

ATRIUM/ATRIA



COURTYARD HOME & GARDEN LIVING IN EUGENE

LA 389 NEW GRAD STUDIO

DEPARTMENT OF LANDSCAPE ARCHITECTURE

FALL 1997-98

JEROME DIETHELM, PROFESSOR

New Grad Studio

The New Grad Studio is the first of two introductory design studios coordinated with instruction in media for second degree students entering the landscape program.

This term's class consists of 2 projects, the first being a short one week experience entitled, **Your Home Place**, and the second, a project about courtyard homes, gardens and related public spaces entitled, **Atrium/Atria**. The second project has four two week stages, each building upon the last, and runs through the rest of the quarter.

Design studios in the department normally meet MWF from 1-5pm.

The NGS meets MW 1-4, because Media meets from 4-6pm on those days. The Friday studio schedule is the normal 1-5pm.

The media class will often be held in the studio and many of the assignments are intended to relate directly to and become a part of your ongoing studio project.

This studio experience is especially designed to immerse students quickly in the study of design and designing. As such, it tends to be fast paced, maieutic and requires regular

attendance. A commitment to working in the studio on class assignments, both during and after hours, is important to the educational experience.

Students with special needs or circumstances should make their instructors aware of them at the beginning of the term.

Materials needed for the first day of studio include a drawing board to cover your desk, an 11" x 17" sketch book, a 314 soft pencil(s), and a 12"-14" roll of 'yellow' tracing paper. In general, the materials required for media will be the same as those for design.

You are encouraged not to overbuy before your classes and until your instructor has had a chance to show you what you'll really need. You'll save considerably if you buy what your projects require as you go along.



"Your Home Place"

Course objectives include:

1. An introduction to the department and to design and designing.
2. Emphasis on building visual thinking and media skills.
3. Design theory, process, methods, tools, materials and techniques.
4. Generating possibilities, developing, evaluating and presenting proposals to groups.

“Your Home Place”

*Everyone is from somewhere...
Has a place they remember best
An influential environment,
A shaping place.*

*Why do some environments make such a difference?
Why are some so potent?
Is it them or us?*

*Each place is a part of other places and
they in turn
are only parts themselves
of larger wholes and other times...
We call these contexts.*

*Is not a home “a society of rooms?”
What cove along what beach?
What district in what town?
And when?*

*Each place has a remembered order and arrangement
patterns of relative importance
centered in experience.
An unusual kind of structure.*

*Do we not go back and stand in certain places in our mind
And feel the other places gather round?*

*And the things that happened there...
And the people and the light, colors, smells,
I recall your funny hat.
Bright images,
epiphanies;*

*Especially the rituals, ceremonies and events,
The memorable occasions.*

*Each place means something...
something which seems to last,
something fresh with each new time.*

*Do places full of meaning ever empty out?
And how does the meaning come and go?
And where?
And how is it that they mean?*

cont.

*It seems that places co-evolve in time,
Our time and their own,
Frozen in minds and memories,
Yet always moving on.*

Why Home Place?

1. To introduce ourselves to one another on a first-name, first-place basis.
2. to examine our memories of a special place in order to more fully understand our relationships with it.
3. To become more conscious of the ways we remember a place and try to take advantage of this insight as designers.
4. To explore means for graphically recording these memories and insights in order to communicate them to others.
5. To take personal stock of graphic language and visual thinking skills.
6. To raise important questions about the relationships between people and the places of their lives.

Some Questions:

How much of who we are is related to the places we grew up in or lived in for significant periods of time?

How much influence does (did) environment have on us? do we have on it? should we have? What is environment anyway?

Recording your Home Place:

Ideas, the times, special people and “home places” all have played a powerful role in who we are. Briefly describe the significant places that make up your unique odyssey. Make a simple diagram to visually explain your journey.

Look back in your mind and more closely explore a most memorable “home place”. Sort back through the images, sensations and feelings, the experiences stored in mind and body. Try to capture and record your chosen place with quick notes, sketches, squiggles, diagrams, maps, patterns, colors, things...whatever seems helpful and feels comfortable. Generate as much material as rapidly as you can and then go back and to select and improve.

