

## ARCHDES 200 | DESIGN 3 | TOPIC OUTLINE | SEM 1 2019

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.

### **Bill McKay and Gina Hochstein**

Bill is a full-time staff member and architectural historian. Gina is a graduate working in the area of heritage architecture.

### ***A Papakāinga for the 21<sup>st</sup> Century***



Ōtenuku Marae, Rūātoki

## GENERAL COURSE INFORMATION

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<b>Course :</b>	Design 3 ARCHDES200
<b>Points Value:</b>	30 points
<b>Course Director:</b>	Sarosh Mulla: s.mulla@auckland.ac.nz
<b>Course Co-ordinator:</b>	Kathy Waghorn: k.waghorn@auckland.ac.nz
<b>Studio Teacher:</b>	<b>Bill McKay and Gina Hochstein</b>
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<b>Location:</b>	TBC in Level 2 Studio
<b>Hours:</b>	Tuesday and Friday 1:00-5:00pm

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**For all further general course information see the ARCHDES200 COURSE OUTLINE in the FILES folder on CANVAS.**

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### ***A Papakāinga for the 21<sup>st</sup> Century***

Housing is not just about putting roofs over people's heads; it is about building communities. This topic will look at housing in the context of the redevelopment of a Tūhoe marae in the upper North Island / Te Ika a Māui, just south of Whakatāne.

Ōtenuku Marae is a small marae south of Rūātoki, one of many in the Tūhoe rohe. Tūhoe have a long history of loss and land confiscation, not just in the period of the New Zealand Wars, but more recently in repression and police raids as recently as 2007. The iwi settled its

claims with the Waitangi Tribunal in 2013 gaining financial compensation and more control over their lands, such as Te Urewera.

This topic will address the revitalisation of Ōtenuku marae's buildings and a master plan for its future development including two types of housing: kaumātua housing for older people and self-build housing for the younger. The aim of this planning exercise is to develop a marae suitable for the hapū's needs in this new century while acknowledging the heritage of the site's existing buildings.

This topic will involve a trip to the marae and an overnight stay later in the course. While in the area we will also visit the new Tūhoe administration and cultural building Te Uru Taumatua (Jasmax, 2014), at nearby Tāneatua, and the 19<sup>th</sup> Century whareniui Mātaatua (Wepiha Apanui, 1875), that was confiscated by the government and travelled the world as an exhibition piece, before being returned to its home in Whakatāne. There will also be a series of talks and workshops during studio time addressing Māori architecture, the history of the area and the protocols associated with working with Māori and communities. Recently the hapū of Ōtenuku visited EarthSong Eco-neighbourhood (Robin Alison and others, 1992 onwards) to see an example of sustainably-focused collective housing and the class will also visit this development. See draft timetable below for talks, workshops and trips although these are subject to change.

This topic will focus on three key areas:

1. A plan for the redevelopment of the marae taking into account the heritage buildings (a wharenuī from the 1930s and a war memorial whare kai from the 1940s), new dining and kitchen facilities, new cultural activity buildings and possibly a new wharenuī. Key issues in the planning of these are the desire for sustainable features such as rainwater and sunlight harvesting, passive heating and cooling, community gardens and the restoration of native vegetation.
2. The design of kaumātua housing on the marae itself for older people, incorporating sustainable aspects and the principles of Universal Design to accommodate the less able.

**or**

3. Self-build housing on land near the marae, that can be built using local resources, by local people, enabling communities to resolve their own housing needs without reliance on commercial businesses or government agencies. Aspects of the design and construction of these may well challenge what is permitted by local authority planning rules and the national Building Code.

All students will be involved in 1. **But individuals will choose between either 2 or 3.**

At the end of the course (after Crit Week and assessment), these ideas will be taken back to Ōtenuku for exhibition and consideration by the hapū in order to

assist them in the formulation of their vision for the future of the marae. This second trip will not happen as part of the course but students will be welcome to attend in their own time.

## **TOPIC STRUCTURE AND CONTENT**

Staff-student contact hours in studio are two days a week: typically one of these days will be mostly one-on-one discussions, the other will involve guest speakers, group discussions or workshops/field trips. See programme below.

