



## Programme: Spatial Design

## Title: Context

<b>Semester:</b> 1	<b>Period:</b> 2 September 2024 – 24 January 2025 <b>ECTS-points:</b> 30
<b>Contents:</b> <p>At Spatial Design, we investigate the relationship between Architecture, Design and People. Our point of departure is the interior which we perceive not only as a field dedicated to a specific profession of interior designers or architects but mainly as a starting point for an investigation including the surrounding architecture, contexts and the things in our rooms.</p> <p>The course relates to the cross disciplinary research environment Center for Interior Studies (<a href="https://royaldanishacademy.com/center-interior-studies">https://royaldanishacademy.com/center-interior-studies</a>), which is affiliated with other research environments such as Centre for Privacy Studies (<a href="http://teol.ku.dk/privacy/">http://teol.ku.dk/privacy/</a>) and the research project Spaces of Danish Welfare.</p> <p>In this semester, the students develop their design proposals within a site-specific and theme-specific context. As a comparative element to their work with these contexts, they are introduced to and work with similar cases. This also includes a study trip at the beginning of the semester. Working comparatively with more contexts shows that places are specified by their cultural and social contexts.</p> <p>The students are introduced to a design method that combines three core perspectives: a historical perspective, an anthropological perspective and a perspective related to tectonics and materiality. The historical perspective includes working systematically with references and precedents as an integrated part of the design process. The anthropological perspective involves participant observation and critical analysis of concepts linked to use and user and to the role of the designer. The focus on tectonics and materials encompasses on-site experiments, large scale models, drawings and mock-ups. We are especially interested in how these three approaches come together in critically reflected, intelligently designed interiors that show an acute</p>	<b>Learning Outcomes (Knowledge, skills and competences):</b> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• knowledge about relevant theory in relation to the program's three core perspectives (history, anthropology and materials/tectonics) and 'state of the art' within interior design theory</li><li>• knowledge about sustainability practices within the field of Spatial Design</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• skills in active participation in cross-disciplinary design collaborations of ideation and creative processes</li><li>• skills in ability to communicate relevant and complex societal challenges through designing an interactive experience/installation</li><li>• basic skills in applying analytical tools related to Spatial Design's theoretical and methodological base, which includes working with historical analysis, tectonic and material analysis and anthropological analysis involving participant observation and critical analysis of concepts linked to use and user and to the role of the designer</li><li>• improved skills in the use of relevant representational techniques, including, drawing, digital tools and the design and construction of scale models, especially in a large scale, emphasizing interior, spatial and tectonic aspects</li><li>• improved skills in clear visual, oral and written presentations/communication, integrating the program's concepts and self-reflection on design decisions</li></ul> <p><b>Competences</b></p> <ul style="list-style-type: none"><li>• improved competences in designing proposals with spatial complexity that focus on well-resolved interiors &amp; inhabitation</li></ul>



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awareness of context, environmental concerns, meaningful and enjoyable experiences of inhabitation and a sustainable attitude.

Spatial Design embraces interdisciplinarity - the students have different backgrounds which they are encouraged to make full use of, while also being given the opportunity to begin their specialization within following design fields: Transformation; Architectural Lighting; Architecture including interior; Tectonics of Interior Design; Exhibition and Experience Design; Urban interiors.

- improved competences in managing own design process consisting of a research phase, an analytical phase, a design phase and a realization phase (realization of project presentation)

## Teaching forms:

The teaching is organised as studio teaching, seminars (mandatory attendance) based on a reader and discussions, excursions to relevant sites, workshops (for enhancing technical and design skills) and lectures. The students can participate in optional introductory courses in KASB information search, representational and explorative medium courses (integrated in studio teaching), and workshop licenses (e.g. wood and metal workshop).

In the first two weeks of the semester, first year master students at Institute of Architecture and Design are taught together in a transdisciplinary workshop focusing on the interface between the different design disciplines: fashion design; spatial design; ceramic design; architecture, strategic design & entrepreneurship and furniture and object design.

**Attendance requirements:** (write only requirements for activities for which attendance is a prerequisite for attending the oral examination)

The students are expected to participate actively in all teaching activities.

## Submission requirements:

Design/architecture proposal: Drawings and models in relevant scales and texts.



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Seminars: Participation in discussions and uploading of presentations.

Workshops: Drawings and models in relevant scales and texts.

**Syllabus:**

300 p. The syllabus consist of a seminar reader with literature within the following themes: anthropology, history and tectonics in relation to interior design theory and sustainability practices. Additionally, the students will supplement the reader with literature according to their individual briefs.

**Method of assessment:** Oral examination, 45 minutes

**Grading:** Danish 7-point grading scale

**Censor:** Internal