

Fig 7.0 Working drawings, sketches, Author (2016)  
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# 7 Design Refinement

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# 7.1 Design Development Reflection

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## Programmatic Reflection

The programmatic intent derived by theory and precedents analysed in Chapter 2 is compared to the programmatic intent and conclusion of the CVF which has been proposed in this dissertation. It is essential these principles be programmatically implemented in the project as it was concluded in Chapter 2 that a citizenship approach to education is supported and encouraged when applying these principles.

### Spaces of interaction:

As can be seen in the figure 7.1, the intent of the programme is to frame the in-between space where interaction between the learners and community take place in. Encouraging more active and participative forms of learning to occur, the CVF programmes allow the learners to participate in society as the formal learning environment offers the learner the opportunity to work for local businesses that use the facility as well.

### Urban Condition:

The programmatic intent of the urban condition supports the notion that local amenities, which cater for the needs of the community, should be located on the main axis. This challenges the significance of the CVF in the community as an accessible environment is created. Therefore the programmes located on the main urban edge include accommodation for community members as well business/ production space.

### Multifunctional:

The programs include a range of multi functional and generational learning activities in order to begin to create a socio cultural environment that supports and strengthens cross discipline interaction between people.

## Architectural reflection

Similar to the programmatic reflection, the architectural reflection is based on conclusions made in Chapter 3 and compared to the CVF that is proposed in this dissertation (see figure 7.2).

### Spaces of interaction:

The need to encourage active citizenship and participation in learning environments is suggested to help build social cohesion in a community. This is in response to identifying that currently educational facilities are isolated and segregated entities in their environment.

Viewing the educational facility as a micro city offers a whole new dimension to how educational space can be viewed. In the project a public central communal gathering space acts as a node from which streets interlink, the communal gathering space expresses a sense of collectivity as people are drawn together. Pedestrian movement is then organized to run through the communal gathering space. In an attempt to create social cohesion, the learning street connects and stitches the individual entities together encouraging social exchange to occur. The built forms frame the learning street and communal gathering space becoming an extension of the street by use of thresholds and layering of the facade condition in order to encourage various forms of gathering to take place.

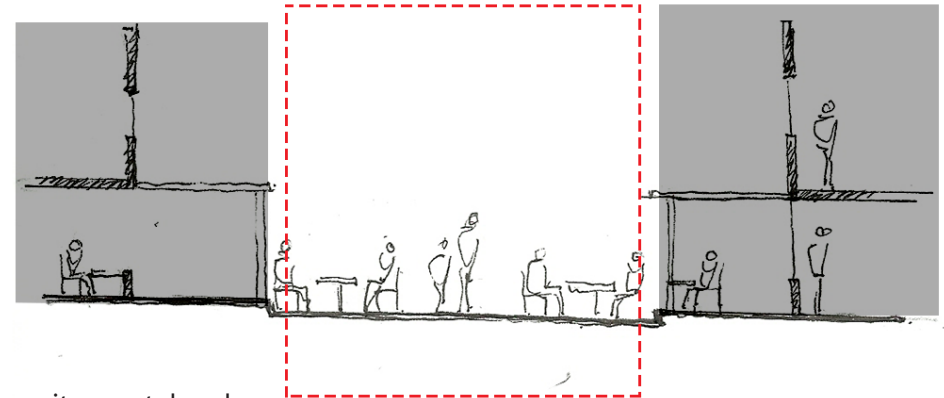
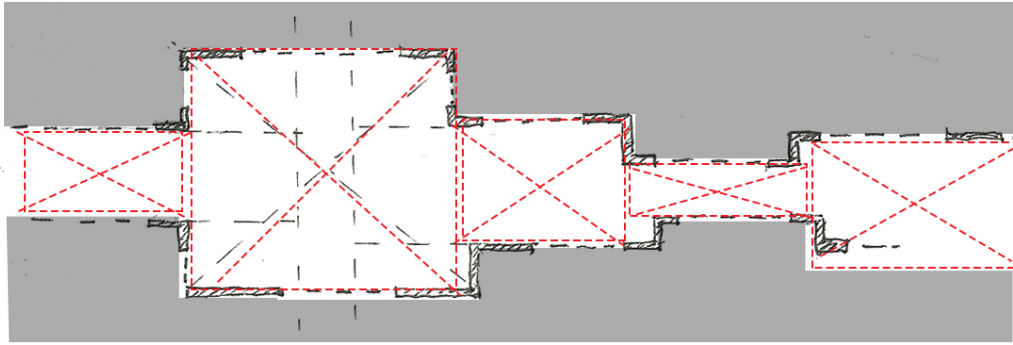
### Urban condition:

