

MAIG 24 design studio

Semester	2
Start week	Thursday Febr.13 2020
Reviews	Permanent evaluation, mid-review and final review
Credits	15
Studio tutors	Laurens Bekemans , Catherine Mengé

FUTURE RURAL SCHOOLS - MOROCCO**CONTENT**

In a global perspective, around 90% of the world's population cannot afford an architect, who is trained to design from behind his computer and prescribe mass-produced materials. The pre- industrialized concept of a master-builder might just come back. It reflects the idea of an integral approach to architecture, embedded in local context, local materials and local craftsmanship.

Through contemporary ways of sharing knowledge in between cultures, the master-builder becomes a 'common good' of designing and building, both 'on site' and 'through contemporary digital media'. This 'common good' is materialized in the design studio 'Future rural schools', which tries to explore this integrated approach.

The project site is located in the neighbourhood of Agadir, Morocco. Within this studio it is the intention to design pre-schools in rural environments based upon bio-climatic principles using local resources, knowledge and techniques. The Commune of Drarga (Morocco) ordered the construction of 5 of such schools in their region. The design of the school will be therefore developed as a prototype school and will function as an example for the development of the 4 other schools.



DESIGN APPROACH

The studio works with 2 key principles that are connected to sustainable research and design: 'sense of place' and 'materiality'.

On one hand we focus on the sense of a place. We'll try to understand and work with the specificity of the context. With this knowledge students develop a personal but site-anchored (spatial + socio-cultural) architectural project for the chosen site. Both in terms of functionality and materialization the project is celebrating the place.

On the other hand, we'll look into the materiality and craftsmanship of architecture. Everything is embedded. The student is challenged to understand in a holistic way the site and develop affinities with local resources, construction techniques, bioclimatic principles and architectural typologies. These explorations will bring students closer to materials and their constructive features. Bridging the existing gap between architectural education and the craftsmanship of architecture.

AIM

The aim of the design studio is to develop a vision on schools in rural contexts and a high-quality architectural project until executional level. The students will develop their designs as architectural strategies, giving the possibility to adapt their proposals easily to different topographies, different rural morphologies and technical necessities.

PROGRAM

An important exercise is the critical definition of the program :

... in relation to the function to accommodate (to learn to simplify and search for the essence)

... in relation to the contextual characteristics (to see the difference between the relevant and the redundant) (to understand how an area can give content to a program) (to learn how to seek for more value for the environment)

... in relation to the reality of sustainability (to learn to assess the impact of any intervention)

ORGANIZATION

Working method design studio:

1. development of a vision through exploring themes (groupwork)
2. critical understanding of the context and the program (groupwork)
3. research by design: architectural project of a pre-school (individual work)
4. fieldwork mission and report (TBC) (groupwork)
5. architecture project (individual work)

A fieldwork mission to the site is recommended during the research week from the 29th of March to the 5th of April. The fieldwork mission supports the design and gives the possibility to develop specific knowledge more in depth. The student himself pays this mission.

RESEARCH TOPICS

1. Rural villages (province of Agadir, Morocco, village typology / building typology...)
2. Education in Morocco (specificity of schools/pre-schools in rural areas / existing situation/needs...)
3. Landscape (topography, vegetation, water...)
4. Local building materials and construction methods
5. Climate (sun, wind, temperature...)

METHOD OF EVALUTATION

See: https://onderwijsaanbod.kuleuven.be/syllabi/e/A34218E.htm#activetab=doelstellingen_idp18814128

Evaluations are a combination of permanent Design-Studio assessments of students' performance during group- and individual work and close follow-up on development of group-work as well as individual projects. One or more reviews are organized followed by a final and conclusive evaluation on the 29th of May, requiring students to present their work concisely along pre-set common guidelines and minimum output along the entire development of their design project.

Part of the permanent evaluation criteria, students must attend at least 80% of this course's designated 'contact-hours' and engage actively during all sessions. Students found to be regularly absent, or who fail to contribute to the group project and / or to develop their individual project and/or skirt team-based output may be declined participation to the final review.

For the final evaluation, partner institution professors may be invited. Reviews can be presented using various formats such as power-point presentations, desk-crit sessions, exhibitions, peer-reviews, digital delivery, presentation on paper format, discussions, ... Submission procedures and detailed output requirements per review will be communicated at least two weeks prior to presentations and/or final submission dates.

All deliveries are to be handed-in strictly on time and must be in line with requested output criteria to pass this course. Failure to deliver any requested materials or output of any kind for any sub-task within the given deadlines is without exception considered as 'non-delivered' and will result in a NA mark or Not Participated (Niet Afgelegd).

Students who cannot attain deadlines or attend evaluations / presentations must deliver their task 'as its stands' within the given deadline, either in person, or delivery by a third-party in exchange for an acceptance-receipt.

REFERENCES

Architecture Without Architects, by Bernard Rudofsky (Wiley), 1964

How buildings learn, what happens after they're built, by Stewart Brand, (Penguin books), 1994

A Pattern Language, by Christopher Alexander, (Oxford university Press), 1977

Massive Change, by Bruce Mau and the Institute Without Boundaries (Phaidon), 2004

Learning from Vernacular, towards a new vernacular architecture, by Pierre Frey, (Actes Sud), 2013

Informalize! Essays on the Political Economy of Urban Form, edited by Marc Angelil and Rainer Hehl, (Ruby Press), 2012

Architecture for the poor, an experiment in rural Egypt, by Hassan Fathy, (Phoenix books), 1976

The Barefoot Architect, Johan van Lengen, 2008, (Shelter publications, California), isbn-13: 978-0-936070-42.1

The seduction of Place, Joseph Rykwert 2009 isbn 978-0-19-280554

The other architects, Barcelona: Egedsa, 2004, isbn 84-252-1557-9

Thinking Architecture, Peter Zumthor, Birkhauser 2010, isbn 978-3-0346-0585-4