

## **KTH School of Architecture - Syllabus 2004-2005** (arkiv)

(informationen är överförd från en tidigare webbsida och sparad i PDF-format)

### **Syllabus for undergraduate studies for the 2004-2005 academic year**

Undergraduate studies in architecture are divided into three initial years at a basic level (years 1-3), and two years of specialisation at an advanced level (grade 4-5). This structure offers students programmes leading to a bachelor's degree and a master's degree. Each academic year in the undergraduate programme has a separate focus and identity.

#### Undergraduate Studies

The School of Architecture's degree course consists of project-based teaching and instruction in specific academic and practical subjects. Within the field of architecture and the architectural profession, theory and practice are uniquely interwoven, as reflected in the architect's work process. The ability to formulate problems, analyse, assess, summarise, evaluate, synthesise, sketch and find multiple solutions is fundamental to the subject. An architect's approach to work involves both theory and practice. The School's core focus is on architecture. Project-based studies, which are taught in small groups, integrate several different academic and practical subjects. To ensure a thorough foundation in these subjects and because teaching large groups is more efficient, the architecture course has developed specific academic and practical subjects that students take at the same time as they work on their projects. These subjects are the Theory and History of Architecture (ATH), Architectural Technology (AT), and Architectural Communication (AK). They provide students with solid expertise and develop their understanding, which supports the degree course. The subjects are evenly distributed over all five years and coordinated in subject blocks. The History of Architecture and Theory of Architecture are included in the Theory and History of Architecture block. The Construction Engineering degree course (statics, science of materials, structural physics, structural engineering, infrastructure, mechanics, etc) is being developed within the new Architectural technology block. Resources are being invested to build up a comprehensive degree course in which architecture and technology are interrelated by means of theoretical studies and analyses of examples. Tuition in Artistic Training and Presentation Techniques are brought together in the Architectural Communication block. These subjects deal with theory, art, and communication, as well as various tools and skills.

#### Individual portfolio reviews

Individual reviews of students' work portfolios have become accepted practice in recent years. Students receive a direct response from the teaching staff and valuable opinions on the results of their studies. Problems and weak areas can be identified and rectified sooner. These reviews are compulsory in all years of the programme.

#### Overall aims of the undergraduate programme:

- The Architecture programme at the Royal Institute of Technology's School of Architecture shall develop into one of the leading degree courses in the world
- The programme shall train independent, self-assured and highly skilled individuals who can further develop architecture.
- The students shall learn to question, discuss and investigate; to find their own artistic voice; to develop an aesthetic and ethical approach; to develop creative methodology and communication; to develop networks and international contacts.

- The degree course will apply an approach and an emphasis that permits a wide range of opinions and attitudes to create an environment conducive to new ideas and discussion.
- The programme shall continuously develop the subject of architecture and its teaching aims. The content of the programme shall aim to
  - be a coherent whole that ensures the breadth and depth of the subject and its growing complexity by means of basic learning of the discipline and the tools
  - develop design as the core of the subject
  - ensure that students develop an approach to work that includes use of analysis as one of many tools in the creative process and that develops the ability to combine various aspects to form an integrated solution
  - stimulate the artistic and creative aspect of the subject
  - emphasise the experimental aspect
  - teach the theory and history of the subject
  - develop understanding and insight into construction engineering

## **BASIC LEVEL**

### **Year 1**

General information for year 1:

Basics of architecture

Tuition during the first year follows the same structure to ensure that all students receive a common framework of knowledge and reference. Each teaching team structures the year based on this format. The basic concepts addressed in the Crash Course will be the pillars of all projects. New concepts will build on these basic concepts and be applied to the next project, allowing the projects to grow in complexity and encompass more and more aspects. The first year focuses on concepts, tools and methods. The student shall obtain an overall understanding of how a project is built up and practice drawing and thinking. After the first year, handling tools should not pose an obstacle to expressing thoughts and ideas and the student will have learned a method to overcome any obstacles. Although the student is far from fully trained, based on this strong core in architecture and the work of the architect, the student will acquire more knowledge in greater depth. During the second year students take advanced courses dealing with programme, landscape and building physics.

At the end of the year all students will be able to

- \* handle the basic architectural concepts
- \* handle the tools needed for drawing and modelling; by Christmas, all students will be able to handle drawing and modelling. When and how this occurs is up to each teaching team.
- \* have acquired a working method.

Tuition is mainly based on each student learning by producing materials in the drawing hall that will be discussed during critique sessions from a number of different aspects. Students add all projects to their portfolios. To receive a passing grade the student's portfolio must be reviewed and approved at the end of the year.

Grades: The grades pass and fail are used throughout the basic programme.

Language: The entire basic programme is taught in Swedish.

Division of courses: Courses may be divided into two sections, which will be specified in the course syllabi. Projects are normally divided into two steps, the latter of which is worth 2 credits.

Advisor for year 1: Fredrik Larsson

Teaching team: Erik Wingquist, Harald Keijer, Sofia Uddén, Albert France Lanord, Erik Stenberg, Brady Burroughs

1A1 100

Introductory Course

Introduction to the School of Architecture

autumn term year 1 (not compulsory)

Credits: 1

Aim: The aim of the course is to provide an introduction to the profession, the degree course and the school.

Course content: The course consists of one exercise ? to propose, build and document a small building, a hut made of recycled materials.

Prerequisites: (introductory course for the programme)

Course requirements: Present during the planning phase, submission and completed construction. Work is carried out in groups.

Required reading materials: No separate reading material is required.

Course coordinator: Hasse Ernerfeldt, Director of Studies

1A1 CC1

Crash Course 1

Architecture, orientation course 1

autumn term year 1

Credits: 6

Aim:

1: To introduce the students to the School of Architecture and to the subject of architecture.

2: To provide students with a common basic conceptual framework in order to discuss, analyse and produce architecture. Students will begin working with the modelling tool and given an introduction to what is involved in various methods. The course should be pleasurable and play down the seriousness of critique sessions.

Contents:

1: The course starts of with an information session for students on how to use the different workshops and facilities at the school; they meet personnel and are assigned a small task to solve in a group situation in order to get to know fellow students.

2: The course provides a basic comprehension of formal architectural concepts. Each week we focus on a pair of concepts, resulting in a model [A1] that is intended to follow the inner logic that each individual student formulated during the first week of the course.

Understanding is built up by ...

\* discussing concepts in lectures and in dialogues in the drawing hall

\* using concepts to analyse projects

\* using concepts as tools in modelling, leading to architectural opinions. At the end of each week, each student's work is critiqued.

Required reading materials: None

Prerequisites: (introductory course)

Basis of assessment: Course requirements include active participation in the drawing room sessions and the production of 4 models, 4 analyses, attendance at 4 lectures, and participation at 4 critique sessions. 80% attendance.

Course coordinator: Fredrik Larsson

Examiner: Fredrik Larsson

1A1 13B

Project Studio 1:1, Structure

autumn term year 1

Credits: 5

Aim: Just as in the introductory course, this course is based on concepts with or without location and programme (depending on the group). This course focuses on the concept of structure. The aim is to study what structure is from the perspective of both architecture and construction. How do you build up a form or expression? Students will continue developing a working method and refining the modelling tool; some groups will begin to use the drawing tool.

Contents: The course begins with an intensive week when Ture Wester, designer and lecturer from Copenhagen's School of Architecture, holds a one-week workshop about nature-inspired constructions, structure and geometry. This workshop will be followed by work in the drawing hall led by teachers in each group. Studies mainly take place through modelling.

This project will probably show major differences among the different groups. The groups may differ in the extent to which they work with a location and a programme; differences may also arise based on the working method students choose. Some groups may work completely in modelling, while others may choose to introduce drawing in this project. Submission requirements will therefore be somewhat different from group to group. However, all students must have built at least one model.

Prerequisites: Architecture, introductory course 1

Required reading materials: Ture Wester; Structural Order in Space

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Fredrik Larsson

Examiner: Fredrik Larsson

1A1 13C

Project Studio 1:2, What is a House?

autumn term year 1

Credits: 6

Aim: The project is the last of three cohesive parts (CC+ architecture project 1+architecture project 2).

Like the Crash Course, this course is based on concepts. The focus is on the concepts of programme and location. The result will become a "BUILDING". Each student will be able to draw by the end of the project. Students will also continue developing their working methods and refine work with the modelling tool.

Contents: The course begins with one week of studies in geometry, drawing technique and perspective, followed by work in the drawing room which will result in models and a portfolio of drawings (site plan, plans, sections and facades).

Required reading materials: (for all projects) Kairos nr5 arkitekturteorier, Clas Caldenby & Fredrik Nilsson; Om arkitektur, en antologi

Prerequisites: Architecture project 1:1

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Fredrik Larsson

Examiner: Fredrik Larsson

### 1A1 13D

Project Studio 1:3, Order and Meaning

spring term year 1

Credits: 6

Aim: As usual, the project is based on earlier concepts. The project mainly deals with arranging a larger given programme in a specific location. Students learn how to arrange space, movement and function, while addressing the concepts of order and meaning.

Contents: The project is about 1500 m<sup>2</sup> and has a given programme on a specific lot. A lecture series is held parallel to teaching in the drawing room. Submission requirements are models, site plans/models, sections, plans and facades using a scale of 1:200 and presenting the project optimally to bring out essential features.

Required reading materials: Kairos nr5 arkitekturteorier, Clas Caldenby & Fredrik Nilsson; Om arkitektur, en antologi

Prerequisites: Architecture projects 1:1 and 1:2

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Fredrik Larsson

Examiner: Fredrik Larsson

### 1A1 13E

Project Studio 1:4, Housing

The Residence

spring term year 1

Credits: 7

Aim: Once again, we focus on the concept of structure and apply it to a multi-dwelling building and add the concept of residence. The purpose of this project is to move a little deeper into the individual room

Contents: The first year ends with a residential project. The programme is housing on a specific lot. The different groups set more defined limits. Submission requirements are model(s), site plans, plans, sections and facades.

