

<b>Project Work III</b> Semester: I (Fall) Stage: 2 Number of Credits: 4 semester credits/6 quarter units	
<b>Prerequisites</b>	Project Work - Visual Studies II, Architectural Drawings II, Analytical Drawings II, Communication Studies II.
<b>Assessment weighting</b>	100% continuous assessment
<b>Element</b>	Design, Drawing, Culture, Technology and Management.
<b>Supports stage learning outcomes</b>	<ul style="list-style-type: none"> <li>• Integrate conceptual, contextual, ethical and material considerations in the <b>design</b> and realisation of space and form.</li> <li>• Communicate concepts, ideas and proposals to a high degree of visual and technical expertise in terms of <b>drawing</b> - freehand sketching, architectural drawings and computer-generated imagery.</li> <li>• Demonstrate and apply knowledge of <b>structural, technological and constructional principles</b>, the properties and meanings of materials and their influence on design decisions.</li> <li>• To <b>organise, manage and operate</b> interior architectural projects within the regulatory frameworks and systems related to design, architecture and construction.</li> <li>• Research and critically appraise the built environment in terms of its <b>aesthetic, cultural, social, historical and political context</b>.</li> </ul>

<b>Module aims</b>	<p>The primary aims of the module are to:</p> <ul style="list-style-type: none"> <li>• Introduce students to Interior Architectural projects through the stages of design, to develop a discipline and sequence of work.</li> <li>• Introduce students to detailing as an integral part of the Interior Architectural work.</li> </ul> <p>The secondary aims are to:</p> <ul style="list-style-type: none"> <li>• Support the course and stage learning outcomes.</li> <li>• Integrate the knowledge gleaned from all other Semester II modules and to scaffold later Drawing, Design, Culture, Technology and Management modules.</li> </ul>
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### **Module learning outcomes:**

On completion of this subject students will be able to:

- Respond to the project brief
- Participate in and manage each of the design stage.
- Design in an increasingly competent and creative manner
- Plan spaces and detail fittings with increasing competence
- Apply acquired knowledge and skills to the design process
- Carry creative ideas from concept through to reality.
- Prepare and present visually and orally project work.

### **Syllabus:**

#### **Project I:**

##### **Part I**

*'Design for a retail outlet'*

This is a six-week design project, which requires students to choose one of three types of retail outlet in a designated shopping mall and to design it for client and landlord approval. Graphics, branding and consumerism are important aspects of this design.

##### **Part II**

*'Design, detail, specify and cost an element from the retail project'*

This part of the project requires students to choose a design element from Part I (i.e. counter / cash desk, display cabinet) and to specify the design, costing and structure in great detail.

Other variations on this project would involve designing and detailing a TV set, or a purpose-built exhibition stand for a trade show.

An indicative project is appended in **Appendix A**.

### **Teaching/learning methodology:**

Each project commences with an in-depth briefing session. This is followed up with discussion, research, analysis, consideration, conclusion, application and presentation.

Throughout the duration of each project, students are supported by continuous class discussion, critiques and one-on-one tutorial sessions.

Consolidation of learning is reinforced by a series of support lectures and also with inter-linking, co-ordinating and involvement of other course subjects e.g. Analytical Drawing, Architectural Drawing, Communication I & Cultural Studies.

### **Method of assessment:**

Each individual student must give a complete presentation, which includes visual (display of work, typography and sketchbook) oral and written elements for each project.

The marks for each project are awarded on the basis of several specific criteria, which are determined and made known to the student on commencement of each project. At this stage indicative criteria would relate to reaching second year standards (defined in the benchmarking) such as quality of concept, depth of research in project development, design outcome; space layout, atmospherics, and presentation (visual and oral)

<b>Recommended reading</b>			
The Design Encyclopaedia	Mel Byars	Lawrence King	1994
Dictionary of Design and Designers	Simon Jervis	Penguin	1984
New Metric Handbook	Lesley Fairmeather	Butterworths	1992
How to run successful Projects	Fergus O'Connell	Addison W. Harlow	2001
Specifying Interiors	Mary Rose McGowan	Wiley	1996
Design, Projects and Drawings	Jasper Morrison	ADT Press	1990
Interior Design, Visual Presentation	Maureen Milton	J.Wiley and Sons	1999
Presentation Techniques	Dick Powell	Little Brown	1998

<b>Supplementary Reading</b>
<b>Periodicals</b>
Abitare
Architectural Review
Architectural Journal
Design Week
Domus
Elle Decoration
European Institute for Design and Disability
Irish Building
Japan Architect
Plan
Wallpaper
World of Interiors
<b>Databases</b>
Great Buildings Database
Design and Applied Arts
Infotrac
Lexis Nexis