Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences

Graduation Plan: All tracks

The graduation plan consists of at least the following data/segments:

Personal information

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Studio

Name / Theme	Cultures of Craft
Teachers / tutors	Eireen Schreurs, Mikel van Gelderen and Susanne Pietsch
Argumentation of choice of the studio	I've always been fascinated by crafting things myself and by the combination between head and hands, between thinking and making. Probably this fascination comes from my secondary education at a Waldorf-school, in which learning by doing is a very important factor. Next to that the tactile experiences and materiality are according to me essential elements of architecture. The certain emphasis of this studio on tactility, material details, and how to make them, really interests me. Therefore I would be delighted to be able to combine these interests into my graduation project and to do deeper research into the crafts of making, building crafts and the combination with architecture itself.

Graduation project

Title of the graduation project	Waldorf School as creative sanctuary in the city

Goal

Location:	This year two Waldorf School classes started as part of a larger regular secondary school. The ambition of the school is to extend the classes in the future and to build their own independent building. Therefore I will place the Waldorf School in the city of Delft. The specific location for the new Waldorf School will be the Gasthuisplaats in the historical inner city of Delft. The oldest hospital of the Netherlands was situated here from 1252 until 1968. After the closing of the hospital many buildings were demolished, which resulted in a vacant area.
The posed problem/problem statement,	The current educational system is based on performance. The emphasis lies on the intellectual knowledge of the child. The knowledge has to be transported as soon as possible which results in stress and rushed education. In my opinion the personal development of every individual should be the center of the education. Instead of overemphasizing on the

	intellectual performance, every child should be allowed to get time to evolve its own creativity and its own identity. Slowing down to create moments of contemplation are needed to develop as a person.
	The personal development of the child is of main importance in the education at the Waldorf School. In the anthroposophical education at the Waldorf School, intellectual wisdom and creative crafting are seen as equally important in society. Therefore the assigned program of the Graduation Studio will be a secondary Waldorf School.
	Both socially and architecturally the Waldorf School is facing a lack of understanding from people outside of the anthroposophical culture. Waldorf Schools have a very distinctive character that is not welcoming to everyone.
	The anthroposophical image of the human being and its view on society can improve the equal appreciation of intellectual wisdom and creative crafting. Therefore the school has to open to all citizens in Delft to improve the understanding of the Waldorf School.
research questions and	Programmatic: How can the Waldorf School engage with and contribute to the city of Delft, both socially and spatially?
	Architecture: How can the architecture of the school both provide in the Waldorf identity and also be approachable for other people?
	Urban: How can the Waldorf school respond to the historic urban tissue of delft?
	Material: How can colored glass enhance the Waldorf architecture?
design assignment in which these result.	Design a secondary Waldorf School that both socially and spatially engages with and contributes to the historic urban tissue of the inner city of Delft.

[This should be formulated in such a way that the graduation project can answer these questions. The definition of the problem has to be significant to a clearly defined area of research and design.]

Process

Method description

Craft Research:

During the Graduation Studio different research methods are used. In the studio Culture of Crafts, we started with a film research in which every student intensively studied a specific craft for a week. Out of this film research the personal values of the craft result. The values that I found in the craft I filmed were used as a motivation to develop different possible design scenarios.

Next to the film research, literature research and discussions about craft also helps to understand the values of craft and to choose the specific values one would like to explore in the design assignment.

Design research:
To explore the material side of the design, every student studied the materialization by making a Vedute. This Vedute is a personal manifest with the initial material ideas for the design. By modelling these ideas, the materialization becomes very tangible and allows in an early stage to express the design.
While designing several different methods are used to develop the architectural and urban design. Sketches, hand drawings, computer drawings, form studies and models are utilized to improve the architectural design. Reference studies of other architectural projects and typology studies are used as inspiration for the own design.

[A description of the methods and techniques of research and design, which are going to be utilized.]

Literature and general practical preference
[The literature (theories or research data) and general practical experience/precedent you intend to consult.]

The following list includes the most important literature used during the graduation research. For a comprehensive overview of all literature consulted to write the research report, refer to the reference list in the reports themselves.

