

Formal Analysis Paper 1

Due in three phases:

week of Feb 12- sections, elevations and plans (copies only) of project selected due in recitation (for landscapes section and plans only are acceptable)

week of Feb 19- diagrams due in recitation

Tues Feb 27 due in lecture - final composed paper with diagrams and text

The first paper is an exercise in formal analysis. The student is asked to closely examine a topic from the suggested list of buildings or landscapes below, or propose an acceptable approved alternative, and to discuss its organization using text and appropriate diagrams. It is recommended to draw the diagrams first, then write the paper elaborating understanding from the diagrams. Each diagram should be clearly labelled both beside the diagram and in the text.

1. Brion Cemetery, Carlo Scarpa
2. Highline, James Corner & Diller/Scofidio
3. Robie House, Frank Lloyd Wright
4. Lurie Garden, Kathryn Gustafson
5. St. Ignatius Chapel, Steven Holl
6. Superkilen, BIG
7. Villa Bordeaux, Rem Koolhaas
8. Vals Thermal Baths, Peter Zumthor
9. Greenacre Park, Sasaki and Associates
10. Memorial to Murdered Jews, Eisenman
11. Schroeder House, Rietveld
12. Eames House, Charles and Ray Eames

If you choose a building or landscape not listed above, preapprove with copies of elevations, sections and plans to Aimée by Feb 13 for approval. If students have completed a paper 1 topic previously for this class, they are required to choose a new topic from first paper completed.

Students should also take the following goals and learning outcomes in consideration for this assignment:

GE Goals: *Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.*

GE Expected Learning Outcomes:

1. *Students analyze and interpret major forms of human thought, culture, and expression.*
2. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Meaning-

Consider the cultural norms per location, people and/or conditions of the times (theories and styles) in which each of these projects developed.

The task in this assignment is not to recapitulate material found in the texts, but rather to make an original analysis of the building or landscape based on one's own observations using the diagramming skills and vocabulary discussed in lectures, recitation and in the text. Techniques discussed in Francis Ching's Architecture: Form, Space and Order- are a helpful source to examine. Good, concise, clear diagrams and brief, carefully chosen text will be more highly evaluated than pages of ill-structured, ill-formulated images and text. Copies of plans may be used to start the process, but diagrams are crisp, original drawings sketched by the student.

Format: Required length is minimum 5 pages typed, 11 or 12 point font, double spaced, including diagrams and text. One inch margins on all sides outside of the edge alongside the diagrams. Photos should NOT be included in the paper, and will not be counted towards the minimum pages required. The paper is to be organized with $\frac{3}{4}$ text and $\frac{1}{4}$ diagrams (vertically) that illustrate the text running alongside accordingly. Each diagram should be clearly labelled, both beside the diagram and in the text. *A bibliography is required.*

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Required to use an established format for bibliography, preferably as MLA (APA or Chicago Style are also fine) for example (copy and pasting a URL will not be accepted). At least one academic or peer reviewed source is required. Popular sources (museum website, Arch Daily) can also be used to supplement information, but should not be the primary source of research material. Because the assignment is not requiring footnotes or in notes citation, it is expected the bibliography is complete and properly, thoroughly formatted.

Paper must be stapled and attach a cover sheet with recitation day, time and instructor. The analysis should have a brief introduction and draw a *thoughtful* conclusion.

Graders are expecting analysis to include diagrams noted below, not necessarily in this order:

1. Diagrams illustrating how the project relates to its site and context
2. Figure/ground diagrams of the building, landscape, and/or site, identifying figural objects and figural voids within the interior floor plan
3. Elevation / Façade diagrams, analyzing relationships in the project **OR if analyzing a landscape can alternate this item for an analysis of the water organization of the site if present**
4. Diagrams that illustrate circulation and entry, analyzing primary and secondary, horizontal & vertical circulation and entries
5. Massing diagrams: axonometric sketches reducing project to the simplest platonic solids
6. Diagrams that analyze section relationships in the building and/or landscape
7. Diagrams illustrating how hierarchy is developed in the scheme
8. A series of very abstract, transformational diagrams which reduce the scheme to a simpler parti and how the final design becomes more complex
9. Illustrations of precedents that may have informed the design of the complex
10. Diagrams illustrating the relationship of public versus private, also consider semi-public & semi-private
11. Diagrams illustrating the relationship of served versus service space, analyzing relationships
12. Diagrams illustrating axial relationships, analyzing relationships in the project
13. Diagrams illustrating asymmetries/symmetries, analyzing relationships in the project
14. Proportional analysis, discovering a proportional system present and analyzing relationships
15. Diagrams illustrating the structural system and materiality **OR if analyzing a landscape can alternate this item for an analysis of the water organization of the site if present.**

