7 An awareness of the Western tradition of design
- 8.8 A knowledge of the historical development of European architecture, and of its relationship to the English mainstream
- 8.9 Knowledge of key buildings from Western architectural history
- 9.1 An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- 9.2 An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 9.3 Ability to assimilate material from a variety of sources and to contextualise information

Method of Assessment

Illustrated Essay (2,500 words) (100%)

Preliminary Reading

- Blunt, A. (1982) *Guide to Baroque Rome*, London: Harper and Row
- Bergdoll, B. (2000) *European Architecture 1750-1890*, Oxford: Oxford University Press.
- Boullée, Étienne-Louis, (1793) *Architecture, An Essay on Art*, Bibliothèque Nationale, Paris edited and annotated by Helen Rosenau, translated by Sheila de Vallée.
- Hale J.R., *Renaissance Europe 1480-1520*. (2000) Oxford and Malden, Mass.: Blackwell Publishers
- Kaufmann, E. (1955) *Architecture in the Age of Reason: Baroque and Post-Baroque in England, Italy, and France*. Cambridge MA: Harvard University Press.
- Kruft, H.W. (1994) *A History of Architectural Theory from Vitruvius to the Present*, New York: Zwemmer and Princeton Architectural Press, pp128-271.
- Laugier, M.A. (1977 / 1753) *An Essay on Architecture*, trans/ by W and A Herrmann, Los Angeles: Hennessey and Ingalls Inc.
- Lemerle F. & Pauwels, Y., (2008) *Baroque Architecture 1600-1750*, Paris: Flammarion
- Millon, H. (1999) *The Triumph of the Baroque: Architecture in Europe 1600-1750*, New York: Rizzoli
- Panofsky, E. (1960) *Renaissance and Renaissances in Western Art*, New York: Harper and Row
- Rykwert, J. (1983) *The First Moderns: The Architects of the Eighteenth Century*, London and Cambridge MA: MIT Press.
- Summerson, J. (1977) *Architecture in Britain 1530–1830*, Pelican
- Vidler, A. (1989) *The Writing of the Walls: Architectural Theory in the Late Enlightenment*, Princeton" Princeton University Press.
- Watkin, D. (2005) *A History of Western Architecture*. London: Laurence King.
- Wittkower, R. ((3d ed. 1962, repr. 1965). *Architectural Principles in the Age of Humanism*. London: WW Norton & Company.

Pre-requisites

None

Restrictions

BA Architecture students only

Synopsis *

This module addresses the developments in architecture from the early fifteenth century to the beginning of the nineteenth century. The cultural context of the time will be studied by outlining the socio-economic conditions, the new attitudes to knowledge, arts, history and architecture. Architectural treatises of the early Renaissance and the related developments in the practices of painting and sculpture will be brought into the consideration in order to highlight specific innovation and dynamics of architecture. The underlying conditions of the movements known as Renaissance, Mannerism, Baroque, Rococo and Neo-classicism will be addressed and relevant buildings, objects of art, architectural texts and dominant narratives will be studied. Landscape design will be discussed through the comparative analysis between the formal landscape design and the phenomenon of the picturesque. The architecture of symbolism and utopianism is also considered. The eighteenth-century organization of life and labour, the emerging spaces of production, as well as the establishment of the academies, museums, and other institutions will be addressed, in order to highlight the way in which these phenomena contributed to the rise of the architectural profession and the building guilds. Typical forms of historic building technologies will be discussed, together with their relevance to current technologies.

