

Project #3: Building Intervention in Holyoke

The final project of the semester will be to propose and design a built intervention within central Holyoke in response to community-identified needs. As documented in the recent community workshops/charettes, those projects involve arts, culture, economic development, sports, health and recreation, and your project should grow out of these contexts; but you may develop another project from your own interactions/observations within the community. Please re-read all the documents from the AIA150 Blueprint Community Design process before deciding on a project.

Some Possible Projects:

- Arts, Gallery & Performance Space
- Arts & Cultural Center
- Digital Arts & Media Center
- Urban Farm and Market
- Indoor/Outdoor Marketplace
- Business Incubator
- Small Health Clinic
- Recreation Center
- Natatorium and Fitness Center
- Community Sports Complex

Project Parameters:

- The project should involve a small to mid-sized building (5,000 – 50,000 sq. ft. maximum)
- You may mix programs/uses within your project.
- All projects must include integrated exterior/public spaces.

Once again it is important to consider this project as a continuation of your critical analysis –and recognize the ability of this proposed project to extend and express your insights regarding the city. Use your observations, analysis, notation and your small project strategies as a critical “new ground” on which your project emerges. As with the last project, YOU MUST DEMONSTRATE A CREATIVE APPROACH THAT HAS GROWN OUT OF THE CRITICAL UNDERSTANDING OF THE IDEAS/CONCEPTS/READINGS WE HAVE DISCUSSED AS A CLASS THIS SEMESTER.

Assignment # 1 / Project, Program, Site and Strategy Development

Program development and analysis:

Develop a program for your selected project. This should be a clear list of the necessary spaces and approximate sizes required, but should also include information on the programs need and cultural context in the community. After you have a clear understanding of the parts and pieces of the program create a series of diagrams/maps/charts that define the relationship of the various building program elements. The following focus areas provide some examples of the relationships that may be examined. You may use these topics or invent others that may be appropriate for your project:

RELATIONSHIPS OF USE

Proximity (next to, far from, interrelated, etc...)

Temporality: Daily (when used; morning, afternoon, evening)

Temporality: Duration (how long is it used for)

Users: (Visitors/public, staff, etc...)

Circulation: Links and sequences

RELATIONSHIPS OF

CHARACTERISTICS/QUALITIES

Large/Small

Light/dark

Open/close

Covered/uncovered

Private/public

EXTERNAL RELATIONSHIPS

To the site / To existing buildings

To the larger environment (sun, shade, wind, city-at-large)

To historic or cultural precedent

To typology (local, regional or international)

To community

YOU ARE NOT DESIGNING A BUILDING WITH THESE DIAGRAMS –BUT THOROUGHLY ANALYZING THE PROGRAM—and creating an “operative tool, a formal construct, a descriptive idea or a combination of these.”

This is both an objective study and a creative process, your diagrams of these elements may be developed in whatever way you see fit. Consider creating axonometric diagrams as well as 2D diagrams. Consider sectional as well as plan images. Use color, text and a variety of opacities to clarify your diagrams.

Site Analysis:

Select a site for your project. This may be on the street/area you were working on as a group, or you may select another location. There are several city/community identified sites for development and we will review these in class at the start of this project.

Develop a notational analysis of your selected site. Look back at the criteria from Project #1 and create a series of drawings/diagrams that explore the social, physical, intangible and ephemeral aspects of your site. Consider multiple viewpoints, interrelationships and inventive categories as you examine your site at a macro-scale. Your program analysis may intersect and overlap your site analysis/notation.

Use your understanding/synthesis of the assigned readings and class discussions to create a framework for this work.

PLEASE DO NOT START THE NEXT PART UNTIL YOU HAVE COMPLETED THE PROGRAM AND SITE ANALYSIS.

