

SCHOOL/DEPARTMENT: Architecture & Planning

COURSE OUTLINE: ARCHHTC200 / Semester 1, 2017

1.0 GENERAL COURSE INFORMATION

Course Code:	ARCHDES200
Course Title:	Design 3
Points Value:	30 points
Prerequisites:	ARCHDES100 or 110
Restrictions:	ARCHDES210
Course Director:	Prof Andrew Barrie, Room 335, Building 421, a.barrie@auckland.ac.nz
Course Co-ordinator:	Dr Farzaneh Haghighi, Room 326, Building 421, f.haghighi@auckland.ac.nz
Teaching Staff:	Jaffer AA Khan RIBA (jafferaakhan@gmail.com)

2.0 CLASS CONTACT HOURS

Monday (1:15pm – 5:00pm) Tuesday & Friday, (1:00pm – 5:00pm); Level 2 Design Studios, Building 421.

3.0 COURSE PRESCRIPTION

The Domestic: An introduction to those things both familiar and unfamiliar in our understanding of home, family, privacy, identity, and community. Explores both the most intimate and the most exposed aspects of dwelling, and addresses scales ranging from the room to the block.

COLLABORATIVE CONSUMPTION

"More and more people in the planet are in search for a decent place to live and the conditions to achieve it are becoming tougher and tougher by the hour," Alejandro Aravena, (Curator, Venice Biennale 2016)



Fig.1 Weaver Bird Nests

Make Auckland Housing " Smart, Sustainable and Sociable"

New Zealand is in the midst of a housing crisis. The problem seems to be more acute in Auckland which is the largest city in the country. It is projected that by 2043, nearly 40% of New Zealand will be living in Auckland and the city will touch a population more than or closer to two million. It has become a daunting task by all the stake holders concerned to meet the growing demand and the Auckland Unitary Plan has devised several approaches to resolve the issue and hence the process of intensification and creation of Special Housing Areas (SHA). Affordability of housing has been a concern due to the fact that the land costs are high within the Auckland region and the Unitary Plan seeks to address these issues through increase in density, which is widely accepted. Can the densification make housing affordable, and if so how sustainable these proposals could be for a culturally diverse city like Auckland?

“In the health sector there is now sufficient evidence to confirm that dense and poorly constructed housing can lead to poor health outcomes for residents. Social scientists bemoan the loss of privacy and access to private outdoor spaces for residents living in denser developments around New Zealand. Many new developments appear to be poorly planned, particularly in relation to the spaces that are not sold to individual owners; in other words, the common outdoor areas between buildings”. Dr Morten Gjerde

The proposed project is located on St. Luke’s Road and Kingsway Avenue, Mount Albert, Auckland. As per the Unitary plan it comes under Residential – Terrace Housing and Apartment Building Zone. There is a medical centre presently functioning and the client intends to develop the site under the guidelines of the Unitary Plan but retain the Medical Centre within the Plan limits of 200 SQ.Mts. The rest of the development will be sold to a unique community which will have a sustainable lifestyle. Students are allowed to select a site or amalgamate two sites to develop a project. It is to be noted that the site is well connected with public transportation and other infrastructure suitable to cater to proposed density in the Unitary plan.

The task will be to have a community of varying housing requirements but with a common agenda of living Smart, Sustainable and Sociable. The challenge will be to find innovative solutions, keeping affordability in mind and demonstrate the ability to attain balance between sustainable lifestyle and affordability.



Fig: 2 Site Location Map



Fig 3: Blurring the Built and the Natural (White Arkitekter, Denmark)



Fig 4: Regen Villages, EFFEKT, Denmark (Source: Venice Biennale, 2016)

4.0 TEACHING AIMS

The aims of this course are to:

Design 3 carries the theme of '*domestic*'. While being grounded in the known world, the paper presents the imperative of interrogating the *familiar*. Home, human relationships, privacy, connection to community and social structures will be examined as issues that hold architectural opportunity.

Design 3 looks to build upon the critical and technical skill bases developed in year 1 of the BAS.

