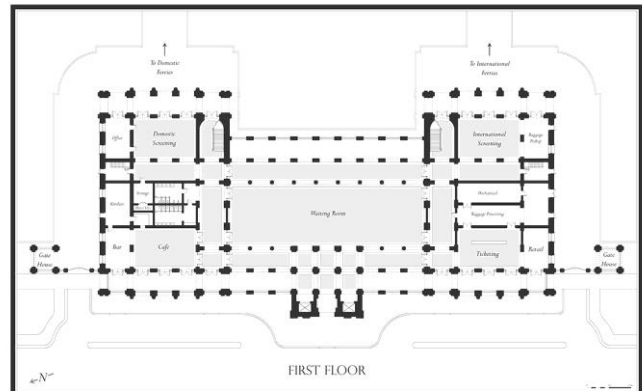


# PROJECT 02

## LIBRARY FOR THE 21ST CENTURY

ARC 3210 | Architecture Design Studio IV | Prof. Brandon Ro, AIA, NCARB

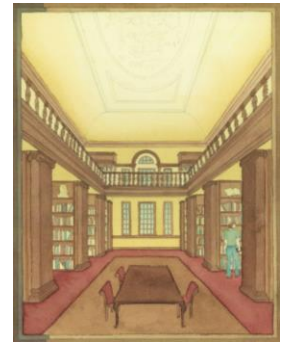
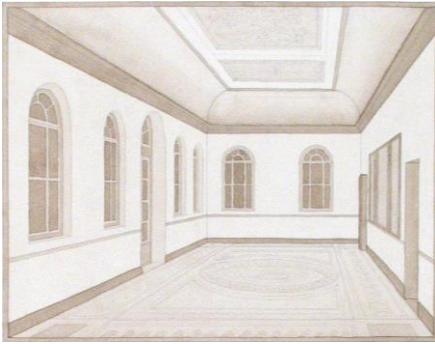
### PHASE 3 – DESIGN DEVELOPMENT



#### DESIGN DEVELOPMENT

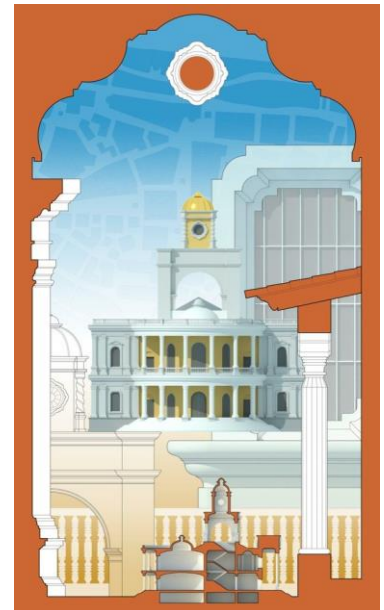
With the knowledge gained from the Schematic Design phase, students will begin refining their design proposals. These refinements should continue to address the project's program, client requirements, and user needs. As outlined in the course schedule, design development includes the following activities:

- Begin Revisions from Review - Plan, Section, Elevation
- Begin Interior Design of major space
- Begin Final Drawings, Perspectives
- Layout Details at Large Scale
- Review Analytique Layout Options
- Preparation for Final Review
- Digitally Hand in Project
- Final Design Review with Professional Jury
- Project DD Phase Reflections
- Digital Portfolio Due



## INTERIOR DESIGN

Some of the most extraordinary experiences in architecture occur within building interiors. These are the spaces we inhabit and experience more than the external façade. As such each designer must approach the design of the interior with care and attention to detail. During the design development phase, each student is required to fully develop a significant interior space in floor plan, ceiling plan, interior elevations, and section. These will be reflected in the final interior perspective rendering.



## ANALYTIQUE

“To design is to compose, but to compose one must have objects with which to compose; for the architect these are the ‘elements of architecture,’” wrote John Harbeson. Embedded in the *Ecole des Beaux-Arts* curriculum (which descended from the Academie royale d'Architecture in 1671 during the reign of Louis XIV) was *analytique rendu* (analytical rendering). An analytique was defined as a codified design problem that dealt with the elements of architectural design. It consisted of a single page composition of items such as a floor plan, elevation, detail, ornament, perspective, etc.

The purpose of the analytique drawing was to demonstrate that a student had gained both an understanding and developed their skills in the following areas:

- Sensibility to proportion
- Feeling for composition
- Character in drawing
- Appreciation of ornament
- Knowledge of descriptive geometry in projections and in shades and shadows



