DSGN210: Graduate Architecture Design Studio
Performance of Space, Structure and Form

Benesse House / Ando Photo: Tsubaki©

Course Information:
Name: Architecture Design Studio (Graduate Level)
Number: DSGN210
Narrative: Urban and landscape conditions form the framework for second year studio projects. Development of conceptual intentions are emphasized, building on the foundation of first year. Context serves as a driving factor in a schemes early development and position.
Prerequisite: DSGN120
Credits: (6) semester credit hours
Meeting Place: RMEM TBD
Meeting Time: MWF 01:00-05:00 PM

Instructor Information:
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Course Website:
http://www.ktstudiokt.net/KT_Studio_KT/+Courses.html
Assist. Prof. Tsubaki, K

Introduction:
"Nature in the form of water, light, and sky restores architecture from a metaphysical to an earthly plane and gives life to architecture. A concern for the relationship between architecture and nature inevitably leads to a concern for the temporal context of architecture. I want to emphasize the sense of time and to create compositions in which a feeling of transience or the passing of time is a part of the spatial experience."
Tadao Ando, "From the Periphery of Architecture"

performance |pər'fôrməns|, noun
1. an act of staging or presenting a play, concert, or other form of entertainment
2. the action or process of carrying out or accomplishing an action, task, or function

A building performance is not simply a technical predictability of its structural and environmental behavior or an aesthetic legibility of the design ideas. It is an action, an ingenious response to various internal and external forces as they seek equilibrium through time.

Recent technological obsessions in architecture fueled by the proliferation of sophisticated structural, environmental and visual computer simulations re-ignited the interest in building performance. However, the current trend tends to limit its potential by merely re-affirming the old functionalist thinking, predicting the predictable, to justify the space, structure and form. A good musical performance has an element of surprise, an unexpected experience, as it is an intuitive, improvised response to the audience and to the context. So is the performance of a building. This studio aims to examine the complex nature of building performance through focused iteration, cultivating student awareness to the temporal-spatial (phenomenal) quality of a physical construct as they develop technical proficiency in the design process. This semester, our focus will be on the **space, structure and form** in relation to the **performance of light** in the urban context.

The First Phase of the studio (duration: 5 weeks) will begin with a discourse on architectural diagrams as a generative tool. Series of space/form generating and skill forming exercises will accompany the discourse, culminating in the construction of **"Light Receiving Device**." The observational records of its phenomenal performance will be documented and appreciated as **"Light Drawings."** A series of analytical diagrams of the device will accompany the drawings, establishing the conceptual foundation for the next phase of the studio.

The Second Phase of the studio (duration: 10 weeks) will be an urban infill project of modest complexity. We will engage in the design of a mixed-use building in New Orleans, Warehouse District. In particular, the performance of building as a "Light Receiving Device" will be examined, as the

interplay of light and shadow is a crucial to the perception of space, structure, form and function of the building.

This studio will require an extensive use of both, traditional form of drafting/modeling as well as digital modeling. Sketch-Up will not be accepted. The interface and data structure does not lend itself for a precision modeling. It is not suitable for a sophisticated design exploration and fabrication required in this studio. You must be willing to learn and use one of the following 3D software; Form Z, Bonzai-3D, 3D-Max or Rhino. Basic skills on Adobe Suite (Illustrator & Photoshop) will also be required. "Performance" is an empirical process of improvisation and adjustment through trial and error, a self-discovery process. "Student Performance" in the studio is also evaluated as such. Disciplined, self-directed recovery from **a spectacular error is valued** over mediocre success merely following the instructions.

Expected Learning Outcomes:
Student will be able to:

- *observe and analyze various scales of construction in relation to the cultural setting.*
- *identify the interrelationship among various architectonic ordering characteristics from diverse sources*
- *develop circulatory systems through sectional spatial relationships*

These outcomes will be demonstrated through diagrams, collages, physical and digital models of various scales, orthographic drawings, axonometric drawings and perspectival renderings as well as concise written / verbal presentations.

Computer:
Students are required to provide and maintain their own laptop computers for use during the class. See the college website for minimum specifications. Technical difficulties, viruses, crashes, server and print bureau problems, or corrupted files will not be accepted as legitimate excuses. **ALL WORK SHOULD BE CONTINUOUSLY SAVED AND REGULARLY BACKED UP.**

Equipments / Software / Materials:
Digital Camera w/ minimum of (5) mega-pixel resolution.
2D drafting 3D modeling software: AutoCad, Rhino.
2D graphics software: Adobe Creative Suite (Photoshop, Illustrator, Acrobat, etc.)
Rolls of white or yellow trace
Basic model-making materials and tools as needed.

Digital Portfolio:
Digital files (images, drawings, photographs of physical constructs and presentations as well as computer models) will be submitted according to specified formats at designated times throughout the semester. Files must be uploaded to the designated course folder on the public server; ftp.arch.tulane.edu

Readings and Articles:
Will be assigned throughout the semester and posted on the course website.

Environmental Responsibility:
Aerosol paints, spray glues or fixatives, etc. must not be used inside the building. Violators will **FAIL** the course.

