

Design Foundation II

Course Outcomes

The main objectives of this course are to provide the students with the basic set of skills for design, namely to observe, think and express. During this semester, students shall also be exposed to the essential skill of a team play and collaboration- an essential soft skill to any successful architect/designer. In more details, by the end of the semester, students shall be able to:

I. LEARN TO OBSERVE:

Learn to observe any particular condition through the different senses (our eyes being the most deceiving) to arrive at an abstract and formal principles and/or systems of this condition. Students will learn to observe means also to depict, explore, and interpret. Eventually students will be aware to distinguish between the operation of the Brain and the operation of the Mind.

II. LEARN TO THINK:

Develop a rigorous critical inquiry and problem finding, reframing, and problem solving. Learn independently and learn to challenge untested assumptions. Search for references and state objectives.

III. LEARN TO EXPRESS:

Learn different tools and methods to represent/express and model one's design process and ideas. Our motto being:

- draw it
- show it
- don't say it

IV. LEARN TO BE A TEAM PLAYER:

Acquire the dynamics of teamwork in design studios and research work.

V. LEARN TO BE SOCIALLY CONSCIOUS:

Inculcate the value of socially based design inventions, whereby the creation of a work is driven by its social impact.

VI. LEARN TO DEVELOP HAND-SKILLS:

craftsmanship is one of the necessary hard skill of an architect/designer. Study models are expected to develop the necessary appreciation of the materials all along the technical hand skills required.



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Course Outcomes

The assessment of the students' work shall be based on the demonstrated capacity to:

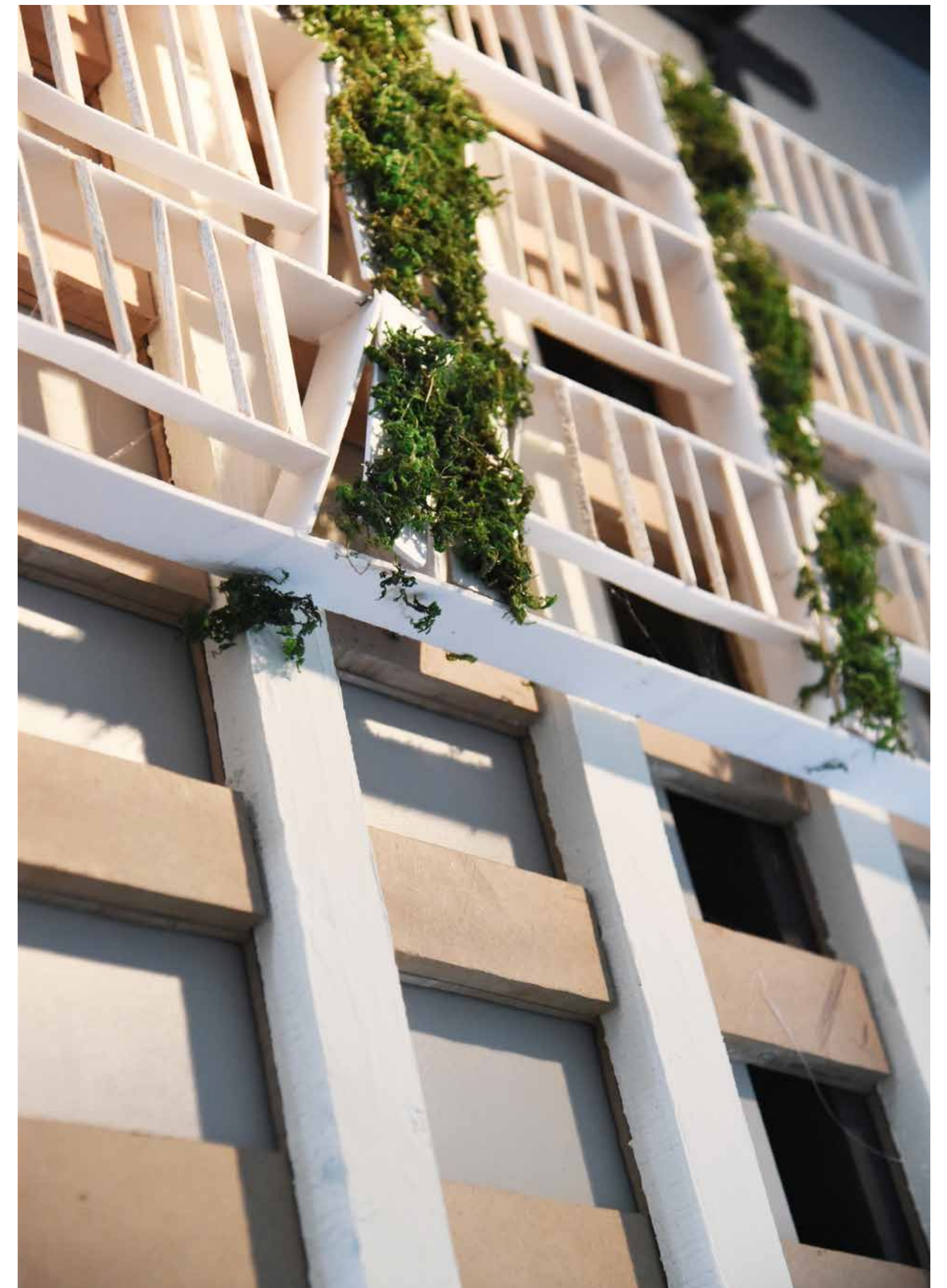
- employ the various stages of the creative thought process (including critical thinking skills) in the task of producing any design solution
- Apply and use design principles and tools
- Reformulate and conceptualize problems and identify the specific issues that need to be addressed.
- Transfer cognitive and imaginative thinking to visualize drawings that express their personality and convey the concept driving the solution.
- As a learning and assessment tool, the required portfolio will normally comprise more than just the artefacts themselves and will include a reflective dimension.

