MAJOR IN ARCHITECTURE – F29646, F31904, F32128, F32144

Summary of proposed changes:

- Minor changes to the Architecture major’s description, prerequisites and corequisites from 2014
- Proposed changes to details of units taught within the Architecture major from 2014

Minor changes to the Architecture major’s description, prerequisites and corequisites from 2014

The Faculty of Architecture, Landscape and Visual Arts endorsed (R1/13) minor changes to the Architecture major’s description

Justification received:
It was felt that the current description did not clearly explain that students are required to take the Integrated Design major alongside Architecture for progression to the MArch.

Proposed changes to details of units taught within the Architecture major from 2014

The Faculty of Architecture, Landscape and Visual Arts endorsed (R/13) to endorse the proposed changes to unit taught within the Architecture major from 2014 as outlined below:

<table>
<thead>
<tr>
<th>Ref</th>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Summary of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>F31904</td>
<td>ARCT1001</td>
<td>Architecture Studio 1</td>
<td>1</td>
<td>• change to assessment items</td>
</tr>
<tr>
<td>F32128</td>
<td>ARCT1010</td>
<td>Drawing History</td>
<td>1</td>
<td>• change to content</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>• change to assessments tied to outcomes</td>
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<td></td>
<td>• change to assessment items</td>
</tr>
<tr>
<td>F32144</td>
<td>ARCT1030</td>
<td>Structures &amp; Natural Systems</td>
<td>1</td>
<td>• change to outcomes</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>• change to assessment tied to outcomes</td>
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</tbody>
</table>

Reports attached:

- Tracked change report for changes the Architecture major’s description
- Tracked change report for each of the units listed above.
Changes for 2014: Major in Architecture (MJD-ARCTR)

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-ARCTR Architecture (BDes) as core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Single major</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

**Academic Objectives**

Studying Architecture provides you with a rich combination of experiences in imaginative creativity, the humanities and the sciences. As a student you will learn about the conceptualisation and design of individual buildings, urban configurations and landscapes in response to existing and emerging economic, technical and social needs and desires. Within this major you will use a range of different technologies and production methods, both manual and digitally based, to create drawings, models and prototypes. Your practical studies will be supported by investigating design communication, sustainable design and considerations of relevant historical, theoretical and ethical aspects of architecture. You will learn how to use creative and rational inquiry to analyse and provide solutions to design problems, integrating emerging aesthetic, technical, social and ethical concerns. The **successful completion of the** Architecture major must be studied in conjunction with the Integrated Design major. **Successful completion of these two majors will equip you with the knowledge and skills for further studies at postgraduate level entry into the** in Master of Architecture.

**Outcomes**

On completion of a major in Architecture, students will (1) have acquired skills in conceptualizing, developing technical solutions and actualizing design proposals of a range of complexities from small and simple to proposals of medium complexity; (2) be able to present these proposals through a range of media, both digital and hand-drawn, and digital and physical models; and (3) be conversant in the history and theory of the profession, and be capable of undertaking the professional architectural degree.

<table>
<thead>
<tr>
<th>Prerequisite majors</th>
<th>Nil. Take units from the Integrated Design Major to satisfy prerequisite requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite majors</td>
<td>Integrated Design Nil.</td>
</tr>
<tr>
<td>Incompatible majors</td>
<td>Nil.</td>
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</tbody>
</table>

**Sequence of units**

**Take core units at Level 1:**
- ARCT1000 Studio Fundamentals
- ARCT1001 Architecture Studio 1

**Take complementary units at Level 1:**
- ARCT1010 Drawing History
- ARCT1030 Structures & Natural Systems

**Take core units at Level 2:**
- ARCT2001 Design Communication
- ARCT2000 Architecture Studio 2

**Take complementary units at Level 2:**
- ARCT2010 History: Modern Art and Architecture
- ARCT2030 Materials and Small Constructions

Attachment B 2
<table>
<thead>
<tr>
<th>Take core units at Level 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCT3000 Architecture Studio 3 [12 points]</td>
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<tr>
<td>ARCT3030 Construction</td>
</tr>
<tr>
<td>ARCT3010 History and Theories of the Built Environment</td>
</tr>
</tbody>
</table>
Changes for 2014: ARCT1001 Architecture Studio 1

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-ARCTR Architecture (BDes) as core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

**Outcomes**

Students are able to (1) acquire an elementary competence in architectural strategies, theories and methods; (2) explore to a preliminary level basic spatial and material architectural concepts; (3) acquire basic knowledge of technical areas of study relevant to architecture; (4) acquire basic understanding of architectural precedents; (4) acquire basic competence in the application of various graphical and modelling communication media; (5) develop the ability to combine text and images in architectural presentations; and (6) develop the ability to verbally present architectural propositions.

**Content**

This unit offers an introduction to architectural design. Activities take place in semi-autonomous studios, each run by a studio coordinator. The studio environment provides a context for diverse concepts and experiments in the design of structures in relation to their physical and social contexts, response to functional requirements, application of basic structural principles, and to the effects of architectural composition, lighting and material perception upon the occupants’ spatial and aesthetic perceptions. Project briefs are designed to develop students’ conceptual and compositional abilities, and contextual understanding, imparting the necessary skills to communicate their ideas in a tangible form.

**Assessments tied to outcomes**

Assessment will be aligned to outcomes by assessing according to the following criteria (which are directly aligned to the above outcome statements):

- Demonstration of a basic level of compositional skill and conceptual development (ER: C3)
- Demonstration of a basic level of technical competence (ER: C3)
- Demonstration of a basic familiarity with architectural precedents and ideas (ER: C1)
- Demonstration of a basic level of competence in diverse methods of graphical and verbal communication and presentation (ER: B1; CS: B1, D1)

**Assessment items**

This comprises two interim assessment project assessments (40 per cent) and a final folio (60 per cent). Students must pass the final folio component to pass the unit.