Required reading materials: Kairos nr5 arkitekturteorier, Clas Caldenby & Fredrik Nilsson; Om arkitektur, en antologi

Prerequisites: Architecture projects 1:1 - 1:3

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Larsson

Examiner: Fredrik Larsson

#### 1A1 13T

Architectural Technology 1

autumn term + spring term year 1

Credits: 4

Aim: To study the movement of forces and interplay of forces in structures.

Contents: Lectures and exercises in statics.

Required reading materials: Specified at beginning of course

Prerequisites: (introductory course)

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Bo Göran Hellers and Jakob Strömholm

Examiner: Bo Göran Hellers

#### 1A1 13H

Theory and History of Architecture 1,

survey of architectural history

autumn term + spring term year 1

Credits: 3

Aim: To provide an overview of architectural history and an introduction to architectural theory.

Contents: Introduction to architectural history in the western world in twelve lectures, from antiquity to the present. Basic concepts, categories and analytical methods. Buildings, cities, architects and architectural theory in historic context.

Required reading materials: Specified at beginning of course

Prerequisites: (introductory course)

Basis of assessment: 80% attendance. Approved exam and possibly other assignments.

Course coordinator: Thomas Lejdegård

Examiner: Johan Mårtelius

#### 1A1 13Q

Architectural Communication 1

spring term year 1

Credits: 3

Aim: To teach the student to see. To translate 3D to 2D and back again. To learn about the architect's tools such as drawing techniques, perspective, colour and form, basics of photography, layout, collage, etc. To get a brief introduction to presentation software (Photoshop and Illustrator).

Contents: Exercises together with artists and group teachers. Field trips and lectures.

Prerequisites: (introductory course)

Basis of assessment: 80% attendance. Approved assignments and final results.

Course coordinators: Peter Ullstad, Birgitta Eriksson, Thomas Karlsson, Mia Vendel

Examiner: Fredrik Larsson

## Year 2

General information for year 2:

From the abstract to the concrete

The overall objectives for year two build on the year one objectives, while developing how students handle concepts, methods and tools. The contents of the course for the year run from the private (housing) to the public (cultural institution). Assignments vary in scale. All projects must meet the requirement for a detailed section using a scale of 1:20. If year one showed the possibilities of architecture, year two deals with the specifics. The student will acquire knowledge of materials, technical systems and how drawing works and interacts in different scales.

Grades: The grades pass and fail are used throughout the basic programme.

Language: The entire basic programme will be taught in Swedish.

Division of courses into parts: Courses may be divided into two sections, which will be specified in the course syllabi. Projects are normally divided into two steps, the latter of which is worth 2 credits.

Advisor for year 2: Weronica Ronnefalk

Assistant course coordinators: Markus Aerni, Boel Hellman

1A1 CC2

Crash Course 2

Introductory course 2

autumn term year 2

Credits: 6

Crash Course in architectural communication CAD-2D

Aim: To provide basic knowledge of CAD which can continue to be used during the degree course.

Contents: Software skills in CAD with a small design-related assignment. Lectures and studies using the computer.

Required reading materials: Specified at beginning of course

Prerequisites: One year of architectural studies

Basis of assessment: 80% attendance. Active participation during computer room classes, as well as approved assignments and final results.

Course coordinator: Peter Ullstad, Jani Kristoffersson, Andreas Ferm

Examiner: Peter Ullstad

1A1 23B

Project Studio 2:1

Housing / Detached house

Year 2 autumn term

Credits 9 (6+3)

Aim: To gain greater understanding of housing in a relatively small project through studies of programme, location, space and scale. Testing architectural possibilities and limitations by analysing needs and studying materials, construction and measurements.

Contents: Students will design a small residential project including siting and level of detail on a scale of 1:20. Lectures and exercises.

Programme: Programme and location to be decided by each teaching team.

Required reading materials: Specified separately

Prerequisites: One year of approved studies at the School of Architecture (promoted to year 2).

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Weronica Ronnefalk

Examiner: Weronica Ronnefalk

1A1 24C

Project Studio 2:2

Context and structure

spring term year 2

Credits: 4

Aim: To acquire in-depth knowledge of the potential of materials. A simple climate scale provides an entry for studying simple building physics conditions. Understanding siting and landscapes.

Understanding for users.

Contents: Students shall draw buildings, including siting, landscape and level of detail on a scale of 1:20. Lectures and exercises.

Prerequisites: Architecture project 2:1.

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Weronica Ronnefalk

Examiner: Weronica Ronnefalk

1A1 24D

Project Studio 2:3

Public building

Year 2 spring term

Credits: 10 (6+4)

Aim: To promote understanding of the relationship between programme and architecture. To understand how a project affects its environment.

Contents: Students will draw a complex building in an urban site that includes both a scale in the site and a level of detail on a scale of 1:20. Lectures and exercises.

Prerequisites: Architecture project 2:2.

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Weronica Ronnefalk

Examiner: Weronica Ronnefalk

1A1 23Q

Architectural communication 2

autumn term + spring term year 2

Credits: 4



Part 1 (autumn term): 3D-MODELLING (partial credits: 2)

Aim: To provide basic knowledge of 3D modelling that can be used later in the degree course.

Contents: Knowledge of 3D-modelling software with a small design-related assignment. Lectures and studies using the computer.

Required reading materials:

Prerequisites: One year of architectural studies

Basis of assessment: 80% attendance. Active participation during computer room classes, as well as approved assignments and final results.

Co-course coordinator: Peter Ullstad

Examiner: Weronica Ronnefalk

Part 2 (spring term): Artistic training (partial credits: 2)

Aim: To teach the student to see. To translate 3D to 2D and back again. To learn about the architect's tools such as drawing techniques, perspective, colour and form, basics of photography, layout, collage, etc. To obtain a brief introduction to presentation software (Photoshop and Illustrator). Conceptual thinking.

Contents: Exercises together with artists and group teachers. Field trips and lectures.

Prerequisites: One year of architectural studies

Basis of assessment: 80% attendance. Approved assignments and final results.

Co-course coordinators: Birgitta Eriksson, Thomas Karlsson, Mia Vendel, Anna Stake and Monica Sand

Examiner: Weronica Ronnefalk

1A1 23T

Architectural Technology 2

autumn term + spring term year 2

Credits: 4

Aim: To continue to explore and gain greater insight into how the four elements affect buildings. To provide basic knowledge of structural physics and the science of materials.

Contents: Lectures in building physics and materials as well as applied exercises and project management.

Required reading materials: Specified at beginning of course

Prerequisites: One year of architectural studies.

Basis of assessment: 80% attendance. Active participation during drawing room classes, as well as approved assignments and final results.

Course coordinator: Bo Göran Hellers and Axel Sirén

Examiner: Bo Göran Hellers

1A1 24H

History and Theory of Architecture 2,

Nordic architecture

autumn term + spring term year 2

Credits: 3

Aim: To teach the basics of Nordic architectural history.

Contents: History of buildings in the Nordic countries with some emphasis on Sweden. Continuation of the first year's overview with detailed studies of Nordic examples in relation to international contexts.

Excursions in Stockholm, Sweden, Nordic countries.

Required reading materials: Specified at beginning of course

Prerequisites: One year of architectural studies

Basis of assessment: 80% attendance. Passing grade on exam and exercises.

Course coordinator: Rasmus Waern  
Examiner: Johan Mårtelius

### **Year 3**

General information for year 3:

Towards the bachelor's degree

The third year deals with urban construction. The autumn consists of planning-oriented group projects. The spring focuses on the design aspect and individual work in three teaching teams with the same course structure. The autumn begins with intensive courses in the field of urban construction. The spring consists of two urban construction subprojects about the connection of house types to urban construction. These are accompanied by a complex house construction project that is based on experience from earlier projects. During the autumn term, teaching is the same for all students in year 3, plus group projects. During the spring term students are divided into different teams with individual projects. Skill blocks are integrated with project teaching.

Grades: The grades pass and fail are used throughout the basic programme.

Language: The entire basic programme will be taught in Swedish.

Division of courses into parts: Courses may be divided into two sections, which will be specified in the course syllabi. Projects are normally divided into two steps, the latter of which is worth 2 credits.

Advisor for year 3: Kai Wartainen

Teaching team: Mats Fahlander, Maria Larsson, Jelena Mijanovic, Jan Wiman, Lars Backer, Ingrid Reppen, Frida Marklund

1A1 CC3

Crash Course 3

Architecture, introductory course 3

Urban construction Eco-Soc-Tech Workshops

Year 3 autumn term

Credits: 6 (4 project and 2 integrated course sections: 2 AT/Technology)

Aim: To provide basic knowledge of urban planning.

Contents: Intensive courses in urban construction

Lectures and exercises that form a skills block, integrated sections in a large-scale exercise carried out in groups.

Required reading materials: Specified at beginning of course

Prerequisites: Two years of approved studies at the School of Architecture or equivalent

Basis of assessment: 85% attendance. Active participation during drawing room classes, submitted course evaluation, and approved assignments and final results.

Course coordinator: Kai Wartainen

Examiner: Kai Wartainen

Architectural Technology (2 partial credits), Infrastructure-related Architectural Technology

Contents: Infrastructure-related architectural technology is integrated within project teaching and through lectures for all students in year 3. Lectures, field trips and in some cases exercises in how the city's logistics and infrastructure work.

1A1 34B

Project 3:1; Planning

Year 3 autumn term

Credits: 14 (11 project and 3 integrated course sections: 1 ATH/Theory/History, 2 AK/Communication)

Purpose of the project: To provide basic knowledge for planning in the urban space.

Contents: Planning project with a focus on planning urban environments.

