
Haere mai ki te 224.357 Spatial Design Studio IIIa!

300 level meta-concern: How can spatial design spark and generate discussion?

critical frameworks: tangible and intangible | body and space |

Semester 1 224.357

Ass.1
Whitiwhiti Kōrero

Design as research: How can spatial design seek to uncover that which might go unseen or unheard.

Ass.2
Tautoko

Applied design brief: Design a space that supports a kaupapa of ecological wellbeing.

Semester 2 224.358

Ass.1
Tuakiri

Research and design project:

[...Honours]

Overview of 3rd year

Semester 1 224.357

Studio
expectations

Studio : 9-12 Tuesday & Friday What we are up to in class time: workshopping, collaborative, development, exercises, guest speakers, 1:1, critiques.

Independent Study: A 30-Credit paper typically represents 20 hours of work per week. At 3rd year, there are only 6hrs (plus any flexi-time & clinics) of face-to-face class time.

Clinics: Occur primarily in the afternoons. You may be advised to take a particular clinic, or you can choose to maximise your learning experiences by signing up for everything! Coca clinics

Flexi-time Is class-time associated with Studio (i.e.. it is essential) but that does not occur during 9-12 Tuesday and Thursday.

Office Hours: If you require office times please book this in with me.

Facebook: Spatial 300 Facebook group, this is so you can ask the spatial staff + questions you might have or if you run into problems etc…

Studio culture: Who uses this space. How will we use it. Food.

Equipment: pencils / drafting paper / tracing paper / clear film / water colour / grey + black /card / craft knife / glue stick / brushes / water colour pencils / masking tape/ graphite pencils/ good quality pens - a variety of widths / scale ruler: 1:100 / 1:50 /1:20 / 1:1000...can you think of anything else?

I will let you know if you require specific materials for an in-class exercise, otherwise a selection of the above **+** will be during studio time.

Semester 1 224.357

Studio
expectations

- Develop healthy work practices
- Prioritise, don't procrastinate
- Nurture your whole self

Help and resources

None of us are perfect and sometimes things get too much – there are people and places you can go to get help or advice, whether you need personal or academic support:

- Student Health and Counselling Services
- Centre for Teaching and Learning (academic assistance)
- Online Writing and Learning Resources

- Spatial Staff: Sven, Meg, Jacquie, Kate and Me!

Semester 1 224.357

Studio
expectations

LOOK AFTER YOURSELF - CHECK IN CHECK OUT -

•Studying/working alone, let someone or Campus Security know

Campus Security on 0800 6277 50 or 027 496 3681

- When dark, stick to lit areas with other people

LOOK AFTER YOUR STUFF– Never leave your valuables unattended.

Know the campus Emergency Procedures as per flipcharts in your room

Earthquake - DROP, COVER & HOLD - If inside: stay inside
(Stay away from anything that could fall on you) **If outside:** move to an open space away from power lines, streetlights
and 1.5 x the height away from any buildings.

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critical frameworks: tangible and intangible | body and space |

Semester 1 224.357

Ass.1
Whitiwhiti Kōrero

Design as research:
How can spatial design seek to uncover that which might go unseen or unheard.



Ass.1 Whitiwhiti Kōrero

Whitiwhiti kōrero is the process of developing discourse through the verbal exchange of ideas;
it suggests the sparking or generation of discussion.

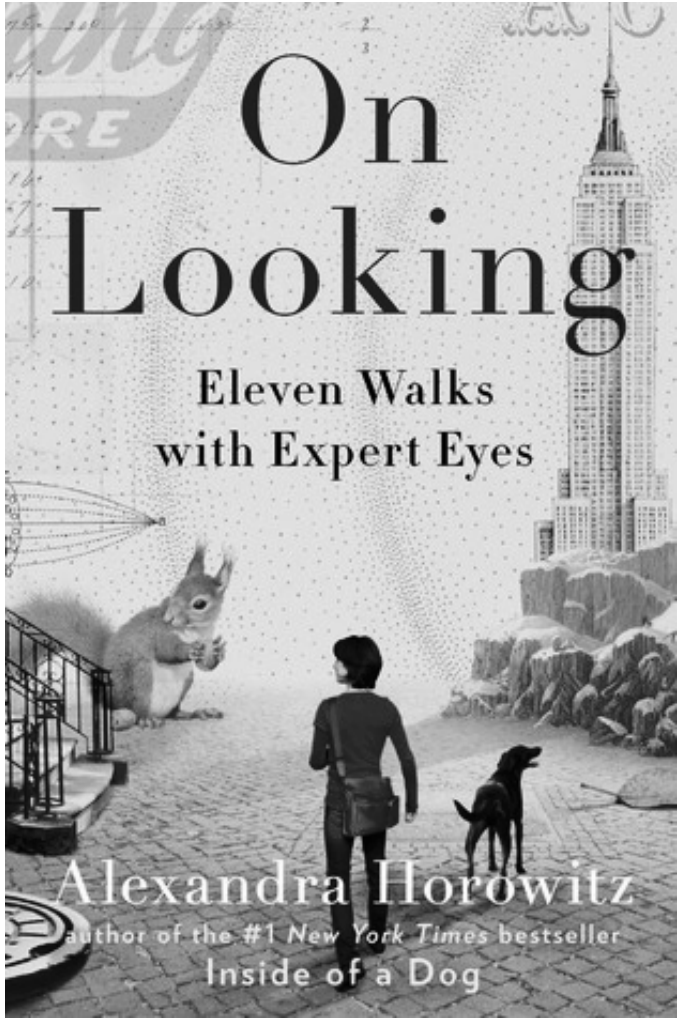
This includes the establishment and negotiation of positions and discourses to establish a kaupapa (platform/agenda) and work towards an outcome.

Aim

How might spatial design help us….