Accordingly, the portfolio shall be evaluated as both a product and a process:

The reflective dimension shall be based on the visible use of the portfolio as a systematic learning-tool portfolio whereby students are expected to:

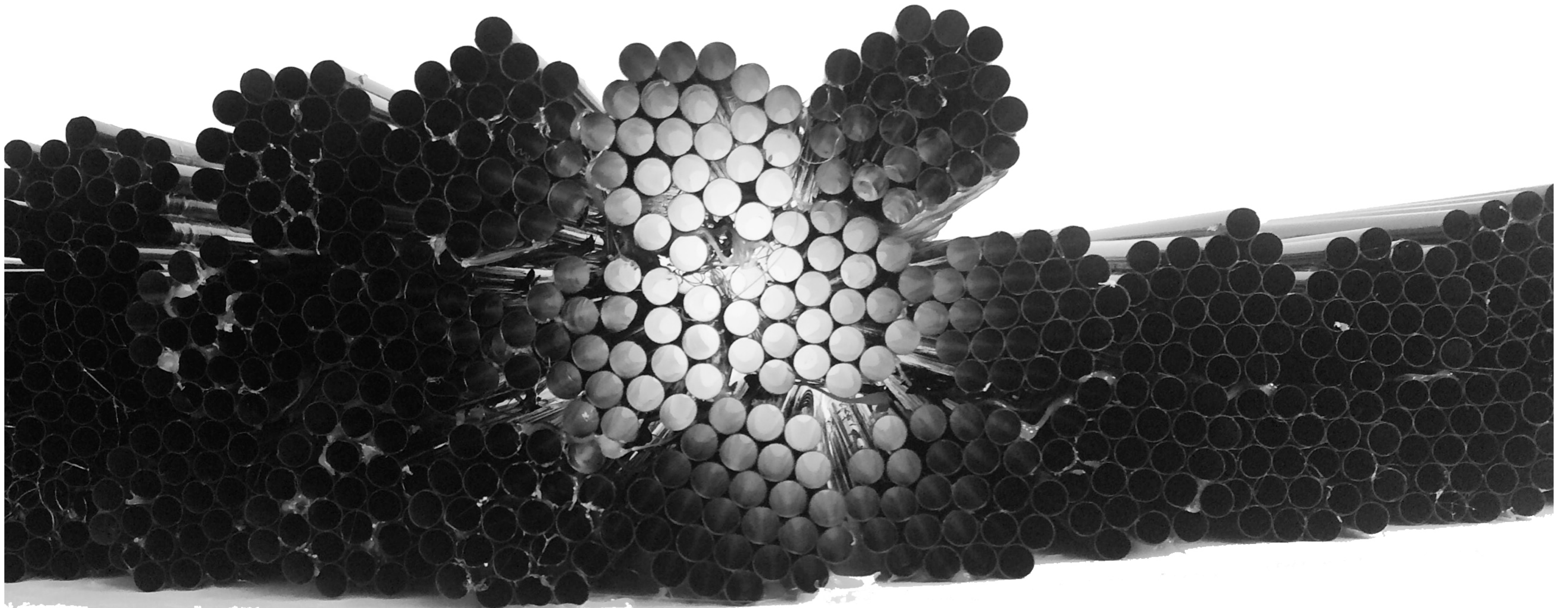
- Reflect on what they have learned
- encapsulate key aspects of their learning, based on their successes and failures as evidenced by the artefacts
- present a coherent account of their achievements and obtain feedback on their learning
- propose their future plans for learning.

