

**ADVANCED PLACEMENT IN ARCHITECTURAL DESIGN STUDIO
AT THE UNIVERSITY OF KANSAS**

Guidelines for Transfer Students and Change-of-School Students

To Obtain credit for Arch 108: Architectural Foundations I

Transfer Students

1. Complete an architectural design studio of at least 3 credits in another architecture program.
2. Submit a portfolio of projects equivalent in scope, content and quality to the work required in Arch 108 (see below for description and website for examples).

Change-of-School Students

1. Complete an architectural design studio of at least 3 credits in another architecture program.
-OR-
Obtain a permission number to take Arch 100 (for Arch Engineering students).
2. Submit a portfolio of projects equivalent in scope, content and quality to the work required in Arch 108 (see below for description and website for examples).

Course Description

Arch 108: Architectural Foundations I. An introductory design studio directed toward the development of spatial thinking and the skills necessary for the analysis and design of architectural space and form. This course is based on a series of exercises that include direct observation: drawing, analysis and representation of the surrounding world, and full-scale studies in the making of objects and the representation of object and space. Students are introduced to different descriptive and analytical media and techniques of representation to aid in the development of critical thought. These include freehand drawing, orthographic projection, paraline drawing, basic computer skills, and basic materials investigation.

Pedagogical Premise

The pedagogical premise to our introductory sequence is tectonic theory, which Frampton defines as relating to the qualities emerging from the relationship between forces and building systems. Based upon Kahn and LeCorbusier, we suggest the fundamental architectonic relates to daylight. As students engage in direct observation and attempt to represent what they observe, light becomes the primary lens by which to view the work. Thus shade, shadow, texture and the like are emphasized in sketching, perspective as well as in plan, section and elevation. Computer software exposure includes Sketch-up and Photoshop, but emphasis remains on hand drawing.

Typical Projects

Full scale drawings of objects (plan, section, elevation); perspective sketching of buildings (with shade and shadow); analytic drawings of existing buildings (plan, section, elevation); designing a “modulator of light” object. Maintenance of sketchbook.

Evidence Desired

- 5-6 projects demonstrating coverage of all elements in the course description;
- Work that shows a clear understanding of shade and shadow;
- Freehand drawing (pencil with tone/shade);
- Drafting (pencil on vellum and ink on mylar illustrating clear line weight hierarchy) of orthographic, paraline and one and two point perspectives;
- Model building; and
- Sketchbook.

To Obtain credit for Arch 109: Architectural Foundations II

Transfer and Change-of-School Students

1. Complete at least 9 credits of architectural design studios in another architecture program.
2. Submit a portfolio of projects equivalent in scope, content and quality to the work required in Arch 108 and Arch 109 (see below for description and website for examples).

Course Description

Arch 109: Architectural Foundations II. A continuation of Arch 108 with major emphasis on the design relationships among people, architectural space, and the environment. The course is based upon a series of exercises leading to the understanding of architectural enclosure as mediating between people and the outside world. Issues of scale, proportion, rhythm, sequence, threshold, and enclosure are introduced in relation to the human body, as well as in relation to formal, environmental, social and psychological factors. Students will engage in drawing, perspective projection, model building and basic computer graphics.

Pedagogical Premise

The pedagogical premise to our introductory sequence is tectonic theory, which Frampton defines as relating to the qualities emerging from the relationship between forces and building systems. Frampton identifies a central tectonic as an "ethnographic" tectonic, or in other words, the relationship between cultural practices and architecture. The experience of the spatial dimensions of architecture is emphasized in this class, highlighting the issues identified above.

Typical Projects

Plan and sectional analysis of existing buildings relating to human scale; design of a single space (reading space, meditation, etc.) using plan, section, elevation, perspective and physical modeling; concluding with the design of a sequence of three spaces (public-private) in a linear scheme (sauna, chapel, massage). All projects should be informed by precedents of contemporary/modern architects. Compositional control should be evident. Computer software should include exposure to AutoCAD, Sketch-up, Photoshop, and 3d Studio. Maintenance of a sketchbook.

Evidence Desired

- 4-5 projects demonstrating coverage of all elements in the course description;
- Work that continues to show a clear understanding of shade and shadow and now with realistic solar orientation;
- Work demonstrating familiarization with contemporary architecture;
- Clear evidence of compositional control (spatial ordering) and utilization of language in *Ching's Architecture: Form, Space and Order*;
- Clear evidence of skill in Model building;
- Sketchbook demonstrating solid freehand sketching skills.