- explore the potential of spatial design to transform the way we experience the world around us
- discover and reveal that which might otherwise go unnoticed
- shape an understanding of how design can mediate between body and environment
- use tools of site analysis and small scale spatial interventions
- develop a body of experimental work
- generate discussion, spark interest, provide insight.

Ass.1 Seeing otherwise: finding your voice



Great read! That speak to the way that most of us have a tendency to sleep-walk our way through life, missing the majority of what unfolds around us under the guise of the concentration we require to complete daily tasks.
By being so focused, we “miss the possibility of being surprised by what is hidden in plain sight right in front of us.”

She takes a walk with 11 different people (expert eyes….)

To perceive the same environment in a fresh, new way.
Bringing new connections to the sometimes-mundane sights and sounds of a city.
Showing us what we fail to spot when we don't pay attention.

How?

Undergo our own process of transformational learning via finding our voice

Undertake a process of research starting with a body of text to find your voice.

Critically analysis, discuss, find meaning *progress to embodied spatial design research* to develop a small-scale *site-specific spatial intervention/s* that mediates between body and site.

Immerse yourself as a learner/researcher/detective/ performer to develop an *instrument of transformational learning* that may be experienced by others as a *performative encounter* / experience in public space.

Brief










Site: Civic Square

Part 1 (wk1-3)

Site analysis, responses and concept development

1. Use various spatial design processes of mapping, measuring, documenting and re-presenting to get to know your site - intimately.
2. Create a series of design responses to particular aspects unique to that site (e.g. materials, processes, details, relationships, stories).
3. From these, develop three concepts for spatial interventions for experiencing the site otherwise.

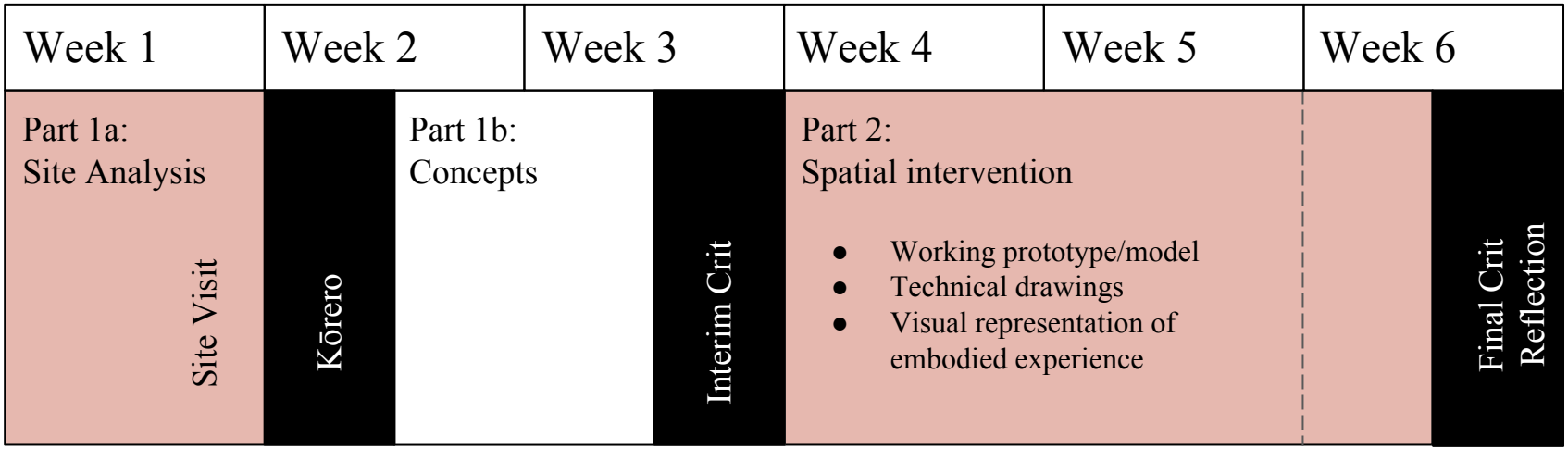
Brief Part 1

Brief Part 2

Part 2 (wk4-6)

Spatial intervention

1. Select one concept to develop through testing, iteration, working drawings, models and prototypes.
2. Create a full scale working prototype (and/or scale model, depending on the nature of your design), along with technical drawings and a visual representation of the embodied experience.


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Part 1a:
Site Analysis
Site Visit
Kōrero
Part 1b:
Concepts
Interim Crit
Part 2:
Spatial intervention
Working prototype/model
Technical drawings
Visual representation of embodied experience
Final Crit
Reflection

Schedule

1. Establish a critically informed position that contextualises your creative work.
   [Matauranga – Understanding]

- Demonstrates understanding of whitiwhiti kōrero
- Translates a critically informed position into a clear and compelling spatial concept
- Articulates this concept through the presented and submitted work

Learning Outcomes + Assessment Criteria

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1. Articulate a clear strategy that enables the realisation of defined goals.
   [Creativity – Toi]

- Successfully negotiates and interprets the relationships between site and inhabitants
- Establishes and meets clear deadlines and deliverables
- Delivers a design outcome that is true to the established kaupapa

Learning Outcomes + Assessment Criteria

1. Establish a critically informed position that contextualises your creative work. [Matauranga – Understanding]	● Demonstrates understanding of whitiwhiti kōrero ● Translates a critically informed position into a clear and compelling spatial concept ● Articulates this concept through the presented and submitted work
1. Articulate a clear strategy that enables the realisation of defined goals. [Creativity – Toi]	● Successfully negotiates and interprets the relationships between site and inhabitants ● Establishes and meets clear deadlines and deliverables ● Delivers a design outcome that is true to the established kaupapa
1. Show command of your creative process to address project challenges. [Creativity – Toi]	● Shows evidence of development of research/design process ● Explores a range of media and techniques ● Employs processes and methods of presentation appropriate to the design concept ● Displays appropriate level of craft, quality and refinement in final proposal

