

Today, contemporary living is inseparable from digital technologies. As digital technologies are gradually redefining and reshaping the environments we inhabit, the further application of these emerging technologies in design will provide new opportunities as well as challenges for future practice. With this idea in mind, this studio will focus on the 'context-v-uality' how urban context will be transformed with the employment of technology as Spina suggested: "We live in an age of permanent mutation and continuous adaptation".

The discussion of the studio includes several topics of what is the essence of "this continues variations" in place design that the future architects will be confronted with;

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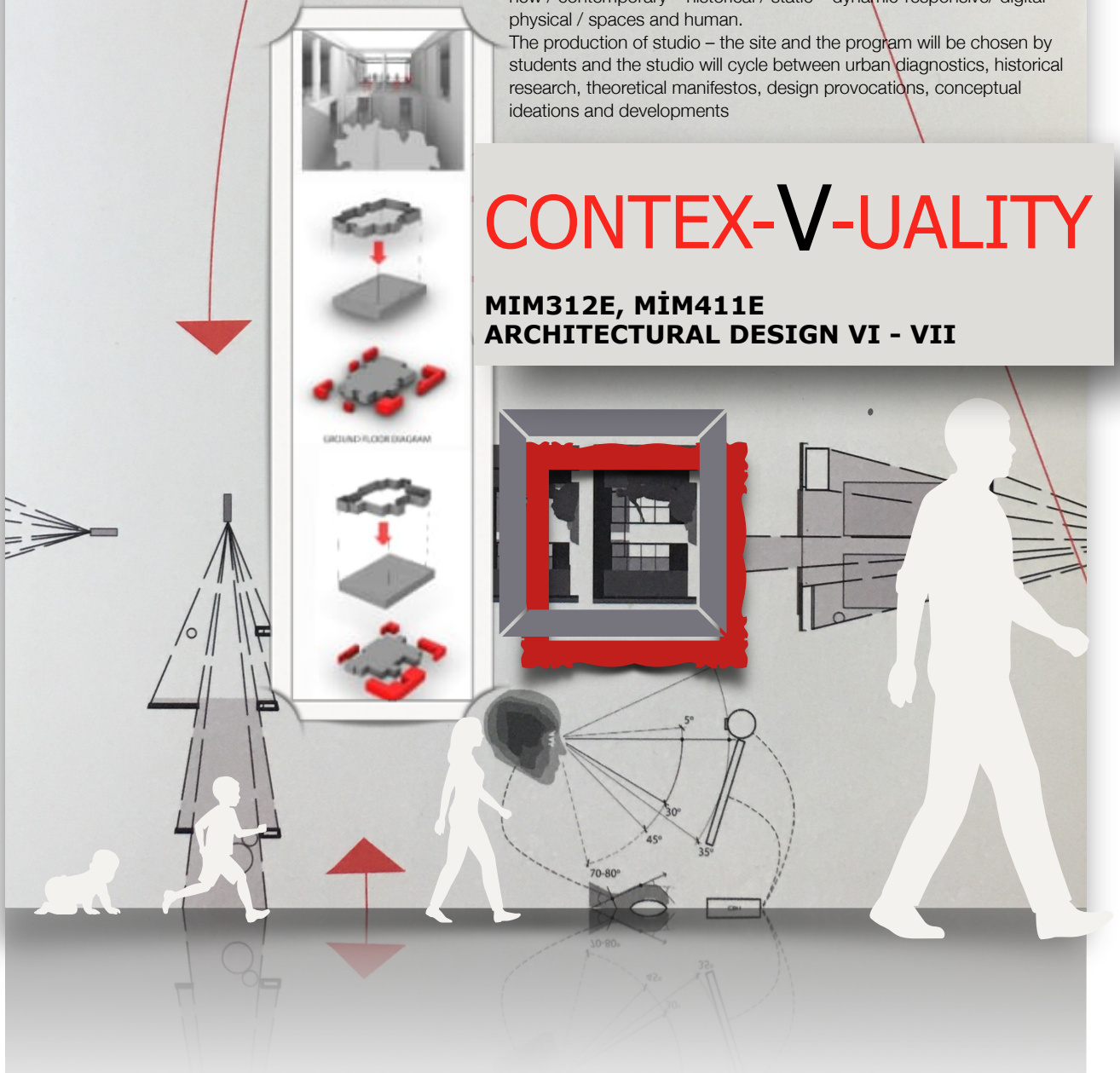
\*what are the relationship - interaction between -in/within- the old-new / contemporary - historical / static - dynamic-responsive/ digital-physical / spaces and human.

