

ARCHITECTURE IN SCHOOLS

- Location:** Wyoming Seminary Prep School, 201 N. Sprague Ave. Kingston, PA
Room 17, Nesbitt Hall, 9th Grade STEM Class
- Time:** Bell 7 8:00am-8:50am, January 24, 2018
Bell 5 8:55am-9:45am, January 24, 2018
Bell 2 10:05am-11:35am, January 24, 2018
Bell 1 8:00am-8:40am, January 25, 2018
Bell 6 8:45am-9:25am, January 25, 2018
Bell 3 9:30am-10:30am, January 25, 2018
- Topic:** Concept & Programming
- Materials:** Site Analysis worksheet
User Group survey
Laptops w/ site pictures downloaded
Paper and pencils for sketching

Form Follows Function

After learning about how a physical site can impact the design of a project, students need to understand how program affects the overall design. Identifying a concept or idea as a basis for design informs the project outcome. Through programming studies and space planning, students will identify a key concept that they will explore in order to determine the ultimate design of their project.

- 1.) Students should sit with their preassigned group and have all of their materials from the previous class and homework readily available.
- 2.) The groups will begin to use programming strategies to develop a concept that will drive their designs. Programming is the research and decision-making process that identifies the scope of work to be designed:
 - a. Centralization and decentralization: What function components are grouped together and which are segregated?
 - b. Flexibility: What types of changes are expected for various functions? Does the intervention need to change over a period of a few hours/days/seasons?
 - c. Flow: What goods, services, and people move through the project? What is needed at each step of the way to accommodate that flow? What are the high traffic times like, versus the low traffic times?
 - d. Priorities and phasing: What are the most important functions of the project? What could be added later?
 - e. Levels of access: Who is allowed where? What security levels are there?
 - f. Adjacency: What is located near the site and can support it or determine its function?
- 3.) Have the students brainstorm what they think their intervention to the site should be before they begin to discuss how it will look.
 - a. Students can sketch or draw in the computer, but their final ideas should be expressed digitally. Have them keep notes on the development of their designs so that they could describe their process in their final presentation.

- 4.) By the end of this class, students should have multiple design ideas and be beginning to put some of these into SketchUp.
- 5.) By Week 4, each group should have their design modeled in SketchUp and be ready to start looking at materials and products to use in their design. It is not necessary to show color or texture in their models yet. Massing is required.