Built Environment

LAND2102
Landscape Studio 2 - Design Process

Mike Harris
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>Mike Harris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:m.harris@unsw.edu.au">m.harris@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. COURSE DETAILS

Credit Points: 6 UoC

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
</tr>
<tr>
<td>Studio</td>
<td>5</td>
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Description
An introduction to site design and design process. Several small-scale projects will allow exploration of design process through site planning, the use of historical precedent and design generation. Studio based projects will be supported by theoretical readings.

Program Learning Outcomes (PLOs)

1. Apply disciplinary concepts, knowledge of cultural and natural systems and technical ability to landscape architectural projects in local, regional and global contexts.
2. Research and critically analyse issues in landscape architecture design and generate creative and evidence-based design propositions.
3. Articulate design ideas effectively using visual, digital, and written modes of communication as appropriate to audience, purpose and context.
4. Collaborate effectively and responsibly in teams on landscape architecture design and research projects.
5. Prioritise design decisions in relation to ethical, social, cultural and environmental implications of the practice of landscape architecture.

Course Learning Outcomes (CLOs) and Alignment to Program Learning Outcomes (PLOs)

<table>
<thead>
<tr>
<th>CLO #</th>
<th>CLO Statement</th>
<th>PLO #</th>
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</thead>
<tbody>
<tr>
<td>CLO 1</td>
<td>Apply the concepts, principles and language of landscape architectural design in developing responses to sites and design briefs.</td>
<td>1,5</td>
</tr>
<tr>
<td>CLO 2</td>
<td>Engage in an iterative design process to develop a landscape design response to a given brief.</td>
<td>2</td>
</tr>
<tr>
<td>CLO 3</td>
<td>Identify and integrate physical, historical and theoretical factors in a coherent site landscape architectural design scheme.</td>
<td>1,5</td>
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</table>
### 3. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Week due</th>
<th>CLOs assessed</th>
<th>Assessment description and feedback:</th>
</tr>
</thead>
</table>
| **1. Landscape intervention:**                       | 50%       |          |               | • A small-scale landscape design intervention. Personal responses to the qualities of the place will be discovered and documented. This response will be developed into a design concept that will be explored further and guide the place-based design intervention process.  
• This project includes examining and reinterpreting historical and contemporary graphic representation techniques and iterative drawing and model making as core design process practices.  
• This iterative work is intended to be explorative, imaginative and carefully crafted. |
| **Program and place:**                                | 50%       |          |               | • The second design project will investigate a larger site. A more precise programmatic brief will inform the design process, as well as the conceptual work undertaken in the first design project.  
• Various functional and conceptual components will be analysed, explored and assembled in a coherent design proposal for a new public space. |
## 4. WEEKLY COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
<th>Related CLO</th>
</tr>
</thead>
</table>
| Week 1 | • Introduction to the course  
• Introduction to Project 1: Landing (Girot, 1999)  
• | Site visit, activity | • 1,4 |
| Week 2 | • The site and the place  
• Intro Project 2: Representation | Presentations – site response  
Digital submission + presentation  
Group making for LA Representation | • 1,2, 4,5 |
| Week 3 | • Design concept  
• | Presentations – LA Representation  
Site model & drawing display  
Desk crits in small groups  
Topic activity | • 1,2, 4,5 |
| Week 4 | • Telling a story with diagrams | Modified site model & drawing display  
Desk crits in small groups  
Topic activity | • 1,2, 4 |
| Week 5 | • Learning from precedents  
• Board layout | Modified site model & drawing display  
Desk crits in small groups  
Topic activity | • 1,2, 4 |
| Week 6 | • Intro to Project 3: Site design  
• Technical site mapping  
• Combining functions (recreational structure and site) | Project 1 final presentations  
Digital submission + presentation | • 1,2, 3,4,5 |
| Week 7 | • READING WEEK | Ground truthing: mapping social life in public space (drawing) & place character photo diary (Formative tasks, template provided) | • |
| Week 8 | • Functions of a place | Presentations – Analysis & Concept  
Digital submission + presentation  
Structuring feedback | • 1,2, 3,5 |
| Week 9 | • Design coherency | Desk crits in small groups  
Topic activity | • 1,2, 3 |
| Week 10 | • Reflections on the design process  
• Board layout | Desk crits in small groups | • 1,2, 3 |
| Exam Period | | Project 3: Final presentations  
Digital submission + presentation | • 1,3, 5 |