Endorsed by ALVA faculty - R5/13, 10/04/2013

No justification or notes provided.

**Prerequisites**

ARCT1000 Studio Fundamentals

**Corequisites**

Nil.

**Incompatibilities**

Nil.
<table>
<thead>
<tr>
<th>Availabilities</th>
<th>Semester 2 2013, Crawley, face to face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is broadening category A?</td>
<td>False</td>
</tr>
<tr>
<td>Is broadening category B?</td>
<td>True</td>
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</table>
Changes for 2014: ARCT1010 Drawing History

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-ARCTR Architecture (BDes) as comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

**Outcomes**

Students are able to (1) have basic knowledge of the built, social and historical context of significant architectural architecture projects and become familiarised with the history of architectural drawing and representational systems; (2) acquire basic drawings skills including the conventions of architectural drawing as well as analytic diagramming; (3) be conversant with bibliographical research techniques, and thus be able to use a range of visual and literacy sources to develop visual and textual analysis of architecture; and (4) develop basic communication skills in interpersonal relationships, oral discussion and critical analysis of works of architecture.

**Content**

This unit comprises an introduction to the history of architectural design through a lecture-based survey course and a series of student projects that investigate significant design projects to provide a basic understanding of the methodological and historical development of architectural design.

Through a series of drawn investigations, drawing and model-based investigation, and analysis of selected architectural design projects, students are introduced to the significance of architectural drawing and modelling as unique, disciplinary-specific representation systems, through which architects both investigate the application of design concepts, and document their design problems and processes. Supplemented by modelling, diagramming and writing, the unit introduces students, within a broad historical framework, to the specific composition and materiality of key examples of architectural production.

**Endorsed by ALVA faculty - R5/13, 10/04/2013**

No justification or notes provided.

**Assessments tied to outcomes**

Revelatory Composites - 20
Seminar presentation and report—30% (O: 1, 2, 3, 4)

Teams of four or five students undertake a drawn textual, visual and spatial analysis of a specific architectural or landscape design. Within the group, individual students will be responsible for one aspect of the analysis and drawing. Each group will make a short oral presentation of its analysis and submit a digital folio of report that includes text, analytic drawings, diagrams and models. This assessment directly tests the student's basic historical analysis and research and basic drawing skills (written and illustrated reports). This assessment emphasises interpersonal relations and oral discussion.

Comparative Hybrid Folio - 40
Submission—70% (O: 1, 2, 3, 4)

The assessment has the specific criteria designed to test the student's ability to undertake basic written, drawn and modelled analysis of the formal, spatial, historical and theoretical characteristics of two pieces of a significant piece of architectural or landscape design. This weekly work (which culminates in a Folio) builds on the Revelatory Composites seminar presentation and report so that individual students will have undertaken all aspects of analysis, investigation and drawing by the unit's
Weekly Tutorial Exercises - 20% (O: 1, 2, 3, 4)

Each week, from week 3, a written or drawn exercise (not more than an A3 sheet and/or about a paragraph long) is to be completed by the student. The exercises help students develop both written and drawn research and analytical skills and prepare for the folio and final exam.

Exam - 20% (O:1, 2, 3, 4)

The final examination will consist of short test questions, image comparisons, and drawing exercises/model making.

Assessment items

This comprises folios, tutorial exercises, a seminar presentation and an exam report, and a folio submission.

Endorsed by ALVA faculty - R5/13, 10/04/2013
No justification or notes provided.

Prerequisites
Nil.

Corequisites
Nil.

Incompatibilities
Nil.

Availabilities
Semester 1 2013, Crawley, face to face

Is broadening category A?
False

Is broadening category B?
True
### Changes for 2014: ARCT1030 Structures & Natural Systems

| Curriculum | MJD-LDARC Landscape Architecture (BDes) as comp  
MJD-ARCTR Architecture (BDes) as comp  
MJD-IDSGN Integrated Design (BDes) as comp |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

**Outcomes**

Students are able to (1) construct technical drawings to convey technical information; (2) illustrate how small-scale built elements are constructed and how this information is conveyed in a drawing; (3) apply the principles in the structural behaviour of small structures and use these principles to analyse built examples; (4) compare and contrast fundamental properties of building materials—where they come from, how they are used, their essential structural properties, how to draw and annotate these materials in relation to one another; and (5) apply techniques for recording contextual information about sites and small-scale structures including basic surveying skills and knowledge of contours and earthworks.

Endorsed by ALVA faculty - R5/13, 10/04/2013  
No justification or notes provided.

**Content**

This unit provides students an understanding of constructional and site manipulation knowledge in relation to architectural design; the generic practices in the construction of both traditional and contemporary buildings and site works; the applicability of sustainable practices and sciences in the design of constructed human environments; indigenous cultural connection to and rights with relation to land; basic drawing techniques; and basic technical terminology and an understanding of materials.

**Assessments tied to outcomes**

This may comprise technical drawings of small structures, site and building analysis, and an examination. Students will be evaluated on their capacity to demonstrate their understanding of structural principles, and their capacity to apply these principles, including knowledge of contours and earthworks, in the analysis of built examples. This will be assessed through two interim submissions and exam (see below).

Endorsed by ALVA faculty - R5/13, 10/04/2013  
No justification or notes provided.

**Assessment items**

This comprises a technical drawing/model of furniture, a site and building analysis, and an examination.

**Prerequisites**

Nil.

**Corequisites**

Nil.

**Incompatibilities**

Nil.
<table>
<thead>
<tr>
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<th>Semester 2 2013, Crawley, face to face</th>
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<tbody>
<tr>
<td>Is broadening category A?</td>
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