Now take a few pages in your sketch book large enough (9x12 or 11x17) for others to see and develop and arrange your visual materials to help you communicate with the class. **Stay visual.** You can add your verbal explanation in the **15 minutes or so that everyone gets to be famous in class on Mon. Oct. 6 at 2-4 PM**, room to be announced.

“Atrium/Atria”

Set in the middle of the universe, [humans] need a place of peace, seclusion, as part of the greater, hostile, amorphous world outside, a space which all the same, receives its share of day and night, sun and moon, heat and cold and rain. This space which is which is subservient to the passage of the days and years and to the rules that order existence, is the ‘courtyard’. It is so old that sensations inherited from man’s cave dwelling days have been symbolized in it. It symbolizes femininity in the house and home; it is a spatial symbol of inwardness. Seclusion, the courtyard’s artificially created seclusion, makes those who dwell there the inhabitants of an imaginary kingdom. To nurture this image of unimperilled existence, man need’s walls, fences, enclosures, and therefore the relationship between imagined space and its inhabitants seems to be of fundamental importance. Whether other factors, functional necessities, forced this form, once found, into other relationships, has never been investigated, but, all through long centuries of development, the court has remained the centre of the

house, the open area in the middle as opposed to the closed rooms.

“Courtyard usually suggests a part of the house shut in by walls, or at least a partly open room, and throughout history it has played an important role...The courtyard plan need not be fixed...Nor has the word implications about size, but a certain relationship of the enclosing walls set limits to its extent...The development and uses of the word courtyard are reflected in the various prefixes it has acquired. A garden courtyard intimates planting - at least a tree - to mark it as a garden. And then there are other types which, while not necessarily containing the word courtyard, nevertheless refer to well-defined concepts meaning an area distinct from streets and squares: builder’s yards, cloister garths, baileys, wards, school yards, inn yards, and church yards...

“Needless to say, orientation is of great importance in courts and not only because of



exposure to the sun: indeed, even in ancient Egypt, the layout created links with the cosmos...

“Historically, the courtyard was the scene of many activities, for it was originally the place where fire was kept burning, but it was also used for sleeping - just as is the custom

today in Moorish and Iraqi houses - in covered alcoves set back in the wall; these are often two-storeyed and open on the courtyard side...

“A further distinction is made by the presence of closed or separate buildings, as can be seen in the Chinese pavilion house...

“Originally the word ‘atrium’ meant ‘black’ (focus), because it was there that the hearth was located and the ceiling of the room was darkened by the escaping smoke...In the beginning there was no opening in the roof of this hearth room and the smoke made its way out via the roof...

“As the urban house came to play a socially more exalted role, the atrium was converted into a reception room with a pool, fountain and lawn...”

(from *Atrium* by Werner Blaser)

“Atrium/Atria *cont.*”

Privacy is the key quality of the courtyard house. It looks inward onto a private garden which is as enclosed and intimate as any room of the house. As the source of light, and the connection with the weather and plants, the courtyard is the centre of the dwelling. It facilitates life out of doors because it is sheltered from the wind, free from being overlooked by neighbors and shut off from the noise of the public world. While in summer the courtyard becomes a second living room, in winter it remains the element which unites all the rooms which look onto it.”

“The courtyard house is essentially an urban type of dwelling. Because it is introspective, its external walls can be shared with neighboring houses, and it can be built right up against the public domain. Grouped together, courtyard houses generate a dense urban fabric with a clear separation of public and private open spaces. The relationship of rooms to courtyard, and of the house to its neighbors and to public areas, are a physical expression of man’s various roles as family member, neighbor, and citizen. The courtyard house is sym-

bolic of man the social animal. A cluster of courtyard houses has a cellular structure which suggests that man is working in harmony with nature.”

from *The Modern Courtyard House: A History* by Duncan Macintosh

The Situation

A Eugene developer has long been enamored with the courtyard house and garden as an ideal urban living arrangement and has decided to build a “Courtyard Planned Unit Development” on 25 acres of land in the Willakenzie area north of the Ferry St. Bridge. The developer has laid out a ten block overall schematic plan and has retained our class to provide conceptual and illustrative plans, models and sketches for a typical two block area. Our agreement calls for overall site development with a particular emphasis on the courtyard gardens and common areas of the proposal. Since there are already many classic courtyard housing plans from all cultures, we are expected to become familiar with these and then use them to conceptually represent the architectural development of the project.

