

**ARCH 351 ARCHITECTURAL DESIGN 3.1**

5 Units, Required Laboratory Course, Fall Quarter

**DESCRIPTION:**

Continuation of ARCH 253. Development and exploration of architectural theories, building systems, and design processes involved in creating appropriate architecture on a sensitive site; implications of the site as building form generator.

5 Laboratories.

Prerequisites: ARCE 212, ARCH 242, ARCH 253 or consent of department head. Co-requisite: ARCH 341.

**OBJECTIVES:**

This course focuses on the building to-site-relationships, and is a first exposure to the idea of building program as form generator. Students work on projects with a modest level of complexity and scope.

**CONTENTS:**

Content is coordinated with ARCH 341. Content includes a wide array of integrated design strategies such as physical & computer modeling/drawing/painting/sketching/narratives of space, light, structure, mass, color, and configuration of Architectural form and its content – all intended to develop the skills and creative abilities to create meaningful work.

Third year Architecture design content, even though there is a particular emphasis each quarter, focuses on normative as well as personal processes and methods for identifying and addressing Architectural and environmental implications of individual as well as community aspirations. Relevant to these processes and methods, content reflects concurrent and/or pre-requisite courses in history (cultural values and aesthetics) practice (construction), environmental controls (sensorial science and technology), and structures. The added synthesis of these disciplines, into the realm of Architecture, forms a basis for much of the studio exploration.

**REQUIREMENTS & INSTRUCTIONS:**

Evaluations are intended to reflect the faculty's judgment of: student competence in, and an obvious improvement to, their ability to create and analyze appropriate Architecture.

Observable and measurable knowledge, skills, working methods, reasoning, and analytical abilities are evaluated in accordance with those noted by the individual professors charged with teaching the class.

Subjective and unmeasurable aspects critical to the design process, such as values, appearance, appropriateness, and so forth, are subject to both criticism and judgment by the individual professors charged with teaching the class.

Students are encouraged to develop their own bases for criticizing the work, and, are required to do so in classes. The development of the ability to criticize in a reflective, rigorous, and constructive manner is seen as a fundamental part of analysis, theory building, and for developing a basis for making professional judgments.