

Assignment 1:

## Precedent Analysis

Hand-in: Wed. Oct. 7

*T. S. Eliot has observed that 'comparison and analysis are the chief tools of the critic' pointing out that for the author, the creative act is composed of critical labour, 'the labour of sifting, combining, constructing, expressing, correcting, testing: this frightful toil is as much critical as creative.' He goes on to point out 'that some creative writers are superior to others because their critical faculty is superior.'*

-- Geoffrey H. Baker, Design Strategies in Architecture

### ***I. PROJECT STATEMENT, 1<sup>st</sup> Draft***

Summarize aspirations for your project in a 200 word statement. Identify major design considerations, challenges & decisions to be made. Create or find an image you have made and put it on an 8.5" x 11" vertical sheet together with the statement. Save as PDF.

### ***II. PRECEDENT STUDY***

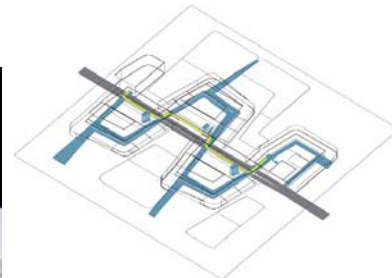
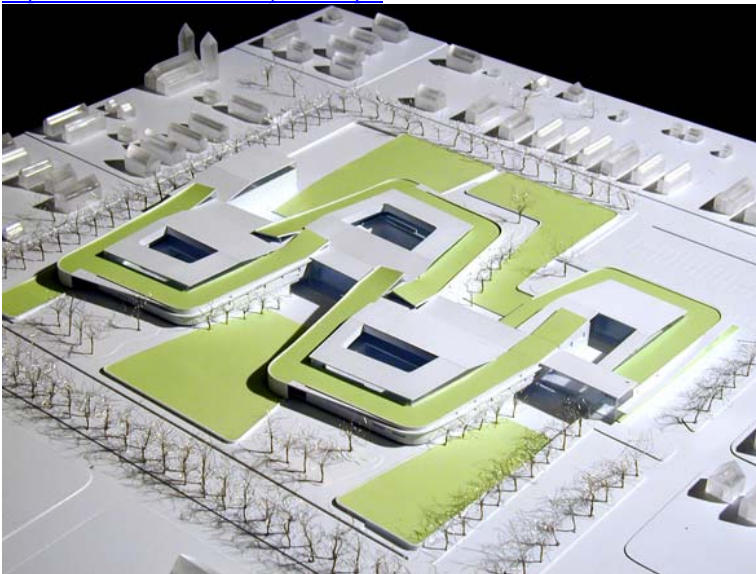
For three exemplar social and architectural precedents, read about the organization's purpose, and dissect how the building's site design and internal organization support this purpose. Examine how systems such as spatial order, structural hierarchy, pedestrian circulation, water flow, indoor-outdoor connections, etc. support the mission, social organization and ecological agenda.

Can you find the view which reveals the most about each characteristic? Which ideas are enhanced by the abstraction of flat 2D graphics and which are best shown with 3D forms? Create at least diagrams which use lineweight, color, and value to emphasize the key aspects of the design. Present your own graphics with a few photos, color-coded plans and ~150 words that describe ideas relevant to the project. >> Note all sources, giving photo credits in situ. << Arrange on 8.5" x 11" vertical sheets, minimum one per example.

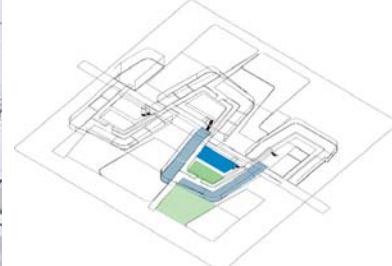
SUBMIT: Save parts I & II as a single optimized PDF (Document menu > Insert Pages) called 4-507f15.duckid.as1.pdf and upload to the Course Folder in a student\_work folder. Print out color hardcopy scaled to fit onto 11"x17" vertical sheets, bring to class.