The Stages

Our agreement also calls for a series of regular reviews and discussions of class progress with our “client” to assure good communication and feedback. (see Class Schedule) The four stages are:

- 2.1 Building Blocks
- 2.2 Commons
- 2.3 Courtyard Houses and Gardens
- 2.4 House, Garden and Commons Development

The project will require both individual and group work as indicated in each stage.

2.1 Building Blocks

Individually:

1. Lottery: In class, draw for your atrium site.
2. Draw a plan on yellow trace of your site at 1/8” = 1’-0” Include service road at back, 20’ of overlap of your neighbors site, and all of the public walkway right of way.
3. Xerox a set of courtyard examples from the class library and from your own research. Adjust their scales so that they are all at 1” = 8’ scale.
4. Cut out, test and tape (lightly) one or more plans to your trace as a mock up.

“Atrium/Atria *cont.*”

5. On Monday, Oct. 13 from 3-4pm we will overlay all of our mock ups and discuss the first version of our Courtyard Housing Planned Unit Development.

2.2 Commons

Working in four teams of 3-4 people:

1. Discuss and recommend a program for the central commons and draw a schematic plan at 1/8”.
2. Develop ideas, collect images, study possibilities for the public commons and public ways and make one unified team proposal. A 15’ clear and continuous passage is required for fire and other emergency service vehicles in the north-south passages. 10’ is required east-west.
3. Required for presentation and discussion on Friday Oct. 24 from 3-5pm: An overall plan at 1/8” and sections, as required, through the common ways and areas at 1/4” = 1’-0”.

2.3 Courtyard Houses and Gardens

Individually:

Study and prepare 1/8” plans for your individual home and garden court. Ideally the developer would like to achieve

a density of two for each lot, which means at least an extra apartment in each courtyard property. In this way she hopes to achieve an overall residential density of between 7 and 8 d.u./acre which although the current city target remains too rarely achieved. A good public transit system requires such density and will make it possible to resist expanding the city’s urban service boundary.

1. Plans should show paving, planting and furnishings inside and out, and also include the public way and service road adjacent to your lot.
2. One north-south section @ 1” = 4’-0” to contribute to a continuous section through the block.
3. A conceptual axonometric of your site, showing three-dimensional spatial relationships. One two-point perspective view from within the court. A one-point perspective sketch of the public way past your site.
4. An elevation at 1/8” of your wall and entry gate(s) from the public passage.
5. Present and discuss your work at the Mid-term review with department faculty from 1-5pm on Friday Nov.7.

2.4 House, Garden and Commons Development

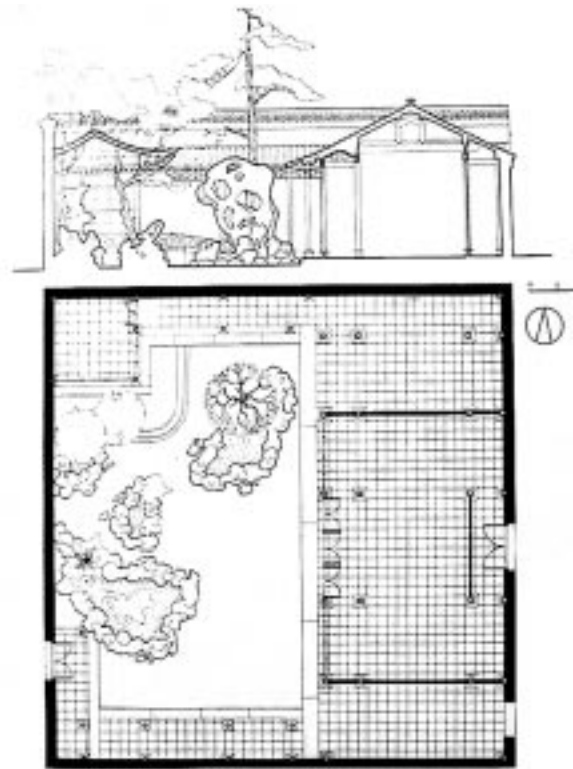
Individually and in groups (for the commons):