The spatial intent of the projects urban condition is supported by the notion of allowing for permeable and visually accessible edges for those using the space which relates back to Alexander (1971) and Gehl's (2010) theory on successful urban space. Soft edge conditions are achieved by using stairs and level changes to help define space well not alienating space from its surroundings. This approach to the urban condition helps the CVF extend into the community, a key component in addressing and overcoming inequality in society.

### Multifunctionality:

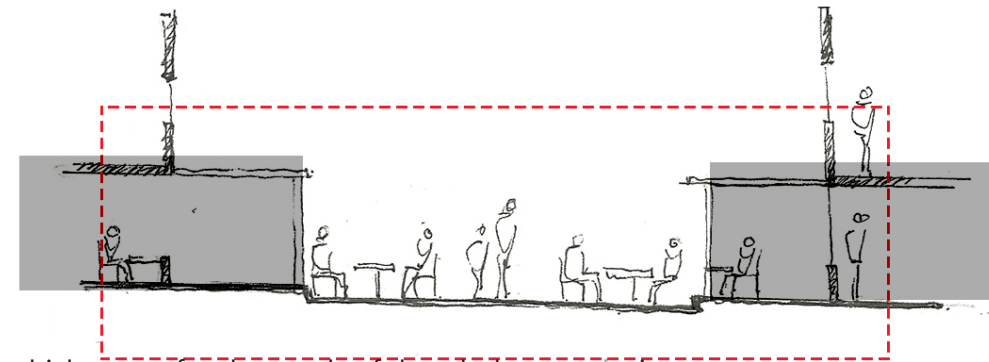
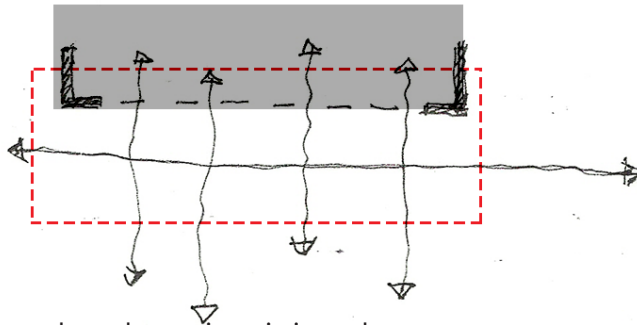
In order to achieve spaces that can be defined and adapted for various uses by the user and allow the layout to respond freely to programmatic requirements, structural vertical elements were incorporated which allows more freedom in the use of space. The section (figure 7.3) highlights the use of vertical elements which frame space but do not confine the extent to which the space can be used, indicating that the space can be used as one space or as smaller spaces for various activities.