Marble/Fairbank scheme for Chicago Public Schools

<http://marblefairbanks.com/journal/cps/>



*Circulation Weave*



*Small School Identity*

## CONSIDERATIONS:

### ACTIVITY SUPPORT

- Pedagogy, activities and space needs and adjacencies
- Circulation and other patterns of movement
- Time (incl. overlapping activity functions)
- Key dimensions

### SITE:

- The relationship of the building to site (incl. natural and formal landscape strategies)
- Key site features and boundary conditions
- Response to site (incl. climate, views, daylight, and so on)

### ORDER

- Spatial order (incl. the primary and secondary organizing forms/elements)
- Relationship between inside and outside (and/or the blurring of these boundaries)
- Structure and its expression and/or suppression
- Exterior and interior expression (closed and open forms, materials used, etc) and how this relates to building functions and the character of the site

### READINGS:

- Design Share: Nair-Fielding website with articles and award-winning case studies. Past, present and future schools of all levels and disciplines: [www.designshare.com](http://www.designshare.com)

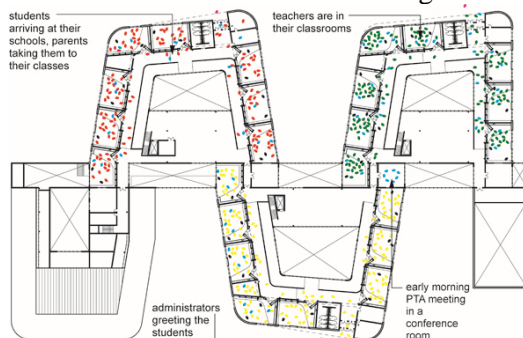
- Dudek, Mark, [Architecture of Schools: The New Learning Environments](#), (preview on Google Books) [LB3219.G7 D83 2000](#)

- Laseau, Paul. *Graphic Thinking for Architects and Designers*. Chapter 6, Analysis, pp. 81-96 <http://books.google.com/books?id=KRCyqDjYSIAC>

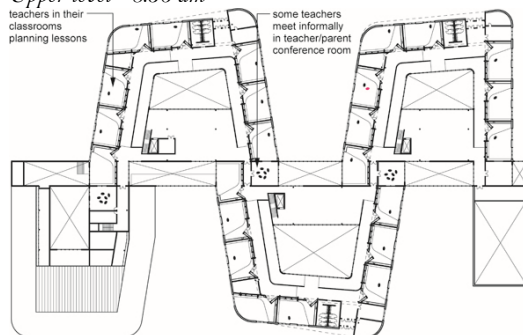
- Organisation for Economic Co-operation and Development, *21st century learning environments*, AAA RES [LB3209.T93 2006](#)

- Yee, Roger, ed. *Educational environments*, volumes 1, 2 & 3, AAA [LB3205.E38 2007](#)

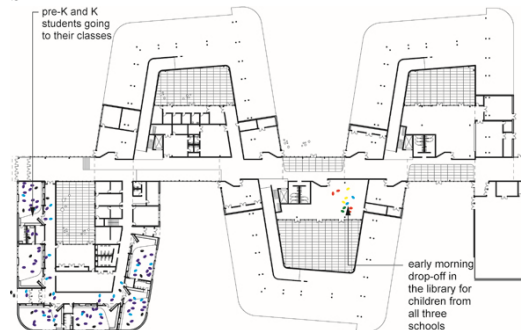
### Marble/Fairbank scheme for Chicago Public Schools



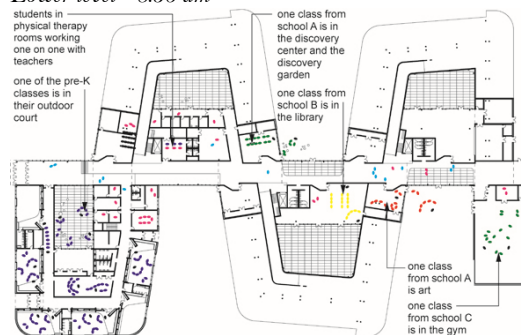
Upper level - 8:30 am



Upper level - 3:30 pm



Lower level - 8:30 am



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