The production of studio - the site and the program will be chosen by students and the studio will cycle between urban diagnostics, historical research, theoretical manifestos, design provocations, conceptual ideations and developments

# CONTEX-V-UALITY

MIM312E, MİM411E

ARCHITECTURAL DESIGN VI - VII



Prof.Dr.Leman Figen Gül

İTÜ MİMARLIK FAKÜLTESİ - MİMARLIK BÖLÜMÜ

Course Syllabus | 2019-2020  
Spring Semester  
Course Day and Hour : Monday and  
Thursday 13:30- 17:30  
Course Instructor: Prof.Dr. Leman Figen Gül  
Course Room :  
e-mail: fgul@itu.edu.tr  
Course Credit : 5  
Office no:228

Course Web Site :<http://ninova.itu.edu.tr/tr/dersler/mimarlik-fakultesi/13098/mim-411e/>

Course Assistant/s: Burak Delikanlı  
e-mail:  
Office no:

### 1 STUDIO DESCRIPTION

In this course, students will work closely with a tutor on a unique project, absorbing the key issues informing the project and demonstrating an ability to translate these issues into a design project. The objective of the unit is to prepare a schematic and developed design for a public building project with an emphasis on interrelationships of spaces and specialist functions, including, public interface, public assembly and functional performance. On successful completion of this unit of study students will develop concepts to justify a design with references to an urban site as well as strategies for public buildings.

The studio investigates the concept of space, empty space, pop-ups/ parasol/ relationships of components and sensation through a series of design exercises within small tutorial groups during Monday and Thursday studio sessions. There will be several types of assessments based on the design of the building plus in-class exercises which might involve students in quick resolution and communication of a design solution. The objective of the unit is to prepare a schematic and developed design for simple public building project with an emphasis on interrelationships of spaces and specialist functions, including, public interface, public assembly and functional performance. On completion of this studio students should be able to:

- Justify a design with references to an urban site;
- Develop strategies for the chosen program;
- Identify functional needs and uses of the building;
- Prepare design solutions to be suitable in an existing building fabric; and
- Present designs and ideas graphically and verbally.

### 2 COMMUNICATION

Important announcements about homework assignments and exams will be posted on İTÜ Ninova web site or sent to students' email accounts, see below URL. It is the student's responsibility to check the web site and their email frequently enough to be able to meet the requirements of those announcements in a timely manner. <http://ninova.itu.edu.tr>

### 3 ACTIVITIES

#### *Groupwork/workshop*

The studio will include some groupwork and workshop in order to develop a common ground on the discussion issues. Workshops will be given by Müge Halıcı and Koray Bingöl. Active participation is expected.

#### *Research / Writing up a manifesto /Portfolio*

The students are expected to write up a manifesto and portfolio that would explain the concept, intention, context and inspiration of the proposed design. This work will be part of the assessment indicating the progress of individuals and will be submitted as the form of a portfolio along with the drawings of the proposal.

#### *Projects*

Series of exercises and a term project that will have 3 phases will be given. The term project will be the main project of the course.

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## 4 WEEKLY SCHEDULE

|    | Week/day                      | Modul                          | Studio Topic  |
|----|-------------------------------|--------------------------------|---|
| 1  | Monday 10.02                  | theme - readings Intro brief 1 | Introduction/ Proun Exercises   |
|    | Thursday 13.02                | Exercise 1                     | Proun abstraction   |
| 2  | Monday 17.02                  | Exercise 1                     | Workshop AR   |
|    | Thursday 20.02                |                                | Workshop AR   |
| 3  | Monday 24.02                  | Intro brief 2                  | SUBMISSION of Exercise 1 by 13:30<br>Intro of Martix of Modules- <a href="#">Fabrication Workshop</a> |
|    | Thursday 27.02                | Exercise 2                     | Workshop  |
| 4  | Monday 2.03                   | Exercise 2                     | Model making  |
|    | Thursday 5.03                 |                                | Model making / plan /model -  |
| 5  | Monday 9.03                   | Project - Phase 1              | Model making / plan /model -  |
|    | Thursday 12.03                |                                | Group mock-up/ SUBMISSION of Exercise 2   |
| 6  | Monday 16.03                  | Project                        | Phase 1 intro- Site and program selection/ proposal   |
|    | Thursday 19.03                |                                | Site / Analysis /Mapping & diagramming the city/ Research Mapping / diagnostic                        |
| 7  | Monday 23.03                  | Project                        | schematic design development  |
|    | Thursday 26.03                |                                | Phase 1 <b>SUBMISSION</b>   |
| 8  | Monday 30.03<br>Thursday 2.04 | Mid-term Break                 |   |
| 9  | Monday 6.04                   | Project Phase 2                | Analysis /Mapping & diagramming the city/ Research  |
|    | Thursday 9.04                 |                                | Day critiques   |
| 10 | Monday 13.04                  | Phase 2                        | Day critiques   |
|    | Thursday 16.04                |                                | Day critiques   |
| 11 | Monday 20.03                  | Project                        | Day critiques   |
|    | Thursday 23.04                | Phase 3 Intro                  | Phase 2 SUBMISSION- Mid-term critique- pin up submissions sharp @1:30pm                               |
| 12 | Monday 27.04                  | Final Project                  | Day critiques   |
|    | Thursday 30.04                |                                | Day critiques   |
| 13 | Monday 4.05                   | Final Project                  | Day critiques   |
|    | Thursday 7.05                 |                                | Day critiques   |
| 14 | Monday 11.05                  | Final Project                  | Day critiques   |
|    | Thursday 14.05                |                                | Day critiques   |
| 15 | Monday 18.05                  | Final Project                  | Day critiques   |
|    | Thursday 21.05                |                                | Final presentation – final critique- pin up submissions sharp @1:30pm                                 |

Due of final submission will be announced.