### Spaces of interaction



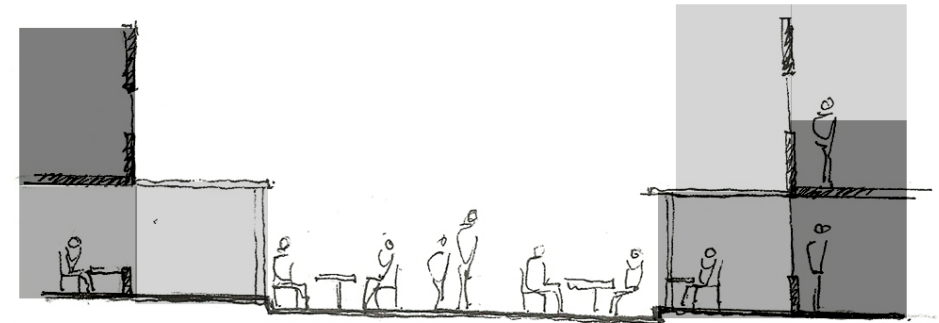
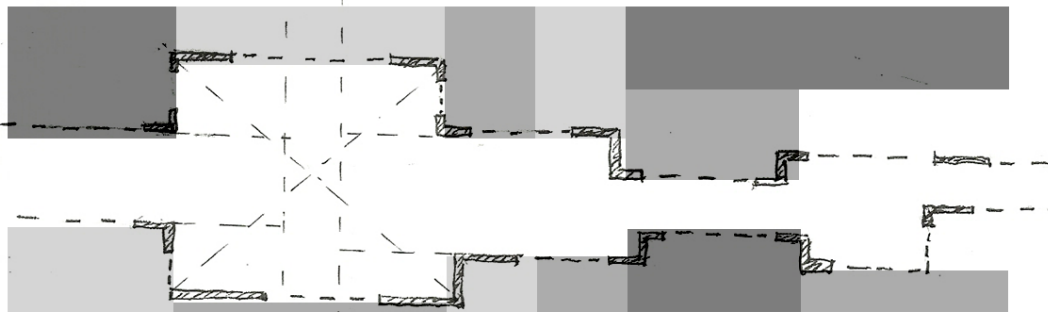
The programmes frame in-between space where interaction between the learners and community can take place

### Urban conditions



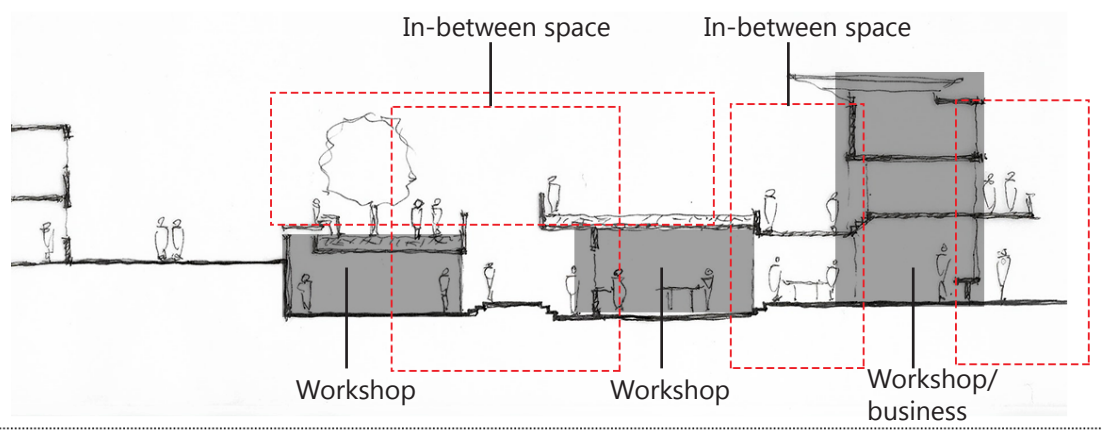
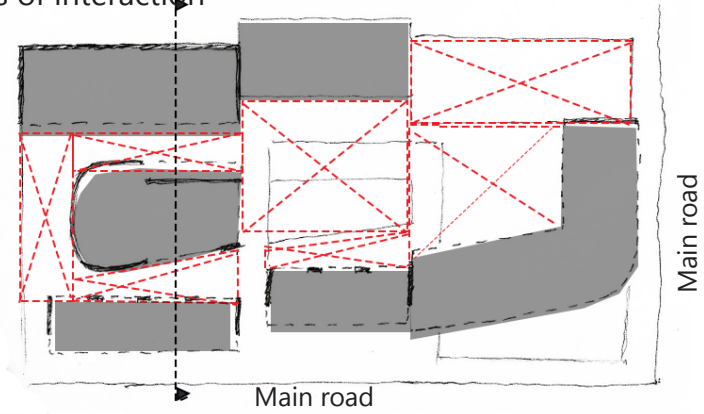
Local amenities are situated on the main axis in order to create an accessible environment which caters for the needs of the whole community