Refine and develop final drawings out of earlier studies and feedback from reviews and discussions.

1. In addition to the final versions of the drawings from earlier phases, build a model of your site at 1/8” with one north-south wall, so that they may be fit together in one continuous presentation model of the project.
2. Collaborate with your group to add a model of common areas to the whole.
3. Participate in presenting the overall scheme and present your individual proposals for faculty review and discussion at the Final Review on (date during Review Week to be assigned).
4. Media (pen, pencil, paper, board, color etc.) requirements to be discussed in class and coordinated with the media class.

**Additional materials related to each phase to be handed out in class and developed through class discussion.

Bibliography



Courtyard of the Common Man

1. Blaser, Werner, *Atrium*. Wepf & Co. AG: Basel, 1985
2. Blaser, Werner, *Courtyard House in China*. Birkhäuser Verlag: Basel, 1979.
3. Macintosh, Duncan, *The Modern Courtyard House, A History*. Architectural Association Paper No.9; Land Humphries for the Architectural Association: London, 1973.
4. Polyzoides, Stefanos, Roger Sherwood & James Tice, *Courtyard Housing in Los Angeles*. Princeton Architectural Press: Sec. ed. 1992
5. Saxon, Richard, *Atrium Buildings: Development and Design*. Architectural Press: London, 1986. (Larger scale modern buildings and courtyards for comparison)
6. Saxon, Richard, *The Atrium Comes of Age*. Longman: Harlow, Essex, England, 1994 (updated version of the previous book).

Class Library:

We'll establish a locked in-class library of resource materials(including the above books) and a local check out system to manage their use. (Note: some of Jerry's personal reference books are regularly lost or stolen during the term when everyone gets occupied (as they always do) and forgets to protect these resources. Will this be the first class to not have to share the costs of their replacement?

DEPARTMENT of LANDSCAPE ARCHITECTURE
 School of Architecture & Allied Arts
 LA 389 New Grad Studio
 Fall 1997-98 Jerome Diethelm