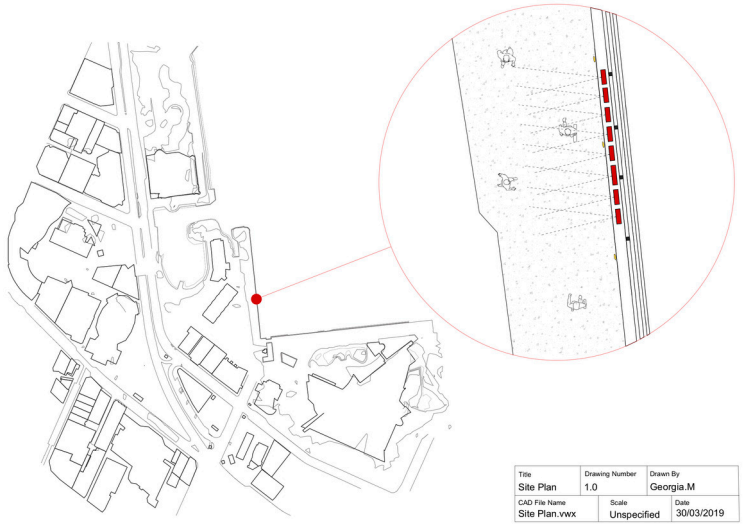

Questions?

I confront the city with my body; my legs measure the length of the arcade and the width of the square; my gaze unconsciously projects my body onto the facade of the cathedral, where it roams over the mouldings and contours, sensing the size of recesses and projections; my body weight meets the mass of the cathedral door, and my hand grasps the door pull as I enter the dark void behind. I experience myself in the city, and the city exists through my embodied experience. The city and my body supplement and define each other. I dwell in the city and the city dwells in me.