### Multifunctionality

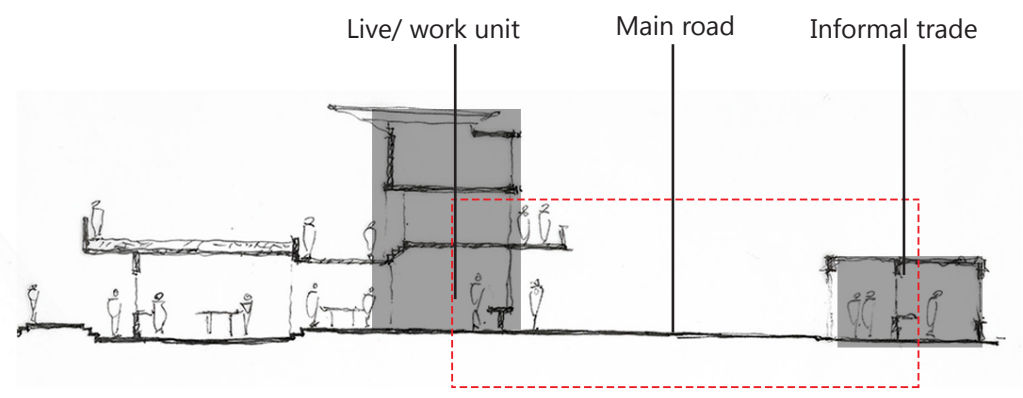
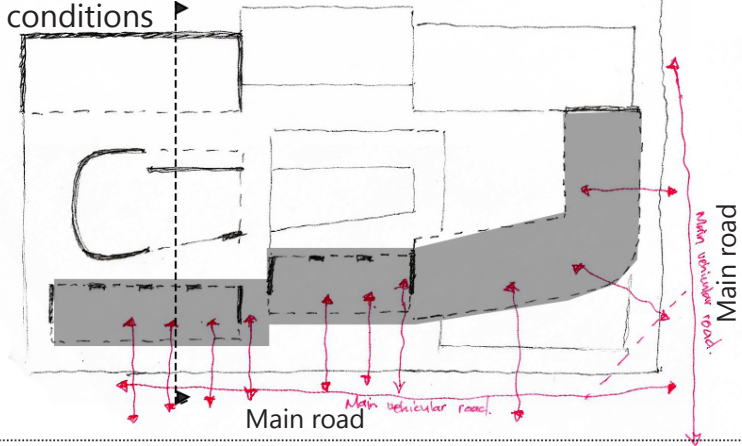


The programmes need to be able to be adapted and transformed in order to suit the needs of the community.

