

KIWI BUILD-IT STUDIO INTRODUCTION AND STUDIO REQUIREMENTS

In this six week programme students will complete an architectural proposal that comprises of (1) A study of existing social issues surrounding the current housing shortage in New Zealand; (2) A creative exploration of site, that documents functional and cultural needs of communities; (3) The construction of a client brief from the research and site study; (4) Designing architectural interventions which address the brief's requirements; (5) Representing these architectural interventions using architectural documentation techniques and appropriate media, and (6) An analysis of the project for students to reflect on for their own architectural learning.

This studio has two sessions per week. In the first session of each week students are required to attend a presentation by teaching staff where the task for the week is introduced. In the second session of each week students are required to present their work and carry out a peer to peer review of the task set out for each week.

Students are expected to check with CANVAS regularly for notifications throughout the semester, and when necessary, communicate in studio or via CANVAS when further clarification is needed.

KIWI BUILD-IT STUDIO TIMETABLE AND CONTENT

WEEK	DUE	STUDIO TASKS	PREPARATION
Week 1	07/03/2019	Kiwi Build-it - Research Studio Introduction Student/Tutor Introductions Complete research presentation of findings	Granby Four Streets: https://vimeo.com/236916960
Week 2	14/03/2019	Kiwi Build-it - Site Ecologies	
Week 3	21/03/2019	Kiwi Build-it - Brief Construction	Portico space: http://portico.space/journal//architectural-concepts-programme
Week 4	28/03/2019	Kiwi Build-it - Design Interventions	
Week 5	04/04/2019	Kiwi Build-it - Design Communication	
Week 6	11/04/2019	Kiwi Build-it - Design Analysis Critiquing and reflecting on your design	Portico space: http://portico.space/journal//architecture-school-critiques-reviews-what-is-a-crit
MID-SEMESTER BREAK			

TEACHING STAFF:

Please see below for tutor's research interests and areas of expertise -

Weian Chen: Phenomenology, Atmosphere in Architecture, Watercolour Practices, Design Methodologies, Spirituality and Presence in Residential and Institutional Architecture

Selina Ershadi: Experimental film, Feminist film theory, English literature, experimental autofiction and biomythography, object fabrication.

Micheal McCabe - KIWI BUILD-IT STUDIO Coordinator Weeks 2/4/6: Queer Spatial Practices, 1:1 Fabrication

Kiri McKenna: Narratives, Dialogues, Gendered and Liminal spaces, Architecture as political form

Karamia Müller - KIWI BUILD-IT STUDIO Coordinator Weeks 1/3/5: Pacific space concepts, Oceanic Architecture, Feminist methods, and Critical Race Theory

Agnes Yu: Registered Architect, Environmental Psychology, Jewellery Design and Making

Students should expect differing perspectives on their work from different tutors, we encourage students to take the views, and teaching from each tutor and critically evaluate for themselves avenues of exploration they are interested in as they progress their design. It is not the intention of tutors to contradict each other, rather it is our intention to offer the many ways one might find a creative solution to difficult and complex problems, which you will find is one of the most exciting aspects of creativity, design and space!

CONTACT:

Teaching staff can be contacted through CANVAS.

Please note we cannot respond to teaching enquiries through online social media platforms.

KIWI BUILD-IT STUDIO TOOLS AND MATERIALS REQUIRED

Required: All required equipment stated in Architectural Media will be used in this studio, please ensure you have it with you during studio hours. Allow \$20.00 for photocopying and printing.

Optional: Model-making materials.

KIWI BUILD-IT STUDIO ASSESSMENT GENERAL CRITERIA

This studio project will be assessed individually. Where we have assigned group work, tutors will be checking that students are working collaboratively to produce the equivalent of the group's number. In this way even group work will require students to produce the appropriate amount of work individually to complete the group task.

Every year first year students in the Bachelor of Architecture are introduced to the creative, discursive and speculative dimensions of studio and find it difficult and mysterious to understand how studio is assessed. To assist with this understanding we have provided learning objectives for each week, assessment guidelines and a rubric for your peer to peer

reviews and final presentation in week 6. Exciting, dynamic studio practices and environments are ones where many perspectives are heard and are given due diligence.