The student will develop spatial conditions as a foundation for building patterns. Lectures and exercises.

The degree course is carried out in different teaching teams (tracks).

Required reading materials: Specified at beginning of course

Prerequisites: Two years of approved studies at the School of Architecture or equivalent, as well as knowledge from the introductory course (1A1CC3)

Basis of assessment: 85% attendance. Active participation during drawing room classes, submitted course evaluation, and approved assignments and final results. The integrated components must also be approved.

Course coordinator: Kai Wartainen

Examiner: Kai Wartainen

Integrated course sections:

Theory and History of Architecture (1 partial credit), Ideas and history of urban construction part 1

Contents: Integrated within project teaching; lectures for all students in year 3.

Types and elements of the city, survey of urban construction history, conceptual history of urban construction.

Lectures during the academic year:

From Aristotle and the antique city to Rem Koolhaas, megacities and new urbanism.

About Rome/Venice/Paris/Istanbul etc ? (related to field trip in the spring)

Examination integrated with project. Literature seminars, essay.

During the spring term: Field trip to a city outside the Nordic countries.

Architectural Communication (2 partial credits) Presentation Techniques

Contents: Oral presentation, different types of presentation techniques.

1A1 33C

Project Studio 3:2, Investigation

Laboratory

year 3 spring term

Credits: 10 (6 project and 4 integrated course components: 2 AT/Technology, 2 ATH/Theory/History)

Aim: To adapt planning documentation to an urban space.

Contents: The lab project is a development of the planning project.

Required reading materials: Specified at beginning of course

Prerequisites: Participated in project 3:1 or equivalent.

Basis of assessment: 85% attendance. Active participation during drawing room classes, submitted course evaluation, and approved assignments and final results. The integrated components must also be approved.

Course coordinators: Mats Fahlander, Maria Larsson and Jelena Mijanovic

Examiner: Kai Wartainen

Integrated course sections:

Architectural Technology (2 partial credits) Science of Materials and installations

Aim: To learn more about the science of materials and about installations.

Contents: Architectural Technology is integrated within track teaching and through lectures for all students in year 3. Lectures, field trip and exercises.

Theory and History of Architecture (2 partial credits), Ideas and history of urban construction part 2

Contents: Integrated within project teaching and through lectures for all students in year 3. Continued from the autumn term: The city's types and elements, survey of urban construction history, conceptual history of urban construction.

Lectures during the academic year:

From Aristotle, Vitruvius and the antique city to Rem Koolhaas, megacities and new urbanism.

About Rome/Venice/Paris/Istanbul etc (related to field trip in the spring)

Examination integrated with project. Literature seminars, essay.

During the spring term: Field trip to a city outside the Nordic countries.

#### BASIC LEVEL END-OF-COURSE PROJECT:

year 3 spring term

Credits: 10

1A1 33D Architecture; Complex project

or (for students who intend to graduate)

1A1 0KA Degree Project in Architecture (Bachelor of Science)

The project meets the requirements of the Higher Education Ordinance for an independent project within the main subject, which can serve as the basis for a bachelor's degree. This degree is not required to continue architectural studies.

Aim: To adapt planning documentation to the urban space

Contents: The project uses earlier project phases as a starting point in the understanding of complex urban contexts to develop a building that spans between a large and a small scale. Students will draw a complex public building that includes both siting and a level of detail on a scale of 1:20. Lectures and exercises.

Required reading materials: Specified at beginning of course

Prerequisites: Fully approved studies up to this project. Exception can be granted if remaining work is considered minor. Students who are not judged to have adequate previous knowledge may be offered another project of equivalent scope.

Basis of assessment:

For full approval, the project is evaluated in three steps:

1. An overall evaluation of the student's achieved level of education.
2. General submission requirements for the bachelor's level, including four A1 posters, models or equivalent presentation approved by the head teacher. Since the project concludes and summarises undergraduate studies it should a) consist of a complex programme, b) treat and describe an urban context and C) demonstrate comprehension of structural engineering systems that are presented in detail on a larger scale, e.g. through facades. The evaluation is done by a specially appointed staff.
3. Project-specific evaluation requirements for each track. In principle, requirements include 85% attendance, submitted course evaluation, active participation in drawing room teaching and approved assignments and final results.

Course coordinators: Mats Fahlander, Maria Larsson and Jelena Mijanovic.

Examiner(s): Appointed at the initiative of the Dean of the School of Architecture or the programme coordinator. Spring 2005: Professor Kai Wartianen

## **ADVANCED LEVEL**

Student handbook for the  
upper portion of the degree course  
at the masters' level (years 4-5)

### **Year 4**

General information for year 4:

International year

During the fourth year a large international exchange of students is arranged. Almost half of all students attend a school of architecture elsewhere in the world for one or two terms. Even more students from the schools with which we have exchange agreements attend our classes ? most of them from the start of the term. This means that teaching during this year of study is mostly in English. The year begins with an intensive project for all students with a focus on spatial form[A9] and perception. The project is followed by a shorter option in architectural communication. In early October project teaching begins in six different optional tracks consisting of three consecutive projects: one project in the autumn and two in the spring. Most tracks are interrelated in terms of subject and theme. The objective is that the students will follow one track for a full year, but that it will be possible to change tracks or only study one part. Each track contains at least one completed complex architectural project. The student will have a portfolio review at the beginning and the end of the year. Throughout the academic year courses in Architectural Technology will be taught. All students will attend a lecture series held in the mornings one day a week, with exercises on the subsequent afternoons. During the year courses are also taught in architectural history with lectures for all students one day a week.

Grades: The upper portion of the degree course uses the grades pass and fail.

Language: In the fourth year teaching is mainly in English.

Division of courses into parts: Courses may be divided into two sections, which will be specified in the course syllabi. Projects are normally divided into two steps, the latter of which is worth 2 credits.

Course coordinators: Dan Johansson and Ori Merom

Syllabi for courses for all students in year 4:

1A1 CC4

Crash Course 4

Architecture, introductory course 4

Spatial form and perception - theory and practice

Year 4 autumn term

Credits: 6

Aim: To carry out an advanced study of architectural concepts, spatial form and perception in project format.

Contents: The course combines theoretical knowledge with practical work on a scale of 1:1. Architecture can easily be linked to two phases in the process, representation of architecture (through drawings and models) and realization of architecture (construction). Traditionally, for economic, practical and teaching reasons, the school focuses on the more abstract and academic. At the same time there is a desire to get down to the detail level, how things actually fit together. This takes place by producing drawings on a more detailed scale, which usually leads to the paradoxical situation that the more detailed the drawings we make, the larger the distance to the reality we try to represent. Out in architect offices this is a lesser problem since we often work parallel with representation and realization. We order material samples, we follow the work on the construction site, etc. The idea of the course is for students, individually or in groups, to be provided the opportunity to complete their projects on a scale of 1:1. In cooperation with construction firms and materials manufacturers, students are given access to building materials. The work takes place in part through drawing in the drawing room, in part through practical work. In both components the students have access to assistance during exercises. Parallel to the exercise, several theoretical lectures will be held. Lectures will interweave practicing architects with more history-oriented lectures about topics such as the development of pop art and minimalism. Above all, the period when sculpture stepped out of its limited field and began to be formulated based on spatial characteristics. Axiomatic structures and land art, etc. These lectures may be held by either Sven Olof Wallenstein or Håkan Nilsson.

Required reading materials: Course compendium

Prerequisites: Year 3

Examination requirements: Approved assignments, 80% attendance

Head teacher: Tor Lindstrand

Examiner: Leif Brodersen

1A1 4T1

Architectural technology 4:1

Year 4 autumn term

Credits: 2

Aim: The course aims to provide a deeper understanding of the correlation between technology, construction, materials, systems, indoor climate, energy and construction details on the one hand and architecture, concepts and context on the other.

Contents: Lecture series in which frameworks and complicated work processes are described, as are consequences of important choices pertaining to framework, construction, materials, construction components and details. Students describe and analyse contemporary buildings in Stockholm. Essays will be collected in a book.

Literature : Byggekatalogen Svensk Byggtjänst. Byggstandard 2002. Bygg. Handboken Bygg. AMA 98. Glass Construction Manual Birkhauser. Steel Construction Manual Birkhauser. Concrete Construction Manual Birkhauser. Masonry Construction Manual Birkhauser. Solar Energy in Architecture and Urb. Planning T. Herzog. The Details of Modern Architecture Vol II Ford. Monographs and periodicals.

Prerequisites: Year 3

Requirements: 80% attendance at lectures. Passing grade in technical construction analysis.

Coordinating teachers: Leif Brodersen and Per Kraft

Examiner: Leif Brodersen

1A1 4T2

Architectural technology 4 spring term

Architectural technology 4b

Year 4 spring term

Credits: 2

Part 1 (in cooperation with Theory and History of Architecture)

Aim: To use studies of Japanese building tradition as a source to develop a personal contemporary architecture project.

Contents: Lectures and group project

Literature : Selected references on a special shelf in the library. Monographs, references, monographs [A10] and periodicals. Internet.

Prerequisites:

Requirements: min. 80% attendance at lectures plus presentation of approved project.

Part 2

Aim: To acquire advanced knowledge of how different technical requirements affect architecture in the drawing process, and to apply this knowledge in the students' own projects.

Contents: Lectures that support a technical project description, where students describe and discuss different technical aspects of their own current projects.

Lectures:

Survey of articles and technical project description

Indoor climate and technical systems

Sustainable construction and energy

Structure, construction and materials

Acoustics and fire

Traffic and infrastructure

Each student writes an essay describing a sustainable building material. Essays will be collected in a book.

Literature: References according to list at beginning of course.

Prerequisites: Year 3

Requirements: min. 80% attendance at lectures and submitted essay.

