



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Built Environment

INTA3000

Interior Architecture Practice Studio 3



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

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## 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

This course focuses on the translation of Interior architectural research, thinking and ideas through multiple and iterative design practices. Design language and elements of spatial dynamics, including spatial and material relationships and sequence in relation to multiple forms of occupation, including retail and hospitality typologies are a focus of this studio. Emphasis is placed on an expansive approach to spatial translation underpinned by thoughtful and self-reflective research. This course is educationally sequenced alongside all other year two term one BIA (Hons) courses.

## Aims

1. To develop skills in the translation of design ideas through multiple and iterative design practices.
2. To understand the languages and elements of spatial dynamics.

## Course Learning Outcomes (CLOs)

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

1. Analyse, interrogate and contribute thoughtfully to an Interior Architectural briefs' requirements; proposing and communicating a methodical design proposition.
2. Transform and manipulate spatial enclosure at a systematic and logical level both functionally and experientially.
3. Generate and propose a materials palette as an integral representation of design intent
4. Explore effective and engaging representation techniques to communicate their design proposal in each phase of the design process.

### 3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Design Development (Projects A + B)	40%	1, 2, 3
2. Design Resolution (Project A)	25%	1, 2, 3, 4
3. Design Resolution (Project B)	35%	1, 2, 3, 4

### 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.