The academic context requires students to develop their independent thinking, and studio is no different, students should expect the challenge of defining for themselves the parameters of their project. While we outline the foundations for a sound studio project, it is expected that students will self-initiate their own creative explorations and research as their project develops. It is worth noting that it is common, in fact very normal to not know where your project is going when you begin the studio process, and for this to feel uncomfortable, but this sense of not knowing, and exploring as you design will become more familiar as you gather more design, research and studio experience.

PIN-UP:

Students will be required to present at the end of week 6 their project on one board, with 3 to scale models. Should students not be able to attend the final crit please note that this constitutes as not submitting. Students should ensure a tutor has documentation for the reason to not attend.

Students will be expected to resubmit this work again at the end of the semester in their overall semester studio portfolio. Please note: the work completed will not be accepted for pin up again in the second half of semester 1.

Students are required to submit a sketch book documenting their research and design process and all other creative explorations at time of week 6 pin-up.

ATTENDANCE:

Students will be assigned a tutor at the beginning of the studio, this tutor will be your main point of contact however we encourage you to seek out the advice and expertise of the teaching staff in the Kiwi Build-it studio. We all have our areas of expertise and are excited to work with you on your projects.

Students are expected to manage their time and notify tutors where necessary when they are unable to attend studio and need assistance with keeping up to date. Attendance will be monitored by your appointed tutors and when students are unable to attend they are required to notify their tutor and address any outstanding work in their own time.

KIWI BUILD-IT STUDIO ACADEMIC STANDARDS

Please note that this is an academic context, research using sites such as wikipedia or online social media sources such as pinterest or instagram content will not be accepted. Further all images that are used require students to acknowledge the architect(s)/artist(s), the title of the building/work, year completed, and where the image was sourced from. Where contemporary examples are only available online, students are expected to list the webpage/website where the image was sourced. Where you are unsure please consult with the University of

Auckland's academic referencing centre webpage: Referencite, which can be found at:
www.cite.auckland.ac.nz

SCHOOL OF ARCHITECTURE AND PLANNING STUDIO RESOURCES

For general queries see the Student Centre (located on level 2) -

<https://www.auckland.ac.nz/en/creative/study-with-us/study-options/student-centre>

For digital support see Open Media Lab (located on level 4) - <https://oml.blogs.auckland.ac.nz>

For purchases for materials, cutting, printing or access cards see Creative Arts and Industries
Online Shop - <https://store.creative.auckland.ac.nz>

WEEK 1: RESEARCH TASK AND QUESTION

The provision of quality housing that addresses a nationwide shortage highlights the critical role of architects, planners and designers in the well-being of New Zealanders. It is widely accepted that successful housing reflects the functional, cultural and values of the communities and peoples the housing is for (Allen, Beattie, & Haarhoff, 2018). In New Zealand it is also recognised that there is a need to assist people into home ownership, which has resulted in various housing developments occurring across the country at present. One such initiative is the KiwiBuild programme which is part of the New Zealand Government's plan to deliver 100,000 new homes in the next ten years. Given the many faceted dimensions required to design good housing that improves the well-being of its occupants, this project introduces students to a studio process which weaves research and creative exploration with architectural analysis to propose spaces that address the broader social dimensions of New Zealand housing.

This week you are to answer the question: *'What is the role of the architect in designing housing that addresses broader social issues?'*

WEEK 1: TASKS

1. A study of existing social issues surrounding the current housing shortage in New Zealand. In groups of five you will undertake research the social issues facing housing in New Zealand. Then in groups represent your research using architectural representation such as collages, drawings, models or a combination of all three, formatted to fit onto 1x pin up board and should include 1 model to a nominated scale.
2. Present this research to another group, conduct a peer to peer review of the presentations, highlighting areas the research could develop for a brief.