Head teacher: Leif Brodersen and Per Kraft

Examiner: Leif Brodersen

1A14XT

Applied Technology 1

Year 4 autumn term+spring term

Credits: 4 (replaces the courses in Architectural technology for students in track 6, A+URL)

Head teacher and examiner: Ana Betancour

1A1 4H1

Theory and History of Architecture 4 autumn term

Theory and History of Architecture 4a

Year 4 autumn term

Credits: 2

World Architecture part 1

Aim: To provide in-depth knowledge of architectural history in different cultures.

Contents: Themes related to architectural history with an emphasis on non-European and non-Western architecture. Early cultures, intercultural relationships and world perspectives in modernism's architecture. Some collaboration with the Architectural Technology course.

Lectures and exercises

Literature: According to list at beginning of course

Prerequisites: Year 3

Requirements: 80% attendance at lectures and approved project assignments.

Head teacher and examiner: Johan Mårtelius

1A1 4H2

Theory and History of Architecture 4 spring term

Year 4 spring term

Credits: 2

World Architecture part 2

Aim: To provide in-depth knowledge of architectural history in different cultures.

Contents: Themes related to architectural history with an emphasis on non-European and non-Western architecture. For example, early cultures, intercultural relationships and world perspectives in modernism's architecture. Some collaboration with the Architectural Technology course.

Lectures and exercises

Literature: According to list at beginning of course

Prerequisites: Year 3

Requirements: 80% attendance at lectures and approved project assignments

Head teacher and examiner: Johan Mårtelius

1A14XA

Applied Architecture Theory 1

Year 4 autumn term+spring term

Credits: 4 (replaces the courses in Architectural History and Theory for students in track 6, A+URL)

Head teacher and examiner: Ana Betancour

1A1 4Q1

Architectural Communication 4

Year 4 autumn term

Credits: 2 (belongs to a block of options taken during the fourth and fifth years of study)

Aim: The courses aim to provide in-depth studies within the fields of artistic development and communication.

Contents: The student has the opportunity to choose among different options with a focus on drawing, modelling, sketching, photography, video, presentation technique, drawing technique, computer software, materials, etc. The courses are arranged so that they develop and advance technical skills, theoretical comprehension and artistic creation. The goal is to increase the students' ability to freely use various tools and skills for their own artistic purposes.

Literature: According to list at beginning of each course

Prerequisites: Year 3

Degree [A11] requirements: 80% attendance at lectures and teacher-led exercises plus approved assignments.

Course coordinators: Peter Ullstad, Hans Löfgren, Malin Zimm, Jenny Wiklund, Monica Sand, Tobias Sjödin, Gertrud Olsson and others.

Examiner: Leif Brodersen

*(Six optional alternatives; no English translation is available)*

### **Project teaching; year 4 (8+8+8 credits)**

Fourth year project teaching consists of three sub-projects that cover the entire academic year. Each project is worth 8 credits. 2 Credits in Architectural Technology and 2 Credits in Theory and History of Architecture are linked to the first project in the autumn. 1+1 credit in Architectural Technology and 1+1 credit in Theory and History of Architecture are linked to the second and third projects in the spring.



Approved projects presume passing grades in Architectural Technology and in Theory and History of Architecture.

Students may choose from six tracks:

1. Dan Johansson and Ori Merom
2. Lena Lucki (scenography), Jadwiga Krupinska and Rob Schenkenberg van Mierop
3. Gunilla Bandolin, Anders Mårsén (NOD), Johan Paju (NOD) and Tor Lindstrand
4. Alexis Pontvik and Klas Ruin
5. Fredrik Lund
6. Ana Betancour (A+URL)

*See separate descriptions (appendix)*

## **Year 5**

General information for year 5:

The fifth academic year is aimed at those students who intend to increase their course of study to 200 credits (other students begin their degree projects directly after the fourth academic year).

### Synthesis and degree project

The fifth year synthesizes and summarises the degree course with the purpose of clarifying and supporting the work process; degree projects cover half the academic year. Students belong to a teaching team that includes at least two teachers, one of whom is the examiner and the other the supervisor. The academic year begins with an intensive crash-course in each teaching team with slightly different contents, for example the concepts analysis, method and programme. The course enables the students to begin formulating their degree projects early and initiating their programme work. The project is followed by a shorter option in architectural communication. In October students take a thesis course that is linked to teaching in Architectural Technology and Theory and History of Architecture, but where guidance is provided through the teaching teams. The thesis may, but does not have to be linked to the degree subject. Teaching teams serve as departments where students individually formulate their own pieces of work in cooperation with the examiner and/or supervisor. Courses in Architectural Technology and Theory and History of Architecture are held for all students throughout the year. The year ends with an examination session in early June with an invited jury.

Grades: The upper portion of the degree course uses the grades pass and fail.

Language: In the fifth year teaching is mainly in Swedish. The language used during the examination is usually Swedish. Criticism is provided in Swedish or some other Nordic language.

Division of courses into parts: Courses may be divided into two sections, which will be specified in the course syllabi.

Advisor for year 5: Helena Mattsson

1A1 CC5

Crash Course 5 (introductory course 5)  
autumn term year 5

Credits: 6

Crash Course: Architecture - Synthesis

Aim: The project, which has a slightly different format in each teaching team, aims to address the concepts of analysis, method and programme; to help the students formulate and begin their degree projects.

Contents: Intensive courses held simultaneously in the different teaching teams, with slightly different focuses but addressing different basic concepts and preparing for the degree project.

Literature: References in each teaching team

Prerequisites: year 4

Requirements: 80% attendance at lectures and seminars. Approved project assignments.

Head teachers:

Staffan Henriksson, Thordis Arrhenius and Helena Mattsson;

Gunilla Bandolin, Petter Hauffman (NOD), Elin Olsson (NOD);

Jadwiga Krupinska and Rob Schenkenberg van Mierop;

Leif Brodersen;

Elizabeth Hatz, Pål Røjgård and Roger Spetz;

Ana Betancour.

Examiners: Staffan Henriksson, Gunilla Bandolin, Jadwiga Krupinska, Leif Brodersen, Elizabeth Hatz and Ana Betancour.

## 1A1 5UP

Thesis

autumn term year 5

Credits: 4

Aim: The purpose of the thesis course is to improve the students' ability to analyse, discuss problems, describe and discuss important issues and subjects within architecture and urban construction.

Contents: The course includes general training in writing and editing. Each student chooses a thesis topic in consultation with the examiner and/or supervisor. The thesis may focus on an architect, a building, impressions from a field trip, reflections related to a symposium or workshop, a scientific subject, etc. The course is associated with the course in Architectural technology and Theory and the History of Architecture, but instruction takes place within each teaching team.

Literature: References in each teaching team

Prerequisites: year 4

Requirements: 80% attendance at lectures and seminars. Approved project assignments.

Head teacher:

Staffan Henriksson, Thordis Arrhenius and Helena Mattsson;

Gunilla Bandolin, Petter Hauffman (NOD), Elin Olsson (NOD);

Jadwiga Krupinska and Rob Schenkenberg van Mierop;

Leif Brodersen;

Elizabeth Hatz, Pål Røjgård and Roger Spetz;

Ana Betancour.

Examiners: Staffan Henriksson, Gunilla Bandolin, Jadwiga Krupinska, Leif Brodersen, Elizabeth Hatz, Ana Betancour.

## 1A1 0AX

Degree project in architecture (20 credits)

The fifth year's teaching is organised as a project class with six teaching teams as options [A12], each consisting of 30 credits, with 6 credits for the Crash Course, 4 credits for the thesis and 20 credits for the degree project. All students make a personal study plan for their 30 credits including project description, schedule and tasks in consultation with their track teacher and/or examiner. Most of the teaching teams work as a department or studio where students formulate their own work in consultation with the examiner or supervisor.

Even candidates who do not take the fifth year belong to the teaching team and receive guidance in each teaching team or from another examiner or supervisor at the School of Architecture. Students may begin the course in August 2004 or January 2005.

**Aim:** The purpose of the degree project is to pursue an independently developed and well prepared architecture project that teaches students to analyse, discuss problems, describe and communicate important issues and subjects within the field of architecture and urban construction.

**Contents:** Under the leadership of examiners and supervisors, students formulate their assignments and programme, carry out inventory and site analysis, discuss the task and place it in relation to other references and social developments, develop and describe their working methods and their drawings, pursue the project to its conclusion, describe and communicate completed project in speech, drawings, text, models, film, etc.

**Prerequisites:** Year 4 + of Project portfolio approved by the Board of Studies

**Requirements:** 80% attendance at guidance sessions and seminars. Oral presentation of degree project during examination. Approved work.

**Head teachers:**

Staffan Henriksson, Thordis Arrhenius and Helena Mattsson;

Gunilla Bandolin, Petter Hauffman (NOD), Elin Olsson (NOD);

Jadwiga Krupinska and Rob Schenkenberg van Mierop;

Leif Brodersen;

Elizabeth Hatz, Pål Røjgård and Roger Spetz;

Ana Betancour.

**Examiners:** Staffan Henriksson, Gunilla Bandolin, Jadwiga Krupinska, Leif Brodersen, Elizabeth Hatz and Ana Betancour.

#### 1A1 5Q1

Architectural communication 5 autumn term

Year 5 autumn term

Credits: 2

**Aim:** The courses aim to provide in-depth studies within the fields of artistic development and communication.

**Contents:** The student has the opportunity to choose among different options with a focus on drawing, modelling, sketching, photography, video, presentation technique, drawing technique, computer software, materials, etc. The courses are arranged so that they develop and advance technical skills, theoretical comprehension and artistic creation. The goal is to increase the students' ability to freely use various tools and skills for their own artistic purposes.

**Literature:** Different for each option

**Prerequisites:** Year 3

**Examination requirements:** 80% attendance at lectures and teacher-led instruction plus approved assignments.

**Course coordinators:** : Peter Ullstad, Hans Löfgren, Malin Zimm, Jenny Wiklund, Monica Sand, Tobias Sjödin, Gertrud Olsson and others.

