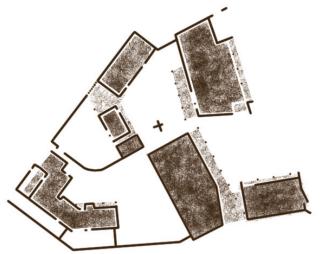
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Place Making



From top:

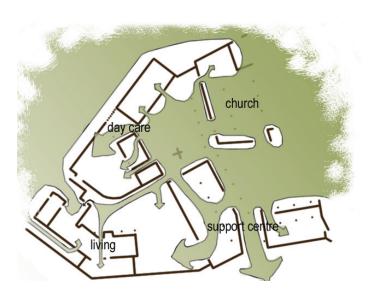
Fig 78: Inside, outside and transitional space

Fig 79 : Space flow throughout the centre, indicating the hierarchy

from public to private space.

Fig 80 : The outside space flow through to the church space, with the screens and columns indicating the boundary, but not impeding

the flow



Community facilities and spiritual centers are important components in the functioning of a community, especially in communities short on resources. The responsibility of the designer is thus to create a place with weight within the urban fabric. Utilizing the same laws of Physics which govern the theory of black holes, objects possessing gravitational mass create 'depressions' within the fabric of space, thus attracting smaller objects. The project is designed as a lodestone within the community, with the tower demarcating the gravitational center. The layout is thus arranged around this point, pulling and redirecting elements. Establishing a presence within the community consciousness is supported by the location and visibility of the facility.

Balanced against creating a place with weight is the need to establish an appropriate scale. As a place of safety and support, the scale must never alienate or dominate, but rather comfort and shelter the individual. This is managed by spreading the project out in different components. En mass it establishes a presence within the community, but internally the spaces and different buildings are more human in scale and proportion.

Internal and external connections are integral to place making. The reason being that we use relationships and external references to define

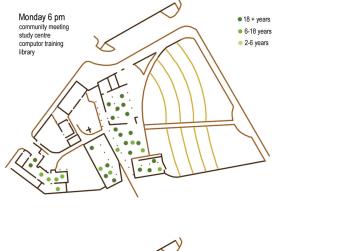
ourselves. In ac understand a si function within project plays ar the network ca the center with

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University of Pretoria etd – Rheeder, A (2005) Monday 10 am Monday 1 pm Monday 7 am 18 + years 18 + years 18 + years Drop off & pedestrian activity day care day care 6-18 years 6-18 years 6-18 years support centre after school 2-6 years 2-6 years support centre 2-6 years library library agriculture training computor kitchen computor urban agriculture • Wensday 11 pm (rainy weather) day care Wensday 7 am morning pedestrian trafic • 18 + years Wensday 2 pm 18 + years 18 + years conference 6-18 years 6-18 years 6-18 years support centre 2-6 years 2-6 years 2-6 years library day care support centre after school computor computor library • Sunday 10 am sunday school church meeting Saturday 8 pm jazz concert Saturday 10 am 18 + years 18 + years 18 + years library 6-18 years 6-18 years 6-18 years computor litracy 2-6 years 2-6 years 2-6 years strudy centre urban agriculture karate tournament

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Regarding the building as a living organism, as Habraken and Lucien Kroll propose(see page 20), requires a shift in architectural perceptions. No longer can a building be considered to be the end product of a process of design. For a building should, at any point in time, be seen as merely a phase in a process of change and, hopefully, growth. But this process will only occur when the users deem a building worthwhile of the effort and cost of redesign, maintenance and growth. In order to facilitate this process, the facility was designed as a collection of separate structures, to allow greater flexibility in terms of change. Use of the facility was also designed to allow the greatest amount of activities, using the least amount of resources. As it is near impossible to predict all future uses, the design is as flexible as possible in terms of use. These diagrams illustrate the volume and diversity in activities which can take place.

No part of the design should be considered to be perfect and complete. The very nature of life requires a continuous re-evaluation and change. Perfection is a goal, not a reality. The design strive to correspond to this by using irregular shapes, broken planes and bent axis lines. The result is a vibrancy which is not found in the perfect geometry of right angles, parallel lines and perfect grids.

From top left to bottom right:

fig 81 to fig. 91: use diagrams over time