5.0 LEARNING OUTCOMES

General ARCHDES200 Course Outcomes

On successful completion of this course, students should be able to:

- Theory: Demonstrate a critical understanding of the domestic and pursue a consistent line of questioning to uncover architectural opportunity within the familiar, and further, to explore that opportunity through the development of design propositions.
- Architectonics: Demonstrate abilities to develop the tectonic characteristics of the project through the making of material propositions.
- Performance: Show evidence of an understanding of how the design proposition behaves as an environment (in terms of light, heat, ventilation ...) and how it responds to and influences the site and spatial context it occupies.
- Form and space: Show evidence of conceptual and developed design skills in terms of three dimensional formal/spatial compositions through the making of scaled 3-dimensional architectural propositions.
- Media: Demonstrate productive engagement with media specific to the discipline of architecture – plans sections, elevations, perspectives, models – and understandings of their uses and relationships to one another.

Specific Topic Outcomes

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

- Theory: Exposure to Form, House and Culture that will lead to the understanding of a variety of spaces that are habitable in context with the residential architecture of New Zealand. The research will demonstrate the changing lifestyle of urban habitat and its relevance to the site context through academic engagement.
- Architectonics: Exposure to systematic understanding of technology and material and potential to innovate and collaborate with structural systems, Landscape and other building sciences
- Performance: The pragmatic project demands the understanding of the regulations that bind the proposal and the codes related to optimum performance in terms of environmental parameters and urban ecology.
- Form and space: The ability to appropriate and optimize form and understand spatial function, modular in relation to the built and open.
- Media: Develop a visual language through drawings, physical models to demonstrate the conceptual ideas. Digital techniques to realise the atmospheric aspects.

6.0 COURSE STRUCTURE AND CONTENT

Week	Date	Topic	Required reading (or other). [Delete if not needed]
Week 1	10/03/17	Study Domestic Spaces - Sketches and rough models (self exploratory)	
Week 2	17/03/17	Site and Context Study - Two minute Presentation - Site Model	
Week 3	24/03/17	Basic understanding of Unitary Plan in context with the site, Conceptual	

		development Stage 1
Week 4	07/04/17	Concept Development Stage 1.1 - Options. Material study and structural understanding.
Week 5	11/04/17	Concept Development Stage 1.2 Preparation for the crit.
Week 6		Mid-semester crits
		MID-SEMESTER BREAK
Week 7	05/05/17	Concept Development Stage 1.3 (refinement) with a better understanding of Units and residual spaces, Landscaping, Sustainability ideas, Energy Efficiency etc.
Week 8	12/05/17	Developed Designed Stage 1.4. Clear understanding of spatial, structural and aesthetic context. Developed form 3D images(hand Sketches) mock up models etc.
Week 9	19/05/17	Developed Design Stage 1.5 – Review with external
Week 10	26/05/17	Pre Final Design Stage, crucial stage to demonstrate the understanding of the project through progressive drawings, models on track to completion
Week 11	02/06/17	Presentation work in progress.
Week 12		Final Presentation

7.0 LEARNING RESOURCES

7.1 Required Reading

RAPOPORT, AMOS , *House Form and Culture*, Prentice - Hall, 1969
 RISSELEDA, M. *Raumplan versus Plan Libre: Adolf loos and Le Corbusier, 1919-1930*, Delft University Press, 1988
 IRENE, CIERAAD, *At Home: An Anthropology of Domestic Space (Space, Place and Society)*. Syracuse University Press, NY 2006
 BRIGANTI, CHIARA, and KATHY MEZEL, eds. *The Domestic Space Reader*. University of Toronto Press, 2012.
<http://www.jstor.org/stable/10.3138/j.ctt2ttqbw>.
 WOLFE, TOM, *From Bauhaus to Our house*, Farrar, Straus & Giroux, 1981

7.2 Recommended or Supplementary Reading

<http://www.aucklanddesignmanual.co.nz/project-type/buildings-and-sites/housing/apartments>
<http://www.aucklanddesignmanual.co.nz/project-type/buildings-and-sites/housing/terraces>
https://issuu.com/titasgrikis/docs/titas_grikevicius_dissertation
<https://www.enotes.com/topics/from-bauhaus-our-house>
<http://www.aucklandcouncil.govt.nz/EN/Pages/default.aspx>
<http://www.archdaily.com/tag/social-housing>
<http://www.archdaily.com/790889/white-arkitekter-blurs-the-line-between-built-and-natural-in-housing-project-design>
<https://www.theguardian.com/cities/video/2016/jun/15/i-have-500-flatmates-london-rediscovers-co-housing-video>
<https://www.dezeen.com/2016/12/09/pollard-thomas-edwards-architecture-first-older-co-housing-scheme-owch-uk/>
<https://www.dezeen.com/?s=Social+Housing>
<https://www.dezeen.com/?s=Sustainable+Housing>