WEEK 1: LEARNING OBJECTIVES

1. Demonstrate ability to identify one key social issue with contemporary housing, for example students may like to research current cost of a house and compare this with the average household income.
2. Demonstrate ability to communicate the research findings using appropriate architectural representation.
3. Demonstrate ability to clearly draw from the research analysis and the representation process what architects can do when designing to address the key social issues identified in the research.
4. Provide an answer to the week's key research question: *'What is the role of the architect in designing housing that addresses broader social issues?'*

WEEK 1: ARCHITECTURE EXAMPLES

Students are required to look at the Assemble Studio project Granby Four Streets CLT and analyse how this project took community-led research to propose an architectural intervention.



Figure 1. Granby Four Streets by Assemble Studio, London, United Kingdom is an example of a community-led project in Liverpool. Working with the community Assemble Studio proposed an innovative proposal to provide affordable housing. This project highlights the critical role that architects, designers and planners can play in working with the peoples and communities that they are designing for. Image shows an artistic rendering that represents the social dimensions of the site. Assemble Studio, (2011), *Granby Four Streets CLT*. Architectural Drawing. Assemblestudio.co.uk

WEEK 1: MATERIALS/LEARNING RESOURCES

Housing New Zealand, Housing and Development programmes, What is supportive Housing?

<https://www.hnzc.co.nz/housing-developments-and-programmes/greys-ave/what-is-supportive-housing>

Portico Journal, a website for inspiring architects, specific to New Zealand and founded by New Zealand architect Sophie Hamer: <http://portico.space>

University of Auckland Libraries and Learning Services: www.library.auckland.ac.nz

REFERENCES

Haarhoff, E., Beattie, L., & Dupuis, A. (2016). Does higher density housing enhance liveability? Case studies of housing intensification in Auckland. *Cogent Social Sciences*, 2(1), 1243289.

<https://doi.org/10.1080/23311886.2016.1243289>

WEEK 2: SITE RESEARCH-ECOLOGIES

With the research collected from the first week we will start to build an ecology around site. *Ecology* within architecture is a borrowed term from the field of biology that understands the term as *the relationships between organisms and their physical surroundings*. Within this studio we might understand these *organisms* as “people” and their *surroundings* as “site/place”. By understanding the multiple ways people relate to a place we might begin to comprehend the complex ways communities formed through and are supported by the built environment revealing possible opportunities for design intervention.

We will build on the research skills you have developed in the week prior to investigate a selected site. This investigation will be *socio-political* in its inquiry. You will need to identify key elements within the built environment and how these effect or might effect surrounding and proposed communities.

The project is sited in the Cottingham Crescent Housing New Zealand Development. Each student will take a plot of land for their project, however, within your groups you are to collectively research site to generate a more holistic understanding of place outside the confines of a singular property.

Where and how might the architect intervene to better support and facilitate the people and communities present around site?

WEEK 2: TASKS

1. In the same groups as last week generate a 2D/3D mapping of **site** at a selected scale identifying key elements of the built environment. Make sure you leave enough space for additional material to be added.
2. With this mapping overlay your *socio-political* research. Use a variety of sources to build a comprehensive and specific mapping of the **site** tutoring staff can assist you on where you might begin your site specific research. You may use the research generated last week to inform the mapping.
3. With both the physical and the socio-political mapped draw connections between the two. These can range from the tangible to the speculative in their interrelatedness. You will need to clearly visually communicate these relationships in the 2D/3D mapping of site
4. Present this research to another group, conduct a peer to peer review of the presentations, highlighting areas the research could develop for a brief.

WEEK 2: LEARNING OBJECTIVES

1. Demonstrate ability to identify key elements of the built environment and synthesise these into a clear and concise mapping of the site and the surrounding area

2. Develop an understanding of how the built environment relates to wider socio-political issues
3. Demonstrate the ability to clearly draw from site analysis and the representation process what architects can do when designing to address the key issues surrounding site, place and people.
4. Provide an answer to the week's key research question: 'Where and how might the architect intervene to better support and facilitate the people and communities present around site?'

WEEK 2: NEXT SESSION TASKS AND MATERIALS REQUIRED

For the following week you will need to bring along your research from the past sessions. You will then use this to construct an individual brief. Notes from the peer reviews will be helpful here to guide your future inquiry.

