Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences
Graduation Plan: All tracks

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

<table>
<thead>
<tr>
<th>Personal information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Student number</td>
</tr>
<tr>
<td>Telephone number</td>
</tr>
<tr>
<td>Private e-mail address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name / Theme</td>
</tr>
<tr>
<td>Teachers / tutors</td>
</tr>
<tr>
<td>Argumentation of choice of the studio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the graduation project</td>
</tr>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Location:</td>
</tr>
<tr>
<td>The posed problem,</td>
</tr>
<tr>
<td>Location</td>
</tr>
</tbody>
</table>


band of interconnected green spaces, more than six kilometers in length, along the former military fortifications surrounding the historical center of Leiden. At the moment the Nuon area is disrupting this connection. However, probably the simple continuation of the Singelpark is not going to be enough to integrate the area with the surrounding centre and the issue of how to handle the existing buildings on site should also be addressed.

**Status of (Restoration) Craft**

According to ROP (Restauratie Opleidings Projecten) the restoration profession is losing its craftsmen. Craftsmen retire and leave the profession, while new students are scarce. If nothing is done, their knowledge and experience will be lost. This could have major implications for the quality of Dutch monuments.

Small scale vocational education, like restoration education, has difficulties to survive, because not enough young people choose the restoration crafts. At the moment the restoration education is highly fragmented. The quality of the education doesn't benefit from this. It is important to create a clear identity for the restoration craft to make it attractive to students again.

**research questions and design assignment in which these result.**

How can the craft school contribute to the development of the location in such a way that it will become part of the inner city of Leiden again? --> What is the role of the vocational school in the city? What is the relation between the school and public life? Or more specifically: how to handle the contradiction within the school between its private components and public components?

How does the schools relation to the city contribute to the identity of the school?

The project addresses the contradiction within a school between its private components, a school requires places of concentration, and its public components, the school should have a face towards the public. This representative aspect of the school is important because it will define the identity of the restoration craft and contributes to the identity of Leiden.

**Process**

**Method description**

Until now the project developed through analysis of the site; its history and (urban) morphology and testing new shapes in the 1:500 model. A characterization of the places which were created by the implementation of new forms helped developing the project, as did the testing of existing school typologies in the model.

Literature research, in particular the ideas of Oswald Mathias Ungers, let to the conviction of the usefulness of archetypes as form generators (in order to create a lasting structure which is not solely based on function). A more thorough analysis of particular archetypes, the monastery and agora, and the testing of ideas that derive from it in the model will generate the finally form of the project. The project develops through a continuous dialogue with the model, new ideas will be tested in the model. This applies to all scales (from building structure, till detail).

**Literature and general practical preference**


On the way of working of the Natural Stone mason.
The use of archetypes.

Sennett, Richard, *Democratic Spaces*, lecture at the Berlage Institute, 03 March 2004.
Research on the agora.

The detail as important part of the story you want to tell with your project.

**Reflection**

**Relevance**
The creation of a new identity and typology for the vocational school based on its demand for places of concentration, but without underestimating the necessity for a school to be part of public life.

**Time planning**

Week 1-5:
Introduction to Studio PART 1: The Workshop
Research Seminars: literature research on craft + film research on the tacit knowledge of the craftsman

Week 6-11:
Intro PART 2: Craft Networks
18.03 excursion Rotterdam
20.03 excursion Amsterdam
Site research, defining problem statement and goals

**25.04 P1:** proposal site + initial program

Week 12-20:
Intro Part 3: Built Crafts
5.05 – 7.05 excursion London
Developing proposal 1:500 and exploring 1:200 and 1:33
Defining research questions and architectural themes for the design, developing a clear narrative

**25.06 P2:** project proposal / research questions / design proposal

Week 21-35:
Defining the architectural scheme of the building
Making a 1:1 fragment of the building: collaboration with MBO students
Material research
Details 1:5
Climate system sketch
P3 presentation
Final plans 1:200, specific parts 1:50
details 1:5
Final construction, climate, material

**30.11 – 11.12 P4:** go / no go

Week 36-42:
Preparing final presentation
Preparing physical models in different scales

18.01 – 29.01 P5: Final public presentation