

Design Process Module 3

Course structure and methodology

COURSE OBJECTIVE

In order to discover how people and places play a significant role in designing we will use brainstorming and roleplaying tools to engage students in the discussion. Students will understand the concepts of Patterns (Alexander) and Order (Ardalan) to understand traditional architecture and towns.

CONTENT FOR THE MODULE

Through models and representations students try to learn the way to put a building in context. Making models as a medium of communication, one tries different ways in which they would relate to space and its character with respect to interpretations of space.

LEARNING OUTCOME

Students learn how design process revolves around play of elements and their reflection on space. They get to learn techniques of approaching site through the use of models and gets acquainted with the use of them as a medium to work. Through the process they learn the underlying layers of responding to the site and its surroundings by critically looking into the studied layers.

Text books/ Reference books:

1. Elements of Spacemaking, by Yatin Pandya
2. The Poetics of Space, by Gaston Bachelard
3. Elements of Architecture: From Form to Place, by Pierre von Meiss

Topics covered:

- Elements of architecture, vertical and horizontal elements, interpretations through alternate use of elements.
- Program and its significance, perspectives through which one can look into use of a space. Relevance of flexibility and adaptability of elements with respect to constraints of time.
- Ways in which one can relate different scales of intervening in a site and correlations between each scale to produce space.

Exercise:

- Exercise 1: Through overall design of a program students try to express their ideas of design. The intervention is followed by alterations in it to find alternative expression through discussions. This is repeated to look at interventions in different scales, changes in the proposals are made to address complexities in the design process.
- Exercise 2: Through use of symbolic representations, students try to communicate ideas of intervening a particular space with respect to ways in which one behaves in a space.



