

## ARCHDES 301 | DESIGN 6 | TOPIC OUTLINE | SEM 2 2019

Design 6 **The Integrated**: The culmination of all aspects - conceptual, formal, material, tectonic, **environmental**, structural - of architectural design within the context of a larger network of infrastructural services. Also requires an understanding of the full range of drawings describing the workings of the building as both an active 'machine' and place for human comfort.

The culminating design course of the Bachelor of Architectural Studies in which students are expected to demonstrate appropriate knowledge and skill in the preparation of a resolved design proposal, in response to a challenging project topic. Design proposals are required to address issues of theory, architectonics (material, structures, construction), programme (cultural, social, functional), performance (contextual, environmental) and the formative influences of these factors on space and form through the skilful, considered use of architectural media.

### Henri Sayes

I'm a practicing architect working primary on residential projects.

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### *Building, Dwelling, Thinking.*

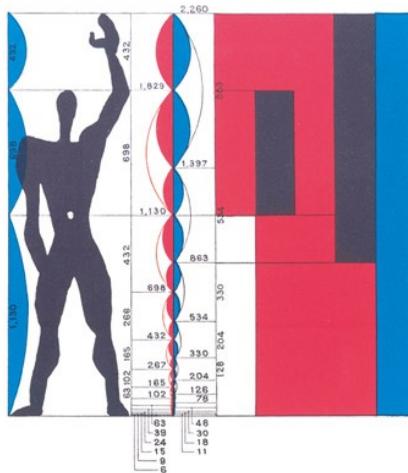


Figure 1: Le Modulor by Le Corbusier 1948

## GENERAL COURSE INFORMATION

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<b>Course :</b>	Design 6 ARCHDES301
<b>Points Value:</b>	30 points
<b>Course Director:</b>	Andrew Douglas andrew.douglas@auckland.ac.nz
<b>Course Co-ordinator:</b>	Alessandro Premier alessandro.premier@auckland.ac.nz
<b>Studio Teacher:</b>	Henri Sayes with Jeremy Priest
<b>Contact:</b>	henri@sayes.co.nz and 021 1683651
<b>Location:</b>	TBC
<b>Hours:</b>	Monday and Thursday 1:00-5:00pm

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**For all further general course information see the ARCHDES301 COURSE OUTLINE in the FILES folder on CANVAS.**

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### **Building, Dwelling, Thinking.**

#### Brief

A building needs a reason to exist, a problem to solve. The problems we have to solve in architecture are in part functional, and in part emotional. This is no more apparent than in our own homes. We need a space to sleep, to eat, to shower, but we also need space to think, to retreat, to entertain, to dream. How do we overlay the poetic with the pragmatic, especially within the current reality dominated by a commercial vision of houses as commodities, concerned predominantly with saleability and profitability (all couched in generic real-estate jargon).

This studio aims to consider architecture as the act of translating empathy and experience into space. Rather than starting with functional parameters; we will start with people who will dwell here.

The title of this studio is taken from a Heidegger essay, which seeks to explain what it is to be in the world, and which focuses beyond the more immediate needs of people on what it is to be human, what it is to dwell.

This studio will explore and respond to the challenges of housing in Auckland - specifically the well-documented issues with the quantity of supply and variety of housing in Auckland. The starting point for this brief are the questions: How does one live? Why do we build? What should we build? And where do we build these things?

Further, the brief challenges the traditional drivers of multi-unit construction: namely financial models, risk, modularity and ease of construction (utility over sentiment).

Using references as diverse as Row House by Tadao Ando, Ronchamp by Le Corbusier, or the German Pavilion by Mies van der Rohe, students will be urged to design from the inside out – to first consider the possible life lived within and how then a space should feel to reflect that life and what that may mean in terms of contrast, proportions, layout, materiality and light. Only then, can developing form be a necessary container for these imagined lives.

The solution is not about ignoring the pragmatics, but rather how function or utility or basic requirements could be a launching point to find something poetic. As such, this paper challenges you to look deeply and find the beauty in the banal.

The key mechanism used to explore these relationships will be diagram and plans, at both a micro (interrelation of spaces) and macro (city) level.

### The Program

The studio program is based around re-thinking medium density dwellings in Auckland.

The design proposal should be multi story/ residential, and is required to contain at least 1x units for 2 inhabitants and 1x unit of 5 inhabitants. Each unit will integrate differing interior spaces to express ideas on living.

The brief shall be self-generated, and an exploration into what a different people might need and require. Different modes of living

should be investigated, whether it be working from home, multi generational living, co-housing with friends, etc. The brief should have sufficient scope to allow a variety of spaces which can be expressed architecturally.

The idea of the studio is to use the internal planning and spaces, as the expression of the form the building. That the building form expresses the experience of the occupants, and the threshold – the interface between the public and the private. The structure provides a self perpetuating logic and design language.

### The Site

It's proposed that you select a site (approximately 400m<sup>2</sup>) along a section of unused (as yet) railway spur line from Southdown to Avondale. Specifically, the section from Onehunga Mall to Queenstown road.

This will present a range of varies topographies, contexts and Unitary Plan zoning overlays.

