Built Environment

ARCH1202
Architectural Design
Studio 4

Ainslie Murray

Tunnel 1, Waverton Coal Loader
Photograph by Ainslie Murray
Disclaimer
This abbreviated course outline is indicative of the outcomes, delivery and assessment. While Course Learning Outcomes will remain constant, other details may be subject to change. The full and most accurate course outline will be available in Moodle.

1. COURSE STAFF

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Dr Ainslie Murray</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Room 4004, Red Centre West Wing</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:ainsliem@fbe.unsw.edu.au">ainsliem@fbe.unsw.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>9385 4798</td>
</tr>
<tr>
<td>Consultation</td>
<td>By appointment – organise via email</td>
</tr>
</tbody>
</table>

2. COURSE DETAILS

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

Description
This studio focuses on the design of adaptable, dynamic built spaces and landscapes on a dramatic Sydney foreshore site with indigenous and industrial heritage. It builds upon your work in previous design studios in the Architecture Program. You will need to bring your accumulated design knowledge to this studio in order to negotiate a major transition in terms of scale and complexity. This studio involves a significant shift from a series of highly defined sites to a broader landscape, from a private program to a public program, from single buildings and landscapes to multiple buildings and landscapes, and from a series of discrete projects to one major design project.

The aim of this studio is to develop your skills in architectural design through sustained engagement with a single complex project. To achieve this, the studio has a particular emphasis on crafting an individual, unique and intellectually driven design response to an architectural problem on a challenging site. We aim to extend your creative engagement at each point in the design process by encouraging you to critique your own work and the work of your colleagues, and to take full ownership of a design idea that you pursue with diligence, passion and commitment.

Course Learning Outcomes (CLOs)
At the successful conclusion of this program students will be able to:

1. Analyse design method in the context a single design project developed on a challenging site.
2. Design architecture comprising of interpretation of the design brief, conceptual design and schematic design to an intermediate level of resolution.
3. Demonstrate intermediate skills in the application of social, ethical, environmental and regulatory knowledge to architectural design.
4. Apply developed skills in architectural communication with an emphasis on freehand drawing and experimental casting.
5. Apply ethical judgement in architectural design with an emphasis on sites incorporating industrial heritage.
6. Demonstrate collaborative skills in teamwork that ensure productivity and shared responsibility.

Program Learning Outcomes (PLOs)

The Program Learning Outcomes from Architectural Studies addressed in this course are:

1. Apply social, ethical, environmental and regulatory knowledge and skills to architectural design, documentation and delivery.
2. Demonstrate competent skills in architectural enquiry through research, analysis, critique and reflection.
3. Apply communication skills which are precise, persuasive and creative using a variety of methods and media.
5. Exercise informed ethical judgement in scholarship and architectural practice.
6. Demonstrate the ability to work collegially and productively in teams encompassing diverse cultural and disciplinary affiliations.

Alignment of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Assessment

<table>
<thead>
<tr>
<th>CLO #</th>
<th>CLO Statement</th>
<th>PLO #</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO 1</td>
<td>Demonstrate an understanding of design method in the context a single design</td>
<td>1, 2, 3, 4,</td>
<td>Assessments 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>project developed on a challenging site.</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td>CLO 2</td>
<td>Demonstrate intermediate skills in architectural design process comprising of</td>
<td>1, 2, 3, 4,</td>
<td>Assessments 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>the interpretation of the design brief, conceptual design and schematic</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLO 3</td>
<td>Demonstrate intermediate skills in the application of social, ethical,</td>
<td>1, 2, 3, 4,</td>
<td>Assessments 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>environmental and regulatory knowledge to architectural design.</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td>CLO 4</td>
<td>Demonstrate developed skills in architectural communication with an emphasis</td>
<td>1, 2, 3, 4,</td>
<td>Informal Assessments</td>
</tr>
<tr>
<td></td>
<td>on freehand drawing and experimental model-making.</td>
<td>5, 6</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessments 1, 2, 3</td>
</tr>
<tr>
<td>CLO 5</td>
<td>Demonstrate ethical judgement in architectural design with an emphasis on</td>
<td>1, 2, 3, 4,</td>
<td>Assessments 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>sites incorporating industrial heritage.</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td>CLO 6</td>
<td>Demonstrate willingness to work collegially and productively in teams.</td>
<td>1, 2, 3, 4,</td>
<td>Informal Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5, 6</td>
<td>1, 2</td>
</tr>
</tbody>
</table>
4. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>CLOs Assessed</th>
<th>PLOs Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Radical Model</td>
<td>10%</td>
<td>1, 2</td>
<td>1, 2, 3, 4</td>
<td>Week 3</td>
</tr>
<tr>
<td>2. First Design Proposal</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>Week 6</td>
</tr>
<tr>
<td>3. Second Design Proposal</td>
<td>50%</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>Week 10</td>
</tr>
<tr>
<td>4. Design Book</td>
<td>20%</td>
<td>1, 2, 4</td>
<td>1, 2, 3, 4</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

5. WEEKLY COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Activity</th>
<th>Assessment Submissions</th>
<th>Related CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Site Work 01 due</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>• Introduction to the project</td>
<td>Weighting: N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Historical context of the project site</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Site visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Drawing exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preparation for intensive site studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forming and Casting Workshop Module 1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Intensive Site Studio</td>
<td>Site Work 02 due</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>• Collaborative drawing and mapping exercises</td>
<td>Weighting: N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Site tours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Audio walks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Screening of site development documentary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preparation of Radical Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forming and Casting Workshop Module 1B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Radical Model</td>
<td>Radical Model Due</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>• Studio presentation and discussion to alumni jury</td>
<td>Weighting: 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tutor and peer critique</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preparation of First Design Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forming and Casting Workshop Module 2A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Experimental Design Processes</td>
<td></td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>• Visual and verbal feedback on Radical Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Application of experimental design processes to Radical Model proposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peer critique in small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continued preparation of First Design Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forming and Casting Workshop Module 2B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td></td>
<td>Weighting</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 5    | **Global Precedents** | • Discussion and analysis of key global precedents  
• Identification of design strategies relating to three site conditions; application of design strategies to project  
• Continued preparation of *First Design Proposal*  
• *Forming and Casting* Workshop Module 3A | 1, 2, 3 |
| 6    | **First Design Proposal** | • Studio presentation and discussion to professional design jury  
• Tutor and peer critique  
• Preparation of *Second Design Proposal*  
• *Forming and Casting* Workshop Module 3B | 2, 3, 4 |
| 7    | **Developing Your Project** | • Visual and verbal feedback on *First Design Proposal*  
• Continued development design strategies relating to three site conditions; application of design strategies to project  
• Small group critique in studio | 2, 3, 4 |
| 8    | **Alumni Workshop** | • Nomination, presentation and discussion of selected projects with studio alumni  
• Synthesized whole group feedback  
• Discussion of *Second Design Proposal* presentation strategies | 2, 3, 4 |
| 9    | **Study Week** | • Second Design Proposal discussions by appointment  
• Intensive production of *Second Design Proposal* | 2, 3, 4 |
| 10   | **Second Design Proposal** | • Studio presentation and discussion to variable design jury  
• Tutor and peer critique  
• Reflective tutor feedback to whole group | 2, 3, 4 |
| 12   | **Design Book** | | 1, 2, 4 |