SCHOOL/DEPARTMENT: Architecture & Planning

COURSE OUTLINE: ARCHDES700 / Semester 1, 2017

1.0 GENERAL COURSE INFORMATION

Course Code:	ARCHDES700
Course Title:	Advanced Design 1
Points Value:	30 points
Prerequisites:	N/a
Restrictions:	N/a
Course Director:	Prof Andrew Barrie, Room 335, Building 421, a.barrie@auckland.ac.nz
Course Co-ordinator:	Dr Ross Jenner, Room 547, Building 421, r.jenner@auckland.ac.nz
Teaching Staff:	Chris Barton, Room 534, Building 421, chris@barton.co.nz, Jeremy Smith, Jeremy@isarchitects.nz

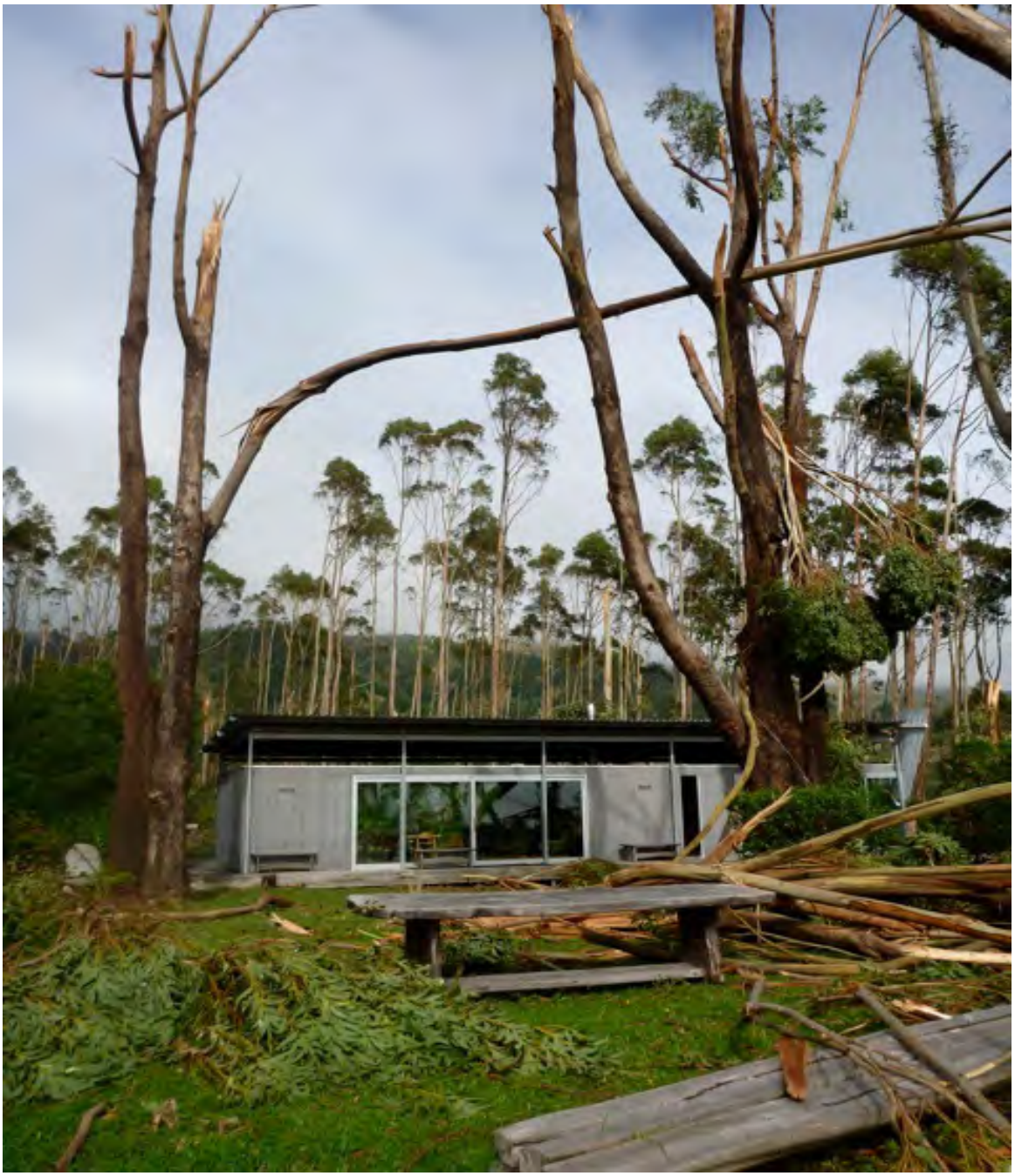
2.0 CLASS CONTACT HOURS

Monday, Tuesday & Friday, 1pm – 5pm; Level 3 Design Studios, Building 421.