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AR545 Adapt and Extend						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework with Compulsory Numeric Elements	

AR548 Modernisms						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Autumn	H	15 (7.5)	100% Project with Compulsory Numeric Elements	

Contact Hours

18 contact hours

Learning Outcomes

- A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- The application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- A knowledge of how theories, practices and technologies of the arts influence architectural design
- knowledge of the creative application of the fine arts and their relevance and impact on architecture
- An awareness of cultural theories and their relevance to modern design
- A knowledge of the theoretical underpinnings of key modernist designers
- An ability to relate the concepts underlying one's own design to themes in contemporary theory
- An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- An ability to research historical and theoretical topics

Method of Assessment

Cultural context and design essay 3,000 words (100%)

Preliminary Reading

Borden, I. and Ruedi, K. (2006) *The Dissertation: An architectural student's handbook* (second edition) (Oxford and Burlington MA:)

Colquhoun, A. (2002) *Modern Architecture*. (Oxford: Oxford University Press)

Curtis, W. J. R. (1987) *Modern Architecture since 1900*. (London. Phaidon)

Forty, A. (2000) *Words and Buildings*. (London: Thames & Hudson)

Frampton, K. (2007) *Modern Architecture: a critical history* (London. Thames & Hudson)

Mallgrave, H. F. and Goodman, D. (2011) *An Introduction to Architectural Theory: 1968 to the present* (Chichester. Wiley-Blackwell)

Pre-requisites

Concurrently or previously taught design module, on which the module/assessment is based (AR545 Adapt & Extend)

Restrictions

BA Architecture students only

Synopsis *

This module examines cultural theory, and demonstrates its applicability to the disciplines of design. The unit's motto might be seen critically. This reverses the design studio ethos where you are urged to think visually. The module focuses on histories and theories of modernism, and brings the discourse of modernity up to date with a survey of post-modernism and post-structuralism. The assessed component comprises a design essay which relates the student's concurrent design project to the main themes of the module.

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AR549 Forms and Structure						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

23 contact hours

Learning Outcomes

- 8.1 A reasonable understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.2 A reasonably developed understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 8.3 A reasonably developed understanding of the strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- 8.4 A reasonably developed understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- 8.5 An awareness of the aesthetic possibilities of natural light
- 8.6 A basic knowledge of iterative and evidence-based approaches to design
- 9.1 An ability to apply a reasonably developed range of communication methods and media to present design proposals clearly and effectively
- 9.2 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
- 9.3 A reasonably developed understanding of the alternative material processes and techniques that apply to architectural design and building construction.
- 9.4 An ability to work in teams
- 9.5 Research skills and analytical skills
- 9.6 An ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations
- 9.7 An awareness of the role of research in overcoming knowledge gaps

Method of Assessment

Technology (Structural Case Study) (40%)
Design (Structural Design Project Report) (60%)
Both of the above assessed components must be passed

Preliminary Reading

Gordon, J. E. 1. (1978). Structures, or Why things don't fall down. London: Penguin
Gupta, R. S. (2010). Principles of Structural Design: Wood, Steel, and Concrete. London: Taylor & Francis.
Silver, Pete and McLean, Will. (2008). Introduction to Architectural Technology. London: Laurence King.
Williams, A. (2009). Structural Analysis - In Theory and Practice. Oxford: Butterworth-Heinemann.

Pre-requisites

None

Restrictions

BA Architecture students only

Synopsis *

This design module integrates concerns for structure, construction and form in the process of architectural design. The objective is to help and to encourage students to design with each of these subject areas simultaneously informing the others.

A series of lectures and seminar group exercises will introduce students to the principles of structural design including structural typologies; loads and forces; simple beam bending theory; mechanics of materials; and structural geometry. Students will be presented with strategies and qualitative methods of structural analysis which will support the activities of the module. Basic structural theory and the study of form and construction will be consistently related to real buildings, structures and materials.

