

Final Review Guidelines & Evaluation Criteria

Last 2 weeks

Rehearsal: Mon Nov. 26, 1pm-5pm, Final Review: Wed Nov. 28, 8:00am-12:30pm, 279 LA.

All teams must submit an Adobe Acrobat .PDF summary of their project to the Wiki by Tues Dec 4. The file can be either be the complete presentation panels OR a portfolio page summary of highlights: concept, process, site, common house & units described with text and graphics.

CONTEXT:

1) Find strong relevant examples: Carefully examine what makes them work at different scales, how physical form shapes your experience and perception. Roughly measure crucial dimensions with your own body to associate sizes with

Urban design: the parking problem, transition spaces between public & private, inviting or turf-defining green spaces. Where do people congregate or avoid?

Building: Patterns of bays, windows, entrances. What pieces do you read in the elevation? How do cornice lines, planes, shadows, niches, etc. build a balanced composition?

Detail: Connections, Material qualities (i.e. texture, transparency and color). What catches your eye and makes you curious? What do you want to touch? How are you moved from one experience to another?

2) Cite 3 references per project and explain how they have been influential to the project's development.

THE SCHEME:

- STATEMENT of generative design ideas central to your scheme: issues, concerns and considerations. Rehearse verbal presentation.
- PROGRAM: arguments for your development scenario, phasing
- DIAGRAMS: parti sketches, program & geometric organization and site analysis (shadows June & Dec at 9am, noon, 3pm; water, etc)
- KEY IMAGES that have informed your design intentions. Include drawings or photographs of relevant precedent buildings.

SITE DESIGN:

Excellent Work	Passing Work	Marginal Work	Non-Passing Work
Site design integrates topography/drainage, sun angles, semi-public space and universal design in a harmonious physical environment. Graphics and text provide compelling reasons for developing the design.	Work shows consideration of sustainability, community and accessibility. Student can state reasons for the program selection and siting. Design has geometric unity and hierarchy.	Student can express site rationale and has attempted a site design but the site design information (such as paths, gathering spaces, vegetation) is lacking or illogically placed.	Student cannot express the concept for the design. Design contradicts basic principles of solar access, drainage, community space.

- SITE MODEL
- SITE PLAN with roof plans (built area 11" x 17" or larger) Include roads, paths, planters, walls, trees, vegetation, north arrow up.
- SITE SECTION(S) showing relationship of buildings to open space. 1/16" or larger

THE UNIT CLUSTER & COMMON HOUSE DESIGNS:

Excellent Work	Passing Work	Marginal Work	Non-Passing Work
Buildings accommodate the building program with graceful amenities and harmonize with the site. Design shows consideration of energy-efficiency, community interaction and accessible design.	Design accommodates functional needs, has logical adjacencies and efficient circulation. Building forms are harmonious and work with the site. Shows consideration of In-between space for shared activities and gathering.	Student has described the building forms sufficiently to communicate the spaces. Building forms are not harmonious, circulation is inefficient or has life-safety problems.	Student's design of housing and a shared space is incompletely documented. Significant presentation requirements are missing, incomplete or inconsistent.

- BUILDING SCALE MODEL with landscape context. ¼" cardboard model OR Digital model renderings + 1/8" reference massing model. Show the spatial and organizational structure of the scheme: walls, floors, ceilings, columns, beams and building enclosure. Emphasize public spaces and relationship to landscape. Use materials thoughtfully: monochrome suggested.
- ¼" FLOOR PLANS of each floor within the outline of the overall building. Use dashed lines for major overhead structure, cross open to below. Label the spaces and include major furnishings and garden elements. Use three lineweights and poche walls.
- ¼": SECTIONS: Extend out to street/path and connected green spaces. Poche cut walls and floors. Use standard architectural drawing conventions.
- ¼" ELEVATIONS: Use three line-weights and use grey shadows to distinguish changes in depth.
- PERSPECTIVES : At least 3 important views. Draw over a simple computer model, use Photoshop to collage people, water and greenery into a digital model photo. Consider a series showing the entry sequence. Include a key plan that locates each vantage point and cone of vision.
- SPECIAL PIECE: Enlarged detail model, drawing, painting, etc showing the character.

