

CUNY

Type of Course: Class Meetings: Instructor: Location: Semester/Year

Advanced Studio ARCH 51000 / ARCH 85101 / ARCH 92102 Mon/Thu 2:00-5:50 pm; Thursday lectures @ 5:30 pm **Professor Jane Kim** Spitzer 324 Spring 2020

Playtime: Weaving in Architecture



STUDIO OVERVIEW

Play is an essential human activity which we use to develop language, ideas, culture, and art. This studio will be exploring how the notion of play can transform the city using weaving techniques as a means of creating space. The incremental change of weaving to create surface is an opportunity for you to control what you make in a more precise way than is possible when working with other more rigid materials. Innovative technologies like 3d printing and adaptive manufacturing open new possibilities for weaving in architecture. We will explore analog and digital weaving techniques that are available to us today.

Too often, we design projects by considering a generic user of a non-specified age. The focus on the users of this space will be children. We will explore what it means to experience space as a young person and how these unique spaces can foster new modes of engagement in the city. The program for the project will be a child centered community space for Washington Heights.

From Aldo Van Eyck's playgrounds in post-war Amsterdam to M. Paul Friedberg and Richard Dattner's play-scapes in Central Park, we will research historical and current precedents of play space design and explore how the notion of play can be more integrated into the experience of the city. Students will work in groups of two.

RESEARCH



Project 1: Precedent Study

The modern movement in design and architecture also had a profound effect on playground and play space design. Play space moved from the realm of object on a blank surface to integrated landscapes and spatially complex environments to foster creativity. Though there are few examples in New York City, many contemporary playground designs have integrated these modernist concepts into new spaces for play. You will explore these historical and contemporary precedents for inspiration into how your projects can integrate into the landscape of Washington Heights.



Project 2: Site Analysis

Students are to produce site analysis diagrams using the existing topography of Washington Heights as inspiration. You will study inspiring topographic moments you find in the neighborhood. The primary goal of creating diagrams or analytical drawings is to illustrate conceptual relationships that are not automatically visible to the naked eye. You are to distill the concepts of the site to its simplest reading. The creation of diagrams is a way for you to understand what your interests are on the site. You will create a matrix of topographic spaces that creates a catalog of spatial techniques. The sites can be urban, as in a street corner where you find sidewalks and roads navigating steep inclines, or they can be pastoral, as in topographically interesting paths you find in Fort Tryon Park.



Project 3: Weaving

Your will explore your matrix of topographic spaces through weaving. This in turn leads to concepts of surface, frame, facade, and pattern. The incremental change of weaving to create surface is an opportunity for you to control what you make in a more precise way than is possible when working with other more rigid materials. Using your weaving technique as a material language, you will generate weaving models that are a translation of the data and relationships of the site diagrams into a unified three dimensional space.

PROGRAM

Working with your partner you are to create a community center and preschool on the site. This neighborhood is underserved by community spaces. It should be a place for gathering, small class spaces, and activity spaces. The interpretation of spaces for community is up to the student to define. The community spaces would be used by the preschool and would also be open for use by the community. There is an access tunnel for the 190th Street 1 train station on our site that can be integrated into the project.

Community/play space (indoor or outdoor)	10,000 sf
preschool classrooms with integrated bathrooms (4)	3,200 sf
Circulation	1,000 sf
Daycare (2 rooms)	800 sf
Public Bathrooms	500 sf
IT/Computer lab	500 sf
Staff offices	500 sf
Storage	1000 sf

Total Interior Space- 17,500 sf

Total Lot size- 24,000 sf Maximum Lot coverage- .81 Max. allowable FAR- 3.44 SITE



4452 Broadway is located in Washington Heights on the corner of Broadway and Fairview Avenue. Just to the south of the site is the 190th Street 1 Train access tunnel. Washington Heights contains some of the most dramatic topography in Manhattan. Fort Tryon Park is located a few blocks away and contains many drastic slope conditions. Broadway is located in the center of a valley between two hilltops at our site. From Broadway to Wadsworth Terrace the site rises more than 100 feet.

READINGS BIBLIOGRAPHY REFERENCES

Whyte, William H. The Social Life of Small Urban Spaces. Project for Public Spaces, 1980.

Allen of Hurtwood, Lady. Planning for Play. Thames and Hudson, 1968.

Dattner, Richard. Design For Play, MIT Press, 1975.

Friedberg, M. Paul. <u>Play and Interplay: A Manifesto for New Design in Urban Recreational Environment</u>. Macmillan, 1970.

Albers. Anni. On Weaving, Princeton University Press, 2017 (reprint).

Allen, Stan. "Diagrams Matter." <u>ANY: Architecture New York No. 23, Diagram Work: ATA Mechanicas for a</u> <u>Topological Age.</u> New York: Anyone Corp. 1998.

http://www.architectureofearlychildhood.com/p/summary.html http://www.play-scapes.com/

WEEKLY SCHEDULE, M/TH 2:00-5:50 pm *Note: schedule below is subject to revision through the duration of the semester.*