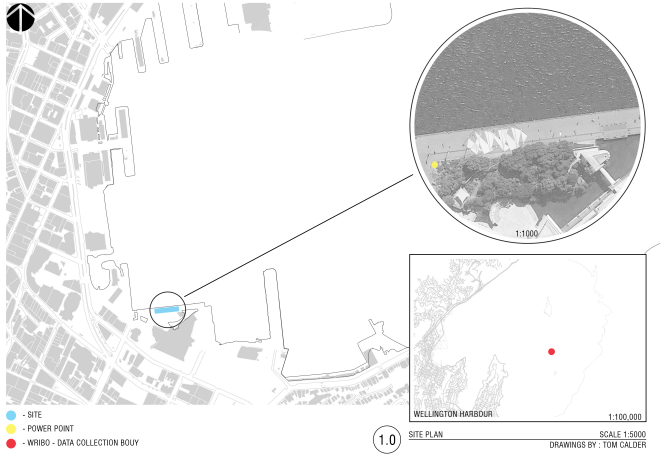
Juhani Pallasmaa, The Eyes of the Skin

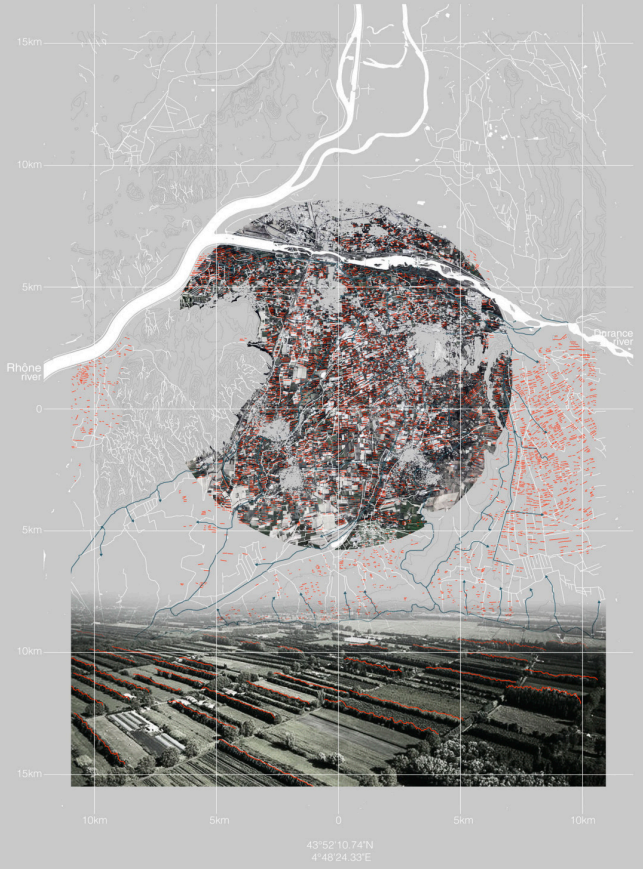
Site

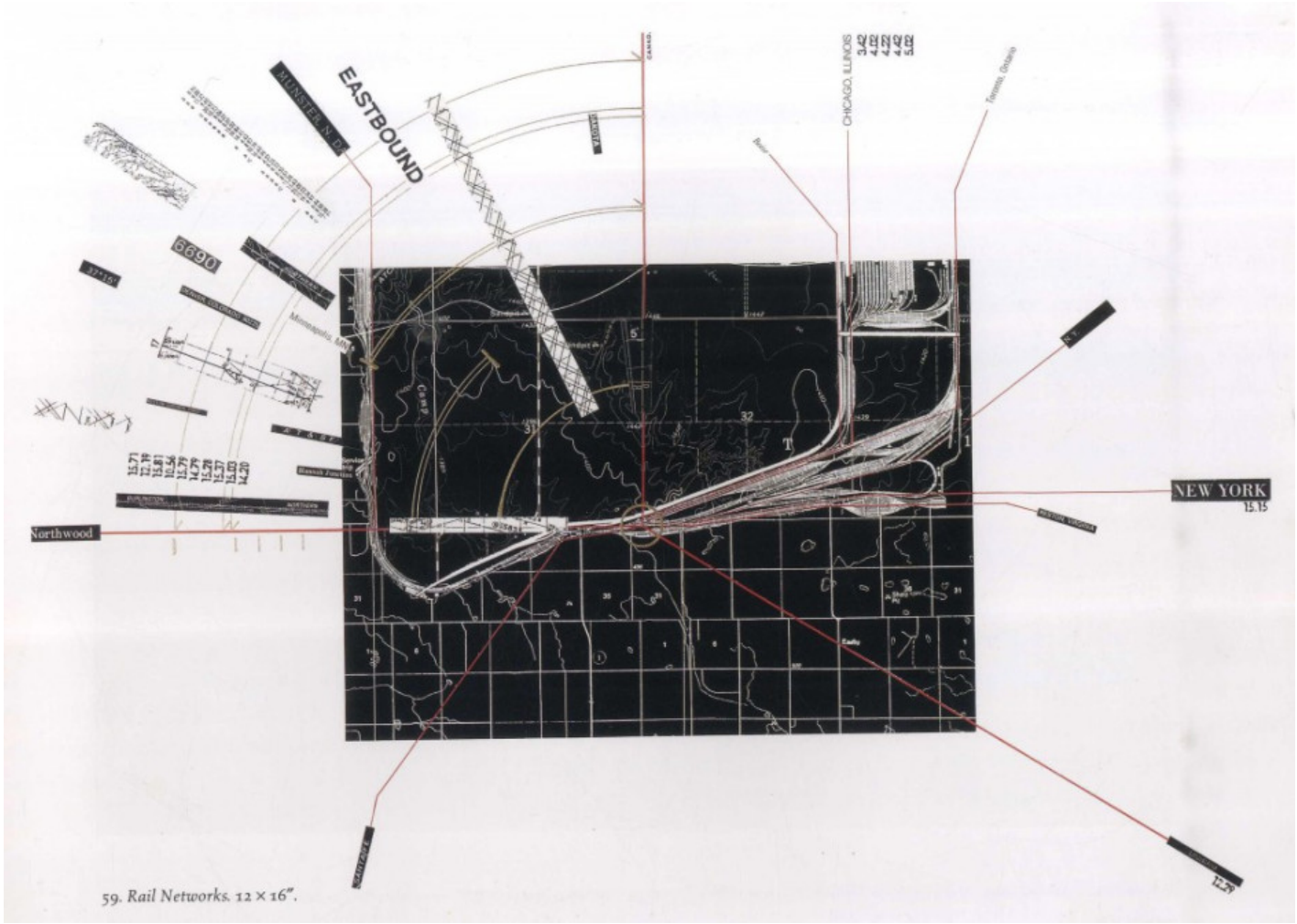
Site



Title	Drawing Number	Drawn By
Site Plan	1.0	Georgia.M
CAD File Name	Scale	Date
Site Plan.vwx	Unspecified	30/03/2019