WEEK 3: BRIEF CONSTRUCTION

A brief in simple terms is a checklist of wishes. It is critical because it is the guide for what you will design. This week students will work individually to construct a brief for their design. You are required to take the existing research you have completed, and analyse what of that research you will take forward into the design process. As we are focusing on spaces in this studio you are required to develop a brief for: (1) Interior space; (2) Exterior space, and (3) A threshold space. You are to produce a written brief and an architectural analysis of how you will begin to explore responding to the briefs you have created. Your architectural analysis may include a material study, sketches, plans, sections or an architectural precedent.

We set out to ask in this week the following questions: *What is a good brief for social housing if we don't know the client personally but we know what social issues are at play? Further, what is the relationship between creative exploration and the brief in a studio process?*

WEEK 3: TASKS

1. Construct a brief and architectural analysis for an interior space. Potential interior spaces students may consider examples such as a kitchen, bathroom, a piece of furniture or a structural element.
2. Construct a brief and architectural analysis for an exterior space. Potential exterior spaces students may consider may include spaces such as a patio, garage, or a walkway.
3. Construct a brief and architectural analysis for a threshold. Potential threshold spaces students may consider may include spaces such as a corridor, park or an exit.
4. Pin up and present your brief in groups of 3-5, conduct a peer to peer review of the presentations, highlighting areas the research could develop for a brief.

WEEK 3: LEARNING OBJECTIVES

1. Demonstrate ability to analyse and synthesize research to produce a space specific brief.
2. Demonstrate ability to identify appropriate architectural precedents, techniques and strategies that will assist a design response to the brief.

WEEK 3: ARCHITECTURE EXAMPLES

Students are required to look at the Assemble Studio project Granby Four Streets CLT and analyse how this project took community-led research to better understand what the community needs were - in other words make a brief for the community that the community wanted.



Figure 2. Assemble Studio, (2011), *Granby Four Streets CLT*. Architectural Drawing showing interior, with functional and cultural needs using a sectional view. Assemblestudio.co.uk

WEEK 3: MATERIALS/LEARNING RESOURCES

Portico space: Programme or what happens in particular spaces:

<http://portico.space/journal//architectural-concepts-programme>

WEEK 4: DESIGN INTERVENTION

There are a multitude of ways to design but at the heart of all processes is an attentiveness to the brief. Your creative process should translate the criteria of the spaces outlined in your brief (interior, exterior, and threshold) into architectural proposals. This process is not necessarily linear, however there should be a sequence of decisions that produce and evaluate designed outcomes moving from the conceptual to the detailed.

Within in this studio we will be using model making and drawing as tools to grapple with your brief. While there are many ways of designing we will be working *iteratively*. This is a design process that encourages making things quickly, testing out a variety of ideas, and critically reflecting on your production, and selecting the most “successful” of all options produced. You will use your brief as an evaluative framework for your design production.

The question you will asking this week is:

How do you distill your brief through design into spaces that are attentive to the social and political?

WEEK 4: TASKS

1. Draw 5x iterations of your interior, exterior and threshold space
Each drawing should be A5 in size
2. Select one drawing of each of your interior, exterior and threshold spaces. From these drawings generate a quick corrugated cardboard model at 1:50 scale
3. Using your brief as a framework of self-reflection redraw your model altering the proposals where needed. You should produce at least 3 drawings at A4 size. There should be a clear development of your interior, exterior and threshold spaces.
4. Select the drawing or elements from the drawings that best fulfill your brief. With these in hand generate a new cardboard model at 1:20 scale. Once completed photograph the model in plan, elevation, and perspective view and print these out at A3.

WEEK 4: LEARNING OBJECTIVES

1. Demonstrate an ability to work iteratively generating a variety of options and critically evaluating them against your brief.
2. Develop model making and drawing skills in relationship to each other deploying them strategically as evaluative tools.
3. Develop your abilities to work at scale considering how bodies occupy space

WEEK 4: ARCHITECTURE EXAMPLES

Students are required to look at the exemplars and references within the weekly workshop document.

