

## ARCH 481 SENIOR ARCHITECTURAL DESIGN PROJECT

5 Units, Required Laboratory Course, Fall/Winter/Spring Quarters

### DESCRIPTION:

Comprehensive building design and research project in an architectural concentration area. Demonstration of professional competency in integration of architectural theory, principles and practice with creative, organizational and technical abilities in architectural programming, design and design research. Total credit limited to 15 units.

5 laboratories.

Prerequisites: ARCH 453, 5th year standing, or consent of department head.

### OBJECTIVES:

This course focuses on the student's self selected concentration topic in Architecture for three quarters of study, clarification and development. Objectives vary with the individual lab instructors but typically include expositions of complexity, exploration and professional competence in design research, programming, spatial exploration and representation, and building systems and tectonics.

### CONTENTS:

Content is coordinated with ARCH 492. 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.

Fifth year Architecture design content, even though there is emphasis on individual works, 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 thesis exploration

### REQUIREMENTS & INSTRUCTIONS:

Evaluations are intended to reflect the faculty's judgment of: 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.