Text should include:

1. Discussion of the diagrams, these are an extended discussion of your development and understanding of the diagrams. Label the diagrams beside the image (figure 1, 2, 3, etc. **with** also brief caption) and also label diagrams in the text (figure 1, 2 etc.)
2. Brief introduction of the topic, not much more than a short paragraph of 4-6 sentences.
3. Thoughtful conclusion articulating new understandings,

Tips:

It is recommended to draw diagrams as the entire building or landscape, not take small sections or part of the design without understanding the relationship to the whole. A list of vocabulary words follows. If you would like to use them, understand what they mean and use them to develop your arguments. Students are advised to begin assignment early so questions about diagrams, analysis or format can be answered in class.

Useful Formal Analysis Vocabulary

axis	asymmetry	typology	proportion
massing	platonic solid	circulation	figural void
figural object	morphology	section	parti
additive form	subtractive form	scale	plan
section	elevation/façade	axonometric	articulation
served space	service space	poche	orientation
datum	layering	radial	interlocking
centralized	collision	re-centering	linear
rotation	repetition	shift	symmetry
perimeter	sequence	enclosure	fenestration

Below is an example of part of the rubric, showing the markers for an exceptional paper:

Exceptional (4)	
Organization and Technical Details	
Requirements: Format: 5 pages minimum, Organized with diagrams running along text vertically, coversheet with credentials, stapled Correctly formatted and (an established format) cited bibliography	A A- 4 Paper arranges material in a clear, persuasive way that a reader can follow. Connections between points are evident and strengthen the overall intention of the work. Student clearly documents sources according to expected conventions and acknowledging intellectual debts.
Diagram analysis and interpretation, 23 points	
1. <input type="checkbox"/> Site Relation: Diagrams illustrating how the project relates to its context 2. <input type="checkbox"/> Figure Ground: Diagrams of the building, landscape, and/or site 3. <input type="checkbox"/> Elevation/Façade Diagrams 4. <input type="checkbox"/> Circulation and Entry Diagrams: analyzing primary and secondary, horizontal & vertical circulation and entries 5. <input type="checkbox"/> Massing: axonometric =3D platonic solid diagrams 6. <input type="checkbox"/> Sectional Diagrams: analyzing relationships in building and/or landscape 7. <input type="checkbox"/> Hierarchy Diagrams 8. <input type="checkbox"/> Transformation: series of diagrams relating to a part 9. <input type="checkbox"/> Precedent Diagrams 10. <input type="checkbox"/> Public/Private Diagrams 11. <input type="checkbox"/> Served/Service Diagrams 12. <input type="checkbox"/> Axial Relationship Diagrams 13. <input type="checkbox"/> Symmetry/Asymmetry Diagrams 14. <input type="checkbox"/> Structural System Diagrams 15. <input type="checkbox"/> Proportional analysis	A A- 23 21 Paper provides a clear and insightful analysis and draws thoughtful conclusions through text and diagrams. Paper connects, analyzes, interprets and extends information and theories presented in class lectures, readings as well as outside information.
Written content analysis and interpretation, 23 points	
01. Discussion of Diagrams, you may wish to consider these long captions. 02. Brief introduction of the topic being discussed. 03. Thoughtful conclusion	A A- 23 21 Paper articulates a sophisticated understanding of the diagrams providing a complex understanding supplementing or extending arguments of written analysis. Paper connects, analyzes, interprets and extends information and theories presented in class lectures, readings as well as outside information.