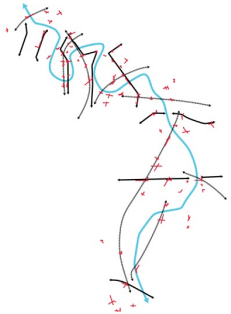


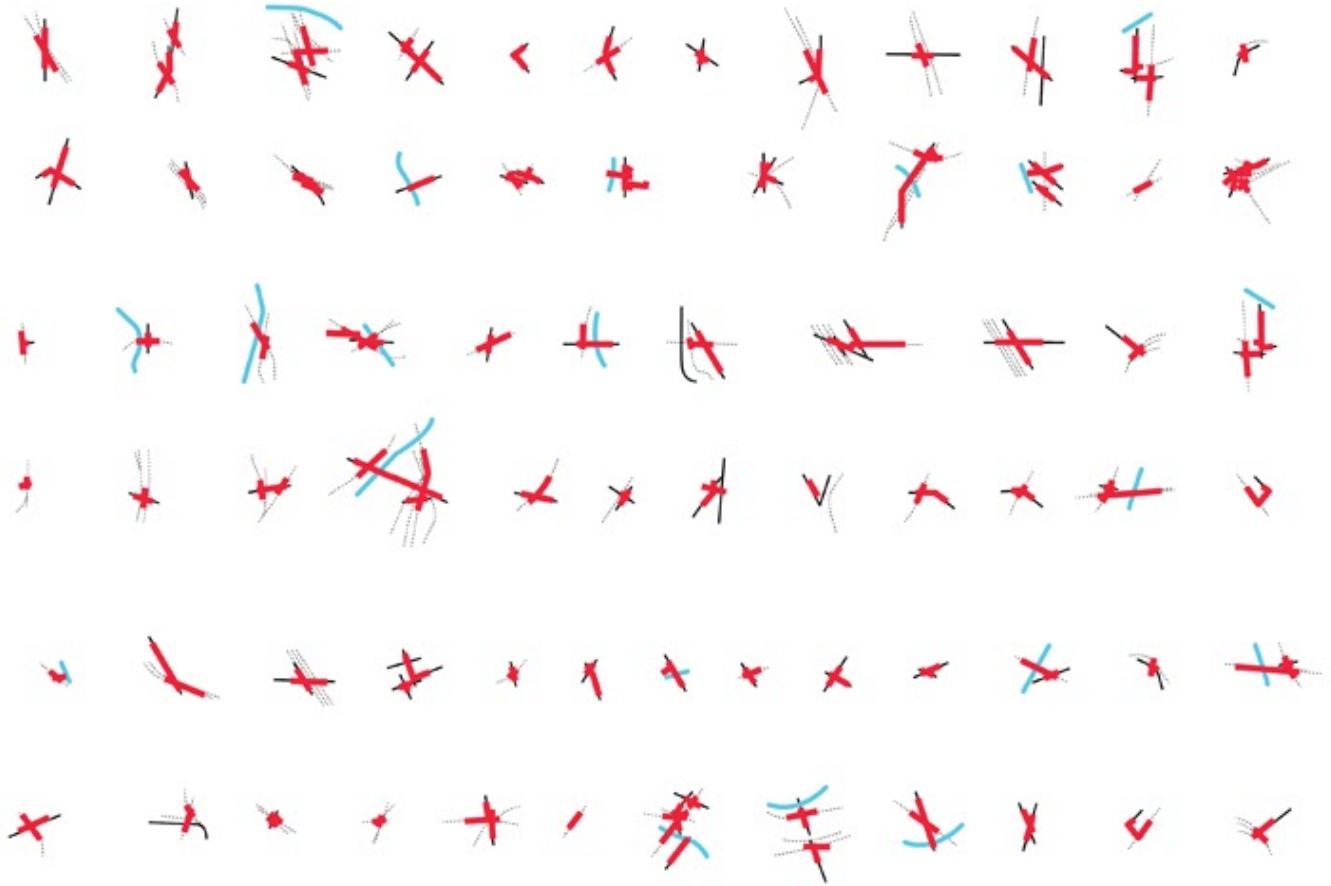


59. *Rail Networks.* 12 × 16″.

Site

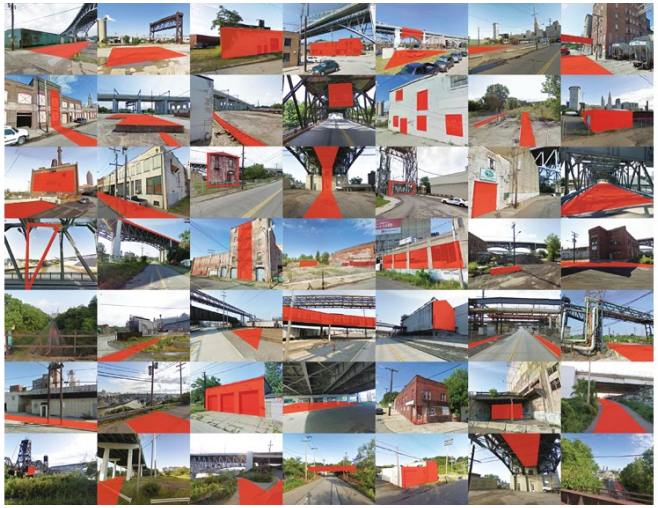




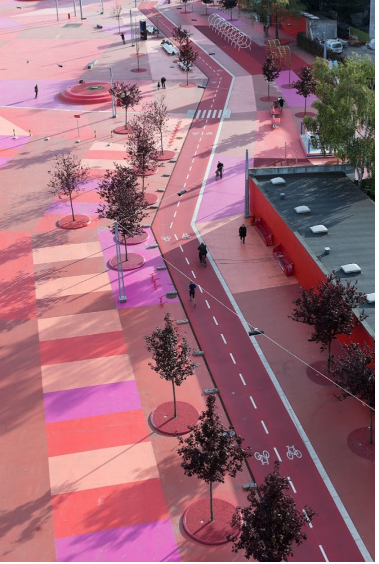


Site

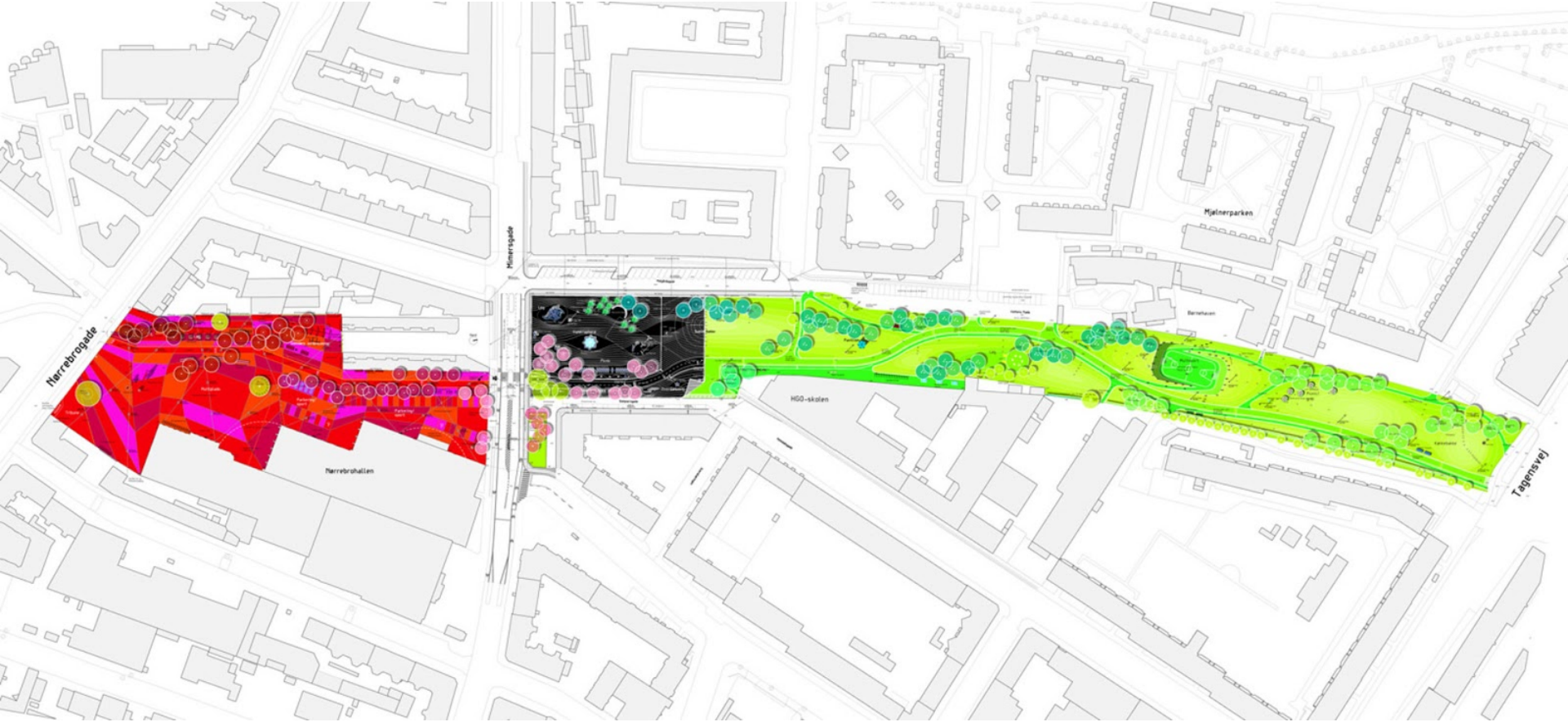
The Culture Now Project: 100 Points Of Public S
Clayton Taylor, Jai Kumaran