**Examiner:** Leif Brodersen

*(Six optional alternatives; no English translation is available)*

#### 1A1 5T1

Architectural Technology 5 autumn term

Year 5 autumn term Credits: 2

Aim: To increase students' technical knowledge and develop their theoretical and analytical comprehension of context. To support the degree project.

Contents: Lectures, seminars, workshops, project assignments, technical description.

Literature: Course compendium.

Prerequisites: Year 4

Requirements: 80% attendance at lectures and teacher-led tuition. Approved project assignments.

Head teacher and examiner: Tim Anstey

1A1 5T2

Architectural Technology 5 spring term

Year 5 spring term

Credits: 2

Aim: To increase students' technical knowledge and develop their theoretical and analytical comprehension of context. To support the degree project.

Contents: Continued from the autumn term ? lectures, seminars, workshops, project assignments, guidance sessions, technical description of degree project.

Literature: Course compendium.

Prerequisites: Year 4

Requirements: 80% attendance at lectures and teacher-led tuition. Approved project assignments.

Head teacher and examiner: Tim Anstey

1A1 5H1

Theory and History of Architecture 5 autumn term

Year 5 autumn term Credits: 2

Aim : To improve students' knowledge of architecture theory and to develop their critical comprehension of complex contexts. To support the degree project.

Contents: Lectures, seminars, project assignments.

Literature: Course compendium.

Prerequisites: Year 4

Requirements: 80% attendance at lectures and seminars. Approved project assignments.

Head teacher: Thordis Arrhenius and Helena Mattsson.

Examiner: Johan Mårtelius

1A1 5H2

Theory and History of Architecture 5 spring term

Year 4 [A13] spring term

Credits: 2

Aim: To teach architecture theory and develop students' critical comprehension of complex contexts. To support the degree project.

Contents: Symposium and project assignments.

Literature: Course compendium.

Prerequisites: Year 4

Requirements: 80% attendance at lectures and seminars. Approved project assignments.

Head teacher: Thordis Arrhenius and Helena Mattsson.

Examiner: Johan Mårtelius

### **Optional courses:**

Life-drawing autumn term + spring term, (evenings)

Years 1-5 autumn term + spring term

Credits: 1+1

Aim: To practice drawing models  
Contents: Eight teacher-led sessions with life-drawing  
Prerequisites: -  
Requirements: 80% participation  
Head teacher: Hans Löfgren  
Examiner: Hans Löfgren

CAD courses 2D and 3D (evenings)  
Years 1-5 spring term  
Aim : to practice working with tools and methods  
Contents : Series of teacher-led classes in the computer room  
Prerequisites : -  
Requirements: 80% participation  
Head teacher : Peter Ullstad, Andreas Ferm, Jani Kristoffersson, Lars Åstrand etc  
Examiner: Peter Ullstad  
Housing/detached house  
autumn term year 2  
Credits: 9 (6+3)

## **Appendix – 4th Year Optional Track Studios**

### **Track 1; Ori Merom och Dan Johanson**

#### **Education Statement**

Formlära KTH Arkitekturskolan

Introduction

One Year (three Trimesters)

Europe has been engaged in a dynamic process of change ever since the end of the Second World War. After the end of the Cold War and as the EU was expanding, the scope and pace of change have accelerated. At present, as we confront an ever more interdependent yet chaotic international environment, our fundamental social institutions are going through major re-evaluation. The public seems to be better informed of and involved in political decisions that concern the recreation of a European society. One of the most fundamental processes we engage in is EDUCATION. We as architects who provide built solutions that reflect needs and values, will be involved in these process. By default or by design, our products will help shape the institutional and normative foundation of a new Europe. You shall investigated the current methods of EDUCATION in Europe and the schools (buildings) they occupy and come with a state of the art Education systems for new and advanced way of learning, than “house” it in a building to match.

Overall purpose

To learn about pedagogies and educational systems and to implement a project formulated out of the knowledge acquired in Sweden and Ethiopia.

Concept layout

We will work with positive discrimination (PD) as a general strategy of how to attack the issues raised during our study. PD will be applied in a belief that education is the most important factor in increasing the quality of life of all areas in a society.

#### Aim

Our aim is to discover and develop each student's personal skills and unleash his/her design talent. In order to achieve this aim the students will design a state of the art projects related to the re-organization of education systems through it's buildings

1 Trimester 1: Concept development

2 Trimester 2: Physical product

3 Trimester 3: Applied solution

#### Education systems

A. Early age

B. Children

C. Teenagers

D. Mix!?

We will achieve our aim through a rigorous process that will be spread over one academical year (three trimesters). The unit program will include the following three components:

#### Method

We will investigate mechanisms of urban sprawl, housing areas, best practises in the field of education in order to define general and personal goals for the educational system.

We will look into similarities/differences in the general learning process around the world; we will have seminars and workshops discussing gender, living in other cultures, sustainable environment and poverty in urban areas, migration and other.

Our field trips are done not only for the obvious reason of learning about the conditions of the respective sites. We expect from you to registrant and formulate an account of materials, techniques for living, food, environmental conditions, that tells about the quality of life in that particular place.

A thorough understanding beyond the desk product is the aim.

We build our syllabus focusing on education and neighbourhoods in an urban context. Therefore we deal with sustainable development in many aspects.

public spaces and private areas,

gender and the urban space,

infrastructure for existing towns,

location for health facilities,

materials for construction,

techniques for building,

natural ventilation and sanitary functions.

#### Minimum submission requirements year 4/2004-05

The student shall present works showing an consequent working method; In order to pass the course the student must attend all lectures and submit material according to the following requirements:

Two models, one concept model + one presentation model

Drawings equivalent to 4XA1 including (depending on chosen project):

Site plan

Plans

Sections

Details

Sketchbook

Hyperminimal article (200 words)

The approval of each student's work will be done by the program manager of the department's professor

## **Track 2; Prof Jadwiga Krupinska, Lena Lucki och Rob van Mierop**

*(No English translation available)*

### **Fiktion och verklighet**

Tre projekt under studieåret 2004 /2005

Formlära KTH Arkitekturskolan

Poäng:

Scenografi – arkitektur 8 p oktober – december 2004

Noh teater 8 p januari – mars 2005

Produkt och detaljutformning 8 p april – maj 2005

Kursansvariga:

Jadwiga Krupinska, [jadwiga@arch.kth.se](mailto:jadwiga@arch.kth.se)

08 - 790 9147, 070- 345 01 78

Lena Lucki, [lana.lucki@chello.se](mailto:lana.lucki@chello.se)

08 - 720 06 34, 0733 - 44 93 51

Rob Schenkenberg van Mierop,

[schenkenberg1@telia.com](mailto:schenkenberg1@telia.com),

08-716 06 21, 070-5218409

Mål: Kursens syfte är att arbeta med komplexa byggnadsuppgifter där lösningar och detaljeringen utgår ifrån en sensuell inlevelse i det arkitektoniska rummets form, material och funktion.

Kursinnehåll: En arkitekts arbete innebär en pendling mellan rationella och konstnärliga ställningstaganden. Kunskapsområdet har alltid varit stort och blir än större med erfarenheter från ny teknologi, nya representationsformer, nya filosofiska och konstnärliga inspirationer med mera. Man behöver inte citera Vitruvius för att förstå att för en arkitekt räcker det med kanske bara vissa kunskaper inom olika områden. Att nå en fulländning lyckas ju inte ens de som ägnar sig åt en enda konstart. I stor utsträckning handlar det alltså om en förmåga att urskilja det väsentliga i en stor kunskapsmängd och i en kontext som man befinner sig i. Vidare handlar det om att göra sammanfattningar och träffande val. För detta krävs en omdömesförmåga där både det rationella och det konstnärliga sättet att tänka och arbeta behövs. Denna förmåga kommer vi att träna i våra projekt.

En scenograf måste vara känslig för - i själva verket arkitektoniska grundvärden - materialens uttryck, dess färger och taktilitet; ljuset och mörkret; tungt och lätt o s v. Allt detta skapar (flyktiga) stämningar på en scen men kan ange permanent karaktär åt byggnader. Vad leder det till om vi ser byggnaders funktioner

som sceniska berättelser? Scenografiprojektet, som vårt spår startar med, utforskar scenografens metoder för att fördjupa den arbetsmetod som arkitekter arbetar med.

Kännedom av en teaters inre liv och den fördjupade arbetsmetoden tillämpas därefter i projektet Teater....Hur det imaginära möter det reella? Ett starkt koncept utvecklas för att formulera teaterns roll (och skepnad) i dagens samhälle. Ett arkitektoniskt svar formuleras vad gäller form, funktion, konstruktion och material.

Det tredje projektet i spåret inriktas på projektering av detaljer och produkter. Vilka detaljer är väsentliga för att fullfölja arkitekturobjektens uttryck? Stor vikt läggs vid materialfrågor. Projektet mynnar i detaljerade ritningar och prototyp tillverkning.

Förkunskaper: Godkänd på basutbildningen enligt generella regler.

Kursfordringar: Godkända inlämningar av modeller och ritningsmaterial i enlighet med respektive projektets inlämningskrav. Närvaro 80 % på schemalagd ritsalstid, seminarium, slutkritik etc.

Kurslitteratur: Obligatorisk litteratur ( teaterpjäser och andra texter) trycks i form av kompendier. En lista på fördjupningslitteratur lämnas senare.

Projekt 1. Scenografi – arkitektur Höstperiod 11 okt – 21 dec 2004

Ett drama är ett skeende i rum och tid, scenografi är det dramatiska förloppets rumtid - - en dramats geometri.