SUSTAINABILITY

Definition of sustainability measures

Diagrams + model OR diagrams + section + plans showing how measures work

Excellent Work	Passing Work	Marginal Work	Non-Passing Work
Student has thoroughly researched one or more building systems and has creatively adapted the techniques to his or her building design. Design shows aesthetically pleasing and logical uses of materials.	Student has identified at least one relevant precedent and has clearly represented how the measure is incorporated.	Student has represented the sustainability measures with major flaws.	Student has not represented any sustainability measures.

Evaluation Criteria

Below are the main categories for design studio evaluation.

DESIGN THINKING: able to analyze, synthesize & develop appropriate forms & spaces

Excellent Work	Passing Work	Marginal Work	Non-Passing
<ul style="list-style-type: none"> - addresses the essence of each challenge in written, graphic, 3D and verbal work. - takes advantage of available resources in tailoring own learning. - contributes to others' learning through discussion and peer critiques. 	<ul style="list-style-type: none"> - shows understanding of presented concepts through design work and discussion contributions. - can analyze the site and program conditions and synthesize a design solution. 	<ul style="list-style-type: none"> - work shows evidence of some understanding but work shows significant gaps or flaws. 	<ul style="list-style-type: none"> - work shows misunderstanding of the assigned concepts or inability to do the work.

DESIGN PROCESS: How did you develop your design? What steps were most/least effective?

Excellent Work	Passing Work	Non-Passing Work	Marginal Work
<ul style="list-style-type: none"> - takes initiative in using appropriate media and techniques to solve different aspects of the design problem. - shows flexibility in looking at the problem in different ways, at different scales. 	<ul style="list-style-type: none"> - can logically proceed from one design question to another using appropriate media and techniques following guidance from critics and instructor. - project develops gradually through steady effort. 	<ul style="list-style-type: none"> - does not follow assigned methods and is unable to find a work method that leads to developing design ideas. 	<ul style="list-style-type: none"> - works in limited ways, has difficulty trying techniques as suggested by peers, critics or instructor. Design ideas are limited by the steps that the student follows.

DESIGN MEDIA: How did the crafting of materials or digital media shape the project?

Excellent Work	Passing Work	Marginal Work	Non-Passing Work
<ul style="list-style-type: none"> - uses architectural graphics, models and digital media to effectively explore and communicate design ideas. Tries suggested techniques, takes the initiative to experiment on own. 	<ul style="list-style-type: none"> - creates diagrams, orthogonal drawings, three-dimensional images and models to explore and clearly communicate design ideas. Work follows standard graphic conventions. 	<ul style="list-style-type: none"> - has difficulty describing architectural ideas using standard graphic conventions. - does not produce sufficient presentation materials to convey ideas. 	<ul style="list-style-type: none"> - ideas are difficult to interpret in submitted diagrams, drawings and models. Student comes to class unprepared with graphic material.

CONSIDERATIONS for discussion

GENERAL

- Articulates a design concept from site and program
- Supports design concept with massing layout
- Accommodates sun, soils, wind, water
- Relates design decisions to strong examples

SITE

- Defines connection to the larger neighborhood
- Creates a hierarchy of public & semi-public spaces with specific activities
- Maximizes the farm connection
- Includes a variety of landscape experiences

RESIDENTIAL CLUSTERS

- Transitions from public to private entrance
- Gives air & light to all spaces
- Optimizes views
- Minimizes circulation
- Provides private outdoor space
- Includes sustainability measures

COMMON HOUSE

- Creates symbolic center in a balanced, unified composition
- Accommodates diverse visitors & community members (age, interest, activity, family situation)
- Integrates outdoor space
- Optimizes solar design & natural ventilation