



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Built Environment

ARCH1302  
Architectural Design Studio 6



Course Outline – Term 2, 2020

## Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

## 1. COURSE STAFF

<b>Course Contact</b>	TBC
<b>Email</b>	<a href="mailto:p.oldfield@unsw.edu.au">p.oldfield@unsw.edu.au</a>

## 2. COURSE DETAILS

<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Approx. 150 hours including class contact hours, weekly individual and group online learning activities, readings, class preparation, and assessment activities.
<b>Teaching Times and Location</b>	Find details in timetable <a href="http://www.timetable.unsw.edu.au">http://www.timetable.unsw.edu.au</a>

## Description

The concern of this studio is with how multiple environmental, technological and social factors influence architectural thinking and production. A complex site, both in physical and cultural content, is researched and interpreted to generate an architectural strategy and its appropriate representation. As the final studio of the undergraduate degree, a single architectural proposal is developed to a detailed level of programmatic, spatial and material complexity. The proposal, or part of the proposal, will be carried through to detailed technical resolution. The final project will be assessed in relation to evidence of thought and understanding, internal coherence and imagination in the design solution, together with the employment and interface of relevant computational tools and analogical skills.

## Aims

This course will enable students to explore and gain further understanding of:

1. Architecture as a multi-factorial and context-sensitive discipline through the investigation of a demanding project brief and complex site with an emphasis on social and environmental responsiveness and reflexive inclusion.
2. Architectural design as an iterative act through the investigation of design processes that move between accumulative knowledge, design intentions and architectural possibilities, operate at multiple environmental scales, and communicate through diverse representational techniques.

## Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Analyse design method in the context of the thoughtful interpretation of and response to a project brief comprised of a diverse range of demands and a site characterised by complex physical demands and psychological and cultural factors.
2. Design compelling architecture comprising the interpretation of the design brief and conceptual, schematic and detailed design to a comprehensive level of resolution.
3. Demonstrate judicious skills in the application of social, ethical, environmental and regulatory knowledge to architectural design.
4. Apply effective skills in architectural communication and documentation with an emphasis on the reading of the site and the precise, evocative and effective interpretation of the program and craft using hard materials
5. Apply informed ethical judgement in architectural design that is a response to the specificity of a place, rather than an imposition of a design solution.
6. Demonstrate collaborative skills in teamwork that ensure productivity and shared responsibility.
7. Apply self-directed disciplinary knowledge and reflective practice in relation to architectural problem solving.

## 3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Site research Accuracy, attention to detail, evidence of depth and appropriateness of research results	5%	1, 2, 3, 4, 5, 6, 7
2. Skill, depth of understanding and capacity to translate the requirements of the program and site into an architectural approach	10%	1, 2, 3, 4, 5, 6, 7
3. The ambition and economy of the architectural proposal in the context of the site constraints and its promise and potential for development. Skill and capacity to communicate the architectural approach of the project.	35%	1, 2, 3, 4, 5, 6, 7
4. The depth of development of the project, conceptually and in material detail. The capacity of the project to architecturally embody an attitude toward the site.	50%	1, 2, 3, 4, 5, 6, 7

## 4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.