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AR551		Nineteenth-Century Architecture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Exam	Fontana-Guisti Prof G

Contact Hours

13 contact hours

Learning Outcomes

8.1 A developed knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings

8.2 A developed knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture

8.3 A knowledge of how theories, practices and technologies of the arts influence architectural design

8.4 A knowledge of the creative application of the fine arts and their relevance and impact on architecture

8.5 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals

8.6 A detailed understanding of some significant historical episodes in architectural history and an ability to draw from these episodes an understanding of abstract architectural principles

8.7 An understanding of the role of buildings and interiors outside architectural history, for example in social and economic history

9.1 An ability to apply a range of communication methods and media to present design proposals clearly and effectively

9.2 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

9.3 An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format

Method of Assessment

Cultural Context Examination (3 hours) (100%)

Preliminary Reading

Bergdoll, Barry. (2000). *European architecture 1750-1890*. Oxford: Oxford University Press.

Davey, Peter. (1995). *Arts and crafts architecture*. London: Phaidon.

Pevsner, Nikolaus. (1960). *Pioneers of modern design*. Harmondsworth: Penguin.

Pre-requisites

None

Restrictions

BA Architecture students only

Synopsis *

This course will enable the student to learn through a series of detailed thematic and historical investigations how a number of specific important aspects and events in architectural history have changed the way in which we experience the built environment and, also, to appreciate the responsibility of all architects and designers towards the societies in which they live. Its focus is the nineteenth century. Students will be assessed in the form of an examination which will draw on material researched through guided casework study. Typical forms of historic building technologies will be discussed, together with their relevance to current technologies.

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AR552 Architecture and Landscape						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework with Compulsory Numeric Elements	Hobbs Miss R

Contact Hours

46 contact hours

Learning Outcomes

- 8.1 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
- 8.2 The knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach
- 8.3 The creative application of knowledge of the fine arts to studio design projects, in terms of their conceptualisation and representation
- 8.4 An understanding of the impact of buildings on the environment, and the precepts of sustainable design
- 8.5 An understanding of the way in which buildings fit into their local context
- 8.6 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
- 8.7 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
- 8.8 An understanding of the western and selected non-western traditions of landscape design
- 8.9 An ability to design buildings and landscapes which are plausible technically and environmentally
- 8.10 An ability to produce 2D and 3D computer drawings
- 8.11 An ability to produce high quality rendered images
- 9.1 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
- 9.2 An ability to apply a reasonably developed range of communication methods and media to present design proposals clearly and effectively
- 9.3 An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
- 9.4 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
- 9.5 An ability to solve complex problems and to communicate their resolution clearly.
- 9.6 An ability to be self-critical and an understanding of one's strengths and weaknesses
- 9.7 Ability to use images as a communication tool

Method of Assessment

Design Project (100%)

Preliminary Reading

- 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.

Pre-requisites

Co-requisite: ARCH5420: Climate

Restrictions

BA Architecture students only

Synopsis *

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.

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AR553 BA(Hons) Architecture Term Abroad						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	60 (30)	Pass/Fail Only	
1	Canterbury	Autumn	I	60 (30)	Pass/Fail Only	

Learning Outcomes

- 8.1 To acquire a broader, international and intercultural informed understanding of architecture
- 8.2 To experience different cultural approaches to learning, study of architecture and academic development
- 8.3 To acquire intercultural competence, cross-cultural literacy, and to practice foreign-language skills as applicable if non- English speaking/teaching partner institutes.
- 9.1 Enhanced, intercultural sensitive communication and interpersonal skills
- 9.2 Enhanced ability for self-management, flexibility, focus and project management

Method of Assessment

Main assessment methods

The 'BA (Hons) Architecture Study Abroad' module contributes and is assessed in line with UoK Conventions for Classifications of Awards Guidance for Examiners: Classification of Awards.

<http://www.kent.ac.uk/teaching/qa/credit-framework/guide-examiners.html>

For students taking a term aboard in Stage 2 the placement will be graded on a pass/fail basis as documented by the transcript from the host institution and will therefore be zero-weighted with respect to classification. Modules totalling at least 60 credits (30ECTS or 600 hours) must be undertaken.

All students are required to submit a written report on their study abroad.