3.0 COURSE PRESCRIPTION

A studio based inquiry into an architectural topic approved by the Head of School of Architecture and Planning intended to facilitate in-depth study that is both tailored to a student's own interest and aligned with the School's research clusters, sharing workshops, discussions, pin-ups and tutorials.

CH-CH-CH-CH-CHANGES



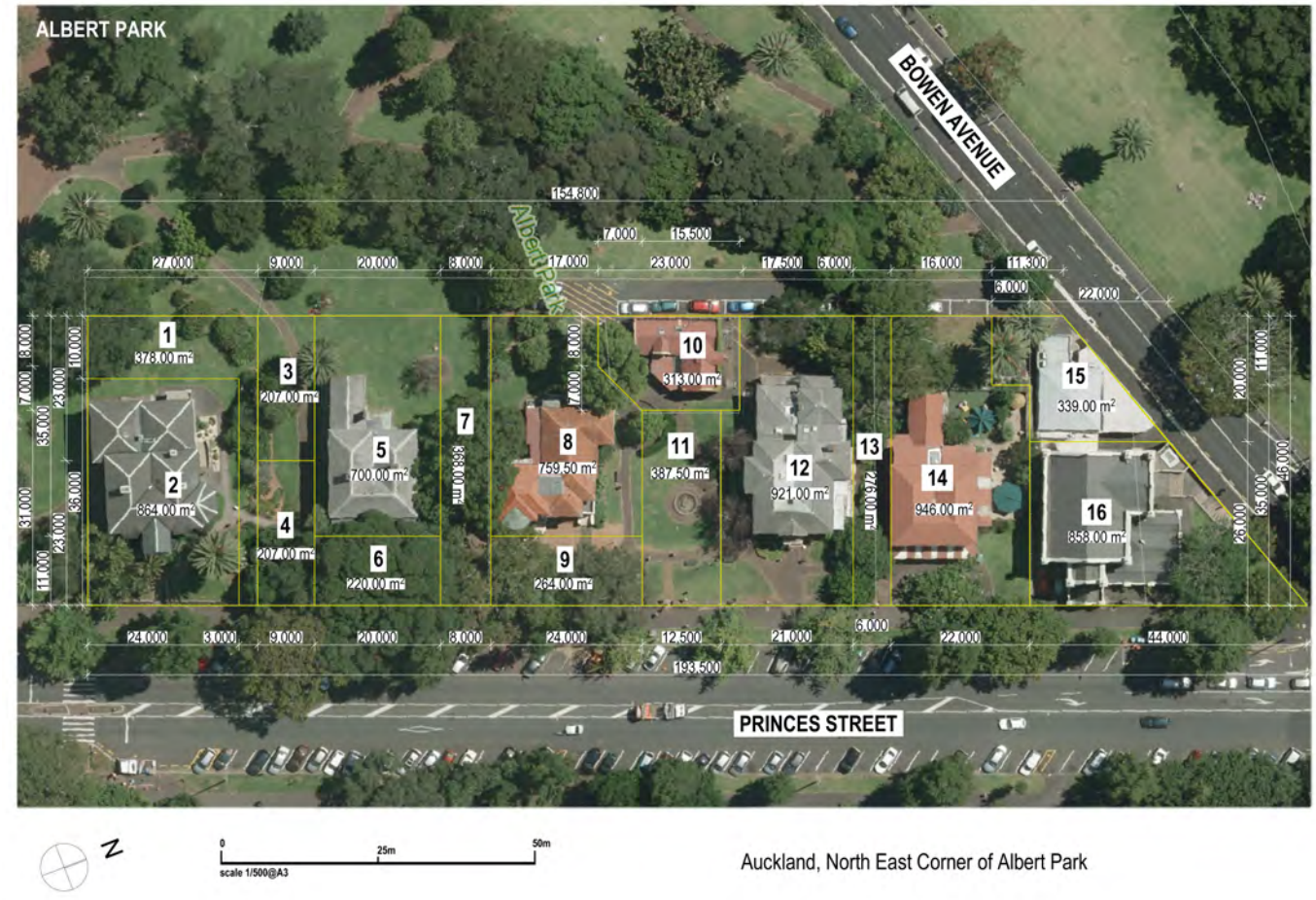
This studio interrogates when, if ever, we can really say architecture is finished. It examines how building inhabits an environment that constantly undergoes change in a variety of ways. In the urban environment architecture is routinely finished and static in the face of ongoing change such as population growth, new city plans, affordability and climatic variations. Landscape urbanists hold all the cards it seems, making regular change in the spaces between buildings, while the buildings themselves wait far longer for their opportunity.

