1. **Title of the module**

ARCH5440 (AR544) – Renaissance to Neoclassicism

1. **School or partner institution which will be responsible for management of the module**

Kent School of Architecture

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) Architecture

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
   2. A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
   3. A knowledge of how theories, practices and technologies of the arts influence architectural design
   4. A knowledge of the creative application of the fine arts and their relevance and impact on architecture
   5. A understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
   6. An awareness of concepts of historical change
   7. An awareness of the Western tradition of design
   8. A knowledge of the historical development of European architecture, and of its relationship to the English mainstream
   9. Knowledge of key buildings from Western architectural history
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**
   1. An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
   2. An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
   3. Ability to assimilate material from a variety of sources and to contextualise information
3. **A synopsis of the curriculum**

This module addresses the developments in architecture from the early fifteenth century to the beginning of the nineteenth century. The cultural context of the time will be studied by outlining the socio-economic conditions, the new attitudes to knowledge, arts, history and architecture. Architectural treatises of the early Renaissance and the related developments in the practices of painting and sculpture will be brought into the consideration in order to highlight specific innovation and dynamics of architecture. The underlying conditions of the movements known as Renaissance, Mannerism, Baroque, Rococo and Neo-classicism will be addressed and relevant buildings, objects of art, architectural texts and dominant narratives will be studied. Landscape design will be discussed through the comparative analysis between the formal landscape design and the phenomenon of the picturesque. The architecture of symbolism and utopianism is also considered. The eighteenth-century organization of life and labour, the emerging spaces of production, as well as the establishment of the academies, museums, and other institutions will be addressed, in order to highlight the way in which these phenomena contributed to the rise of the architectural profession and the building guilds. Typical forms of historic building technologies will be discussed, together with their relevance to current technologies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Blunt, A. (1982) *Guide to Baroque Rome,* London: Harper and Row  
Bergdoll, B. (2000) *European Architecture 1750-1890,* Oxford: Oxford University Press.   
Boullée, Étienne-Louis, (1793) *Architecture, An Essay on Art*, Bibliothéque Nationale, Paris edited and annotated by Helen Rosenau, translated by Sheila de Vallée.  
Hale J.R., [*Renaissance Europe 1480-1520.*](http://www.amazon.com/exec/obidos/ASIN/0631216251) (2000) Oxford and Malden, Mass.: [Blackwell Publishers](http://www.wiley.com/go/press)  
Kaufmann, E. (1955) *Architecture in the Age of Reason: Baroque and Post-Baroque in England, Italy, and France.* Cambridge MA: Harvard University Press.  
Kruft, H.W. (1994) *A History of Architectural Theory from Vitruvius to the Present,* New York: Zwemmer and Princeton Architectural Press, pp128-271.  
Laugier, M.A. (1977 / 1753) *An Essay on Architecture*, trans/ by W and A Herrmann, Los Angeles: Hennessey and Ingalls Inc.  
[Lemerle](http://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Fr%C3%A9d%C3%A9rique+Lemerle%22) F. & [Pauwels](http://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Yves+Pauwels%22), Y., (2008) *Baroque Architecture 1600-1750,* Paris:Flammarion  
Millon, H. (1999) *The Triumph of the Baroque: Architecture in Europe 1600-1750*, New York: Rizzoli  
Panofsky, E. (1960) *Renaissance and Renascences in Western Art*, New York: Harper and Row  
Rykwert, J. (1983) *The First Moderns: The Architects of the Eighteenth Century*, London and Cambridge MA: MIT Press.  
Summerson, J. (1977) *Architecture in Britain 1530–1830*, Pelican  
Vidler, A. (1989) *The Writing of the Walls: Architectural Theory in the Late Enlightenment*, Princeton” Princeton University Press.  
Watkin, D. (2005) *A History of* *Western Architecture*. London: Laurence King.  
Wittkower, R. ((3d ed. 1962, repr. 1965). *Architectural Principles in the Age of Humanism.* London: WW Norton & Company.

1. **Learning and teaching methods**

Total contact hours: 20 hours

Private study hours: 130 hours

Total study hours: 150 hours

1. **Assessment methods**
   1. Main assessment methods

Illustrated Essay (2,500 words) (100%)

13.2 Reassessment methods

Like for like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Illustrated Essay (2,500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures, seminar teaching and tutorials will continue to draw on international source materials for historical and contemporary examples and theories of architecture and design.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO Jan 2018