As a product, it holds the work records and documents what a learner has produced during the course of the semester, and represents an edited collection of their learning achievements. This level of assessment shall look into the format/layout, quality of images, and level of comprehensiveness



THE DOOR

AZM University - 201 Basic Design Course – Fall 2015
Issued: Mon. Oct. 05, 2015 - Due: Fri. Nov. 06, 2015



The concept //

Doors and windows are most common things which we encounter in everyday life. Our life is characterized by these architectural structures. We enter into and exit from buildings through doors. We go to work through the entrance door into our offices. We come back home through the doors and we feel safety and security inside. Though we are kept inside we see the outside through windows. As modern people, we live in cities. And this means that our lives are determined by urban buildings. We move in and out of houses. Indeed, the “in and out” of all buildings is possible only because there are openings on the walls. Doors and windows therefore define the inside and the



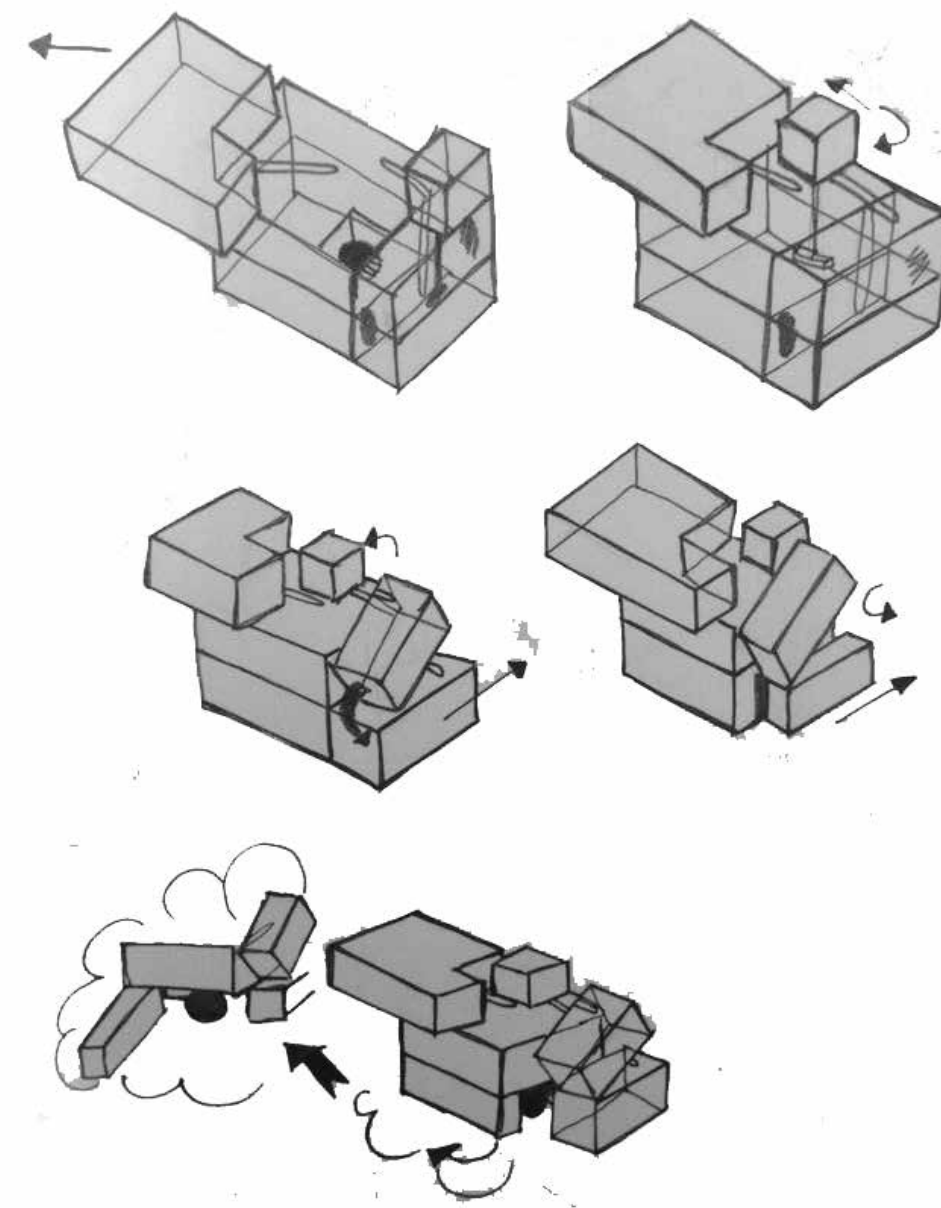
Design Process-Outline

Week I:

You are required to impose your personal reflection, interpretation and representation of “The Door”, throughout several readings and articles which relates to the phenomenology of the door, Yet, probe the object and draw sketches & collect artistic photographic images that express and reveal its meaning, in order to abstract and deduce potential conceptions.