Reassessment methods

If a student is unsuccessful at the first attempt and no retrieval mechanism is available at the host institute for a second attempt in the same academic year, the student may be instructed to submit a portfolio of all the academic work undertaken abroad to be marked at Kent by Kent staff on a 'Pass/Fail' basis for consideration at the next KSA Examination Board. This is to ensure that students studying abroad have the same opportunities for retrieval and Stage progression as the rest of their academic cohort.

Preliminary Reading

Hejduk, John (Ed). (1988). Education of an Architect: Irwin S.Chanin School of Architecture of the Cooper Union. Rizzoli International Publications

Lawson, Bryan. (2005). How Designers Think. Architectural Press

Rasmussen, Steen Eiler. (1962). Experiencing Architecture. Cambridge, Mass: MIT

Sheil, Bob (Ed). (2005). Design through Making. John Wiley & Sons

Unwin, Simon. (2008). Analysing Architecture. Routledge

The International Study service in the University's International Development Office provides information about host countries and host universities. Students will receive course-specific information, incl. reading lists, on their enrolment at the host university.

Pre-requisites

None

Restrictions

BA (Hons) Architecture students only

Synopsis *

An architecture study abroad committee will make selections and recommendations for study abroad based on the merit of the applicant following submission of an application supported by a portfolio and transcripts.

During the placement students will be enrolled on this dedicated BA Term Abroad module.

Spending a term as full-time student at an overseas university, students will follow teaching and tuition in architecture. The curriculum will vary according to the partner institutions. Additionally, students will usually be offered to take language classes and/or courses on the culture of the host country.

AR554 Urban						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Project	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

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AR555 Architectural Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project with Compulsory Numeric Elements	Wislocki Mr P
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Wislocki Mr P

Contact Hours

24

Learning Outcomes

- 8.1 Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
- 8.2 Understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society.
- 8.3 The skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design.
- 8.4 The skills to understand the cost control mechanisms which operate during the development of a project.
- 8.5 Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organizations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation.
- 8.6 Knowledge of the professional inter-relationships of individuals and organizations involved in procuring and delivering architectural projects, and how these are defined through contractual and organizational structures.
- 8.7 Knowledge of the basic management theories and business principles related to running both an architect's practice and architectural projects, recognizing current and emerging trends in the construction industry.
- 8.8 An understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment.
- 8.9 An understanding of the potential impact of building projects on existing and proposed communities.
- 8.10 Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances.
- 9.1 The ability to identify individual learning needs and understand the personal responsibility required for further professional education.
- 9.2 The ability to generate and manage digital information and to present this information clearly and effectively.
- 9.3 An understanding of the context of the world of work, its contractual relationships and governing legislation.

Method of Assessment

Professional Practice Report (100%)

Preliminary Reading

- Chappell, David. (2003). Understanding JCT standard building Contracts. London: Spon.
- Eastman, Chuck et al. (2011). BIM Handbook: a Guide to Building Information Modelling for Owners, Managers, Designers, Engineers and Contractors (2nd Edition). London: Wiley.
- Green, Ronald. (2001). The Architect's Guide to Running a Job. London: Architectural Press.
- Harper, Roger. (1997). A Student's Guide to the First Year in an Architects Office. RIBA: London.
- Marsh, SB and Soulsby, J. (1989). Business Law, Wallingford: MacGraw.
- Speaight, Anthony. (2010). The Architect's Legal Handbook (9th edition). London: Architectural Press.

Pre-requisites

Co-requisite: no specific co-requisite, but a previous or current design project

Restrictions

Available to BA Architecture students only

Synopsis *

This module engages students with the professional practice of architecture. Assignments will review and analyse a design project from the perspective of professional practice. A series of lecture and seminars introduce students to the subjects of professional ethics, planning and building law, practice management, and building information modelling (BIM).