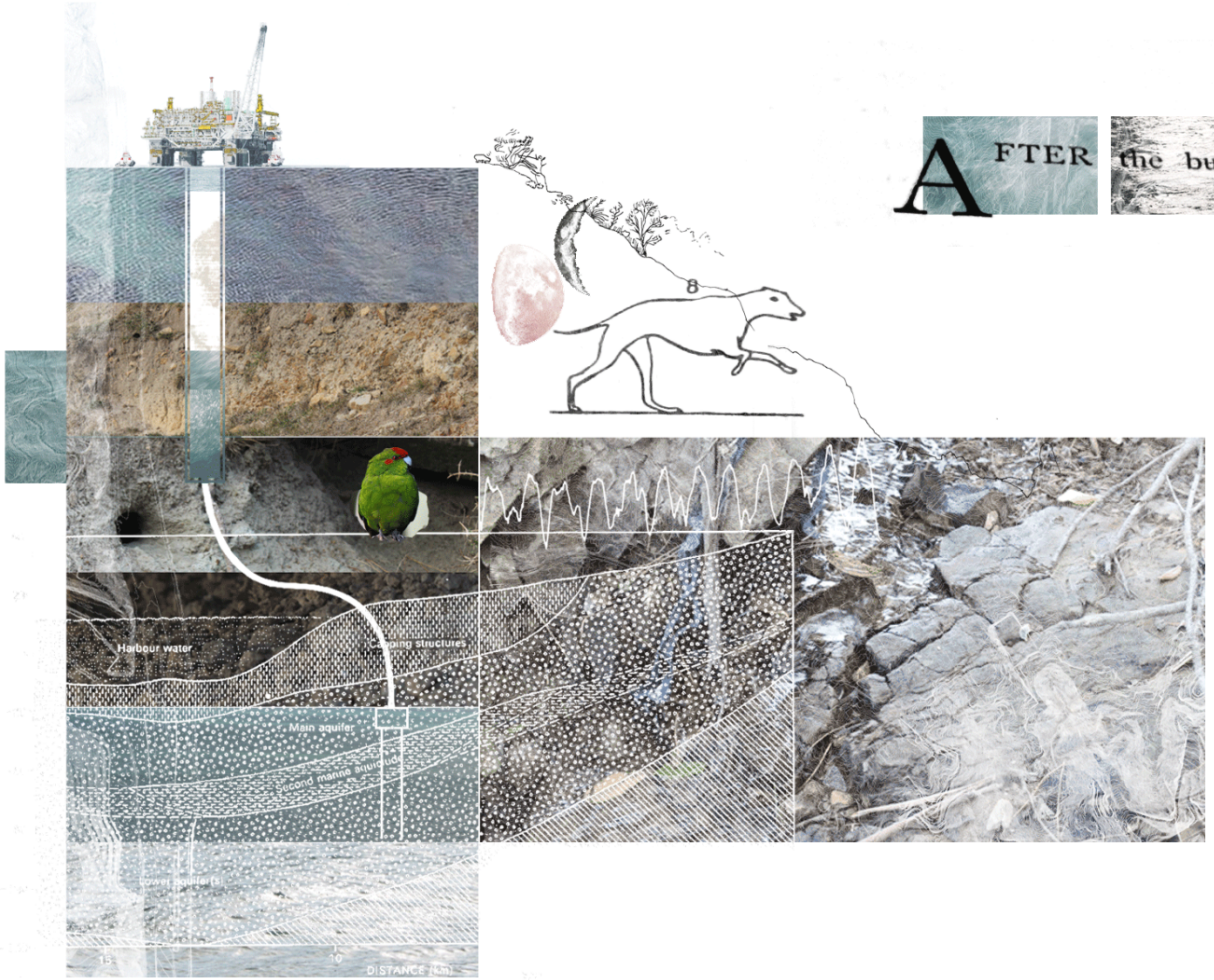


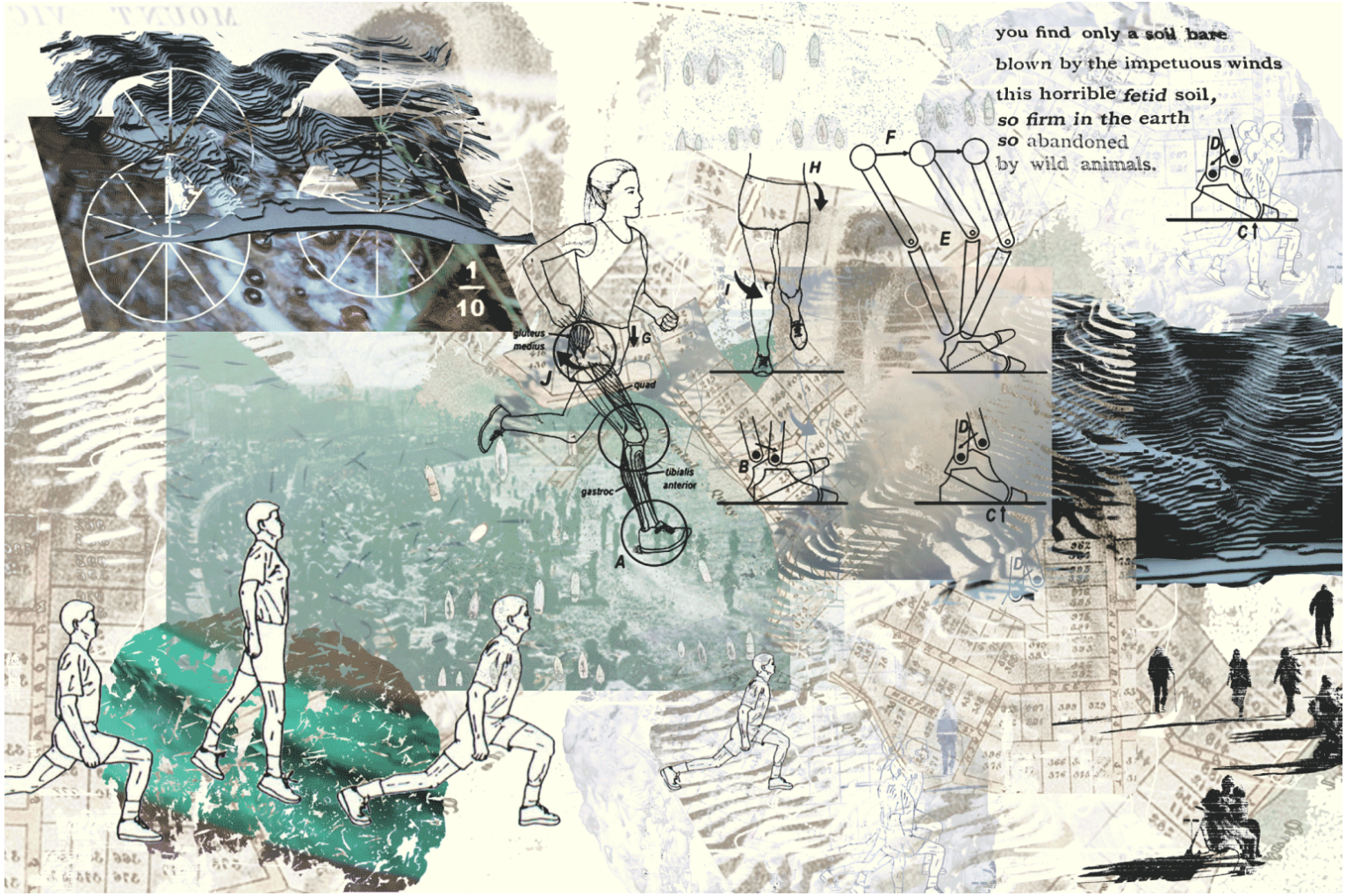


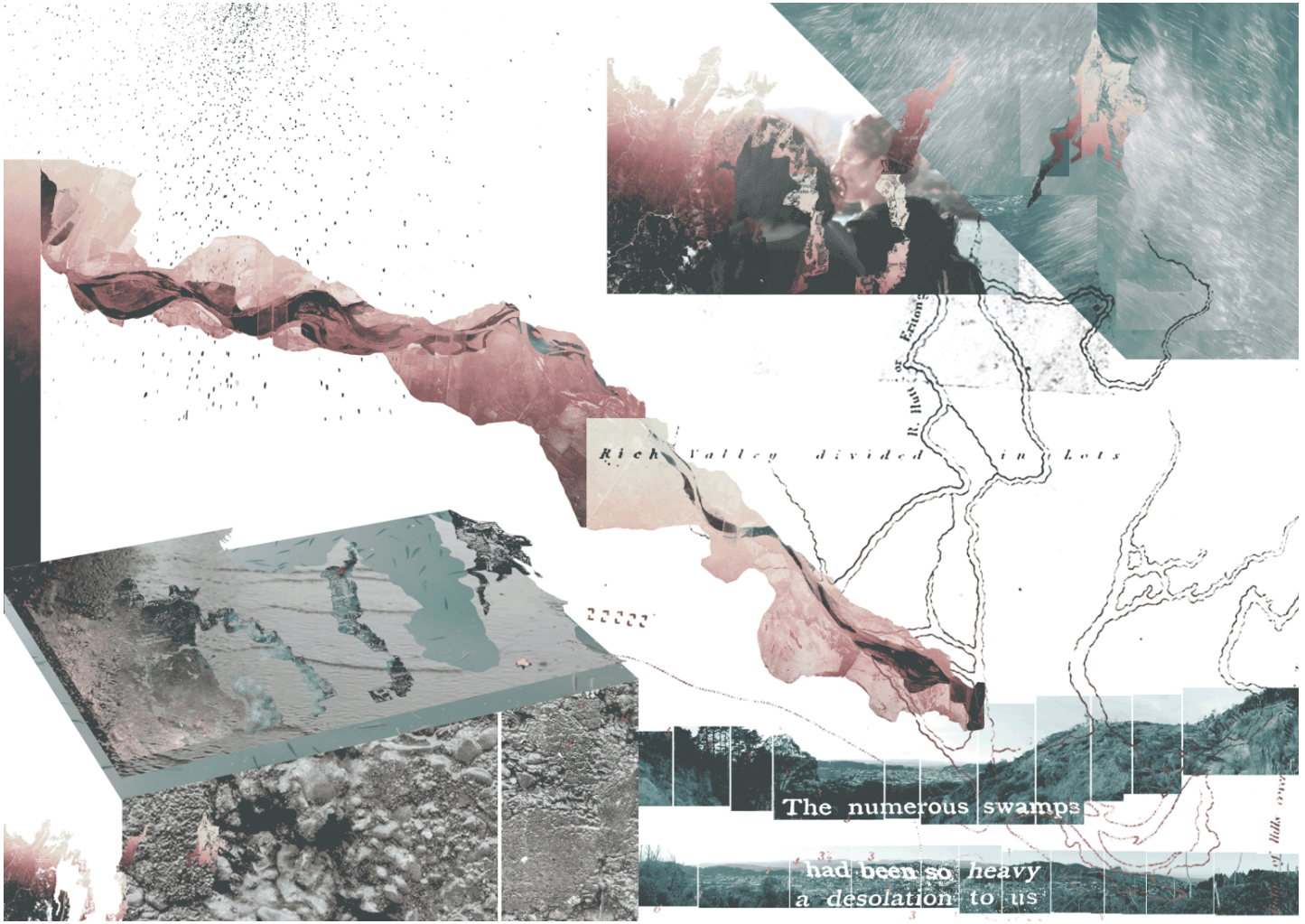



SUPERKILEN
3 ZONER, 3 FARVER - ÉT GLOBELT KVARTER
NØRREBRO, KØBENHAVN
How do you create a solid and open framework that can satisfy the wishes and needs of 57 cultures and thousands of individuals?
The Superkilen project is part of a partnership between Copenhagen Municipality and Realdania. The goal is to make the Nørrebro neighbourhood become the center of innovative urban spaces of international standard which can be an inspiration for other cities and neighbourhoods.
Mimers Plads
Multibanen i de grønne bakker
Situtationsplan 1:1000
- Overfladen på Den røde plads
- bliver trukket op langs den tomme gavl
- indrammer og definerer pladsen
- og danner en tribune hvorfra man kan betragte pladsen aktiviteter
- Det sorte tæppe
- foldes op i det ene hjørne
Alternativ scene
Mission: At skabe en ægte alternativ scene til de øvrige byrum i København.
Integrationsmaskiner
Vores udgangspunkt er Superkilens beliggenhed, i hjertet af ydre Nørrebro, hvor lokalbefolkningen består af 57 forskellige kulturer. Vi har valgt at fokusere på tiltag og aktiviteter, som vil virke integrationsfremmende på tværs af etnicitet, religion, kultur og sprog.
Hverdagsobjekter