Chatel, Guy, M. van den Driessche, C. van Gerrewey, T. Vanmeirhaeghe, en B. Verschaffel
  2006   *De school als ontwerpopgave: Schoolarchitectuur in Vlaanderen 1995- 2005*.
          Gent: A&S Books.
Kries, Mateo, en Alexander von Vegesack
  2010   *Rudolf Steiner: Alchemy of the Everyday*. Ditzingen: GZD.
Moor, Andrew
  1989   *Contemporary Stained Glass: A Guido to the Potential of Modern Stained Glass in Architecture*.
          Vicenza: L.E.G.O.
Oosterbaan, Dinant Petrus
  1954   *Zeven eeuwen geschiedenis van het Oude en Nieuwe Gasthuis te Delft*. Delft: Gaade.
Pallasmaa, Juhani
  2009   *The Thinking Hand: Existential and Embodied Wisdom in*
          Architecture. Chichester: John Wiley & Sons Ltd.
Ploeger, Maarten
  1994   *Anders omgaan met kind en school: Vrije Schoolonderwijs voor nu en later*.
          Zeist: Christofoor.
Safont-Tria, Jordi, Sanford Kwinter, en Steven Holl
  2012   *Steven Holl: Color, Light, Time.* Freiburg: Lars Müllers Publishers.
Sennett, Richard
  2008   *The Craftsman.* New Haven and London: Yale University Press.
Sowers, Robert
  1954   *The Lost Art: A Survey of one thousand years of stained glass*.
          London: Lund Humphries.
Steiner, Rudolf
  2010   *Das Wesen der Farben: Grundzüge einer geisteswissenschaftlichen Farbenlehre für das*
          künstlerische Schaffen. Dornach: Rudolf Steiner Online Archiv.
Van der Burgh, Adriaan
  2008   *Van het oude en nieuwe Gasthuisterrein: de dingen die voorbijgaan en gaan komen.*

Delft: Klankbordgroep.

Van Dooren, Elise, Els Boshuizen, Jeroen van Merriënboer, Thijs Asselbergs, and Machiel van Dorst

2014   "Making explicit in design education: generic elements in the design process. *International Journal of Technology and Design Education* 24, 1: 53-71.

Reflection

Relevance

[The value of the graduation project in the larger social and scientific framework.]

The way secondary Waldorf schools and regular schools in general can give added value to the city center could be valuable for other architects and urbanists. Secondary schools are mostly placed at the side of cities, where they work as autonomous building ensembles. Placing them in the city center could create new functional relations and opportunities. Next to that it could literally mean that the scholars are placed in society earlier in their lives.

Time planning

[A scheme of the division of the workload of the graduation project in the 42-week timeframe. Compulsory in this scheme are the examinations at the middle and end of the semester, if required, the minors you intend taking and possible exams that have to be retaken. The submitted graduation contract might be rejected if the planning is unrealistic]

Week 1. Choosing the craft of interest and finding a workshop to film

Week 2. Research general craft literature

Week 3. Film the craft workshop for a week

Week 4. Montage the craft movie and research craft literature

Week 5. Edit the craft movie

Week 6. PRESENT the final craft movie

Week 7. Make conclusions of movie and PRESENT three design scenarios

Week 8. Choose one scenario and find possible locations

Week 9. PRESENT scenario and location

Week 10. Analyze the location (urban/historical/architectural/cultural)

Week 11. Explore material representation in Vedute

Week 12. **PRESENT P1** final scenario (program/location/initial material ideas)

Week 13. Architectural and cultural excursion Porto

Week 14. Explore urban design solutions

Week 15. Explore urban design solutions in model 1:300

Week 16. Research school typologies in urban model

Week 17. Explore formal incentives + design proposal

Week 18. Prepare P2-presentation sheets and text + hand-in **POSITION PAPER**

Week 19. **PRESENT P2** project and design proposal

Week 20/21 Develop urban design/programmatic distribution

Week 22/24 Develop architectural design/material design

Week 25/26 Explore material/ structural design

Week 27/28 Explore technical/ climatic design

Week 29/30 Integration architecture/ structure/ technique/ climate

Week 31/33 Integration urban/architecture/ material/ structure/ technique/ climate

Week 34/35. **PRESENT P4**

Week 36/39 Finalize the design and presentation

Week 40/41. **PRESENT P5**