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AR557 Urban Intervention						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Karydis Dr N
1	Canterbury	Autumn	H	30 (15)	100% Coursework with Compulsory Numeric Elements	Karydis Dr N

Contact Hours

65 hours

Learning Outcomes

8.1 Adequate knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. [GC2.3]

8.2 Knowledge of the creative application of such work (the fine arts) to studio design projects, in terms of their conceptualization and representation.[GC3.3]

8.3 Knowledge of theories of urban design and the planning of communities. [GC4.1]

8.4 Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment. [GC4.2]

8.5 An understanding of the impact of buildings on the environment, and the precepts of sustainable design. [GC5.2]

8.6 An understanding of the way in which buildings fit into their local context. [GC5.3]

8.7 An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. [GC8.3]

9.1 Apply a range of communication methods and media to present design proposals clearly and effectively. [GA2]

9.2 Be self- critical and understand one's strengths and weaknesses. [D15]

9.3 Use images as a communication tool. [D16]

Method of Assessment

Design Proposal Submission (100%)

Preliminary Reading

Gehl, J., (2001). *Life Between Buildings*. Arkitektens Forlag: Skive.

Hall, Peter. (1998). *Cities in Civilisation*. London: Weidenfeld and Nicholson.

Jacobs, J., (1961). *The Death and Life of Great American Cities*. Penguin Books: London.

Llewelyn Davies (2007) *Urban Design Compendium*. Urban Design Alliance

Lynch, Kevin (1964). *The image of a city*. MIT Press

Ritchie, Adam & Thomas Randall. (2013). *Sustainable Urban Design*. Taylor & Francis. Abington.

Roberts, M., Greed, C. (ed.), (2001). *Approaching Urban Design*. Longman: Harlow.

Rowe, Colin and Koetter, Fred. (1978). *Collage City*. Cambridge, Mass: MIT.

Sennett, Richard. (2003). *Flesh and Stone: The Body and the City in Western Civilization*. Harmondsworth: Penguin.

Tarbatt, J. (2012). *The Plot - Designing diversity in the built environment: a manual for urban designers, architects and planners*. London: RIBA Publishing.

Pre-requisites

None

Synopsis *

This module engages students in the re-design of an existing urban centre or locality, orientated around issues of social, economic and environmental sustainability as they are interpreted in urban and architectural design. Starting with urban analysis, the project develops through a series of scaled responses and strategies, developing an overall programmatic vision for the locality. The project culminates in a detailed urban design presentation that responds to the specific character of the site, making detailed proposals for public realm, demolitions and infill proposals, which also relate to broader sustainable concerns. This practical design project is supported by lectures seminars and tutorials which will provide an overview of the development of competing theories of urban design and masterplanning, introducing distinctive contemporary urban plans, as well as a consideration of their historical provenance, regulatory, historical, theoretical, ergonomic, and aesthetic principles.. Workshops and tutorials will also cover the technical and environmental specification of sustainable urban design at various scales, including microclimate, artificial and natural light in public spaces, landscape and water strategies, planting and greenery, material specifications, vehicular and traffic management and public space and pedestrian use.

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AR558 Architectural Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Project with Compulsory Numeric Elements	Gillick Dr A

Contact Hours

65 hours

Learning Outcomes

8.1 An 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. [GC1.1]

8.2 The ability to understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project. [GC1.2]

8.3 An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user. [GC1.3]

8.4 A knowledge of the creative application of such work (the fine arts) to studio design projects, in terms of their conceptualisation and representation. [GC3.3]

8.5 An understanding of the needs and aspirations of building users. [GC5.1]

8.6 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals. [GC7.1]

8.7 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. [GC7.2]

8.8 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. [GC7.3]

8.9 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design. [GC8.1]

8.10 An understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques. [GC8.2]

8.11 An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. [GC8.3]

8.12 A knowledge of principles associated with designing optimum visual, thermal and acoustic environments. [GC9.1]

8.13 Knowledge of systems for environmental comfort realised within relevant precepts of sustainable design. [GC9.2]

8.14 Knowledge of strategies for building services, and ability to integrate these in a design project. [GC9.3]

8.15 Skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements. [GC10.3]

8.16 An ability to relate the concepts underlying one's own design to themes in contemporary theory. [B5]

8.17 An understanding of the alternative materials, processes and techniques that apply to architectural design and building construction. [GA3]