57 objekter fra 57 kulturer skal integrere Superkilen i verden og verden i Superkilen. De 57 objekter fungerer som symboler fra hver kulturs hverdagserfaringer. Som Marcel Duchamps Objet Trouve, er det helt almindelige hverdagsobjekter, som i en ny sammenhæng, på en ny baggrund, træder frem som en slags kunstværk, eller noget som får folk til at studse over hvordan vi organiserer vores dagligdag.
Tre zoner, tre farver - ét kvarter
Konceptet er, at opdele området i tre zoner i hver sin identitetsskabende farve: Den Røde Plads, Mimers Plads og De Grønne Bakker. Områdets forskellige overflader og farver integreres, så de i fællesskab og alene, danner en kulisse til forskellige objekter.
Marked/kultur/Sport - på Den Røde Plads
Adskillige af de mest vellykkede integrationsprojekter i Danmark, ikke mindst Bazar Vest i Aarhus er funderet på markedshandel - en social og økonomisk institution, som er meget udbredt i store dele af verden, men som i takt med supermarkeders og discountbutikkers indtog stort set er forsvundet herhjemme.
Den Røde Plads danner rammen om et urbant marked, som hver weekend vil kunne drage besøgende til fra hele København og omegn - ligesom weekendmarkedet på Blaak i Rotterdam. Ligeledes, vil udefrakommende associere området med noget positivt og attraktivt.
I forlængelse af Nørrebrohallens kultur- og sportsaktiviteter, vil Den Røde Plads udvide Nørrebrohallens indre liv. Forskellige sportsbaner og en stor central plads foran den kommende hovedindgang til hallen, vil som en integrationsmaskine, give lokalsamfundet mulighed for at mødes om fysiske aktiviteter og lege, som alle kan enes om.
Lounge - på Mimers Plads