The studio advances the proposition that architecture is not about a finished building in an inevitably changing environment, but about designing for a continual dialogue between the building and its context. It invites students to adopt the design practices of Irving Smith Architects, a Nelson-based practice which views architecture as not about finishing, but as an iterative process in an ongoing dynamic rather than a fixed context. The firm calls this approach “soft architecture”. The aim is to design buildings to change as continually as they need to and to think of architecture in relation to time – that is, to repeatedly finish architecture to participate with its landscape and the needs of its community.

Central to Irving Smith's design process is iterative design and model making which will be followed over the 12 weeks, adapting to changes as they emerge. The aim is to design predictively to the surrounding environment progressing and to think about the different ways that buildings can change - be it behaviourally, on a day-to-day basis, through maintenance, annually or seasonally, or from one generation of use to the next. It's an approach that fosters participation with place - architecture participating with its community.

The vehicle for this exploration is a design for a site on Princes St bordering Albert Park that responds to changes in context and usage. Students will design a building and then "re-finish" it a further five times (six designs in total) in response to a series of applied changes, or 'roadblocks'. Over the 12-week period through a process of review and self-critique students are encouraged to record and analyse how their design changes have come about – whether through planning, form, external space or other means and whether the design for change is proactive or reactive. Drawings, models and images will be re-finished in each stage to provide a sequential and iterative presentation of the changes to their design.

3.1 Site Description



Students will be assigned by ballot one of the 16 sites along Princes St bordering Albert Park. The first two weeks will involve historical site research and creating a 1:100 model of the existing site and its buildings, plus concept designs for an initial proposal.

In the third week students will produce a preliminary design of their choice that they think fits the site with plans sections, elevations, views, sketches and update their 1:100 card model. Students must maintain existing buildings which may be modified and added to, but must also respond to the landscape of the site. The design should aim to answer questions of how the proposal fits in the city, the site block and the site itself by exploring connections and the relationship to both open space. The design should also consider a strategy for change – either reactive or pre-emptive - asking how the proposal might be able to change in the future.

In the fourth week students will re-finish that design in response to new context as a kind of 'roadblock'. Here students will explore the new pressures on their design, how their proposal needs to change and how well their strategy for change is working in improving their design.

In the fifth week students will be assigned a change of use for their design, which they will present as their third design at the mid-semester crit in week six. This presentation will include plans sections, elevations, views, sketches and 1:100 model in a sequence from existing through to this third design.

Following the mid-semester crit in weeks seven and eight, students will re-finish their fourth design in response to a surprise intervention near the site.

In weeks nine and ten students will finish their fifth design in response to new context.

In weeks 11 and 12 students with refine their sixth design as a further response to the new context, which they will present at the final crit. This presentation will include plans sections, elevations, views, sketches and 1:100 model in a sequence from existing through to this sixth design.

4.0 TEACHING AIMS

The aims of this course are to:
Advanced Design 1 is the integrated design project for the MArch(Prof). Students are required to address a challenging and conceptually complex architectural design and to achieve a fully resolved design project, together with developed design studies sufficient to explain the proposed building's construction, structure, materials and natural environmental performance. A report is required to elucidate the design.
Emphasis will fall upon the development of strategic responses to differing, changing or extreme environmental conditions. Focus on site, thermal, natural environment, material and ecological issues.