1.4	14
vv	11

W1	
Mon 01.27 Thu 01.30	LOTTERY in Rm 107 @ 2 pm, followed by first studio meeting Studio- Project 1 due. Site visit. Begin Project 2 5:00pm. Convocation, Aaron Davis Hall
W (2)	
Mon 02.03	Studio- Project 2 due Portfolios DUE: 4 th year B Arch students (by midnight, box in front of Rm 131)
Thu 02.06	Studio- Project 3 begins
W3	
Mon 02.10	Studio
Thu 02.13	Studio 5:30pm. Lecture: Lucretia Montemayor
W4	
Mon 02.17	College Closed / Presidents Day
Thu 02.20	Studio- Project 3 Pin-up. Project development begins 5:30pm. Lecture: V. Mitch McEwen
W/5	
Mon 02.24	Studio
Thu 02.27	Studio
	5:30pm. Lecture: Carlo Bailey
14/0	
W6 Mon 03 02	Studio
Thu 03.05	Studio
	5:30pm. Lecture: Sumayya Vally + Sarah de Villiers of Counterspace
W7	Ctudia
Thu 03.09	Studio
110 00.12	5:30pm. Lecture: DK Osseo-Asare
W8	
Mon 03.16	Studio Midreview
Thu 03.19	Siudio 5:30pm Lecture: Virginia Hanusik
W9	
Mon 03.23	Studio
Thu 02.26	5:30pm. Lecture: Christian Benimana
Thu 03.20	5:30pm Lecture: Vincent Boudreau and Lesley Lokko
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W10	
Mon 03.30	Studio
INU 04.02	Studio
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W11	
Mon 04.06	Studio
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5:30pm. Panel: Kelly Bair + guests

04.08-04.16 SPRING RECESS

W12

Mon 04.20	Studio
Thu 04.23	ADVANCED STUDIO SHARING in Rm 107, 1:30-3pm; Studio
	5:30pm. Lecture: Alessandra Cianchetta

W13

Mon 04.27	Studio
Thu 04.30	Studio
	5:30pm. Lecture: Mae-ling Lokko

W14

Mon 05.04	Studio
Thu 05.07	Studio
	5:30pm. Lecture: Hanif Kara + Simon Alfred

W15

Mon 05.11	FINAL REVIEWS
Wed 05.13	FINAL REVIEWS
Thu 05.14	Super Jury
Fri 05.15	Studio Clean-up Day

W16

TBD Final Class Meeting, Exit interviews Studio Materials due for: SSA/CCNY Archive, Summer Show, etc. as directed by instructor

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Course Expectations:

- That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
- That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance in order to be considered valid.

Methods of Assessment:

- Attendance and participation in class discussions: 20%
- Project development in response to semester schedule: 50%
- Project presentation, completion and resolution: 30%

Note: The Research component of the studio will be weighed more heavily in assessment of graduate student work and class performance.

Key areas of Grading Assessment:

- Studio performance & work habits: Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.
- **Clarity of representation & mastery of media:** Ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.
- Pre-design: Ability to prepare a comprehensive program for an architectural project that includes such

tasks as: an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

- **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.
- Integrated evaluations and decision-making design process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- Attendance: Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Portfolio**: Completion of portfolio as directed by coordinator and attendance at all scheduled portfolio related events.

Grading Criteria:

- A (+/-) Work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, "museum quality" level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense struggle to go beyond expectations, and beyond the student's own perceived limits of their abilities.
- **B (+/-)** Work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.
- C (+/-) Work meets minimum requirements. While presentations may be complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.
- **D** Work is below minimum requirements. Presentations are incomplete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.
- **F** Work is well below minimum requirements. Student does not develop adequate design process, and/or does not finish work on time.
- **INC** Grades of "incomplete" are not given under any circumstances unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. Classes / work missed due to illness must be explained with a physician's note.

Notes:

C is the lowest passing grade for M.Arch I and M.S. Arch students. D is the lowest passing grade for B.Arch students. No C- or D grades may be given to graduate students.

Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each student.

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY academic bulletins: <u>https://www.ccny.cuny.edu/registrar/bulletins</u>

Office Hours:

Office hours are set by appointment. If a student needs to speak in private with a studio critic they must email in advance to request a meeting time. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment and content.

Probation & Dismissal: for program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:

B.Arch: Michael Miller <u>mmiller@ccny.cuny.edu</u> Amy Daniel <u>adaniel@ccny.cuny.edu</u>

M.Arch: Hannah Borgeson hborgeson@ccnv.cunv.edu

Studio Culture:

Working in the studio is mandatory. Studio culture is an important part of an architectural education. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here: https://ssa.ccny.cuny.edu/about/policies/.

Absence & Lateness:

Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from a final grade; more than four will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussion.

Absences due to Religious Observances:

Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

Noise Policy:

The studio environment should be a quiet and respectful place where all students can work and think in peace. At no time may students play music out loud in studio, even at a low volume. If you desire to listen to music, either during class hours or after hours, headphones are a requirement. Conversations must also be kept to a reasonable volume to respect classmates and those students in adjacent studios.

Readings & Journals:

Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Integrity:

As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture, but also demeans the academic environment in which it occurred. Giving or receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is a serious instance of academic dishonesty in the context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student. All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, without proper attribution will result in automatic failure of the entire course.

The CCNY Academic Integrity Policy: <u>https://www.ccny.cuny.edu/about/integrity</u> For citations, the Chicago Manual of Style is recommended: <u>http://www.chicagomanualofstyle.org/tools_citationguide.html</u>

AccessAbility Center (Student Disability Services):

The AccessAbility center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. (North Academic Center 1/218; 212-650-5913 or 212-650-6910 for

TTY/TTD). https://www.ccny.cuny.edu/accessability

Library:

The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the Architecture Librarian Nilda Sanchez: nsanchez@ccny.cuny.edu

NAAB (National Architectural Accrediting Board):

The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

The following student performance criteria from the 2014 NAAB Conditions are addressed in this course:

Realm B: Building Practices, Technical Skills, And Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

B.1 Pre-Design: ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

- **C.1 Research:** understanding of the theoretical and applied research methodologies and practices used during the design process.
- **C.2 Integrated Evaluations and Decision-Making Design Process:** ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Students should consult the NAAB website <u>www.naab.org</u> for additional information regarding student performance criteria and all other conditions for accreditation.

CONTACT INFORMATION:

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