outside of our existential spatiality. They separate and at the same time connect our spatial lifeworld.

Students are expected to bring forth an in-depth conceptual understanding of the “door.” Accordingly, they will need to develop the skills of distancing themselves from the conventional and enter into the domain of abstract perception/conception. Moreover, they will develop the technique to transform data from one dimension to another and from one medium to another. The outcome is a 3D physical model representation of the conceptual manifestation of the door.



Wed Jan 27th: Submission of personal reflections and representation of the door.
Friday Jan 29th: Submission of Photographic images which abstract the notion of the door
Mon Fed 1st: Submission of set of sketches & models.

“The door as a utilitarian object have a potential to carry a multiplicity and deep dimensions of understanding that leads to physical manifestation”



Week II:

In this week, you are ready to define the concept, by revising the images/sketches/ & models and forming a multiplicity of physical models which are formal and personal, in order to create a reflective dialectic relationship.

Translation of concepts and methods into a series of detailed models that are scaled to fit human proportions i.e. 1:1 scale unit. Or 1:2 when needed. This translation is directly related to the evolved notion of “The Door”



Week III:



Week V:

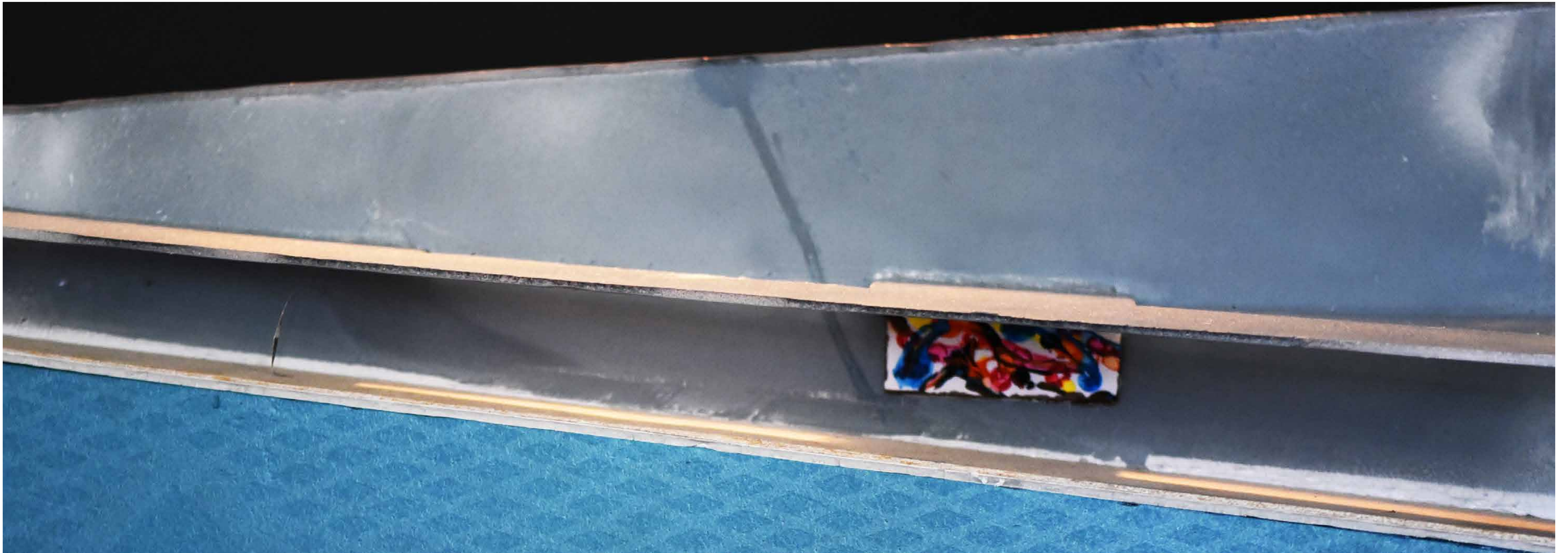
Will be a revision week on the related Material that must be submitted at the projects due date, which are:

- A Comprehensive article describing the projects concept, methodology and its manifesto.
- A Set of models and at least 1 model 1:1 scale, a reflection of your manifestation.
- Portfolio.

Archides - 2016

REINVENTING THE VEHICLE.

Issued: Fri. Feb. 25, 2016 - Due: Mon. March. 11, 2016
AZM University - 202 Basic Design Course II – Spring 2016



REINVENTING THE VEHICLE.-1

The Concept //

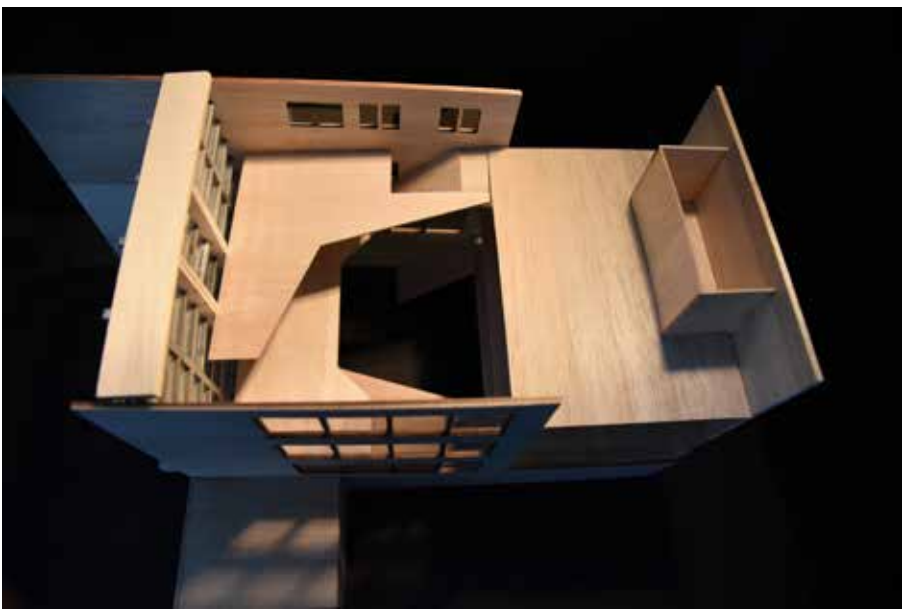
Diagram on the idea

This exercise will pick-up the learning environment as a subject of investigation through wide descriptions and observations. Yet, imposing a critical perspective on how we live, work, & play.

