Potential Architecture

R. Buckminster Fuller and students with the first model of Fuller’s Geodesic Dome, 1948, made at the Institute of Design, Chicago. Courtesy the Estate of R. Buckminster Fuller.
In 1927, at the age of 32, Richard Buckminster Fuller found himself on the shores of Lake Michigan destitute, penniless and contemplating suicide. Fortunately, his eventual end arrived more than half a century later, by which time he had redesigned everything from aluminium homes and geodesic domes to ‘auto-aeroplanes’ with inflatable wings and housing towers delivered by Zeppelins. Fuller later recalled that this turnaround was the result of a lakeside epiphany in which he imagined himself suspended several metres above the ground in an iridescent white sphere while a voice instructed him to think only the truth and to apply himself solely to improving society.

It would be optimistic to think that Intermediate 5 can provide its own lake, hallucinatory bubble or the utterances of a mystic voice, but it will be prompted by an approach that similarly discards convention – notably, the abandonment of any requirement for a site, programme or typology – and instead follows Fuller in promoting a different set of architectural constraints, informed largely by a commitment to both technology and the idea of building as a social objective.

To further understand the value of constraint the unit will also expand its research into OuLiPo, a group of visionary postwar writers and thinkers who challenged the literary status quo and openly questioned why writers (and artists and mathematicians) adhered to older, established models. Central to this questioning was their development of a twofold process of anoulipism (analysis), to explore works from the past so as to uncover underdeveloped systems; and synthoulipism (synthesis) to ‘develop new possibilities unknown to our predecessors’.

The unit’s own anoulipism will focus on uncovering what Georges Perec terms the ‘infraordinary’ and we will infiltrate London’s streets, squares and transport systems with the aim of highlighting mobility systems that can be reused and reinvented for new modes of living. This exploration will be documented in mixed-media drawings that will include scenographic images with mappings that depict our movements through the city. The resulting material will be the foundation for the second phase of synthoulipism – the architectural proposals – which will be presented at the scale of the city, the building and the detail. Coupled with the implementation of new but existing technologies beyond the architectural profession, the objective is to construct visionary architectural interventions for an almost-future that resonate in the present while optimistically altering our perception of everyday life.
Buckminster Fuller sitting next to the Dymaxion House model.
For Term 1 the members of the unit will act as sleuths and collectors of the *everyday*. To commence this gathering we will infiltrate the city of London. We will walk its streets, sit in its squares and travel on its transport systems that are the arteries and lifeblood of the city. And in the traditions and examples that Georges Perec left with us and Sophie Calle continues, these explorations will be constrained, by a set of group rules (that all members of the unit follow) and individual manipulations (defined or interpreted by each student). These exercises will consist of multi-day walks in which students will document two important aspects of the city – *living* and *mobility*.

The investigations will include the following ingredients that will run in parallel to each other: *one*, a tour of Regent’s Canal, a physical link that will act as the necklace that threads all of the unit investigations and projects together; *two*, an analysis of a Transport for London system that will ultimately be integrated into the design proposals; *three*, documentation of what Perec refers to as the ‘infraordinary’ by analysing the everyday movements and happenings in the city; and *four*, a reinterpretation of the OuLiPian novel *Life A User’s Manual*. The aim, through these exercises that will act mostly as the *anoulipism* (analysis) phase of the year, is to glean information allowing the unit projects to emerge from non-conventional set of constraints placing the focus of architecture back on the social objectives of building.
The urban explorations will be linked by a single entity – Regent’s Canal. This will include a walk and boat trip from Paddington Basin where the canal starts to its exit point into the Thames and Limehouse Basin. The canal runs for 8.6 miles (13.8 kilometres) and this will be segmented into 11 parts (or the amount of students that are part of the unit), allowing us to document the entire length of the canal. During this expedition we will highlight where mobility systems intersect the canal and possible areas of research while also documenting the everyday life activities that take place within the canal and adjacent to its banks.

