

# PROJECT 01

## BEIT LEHI VISITOR CENTER

ARC 3110 | Fall Semester 2021

### PHASE 1 – PRE-DESIGN

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*Aerial view of Beit Lehi looking northwest*

#### PRE-DESIGN

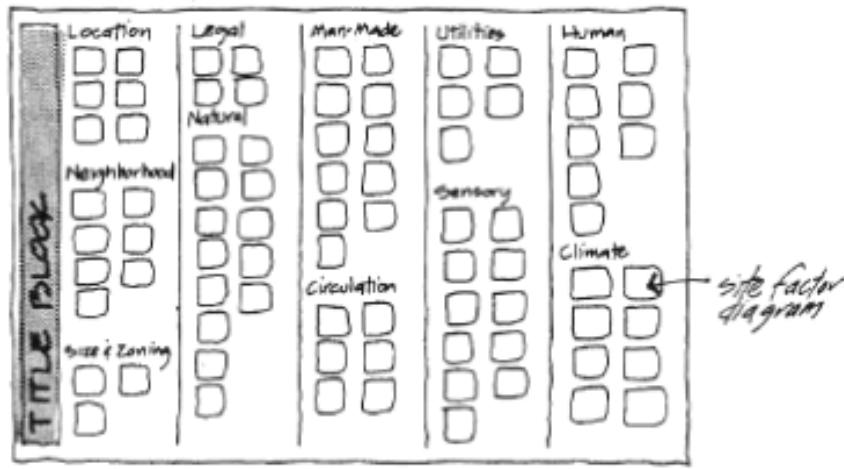
Before the schematic design phase begins there are several pre-design activities that help an architect become familiar with the project's site as well as the scope of work for the project. This includes studying similar building typologies or local precedents, analyzing the conditions of a site and context, and learning more about the building's program and space needs. For the pre-design phase, each student will conduct the following research:

- **Part A: Precedent analysis** through the study of an existing visitor center to better understand the building typology

- **Part B: Programming analysis** to understand user and space needs as well as adjacency requirements
- **Part C: Site analysis** to identify topographic, climatic, and contextual issues related to the project

## REQUIREMENTS + FORMAT

All analyses may be produced using digital or analog methods. The final presentation format will be on two 24"x36" (ARCH D) sheets. One sheet will be dedicated solely to the precedent analysis of Part A. The other sheet will be shared by Part B for program analysis and Part C for site analysis. These will be presented in both digital (PDF) and printed pin up format. Each student must develop a consistent and professional presentation that is clear to read when pinned up on a wall.



## PART A: PRECEDENT ANALYSIS

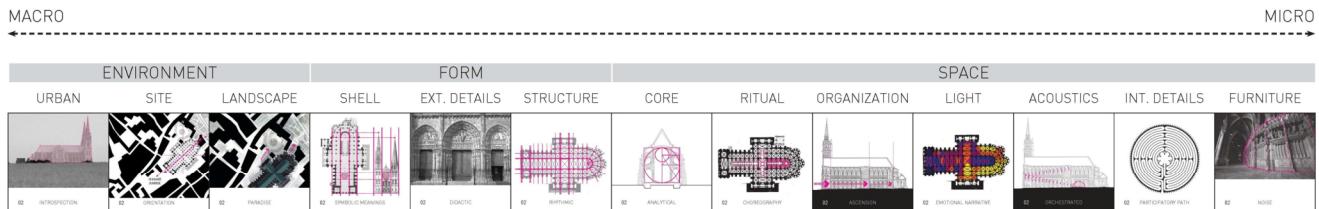
In order to help students understand visitor center building typologies, each student will perform precedent analysis.

### VISITOR CENTER PRECEDENTS

Each student must select a visitor center precedent to study and analyze from the following list of buildings.

- Masada Visitor Center, Israel
- Qumran Visitor Center, Israel
- Megiddo Visitor Center, Israel
- Tzipori National Park (Sepphoris) Visitor Center, Israel
- Ein Keshatot Visitors Center, Israel
- Shelby White and Leon Levy Lod Mosaic Archaeological Center, Lod, Israel
- Holocaust Museum at Yad Vashem, Jerusalem, Israel
- Yeşilova Höyük Visitor Center, Turkey
- New Acropolis Museum, Athens, Greece
- Volubilis Visitor Center, Meknes, Morocco
- Stonehenge Visitor Centre, England
- Visitor Center for the Archaeological Site of Ur, Iraq (Proposal)
- Wasit Natural Reserve Visitor Centre, Sharjah, United Arab Emirates
- Micro-Oasis Tambo Pintados Visitor Center, Antofagasta, Chile
- Jianamani Visitor Center, Yushu, China
- Visitor Center at Zion National Park, UT
- Dinosaur National Monument Visitor Center, Jensen, UT

- Monmouth Battlefield State Park Visitor Center, NJ
- Ford Orientation Center and Donald W. Reynolds Museum and Education Center, Mount Vernon, VA
- Canyons of the Ancients Visitor Center and Museum, Cortez, CO