Project Strategy and Preliminary Design;

After completing the program and site analysis, develop a strategy for developing the project and preliminary design ideas/concepts. This work should be presented in whatever way is appropriate for your design, but in addition to clear design and concept drawings you must include the following:

- 10 or more pages from a sketchbook with concept and strategy development ideas (photocopied or scanned/printed for presentation). While these pages will likely include sketches of a “building,” please include text, diagrams, and images that demonstrate detailed reflection on your previous research and grapple with strategies for design development.
- Concept model(s) at a very small scale. You are encouraged to do multiple models and think in series.
- Two page or more (single spaced) summary of your design thinking. This document must footnote at least three readings that we have completed this semester.

DUE:

**Project and Site selection:
Wednesday 10/24 (presented at desk crits)**

**Presentation of all Assignment #1 Materials:
Week of November 5 (critique days to be discussed in class)**

Assignment #2 / Project Development

Continue to evolve your design as an integrated development of the semester’s work. Basic building code and material issues should be investigated and the project proposal must be reasonably realistic—for example, demonstrating appropriate structural systems, spatial relationships, egress and finish materials. Consideration of the community and cultural context of Holyoke should remain a key element in your designs development.

DUE:

**Design Presentation:
Week of November 26 (critique days to be discussed in class)**

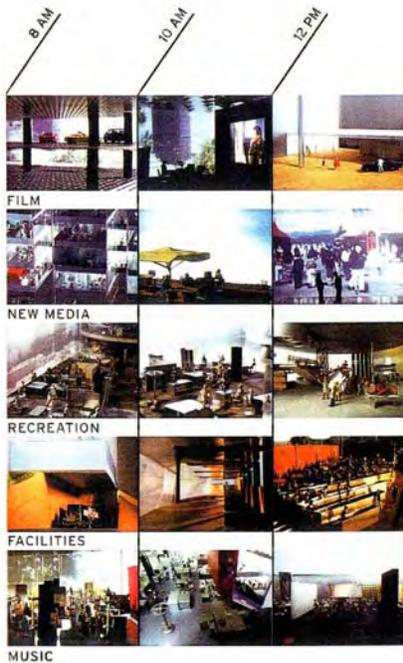
**Final Presentation:
Week of December 17 (critique days to be discussed in class)**

GUIDELINES/AIDS FOR DEVELOPING PROGRAM ANALYSIS:

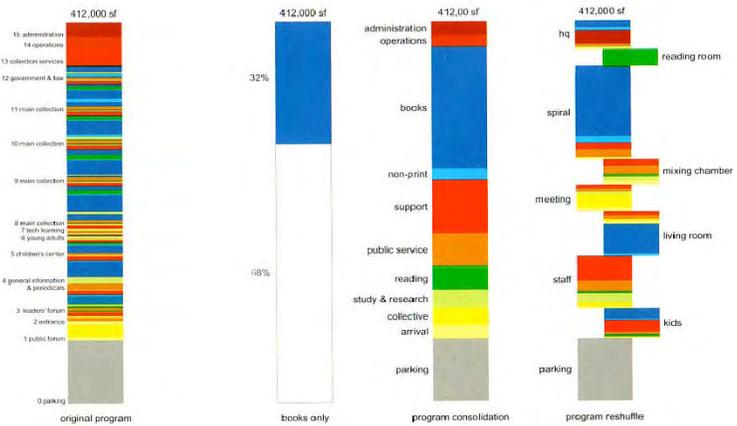
Look at the design development of architects where program analysis and diagramming play essential roles in project development. Research the work of Rem Koolhaas, Bernard Tschumi and Stan Allen and pay particular attention to the strategies they use to develop projects. There are many other architects and design teams that use diagramming strategies for their work --research their work and collect examples of compelling/revealing examples.

Similar to the site analysis/notation, developing innovative and/or original categories to investigate programmatically is a key strategy. In addition, creating a systematic matrix in which to examine those categories is essential.

