Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences

Personal information	
Name	Tim Jongerius
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Studio	
Name / Theme	Explore Lab
Teachers	Robert Nottrot, Peter Koorstra en Hubert van de Meel
Argumentation of choice of the studio	My passion for materials drove me in choosing a studio in which I can form this passion into a project. Explore Lab is the studio where this can be done.

Graduation project	
Title of the graduation project	Beauty of Holland: Materials

Goal	
Location:	Holland, on a point of interest (see: Research questions and design assignment in which these result). Will be specified on the P2 presentation.
The posed problem	Holland possesses a lot of beauty. Beauty in the flat stretched landscapes where ninety percent of the view is air and clouds, beauty in the purple heathland with its sandy hills and flats, beauty in its beaches and dunes covered in pale tinted grasses, beauty in the rolling hills further to the south. The landscape has a lot of variety, caused by nature or the hands of man. Still I find this variety hard to find in the build environment. In my observation the build environment doesn't reflect the landscape well. There is no obvious build to landscape relation, even though the Dutch landscapes offer geological differences and differences in plants and animals. This ought to translate to a noticeable variety in materials? Materials, such as clay show me that it could. The colours of clay are different depending on location, this can be translated to colours of brick per location. If we look at another material, glass, different kinds of sand produce different colours of glass. These are just two materials which can, only by colour, adjust a building to better fit the 'genius loci' (spirit of the location).

Research questions and design assignment in which these result	Research question: How can we give buildings a local identity through the use of materials? The location of the design will be determined by the research. The research will deliver points of interest. These points of interest will be the locations. The buildings on these locations will reflect the local material identity. To makes these identities comparable, every building has the same program and the same set of rules. To make the comparability perceivable to the public the buildings are placed near a biking or hiking route. In this way you can walk or bike a route to compare the different buildings. To give the building meaning, next to its 'exposition like' function, food and drinks are served and places to sleep are offered. The architectural type I affiliate with this is the inn type. The first rule set to make the different inns easily comparable is that the hearth is central in the design. Semper saw the hearth as an elemental building block on which human civilisation was conceived as an place for conversation and discussion (Semper, 1851 [1989]), today the hearth is the television except without the discussion. What better place to reintroduce it for the purpose of discussing the differences between the inns? For the design part of the graduation I will be focussing on one inn.

Process Method description
Materials: This part of the research will consist of gathering material in the form of maps and text and translate them from to a form in which they can be compared to each other and to the other elements in this research. Materials will be split into underground and above ground. **Climate:** The climate research is comparable to the materials research. Maps and charts of the sun, rain, temperature ect. will be translated into comparable maps. **History:** History research will focus on a broad spectrum. Significant archaeological dig sites, conquerers of the Holland area, trade and migrations will be included and translated to comparable maps. This research offers grounds to start the typology research. **Typology:** Research into distinctive building types in the Holland area by looking into literature and other sources. The gathered types will be translated into comparable maps and a analysis will be made. Do the typologies react to the available materials? Is it an reaction made out of consideration of certain aspects of the climate or is it a reaction to a foreign conquerer? This will give an insight to how the use of materials was developed. **Building:** The step from research to design. The design will be a translation from the analysis.

Literature and general practical preference

Semper, G. (1851 [1989]). The four elements of architecture and other writings (W. Herrmann & H. F. Mallgrave, Trans.). Cambridge: Cambridge University Press.

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Colenbrander, B., & Bazelmans, J. (2005). Limes atlas. Rotterdam: Uitgeverij 010.

Stenchlak, M. (1983). Architectuurgids van Nederland: Een overzicht van de meest markante bouwwerken, hun ontstaansgeschiedenis, bouwperiode en - stijlen. Rijswijk: Elmar.

Bloemers, J. H., P., L. K., & Sarfatij, H. (1981). Verleden land: Archeologische opgravingen in Nederland.

Rapoport, A. (1969). House form and culture. Englewood Cliffs, NJ: Prentice-Hall.

Hoekstra, W., Kramer, E., Haan, H. D., & Boer, S. D. (2009). De Friese boerderij: 2500 jaar geschiedenis van de Fryske pleats. Leeuwarden: Friese Pers Boekerij.

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Hermesdorf, B. H. (1957). De herberg in de Nederlanden: Een blik in de beschavingsgeschiedenis. Assen: Van Gorcum.

http://www.ateliernl.com/earth-alchemy-factory/ (20-04-2016)

Reflection Relevance

An architecture student, in my observation, starts thinking of materials at a late stage in the design process. When the materials are thought of there is the tendency to grab the commonly used, the known materials. Materials such as concrete, wood, brick and steel. With these materials also the known techniques and the known form language is used. With this project I hope to open up this stiff behaviour and introduce thinking of materials in an early stage of the design process. Also I hope to open up a view on locally sourcing materials.

Time planning

Teaching week || week no. || schedule || Products

4.01 || 16 || P1 presentation
4.02 || 17 || Research 90%, Design 10%
4.03 || 18 || Research 90%, Design 10%
4.04 || 19 || Research 90%, Design 10%
4.05 || 20 || Research 90%, Design 10%
4.06 || 21 || Research 90%, Design 10%
4.07 || 22 || Preparing P2
4.08 || 23 || Preparing P2
4.09 || 24 || P2 presentation || 99% finished research, draft design
4.10 || 25 || Design 90%, Research 10%
4.11 || 26 || Design 90%, Research 10%
1.01 || 36 || Design 90%, Research 10%
1.02 || 37 || Design 90%, Research 10%
1.03 || 38 || Design 90%, Research 10%
1.04 || 39 || Design 90%, Research 10%
1.05 || 40 || Design 90%, Research 10%
1.06 || 41 || Design 90%, Research 10%
1.07 || 42 || P3 preparation
1.08 || 43 || P3 preparation
1.09 || 44 || P3 presentation || Research finished, design 70%
1.10 || 45 || Design 100%
2.01 || 46 || Design 100%
2.02 || 47 || Design 100%
2.03 || 48 || Design 100%
2.04 || 49 || P4 preparation
2.05 || 50 || P4 preparation
2.06 || 51 || P4 presentation || Design finished
2.07 || 01 || P5 preparation, finetuning
2.08 || 02 || P5 preparation, finetuning
2.09 || 03 || P5 preparation, finetuning
2.10 || 04 || P5 presentation