

PROMOTING DISCOURSE: Featured Work, 2nd Year Studio

Join us for highlights of the F'05 "Architecture & Composition" studio to DISCUSS, REVIEW, and CELEBRATE the work of:

Student:

Lance Claiborne
Gatale Cozzolongo
David Eskenazi
Kyle Gardner
Taryn Humphrey
Louisa Jauregui
Marc Manzke
Jonah Rowen
William Small
Frederique Turnier
Xianghua Wu

Studio:

Fisher Studio
Lubetz Studio
Galford Studio
Damiani Studio
Lubetz Studio
Fisher Studio
Wolff Studio
Lubetz Studio
Galford Studio
Wolff Studio
Damiani Studio

Gallery Space for Artist:

Rachel Whiteread
Chris Burden
Jonathan Borofsky
Chris Burden
Joseph Kosuth
Sol Lewitt
Robert Morris
Rachel Whiteread
Robert Morris
Mel Bochner
Bruce Naumann

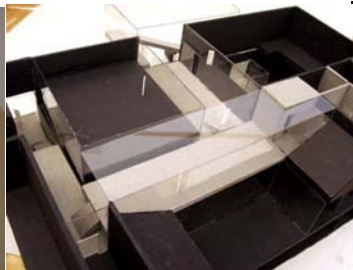
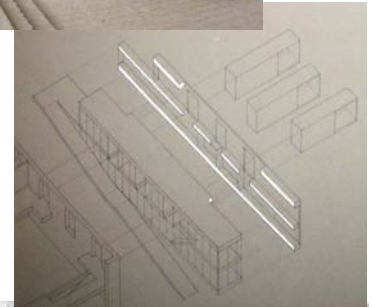
Distinguished Guest Critics include
Pavel Getov of Morphosis, Patricia Kucker of Univ. of Cincinnati & others

on Friday, Dec. 9, 2005
from 1:30-4:30pm, MM203, CMU

PROJ#3 – FRICK BUILDING ANNEX, Univ. of Pittsburgh

Mindset: All students will research the work of an assigned modern artist in order to explore how space, form, and experience are related to the strong concepts in artworks. The lessons are then to be transferred to your own architectural designs for a small university art building annex. In addition to the overall studio focus on composition and the design of experientially rich and meaningful spaces, the project also deals with the issues of an architectural addition to an older existing building, and its relationship to the larger urban and campus context.

Project: Your charge is to design an innovative addition (2000-5000sf) to the Frick Fine Arts Building on the Univ. of Pittsburgh campus that carefully integrates a new exhibition space (3 or more art works by designated artist), an architectural design studio (12 desks & 3 workstations) and office spaces (3 faculty, 1 curator) with the existing building, and with the urban context. You are encouraged to challenge conventions of art exhibition spaces implied in the terms "museum" or "gallery" by gaining an understanding of the meaning, context and experience of the specific artist's work, and communicating it to a larger audience through the building's architecture. For info: <www.andrew.cmu.edu/course/48-205/projects.html>

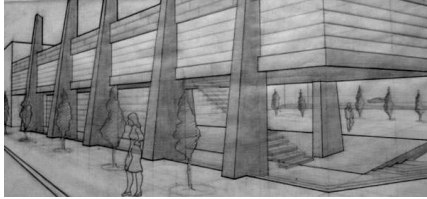




PROMOTING DISCOURSE:

Featured Work, 2nd Year Studio

Join us for “Highlights” of the S’06 “Architecture & Materials” studio to DISCUSS, REVIEW, and CELEBRATE the work and process of:



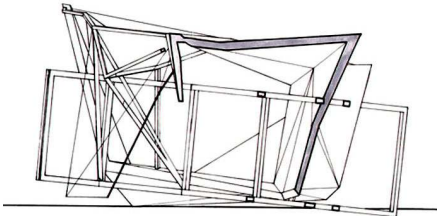
Lauren Connell
Natale Cozzolongo
Daryl Gleiche

Taryn Humphrey
Jonah Rowen
Xianguhua Wu

and the whole 2nd Year Studio Class

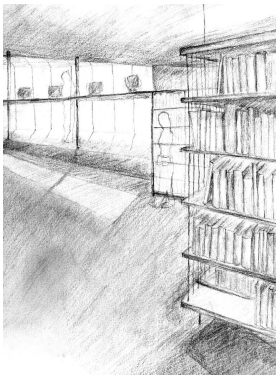
Distinguished Guest Critics include

Ron Evitts, Raymund Ryan, Paul Rosenblatt, Steve Lee, Dee Briggs & others



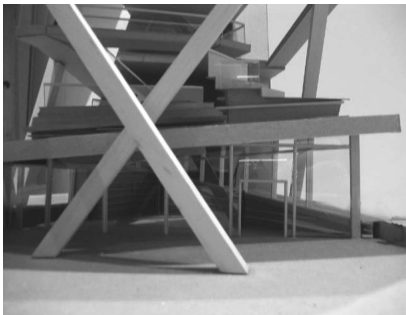
on Friday, May 5, 2006

from 1:30-4:30pm, MM203, CMU



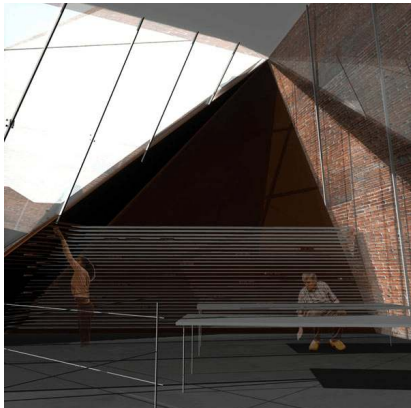
PROJ#2 – NEIGHBORHOOD MEDICAL LIBRARY, Pittsburgh

