05 Port San Luis Harbor Pier

Assignment 3B: Re-Forming the Pier (continued)

For Friday November 7 (beginning of class) you will rebuild one of your ideas into a new study model at 1/4"=1'-0" scale. This iteration will require that you be more specific and make more thorough design decisions. An understanding of circulation is vital, not only of the traffic as it flows through and around your project and site, but places where people might stop should be considered. Circulation does not have to be merely expedient ramps, paths and stairs, but can be spatial as well.

Small Space/Large Space

Additionally, your design must now include two additional elements: a small space (1 or 2 people) and a medium space (6 people). Resist the temptation to immediately start throwing walls up and instead think about the possible threshold between these two spaces and where it might occur.

You should be more deliberate in your use of modeling materials (chipboard, cardboard, a little basswood or museum board for contrast) to begin to indicate material changes in the space. Planar forms should take on thickness as well.

Remember as always to document your process.

Goals and Outcomes

- Engage a space or location as a reflective participant through spatial sequences and experience of light, shade, textures, surfaces.
- Observe and represent through journaling, sketching, diagrams, photography and measurement existing locations, occupation, spaces, structures, details and materials.
- Analyze places experienced through diagrammatic and graphic communication.
- Understand design as search and discovery where process is related to final products.
- Understand the iterative lateral thinking nature of design inquiry and the role different media and modes of representation play in design inquiry.
- Apply inquiry into the process of design, discovering, through experiment, methods of working that allow and develop aesthetic judgment and means of self-evaluation.
- Design things and communications that employ concepts of size, shape, surface, texture, material, context, number, variety (pattern, hierarchy, contrast and balance) to explore and create relationships between elements exhibiting an appropriate level of complexity.
- Design abstract compositions and spaces that range from implied to explicit.
- Design spaces that support sequences of approach, entry, and arrival.
- Work individually, collaboratively, and collegially, becoming familiar with and understanding the benefits of each.