**Selection**

Ultimately through these explorations students will be asked to hone in on an area along the canal that will be the location for their architectural design intervention that will be the focus of Term 2. This locale will need to include three of four criteria: one, the canal (a given); two, a transport system (bus, tube, train) that intersects the canal and is to be reinvented; three, an existing building to be reused; and four, a public space. The remaining fourth characteristic that is not within the area selected will need to be designed into the project in Term 2. Once this selection is made students will further intensify their analysis of the area in urban projects and documentation.

**Output**

As part of this we will track our movements along the canal and within its adjacent spaces, locating ourselves in space and as a subject within the project itself. The documentation of this exercise will consist of multiple media including photography, hand note taking, video and audio and students are encouraged to keep a scrap book of their journey. Students will be encourage to collect found objects, brochures, posters, fliers and urban artefacts for material that will be utilised in a single project that will be worked on, added to and rethought throughout all of Term 1 and presented at the end of term jury.
The history of transport in London runs deep and the city itself is in many ways defined by its mobility systems. The London Underground (the first of its kind in the world), the red double deckers buses and the black cab are all symbols and icons that the city has become synonymous with. By taking transport systems on board as mechanism to be rethought will allow for motion to play a pivotal role in the unit work with the understanding that architecture resides not in the fixity of its buildings but in the problem solving of how we move around them. And with this ethos we will set our sights on the very systems that allows us to circulate around the city.

**Selection**

Students will be asked to select one of three existing transport systems: below grade, the Underground; on grade, the London Buses; or above grade, London Overground (including the DLR) as systems to first analyse and then augment and integrate into an architectural design proposal. In addition to analysing the existing transport systems, investigations of similar systems in other cities, as we as new technologies being developed for future systems are to be considered. While these three systems will act as the focal point other overlapping systems are to be considered, from pedestrian foot traffic, bicycle traffic, vehicular traffic and more. As part of the canal exploration the unit will be looking for intersections of the waterway and London’s transport systems. Areas such as King’s Cross/St Pancras, Camden Town, Liverpool Street, Marylebone, Angel, etc are all areas of interest.

**Output**

Our aim during this initial investigation into the transport systems is to observe and document the flow patterns of these systems, their infrastructures, auxiliary structures and the inhabitants that move through them. Architectural drawings of the existing conditions in plan, section, axonometric and three-dimensional modelling will part of the documentation as will graphic charts and cataloging, logs, note taking, and time-based sequences of movement.
In 1973, Georges Perec, as part of the editorial board for the *Cause Commune* journal, called for observation and documentation of the everyday. This sat in contrast to the thirst of society for the extraordinary, the front-page shock headline, the plane crash, the disaster. So Perec began exploring the city through a series projects (*Lieux* and *An Attempt to Exhaust a Place in Paris*) to document what is typically concealed by our habitual routines. Following these projects as models students will set up a series of exercises to obsessively collect data of the everyday.

**Selection**

The analysis will focus on the basic routines of life: making, communication, washing, entertaining, repairing, learning, working, eating, exercising. Each student will choose two obsessions: one, an action; and two an object. The action is to involve people and can range from the different types of shoes people are wearing, how many people walk through a square, cross a bridge, talk on a mobile or cycle, or human actions such sneezing, laughing, crying, etc. The objects can range from bicycles, the canal boats, the collection of typologies such a street signs or shop storefronts, building facades, vehicles, natural elements (trees or birds), etc. Once selected students will collect data on these subjects through rigorous repetition and document towards exhaustion.

**Output**

These obsessions will be documented in a detective-like manner in log books with hand sketches, note taking, photographs, video and audio. And ultimately a graphic set of symbols and typography can be developed to further explain the findings of the investigation for the final jury presentation.

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**Ingredient #3 – Obsessions of the Everyday**

'How should we take account of, question, describe what happens every day and recurs everyday: the banal, the quotidian, the obvious, the common, the ordinary, the infra-ordinary, the background noise, the habitual?'