WEEK 5: DESIGN COMMUNICATION

Models and drawings are how we reflect and develop our own design process and exploration and are the key mediums through which we communicate to others our design ideas.

In the past four weeks, we have completed a studio process beginning with researching the social implications of housing. Using the models we have created through different processes, we are now in a position to interrogate them further as architectural propositions through the conventions of architectural drawing and scale. Understanding the relationship between the architectural model and the architectural drawing is useful to us as we design space because it gives our design a sense of occupancy.

Both are critical elements to the designer and require practice as we design. In the first section of this studio session you will be required in pairs to reflect on the first, where your drawings and model making reflect a design process. As students of architecture, we “read” models and drawings as one might read a book, extracting information about the space from it. Therefore, our model and drawing production, tell a story as any story might, taking people such as our peers, critics or clients on a journey through a space, be it a piece of furniture, a building or an urban square.

We set out to ask in this week the following question: *As an architecture student how do I communicate my design?*

WEEK 5: TASKS

Complete the following drawings for each of your spaces:

1. Plan: a drawing created when a horizontal section is taken through the building
2. Section: a drawing created when a vertical section is take through the building
3. Axonometric or Perspective: a drawing that depicts the building in 3 dimensions

WEEK 5: LEARNING OBJECTIVES

4. Demonstrate an ability to communicate your design and research using architectural drawing, and model making using appropriate media, techniques and scale.

WEEK 5: MATERIALS/LEARNING RESOURCES

Portico space: THE CRIT, Critiques, Reviews & Presentations at Architecture School:
<http://portico.space/journal//architecture-school-critiques-reviews-what-is-a-crit>

WEEK 6: DESIGN ANALYSIS

In this final week we will collectively analyze, reflective and critique the work generated within this studio. We will consider the cumulative process/es that have lead your creative investigation. In particular we will consider how your research and brief has been distilled and expressed in final models and drawings presented.

This is to be the summative assessment for this studio and you will be required to present in front of your peers, tutors and invited critics and give feedback to other students. The format of this presentation will be 2 minutes of presentation time and 3 minutes of feedback (5 minutes in total).

You will present 1 pin up board (3x A1) of drawings, renders and research findings and 3x models

Please see here for the minimum requirement for this pin up:

- 1x Research analysis
- 1x Site ecology
- 1x Brief study
- 1x Plan for all spaces
- 1x short section for all spaces
- 1x long section for all spaces
- 1x perspective for all spaces

1 model for each space.

WEEK 6: TASKS

1. Collate all appropriate material for you crit (plans, sections, axonometric and models) and submit this by 9am on crit day
2. Prepare a bullet point list of your key points you will communicate during the final reflection. Make sure you have put time aside to practise your presentation
3. Pair up with another student and take notes throughout their presentation. These should take note of the feedback given by students and tutors.

WEEK 6: LEARNING OBJECTIVES

1. Develop the ability to communicate your design orally to a group of your peers. Discussing key details of your brief, how those are articulated in your presentation material and the wider socio-political implications of your creative investigation
2. Develop the skills to critically reflective and engage with the work of your peers through verbal feedback

WEEK 6: MATERIALS/LEARNING RESOURCES

You will need the following items:
Pen/Pencil and your Notebook

Portico space: THE CRIT, Critiques, Reviews & Presentations at Architecture School:
<http://portico.space/journal//architecture-school-critiques-reviews-what-is-a-crit>



Figure 3. Assemble Studio, (2011), Granby Four Streets CLT. Architectural Drawing showing community values using perspectival views. Assemblestudio.co.uk

ASSESSMENT GUIDELINES

KIWI BUILD-IT GENERAL LEARNING OBJECTIVES

1. Student is able to critically evaluate independently how the design project will develop according to the learning objectives.
2. Student can work independently and in a group, self-initiating and collaborating where necessary to progress the assigned tasks.

