



A52D4C Performative Design Studios 5:4 12.0 credits

Performative designstudio 5:4

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for A52D4C valid from Spring 2011

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Architecture

Specific prerequisites

Bachelor's Degree, or an equivalent level, within the field of Architecture.+ passed 4th year studies

Students are also expected to have followed the Performative Design Studio.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

Performative Design; Part 4

Introduction (common for all projects in this studio)

The Studio will actively engage the technological and affective potentials of performative design in architecture. Performance can be understood as the incorporation of contingencies or parameters (material, technical, geometric, programmatic, social and economic) that inform the design process. The generative potential of digital tools makes it possible to use parametric design as a way of evolving new information systems, new modes of fabricating, and producing building components and architecture. Contrary to a linear design approach where technological processes are applied in the interest of the optimization and resolution of a design; this studio will adopt a bi-directional approach where technological processes (in the form of parametric design and computer aided fabrication) will be incorporated as drivers of design innovation.

In order to formulate a distinction in the concept of performance that reflects its differential value in the contemporary context – both material and procedural - we will consider how technological performance coexists with affective performance, where technology is subsumed by the production of sensation. Immersed in an electronic paradigm that has vastly expanded in scope, moving beyond its capacity for representation to stage more profound forms of engagement, we will study the relationship between form, performance, and affect in contemporary architecture.

The studio aims at increasing the existing knowledge and enhancing skills within the field of performative design and to contribute to an increased comprehension of the discipline of architecture as a whole. The course sequence will establish new ways of thinking about design and fabrication, professional practice and its cultural impact. Upon completion of each project students are expected to have acquired knowledge and skills relevant to the context of the studio (competance in innovative architectural design strategies, competence in advanced digital modeling and fabrication, an awareness of contemporary architectural discourse); and to demonstrate an increased comprehension of the discipline of architecture as a whole.

Overall goals

1. The course is part of the Performative Design Studio. The generation of digital tools makes it possible to use parametric design as a way of evolving new information systems, new ways of producing building components and architecture.
2. The course/project goal is to increase the student's knowledge in this area/field and skills/knowledge in the field of architecture in general. The students will enter the project with varying degrees of knowledge/skills and will subsequently end up at different levels at the end of the course/project.
3. The individual student must show an increase in the particular skills/knowledge offered in the studio and in the field of architecture in general.

Learning outcomes

By the end of the course/project students shall have/shall be:

- able to synthesize the knowledge they have acquired throughout the year.
- gained an understanding of the impact of digital design and digital fabrication on a building scale as well as on a scale that begins to address more extensive urban ecologies.

- advanced their knowledge on contemporary architectural discourse in close relation to the design task.
- developed an ability in formulating a thesis question with a clear focus

Course contents

Through the comprehensive design of a complex building project, this design project will incorporate the generation of spatial, material, and formal effects; organizational logics; and programmatic innovation. Students will gain an understanding of the impact of digital design and digital fabrication on a building scale as well as on a scale that begins to address more extensive urban ecologies.

In parallel to the building design development, 5th year students are asked to prepare a Thesis preparation booklet. The aim of the Thesis preparation booklet is to provide the opportunity to build an architectural design research on a specific subject the students want to pursue further in their diploma project.

Disposition

The course is structured around weekly tutorials with students (2 times a week), a sequence of assignments or design tasks, a series of lectures, seminars and informal pinups. There will be two reviews with external invited jurors; Mid review and Final review.

Course literature

Further information will be handed out at course start.

Examination

- PRO1 - Project, 9.0 credits, grading scale: P, F
- PRO2 - Project, 3.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

The course consists of two parts; a fulfilled and delivered project work (9 credits) and a passed final assessment (3 credits). There is at least one intermediate assessment during the course.

Other requirements for final grade

a) Presentation requirements

Drawings:

Siteplan

Floor plans

Sections and elevations

A series of detailed sections

Axonometrics showing how different scales correlate

Diagrams describing parametric strategies and design strategies

Models:

Site model

Model of proposal

A series of detailed models

Images:

Images should show the performance qualities of the building complex.

To hand in at the latest one week after final review:

A CD with all the final material

Very well photographed models

A3 paper version of the presentation max 10 pages

Each semester all students must:

Have 80% attendance on all compulsory activities, including seminars and tutorials.

Attending reviews is compulsory.

If students are asked to do supplementary work after reviews to pass the course, these supplements should be handed in within a given timeframe.

Submit DESIGN task according to specifications

Submit RESEARCH task according to specifications

Participation in study trip or alternate activity.

The studio presentation will be part of the future diploma portfolio and shall be delivered in an appropriate and fully qualified way.

b) Examination

80% attendance. Active participation in lectures, tutorials, and seminars etc. Passed intermediate and final assessments. Compulsory attendance during the assessment reviews.

Completion: The project work shall be delivered and, if necessary, reworked within the set time limit. See general directions.

(Overall principle: Autumn term projects must be approved during the following Spring term: Spring term projects must be approved before the start of the following Autumn term.

The reworked projects must be delivered at least one week before the time limit.)

The project work is to be documented in a portfolio, including drawings, analysis and models.

The work process shall be legible.

During the second half of the Spring semester the 5th year students are to do a Thesis Preparation booklet.

Through the development of a 'Thesis Preparation Booklet' students will have developed a clear focus, thesis question, for their diploma project and will have the opportunity to build an architectural design research on a specific subject the students want to pursue further. The architectural design research, could have an architectural design agenda, technical/material agenda, theoretical or programmatic agenda. It is important that all material is processed by the student and brought together in a booklet. The Thesis Preparation is an opportunity for the students to develop specific techniques and skills as well as to formulate an architectural design ambition through design research.

Requirements:

A4 sized and bind 'Thesis Preparation Booklet' of 20 pages including text, images and

drawings. The Thesis Preparation booklet shall be handed in to and examined by the studio teacher before the end of the project.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.