– Georges Perec, ‘Approaches to What?’


Output

The unit output for Term 1 will come in a variety of different forms. As noted on the previous pages students will be asked to keep detective-like log books, complete graphic analysis of Perec’s novels, time-based drawings of the movement of human and mobile objects through space and cataloguing of everyday obsessions. Students will also complete architectural drawings (plan, section three-dimensional computational model) of the selected location with the three of four characteristics that will house their design intervention. Finally, Students will be expected to write text about their projects under the usage of constraint systems.

All of these media will then be synthesised into a single physical and three-dimensional combine following the collaging techniques of Robert Rauschenberg. This single structure will have the dual role of documenting the anoulipism (analysis) of Term 1, but also act as the catalyst for the synthoulipism (synthesis) of Term 2 clearly stating the intentions of the architectural intervention that will be worked on for the remainder of the year.

Events

– London Canal Museum
– ‘Louis Khan: The Power of Architecture’ exhibit at the Design Museum
– Talk from Walking the Woods and Water author Nick Hunt
– London Transport Museum
– Short trip to Paris and the Les Turbulences, Frac Centre, Orleans, France
– Talk at Heatherwick Studio about transport design projects
– Talk from the head of the Boring Conference, James Ward
– Review of works by Peter Fletcher and Emily Weber