5.0 LEARNING OUTCOMES

General ARCHDES700 Course Outcomes
On successful completion of this course, students should be able to:

- Theory: Show evidence of development of critical thinking and conceptual consistency throughout the design process.
- Architectonics: Demonstrate abilities to advance conceptual thinking and design propositions through identifying and addressing issues of materiality, structure and construction.
- Performance: Show abilities to advance conceptual thinking and design propositions through interrogating and addressing in depth the natural environmental, contextual, and programmatic factors underlying the project.
- Form and Space: Demonstrate skill in the development of three dimensional architectural form and space, both exterior and interior.
- Media: Display skill in the communication and development of conceptual, preliminary and developed design propositions through the strategic use of architectural media.

Specific Topic Outcomes
This studio topic will engage the general course outcomes in the following ways:

- Theory: Demonstrate an understanding of the concept of being finished, or unfinished, in architectural practice and designing for change.
- Architectonics: Through iterative making processes develop and present key material, structural and constructional propositions consistent with ongoing change.
- Programme: Produce iterative design drawings and models at specified scales to demonstrate how the project will perform in relation to the other activities at play on site over time, and how these propositions inform the building and urban designs.
- Performance: Demonstrate an understanding of the environmental performance of the design across a range of scales – from energy efficiency to relationships with adjoining spaces, neighbours, and the wider community over time.
- Form and space: Produce drawings and models at specified scales to develop and demonstrate abilities to develop three dimensional architectural form and space, both exterior and interior that respond to contextual and usage changes

- Media: Advance representational practice to be sequential through iterative model making incorporated with ways of drawing and diagramming that explore the tension between generative media operations and pragmatic project requirements.

6.0 COURSE STRUCTURE AND CONTENT

Week 1 – Mon 6 March topic presentations, JS, CB: Tues 7 March studio intro and site visit, site selection, JS, CB - Ex Studio Bay A: Fri March 10 site model making/research, CB
Week 2 – Mon 13 March site models/research, CB; Tues 14 March site models/research, CB; Fri 17 March, site model presentations and concept design JS, CB - Ex Studio Bay A.
Week 3 – Mon 20 Mar 1st design models CB; Tues 21 Mar 1st design models CB; Fri 24 March design models presentation JS,CB - Ex Studio Bay A.
Week 4 – Mon 27 Mar 2nd design models CB; Tues 28 Mar 2nd design models; Fri 31 Mar 2nd design models presentations JS, CB. - Ex Studio Bay A.
Week 5 – Mon April 3 3rd design/models CB; Tues 4 April 3rd design/models CB; Friday 7 April 3rd design/models JS,CB
Week 6 – Mon 10 April, 3rd design/models CB; Tues 11 April, Mid semester crits of 3rd design/models CB, JS and guest critics
MID SEMESTER BREAK 14–30 APRIL
Week 7 – Mon 1 May 4th design/models CB: Tues 2 May 4th design/models CB; Fri 5 May 4th design/models JS, CB
Week 8 – Mon 8 May 4th design/models CB: Tues 9 May 4th design/models CB; Fri 12 May 4th design/models presentations JS CB- Ex Studio Bay A.
Week 9 – Mon 15 May 5th design/models CB: Tues 16 May 5th design/models CB; Fri 19 May 5th design/models JS CB
Week 10 – Mon 22 May 5th design/models CB: Tues 23 May 5th design/models CB; Fri 26 May 5th design/models presentation JS CB- Ex Studio Bay A.
Week 11 – Mon 29 May 6th design/models CB: Tues 30 May 6th design/models CB; Fri 2 June 6th design/models JS CB
Week 12 – Mon 5 June 6th design/models CB: Tues 6 June 6th design/models CB; Fri 9 June final crits of 6th design/models CB, JS and guest critics

7.0 LEARNING RESOURCES

7.1 Required Reading

Pallasmaa, Juhani. *Encounters : Architectural Essays*, ed. Peter B. MacKeith (Helsinki, Finland: Rakennustieto Oy, 2005), Specifically the following essays;

- Six Themes for the Next Millenium (1994), pgs 296-305
- Melancholy and Time (1995) pgs 308-319
- Hapacity and Time; Notes on Fragile Architecture (2000), pgs 320-333

Corner, James. "Terra Fluxus' within Landscape Urbanism Reader, ed. Charles Waldheim, New York, N.Y.: Princeton Architectural Press, 2006, pgs 021-035

7.2 Recommended or Supplementary Reading

Atorie, Wan. *Bow-Wow from Post Bubble City.* edited by Yoshiharu Tsukamoto and Momoyo Kaijima Tōkyō: Tokyō: INAX Shuppan 2006.

