

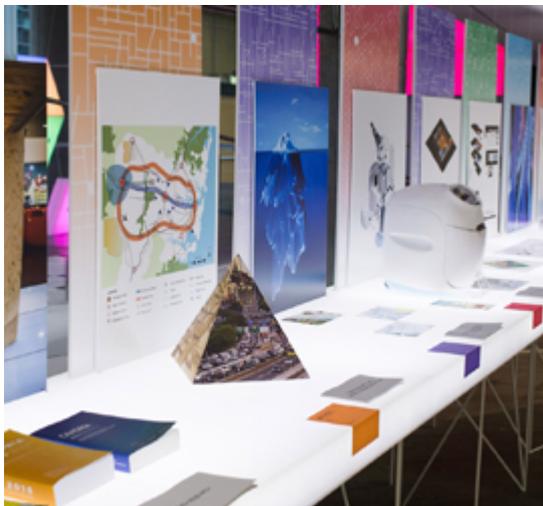


UNSW
SYDNEY

Australia's
Global
University

Built Environment

ARCH7111
Architectural Design Studio 1



Course Outline – Term 1, 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

Course Contact	Dr Jayde Roberts
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2. COURSE DETAILS

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

Description

ARCH7111, the introductory studio in the Master of Architecture Program, will help you strengthen your design research skills through a process of in-depth site analysis, research and conceptual design.

The first three weeks of the studio will focus on research (site analysis – spatial, social, economic, environmental; codes and regulations; historical changes) and problem-setting. The remainder will focus on designing potential solutions for your established problem.

As design research is an iterative process wherein potential solutions will elicit more questions and previously unseen interconnections, this structure of research followed by design is meant as a guide not an exclusive linear process. Through this inter-related process of design and research, you will develop a context-appropriate design proposal that combines the requirements of the brief with your own insights and ideas. This will allow you to begin developing the skills required to undertake your final year of studio, which will require you to write your own design brief and carry your project through the entire design process.

Aims

1. This design research process will enable students to understand how site-specific and in-depth research can inform, inspire and improve designs. Investigations will include climate, history of the site, habits and patterns of use, perceptions of users, and social and political dynamics that influence what we design, how we design, and how places are used.
2. Based on this research, students will be able to define a concept for their projects and then evaluate their success through rigorous experimentation and reflection.
3. This iterative and self-critical process will help students make progress towards good design. Good design comes from in-depth understanding of the site and design problem which inspires us to find innovative solutions that address underlying conditions rather than merely addressing obvious or superficial problems.

Course Learning Outcomes (CLOs)

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

1. Critically analyse a site including the spatial, social, economic, environmental, historical and regulatory conditions.
2. Independently research architectural precedents and history that can inform design thinking.
3. Undertake collaborative research across cultural, political and disciplinary boundaries to develop an informed and context-appropriate architectural design.
4. Evaluate and test conceptual architectural design options to develop creative and insightful solutions.
5. Design appropriate and imaginative architecture that clearly expresses in-depth understanding of the site.
6. Demonstrate advanced architectural communication and presentation skills that clearly express your analysis, design development and final conceptual design.

3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Assessment I – Site Analysis & Research – 20% - GROUP	20%	1, 2, 3, 5
2. Assessment II – Preliminary Conceptual Design – 20% – INDIVIDUAL	20%	1, 2, 3, 4, 5
3. Assessment III – Final Conceptual Design – 60% – INDIVIDUAL	60%	3, 4, 5, 6

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.