It is suggested that you select a portion which best reflects the context with which you are wanting to engage with and link this with closely with your proposition on how to live.

Maximum height of 8m but discretion is required as to best develop the chosen brief.

It will be an individual activity to research and investigate possible sites in any way you deem necessary. Site analysis should be bigger than just the physical, and should include the historical, cultural and socioeconomic context.

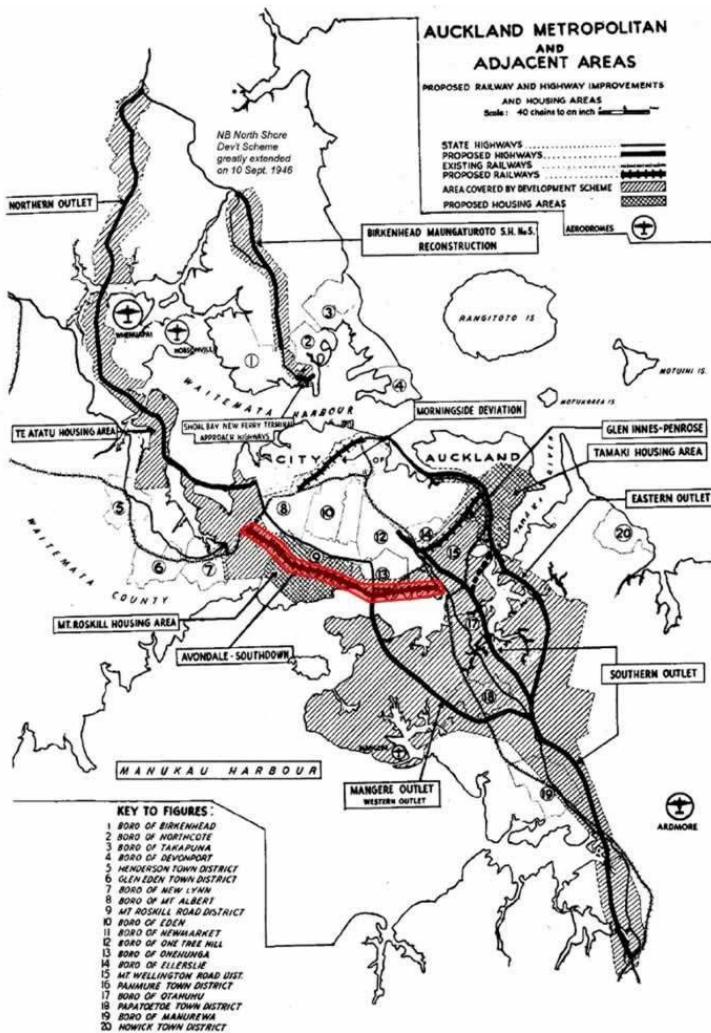


Figure 2: Statutory Regional Plan for Auckland, from MOW (1946) showing the Avondale-Southdown Spur Line in Red

## STRUCTURE AND CONTENT

The semester will be structured into three sections, which relate to the three aspects outlined in the paper's title (though in reverse): Thinking, Dwelling and Building. This structure has been designed to compel, in the first half of the semester, exploratory experiments and a breadth of thought exercises that consider a wide variety of ways of living through rough architectural folly-making and investigations on the implications on neighbours, site and spaces. In the second half of the semester, by narrowing the focus to fewer ways of living, you can develop your specific residential programme in detail.

The structure will be based on a pragmatic process employed in practice, starting very broad, understanding context, precedent, wider the issue, exploration and experimentation, then distillation to a final resolved design and presentation.

An emphasis is to be placed on plans and diagrams as mechanisms to organise, control and structure your program.

Every stage is informed by previous work, which in turn informs the next. Drawings and models are used as a tool to understand and investigate a site and brief, rather than just tools to present ideas.

### Thinking

Weeks 1-3

Presentation at end of week 3

- Outlining 3-5 personality traits or ways of living.
- Exploration and analysis of spaces, plans, and housing typography
- Use of references in both theory and built form

### Dwelling

Weeks 4-6

- Investigation of the site in detail.
- Diagrams of key site features and implications on spatial outcomes.
- Proposals for 2-4 follies that sit within the overarching site, allowing exploration of multiple spatial responses to emotive questions.

## Building

### Weeks 7-12

- Development of one folly into a single multi-unit project.
- Definition of the personality traits and program.
- Presentation to be primarily in the form of plans, sections and elevations.
- Physical models to explain the form and how this relates to the interior spaces
- Computer modelling as a design tool to understand and explore form and space during the design process.