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## 5 ASSESSMENT

- Exercises 40 %,
- Term project 60 %

Expected The assignments aim to extend student's ability to resolve the design issues associated with a design proposal of a building/artifact.

Assignment Objectives

On completion of the assignments the students should be able to:

- Develop a final design proposal for a large scale building.
- Use appropriate communication skills to present a design proposal

### **The assignment requires:**

#### ***Internal program:***

Proposal to better satisfy performance / esthetic criteria and get the services with a well resolved solution to the problem of structure and envelope to realize design intentions.

#### ***External program:***

Proposal to better satisfy performance criteria addressed in all submissions, AND illustrate a consideration of vehicular and pedestrian access, landscaping, and existing context, etc. with the aid of graphical presentation techniques such as photomontage, models and drawings.

#### ***Creative idea development:***

Proposal to contribute to the discipline of architecture, and engage with questions of space (as discussed in class).

#### ***Graphic and verbal communication:***

The presentation will make use of appropriate drawings, models and verbal communication techniques to present a schematic design proposal in a contemporary way.

## 6 PLAGIARISM

University policy prohibits students plagiarizing any material under any circumstances, if a student presents the thoughts or works of another as one's own, it is called plagiarism. Plagiarism may include, but not limited to:

- copying or paraphrasing material from any source without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, drawings, music, formulae, websites and computer programs.

Aiding another student to plagiarize is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the YÖK policy on plagiarism, please refer to: Yükseköğretim Kurumları Öğrenci Disiplin Yönetmeliği, S:28388.

## 8 READINGS/ RESOURCES

The list will be given in week1.

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## 7 THEME : CONTEX-V-UALITY

Architectural design has always been defined and perceived as the art of place making. Traditionally, places differ from spaces by including social and cultural values, besides spatial configurations (Kalay, 2004). This definition of place well emphasizes the key elements in the formation of places which are the spatial environment and people who inhabit the environment and the interactions between these two. This understanding is reiterated by many other scholars. Norberg-Schulz (2000) uses the word “totality” to describe the art of places, which by principle deals with “the experience of living”. Steele (1981) characterizes a diagram to define the concept of a sense of place: “Setting + Persons = Sense of Place”. The term “setting” in the diagram refers to the “surrounding” (spatial setting) and “context” (social setting). The “persons” are psychological factors. Relph (1976) claims that places at all scales are “whole entities” that combine natural and artificial objects, functions and activities, and meanings given by intentions. With the advancement of mobile, ubiquitous and tangible computing, digital information, this “whole entities” are gradually converged overtime. Today, contemporary living is inseparable from digital technologies. As digital technologies are gradually redefining and reshaping the environments we inhabit, the further application of these emerging technologies in design will provide new opportunities as well as challenges for future practice. The integration of these technologies as new design languages and resources requires future generations of designers to develop the understandings and skills of designing with and for these new technologies.

With this idea in mind, this studio will focus on the ‘contex-v-uality’ how urban context will be transformed with the employment of technology as Spina (Enright, 2011, p11) properly suggested: “We live in an age of permanent mutation and continuous adaptation”.

The discussion of the studio includes several topics of what is the essence of “this continues variations” in place design that the future architects will be confronted with;

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The production of studio – the site and the program will be chosen by students-- will cycle between urban diagnostics, historical research, theoretical manifestos, design provocations, conceptual ideations and developments. The outputs are expected below:

- new types of multi-media boards, voxel-and/or animated representations that would challenge conventional depictions of space.
- multi-scaled prototypes that re-consider / re-think some aspects of conventional building typology in relation with the context / neighborhood.

References:

- Kalay, YE (2004). *Architecture's New Media: Principles, Theories, and Methods of Computer-Aided Design*. Cambridge: The MIT Press.
- Norberg-Schulz, C (2000). *Architecture: Presence, Language, Place*. Milan: Skira Editore.
- Steele, F (1981). *The Sense of Place*. CBI Publishing Company.
- Relph, E (1976). *Place and Placelessness*. London: Pion Limited.
- Enright, J (2011). Marcelo Spina Faculty profile, SCIArc Magazine no:2 Spring 2011.
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