

Phase I: Balanced Plane Extension

Phase I of the semester focuses on haptic (tactile) experience of the material and making in a well-defined context.

You are asked to join (2) pieces of identical rectangular plywood to extend the surface by introduction of a third connecting element or system of elements based on the following criteria:

- Plywood to be 3/4" stain grade birch.
- The third "joining" element or a system of elements to be appropriate material of your choice based on the function and the design intent.
- The plywood and the joining element connection(s) must be via mechanical means. No glue is allowed.
- No alteration to the plywood (cutting and/or removal of material) is allowed except in conjunction with the mechanical means of connection.
- Dimension of the plywood to be 11-3/4"x15-3/4"x 3/4"
- The plywood pieces **must not** touch each other. Minimum required in-between space to be 1/4". Maximum to be 1-1/2".
- The assembly must be stable with only one plywood **edge** resting on a surface. The third joining element must counter balance the assembly.
- If the main (11-1/2"x15-3/4") surfaces of the plywood pieces are parallel to each other, you may overlap no more than 30% in area.

Consider the following:

- What defines the primary material characteristics of the elements? How do you distinguish one characteristic from another?
- How many distinct material characteristics are there in each element? How can those qualities be represented in line drawings?
- How many different ways are there to **extend** a surface? How do you **relate** the material characteristics of the extending surfaces?
- What role does the third element or system of elements play in mediating the material characteristics of the extending surfaces?

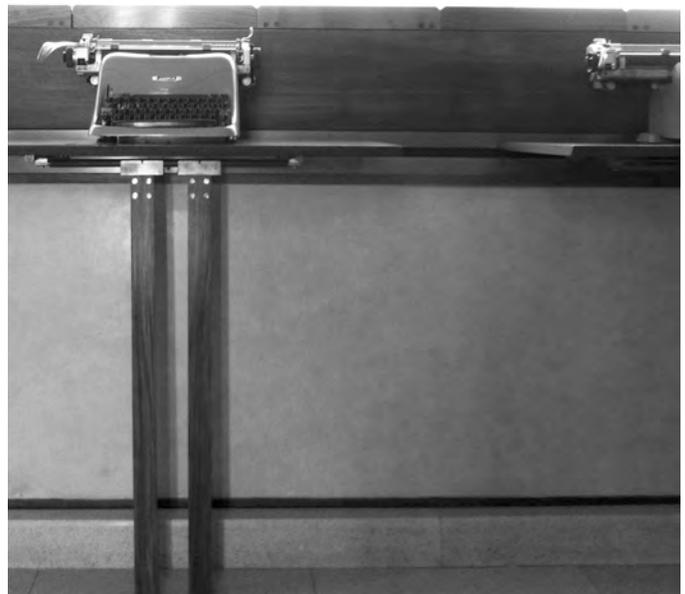
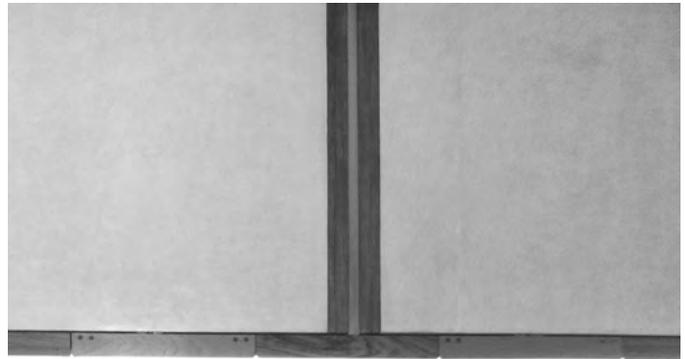
Product outcome for review:

Impeccably crafted full-scale **Balanced Plane Extension** artifact.

Analytique: One-half scale meticulous line drawings of a plan, two sections, two elevations and two axo (plan oblique) positioned in relation to one another on a single sheet of an appropriate size.

Process models, drawings and diagrams drawn to scale as required.

In conjunction with emphasizing the material and making, the pedagogical goal of phase I is to emphasize that drawing **is not** simply a pictorial depiction of an object. It is **a tool** to test and to project the construction of something that is yet to be constructed. Intention is to give students clues how to experience, understand and explore the physical assembly through representational drawings, leading into the phase II precedent analysis/synthesis.



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