These will be supplemented with seminars by Inter 5 tutors as shown in the calendar as part of this document.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td><strong>Mon 06/10</strong></td>
<td><strong>Canal Exploration</strong>&lt;br&gt;Commemorating the scenario of the canal and its characteristics</td>
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<tr>
<td><strong>Tue 07/10</strong></td>
<td><strong>Canal Exploration</strong>&lt;br&gt;Continues at 10:00am</td>
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<tr>
<td><strong>Wed 08/10</strong></td>
<td><strong>Intermediate Unit Intros</strong>&lt;br&gt;Commences at 10:00am</td>
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<tr>
<td><strong>Thu 09/10</strong></td>
<td><strong>HTS/TS courses commence</strong></td>
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<tr>
<td><strong>Fri 10/10</strong></td>
<td><strong>First Meeting</strong>&lt;br&gt;First Meeting of the Design Collective&lt;br&gt;<strong>Louis Kahn: The Power of Architecture</strong>&lt;br&gt;Commemorative event for the contemporary and historical aspects of the canal</td>
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<td><strong>Mon 13/10</strong></td>
<td><strong>Unit Seminar</strong>&lt;br&gt;On art projects with a focus on the everyday&lt;br&gt;<strong>Working Session</strong>&lt;br&gt;Students to present drawings of the canal in-progress and declare their everyday obsession to document in an expressive medium that is synthesised in the final artwork.</td>
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<td><strong>Tue 14/10</strong></td>
<td><strong>Visit To London Transport Museum</strong>&lt;br&gt;<strong>Unit Seminar</strong>&lt;br&gt;On Perec’s <em>Life A User’s Manual</em>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Wed 15/10</strong></td>
<td><strong>MS/PP courses continue</strong></td>
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<tr>
<td><strong>Thu 23/10</strong></td>
<td><strong>HTS/TS courses continue</strong></td>
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<tr>
<td><strong>Fri 24/10</strong></td>
<td><strong>Internal Unit Jury</strong>&lt;br&gt;Students are to present the following:&lt;br&gt;– Drawings, analysis and documentation of the scenario along the canal&lt;br&gt;– Documentation of the transport system and other relevant systems&lt;br&gt;– Documentation of the everyday obsessions</td>
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<td><strong>Mon 27/10</strong></td>
<td><strong>Unit Jury</strong>&lt;br&gt;Students are to present the following:&lt;br&gt;– Drawings, analysis and documentation of the scenario along the canal&lt;br&gt;– Documentation of the transport system and other relevant systems&lt;br&gt;– Documentation of the everyday obsessions</td>
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<td><strong>Tue 28/10</strong></td>
<td><strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Wed 30/10</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Mon 03/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Tue 04/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Wed 05/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<tr>
<td><strong>Thu 06/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<tr>
<td><strong>Fri 07/11</strong></td>
<td><strong>Unit Seminar</strong>&lt;br&gt;On Rauschenberg’s Combine Paintings&lt;br&gt;<strong>Individual Tutorials</strong>&lt;br&gt;Students to verbally present a test for the final Jury, the following weeks, in groups of three</td>
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<tr>
<td><strong>Mon 10/11</strong></td>
<td><strong>Unit Jury</strong>&lt;br&gt;Students are to present the following:&lt;br&gt;– Drawings, analysis and documentation of the scenario along the canal&lt;br&gt;– Documentation of the transport system and other relevant systems&lt;br&gt;– Documentation of the everyday obsessions</td>
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<td><strong>Tue 11/11</strong></td>
<td><strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Wed 12/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Thu 13/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Fri 14/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Mon 17/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Tue 18/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Wed 19/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Thu 20/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Fri 21/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Mon 24/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Tue 25/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Wed 26/11</strong></td>
<td><strong>Open Week</strong>&lt;br&gt;<strong>Unit Tutorials</strong>&lt;br&gt;Students are to present in groups of three</td>
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<td><strong>Mon 01/12</strong></td>
<td><strong>Final Term 1 Jury</strong>&lt;br&gt;Students are to present the following:&lt;br&gt;– The final combine artefact that synthesises the everyday obsessions, the location for the design proposal, the transport system analysis and the working-constrained text</td>
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<td><strong>Tue 02/12</strong></td>
<td><strong>Final Term 1 Jury</strong>&lt;br&gt;Students are to present the following:&lt;br&gt;– The final combine artefact that synthesises the everyday obsessions, the location for the design proposal, the transport system analysis and the working-constrained text</td>
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<td><strong>3rd Year Dress Rehearsal</strong>&lt;br&gt;<strong>Final Jury</strong>&lt;br&gt;Students to verbally present a test for the final Jury, the following weeks, in groups of three</td>
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<tr>
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<tr>
<td><strong>Fri 12/12</strong></td>
<td><strong>End of Term 1</strong>&lt;br&gt;AA Holiday Party</td>
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In Term 2 the unit will design architectural interventions. Using the material collected from Term 1 students will begin to develop their projects at the scale of a building (minimum scale of 1:100). In Term 1 students will have already selected an area of interest along the canal where their intervention will be located that contains the three/four characteristics (canal, transport system, public space, building), and documented these in drawing form, both in a three-dimensional computational model and two-dimensional plans, sections and elevations. With this material in hand, and a clear everyday social objective already analysed students will be in a position to place all focus and effort on the *synthoulipism* (synthesis) phase of the unit – the architectural construct.

ALL ABOARD!!! The unit trip will also take place in Term 2. The journey will be a transport adventure through mainland Europe. Traveling from Copenhagen, through Germany and onwards to Vienna the aim of the trip is to experience different modes of transport within other cities and between them as a way to spark inspiration in the unit work.
The central themes of transport, telecommunication and living in the work of Buckminster Fuller was with the intention of improving society through design and technology and his influence reached architects all over the world and especially to a young Cedric Price whose body of work includes hard hat turbans for Sikhs working in construction, 24-hour homes, a mobile architecture school, an aviary, a Fun Palace, a Thinkbelt and an Interactive Centre. Continuing this legacy, Intermediate 5 will attempt to come at a project with a different set of constraints that could emerge a response that addresses social issues and objectives instead of self-referential architectural types, methods and terminology.

