

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:	Julie Stout , Julie@mitchellstout.co.nz

Julie Stout – Adjunct Professor at U o A. FNZIA, director of Mitchell and Stout Architects responsible for a number of award winning public buildings such as the UoA School of Music and Te Uru Contemporary Art Gallery, Titirangi.

As Chair of Urban Auckland, I have been heavily involved in the legal battle with Auckland Council/Ports of Auckland to secure a long-term plan for the Auckland waterfront. I believe architects have a vital role to play in urban activism, and Queens Wharf is the starting point.

www.mitchellstoutarchitects.co.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.

Museum of Auckland / Tamaki Makaurau on Queens Wharf



As the young trading town of Auckland was established, a long wharf running out into the harbour was built as a continuation of the main street, Queen Street. For years the wharf was a bustling trading place. In recent years the cargo ships have been replaced with ferries and cruise ships. Once again, Queens Wharf is a place where people arrive and leave the city, a gateway space where Auckland City meets the Waitemata harbour - place of prime cultural and urban design significance. The importance of Queens Wharf and the Waitemata harbour to Aucklanders was made clear in the protests against Ports of Auckland's proposed expansion in 2015. Now it's time to explore what could be.

This programme aims to take control of Queens Wharf, remove the Cloud and develop a strategy for the site that forms a Marae atea, the welcome mat to Auckland/Tamaki Makaurau.

Shed 10 and the Ferry Terminus remain and the new sculpture of Michael Parekowhai's The Lighthouse remains.

Within that design, create a new building of approximately 2000 sq metres that is a showcase of Auckland/Tamaki Makaurau,

- *That tells the stories of its people, its history and its growth as a city, both culturally and physically. That tells of the urban design of the City and its infrastructure*
- *That contains an exhibition centre – permanent and temporary – a place where the issues relating to the city and its people can be shown and discussed*
- *An auditorium seating 500 people*
- *A building/space that can expand for festivals and big occasions, like Anniversary Day and Rugby World Cup viewing.*
- *That houses a cafe, bookshop, offices, services*
- *That responds to its site and location*

*The building is not to be a storehouse of 'taonga' but to be alive with people and stories. **This is a museum of our city.** Like the Museum of Sydney, Rotterdam, Guangzhou. A place to inform and intrigue. Responds to place and situation.*

The issues to deal with are

- *Range of Scales - long length, big cruise ships to intimate stories, urbanity, intimacy*
- *Cultural -Translating cultural appropriateness into a built form*
- *Connections*
- *Materials and structure*

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: to gain an understanding of cultural issues, particularly relating to mana whenua and the implications of designing in a multi-cultural environment, to show a development of an over-arching conceptual approach, or 'idea', to drive their design process.*
- *Architectonics: to demonstrate development of that idea to address issues such as scale, identity, and translate that idea into a sculptural built form that must show an understanding of structure and materials proposed.*
- *Programme: to understand the power of integrating the conceptual idea with the given functional programme*
- *Performance: to identify architectural opportunities to address environmental issues in both a pragmatic and innovative way.*
- *Form and space: to demonstrate an understanding and development of both interior and exterior spaces and how they contribute to the overall concept.*
- *Media: to show the development of an overall concept through a range of scales from the urban design of the wharf to a resolved building, in a clear and exciting way that can be easily understood by the general public.*

6.0 COURSE STRUCTURE AND CONTENT

A more detailed outline of dates, topics and deliverables will be available during course.

Week	Date	Topic	Deliverables
Week 1	6 March	Site Presentation of Programme, Site visit, investigation of key issues in groups. Presentation from Ngati Whatua or mana whenua representative.	<i>Guest presenters TBA</i>
Week 2	13 March	SITE/Urban-design concept- underway individually with informal crit at end of week	<i>Monday - Group presentation of findings /discussion.</i>
Week 3	20 March	SITE URBAN DESIGN planning/concept continue. Formal CRIT at end of week with outside critics.	<i>Guest Critics TBA</i> Concept plan and visual ideas for site – sketches and models
Week 4	27 March	BUILDING – brief presentation/precedents lecture, concept design underway	<i>Draft plan and sections due at 1.100 scale</i>
Week 5	3 April	BUILDING –Concept Design underway	
Week 6	10 April	BUILDING – Design continues – Mid-semester crits	<i>Computer plans and modelling</i>
MID-SEMESTER BREAK			
Week 7	1 May	Design Development concentrating on section, and the technical aspects behind structure, materials	
Week 8	8 May	Design Development	<i>Developed Building Plans, Sections, sketches and computer images,</i>

including interiors in preparation for cross crit

Week 9	15 May	CROSS CRIT - Feed-back taken on and discussed, Design Report (300 word) discussed and underway for 25 th hand-in,
Week 10	22 May	Develop Design CRIT Monday <i>with DD</i> signed off – Presentation work begins
Week 11	29 May	Presentation
Week 12		Final presentations CRIT WEEK – FINAL PRESENTATION - 2 A0 panels of drawings and a model and site model required.

7.0 LEARNING RESOURCES

7.1 Required Reading

TBA

7.2 Recommended or Supplementary Reading

7.3 Other Materials or Software

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

I expect all students to attend studio and to see me at least once a week. If not, I expect to be told why now. I'm committed to making sure you learn and develop as an architect and come up with a fabulous design, so I expect the same commitment from the students to actively participate in the course. Attendance of formal Crits with architects from outside will be mandatory.

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 to 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 4. All final Design reports are due on Thursday May 25th so that they can be published and circulated to your critics well ahead of crit week.

OUTPUTS REQUIRED:

Mid semester crit: Site plan, Concept drawings and models, Large cross or long section, 2x interior 'atmospheric' drawings,

Final Presentation: 2 A0 Panels - Site Plans, Plans, Sections, Exterior perspective of scheme, interior perspectives. Model of site, (minimum)

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.

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