<b>Week</b>	<b>Date</b>	<b>Event</b>
Week 1	Mon 22.7	<b>12:00 All architecture meeting, rm 311</b>
	Thu 25.7	<b>2:15 Design 6 staff presentations and studio ballot</b> <b>Design 6 Studio classes commence</b> Part 1 – Thinking: Introduction + General discussion.
Week 2	Mon 29.7	Round Table discussion: Analysis of spaces Students are required to analyse and collate a series spaces with different spatial attributes. Deliverables are to include 2D representation of 3-5 different spaces and analysis into what makes them successful, and their connection to different aspects of their personalities.
	Thu 1.8	Round Table discussion: Analysis of Plans Students are required to analyse a single detached dwelling which they feel presents a specific way of living. Deliverables are to include analysis into what makes the plan successful, specifically discussing how areas relate or otherwise.
Week 3	Mon 5.8	Round Table discussion: Architectural typographies Students are required investigate and analyse a specific housing typography (courtyard house, townhouse) and comment on how its physical structure and planning reinforces a mode of living. Deliverables are to include 2D representations which explain and explore how the chosen archetype reiterates a way of living. Presentation: Experimental models, plans or diagrams

	Thu 8.8	which reinterpret the previous weeks' investigations to capture the overlap between space, experience, and personality.
Week 4	Mon 12.8	Part 2 – Dwelling: Round table discussion: Students are to present analysis and investigation of the site and locate sites of interest
	Thu 15.8	Individual meeting: Site selections and concepts
Week 5	Mon 19.8	Individual meetings: Development of concept diagrams, plans, and form models – explaining how different personally traits would inhabit follies at different locations along the site.
	Thu 22.8	Individual meetings: continued.
Week 6	Mon 26.8	Individual meetings: Development of concept plans and models
	Thu 29.8	<b>Design 6 Mid-semester crits</b> Presentation: 3-5 follies that sit in the overarching site
<b>MID-SEMESTER BREAK</b>		
Week 7	Tue 16.9	Part 3 – Building: Presentation: Reflective piece post MSC/ A5 booklet work to date/ document outlining your program, selected site, and strategy going forward.
	Thu 19.9	Individual meeting: Initial Ideas + discussions on your site, program and concept diagrams etc.
Week 8	Mon 23.9	Individual meeting: Development of concept diagrams, plans, and form models etc.
	Thu 26.9	<b>D6 full group cross-crit</b>
Week 9	Mon 30.9	Individual meeting: Development of plans, sections, and form models + General discussion
	Thu 3.10	Individual meeting: Development of plans, sections, and form models + General discussion
Week 10	Mon 7.10	Individual meeting: Refinement of plans, and models
	Thu 10.10	Presentation: Mock-up of final presentation (half scale)
Week 11	Mon 14.10	Individual meeting: Refinement of final presentation
	Thu 17.10	Individual meetings: Refinement of plans, and models
Week 12	Mon 21.10	<b>Pin Up: 5-6pm, Mon, 21 Oct</b>
	TUES 22.10	<b>Final Crit: 9am, Tues, 22 Oct</b>

#### General Comments on meetings:

- Physical material must be presented at all meeting
- Individual meeting will be limited to 15 minutes. Students are responsible managing discussions to suit the allocated time

- Attendance is mandatory for all round table discussion and presentation

## **RESOURCES**

Building, Dwelling, Thinking. – Martin Heidegger

Le Modular – Le Corbusier

The Poetics of Space – Gaston Bachelard.

Additional resources will be shared during the studio.

An examples of our work:

*Truss House* by Henri:

<https://www.dwell.com/article/a-dramatic-cutout-wall-and-other-surprises-define-this-playful-house-7dae1d48>

*Occupying the Boundary* by Jeremy:

<https://architecturenow.co.nz/articles/crit-occupying-the-boundary/>

## **REQUIRED PRODUCTION**

The Final presentation is be over two boards

Site Plan: 1:200

Physical Model: 1:100

Floor Plans: 1.50

Sections: 1:50

Elevations: 1.50

1x Detail 1:5

An A5 book collating the design progress throughout the semester including all work submitted for individual meetings and presentations – please note this should be up to date at the beginning of week 7.

## **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 301 Design 6 Course Outline (on Canvas).

## LEARNING OUTCOMES

### General Course Outcomes & Specific Outcomes for this Brief

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

- *Theory*: Show evidence of engagement with selected / prescribed areas of architectural theory and knowledge. Further, to show evidence of the exploration of the possible influence of this upon the development of architectural propositions.  
*Theory*: Utilises critical theory related to the poetics of dwelling in formulating a project.
- *Architectonics*: Demonstrate abilities to project, explore and develop the tectonic characteristics of the project through the creative engagement with material, structural or constructional propositions.  
*Architectonics*: consider the value of poetic material expression in the construction of dwelling models.
- *Programme*: Show evidence of engagement with identified cultural, social and functional positions as they might inform speculative architectural propositions.  
*Programme*: Show evidence of engagement with identified cultural, social and functional positions as they might be developed in relation to a poetics of architecture.
- *Performance*: Show abilities to advance conceptual thinking through engagement with environmental and contextual conditions that could bear upon the project, and to examine the way in which the architecture may affect those same conditions in return.  
*Performance*: to develop a programmatically dense response to sites using the place-qualities and their felt dimensions.
- *Form and space*: Demonstrate abilities to develop speculative three dimensional architectural form and space.

*Form and space:* focus form development on affective dimensions of dwelling as these can be applied multi-tenancy dimensional development.

- *Media:* Display skill in the communication and development of design propositions through the considered use of architectural media.

*Media:* develop skill in the communication and development of affective design qualities.