Projektet använder scenografens arbets- och gestaltningsprocess för att utforska samverkan mellan rumsskapande element. Vi arbetar i modellform med scenografiska lösningar och med projektering av temporär arkitektur. Undervisningen bedrivs i form av övningsuppgifter som löper under hela projektiden och kompletteras med föreläsningar, studiebesök, teaterbesök. Tyngdpunkten ligger såväl på de enskilda arbetsmomenten som på helheten i den individuella processen: att formulera, gestalta och presentera det egna konceptet.

Inledningsvis korta övningsuppgifter med utgångspunkt i studenternas egna dramatiseringar som bland annat bygger på studiebesök i olika miljöer och med gestaltning i modellform av scenografiska lösningar till den egna dramatiseringen.

Sista övningsuppgiften har i år temat "Civilisation och barbari" och består av två parallella arbetsmoment: gestaltning av scenografi till ett föregivet klassiskt drama, och parallellt med det, projektering av en temporär teaterlokal mitt i Stockholm där den valda pjäsen ska kunna uppföras. Lokalen ska vara flexibel dvs. skapa rumsliga förutsättningar för olika sceniska aktiviteter kring teman som dryftar vår syn på vår egen kultur och hur vi traditionellt ser på andra, samt aktuella frågeställningar som : möte/konflikt mellan olika kulturella och nationella arv, integration/assimilation och drömmen om ett multietniskt samhälle.

Ansvariga lärare: Jadwiga Krupinska (examinator) och Lena Lucki.

Kursadministratör: Ing – Marie Engström avd Arkitektur - Formlära

Projekt 2. Flamenco teater I Sevilla Vinterperiod 17 januari-18 mars  
Eller Moderna Noh teater I Stockholm



Det finns mycket starkt rotade teater- och dans traditioner i olika länder. Sådana är Noh – teater i Japan, Flamenco i Spanien eller Tango i Brasilien. I samtliga fall bygger de på hundraåriga traditioner. Förståelse av dessa kan hjälpa till att tolka historiska skeenden men även att hjälpa till en fördjupad förståelse av det arkitektoniska rummet. Framväxten av den traditionella japanska rumsuppfattningen kontra modern japansk arkitektur är bra exempel med viktiga, grundläggande begrepp som ma, wabi sabi, shakkei med flera (kommer att diskuteras).

Uppgiften är att projektera en byggnad med ett komplext program som ger en modern tolkning av det traditionella och det nutida. I uppgiften ingår att fysiskt tolka mötet mellan olika kulturer i en stadskontext. Det centrala är att sammanfatta förutsättningar och göra träffande val för att uppnå ett övertygande koncept.

Projektet bygger vidare på de frågeställningar som bearbetats under höstperioden. Litteraturstudier, referat, seminarier, teater och film, studiebesök, modellstudier.  
En obligatorisk studieresa.

Ansvariga lärare: Jadwiga Krupinska (examinator),  
Rob Schenkenberg van Mierop,  
Kursadministratör: Ing – Marie Engström avd Arkitektur - Formlära

Elever som följt höstprogrammet Scenografi -arkitektur ges företräde

Projekt 3. Produkt-och detaljutformning Vårperiod 29 mars-3 juni

I det här projektet fördjupas den sensuella synen på materialuttryck från Scenografiprojektet. Kursen tjuvstartas under Påsklovet med en obligatorisk studieresa (förhoppningsvis till Japan).

Det har introducerats ett stort antal så kallade framtidens material med nya fysikaliska, miljömässiga eller sensuella egenskaper. Vid utarbetande av dessa material har hänsyn tagits till viktiga aspekter som reduktion av materialåtgången, optimering av den ekonomiska livslängden, komfort, säkerhet, förändrad livsstil med mera.

Normalt har det tagit en lång tid innan nya material har funnit sina egna formspråk (man har ju gjort stålpelare med korintiska kapitäl eller sirliga ornament i betong). Projektet koncentreras på omtolkning och omformulering av gamla och nya detaljer och produkter. Stor vikt läggs vid materialstudier och nya sätt att använda traditionella material samt tillämpningar av framtida material. Sextiotal av sådana material nyligen visades på en utställning i Rotterdam till exempel EFTE folie, outlast, wellpapp, treeplast med flera.

Projektet mynnar i detaljerade ritningar och prototyp tillverkning.

Litteraturstudier, seminarier, materialstudier bland annat utifrån verk av Shigeru Ban, Kazuyo Sejima, Ann Lacaton & Vassal m fl, prototyp tillverkning..

Ansvariga lärare: Jadwiga Krupinska (examinator),  
Rob Schenkenberg van Mierop,  
Kursadministratör: Ing – Marie Engström avd Arkitektur - Formlära

Elever som följt projekten Scenografi -arkitektur samt Flamenco teater ges företräde

Presentation av lärare

Professor, tekn dr Jadwiga Krupinska är arkitekt utexaminerad på KTH. Hon bedriver undervisning på grund -och forskarutbildningsnivå med fenomenologisk och konstnärlig inriktning. Har varit gästlärare på CTH, LTH, Konstfack samt andra högskolor. Har arbetat med projektering av olika typer av byggnader. Har deltagit med framgång i arkitekttävlingar. Sakkunnigeuppdrag vid tillsättningar av professorer bl a i Formlära vid Arkitektshögskolen i Oslo, vid Landskapsplanering, SLU samt på LTH. Hon har publicerat ett större antal artiklar och böcker. JK har erhållit priser för framstående pedagogiska insatser inom arkitekternas grundutbildning.

Rob Schenkenberg van Mierop är arkitekt utexaminerad på KTH. Han har varit delägare i AOS Arkitektkontor AB och därefter i van Mierop & Belaieff Arkitektkontor AB, där han bland annat har varit huvudarkitekt vid projekteringen av Sky City på Arlanda flygplats, efter ett vinnande förslag i en arkitekttävling. Numera har han egen verksamhet vid sidan om undervisning på KTH.

Lena Lucki är arkitekt utbildad vid KTH samt Architectural Association School av Architecture i London. Hon är också scenograf utbildad vid Dramatiska Institutet i Stockholm. Hon har undervisat vid Konstfack samt vid Färginstitutet. Hon bedriver undervisning parallellt med egna projektarbeten inom film och teater samt arbete som scenograf. För närvarande arbetar hon som regissör och manusförfattare till två filmdokumentärer samt som producent och manusförfattare till ett teaterprojekt.

### **Spår 3; Prof G Bandolin (period 1)**

#### **Första projektet: URBAN LANDSCAPES**

*(No English translation available)*

Projektet sker på engelska.

Active ground

- Landscape investigations in the field of Architecture

På den internationella arkitekturscenen finns sedan en tid ett starkt intresse i begreppet landskap. Om man t.ex. bläddrar i katalogen från årets biennial i Venedig är det mycket lättare att hitta byggnader och projekt med landskaplig utgångspunkt än det är att hitta kub och lådhus.

I kursen undersöker varför detta intresse landskap har uppstått och hur det används; (som teori, form, system, metafor etc.). Genom en inledande fas med analyser av en serie referensprojekt (t.ex. av Foreign Office, MVRDV, James Corner, West 8 och OMA etc.) skapar gruppen tillsammans en "Encyklopedi över landskapliga ingångar till arkitektur".

I individuella projekt undersöker vi sedan hur detta tänkande kan appliceras i Stockholm.

Applikationen kan vara en byggnad eller park, eller båda två på en gång. Landskap kan gälla en urban struktur men lika väl en inredning. Som vi ser det kan landskapligt tänkande i arkitektur finnas i alla skalor. Därför kommer de fyra siter på söder, Stockholm siter att spänna över hela detta fält. Det kommer att ges ha möjlighet att arbeta på: 1. urban design skala (Högalid), 2. en parkskala (blecktornsparken) 3. en byggnadsskala (Ersta) 4. inredningskala

Att tänka i landskap

Vi ser på landskap som ett komplext begrepp där flera energier och processer pågår samtidigt. Att arbeta med landskap har för oss blivit ett sätt att hitta en plats för att få tag i vår komplexa och ständigt föränderliga värld. Vi har kallat det "att tänka i landskap", allt pågår ständigt och samtidigt.

Genom att i tänkandet kombinera cykliska och organiska processer i t.ex. de biologiska och geologiska systemen med de dynamiska psykologiska, sociala och ekonomiska systemen skapas förutsättningar för en

levande utgångspunkt för att arbeta i landskapet. Utifrån analysen sätts ingredienserna ihop i nya konstellationer och kontexter för att skapa andra verkligheter.

Hela världen är ett kontinuerligt landskap. Arkitektur innebär att analysera och konstruera detta landskap i olika skalor. När man pratar om arkitektur delas dessa situationer oftast upp i hus- och landskapsarkitektur, inredningsarkitektur och stadsplanering. Vi strävar efter att sudda ut gränserna mellan de olika arkitekturområdena– att förmedla ett landskapligt tänkande som kan appliceras i alla de skalor och kontexter som arkitekturen befinner sig i.

Buzz words:

flow, topography, process, uncertainty, nature, fields, surfaces, programming, transformation, derive, flotsam, ecology, trajectory, context, public space, void, colonization, nomadic...

### **Spår 3; T Lindstrand (period 2 och 3)**

#### **Andra och Tredje projektet UNREAL CENTRALPERSPEKTIV + ROSA FRIGOLIT**

*(No English translation available)*

Kursansvarig: Tor Lindstrand

Examinator: Leif Brodersen

Kursen: Under året undersöker vi i huvudsak två saker: Representation som verktyg, och samtida byggnadsmaterials estetiska och konstruktiva möjligheter. Kursen består av två fristående arkitekturuppgifter. Parallellt med projekten undersöker vi teoretiskt representationens betydelse för det specifika inom konsten och arkitekturen, från gotikens illuminatoriska boksidor, renässansens centralperspektiv till dataspel som Unreal Tournament.

