

mass

SS 2009: Universität für Angewandte Kunst, Wien, o. Univ. Prof. Greg Lynn
assistants: Kristy Balliet, Oliver Bertram, Justin Diles, Martin Mirero

introduction



Grey Walls, Edwin Lutyens

This term we will make a departure from previous semesters and we will study an architecture of:

- carving
- hollowing
- sculpting
- thickness
- poché
- **MASS**

There is only one thing that you **can not do** this term:

- **Do not** turn geometry into lineaments, structure, lattice work, trellises or frames that are infilled or enclosed with panels. This includes making dense forests of structure and calling it mass.
*Note: a good way to avoid this problem is to never model with only one surface and add thickness later but instead model material thickness by using two surfaces; these surfaces need not be coincident or parallel offset but can have poché between them (this is the difference between material thickness and poché).

Instead of working with the “planning” of the site and the “organization” of the program into adjacencies, clumps, clusters or shapes we will start with discrete formal and architectural elements. Please do not use terms like public/private, teacher/student, or other abstract and analytic terms. Instead you should put the spatial concepts into some very clear and concise volumes that have a distinct and subtle relationship to the ground and surrounding landscape. Functional qualities should come from views, adjacencies, windows, wall, floor and ceiling depth and enclosure in general.

Your work should be like the picturesque buildings and gardens we visited where landscapes work spatially through vignettes (perspective) that are linked one to another by vistas and modulated by the ground topology, planting and building masses. Remember examples where the path your eye takes is often different than the path one walks. In relation to our site, which has distant view elements like the ponds as well as the housing development, you should think about foreground landscape and buildings, middle distance outdoor rooms and buildings, and finally the smaller foreground spaces. Walls, mounds, plantings, buildings and the ground itself can be used to obscure, frame and hide middle distance and distant views.

For this term we will not focus on materials and construction. It is acceptable if not preferable, for this semester to think of your projects as monolithic and carved from a single homogeneous material. If you want to consider articulating the masses as the assembly of elements (as we will do inevitably later) then the delineation of elements should not be “panels” or “frames” but “coursing”, “bonding” or other masonry like articulations of masses that are stacked, poured, carved or formed.

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phase 01



Castle Drogo, Edwin Lutyens



Castle Drogo, Edwin Lutyens

For the midterm (April 20th) we will review the design of 3 scales of elements:

A LARGE ROOM AND ADJACENT LANDSCAPE ROOM:

- Dining Hall
- Lecture Hall
- Gymnasium
- Chapel
- Library

You should select one of these functions as the dominant conceptual, ideological and spatial element of the school and design it through at least one vignette (perspective), 1:50 model, and 1:50 plan(s), section(s) and elevation(s) as required.

A SMALL ROOM AND ADJACENT LANDSCAPE ROOM:

- Dormitory room
 - Classroom
 - Folly or Athletic out building
- (Same as above, select one.)

LANDSCAPE, INCLUDING:

- Water element
- Paving and planting
- A bosque, grove, orchard, hedge, wall or other planting or ground form element.
- Topographic landform more than 1m in height
- Topographic element(s) like steps, ramps, ha has or other elements less than 1m in height

At least three vignettes (perspectives), 1:100 model, and 1:100 plan(s) and section(s) as required.

After midterm you will address the site plan and further development of the elements to make the school.

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Precedents



Knebworth House Gardens, Edwin Lutyens



University/ BOARDING SCHOOL Campus

University of Virginia, Thomas Jefferson
Virginia 1856
Site: 33 acres
25% Built : 75% Open/ Landscape

Cranbrook Boys School, Eliel Saarinen
Bloomfield Hills, MI 1926
Site: 40 acres, 125 acres extended campus
130,000 SF- Original Buidling 60,000 SF- Sport Fields
5% Built : 90% Open/Landscape : 5% Fields/Parking/Drives

IIT Campus, Mies van der Rohe
Chicago Illinois 1940-48
Site: 43 acres
40% Built : 50% Open/Landscape : 10% Parking/Drives

Corine A. Seeds
University Elementary School, Richard Neutra
Brentwood, California 1947

University of Saint Thomas, Phillip Johnson
Houston, Texas 1958
8 acres, 35 acres extended campus
35% Built : 65% Open/Landscape

Bedales School, Walters & Cohe 1900-2005
Private Boarding School
Hampshire, UK
Site: 50 acre campus
Students: 450 students (300 Boarders, 150 Day)
10% Built : 89% Sports/Garden/Agriculture 1% Parking-Drives