Cairns, Stephen. *Buildings Must Die: A Perverse View of Architecture*. edited by Jane M. Jacobs: Cambridge, Massachusetts : The MIT Press. 2014.

Corner, James. *Recovering Landscape: Essays in Contemporary Landscape Architecture*, ed. James Corner, NV New York: Princeton Architectural Press 1999.
Koh, Kitayama, Yoshiharu Tsukamoto, Ryue Nishizawa. *Tokyo Metabolizing*. TOTO Publishing Ltd, Tokyo,2010.
Maki, Fumihiko. Chapter 2 Collective Form in *Nurturing Dreams: Collected Essays on Architecture and the City,* ed.Mark Mulligan, Cambridge, Mass. : MIT Press, 2008, pg39-79
Mathews, Stanley. *From Agit-Prop to Free Space: The Architecture of Cedric Price*. London: London: Black Dog Pub. Ltd. 2007.
Sambuichi, Hiroshi. *The Japan Architect* Sambuichi, no. Spring (2011).
Taylor, Jennifer. *The Architecture of Fumihiko Maki: Space, City, Order and Making*. Basel, Switzerland: Birkhauser - Publishers for Architecture, 2003.
Waldreim, Charles. *Landscape Urbanism Reader*, ed. Charles Waldheim, New York, N.Y.: Princeton Architectural Press, 2006.

7.3 Other Materials or Software

Auckland Council archives
http://www.aucklandcouncil.govt.nz/EN/AboutCouncil/HowCouncilWorks/councilarchives/Pages/aucklandcouncilarchiveshome.aspx
Browse the 1908 City of Auckland Map - http://www.aucklandcity.govt.nz/dbtwwpd/CityArchives/1908Map/browse1908map.htm

7.4 Use of Canvas

7.5 Other Assistance / Student Support Available

8.0 INCLUSIVE LEARNING

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course convenor/lecturer and/or tutor.

9.0 OTHER INFORMATION

All students are to attend scheduled meetings, presentations and workshops. Attendance in studio is mandatory.

In his role as design director at Irving Smith, **Jeremy Smith** has led a range of ISA's design innovations, including the competition winning and subsequent award winning NMIT Arts & Media, and Whakatane Library and Exhibition Centre buildings. Jeremy has over 15 years of experience working as a design architect in design lead practices in New Zealand and Australia. In addition to larger public projects,
Jeremy's residential and public work has been widely published in New Zealand and internationally, and rewarded with a string of awards, including being a finalist for the NZIA New Zealand Archtecture medal in 2015, multiple NZIA New Zealand Architecture awards in public and residential categories, and New Zealand's top timber design award in both residential and commercial categories.
He was Highly Commended at the 2015 World Architecture Festival in Singapore and presented as a finalist in Barcelona 2011 and Singapore in 2013, 2014, exhibited and represented NZ at the 2015 International Architecture Festival in Prague, and has also received commendation from the NZ Concrete Society, NZ Property Council Excellence Awards, and numerous NZIA local architecture and magazine awards.
Jeremy has widely lectured about the practice's work, has served as a New Zealand Institute of Architects National Councillor, been appointed to architecture award juries at a national level, and was invited to a Super Jury at the World Architecture Festival in Singapore 2014.
Following graduating as Victoria University's top architecture student and receiving the Victoria University Centennial Medal for post graduate achievement, Jeremy is currently completing a design based PhD through Auckland University undertaken between practice commitments.

Chris Barton has taught part time at the Auckland School of Architecture since 2012. He runs writing workshops and the Archgen 712 seminar course, Building the Case, as well as providing thesis supervision. He's the architecture critic for *Metro* magazine and is a freelance contributor for magazines including *North & South*, the *New Zealand Listener* and *Defign*. His research focus is on writing in architectural practice and architecture in the media.

He has 30 years' experience in newspapers and magazines including senior feature writer at the *New Zealand Herald*, and founding editor of *New Zealand PC World*. Chris trained at the Auckland School of Architecture gaining a Bachelor of Architecture in 1977 and a Master of Architecture in 1985. A press fellowship in 2010 to Wolfson College, Cambridge enabled him to research architectural writing in mainstream media.