Therefore we will challenge architectural terminology by suggesting new ways in which to speak about architecture. The intent of this endeavour is to present architecture in innovative ways and it is argued here that we cannot do this without challenging the words and types that we continue to use over and over again without in fact reinventing their worth. Without reinvention then the status quo will always remain. For the Potteries Thinkbelt project Cedric Price and his design team went to great lengths to reconsider what normally would be termed ‘housing’ or ‘classrooms’ or ‘school’ by introducing new terms for their spaces and the design brief. ‘Housing’ became crate, sprawl, battery, capsule and ‘school’ became a thinkbelt. These new terms are not haphazard but rigorously thought out to emphasise that the Potteries Thinkbelt vision was a full assault on the new universities that were then being built around the UK. Even what we would normally call the ‘site’ was challenged as it was based on a moving assembly of parts and systems. Terms such as programme, type, site, content and function are not allowed to be used for the individual unit briefs.

Architectural Construct

The central themes of transport, telecommunication and living in the work of Buckminster Fuller was with the intention of improving society through design and technology and his influence reached architects all over the world and especially to a young Cedric Price whose body of work includes hard hat turbans for Sikhs working in construction, 24-hour homes, a mobile architecture school, an aviary, a Fun Palace, a Thinkbelt and an Interactive Centre. Continuing this legacy, Intermediate 5 will attempt to come at a project with a different set of constraints that could emerge a response that addresses social issues and objectives instead of self-referential architectural types, methods and terminology.

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With the location of the architectural intervention selected and the four characteristics (canal, transport system, building, public space) defined, students will use Term 2 as a design laboratory of experimentation. As the main thesis of the project has been loosely defined during Term 1, students can then work on architectural design problems through drawing and physical model-making.

During Term 2 the design projects will hover around the scale of 1:100 focusing on the specific scenario and gradually moving towards the architectural details. These drawings will be instrumental for the Third Year TS projects as well. The aim of focusing at the scale of the architectural building is to have a clearly worked out proposal by the end of Term 2. This is achieved by working in a repetitive manner, through a series of proposals and schemes. Drawings such as the plan, section, elevation and the axon are not representational. These are design tools. As part of this process will also be time-based drawings that show the movement patterns of users within the spaces, that are carried over from their tools students gained in doing the Term 1 exercises.

Techniques of collage, resampling from earlier drawings and models, inclusion of found-objects, photographs, film stills, hand sketching and writing, computational drawings, statistics can all be part of the design process. In addition different modes of architectural drawing are to be used such as plans, sections, elevations, details, perspective and axonometric are to be generated to describe the architectural intervention. Most importantly students are to use these drawings to communicate their final statements on living and mobility and demonstrate how architecture was used as a way to achieve these visions.
Copenhagen – Berlin – Vienna

The unit trip will take place at the start of Term 2 and the members of the unit will be traveling nomads, exploring, using, sleeping on and analysing different transport systems in other European cities, which will include but is not limited to, Copenhagen, Berlin and Vienna. This unit trip doesn’t so much have a destination, but rather will be a journey in perpetual motion. The intent of this unit-trip-by-travel is to act as an inspiration in terms of transport and how people use the systems. We will explore Copenhagen’s computer-run Automated Train System and marvel at the cleanliness of the lines while taking rides on the the Harbour Buses, experience Berlin’s uber-efficiency on the U- and S-Bahn’s and see Vienna’s iconic red streetcars. Other potential cities to pass through on this are Munich and Frankfurt. We will drive, take trains, sleep on trains, cycle, travel by boat/ferry and use our feet to walk as the true nomad would. In essence this unit trip itself is a project, one that we will design as a group, and collectively decide how to document.
Potential Architecture

Sketch of the Fun Palace
Cedric Price

Term 2
The focus of Term 3 will be placed on development of the design proposals and understanding where the project is situated in relation to the past, present and future. While continuing to refine the architectural proposal at the scale of the building, students will be asked to critically evaluate the potential of the project zooming out to the scale of the city (and beyond) and panning into the scale of the detail to understand how certain aspects of the proposal works. By doing this students will be able to understand the ramifications and consequences of the thesis and project that they are proposing while also being able to understand and explain the synthesis of the everyday observations that permeate their project in relation to the big visionary ideas that they are projecting.

