TAYLOR'S UNIVERSITY
Wisdom · Integrity · Excellence

SCHOOL OF ARCHITECTURE, BUILDING & DESIGN

Centre for Modern Architecture Studies in Southeast Asia
Bachelor of Science (Honours) in Architecture

ARCHITECTURE DESIGN STUDIO III [ARC60106]

Prerequisite: Architecture Design Studio II

Project
GENIUS LOCI: VISITOR INTERPRETIVE CENTRE (VIC)
80% of final mark

No.	Assessment Components	Type	MLO	Weightage
2	Project: Visitor Interpretive Centre			80%
	Genius Loci, Site Response and Design Concept (Phase 1 and 2)	Formative	4	
	Visitor Interpretative Centre - Sketch Design (Interim) (Phase 3)	Formative	2, 3	
	Visitor Interpretative Centre (Final) (Phase 4)	Summative	3, 4, 5	

Introduction

The design brief calls for an architectural response to design AN INTERPRETIVE CENTRE sited in Sekinchan, emphasising a strong engagement and relationship to the site, spatial experiences and programmatic requirements.

Learning Outcomes

1. Produce site analysis which document, interpret and analyze the site context and the 'genius loci' of place and generate design based on the unique character and conditions of the site context.
2. Generate design through conscious consideration of section-plan relationship with considerations of human scale, natural light, materials/texture.
3. Design a small scale community building which response to the site (site topography, history and socio-cultural events), functional program and users' experiences

The Design Brief

The interpretive centre will serve two purposes:

- To provide a physical point of reference with visual significance that keeps alive the culture/history/memory/essence of the site
- To provide accommodation to house and display relevant material and interpretive material for public access and information.

Solutions relying heavily on landscape are encouraged. Visitors should be inspired and informed in ways that somehow express the spirit of the place (genius loci).

Total floor area: Approx 500sqm (covered internal spaces), and 2 storeys

REQUIREMENTS for the space are as follows:

No.	Space	Area (sqm)	Ratio to total floor area (%)
1	Lobby and Reception	50	10
2	Display/Exhibition/Gallery	240	48
3	Book/Souvenir Shop	50	10
4	Management Office (1 manager, 2 staff, 1 meeting room and pantry)	60	12
5	M/F Toilets (for public and staff)	25	5
6	M&E and Utilities	1	
7	Storage	24	5
8	1 Misc space to be defined by the designer	50	10
	TOTAL	500	

The above rooms are RECOMMENDED. The TOTAL floor area of your building should be approximately 500 sqm.
Your designed should be developed taking into account the climate, culture and context of the building. You are required to indicate MATERIALS and show an appreciation of BUILDABILITY in your final presentation.

Phase 1: Reading the Site – Group site documentation and interpretation

In groups, conduct data collection and analysis of the given context. Details will be prescribed below. Submission of Phase 1 will include Model(s) and a Collated A3 landscape booklet.

<u>The following are Group(s) to be formed for data collection and analysis on-site:</u>

1. History and morphology of town/context AND Documentation Team (led by Veronica & 12 students)

Objective: (1) To produce historical tracings of the context on A1 sheet(s) of paper. Mapping a site over a series of significant stages in the course of its history provides a description of the life and memory of a place. They can provide inspiration for a contemporary idea that connects directly with past archaeology/memory/history of the site. Conduct a historical research on the place. (2) Responsible for collation of the A3 document.

Method: (1) Data collection local authority, historical research in National Archive, library, Literature (published/unpublished), (2) Using selected software, to liaise with all teams to collate data collection and analysis of the given context.

Outcomes: Timeline of historical events, documentation of history, a series of plans/historical tracings of the town morphology

2. Natural and constructed landscapes (including large cross sections of the context) (led by Fadzlee and 12 students)
Objective: To record and analyse climate, existing landscapes, topography & contours, fauna & flora, views on landscapes

Method: Data collection from survey plans, Observe and record physical context through diagrams and photographs to produce site section to study existing relationships between built & natural landscapes.

Outcomes: Plan diagram showing contours, Sectional diagrams showing relationships between built and natural environments/landscapes. All diagrams to correlate to photos.