An assessment of our building as a vehicle of learning will be derived from our observations:

- 1- Questioning the learning investigation environments.
- 2- Creating Diagrams of ideas.
- 3- Learn to conceptualize the observed building environment:

• **Under two dimensions:** (where each dimension is subservient to another problem to serve it purpose)



1- Learning through the vehicle (building)

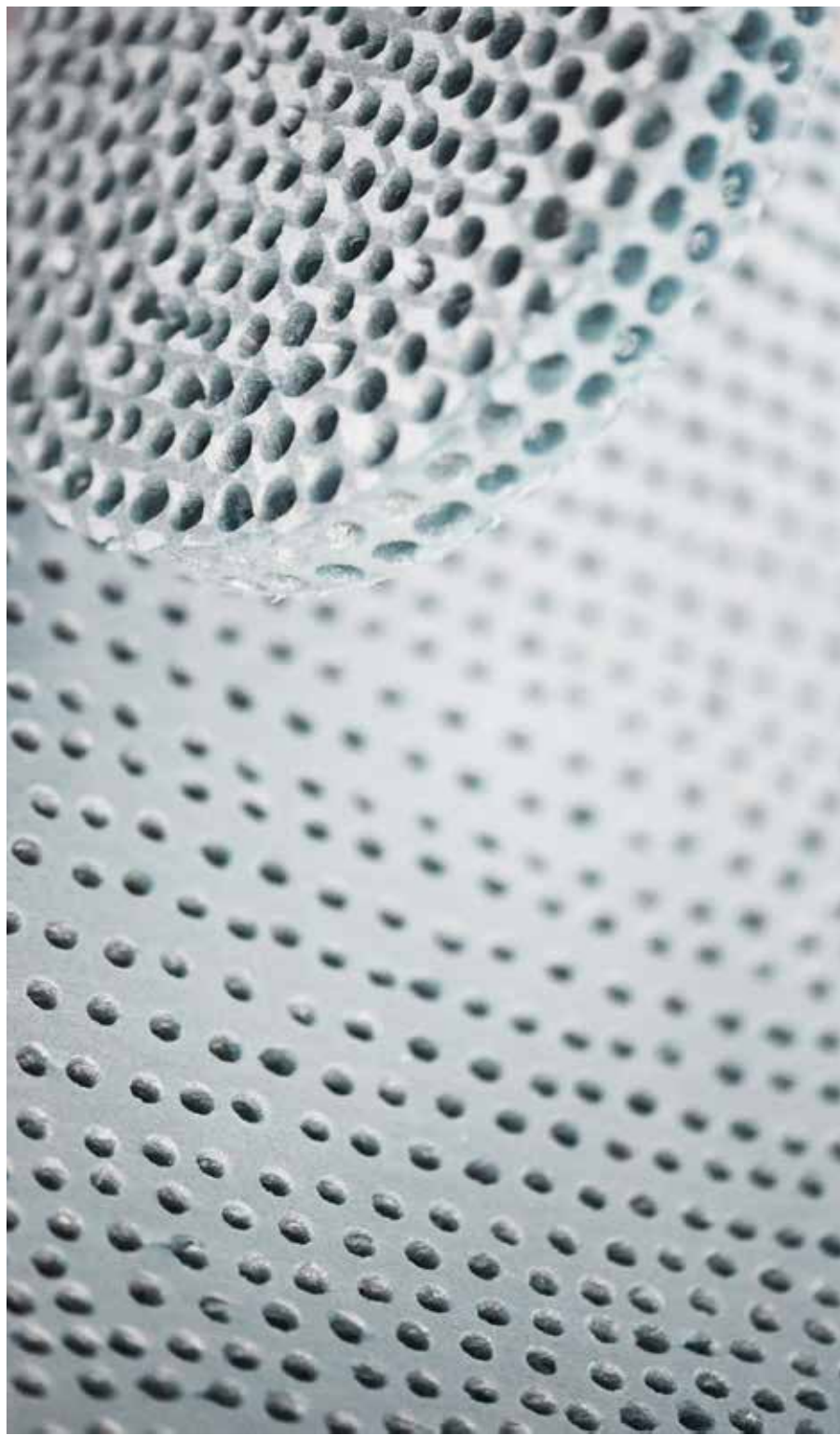
Technological artifacts: Probe a deep & personal understanding of a concept + Transform abstract concept into a spatial/ formal concept

Macro Studio / Micro Unit: Develop an understanding the facility of the skill to transform a physical object into an abstract concept + develop an understanding of a building as a vehicle to a social activity on number of levels (functional spatial/ Systems)

2- **Problem definition:** what you invent you probe on a new dimension & new layer of learning

As an outcome the student will acquire the tools:

- learning by doing
- Learning by innovating
- Pushing the envelope
- Stress of green environment
- Invent to experiment to do prototyping
- Integrations will become part of learning
- Create an environment that promote learning!
- Your learning environment becomes your lab!