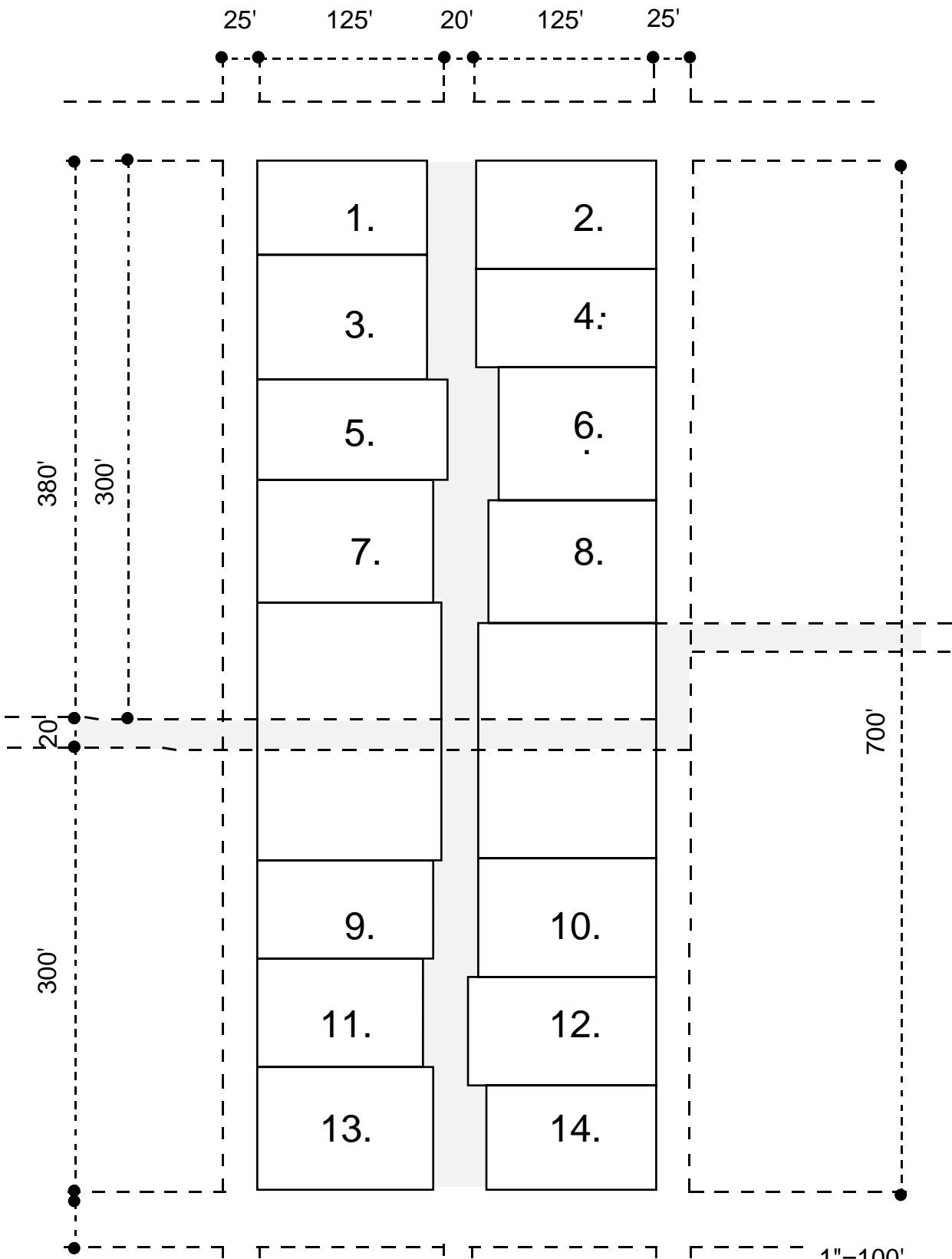
FALL CLASS SCHEDULE

	M.	W.	F.
WEEK 1.	29 Sept.	1 Oct.	3
	<u>Proj. No.1:</u> "Your Home Place"		
2.	6 Oct. R&D #1	8 <u>Proj. No.2.1</u>	10
	<i>"Atrium/Atria: Building Blocks"</i>		
3.	13 R&D #2	15	17
	<u>Proj.No.2.2</u> "Commons"		
4.	20	22	24 R&D #3
5.	27 <u>Proj.No.2.3</u>	29	31
	<i>"Courtyard Houses and Gardens":</i>		
6.	3 Nov.	5	7 MTR&D
7.	10 <u>Proj.No.2.4</u>	12	14
	<i>"House, Garden, and Commons Development"</i>		
8.	17	19	21
	<i>"Design Development Drawings"</i>		
9.	24	26 Thanksgiving	28
	<i>"Final Model & Drawings"</i>		
10. Review Week:			
	1 Dec.	3 FR	4 5 Dec.
	Attend all reviews including your own!		
EXAMS	8 - 12 Dec.		