KIWI BUILD-IT STREAM SPECIFIC LEARNING OBJECTIVES

1. Student can conduct independent research. Student can undertake an independent analysis from this research findings that are relevant to the design of successful housing.
2. Student can conduct an independent study into site ecology and identify relevant issues for further development into a brief.
3. Student can create a brief that addresses social concerns using this analysis.
4. Student demonstrates ability to design three spaces that respond directly to the brief.
5. Student can critically evaluate the appropriate architectural drawings and models, techniques and media to represent their project. Student demonstrates an ability to further develop their design using these modes.
6. Student can clearly articulate the reasoning and process of their design.

COURSE RUBRIC

CRITERIA	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	EXCELLENCE
	Little to no evidence	Adequate evidence	Extensive evidence	Majority of evidence
Week 1: Research	Little to no research completed. Not able to identify any social issues through research. No evidence of research findings. No analysis of research.	Adequate research completed. Basic ability to identify social issues. Adequate demonstration of research findings. Basic analysis of research.	Good ability to identify key social issues. Multiple examples of evidence of research findings. Good analysis of research findings.	Excellent ability to identify critical social issues. Extensive and well researched examples of evidence of research findings. Excellent analysis of research findings showing depth and understanding.
Week 2: Site Ecologies	Little to no engagement with site. Not able to identify any key elements of site through research. No evidence of research findings. No analysis of research.	Adequate research around site completed. Basic ability to identify social issues and their relationships to the built environment. Adequate demonstration of site ecologies. Basic analysis of site research.	Good ability to identify key elements of site. Multiple examples of the relationship between social issues and the site. Good analysis of site research findings.	Excellent ability to identify critical social issues and they relate to the built environment. Extensive and well researched examples with reference to case studies. Excellent analysis of site research findings showing depth and understanding.
Week 3: Brief Construction	No ability to analyse and synthesize research into space specific briefs. No evidence of appropriate architectural precedents, techniques or strategies to design a response to the brief.	Basic ability to analysis and synthesize research into space specific briefs. Some evidence of appropriate architectural precedents, techniques or strategies to design a response to the brief.	Good level of ability to analysis and synthesize research into space specific briefs shown through multiple explorations and research. Extensive evidence of appropriate architectural precedents, techniques or strategies to design a response to the brief shown through multiple appropriate examples.	Excellent ability to analysis and synthesize research into space specific briefs shown through extensive research culminating in a well-developed space specific brief. Excellent evidence of appropriate architectural precedents, techniques or strategies to design a response to the brief shown through multiple well researched examples.
Week 4: Design Interventions	No ability to analyse or synthesize design practices into a series of design proposal. No evidence of engagement with critical engagement with own making practise	Basic ability to analysis and synthesise iterative designs into potential architectural proposals. Some evidence of critical engagement with own practice.	Good level of ability to analysis and synthesise iterative designs into promising architectural proposals through careful reflection of previous work. Extensive evidence of critical engagement with own practice shown through active research into making	Excellent ability to analysis and synthesise iterative designs into resolved architectural proposals through extensive critical reflection. Excellent evidence of critical engagement with own practice shown through the active critique of own work, active

			and upskilling	architectural research into making and selective upskilling
Week 5: Design Communication	Little to no ability to communicate your design and research using architectural drawing, and model making using appropriate media, techniques and scale.	Basic ability to communicate your design and research using standard architectural drawings, and basic model making using appropriate media, techniques and scale.	Good ability to communicate your design and research using creative and aesthetically considered architectural drawings, with extensive model making using well selected media, techniques and scale.	Excellent ability to communicate your design and research using completed creative and aesthetically considered architectural drawings, with extensive model making using well selected media, techniques at a resolved scale.
Week 6: Design Analysis	Little to no ability to communicate their design to peers. No engagement in group discussion or feedback given to peers.	Basic ability to present their design to peers using some architectural language. Minimal engagement in group discussions and little feedback given to peers.	Good ability to present their design to their peers using selective architectural language. Active engagement in group discussions offering insightful feedback to peers	Excellent ability to communicate and present their design to peers using considered and consistent architectural language. Critical engagement in group discussions offering key reflective feedback to peers.