10.0 ASSESSMENT

10.1 Method of Assessment

100% coursework

All student work is assessed by the named staff member(s) offering each course topic, who are appointed as examiners. Provisional grades are confirmed at an examiners' review of the work of all students in that particular design course, in order to ensure parity of grading standards across course topics. All marks are indicative until confirmed in the Design Grading Moderation Review. All work presented for Advanced Design 1 is also reviewed by external assessors.

10.2 Assessment Criteria

Detailed information on assignment format and assessment criteria are provided below. The grading of work is based on the NICAI Grade Descriptors printed on the Faculty website:
https://cdn.auckland.ac.nz/assets/creative/for/current-students/course-planning-enrolment/Planning-and-enrolment-assets/NICAI%20grade%20descriptors.pdf.

In addition to the criteria set out in the School handbook, assessment will be based on the following:

- Theory: Quality and consistency of conceptual and critical thought throughout the design process.
- Architectonics: Quality of design development through the creative engagement with issues of materiality, structure and construction.
- Performance: Depth of understanding of, and extent of design development demonstrated through creative engagement with, relevant natural environmental, contextual and programmatic factors underlying the project.
- Form and Space: Level of skill demonstrated in the development of three dimensional architectural form and space, both exterior and interior.
- Media: Quality of presentation, clarity of communication, appropriateness of media strategy and level of skill displayed through the work presented at all stages of the design process.
- Quality of engagement in studio – singularly, in group discussions and in formal crits. Attendance in studio and for the duration of crit days is mandatory – students are expected to support and learn from their colleagues.

Specific topics will weight the factors presented above according their identified emphases.

10.3 Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

10.4 Attendance and Participation

Attendance in class as well as engagement with course activities and readings supports academic success. Therefore it is strongly recommended that students make every effort to attend class and complete all the necessary in-class requirements.

10.5 Output Requirements

Abstract: All AD1 students are required to furnish a Design Report. This will take the form of a 350-400 word abstract. An abstract is a condensed piece of writing that highlights the major aspects of your design project: the content, context, scope and outcomes of the design research. The abstract should be a finely crafted piece of text accompanied by a single image of your project. A template will be given and all abstracts must be submitted in the template both in print and in digital format (venue TBC). Draft to be submitted for mid-semester crits. Workshops on writing will be held in Week 9. All final Design reports are due on Thursday May 25 so that they can be published and circulated to your critics well ahead of crit week.

Week 2: 1:100 model of the existing site and its buildings, plus concept sketches for an initial proposal. Those who receive a site without an existing building will also be asked to model the perimeter roads to the site.
Week 3: Preliminary design with plans sections, elevations, views, sketches and 1:100 card model.
Week 4: Second design responding to new context with plans sections, elevations, views, sketches and 1:100 card model.
Week 6: Third design responding to change of use with plans sections, elevations, views, sketches and 1:100 card model.
Week 8: Fourth design responding to surprise intervention with plans sections, elevations, views, sketches and 1:100 card model.
Week 10: Fifth design responding to new context with plans sections, elevations, views, sketches and 1:100 card model.
Week 12: Sixth design refining new context with plans sections, elevations, views, sketches and 1:100 card model.

Note: All students should photograph or digitally capture their plans, elevations, sections and models at each Friday session so that at the completion of Week 12 each student can show change to their site in at least 12 iterations.
In addition all models will be photographed together at the start of each Friday session so that at the completion of Week 12 the site as a whole can be shown changing in 12 iterations.
All six design iterations will contribute to the final mark.

11.0 STUDENT FEEDBACK

Students will be asked to complete an evaluation of the course at the end of the semester, usually on the morning of final presentation.

12.0 UNIVERSITY POLICIES AND GUIDELINES

This course is based on the university policies and guidelines. For further information, see the University and Faculty websites. On the Faculty website, the 'Quick Reference Guide for New Students' provides useful information on such things as key dates, where to go for help and advice, personal support and academic policies and procedures.
Students must note the following warning that applies to all material provided for this course. This includes printed material and electronic material, and material posted on Canvas. If you are not sure about the requirements, ask for clarification from the course coordinator.