Arkitekturprojekt 1: Unreal centralperspektiv. I projektform kommer vi att praktiskt och teoretiskt undersöka relationen mellan de verktyg arkitekter använder och den arkitektur som produceras. Med hjälp av applikationer som medföljer spelprogram som Half-Life och Unreal Tournament formuleras arkitektoniska begränsningar och möjligheter. Ambitionen i projektet är att använda verktygen för att studera en befintlig byggnad. På så sätt kommer förhållandet mellan representation/verklighet, verktyg/produktion att problematiseras och förtydligas.

Projektet består av en teoretisk och en praktisk del.

Den teoretiska delen består av en serie seminarier där specifikt arkitektoniska frågeställningarna ges en filosofisk belysning samt ställs i relation till teoretiska perspektiv på bildkonst, litteratur och film. Syftet är att föra en ämnesöverskridande diskussion med fokus på olika föreställningar om det sociala rummets betydelse för människans identitet och roll i det samtida konsumtions- och informationssamhället. Grundläggande arkitektoniska kategorier som representation och konstruktion diskuteras utifrån bland annat modern mediateori, semiotik och psykoanalys. Ett viktigt inslag är också arkitektur som estetiskt och ideologiskt paradigm inom övriga konstarter samt inom filosofisk teoribildning. Målsättningen är att förbinda de aktuella arkitekturprojekten med de kontexter som utgörs av det omkringliggande samhället och det mänskliga medvetandet. Exempelvis diskuteras seendet i panoramat och panoptikon, virtuella presentationsformer i relation till teoribildningen kring nya medier och relationen mellan struktur/konstruktion och ytor/skenverkligheter. Ett genomgående tema är att teorin knyts till det vardagliga. Praktiskt kommer förutom tid på ritsal och i datorlabb ett antal workshops och studiebesök att genomföras. Dessa kommer förutom kursansvarig att ledas av personer med professionell och praktisk erfarenhet av arbete med de programvaror som kursen fokuserar på.

Arkitekturprojekt 2: Rosa Frigolit. I detta projekt undersöker vi samtida byggnadsmaterials relation till produktionen av arkitektur. Nya produktionsmetoder och nya material har kontinuerligt utvecklats och förändrats de senaste decennierna, samtidigt är det svårt att spåra på vilket sätt denna utveckling har förändrat sättet hur vi ser på arkitektur. Traditionella modernistiska ideal som ärlig redovisning av material, funktion och konstruktion har ersatts av en allt större upptagenhet av arkitektur som bild. Detta har i förlängningen inneburit att arkitektur/konstruktion och form/struktur mer och mer skiljs åt. Denna förenklade och problematiska inställning till arkitektur som en komplex process ser vi, kanske framförallt i Sverige, idag byggda exempel på. Ambitionen i projektet är att försöka omformulera dessa frågeställningar. Kan vi skapa en byggnadsmaterial, konstruktions- och produktionsmetoder?

Tor Lindstrand arbetar på egna kontoret Larsson Lindstrand Palme Arkitektkontor och som lärare vid KTH Tidigare anställningar på Stockholms Stadsbyggnadskontor och Berg Arkitektkontor. Arbetar sedan 1993 med performance och utställningar. Redaktör för kulturtidskriften Merge Magazine.

Medverkande i kurserna blir förutom kursansvarig:

Helena Mattsson fil. doktor i arkitektur och arkitekt

Patrik Mehrns lektor vid Litteraturvetenskapliga institutionen, Uppsala Universitet

Håkan Nilsson fil. o lektor i kons vetenskap och kritiker på Dagens Nyheter.

Palle Torsson konstnär

#### **Spår 4; Alexis Pontvik och Klas Ruin**

*(English translation partly)*

##### **Megastrukturer superblock och andra komplexa strukturer**

Med förhoppning om att få ut så mycket information som möjligt- trots tidsnöd - är nedan material varvat med svensk och engelsk text.

Kursansvariga:

Alexis Pontvik  
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c/o Klas Ruin Arkitektkontor  
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112 39 Stockholm

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Ruin@arch.kth.se

Kursinnehåll:

Megastrukturer, superblock och andra komplexa projekt

Under hösten och vintern kommer SPÅR 4 att analysera hur stora projekt historiskt har förhållit sig till staden och landskapet och hur de gör det idag. Vi kommer att undersöka vilken grad dessa strukturer är beroende respektive oberoende av sin omgivning. Vi ser närmare på dess organisatoriska strukturer, cirkulationssystem och relationen mellan beståndsdelarna och helheten.

Vi vill söka få svar på följande frågor:

Vilka frågeställningar konfronteras formgivaren med gällande betydelse och utformning av stora projekt? Vilka geometriska mönster kan komma ifråga för att lösa den stora byggnadens organisatoriska och formmässiga hierarkier? Vad kan främja beteendemönster som åstadkommer en viss frihet inom dessa stora system? Vilka är de krav på tekniska system och nödvändigheter som behövs för att förverkliga och underhålla dessa stora projekt idag? m.m.

De tre perioderna består utav separata projekt som dock är tematiskt sammanhängande. Vi kommer att undersöka fristående stora strukturer under hösten för att under vintern och våren undersöka desamma i relation till staden.

Studieresan planeras som en gruppresan där dock deltagarna delas upp i enskilda grupper som studerar specifika genomförda objekt. Den insamlade informationen bearbetas sedan gemensamt.

Det tredje projektet efter Påsk är utformandet av ett enskilt specifikt byggnadsprogram med ett rikt och varierat innehåll i en urban situation. En undersökning som tar vid och fortsätter arbetet med komplexa byggnadsstrukturer utfört i de två första projektet men i mindre skala.

(OBS: Projektet är under bearbetning och kommer att utvecklas vidare!)

Projekt 1

- A LARGE SHOPPING CENTRE IN THE CENTRE OF STOCKHOLM

Commercial centres will be looked at, specialists will be interviewed and serious questions asked about the indoor shopping arcades changing the face of our cities and the habits of the consumer.

Under höstterminen är Alexis Pontvik ansvarig för undervisningen. Klas Ruin kommer att hålla kontakt med SPÅR 4 och närvara vid introduktionen av projektet och kritik tillfällen.

Projekt 2

- A NEW UNIVERSITY IN THE OUTSKIRTS OF STOCKHOLM

A large educational institution as a relatively autonomous project surrounded by landscape independent of formal restrictions imposed by an inner city site, establishing its own logic.

Under vinterterminen är Alexis Pontvik ansvarig för undervisningen. Klas Ruin kommer att närvara i SPÅR 4 genom deltagande i handledning, kritik och huvudsakliga pin ups. Inbjudna kritiker kommer att bistå spåret med föreläsningar och relevant utbildning

Projekt 3 (beskrivning endast tillgänglig på engelska)

LOW RISE HIGH DENSITY

The direction of the teaching is focused on building design, reaching from analysis of the social and cultural context of architecture to interior detailing. Each year is structured around a new theme in order to examine the role of architectural practice from different perspectives. The close integration of academic and artistic investigation is a strong underlying ambition in structuring the program. The ambition of the unit is to actively search for the complex.

The three projects this year in TRACK FOUR are all separate projects, yet closely tied together thematically

Background;

Between the 1950s and 1970s a number of influential social housing schemes were built that investigated a dense low rise organisation of dwellings into a formal and social entity, housing schemes that combined the reform ideals of the 1920s avant-garde with a new conception of urban space as a landscape.

References at work in these projects range from the English terrace house to the Arabic organisation of dwellings in the medinas.

Project;

The 10 week project begins with a research study of a number of projects such as the Siedlung Halen, Bern by Atelier 5 (1955-61) see pictures and drawings above, Maiden Lane, London Camden by Benson and Forsythe (late 1960s) and many others. Models will be built and the ideas behind the projects studied. If financially possible, we will make a short study trip to London in order to visit the Camden projects. After the research period each student will individually develop schemes on the site. Detailed programs will be available.

Site; Stockholm has a growing shortage of dwellings. The questions of where to build, how to build and for whom to build are on the top of the public agenda. There is a necessity to rethink former political decisions on possible locations for housing. A characteristic area in the Stockholm cityscape/landscape are the recreation areas along Lake mälaren belonging to the suburbs Bredäng, Sättra, Vårberg, Skärholmen and Vårby Gård. The suburban developments during the 1960s were planned in order to keep the waterfront and the green areas mainly as public non built recreation space. In the current situation the regional plan is questioned. The project low rise high density examines the possibilities of housing developments in these areas with the study of Siedlung Halen and its followers as the starting point.

Förkunskaper: I huvudsak godkänd på tidigare årskurser och kurser. God engelska då undervisningen kommer ske på engelska.

Kursfordringar: Godkända inlämningar, Närvaro på schemalagd ritsalstid aktivt deltagande i kursens aktiviteter som föreläsning, handledning, seminarium, pinups och kritik tillfällen.

Kurslitteratur: Delas ut i början av varje project.

TUTOR - Alexis Pontvik, Architect SAR / RIBA

Born in Stockholm grew up in Sweden, Uruguay, Argentina and studied in Switzerland, Germany (Academy of Arts Düsseldorf) and in the UK (AA dipl. London). Has been teaching at several schools in the UK and Sweden since the early eighties. AP runs an own practice Pontvik Arkitekter AB since 1981 abroad, based in Stockholm since 1988. A large part of the commissions of the practice, have been urban design projects. The office has been designing houses and exhibitions in several European countries and the USA. It has been awarded several prizes in competitions. At present working on planning and architectural projects in East Africa among other projects. For more detailed information [www.pontvik.se](http://www.pontvik.se) 'In my teaching I am intensely interested in the individual students work and the specificity of the project in question. At the same time - I always try to engage the discussion towards the general and fundamental aspects of architecture (Arkitektoniska grundfrågor) in ongoing individual tutorials in pinups and crits'.