Attendance Policy:
Students are responsible for attending class. All absences must be reported to the course instructor; the only excused absences are those for reasons of health or crisis, and must be justified with written documentation. Unexcused absences could reduce a student's course grade, as will
late arrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in normal circumstances, mean that the instructor may give a WF grade to the student. For further details, refer to the academic policies on Tulane School of Architecture website at: http://architecture.tulane.edu/students/academic-policies

Academic Integrity
Tulane University values student self-governance and the development of a strong ethical foundation. The Honor Code is a central element of the University's identity. All academic work must be the result of the student's own efforts, except when collaboration has been explicitly allowed. Any student behavior that has the effect of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance is considered a violation and will be prosecuted through the procedure outlined in the Honor Code. For further details, refer to the Honor Code on the Tulane University website at: http://www.tulane.edu/~jruscher/dept/Honor.Code.html

Civility in the Classroom:
All individuals and/or groups of the Tulane University community are expected to speak and act with scrupulous respect for the human dignity of others, both within the classroom and outside it, in social and recreational as well as academic activities. By accepting admission to Tulane University, a student accepts its regulations and acknowledges the right of the University to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. For further information, refer to the code of student conduct on Tulane University website at: http://studentconduct.tulane.edu/

ADA Statement:
It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Students who seek accommodation are responsible for registering their disabilities with the Office of Disability Services (ODS) at the Center for Educational Resources and Counseling, requesting the specific accommodations they may need and providing adequate documentation that substantiates their disabilities and shows the need for the requested accommodations. For further details, refer to the Overview of Accommodations Procedures for Students with Disabilities on the Tulane University website at:
http://www.tulane.edu/~erc/disability/AccOverview.htm

Grading/Evaluation:

Evaluation of student performance is based upon daily studio process as well as the product. Improvements and growth are the keys. The instructor will conduct his/her expert assessment on student performance following each major stage of the semester. Note that this is not a mathematically quantifiable assessment. It is based on the experienced judgment of student work. The following general criteria will be considered: (1) strength of idea; (2) articulation and development; (3) technical competency, clarity, and craft; (4) concise verbal/written presentation; (5) passion, commitment, dedication and work ethic. All requirements and deadlines must be met in a timely manner. There will be no extensions to due dates. Late or incomplete work will result in a substantial reduction of the semester grade defined as follows:

A (excellent) exceptional performance; exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

B (good) performance above the norm; accurate and complete; beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

C (average) satisfactory work that adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement.

D (inferior) unsatisfactorily meets minimum requirements; demonstrates minimum comprehension, communication skills, and effort at an inferior level; initiative lacking; improvement not noticeable.

F (failing) does not meet minimum requirements; fails to adequately demonstrate comprehension, communication skills, and effort.

ATCS210 FA10 Course Calendar (subject to change/adjustment: Updated 8/31/10)

Meeting	Date	Agenda	TSA Events
Week 1			
	8/23	Student Design Competition - Move in to Studio	Classes begin
1	8/25	Meet for Studio Introduction @ 1:00PM - 2:00PM	
	8/27	Student Design Competition Due @ 5:00PM	
Week 2			
2	8/30	Phase I: Light Receiving Device	
3	9/1	Phase I: Light Receiving Device **Pinup 1 @405**	
4	9/3	Phase I: Light Receiving Device **Pinup 2 @404**	
Week 3			
	9/6	No Class	Labor Day Holiday
5	9/8	Phase I: Light Receiving Device **Pinup 3 @405**	
6	9/10	Phase I: Light Receiving Device **Pinup 4 @South Lobby**	
Week 4			
7	9/13	Phase I: Light Receiving Device **Pinup 5 @405**	
8	9/15	Phase I: Light Receiving Device **Pinup 6 @North Lobby**	
9	9/17	Phase I: Light Receiving Device **Pinup 7 @South Lobby**	
Week 5			
10	9/20	Phase I: Light Receiving Device **Pinup 8 @404** (Undergrad Project I Intermediate Review)	
11	9/22	(Undergrad Project I Intermediate Review)	
12	9/24		Last day to drop w/o record
Week 6			
13	9/27	Phase I: Light Receiving Device **Pinup 9 @405**	
14	9/29		
15	10/1		
Week 7			
16	10/4	Phase I: Light Receiving Device **Final Review @South Lobby**	
17	10/6	Phase II: Multi-purpose, Urban Infill Project	
18	10/8		
Week 8			
19	10/11	Phase II: Multi-purpose, Urban Infill Project **Pinup 1 @405** (Undergrad Project I Final Review)	
20	10/13	Phase II: Multi-purpose, Urban Infill Project **Pinup 2 @404** (Undergrad Project I Final Review)	
	10/15	No Class	Fall Break
Week 9			
21	10/18	Phase II: Multi-purpose, Urban Infill Project **Pinup 3 @405**	
22	10/20		
23	10/22		
Week 10			
24	10/25	Phase II: Multi-purpose, Urban Infill Project **Pinup 4 @405**	Last day to drop
25	10/27		
26	10/29		
Week 11			
27	11/1	Phase II: Multi-purpose, Urban Infill Project **Mid Review @South Lobby**	
28	11/3		
29	11/5		
Week 12			
30	11/8	(Undergrad Project II Intermediate Review)	
31	11/10	(Undergrad Project II Intermediate Review)	
32	11/12		
Week 13			

33	11/15	Phase II: Multi-purpose, Urban Infill Project **Pinup 5 @404**	
34	11/17		
35	11/19		
Week 14			
36	11/22	Phase II: Multi-purpose, Urban Infill Project Pinup **Mock Final Review @405**	
	11/24	No Class	Thanksgiving Holiday
	11/26	No Class	Thanksgiving Holiday
Week 15			
37	11/29		
38	12/1		
39	12/3	Last Studio Meeting	Last day of class
Week 16			
		Final Reviews / Exam Week	
Week 17			
	12/12	**Digital Portfolio Due for Evaluation**	
	12/13	Studio Walk Through	
	12/15	Studio Cleanup	Last day of Exam week
	12/17	Grades Due	