



A52P1B Design Process - Studio 5:1 12.0 credits

Gestaltningprocess - Studio 5:1

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 A52P1B valid from Autumn 2008

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.

Language of instruction

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

Intended learning outcomes

PLAY vs GAME, part 1 (Play), 5th year

Introduction (part 1+2)

Today we have gradually come to understand that architecture is not only governed by processes but is itself a process. Buildings and cities evolve in time through interaction with actions taking place outside or within themselves. This gives the term context a new meaning not only signify the immediate surroundings but the whole contemporary situation.

These interaction take more or less formal form, they can be formal, ritualised or mere haphazardly random. Often these interactions, be it social or formal are describe by the notions of play and game.

Play and game is essential in society, were play is a non-purposive endlessly interpretative process whereas game is purposeful, focused and driven towards an objective. Play in this sense is a creative tool (finding not searching) and game is a generative tool. A game is a specific way of problemsolving, play is more open. A game has a predictable resolution, play may not. It allows for emergence, novelty, surprise.

The course PLAY vs GAME take these two concepts as a starting point for the contemporary design process and its relation to architecture and urban design problems.

Overall goals

The course is part of the Design Process Studio which aim is to develop new tools and methods for architectural design, and to create new forms of space.

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.

Course goals (part 1+2)

1. The aim of the course is to expound the knowledge of the design process and develop the students design capacity and foster greater awareness how to handle design problems.

2. The student are expected to show a progress in their individual knowledge and skills related to the programme.

Course contents

The course PLAY vs GAME is divided into two parts PLAY and GAME.

The first part focusing on the concept PLAY and consists of the design of a small/medium building with an specific yet open programme in the form of a Kindergarten/pre-school. The second part GAME the design task will be a larger urban area.

Contemporary theory of play and game, such as game theory will be mixed with an overview of play and game in the architectural and urban history from Froebel and Durand through Lefvebre, van Eyk and Nieuwenhuis up to recent discussions as Christoffer Alexander, Will Wright and David Harvey.

Great emphasis will placed on the social interplay with the production of architectural and urban space.

Disposition

The course GAME vs PLAY is based upon individually guided design work with supported by common lectures, seminars and pin-ups.

Course literature

A detailed list of course literature will be presented at the beginning of the course

Examination

- PRO1 - Project part 1, 9.0 credits, grading scale: P, F
- PRO2 - Project part 2, 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

The students are requested to deliver for the PLAY part a scale model no less than 1:50, furnished and populated as well as typical images how the building is supposed to work. 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.

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.