TUTOR -Klas Ruin teaching record at KTH:

2000-01 METROPOLIS AND THE HOME, 2nd year. In collaboration with Lars Raattamaa.

2001-02 UTOPIAS, 2nd year. In collaboration with Lars Raattamaa

2002-03 ARABIC CULTURAL INSTITUTE, 4th year. Track leader. Assisting teacher Anna Webjörn.

2003-04 PARASITING PUBLIC SPACE. 4th year. Track leader. Assisting teacher Helena Mattsson.

Practice:

Own practice Ruin Arkitektkontor, established 1999. BR>

English version

Mega structures, super blocks and other complex projects

Syllabus:

Mega structures, super blocks and other complex projects

In the autumn and winter term TRACK 4 will be analysing large projects and how the overall super block did relate to the city and the landscape, in the past and how it does relate at present. We will analyse to which degree these large structures are dependent or relatively independent of their surroundings. We will be looking closer into the organisational structures, circulation systems and the relationship between the units forming it and the whole.

We would like to get an answer to questions as follows:

Which questions face a designer of a large project in terms of meaning and architectural expression?

Which geometrical patterns will be able to resolve the organisational and formal hierarchies of the large structures? How can self-motivated behavioural patterns be created within these systems? Which technical systems, support and other facilities are necessary for realising and maintaining these large projects today?

The three periods over the year are all separate projects but closely tied together thematically. We may look at large projects in the autumn term and switch over to the city in the winter and spring term.

The study trip of TRACK 4 may become a group venture where students are sent out to collect information and visit specific realised projects. The info collected would which then be shared by the track. The third project after Easter will be the design of a singular building of high complexity in an urban surrounding. This study continues the research being carried out in the 2 previous projects but in a smaller scale.

(NOTE: The project is being worked on and will be further developed!)

Project nr 1:

- A LARGE SHOPPING CENTRE IN THE CENTRE OF STOCKHOLM

Commercial centres will be looked at, specialists will be interviewed and serious questions asked about the indoor shopping arcades changing the face of our cities and the habits of the consumer.

During the autumn term lead by Alexis Pontvik, Klas Ruin will be keeping in touch with the TRACK 4 being present at crits and introduction. Invited lecturers will be supplementing the studio with lectures and relevant teaching.

Project nr 2:

- A NEW UNIVERSITY IN THE OUTSKIRTS OF STOCKHOLM

A large educational institution as a relatively autonomous project surrounded by landscape independent of formal restrictions imposed by an inner city site, establishing its own logic.

During the winter term led by Alexis Pontvik, Klas Ruin will be keeping in touch with the TRACK 4 being present at individual tutorials, crits and main pin ups. Invited lecturers will be supplementing the studio with lectures and relevant teaching.

Project nr 3:

29/3-3/6 2005 (10 weeks). Run by Klas Ruin. Assisted by Alexis Pontvik

#### LOW RISE HIGH DENSITY

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The three projects this year in TRACK FOUR are all separate projects, yet closely tied together thematically

Background;

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Project;

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Site; Stockholm has a growing shortage of dwellings. The questions of where to build, how to build and for whom to build are on the top of the public agenda. There is a necessity to rethink former political decisions on possible locations for housing. A characteristic area in the Stockholm cityscape/landscape are the recreation areas along Lake Mälaren belonging to the suburbs Bredäng, Sättra, Vårberg, Skärholmen and Vårby Gård. The suburban developments during the 1960s were planned in order to keep the waterfront and the green areas mainly as public non built recreation space. In the current situation the regional plan is questioned. The project low rise high density examines the possibilities of housing developments in these areas with the study of Siedlung Halen and its followers as the starting point.

Prerequisites: Depends on Erasmus student requirements. Good knowledge of English as the course will be conducted in English.

Requirements: Students are required to attend scheduled activities such as lectures tutorials, seminars, pinups and crits.

Required reading: Will be distributed at the beginning of each project.



TUTOR - Alexis Pontvik, Architect SAR / RIBA Born in Stockholm grew up in Sweden, Uruguay, Argentina and studied in Switzerland, Germany (Academy of Arts Düsseldorf) and in the UK (AA dipl. London). Has been teaching at several schools in the UK and Sweden since the early eighties. AP runs an own practice Pontvik Arkitekter AB since 1981 abroad, based in Stockholm since 1988. A large part of the commissions of the practice, have been urban design projects. The office has been designing houses and exhibitions in several European countries and the USA. It has been awarded several prizes in competitions. At present working on planning and architectural projects in East Africa among other projects. For more detailed information [www.pontvik.se](http://www.pontvik.se)

‘In my teaching I am intensely interested in the individual students work and the specificity of the project in question. At the same time - I always try to engage the discussion towards the general and fundamental aspects of architecture (Arkitektoniska grundfrågor) in ongoing individual tutorials in pinups and crits’.

TUTOR - Klas Ruin teaching record at KTH:

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2002-03 ARABIC CULTURAL INSTITUTE, 4th year. Track leader. Assisting teacher Anna Webjörn.

2003-04 PARASITING PUBLIC SPACE. 4th year. Track leader. Assisting teacher Helena Mattsson.

Practice:

Own practice Ruin Arkitektkontor, established 1999.

## **Spår 5; Fredrik Lund**

### **The design studio**

preliminary programme academic year 2004 / 2005

the autumn term will start in the domechurch museum by sverre fehn in hamar,norway - as a start for a three week workshop with professor karl christiansen from the architecture school of århus, called: techtonics - material to construction.

after two days in hamar we go to oslo for two days and then on to bohus malmøn where you will work with sites on this cliff coast

the trip will last about eight days - we will rent a bus

based on your experiences from the workshop the main task for this term will be to design a house for the western sea,on the cliff coast of bohus malmøn.this will go on until x-mas.

this illustrates the main ambition with unit 5: to work with basic architectural design at an advanced level,to go into detail (in relatively small projects), to explore the relationships and interaction between construction,material, form and expression.

the spring term will start with a long excursion to porto,braga, santiago de c. la coruna and bilbao.we will fly to porto first,then go north and east and if possible I want the trip to last 3 weeks with a longer stay in la coruna, where we will work with a site for a youth hostel by the coast.

this goes on until the 15th march.

there will be one more project from this time until the summer crits in late may - yet to be decided

every project will be starting with an architectural programming period.....searching for themes (by models) and deciding for a material to explore.....there will be a lot to do.....but when we play time disappears?

### **Spår 6; Ana Betancour Architecture + Urban Research Laboratory**

A + URL [Architecture + Urban Research Laboratory] is a Diploma course in urban and architectural design. The programme provides the opportunity to develop advanced approaches and skills, knowledge and expertise in pursuit of the most pressing cultural, theoretical, technological issues facing contemporary architecture.

**Aim and Methodology: Design as research**

The point of departure of A + URL is to understand architecture and the city as a dynamic system and the design process as a field of research. The aim is to develop alternative strategies and ways to operate and catalyse change within global transformations affecting cities today. Studio projects, workshops and seminars focus on emergent metabolic and autonomous systems, complex spatial formations, new organisational patterns and communication networks. The field of study is the impact of globalisation on architecture and urbanities, and more specifically the relationship between the mediated/responsive and the physical city.

The year programme is built up through a sequence of connected studios, seminars, lectures and workshops evolving around a theme. It involves regular design based studios and theory lectures that structure theoretical and practical basis of the course. Modes of working are tested and developed through unconventional experimentation and within the milieu of the studio conceived as a laboratory. This involves making physical (low tech/DIY) and interactive (i.e. sensors) installations and prototypes, that link physical phenomena to virtual aspects, as well as detailed urban, architectural and landscape proposals.

The investigations and design process works towards architectural interventions that intend to add a new layer of spaces, infrastructure, production, technological insertions, and/or events ? creating a new matrix onto old existing structures. The architectural and urban intervention can be seen as operative and operating systems, agents that can transform, subvert and mutate existing systems of production and inhabitation of a city.

**General structure**

The year is structured as interrelated parts which breakdown the work into various parts. Between modules are shorter workshops that input other skills and issues such as critical theory, technology or base level skills into the development of the work.

The main areas are:

**Module 01: Research / Database**

Investigations into existing systems, through interdisciplinary research we discuss how to critically process data. Developing basic skills in information design, generative media, narrative structures and spatial navigations.

#### Module 02: Laboratory work

Hands on testing, and prototype development, advanced skills in appropriation/DIY technology, basic electronics, and feedback mechanisms through the construction of autonomous systems, devices and installations.

#### Module 03: Urban Models and Scenarios

Investigations of models, methodologies and theories in urban design. The intention here is to develop basic expertise and methods in the construction of strategies, open-ended urban scenarios, and programming in the individual projects.

#### Module 04: Field studies

Field work/studies, initiation of cultural events, and interventions. The aim is to develop skills in the understanding and reading of urban processes and field conditions, using the interventions as catalyst for reading or/and interaction on site.

#### Module 05: Urban + Architectural interventions

Design resolutions in various scales for hybrid, cross programme, multipurpose spaces, networks, infrastructure and buildings.

#### Applied Architecture Theory and Applied Technology

The theory and technology courses are part of the development of the projects, the lectures and seminars support and direct students to define issues relevant in the projects.

#### Applied Theory: Urban Imaginary

The aim is to develop a critical understanding for historiography in contemporary architectural history and theory. Exploring various forms of urban and architectural representations, the seminars evolve around issues of construction of representations and how media contributes in the construction and perception of space.

#### Applied Technology: Emergent technologies

The aim is to develop technological solutions exploring in the urban and architectural propositions: synthetic environments, new materials, low-tech and alternative technologies as well as self-sufficient systems.

#### Assessment

The assessment and evaluation incorporates a portfolio-based project together with a written dissertation in theory and technology. The project and dissertations are set up to allow students to either develop own concerns or to further the design work.