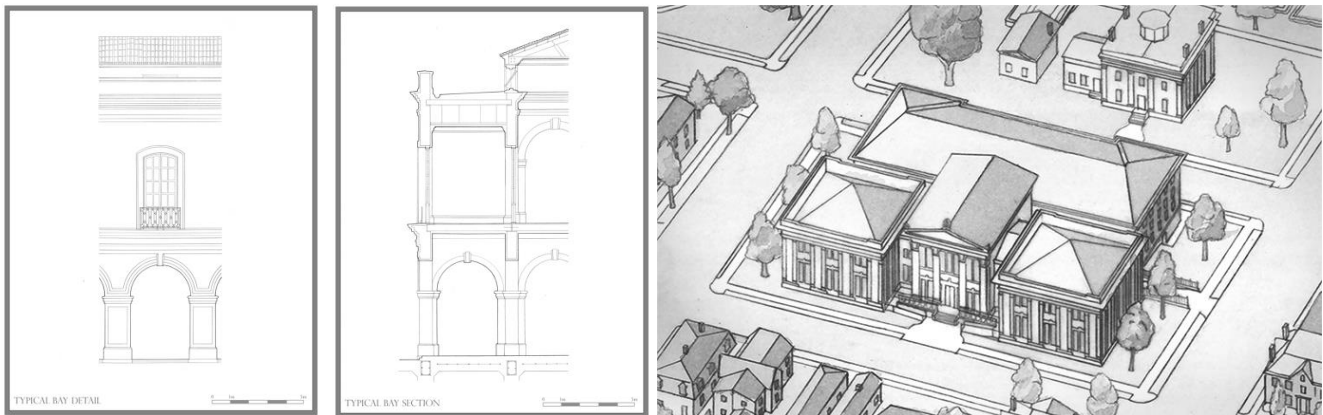
## FINAL REVIEW DELIVERABLES

For the Final Design Review, each project proposal will work on developing and producing the following drawings.

### DRAWING REQUIREMENTS

- Urban context plan as figure / ground showing buildings, site, historic areas, roads, green space, etc. (1"=100')
- Site plan showing parking, context, landscape design, etc. (1"=30')
- Building Elevations (1/8"=1'-0") include people for scale and trees; main street elevation should include Thurber School
- Floor plans of all levels with spaces labeled (1/16"=1'-0")
- Longitudinal and cross sections of building showing context (i.e., Thurber school for north-south), include people, vehicles, and vegetation for scale (1/8"=1'-0")
- Analog massing model to fit into class site model – should show evidence of design thinking addressing solid/void relationships, massing, materiality, classical proportions, major moldings, etc. (1/16"=1'-0")
- Wall section showing molding profiles, structural elements, interior framing, etc. label major elements (1/4"=1'-0")
- Exterior bay elevation demonstrating understanding of masonry joints and classical language (1/4"=1'-0")
- Diagram showing program separation (Front of house vs. Back of house) – could be combined with circulation diagram
- Diagrams showing circulation on plans – can be combined with program diagram

- Diagrams showing daylighting strategy – should be shown in north-south section and show four solar points of the year (equinoxes, solstices)
- Large exterior perspective approach to building (24”x24” min). Provide people, cars, vegetation for a sense of scale.
- Large interior perspective vignette conveying user experience of a major space (24”x24” min). Provide people for a sense of scale.
- Interior design should be demonstrated in perspectives, sections, and plans since enlarged drawings are being omitted from the deliverables. A high level of design resolution should be evident from floor/ceiling patterns, fictive structure (classical orders), ceiling coffers, domes, arches, beams, moldings, etc.
- Watercolor analytique containing a series of elements from the project in a composition; enlarged classical order should follow Robert Chitam’s book (e.g., main elevation, floor plan, enlarged details of classical order, ornament, wall section, bay elevation, etc.)



### PRESENTATION FORMAT

For the Final Design Review, each of the drawing requirements listed above will be presented as follows.

- BOARD PRESENTATION: Graphically well composed presentation board(s) containing the above requirements.
- WATERCOLOR ANALYTIQUE: See above for requirements.
- PHYSICAL MODEL: See above for requirements.

Each drawing should include a titleblock and the following:

- North arrow (when appropriate)
- Graphic scale
- Drawing type label (Ground floor plan, East elevation, section)

**DD PHASE ASSESSMENT**

Your design project will be graded based on the following criteria:

LEARNING OBJECTIVE	POINTS
<p><b>DESIGN SOLUTION:</b> Successful design solution to fundamental architectural problems that integrates concepts, formal/visual principles, creative inquiry, and techniques that address the <i>functional and programmatic requirements</i> of the project.</p>	40 (20%)
<p><b>FORMAL &amp; SPATIAL PRINCIPLES:</b> Demonstrates fundamental understanding and application of <i>formal, spatial, and aesthetic principles</i>. (e.g., proportion, classical orders, geometry, user experience, human scale, beauty, hierarchy)</p>	20 (10%)
<p><b>INTERIOR DESIGN:</b> Project successfully demonstrates a fundamental understanding and application of formal, spatial, and aesthetic principles for a major interior space. (e.g., proportion, classical orders, geometry, user experience, human scale, beauty, hierarchy)</p>	40 (20%)
<p><b>ANALYTIQUE:</b> Successful analytique presentation board demonstrating a knowledge and application of graphic composition, classical ordering systems, ornament, shade/shadow, materiality, and parti.</p>	40 (20%)
<p><b>PHYSICAL MODEL:</b> Analog models should show evidence of design thinking addressing solid/void relationships, massing, materiality, classical proportions, major moldings, etc. Should demonstrate a high level of craft and have the ability to adequately convey the main project characteristics.</p>	20 (10%)
<p><b>SITE DESIGN:</b> Project addresses the immediate site, neighborhood, and urban design needs of the area. Design proposal appropriately responds to issues emerging from the historic district, immediate context, socio-cultural demographic, and institutional presence.</p>	10 (5%)
<p><b>VISUAL/GRAPHIC COMMUNICATION:</b> Communicates design solutions effectively using architectural presentation materials and techniques (e.g., line weights, level of detail for scale, level of craft, organized graphic presentation).</p>	10 (5%)
<p><b>VERBAL COMMUNICATION:</b> Verbal communication is well planned and executed. Presentation results in further discussion of the design solution.</p>	10 (5%)
<p><b>PROJECT REQUIREMENTS:</b> All project requirements and criteria are met, such as deadlines, deliverables, format, portfolio, etc.</p>	10 (5%)
<b>TOTAL</b>	<b>200 points / 100%</b>