Term 3 will also be dedicated to portfolio development allowing students to continue generating a drawing and modelling technique that is built on the same ideas of their project while also continually rehearsing their verbal descriptions of their thesis and work in preparation for the final jury and tables.
Throughout the year students will develop drawing and modelling techniques to best explain their thesis and work. During this process students will be given a set of constraints to work with such as working on nine A1-square drawings, that at once individual ‘fragments’ acting as stand alone drawings, while collectively they construct a single composition. These drawings will hold the design proposal, much like a collection of architectural competition drawings. In parallel to this students will be asked to complete a collection of A4-square drawings that carry on them the precedents, influences, inspirations, newspaper headlines, images, etc that are an important aspect of the project to further explain not only where the project currently stands, but how one got to that point. A final item to be completed during the middle of Term 3 (for the final jury) is a constrained piece of text that explains the thesis of the project.

Much like the unit work, which is dictated by movement through the space of the city, the portfolio is to be seen as an entity of moving parts or the capacity to resample the typical architectural portfolio of a bound book. How paper folds, creases, is cut out, added to or made to be three-dimensional can be explored. The portfolio will begin within the rigid structure of an A1-squared book format, white gridded pages and black hardcover (and potentially more parameters). However, by the end of the exercise it should be difficult to decipher the starting point as the physicality of the portfolio as well as the material it contains is to be manipulated in a manner that further demonstrates the vision of each unit project.

While much of the unit output and portfolio will be generated by a series of complex constraint systems it is important to remember that rules are made to be broken (life is certainly much more fun that way).
### Term 3 (Proposed) Schedule

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<th>Day</th>
<th>Date</th>
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<td>MON</td>
<td>21/05</td>
<td>AA REOPENS</td>
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<tr>
<td>TUE</td>
<td>22/05</td>
<td>3rd Years Tutorials – TS Progress Review</td>
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<td>2nd Years Optional Tutorials – Studio Progress</td>
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<td>THU</td>
<td>24/05</td>
<td>Working Day</td>
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<tr>
<td>FRI</td>
<td>25/05</td>
<td>3rd Years Tutorials – TS Progress Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd Years Optional Tutorials – Studio Progress</td>
</tr>
<tr>
<td>MON</td>
<td>27/04</td>
<td>TS3 Final Submission</td>
</tr>
<tr>
<td>TUE</td>
<td>28/04</td>
<td>2nd Years Tutorials</td>
</tr>
<tr>
<td>WED</td>
<td>29/04</td>
<td>3rd Years Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Studio Progress</td>
</tr>
<tr>
<td>THU</td>
<td>30/04</td>
<td>Working Day</td>
</tr>
<tr>
<td>FRI</td>
<td>31/04</td>
<td>Working Day</td>
</tr>
<tr>
<td>MON</td>
<td>01/05</td>
<td>Working Day</td>
</tr>
<tr>
<td>TUE</td>
<td>02/05</td>
<td>Working Day</td>
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<tr>
<td>WED</td>
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</tr>
<tr>
<td>THU</td>
<td>04/05</td>
<td>Working Day</td>
</tr>
<tr>
<td>FRI</td>
<td>05/05</td>
<td>Final Unit Jury</td>
</tr>
</tbody>
</table>

**Key**

- Tutorials
- Review / Juries
- 2nd / 3rd Year Previews
- Working Days

**Notes**

- Final Unit Jury
  - Pass through for the final jury. Students are to present the work as if it is the final jury.

- TS3 Assessments
  - Students are not required to be present.

- TS3 Final Submission
  - 1pm Deadline

- 3rd Years Tutorials
  - Review of all material to be presented at tables, the method in which to present and focus placed on the verbal presentation of the work.

- 2nd Year End of Year Reviews, Tables
  - Intermediate (Part 1)
  - 3rd Year Tables Final Check

- 2nd Year Exhibition Work
  - Final Rehearsal for Final Tables
  - Review of all material to be presented at tables, the method in which to present and focus placed on the verbal presentation of the work.