This topic has two staff however Gina will be mostly involved in group discussions and one on one conversations, while Bill will primarily be involved in group discussions and speaker/trip organisation.

On every Tuesday all students in Design will have the opportunity to come together for:

### **The Domestic Series:**

#### **Tuesdays 4pm, Rm 311 (Crit Space)**

As part of Design 3 all students from all studios are welcome to join 'The Domestic Series'. These take place on Tuesday afternoons and are short presentations and discussions on the domestic by Design 3 staff and guests.

## **SPECIAL NOTE:**

The two planned trips to Rūātoki and EarthSong Eco-neighbourhood will involve a cost to students. These are estimated at:

Rūātoki: \$400 plus food

EarthSong: \$50

However neither of these trips is compulsory.

**Please note that the date of the Rūātoki trip is tentative and reliant on completion of repairs to the whareniui.**

<b>Week</b>	<b>Date</b>	<b>Event</b>
Week 1	Mon 4.3	12:00 All architecture meeting, rm 311 1:15 Design 3 staff presentations and studio ballot
	Tue 5.3	First meeting and topic introduction
	Fri 8.3	Research presentation
Week 2	Tue 12.3	One-on-one
	Fri 15.3	Guest speaker/discussion
Week 3	Tue 19.3	<b>Visit to EarthSong</b>
	Fri 22.3	One-on-one
Week 4	Tue 26.3	Guest speaker / trip prep
	Fri 29.3	<b>Trip to Rūātoki including weekend, return Sunday</b>
Week 5	Tue 2.4	Discussion
	Fri 5.4	One-on-one
Week 6	Tue 9.4	Mid-semester crit
	Fri 12.4	One-on-one
<b>MID-SEMESTER BREAK</b>		
Week 7	Tue 30.4	Discussion
	Fri 3.5	One-on-one
Week 8	Tue 7.5	Guest speaker/discussion
	Fri 10.5	One-on-one
Week 9	Tue 14.5	Discussion
	Fri 17.5	One-on-one

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Week 10	Tue 21.5 Fri 24.5	Discussion One-on-one
Week 11	Tue 28.5 Fri 31.5	Discussion One-on-one
Week 12	Tue 4.6 Fri 7.6	Final crit

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## RESOURCES

There is no specified reading list but students are encouraged to read and research material focused on Māori and indigenous people, and to explore architectural precedents paralleling this design project. A variety of hand-outs will be provided at various points through the course.

## REQUIRED PRODUCTION

Specific output requirements:

Students are encouraged to develop final presentation materials that best communicate their design but at the least these will include:

1:100 site plans and model of redevelopment and staging of the proposal over the next decade.

Two perspectives or axonometrics.

1:50 plans, sections and model of housing.

Four perspectives or axonometrics of interiors and exteriors of housing.

Students are strongly encouraged to engage in lots of making during the course: models, drawings, sketches and so on. These may also be presented at the final crit.

## ASSESSMENT & FEEDBACK

This course is assessed as 100% coursework.

Conversational feedback is given throughout the semester. Written feedback, with indicative grading, is given at a date around the mid-point of the semester. All further information regarding assessment is available in the ARCHDES 200 Design 3 Course Outline (on Canvas).

## LEARNING OUTCOMES

**General 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 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 composition 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:** This topic will engage with issues that affect indigenous peoples around the world in the post-colonial period. In New Zealand the Treaty of Waitangi / Te Tiriti o Waitangi is a foundational document in our bi-cultural relationship. By the end of the course students should demonstrate a critical understanding of bi-culturalism and its implementation in an architectural setting
- **Architectonics:** Demonstrate an understanding of space, form and materiality in a rural environment and the cultural context of a marae.
- **Performance:** Show evidence of an understanding of how the design proposition responds to and influences the site especially in terms of sustainable materials and construction methods and passive heating and cooling.
- **Form and space:** Show evidence of conceptual and developed conceptual and design skills in terms of three dimensional formal/spatial composition through the making of scaled 3-dimensional architectural propositions in a rural and Māori context.
- **Media:** Demonstrate engagement with presentation and communication methods such that the design can easily be understood by lay people in the context of an exhibition where the designer may not be present.