9.1 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. [GA1]

9.2 An ability to apply a range of communication methods and media to present design proposals clearly and effectively. [GA2]

Method of Assessment

Design (70%)

Technology & Environment (30%)

Both of the above assessed components must be passed

Preliminary Reading

Bizley, Graham. (2007). *Architecture in detail*. Architectural Press. Blundell-Jones, P. (2002). *Modern architecture through case studies*. Oxford: Architectural Press.

Blundell Jones, Peter. et al. (2005). *Architecture and Participation*. Oxford, Spon Press.

Deplazes, A. (2002). *Constructing architecture: Materials, processes, structures: a handbook*.

Hawkes, Dean. (1996). *The Environmental Tradition: studies in the architecture of environment*. London: Taylor & Francis.

Hawkes, Dean. (2007). *The Environmental Imagination*. Routledge/Taylor and Francis.

Lechner, Norbert. (2008). *Heating, Cooling & Lighting – Sustainable Design Methods for Architects (3rd ed)*. Wiley.

Porteous, Colin. (2002). *The new eco-architecture: alternatives from the modern movement*. London: Spon Press

Pre-requisites

None

Synopsis *

This module, the final one in the programme, focuses on the detailed design of a significant new piece of architecture that responds to, adapts /retrofits and extends existing urban architectural fabric in response to sustainable urban development goals. Responding to urban and architectural context, the module assesses a student's capabilities, skills, knowledge and understanding of the relationships and intersections between new building work and existing buildings within a broader urban and cultural context. Central to this is the development of strategies of adapting and extending existing architecture towards improved and new uses and enhanced environmental, social and economic sustainability. Two key design skills will be demonstrated: the integration of the conflicting demands surrounding a proposal that successfully balances the requirements of client, user and the public with the cultural, technical and environmental pressures encountered; and the thoughtful engagement with and adaptation and extension of existing built environments. The design and integrated technical proposals must therefore be contextual and developed with reference to historical and social aspects of the existing built environment, as well as broader environmental concerns. This practical design project is supported by both lectures, seminars and workshops on the technical and environmental specification of sustainable architectural design, including illumination, acoustics, heating and cooling strategies and material specifications. Additionally, lectures, seminars and tutorials addressing regulatory, historical, theoretical, ergonomic, spatial, formal and aesthetic principles of architectural design and the adaptive reuse of existing buildings are provided.

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AR597		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Caputo Dr S
1	Canterbury	Autumn	H	30 (15)	100% Coursework with Compulsory Numeric Elements	Caputo Dr S

Contact Hours

11 hours

Learning Outcomes

- 8.1 Knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 8.2 Knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 8.3 An ability to undertake investigation, speculation and exploration of complex design issues and critical awareness and debate
- 8.4 An ability to undertake intellectual enquiry into an aspect of design
- 9.1 An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- 9.2 An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 9.3 An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument

Method of Assessment

Dissertation/Artefact (100%)

Preliminary Reading

Borden, I., Ruedi, K. (2000). *The Dissertation: An architectural student's handbook*. London: Architectural Press.

"The Nature of Inquiry", pp. 1-43. in Cohen, L. and Manion L. (1994). *Research Methods in Education*. London: Routledge

Subject related bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies.

Pre-requisites

None

Restrictions

Synopsis *

This module offers students the opportunity to deepen their knowledge and understanding of a particular aspect of architecture. The topic to be studied is agreed with the Module Convenor and an appropriate supervisor is nominated from the teaching staff. Moreover the dissertation will provide students with the opportunity to develop more advanced academic research and writing skills. It forms part of the research strand within the architectural curriculum, which complements the design strand of the studio.