- 2nd Year Exhibition Work
  - 3rd Year Individual Tutorials
  - 2nd Year Exhibition Work

- 2nd + 3rd Year Exhibition Work

- Intermediate (Part 1)
  - 3rd Year Tables Final Check
  - 2nd Year Exhibition Work

- 2nd Year Exhibition Work
  - Final Rehearsal for Final Tables
  - Review of all material to be presented at tables, the method in which to present and focus placed on the verbal presentation of the work.

- 2nd Year Exhibition Work
  - 3rd Year Individual Tutorials
  - 2nd Year Exhibition Work

- 2nd + 3rd Year Exhibition Work

- Opening of End of Year AA Projects Review Exhibition + Graduation Awards Ceremony
While much of Buckminster Fuller’s work is visionary and in some circles insane or even non-architectural, he was a technician who thought with rigour about the technological and experimental aspect of his projects resulting in inventive architectural details. The Technical Studies research will follow Fuller’s model in a manner that figures out highly precise details that do not take away from the visionary ideas of the unit work but in fact enhance and embody it.

The unit will be following Option 2: submission at that start of Term 3.

The TS research and output are to zoom into a particular aspect of the design proposal where the transport system intersects with the living module envisioned by the student. This critical intersection will be the host of an architectural intervention that responds to an aspect of everyday living within the city. Material, structure, construction details, fabrication, reuse of existing constructions and assembly are areas of focus that are to be developed in both the unit drawing and physical modelling output that will result in the TS submission. The TS work is to be synthesised into the unit design proposal, not a separate entity. The writings of Reyner Banham and the work and ideas of Fuller will influence the unit work with respect to TS research. Supplementing the TS tutorials will be external engineers from London-based firms and experts on transportation systems.
Ryan Dillon received his Bachelor of Architecture at Syracuse University School of Architecture and his MA from the Histories and Theories programme at the AA. He currently teaches in the AA’s undergraduate History & Theory programme and the Architecture and Urbanism graduate programme (DRL), where he serves as Programme Coordinator. He has also taught at the University of Brighton. He is a designer at EGG Office and has previously worked at Moshe Safdie Architects on projects such as the Khalsa Heritage Complex and the Peabody Essex Museum.

Jorge Méndez-Cáceres currently works at Heatherwick Studio and previously at Zaha Hadid Architects. His academic experience includes an MArch from the DRL at the Architectural Association in London, an MArch from Pratt Institute in Brooklyn, New York and a BEnv Des from the School of Architecture at the Universidad de Puerto Rico. He co-directs the AA Visiting School in San Juan, Puerto Rico and in 2012 co-founded mEmE: a contemporary atelier for the re-search and re-thinking of advanced design and geometry in architecture.

Drew Merkle works at Zaha Hadid Architects in London, UK. He has experience working on projects of varying scales in North America, Europe, Asia, and the Middle East. He holds an MArch from the DRL at the Architectural Association in London, and a BArch from Auburn University in the US. He co-directs the AA Visiting School in San Juan, Puerto Rico and in 2012, co-founded mEmE: a contemporary atelier for the re-search and re-thinking of advanced design and geometry in architecture.
Art/Architecture Bibliography

– Various Authors, Kon Wajiro Retrospective, Seigensha, 2011.

London Bibliography


Writing Bibliography

– Calvino, Italo, If on a winter’s night a traveler (Se una notte d’inverno un viaggiatore), Alfred A. Knopf, 1993.
– Hunt, Nick, Walking the Woods and the Water: In Patrick Leigh Fermor’s footsteps from the Hook of Holland to the Golden Horn, Nicholas Brealey, 2014.
– Perec, Georges, La Disparition (A Void), David Godine, 2005.
– Queneau, Raymond (Translated by Wright, Barbara), Exercises in Style, One world Classics Ltd, 2008.