PROJECT: A small (2500sf) neighborhood library on a large site on Liberty Avenue in the Bloomfield neighborhood of Pittsburgh, intended to serve community residents, as well as the clients and visitors of the adjacent West Penn Hospital for medical research.

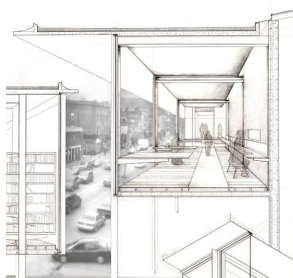


MINDSET: This project should continue the semester’s investigations on the role that diverse materials and innovative assembly methods can play in creating a small piece of architecture. We will maintain the focus on the scale of the human body encountering the physical presence of building, and continually explore how we can elevate ordinary construction to poetic expression, how real materials, structure, enclosure, joinery, building and craft techniques, when combined with program, site, and users, can lead to significant architectural experiences.

DISCUSSION TOPICS: The student work should inspire us all to discuss architecture, including the following questions & topics: (see back for greater detail)

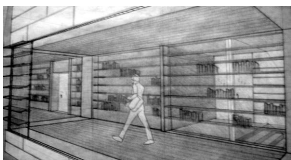


- What role do materials & assembly play in design?
- How do we balance concepts and realization in studio?
- Must good architecture always relate to program and the users?
- How should architecture relate to site or context?
- What role can research (esp. of existing architecture) play in design?
- Which is more important in studio, process or presentation?
- What are the values of advocating a diversity of design approaches?
- What should 2nd year studio achieve in an architecture education?
- What is Architecture? Are there any “constants” we should all know?



"Highlights" Questions and Discussion Topics:

Materials & Assembly: What role does "M&A" play in the design process? How can mock-ups and experimenting with actual materials and construction techniques change our understanding of materials? What role can the computer play? How about imagination? Do materials create experiences, or the mind? Does our understanding of materials come primarily through surface and vision? How do materials imply or create meaning? What else do they do in architecture?



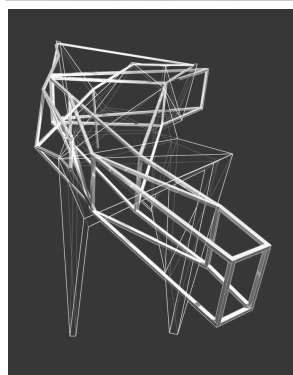
Concept & Realization: What role do "conceptual thinking," "ideas," "suggestion," and "re-thinking" play in architecture? If we can't find a way to realize or execute the given program, with real materials, in a meaningful way, are we still architects? Or something else? Should school studios be different than practice? How does "innovation" come about?



Program & Users: Is it possible to create "architecture" without close attention to program details and how people will use and experience space? Can we really know how people will use or feel in a space? What is the role of "challenging" a program? What role do clients play? Should the architect use personal experience and intuition to address the program?

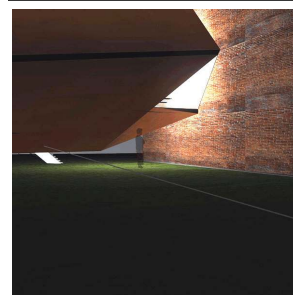


Site & Context: How does one develop a "site strategy"? Is a building obligated to relate to its context? How? Why? How must an architect demonstrate this? Do architects have a "responsibility" to the public realm?



Research, Analysis, Precedent: How does one do "research" for design? Why study existing architecture? What can we learn from other architects and buildings? How does that relate to the value of personal intuition, creativity and a "fresh approach"? How should building analyses and other "research" influence design? Are diagrams useful?

Presentation & Process: Which is more important in design studio: presentation or process? How (and why) do architects get ideas from the mind onto the paper? Are drawings (or models) "ends" or "means" in design? Can you really claim to have "designed" something amazing, if the physical work presented does not show it fully? Do "presentation requirements" emphasize process or product?



Diversity of Approaches: Is there a best way to make, learn, or teach architecture? What's the value (or danger) of advocating a diversity of approaches? How do we take into account that every person values, understands, and creates differently?

2nd Year Studio: What should 2nd yr. studio be in an architecture education? What is "Materials Studio"? How does it relate to fall studio on "Composition"? To 1st year? How should "M&A" and "Structures" courses be integrated with studio? Should studio be taught M/W/F 1:30-4:30?

What is Architecture: Are there any constants, or "timeless" ideas in architecture? Is good architecture always efficient? Or environmentally sound? Or program driven? Or user oriented? Or buildable? Or related to context? How does architecture relate to art, engineering, design, philosophy and other disciplines? Is everything architecture?