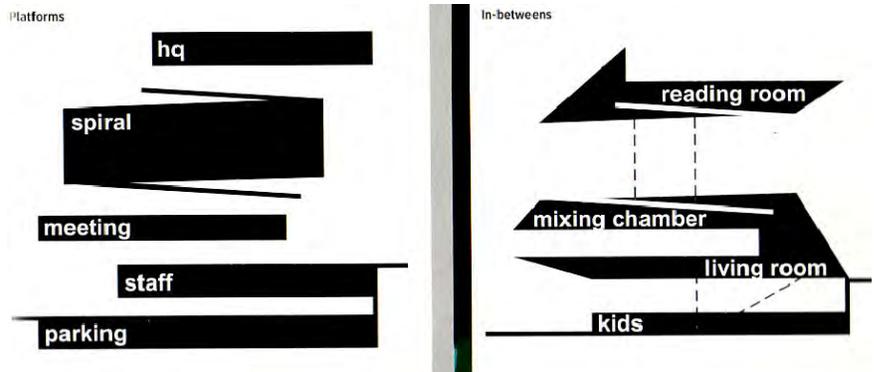
EXAMPLES:



Rem Koolhaas/OMA:
 Program Diagram for
 Universal Studios
 Headquarters



Rem Koolhaas/OMA:
 Program Diagrams for
 the Seattle Public Library



GUIDELINES/AIDS FOR DEVELOPING SITE NOTATION DIAGRAMS:

Selecting a system of measure (spatial and/or temporal) is an important first step in developing the notation. This system may be something neutral which is applied to the site (i.e., a series of horizontal lines designating a dimension, a series of vertical lines designating hours in the day, a grid, etc...) or a system generated by a particular site conditions (the system of street poles and communication wires, connecting the array of entry doors, man hole covers, etc...)

Develop innovative and/or original categories to investigate. The examples below examine: activity/densities at openings; pressure points within an urban elevation; and mapping (through a sectional technique) of material densities one passes on a journey down a street.

Consider using sectional and/or elevational strategies as well as plan strategies.

Your site notation is a serial drawing. It may include layers/lines of information. For example, it may include a series of sequential photos of the site that are then investigated with a more abstract language through your inventive categories.

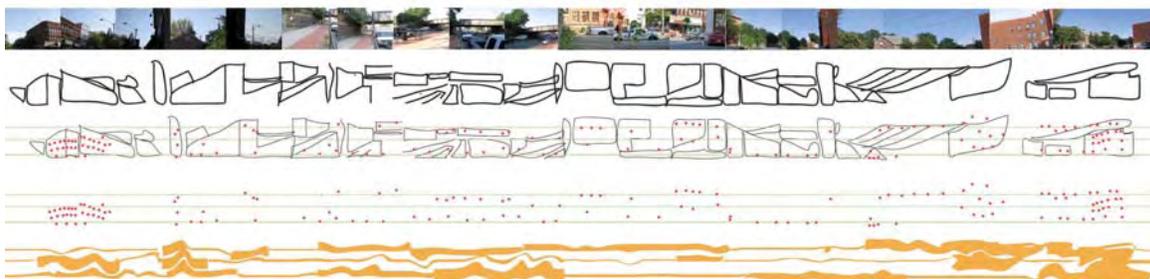
Develop an abstract formal language over a representational, illustrative language.

These notations develop over time, they will likely require multiple layers to achieve a visual richness. Read over the "Strategies of Representation" readings, examine the examples in those texts and research other architects/artists who use these techniques.

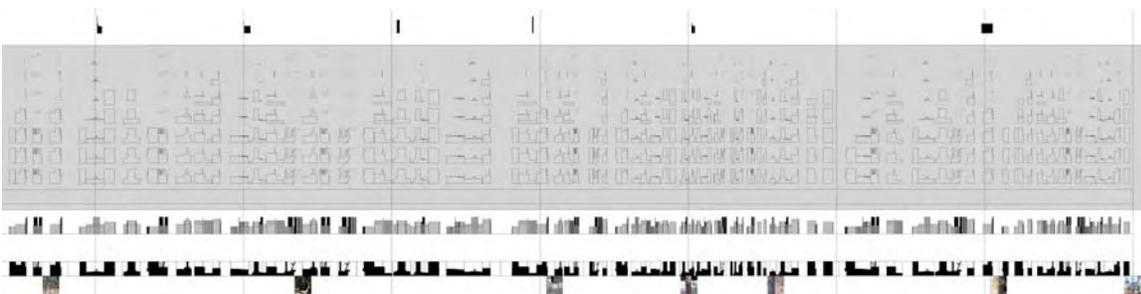
EXAMPLES FROM FALL 2006:



Shinyoung Park



Ritesh Khanna



Chad Wanstreet

GUIDELINES/AIDS FOR DEVELOPING CONCEPT MODELS:

Develop your concept models in close conjunction with your site and program analysis/notation. You may develop your concept models from your site notation, program notation and/or a combination of the two. But they must make clear references to your previous work.

