

exhibit: urban

STUDIO BOX

The impending renovation of Marshall Hall will necessitate the temporary relocation of the LA studios to another space. What if this inconvenience were a design opportunity, a chance to reimagine the spaces where we work and the spaces that surround our campus?

In this project, we explore temporary studios as a modular system located within a near-campus district. We also investigate the potential of such a system to change public perceptions of underused urban space, and to instigate long-term improvement of ecological, economic, or social health across the district.

Temporary studio space will be provided in a decentralized system of modules containing individual workspaces and supporting functions. Designs will function in the short term as workspaces, in the medium term to change public perceptions of this area, and long term to improve social, ecological, and/or economic health at a landscape scale.

Key concepts: working across scales, varying temporalities, integrating social, economic, and ecological objectives, creating site-scale spaces for people, balancing group and individual work

PROJECT SCHEDULE

Day 1, Weds. 10.2: Project introduction and the studio box

- Project introduction and introduction of the box (via Box brief)
- In-class exercise (entire class): List most important factors for selection of a temporary studio district - what is needed for a temporary studio site?
- Assignment (individual): Readings as detailed on Box brief
- Assignment (group): Propose a district for the project, supported by the five most important factors (in your judgment) out of the class-generated list. Present your proposal to the class via 2 – 11"x17" sheets.
- Site visits to neighborhoods adjacent to campus on your own

Day 2, Fri. 10.4: The district: what area should house these studios?

- 2:00: Short presentations of proposed districts, followed by vote by the class and selection of a single district to be used by all students.
- Discussion: ecological, economic, or social health in the landscape
- Students sign up for a primary emphasis (ecological/economic/social). Each student will also choose a secondary area of emphasis from this list, at his/her discretion.
- Work time on district-scale interventions to improve areas of emphasis.

Day 3, Mon. 10.7: The 422 pilot project: where should the boxes be sited within the district?

- Readings due today as listed on Box Brief.
- Assignment (individual): Select a series of sites as a pilot project within the district chosen by the class, to accommodate all 26 students in the senior class. Sites should work as a landscape network but also work as individual studio locations. Your pilot project sites should work firstly for your primary area of emphasis (ecological/economic/social) and secondly for your secondary area of emphasis.
- 4:00: Present in-progress site selection and interventions addressing areas of emphasis in small groups

Day 4, Weds. 10.9: The standard site

- Readings due today (available at <http://ladesignstudio.weebly.com/exhibit-urban.html>):
 - Kaplan, Rachel, Stephen Kaplan, and Robert Ryan. 1998. *With People in Mind: Design and Management of Everyday Nature*. Washington, D.C.: Island Press, pps.16-22, 67-78.
 - Brown, Robert D. 2010. *Design with Microclimate: The Secret to Comfortable Outdoor Space*. Washington, D.C.: Island Press, pps. 143-158 (browse through the rest of the book as needed)
- Introduce site program (via Site brief)
- Assignment (Individual): Students select one site from among their pilot project group of sites to serve as a standard site. Develop a design for that one site, meeting the program and requirements as detailed in the Site brief.
- 4:00: Present and discuss in-progress standard site designs in small groups.

Day 5, Fri. 10.11: Work time, desk crits

Day 6, Mon. 10.14: Final presentations

- Required deliverables: These elements in a digital presentation (Powerpoint, Prezi or pdf)
 - Standard site design (plan and supporting drawings)
 - Plan and supporting drawings showing pilot project sites and how they work as a network or system to improve social/economic and/or ecological health.
 - Plan (and possible supporting drawings) showing studio district and its relationship to ESF/SU and any other important areas of interest.

[Fri. 11.8: Exhibit: Rural, Suburban, [revised] Urban work – see Exhibit: Urban Revision brief]

Evaluative Criteria:

- All deliverables listed above present.
- Design addresses different temporalities as listed above (short/medium/long term).
- Design addresses stated primary and secondary areas of emphasis (ecological/social/economic).
- Design meets site program as stated in Site brief.
- Design shows originality and creativity, and excellent craft.
- Overall effort and responsiveness to critique throughout project