7.3 Other Materials or Software

7.4 Use of Canvas

7.5 Other Assistance / Student Support Available

The student group is recommended to create a closed FB to post details.

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

Students are advised to take extreme care in Health and Safety matters. Attendance in all studio slots is recommended as regular monitoring will be done on the progress and log will be maintained by the tutor. Any site visits need to be approved by the Course Co-ordinator and the Course Director.

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.

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: Level of critical engagement with the theme of the 'domestic', ability to pursue a consistent line of questioning, ability to identify and explore opportunities yielded.
- Architectonics: Quality of material propositions and degree to which the project advanced through their making.
- Performance: Level of consideration of environmental and contextual aspects of the architectural proposition and the development of the proposition through that consideration.
- Form and space: Resolution of the scaled 3-dimensional architectural proposition and the design skill demonstrated in its making.
- Media: Quality of design development facilitated through engagement with media specific to the discipline of architecture.
- 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

Week	Date	Topic	Out Put requirements
Week 1	10/03/17	Study Domestic Spaces - Sketches and rough models (self exploratory)	<i>Sketches and models to 1:50 scale Axonometric freehand sketches</i>
Week 2	17/03/17	Site and Context Study - Two minute Presentation - Site Model	<i>Context model in 1: 100 to understand the topography and context. The wide site context needs to be shown. This will be group work and the model will serve as the base for further studies – Use cardboard or Carton box material.</i>
Week 3	24/03/17	Basic understanding of Unitary Plan in context with the site, Conceptual development Stage 1	<i>Document A4</i>
Week 4	07/04/17	Concept Development Stage 1.1 - Options. Material study and structural understanding.	<i>Use Butter sheets (tracing paper) A1 size - Manual drafting and sketches. Some models to represent the idea to a suitable scale . Series of study drawings of options,</i>
Week 5	11/04/17	Concept Development Stage 1.2 Preparation for the crit.	<i>Site plan in 1: 100. Rough massing and volumetric study to explain with the site site model. Photos and other digital images, collages and popups etc.</i>
Week 6		Mid-semester crits	
		MID-SEMESTER BREAK	
Week 7	05/05/17	Concept Development Stage 1.3 (refinement) with a better understanding of Units and residual spaces, Landscaping, Sustainability ideas, Energy Efficiency etc.	<i>Development of Floor plans of units in 1:50, Overall floor plan in 1:100, sections should levels, indicative elevations and 3Ds</i>
Week 8	12/05/17	Developed Designed Stage 1.4. Clear understanding of spatial, structural and aesthetic context. Developed form 3D images(hand Sketches) mock up models etc.	<i>Fine tuning the Week 7 work preparation to digitize the hand drawn plans, sectional 3Ds and models. All unit plans in 1:50, Floor plans in 1:100, 3D Axonometric in 1:100, Site Model 1:500 (Check the scale)</i>
Week 9	19/05/17	Developed Design Stage 1.5 – Review with external	<i>Preparation of Dossier A4 format (In-design) to show progressive development of design. Draft only</i>
Week 10	26/05/17	Pre Final Design Stage, crucial stage to demonstrate the understanding of the project through progressive drawings, models on track to completion	<i>All detail plans in 1:10 or 1: 20. Unit plans in 1:50, Floor plans in 1:100 Context model in 1: 500 with the site (Scale to be finalised), Final Dossier (B/W)</i>
Week 11	02/06/17	Presentation work in progress.	<i>All drawings to be composed in 4Nos A, Detail part model 1: 10, Unit model 1: 50, Sectional Floor model 1: 100 Site context with the proposal 1: 500 All progressive models need to be preserved till the final review and have to be photographed.</i>
Week 12		Final Presentation	

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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