3. Circulation & movement through the town (led by Patma and 12 students)
Objective: To record the ingress and egress into the town, the different types of circulation and transportation, paths, nodes/public spaces.

Method: Observation and recording how people move through diagrams and photographs, Experience on selected interesting routes and its poetry through mental map/diagram and thumbnail sketches and photographs.

Outcomes: Plan diagram on circulation and nodes, views in and out, mental map of journeys and sketches. All diagrams to correlate to photos.

4. Built forms, typologies & patterns (led by Bryan and 12 students)
Objective: To record the different building typologies and their functions, the architectural styles, landmarks and the unique urban patterns/typologies that makes up the place.

Method: Observation and recording physical built environment through photographs and sketches, research on architectural styles

Outcomes: Diagrams to show the position of buildings and landmarks, their function, Typology studies, Façade/streets diagrams/photo to show architectural styles, scale and relationships between buildings.

5. Society, ritual and communication (led by Raihana and 12 students)
Objective: To record the demography, activities, rituals, trades etc

Method: Observation and recording of the activities, social patterns and cultural values, Interview to find out about the communities, locals daily life.

Outcomes: Diagrams and cultural mapping, photos, transcribed interviews.

6. SITE 1 The Paddy Fields – Micro Analysis (led by Way Keat and 12 students)
Objective: To select the site for the Visitor Interpretive Centre. Record as much information as possible to be used in the design process. Analyse the data collected to inform the design work.

Method and outcomes: Use the following reference as a framework for your recording and analysis of your site: White, E. 2004. *Site Analysis: Diagramming Information for Architectural Design*. Tallahassee, Florida: Architectural Media Ltd.

Provide dimensions of its width and depth and indicate any adjacent buildings at the levels of plans, elevations and sections to create an accurate record of what currently exists. Analyse the following points critically but **NOT LIMITED** to these the following:

- Orientation (sun path)
- Climate (rainfall & temperature)
- Site contours
- Adjacent street and vehicular traffic patterns
- Pedestrian circulation
- Neighbouring contexts
- Vegetation
- Views from the site
- Views to the site
- Views through the site
- Noise
- Human-Cultural

7. SITE 1 – Physical and Digital Site model (Teik Choon with 24 students)
Produce a physical site model at a scale of 1:500. Your selected lot must be identified within your model and the context will fit one door panel. The model will be used as a base for brainstorming your design work. (Material: brown model board with a sturdy base).

8. SITE 2 The Bagan Fishing Village – Micro Analysis (Led by Nik Kadir with 12 students)
Objective: To select the site for the Visitor Interpretive Centre. Record as much information as possible to be used in the design process. Analyse the data collected to inform the design work.

Method and outcomes: Use the following reference as a framework for your recording and analysis of your site: White, E. 2004. *Site Analysis: Diagramming Information for Architectural Design*. Tallahassee, Florida: Architectural Media Ltd.

Provide dimensions of its width and depth and indicate any adjacent buildings at the levels of plans, elevations and sections to create an accurate record of what currently exists. Analyse the following points critically but **NOT LIMITED** to these the following:

- Orientation (sun path)
- Climate (rainfall & temperature)
- Site contours
- Adjacent street and vehicular traffic patterns
- Pedestrian circulation
- Neighbouring contexts
- Vegetation
- Views from the site
- Views to the site
- Views through the site
- Noise
- Human-Cultural

9. SITE 2 – Physical and Digital Site model (Yan Yee with 24 students)
Produce a physical site model at a scale of 1:500. Your selected lot must be identified within your model and the context will fit one door panel. The model will be used as a base for brainstorming your design work. (Material: brown model board with a sturdy base)