REINVENTING THE VEHICLE. -2

Design Process- Outline

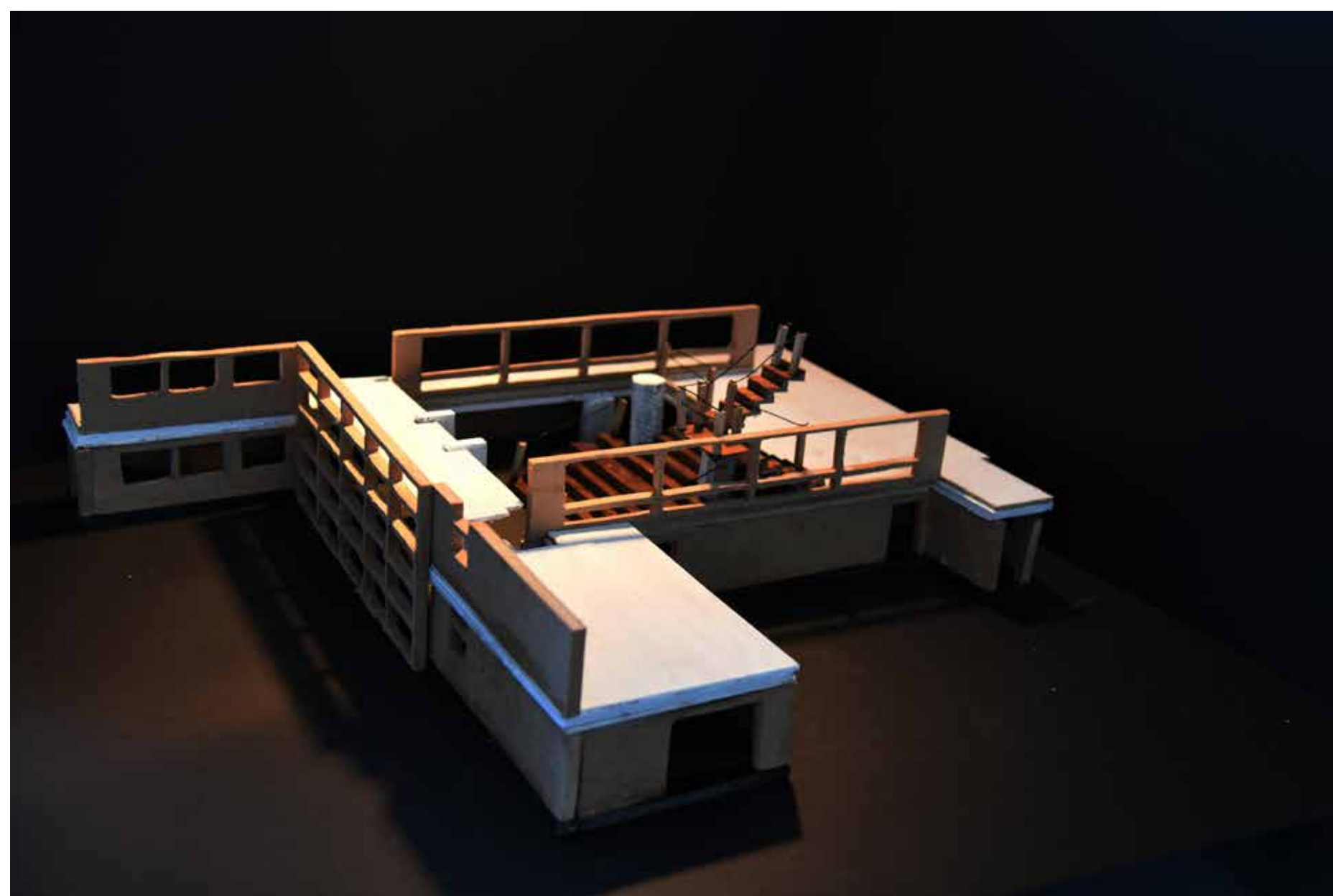
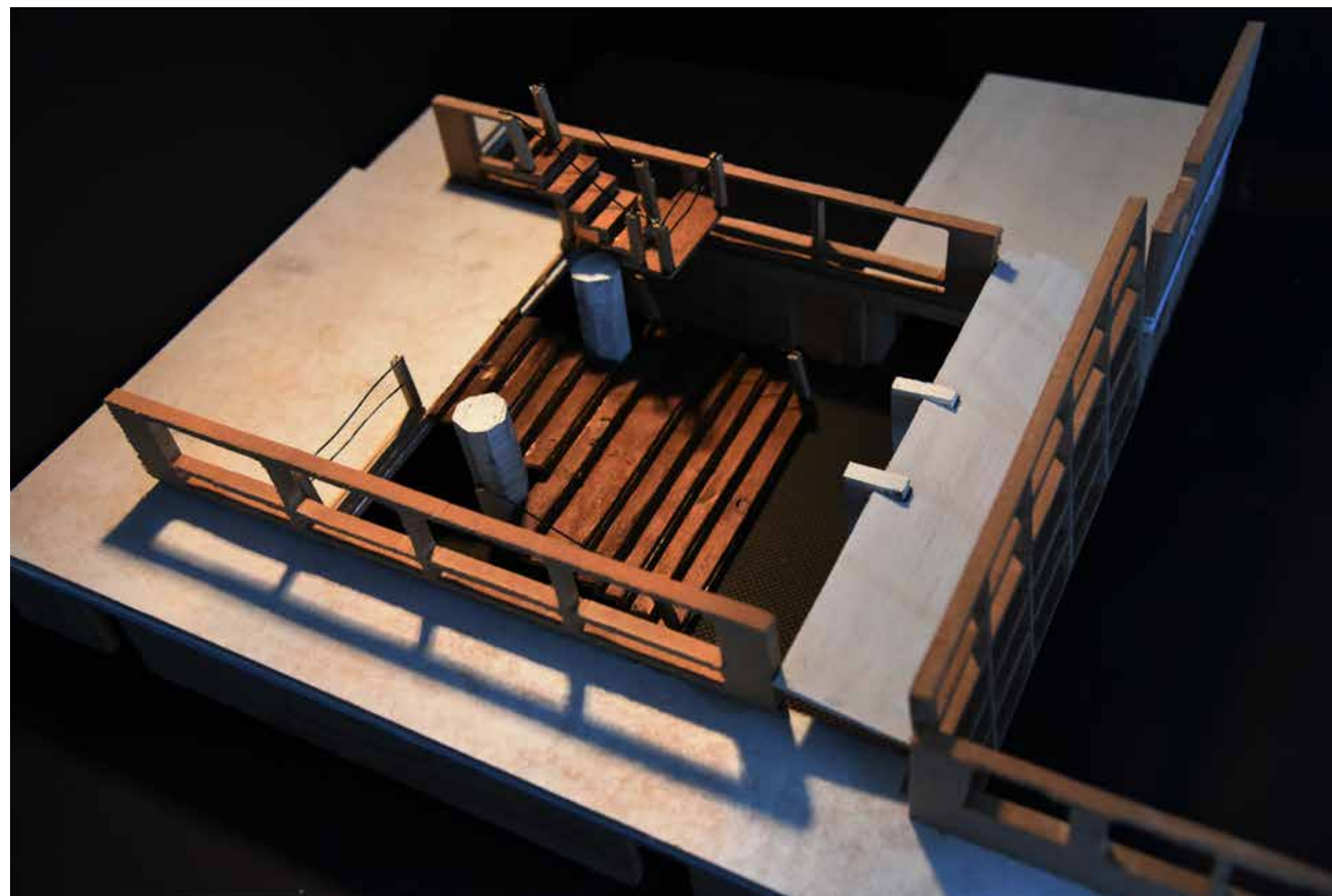
Week I:

To draw/ to construct a model of the building without any technical drawings throughout 1 week (work with proportions) perceive the space & transformation to drawing & models.

Week II & III:

Looking into systems:
Imposing the systems:

- Mechanical
- Structural
- circulation (vertical, horizontal)
- spatial organization
- facilities
- orientation (light, wind, urban context, & limitations)



Week III:

Assess the adequacy of these systems as a vehicle of learning media.
The student will construct a set of models, using different materials, and compositions.

Week IV:

Pure 3Dimensional abstract configuration.
The latter is a collage/ intersection/overlap of the week three productions.
The student will justify his final outcomes through the informative input along the process.