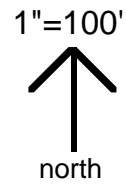
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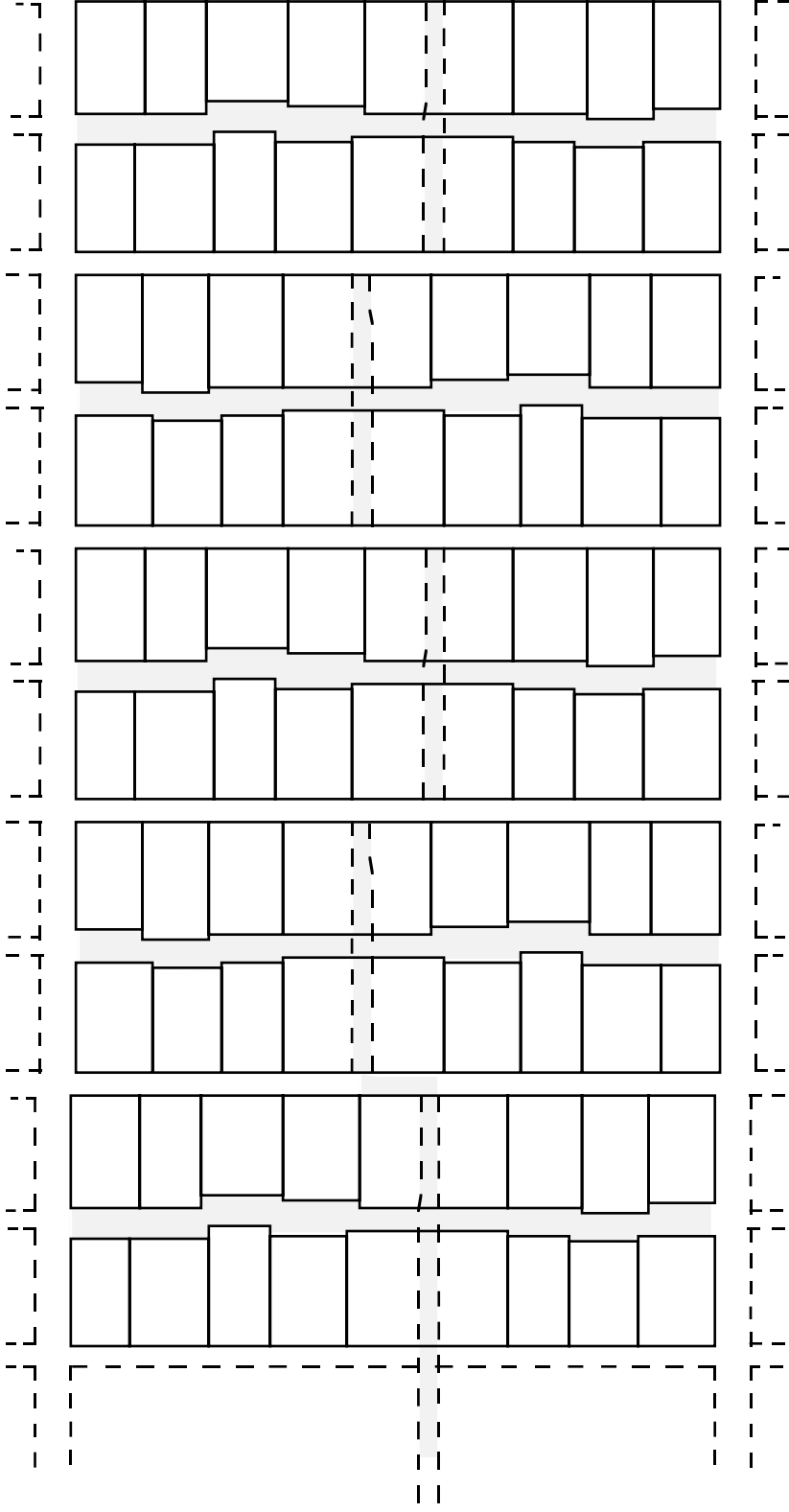
R&D #1 & #2 = Review and discussion. #1 in studio; #2 and 3 review room tba
 MTR&D = Mid-term review and discussion (Review Rm. tba + Design Faculty)

FR = Final Review (Design Faculty) Dec. 3rd or 4th. Date to be determined.



Courtyard Housing Plan • 2 Block Area





25 Acre Courtyard Housing Schematic
Problem No. 2 • Atrium/Atria

1"=200'