LANDSCAPE/ Outdoor Room Making

Grey Walls, Edwin Lutyens
Gullane, Scotland 1900

Knebworth House, Edwin Lutyens
Hertshire, UK 1901

Castle Drogo, Edwin Lutyens
Drewsteignton, Devonshire 1910-30

Woodland Cemetery, Gunnar Asplund
Enseke, Stockholm 1918-20

University Institutes of Antwerp, Jacque Wirtz
Antwerp, UK 1970's

The Garden of Cosmic Speculation,
Charles Jencks, 1989-2007
Dumfries, Scotland

Other/ CORPORATE Campus

Roche Pharmaceutical Campus
Basel, Switzerland , 1896--

Deere & Company Headquarters, Eero Saarinen
Moline, Illinois 1957-1963

General Motors Campus, Eero Saarinen
Warren, Michigan 1951-57

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program

Campus for an independent, co-ed secondary academy in the UK. The school will be designed for 150 pupils from 13-18 years old and a staff of 50 teachers, administrators and support personnel.

Academic (appx. 1,120 sq m)

- Standard Classrooms: 10 @ 55 sq m each
- Science Lab Classrooms: 3 @ 95 sq m each
- Studio Classrooms: 3 @ 95 sq m each

Administration / Support (appx. 1,200 sq m)

- Instructor / Staff Offices: 50 @ 24 sq m each
- Program Considerations: Reception (Visitors / Potential Students) / Administrative Area (Office Area / Meeting Rooms) / Faculty Prep / Infirmary*

Large Rooms (appx. 2,240 sq m)

- Dining Hall: 465 sq m
- Gymnasium: 750 sq m
- Library: 465 sq m
- Lecture Halls / Theaters: 2 @ 280 sq m ea.

Dormitories (appx. 2,400 sq m)

- Student Living: 100 dorm rooms @ 24 sq m each
- Program Considerations: Private Rooms and/or Suites / Study Areas / Eating Areas / Lounges / Toilets / Showers*

Total Building Area: 6960 sq m x (140 % for circulation etc.) = 9,750 sq m (approximate)

Landscape

- Outdoor Rooms / Gardens / Teaching / Gathering / Approaches / Transitions / Vistas
- Outdoor: Track / Football / Cricket / Tennis / Seasonal Swimming (opt.)

Misc

- Parking/Drives

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site

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Lower Mill Estate Development



Cotswolds, UK



100 000 sq meters: (appx., indicated by red square)
site with lakes and connecting watercourses etc.

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Schedule

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March	03.03.09	tu	2-6	Semester Kick Off and *Pastoral Landscape Lecture	
	05.10.09	th	2-6	Exercise 01, Selection of Groups	
	09.03.09-14.03.09 Study Trip			(Southwest England + London)	
	17.03.09	tu	2-6	Desk Crits	(Sliver Lecture: davidclovers)
	19.03.09	th	2-6	OPEN HOUSE	(Sliver Gallery: (n) certainties 03)
	24.03.09	tu	2-6	Desk Crits	
	26.03.09	th	2-6	Desk Crits	
	27.03.09	fr		Maya Tutorial I (intro)	
	28.03.09	m		Maya Tutorial II (massing techniques)	
	31.03.09	tu	2-6	Desk Crits	
April	02.04.09	th	2-6	Desk Crits	
	06.04.09- 19.04.09 Spring Break				
	18.04.09	sat	11am	Mid-term w/ Greg	
	21.04.09	tu	2-6	Desk Crits	
	23.04.09	th	2-6	Desk Crits	
	27.04.09	m		Maya Tutorial III (modeling)	
	28.04.09	tu	2-6	Desk Crits	
	30.04.09	th	2-6	Desk Crits	
May	05.05.09	tu	2-6	Desk Crits	
	07.05.09	th	2-6	Desk Crits	(Sliver Lecture: realities united)
	12.05.09	tu	2-6	Desk Crits	
	14.05.09- 15.05.09 Architecture Live Workshop				
	19.05.09	tu	2-6	Desk Crits	
	21.05.09	th	2-6	Feiertag	
	26.05.09	tu	2-6	Desk Crits	(Sliver Lecture: Hitoshi Abe)
	28.05.09	th	2-6	Desk Crits	(Sliver Lecture: Richard Sweeney)
June	02.06.09	tu	2-6	Desk Crits	
	04.06.09	th	2-6	Desk Crits	(Sliver Lecture: Petra Blaisse)
	09.06.09	tu	2-6	Desk Crits	
	11.06.09	th	2-6	Desk Crits	
	16.06.09	tu	2-6	Desk Crits	
	18.06.09	th		Diploma Review	
	19.06.09	fr		Final Review	