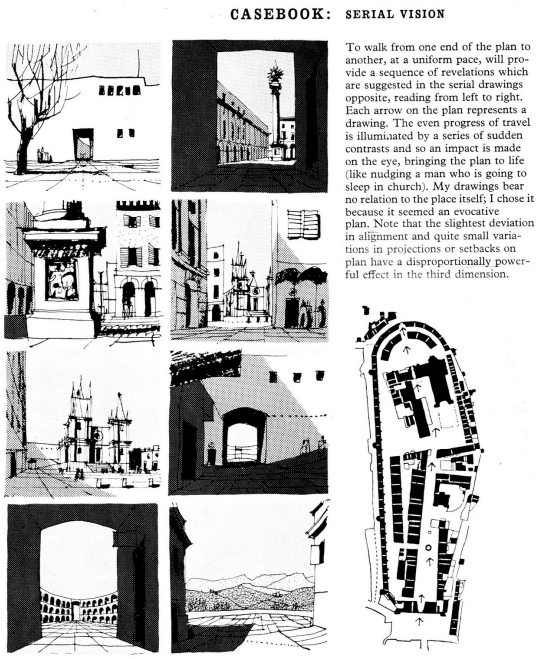
Phase 2: Reading the Site - Individual work Personal Interpretation & Concept Development as a response

Individually, produce your personal interpretation of the context in the form of **sketches, diagrams & photographs**. The personal interpretations of the overall character of the site will inform subsequent design decisions, and it is important to record these honestly and immediately.

Use Gordon Cullen's serial vision and/or Steven Holl's phenomenological readings as the basis/tool for recording your interpretation of the character of place (sketches). You may pay attention to the following on site:

- Materials. Each site has an intrinsic materiality (photos)
- Landscape and topography
- Patterns and elements that makes up the context
- The memory of place. Significant characteristics, sounds, textures, events that make them memorable. There may be aspects of the history and memory of the site that needs to be reinforced in your design.

Conclude by synthesizing your personal interpretation and the SWOT analysis (Phase 1) of place that would form inspiration in the design, and then present a Design Concept for a Visitor's Interpretive Centre derived from the issues discovered. This Design Concept should be presented in the form of visceral images/drawings & models (plug-in model and conceptual/abstract models).




