Graduation Plan

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

Submit your Graduation Plan to the Board of Examiners (Examencommissie-BK@tudelft.nl), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

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

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<tr>
<th>Personal information</th>
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<tr>
<td>Name</td>
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<td>Student number</td>
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<td>Telephone number</td>
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<td>Private e-mail address</td>
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<th>Studio</th>
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<td>Name / Theme</td>
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<td>Teachers / tutors</td>
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<td>Argumentation of choice of the studio</td>
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<th>Graduation project</th>
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<th>Goal</th>
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<td>Location:</td>
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<td>The posed problem,</td>
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the project responds to the specific conditions of a wide and representative range of sites within the city. Therefore, different ‘city rooms’ will devised for different parts of the city, from the historical centre to several of its many outlying or quasi-centric locations.

The site is in a highly residential area and within a block of three schools for preschool, primary and high school students.

The students: During my visit to the schools, I found the plan of the school building really of high density, there exists some problems as the old school lack free space and activity space of high quality for students to enjoy their extracurricular time, especially the playroom, student canteen. The three schools share a playground which is directly connected to the site, which makes my project possible to work as a part of the three schools and students' daily life. The schools, which could be considered as a small city, lack that kind of public rooms of intimacy for students to gather.

The seniors: Berchem has an increasing number of seniors. Currently, about 22% of the population is more than 60 years old, and over 12% is 70 or above. Population ageing has become a problem to the community, it is unaffordable to guarantee decent care for every senior now and in the future. There are some seniors institution in Berchem but that is not enough and the price is not affordable for everyone. Furthermore, many of them don't need full-time nursery care. So I am not designing a functional maturation retirement home, but more like an informal building which contains seniors canteen as well as community entertainment room. The aim is to
create a room for them to meet with peers and reduce the aloneness.

**The shared space:** Due to the management and security problem. The two parts for the students and the seniors can work on their own, but have some positive interaction through sight, sound...... which makes them feel each other. There would also be some space that is shared by the two user groups. Special courses can be guaranteed by the teachers to make the interaction of the students and the seniors. In which empower the ageing population and motivates social contacts between ageing and young. It has mutual benefit as in this kind of intergeneration center, the seniors could benefit from the vitality of the students, and in turn, the students could learn sth that they couldn't get from the peers. It also fits my understanding of intimate city and a good city room: not only let people gather in the manner of a community of homogeneity, but also create the possibility for different groups to encounter.

**research questions and**
- **Programmatic direction:** Creating a city room for the students as well as the seniors. How to build good public rooms for students to realize better school life? How to reduce the aloness and facilitate social interactions of the seniors? How to embed an understanding of ‘Intimacy’ through the combination of the two?

- **Users research**
  What types of spaces are needed by the teenagers and seniors? What are the differences? What kind of special design are required by them? How can these space connected but also work
on their own? What is the characteristic of the shared space?

- Researching community centre and school canteens in Antwerp and in other European cities (e.g. Vienna). This leads to studies on the refectory, which is usually in monasteries, schools, and academic institutions, and usually combined with study and prayer space. As typologies, it provides representative and architecturally rich public spaces while providing gathering spaces for a diverse group of people. What is the new meaning of contemporary refectory?

| design assignment in which these result. | The project features a intergenerational centre, which contains refectory, sports facilities as well as reading room. This “intergenerational centre” would not only solve the lack of these facilities, but are meant to elevate them to a “intimate” status in the way of creating a city room for different generations come together. |

**Process**

**Method description**

- Experimental drawing and model making tasks surrounding relevant themes connected to the ‘intimacy’ and ‘city room’.
- Typological research on similar buildings within and around Antwerp. Typologies to study include student canteen, youth centre, retirement house, community centre.
- Further literature research on the topic focus: what makes the ‘intimacy’?
- Morphological and typological research of the site, with a focus on the old school building (historical maps, journal articles and books, site visits, archival research, field notes, photography, combining research into diagrams and drawings)
- Physical models: exploring spatial and lighting qualities of proposed design ideas.
Literature and general practical preference

Bernardo Secchi, Antwerp: territory of new modernity

Georges Perec, Espèces d’espace
Steen Eiler Rasmussen, Experiencing Architecture
Jan Gehl, Life Between Buildings
Richard Sennett, The Fall of Public Man
Howard Eiland, Kevin McLaughlin (translation of Walter Benjamin, Das Passagen-Werk, ed. Rolf Tiedemann, 1982)
Adolf Loos (Why a Man should be Well-Dressed, Das Anderen)
Vittoria di Palma, Diana Periton, Marina Lathouri, eds. Intimate Metropolis (Abington: Routledge, 2008)
Hedy Honigmann, Ester Gould, Judith Vrencks, Forever, 2006 (documentary on cimetière Père-Lachaise)

Reflection

Relevance

The proposal addresses issues such as the lack of public space in old schools of high density as well as how to solve the problem of the seniors and the oud-berchem seniors who lacked the social space within the highly residential area. The goal of the project is not only solving the lack of these facilities, but to create a city room for the two generations to gather and let them benefit from each other. The teenagers could learn from the experience of the seniors and the seniors are provided not only great socialization, but also self-worth.

The project in Antwerp acts as a mirror reflecting the ongoing issues in many aging societies today.

My understanding of ‘urban Intimaty’ will be expressed on the programme, the design and the materialized space.

Time planning

9th November 2017: P1 Progress Review
- Reflection on Research Workshop findings
- Reflection on Research Seminar findings
- Fragment model of a city room
17th January 2017: P2 Progress Review
- Project Journal
- Graduation Plan
- Identification of the various groups, audiences, users and inhabitants of the project, place or comparable building types.
- Motivated choice of location- site analysis (history, program, morphology, future plans for area, demography)
Documentation- photographic, social (with Leeke), cultural: the section
- Motivated choice of programme
The choice has to be made in relation to the architectural, social and programmatic context
Drawing and / or model of the project in the larger context scale 1:500 Indicating the quality of the intervention in relation to the urban context including the existing buildings and spaces
- Motivated way of implementing idea’s and knowledge about a ‘city room’ into a ‘normal’ building programme, illustrated with models, drawings, text
- sketch design of a building on site, urban mass model, first plans and sections (1:200/ 1:500)
- All the P1 material
Mid Semester: P3 Progress Review
- Site plans 1:500
- Plans, elevations, sections 1:100
- Part of the building model/drawings 1:50
- Elevation fragment design
- Initial Details/Structure 1:5
- Questions to be resolved at this point:
- To have finalized all the buildings program in m2
- To have experimented with building masses on site and made clear conclusions
- Conclusions made about the buildings architectural language externally and internally in relation to the formal and informal / above and below ground.
14th March 2018: P4 Formal Assessment
- Theoretical and thematic support of research and design.
- Reflection on architectural and social relevance
- Final site plans 1:500
- Final plans, elevations, sections 1:50/1:20
- Detailed site and building model
- Elevation fragment design
- Final details 1:5
(Date to be confirmed) June 2018: P5 Public Presentation