

Project 05b: Developing the Design: Whole to Part, Part to Whole

DUE:

Friday, November 18: Individual Schematic Refinement (for Visiting Reviewer Desk Crits)

Monday, 21 November: Individual and Group Schematic Refinement

Week Nov. 7 - 11: Working from context to site, incorporating time.

Incorporate responses to advice you received at the mid-term review, your site visit, and exploration of Four Times, Four Drawings as you develop your schematic designs at both the individual and district levels.

Week Nov. 14 - 18: Working from detail to whole.

Continue to develop your schematic designs. Work back and forth between individual and group schematic development, working towards both Friday's and Monday's informal reviews. Consider how the development of a well-conceived **detail** might influence the overall scheme, **repeated through your design as a unifying element** (i.e. paving, lighting, building tectonic, bench, wall, wayfinding, art, etc.) Use this detail development as an opportunity to explore materials and materiality, and help to generate activity, life, action, art, humor, etc. in your site.

Nov. 18

We will invite a few outside reviewers to be available for extra desk crits of your individual designs.

For Monday, Nov. 22: Individual and Group Schematic Refinement

Have your **schematic design, both individual and group, refined and redrawn** for informal presentation.

- Include a **model** that conveys an essential aspect of your site. If you are taking a digital modeling course, include 3-D drawings developed for that course, e.g. rough perspectives and / or section perspectives.
- Include diagrams showing your site through time -- e.g. how might it change in 50 years with sea level rise?
- In addition, include a **detail for your site**, or a prototypical detailed area, as described above.

These products can be digital, ready for presentation on the Smartboard and/or hand drawn or printed if you wish.

Suggested Products for Nov. 21: (For both district concepts and individual designs)

- **Maps, photos, and diagrams of existing conditions / data** that are influences on your site and on your design responses
- Your **DESIGN CONCEPT AND PROGRAM** (expressed in narrative or possibly a parti diagram)
- A **SCHEMATIC PLAN** (and/or set of plan layers) at the appropriate **scale**, drawn and rendered clearly, neatly, compellingly, and labeled.
- **SECTIONS** to show the topography, vertical relationships, layers and levels. Sections need to be drawn to scale and with scale elements such as people, vehicles, etc.
- **DIAGRAMS** that help to explain and support your design proposal. These can be plan, section, axonometric, 3-D sketch-up, etc. Include diagrams that illustrate the temporal aspects of your project (e.g. tide, sea level rise, events, night).
- **DIAGRAM(S)** that show how your project relates to the larger context (as needed)

- **3-D IMAGES** that illustrate your design—accurate **perspectives, birdseyes, and section perspectives**. Include images that illustrate the temporal aspects of your project.
- **MODELS of your space, or a portion of it.**
- **A detail** that will support the use and character of your design. Include that in a **PLAN, SECTION, and 3-D DRAWING**.

Here's a reiteration of our suggestions handed out with the Four Time, Four Drawings exercise (05a)

1. **Be sure to visit your site again** -- how do your ideas hold up when brought into the [future] reality of the waterfront?
2. **Embrace the temporal nature of** public space: What is it like at night? In different seasons? During high tide and low tide? During various events? Show each of these scenarios in renderings to demonstrate your assertions. (see Monday's assignment)
3. How does your **district design fit into the overall framework** of the waterfront, and how does your **individual design** contribute to both the district and the overall waterfront?
4. Think back to our **life-space-building** exercise. How does your design support the needs of different types of individuals and groups? How does the design exemplify the 15 Quality Criteria?
5. How does your design contribute to the **ecological and habitat potential** of the waterfront? What would render the proposal the most ecologically resilient? What kinds of ecological processes might it catalyze? If you were to add Ecological Quality Criteria, what would they be?
6. What aspect of the design might transcend utility and invoke **delight**, playfulness, and excitement? How might it reflect and reveal the kinds of **processes** that are occurring on the waterfront?
7. Use this as an opportunity to push your thinking and **explore your creativity**. How will your ideas advance your professional education in your particular field? How will it help you to work in an interdisciplinary context?