海成发
网购海产
送货上门
*需符合条件 016-665 2836
www.sekinchan.my
海成发
速冻本地海产
A村
九皇爷庙
26. 华仔芒果园
金龙芒
susu芒
019-303 9406
27. 林贸易
稻米厂
稻米展览馆
台湾珍珠米
03-3243 6558
39. 一统旅行社
03-3241 4967
40. 阿婶的家
019-378 3300
28. 铭记手信
专售各种土产
010-982 7088
29. 金记饭店
炒面丁
焖苏中
012-312 5725
30. 乡情大酒家
010-982 7088
直上5公里
乡の旅果园
31. 嘉乐茶餐室
干炒辣椒虾
清蒸石斑鱼头
017-676 2399
32. 香记肉骨茶
海鲜肉骨茶
苦瓜焖排骨
03-3241 5887
"稻田"
一望无际的田园风景
一年到头都风景如画
三月与九月是插秧期
六月与十二月是收割期
33. Harbour View Hotel
03-3241 8868
34. Pearl rice garden
名宿
012-692 7028
35. A+ Boutique Hotel
03-3241 5555
36. Golden Harvest Hotel
03-3241 0075
37. East Sun Hotel
011-1261 6908
38. 鼎烨饭店
012-919 9901
育群小学
天福宫
水尾圣娘庙
关帝庙
巴刹
嘉乐茶餐室
B村
C村
旅游咨询
警察局 03-3241 2222
消防局 03-3241 6514
海口志愿消防局
016-3385 1427
适耕庄诊疗所
03-3241 0331
44. Paddy Village Hotel
019-728 7929
从大港来
育群中学
Klinik Kesihatan Sekinchan
铭记手信
金记饭店
乡情大酒家
Golden Harvest Hotel
41. 好音响 karaoke
For reservation
017-344 3393
42. 郭兄弟土产
016-328 0087
43. 适耕庄荔苑
可体验抹茶
012-295 2713
Sekolah sri sekinchan
保安宫（秀姑庙）
壁画
Harbour View Hotel
A+ Boutique Hotel
香记肉骨茶
从吉隆坡来
海成发鱼行出版
发行日：乙未年
发行 ：适耕庄
地点 ：海口
016-665 2836
"红毛港"休閒光觀圖
英殖民时代，港口常有红毛人（外国人）出现。所以沿海一带的潮州居民把适耕庄称为"红毛港"
旺家庄苑公寓
南海观音庙
国华饭店
源盛隆酒家
群记饭店
乡镇饭店
鱼翅
警察局
CALTEX
赖宗学会
好音响
East Sun Hotel
12. 旺盛饭店
招牌方鱼
盐焗蟹及虾姑
014-669 3123
13. 阿娇饭店
炸花支，木斗
沙煲什菜
016-676 1769
14. 宝记饭店
花肉炒芝兰
梅菜豆腐
016-604 4660
15. 鸿运饭店
清蒸明虾
瓦堡四宝
016-279 5609
16. 源发饭店
鲨鱼汤
炒鲨鱼
016-616 5346
17. 建旗饭店
海鲜粥
鲨鱼粥
012-228 8091
18. 隆华饭店
特味大虾
家乡炒薄虱
012-266 4005
海鲜街
顺冻速冻海产
188鱼丸
旺盛饭店
阿娇饭店
宝记饭店
鸿运饭店
粮供豆腐商
PTP虾饼
海成发速冻海产
海产街
镇龙宫
红毛港偏河
海成发鱼苗
海成发鱼行码头
海口
红毛港正河
仙法师公古庙
咪咪鱼丸
隆华饭店
别咖人唯家
东兴海产贸易
19. 喜记
火炭炒面
016-215 8224
20. 潮人饭店
石斑鱼头
虾姑，花蟹
016-3030 313
21. 国华饭店
炒红蟹
012-232 5317
22. 源盛隆酒家
佛跳墙
海鲜餐
019-323 4337
23. 群记饭店
特色奶油虾
金牌墨鱼
016-3636 128
SEKIN HOTEL RESORT
拿督公庙
许愿树
热浪沙滩
渔船出航与回航的唯一通道。
1. 海成发鱼行码头（鱼察）
专门售卖新鲜海产
必须先拨打电话，咨询渔船回港的时间。
012-233 5696 019-355 2836
2. 海成发速冻海产
专程把本地的新鲜海产急冻加工，把新鲜度提升到最高及方便食用。提供白鲳，黑鲳，大虾，大马蚧，虾姑肉，虾肉与其他速冻食品，零售及批发一律欢迎
019-228 1841
www.haisenghuat.com
3. 粮豆供腐应商
专门售卖粮豆腐
016-207 9646
4. PTP虾饼
专门售卖手工虾饼，鱼饼，虾蛄饼等等
016-662 1522
5. 188鱼丸
专卖手工鸡刀鱼丸
019-233 5199
6. 仙法师公古庙
每逢初十五，中午一点有乩童供人问事
传统节日
巡海游行-每逢五月初四 下午三点半
中元节 -每逢七月二十三 晚上七点正
可亲身体验传统民风
016-665 2836
www.facebook.com/xianfasigo
7. 咪咪鱼丸
专卖鱼蛟，鱼尺，鱼卷，属竹卷等等
017-611 1149
8. 东兴海产贸易
专门售卖大丸，花丸，鱼面，炸鱼卷等等
013-304 5097
9. 海运速冻海产
012-699 5225
10. 拿督公庙
每逢初一与十五，早上十一点，有乩童供人问事
10. 许愿树
让善男信女的愿望美梦成真，心想事成。
11. 热浪沙滩
瞭望无边无际的大海，欣赏日落之美。享受海风，让心胸开朗舒畅。
24. 乡镇饭店
四川蒸方鱼
辣椒虾
016-657 8593
25. 168土产店
专售各种土产
012-280 3843

Phase 3: Sketch Design (Space Planning and Experiential Spaces) (Formative assessment)

SKETCH DESIGN
Objective: Propose a design scheme which response to the site (site topography, history and socio-cultural events), functional program and users' experiences

1. Select and/or consolidate initial design concept / ideas and develop it by producing a schematic plan and section, and a study model 1:250. The schematic should respond to the physical site context and functional requirements.
2. Consider and develop the primary circulation of the visitor through your architecture (the route). Produce spatial model(s) at the scale of 1:250 to illustrate your ideas.