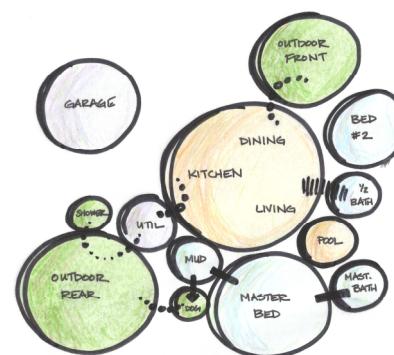
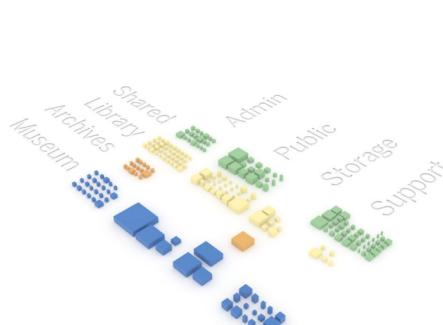
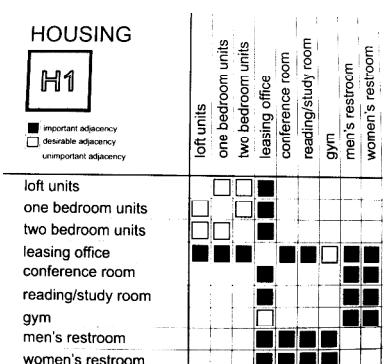


Each visitor center precedent should be analyzed in four separate ways using plans, sections, elevations, diagrams, exploded isometrics, photographs, etc.

- **Environment:** Urban planning / Topography / Connectivity / Context
- **Form:** Building massing / Elevation composition / Proportion
- **Space:** Program organization / Circulation or Spatial Sequence
- **Details:** Exhibit strategy / Lighting / Displays

Each presentation sheet should include the following:

- Building name
- Building location
- Architect
- Date of construction
- North arrow
- Graphic scale
- Drawing type label (Ground floor plan, East elevation, section)
- Name of type of analysis or principle being conveyed



## PART B: PROGRAM ANALYSIS

Each student will analyze the program for the visitor center project in three separate ways.

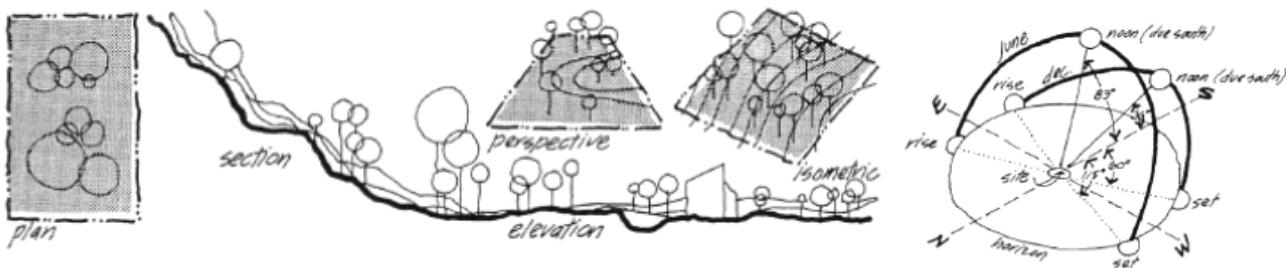
- **Adjacency matrix** - summarize adjacency and issues.
- **Bubble diagram** - showing potential relationships between program spaces.
- **Space Size / Usage Matrix** – 2D diagram showing relative sizes of program organized by usage.

## PART C: SITE ANALYSIS

“The major role of contextual analysis in design is that of informing us about our site prior to beginning our design concepts so that our early thinking about our building can incorporate meaningful responses to external conditions,” explains Edward White (1983, p.6).

Each student will analyze the site and context for their visitor center in a variety of ways as outlined below. The analysis can be conveyed in a number of ways using plans, sections, elevations, diagrams, exploded isometrics, photographs, etc.

- **Topographic Sections / Plan** (natural physical features, human-made features, etc)
- **Immediate site context**
- **Climate Data** (temperature, precipitation, humidity, wind, solar altitude/path, etc)



## RELATED READING

## PRECEDENT ANALYSIS

- Ching, Frank. *Architecture: Form, Space, & Order*. 3rd ed. Hoboken, NJ: John Wiley & Sons, 2007.\*
- Clark, Roger H., and Michael Pause. *Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis*. 3rd ed. Hoboken, NJ: John Wiley & Sons, 2005.

## PROGRAMMING

- Pena, William M. *Problem Seeking: An Architectural Programming Primer*. HOK.
- Hershberger, Robert G. “Planning-Predesign Services,” in *The Architect’s Handbook of Professional Practice*.

## SITE ANALYSIS

- White, Edward T., *Site Analysis: Diagramming Information for Architectural Design*. Tallahassee: Architectural Media, 1983.

## PD PHASE ASSESSMENT

Your work will be graded based on the following criteria:

DELIVERABLE	POINTS
PRECEDENT ANALYSIS	50 (50%)
PROGRAMMING ANALYSIS	25 (25%)
SITE ANALYSIS	25 (25%)
<b>TOTAL</b>	<b>100 points / 100%</b>