



studia | studio

arch 351

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01 Introduction

It is common to discuss the effect of technological advancements on various Enlightenment typologies (library, museum, concert hall, etc.) and certainly one can witness drastic changes in the buildings that house various schools and departments of architecture. The disappearance of may-lines and drawings on boards and their replacement by virtual images (printed out, inevitably late) and overloaded outlets are common in today's studio environment. Such changes in the physical nature of the architecture school may certainly highlight more essential questions regarding the nature of architectural education. This studio, however, will not attempt to project an appropriate building for an architecture school of tomorrow. Rather, we will study a broad range of responses; from the formation of the École Polytechnique and École des Beaux-Arts in France to the experiments at the Bauhaus in the early 1920's and the immigration of many Bauhaus professors to the United States: Gropius at Harvard, Mies van der Rohe at the Armour Institute (now IIT), the Albers and others at Black Mountain College. We will also consider more recent approaches such as the Open City, Cranbrook, Archeworks, Mockbee's Rural Studio, and the influence of the Texas Rangers.

It is expected that such inquiry will flesh out questions surrounding the education of a professional architect. What should the graduate of a professional school of architecture know, or know how to do? What is the relationship to practice, to the discipline of architecture, to the construction industry? Should the architect be educated in means of representation, means of construction, business acumen, and/or the discipline of architecture? What is the role of studio, history, theory, technology, and other courses? And finally, what is the appropriate building to witness, support, encourage, or develop such an education? What is the role of a building dedicated to educating builders? Should the building be didactic, or a blank slate?

The intent of the studio is to open up the question of what it might mean to educate a professional architect and then to develop an appropriate architectural response to frame such an education.

01.01 Program

The program will be developed individually by each student after an analysis of existing architecture school curricula. The school will house 300 students.

01.02 Site

The site for this quarter's project will be the location of the existing architecture school at CalPoly. Due to a severe and very unfortunate natural disaster, only fragments of the school remain. Each student will be assigned a fragment that must be taken into account through the development of the project.

02 Guidelines

Continuation of ARCH 253. Development and exploration of architectural theories, building systems, and design processes involved in creating appropriate architecture on a sensitive site; implications of the site as building form generator. 5 laboratories.

02.01 Studio Goals:

Upon completion of this studio,

- Students should recognize buildings systems as a three-dimensional design problem; they should begin to develop an integrated design process.
- Students should begin to understand the relationship of architecture to allied disciplines; they should be able to work in interdisciplinary teams.
- Students should have a rudimentary understand the phenomenon of building at all scales; from detail to city.
- Students should be able to begin to understand the practice of architecture within an emerging global context.

02.02 National Architectural Accreditation Board (NAAB) Criteria:

In the context of the overall design sequence of the Bachelor of Architecture curriculum, this subject contributes to the graduate attributes in the following areas:

1 Speaking and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

2 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

3 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

6 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

11 Uses of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.

14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

18 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

26 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

28 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program design criteria

Other criteria including Program Development and Collaborative Thinking and Efforts will also be contributed to.

02.03 Projects shall be evaluated according to the following:

- Demonstration of imaginative and critical thinking skills.
- Conscientious effort over the course of the entire quarter.
- Development of an architecture that is appropriate to the criteria developed in class and that of the discipline of architecture.
- Ability to communicate intentions verbally and graphically.
- Understanding of cultural, architectural, technical, and historical ramifications of projects.
- Completion of all requirements in a timely manner.
- Participation in individual and group reviews.
- Demonstration of technical knowledge essential to the understanding and making of architecture.

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Table of Contents

Russell Hilken	2017
Matt Kingstreet	Mesh Design Institute
Scott Mann	Academy Polytechnic
Caitlin Marolf	LERNENBAUM
Michael Meizen	ARCHITECH
Francisco Mendoza	A New School of Architecture Theater
Cass Nakashima	Independent Graduate School
Eric Namisniak	POLYMATH
Juan J. Olivarria	+JONSAD
Brian Overman	Debating Architecture
Erin Owens	Imagine, Explore, Create
Albert Pala	Foundations Academy
Valentin Pelayo	Vanishing Point School
Allison Pell	School of Applied Architecture
Toby Peterson	Applied School of Architecture
Alyssa Redding	Verum Ipsum Factum Institute
Megan Repka	Diversiform
Andrea Wooding	INNOVARC