(At this point, you should be able to develop your design work by integrating thermal comfort considerations for Building Science I)

KEY SECTION AND EXPERIENTIAL SPACES
Objective: Generate design through conscious consideration of human scale, natural light, materials/texture (User experience).

1. Consider the flow of experience: flow of space, intermediate/transition spaces, the variation and hierarchy of spaces, inside/outside relationship, manipulation of light, texture & materiality and scale & proportion. Produce thumbnail sketches/models to illustrate your ideas.
2. Develop your design through the sectional drawing of your architecture. Produce 1 key section 1:50.
3. Produce one key interior perspective to illustrate the experiential spaces of your architecture. Visitors should be inspired and informed in ways that somehow express the spirit of place.

.

Assessments

Presentation and Pin-up (Phases 1, 2 and 3)
Data collection, analysis and responses as well as interim pin-ups are formative assessments that guide and assess the process of design. Process must be legible and all evidence supporting the design scheme must be included. The pin-ups are progressive to provide feedback students' conceptual ideas / design strategy and its development into a design scheme works and how it is responsive to the context. Students must also show how the design has been developed into an "Experiential space" taking into account the considerations of users, context, function and experience.

Final Presentation
Each student is to submit **4 A1 sheets** (portrait OR landscape) conveying ideas underlying the design, its overall form & space, and its spatial qualities. **STUDENTS SHOULD STRICTLY ADHERE TO THE A1 PAPER SIZE.** The submission should include the following:

- A brief written explanation explaining the thinking behind the scheme
- Site Plan 1:500
- Plan(s), Section(s), Elevation(s) which includes relevant site context at a MINIMUM of 1:150 scale. EMPHASIS should be given to an EXTENDED site section showing the building in its extended context.
- One photomontage of the architecture within the site context
- One key 3D image of the interior space of the building to illustrate the poetry of your space
- A set of set response diagrams that illustrate your design strategy informed by the context
- A set of diagrams which clearly demonstrate the spatial typology exploration, the circulation, the relationship between inside/outside, views and other points which are appropriate to your design project.
- Precedent studies that informed the design project
- Integration (graphical information) with Building Science 1 illustrating your design response to the climatic aspects of the site

Each student should also submit the following:

- A final **SECTIONAL MODEL** at a minimum 1:100 scale (1:75 preferred, depending on size) which includes relevant site context and an indication of MATERIALS. (Note that this may be digital upon the agreement of your tutor). This requirement can be superseded by a FULL PHYSICAL MODEL if so desired.
- An **AREA SCHEDULE** indicating the size of the 10 rooms / spaces requested is required
- Evidence of design process and thoughts through a series of models vignettes (images of study models)
- An updated Blog Portfolio link

Assessment criteria

The end-product must meet the criteria of a tectonically and poetically expressive space.
You will be graded based on the clarity and development of the following:

- *Site/Contextual response*: Pragmatic and metaphysical response to the positioning of architecture within its context
- *Programmatic response:* Development of functional requirements and the relationships between spaces to facilitate the given programme and the accuracy of the provided area schedule.
- *Richness & Articulation of design work*: Exploration and Development of Formal and Spatial Qualities through models and drawings.
- *Completeness of emphasised SECTION drawings and MODEL with some indication of materiality and construction.*
- *Verbal and visual presentation*: Well crafted visual presentation (models & presentation boards; clear communication of design ideas and development; precise and concise verbal presentation; professionalism)

References

1. Cullen, Gordon. 1961. *The Concise Townscape*. Van Nostrand Reinhold.
2. Holl, Steven. *Questions of Perception: Phenomenology of Architecture*, eds Steven Holl, Juhani Pallasmaa, Alberto Perez-Gomez, A+U
3. Norberg-Schulz, Christian. 1980. *Genius Loci: Towards a Phenomenology of Architecture*. Rizzoli, London.
4. White, E. 2004. *Site Analysis: Diagramming Information for Architectural Design*. Tallahassee, Florida: Architectural Media Ltd.