Mimers Plads vil være indrettet som en lounge. I ugedagene vil fastspændte borde og bænke, tjene som en slags urban dagligstue for backgammon-, skakspillere ol.
Leg/sport - i de Grønne Bakker
Realdania
SAMMEN OM BYEN
OMRÅDEFORNYELSEN MIMERSGADEKVARTERET


Nørrebrogade
Nørrebrohallen
Mimersgade
HGO-skolen
Mjølnerparken
Tagensvej


AFTER the burial
Harbour water
Main aquifer
DISTANCE (km)


you find only a soil bare
blown by the impetuous winds
this horrible *fetid* soil,
so firm in the earth
so abandoned
by wild animals.
1/10
gluteus medius
quad
tibialis anterior
gastroc
A
B
C
D
E
F
G
H
I
J


Rich valley divided in Lots
The numerous swamps
had been so heavy
a desolation to us

Site analysis

How might you get to know a site?

What tools might you use?

Workshop

Generate a ‘toolkit’ for getting to know your site - a list of apparatus/equipment/methods for measuring, mapping and documenting.

Types of tools

- Body apparatus
- Ready made apparatus
- Repurposed apparatus
- Fabricated apparatus

Site analysis measuring/mapping/documenting

This week

Clinics

- No Clinics This Week

Independent Study

- Prepare for site visit
- Do readings
- Set up blog & fill out form

Friday

- Meet on site
- Bring ‘toolkit’
- Dress appropriately!

Note:
If you want to get a head start on site before Friday, be mindful that you are in a public place. Ensure that you are not in the way of the public users or doing anything unsafe/illegal!


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