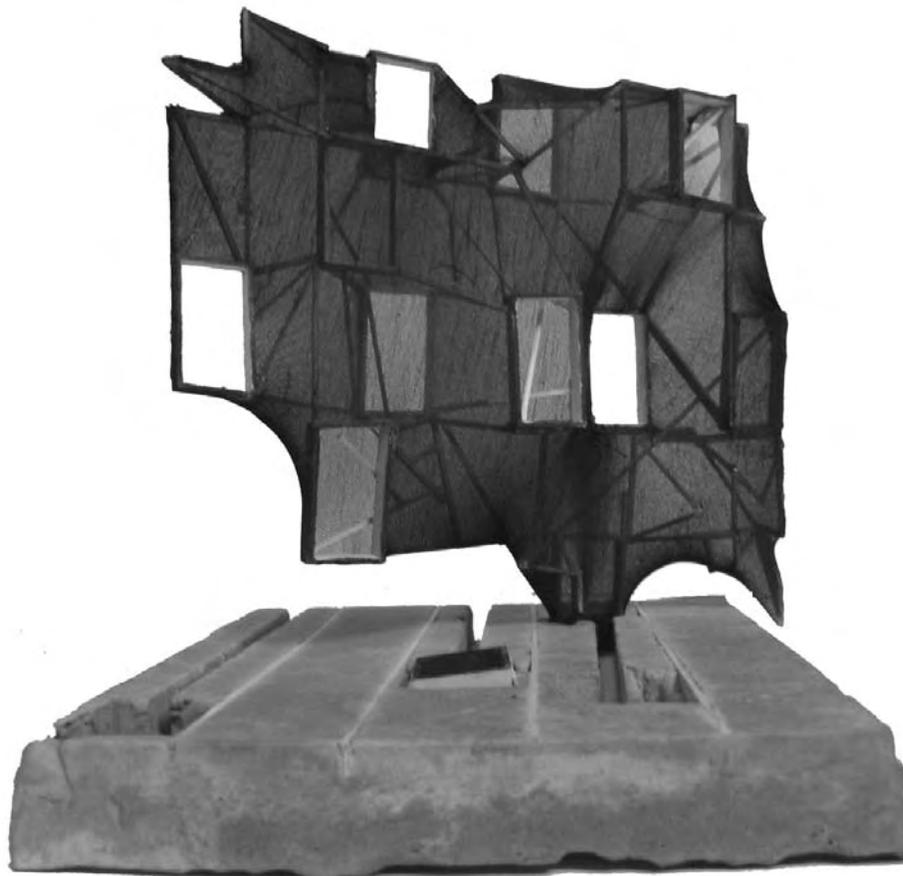
Since your notations will likely be organized with a system of measure, consider developing your concept models as a three-dimensional matrix/representation of your notation. This would mean that the model may be representative of a system that could be extended in any/all directions. Such an approach would avoid making an “object” model and create something more representative of a system.

Do not make illustrative “concept” models. This exercise is not to develop an “expression” of an idea –rather, it is an attempt to formalize your previous analysis and notation and find the tectonic and spatial conditions inherent in the notation.

Your models should not be of the design of a building, but rather use these concept models to negotiate ideas inherent in your notations and studies. However, as the models progress, “building” ideas may slowly be incorporated into the work of later models.

Work systematically and consider which three dimensional systems/matrixes will best help you to organize this work and realize your ideas.

EXAMPLE FROM FALL 2006:



Wes Piermarini