



# A11P3B Architecture Project 1:3

## Living, Working, Climates 16.0

### credits

Arkitekturprojekt 1:3 Boende, arbete, klimat

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for A11P3B valid from Autumn 2011

## Grading scale

P, F

## Education cycle

First cycle

## Main field of study

Architecture, Technology

## Specific prerequisites

Approved project 1:1 and essentially approved project 1:2.

# Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

After completing this course, students should be able to:

- develop, design, and present a proposal with real material and construction solutions for an architectural scheme based on a complex building program for a given site;
- begin to study and understand architecture's materials and dimensions, and its consequences;
- problematize the concepts housing, work, climate/activity, structure, and site in relation to their own projects;
- integrate the principles of building construction into their architecture in terms of climate, distribution of structural loads, stability, framing, materials, chases, circulation, mechanical systems, and fire.
- assemble references that complement and illuminate the course concepts;
- develop a terminology for describing and discussing the architectural qualities of the project; and
- reflect and evaluate their own results and working process, and present them in a portfolio.

## Course contents

As part of the main first-year design studio project, students conduct a study of the relationships among housing, work, and climate by designing a building for an urban environment based on a complex building program. They study and organize aspects and issues of housing, work, and climate using the concepts activity, structure, and place. Climate is also illuminated by allowing sun, wind, and temperature conditions to inform the design with the goal of creating a good micro-climate and energy-efficient design. Gender and power perspectives are illuminated by problematizing the normative aspects of housing design, and these perspectives critically inform the design process. An important element in the working process is the gathering of references that complement and illuminate relevant typologies and can inform the design of the project.

The project is divided into four parts, of which the last comprises the presentation of the project and a portfolio of the year's work.

## Course literature

Will be given at the start of the course.

## Examination

- MOM1 - Moment 1, 6.0 credits, grading scale: P, F
- MOM2 - Moment 2, 6.0 credits, grading scale: P, F
- MOM3 - Moment 3, 3.0 credits, grading scale: P, F

- MOM4 - Moment 4, 1.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

## Other requirements for final grade

General:

Learning outcome objectives are tested in design projects throughout the entire undergraduate program through students' presentation of their process and results in assignments specified at the start of each course. To pass a course, students must also complete all assignments and attend lectures, seminars, teaching opportunities, and assignment reviews.

Whether each student has fulfilled the learning objectives is determined by the examiner in conference with other faculty. They evaluate the student's performance based on the following three parameters:

1. The student's working process, project development, and questioning, and his or her documentation of these.
2. The student's ability and skill to satisfactorily use and handle relevant representational forms and techniques and other design tools based on lectures, assignments, and learning objectives.
3. The student's final presentation, the project's qualities and possibilities, based on the student's architectural and artistic exploration.

Additional Work Requirements:

Students who fail to fulfill or demonstrate fulfillment of the learning objectives are required to do additional work. This requirement is specified in writing and presented to the student within a week of the end of the project. It is then the student's responsibility to independently complete the additional work within a given timeframe, which means it must be entirely completed and approved in writing by the examiner before the end of the following project.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.