Spaces of interaction



Urban conditions



Multifunctionality

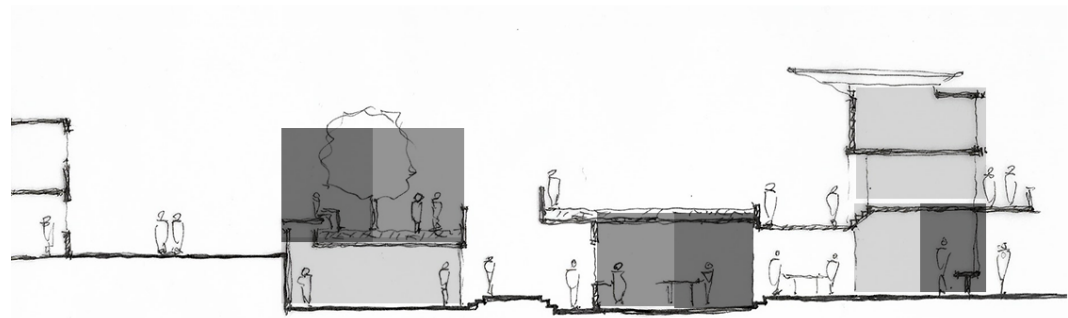
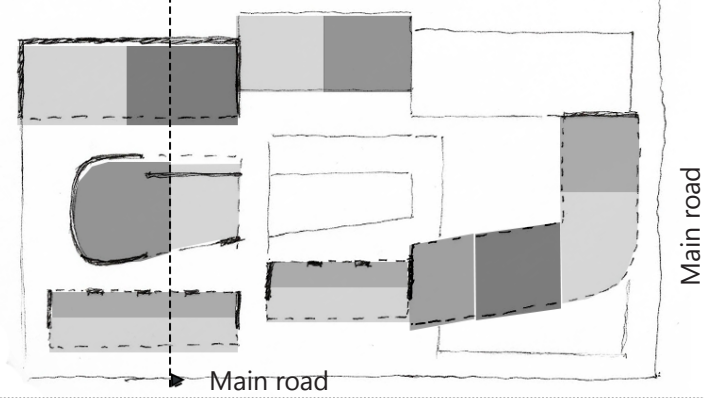
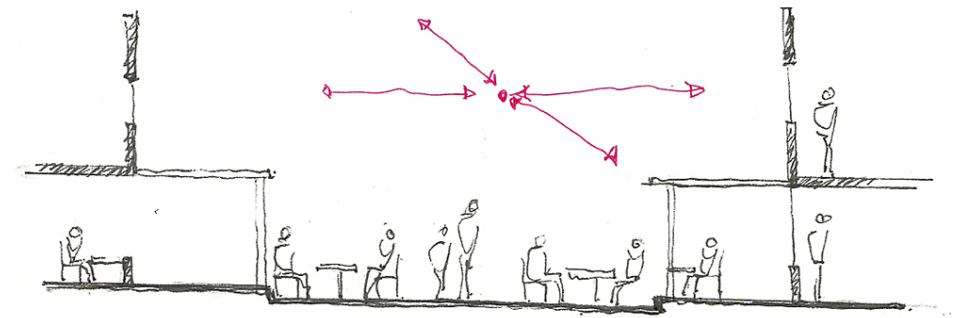
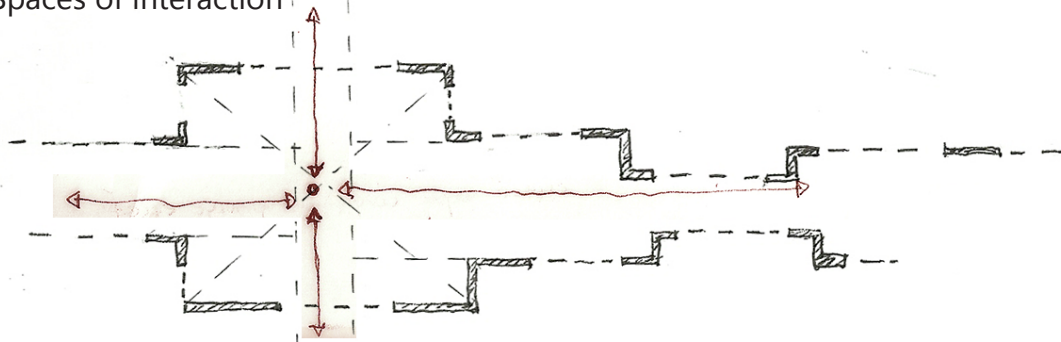
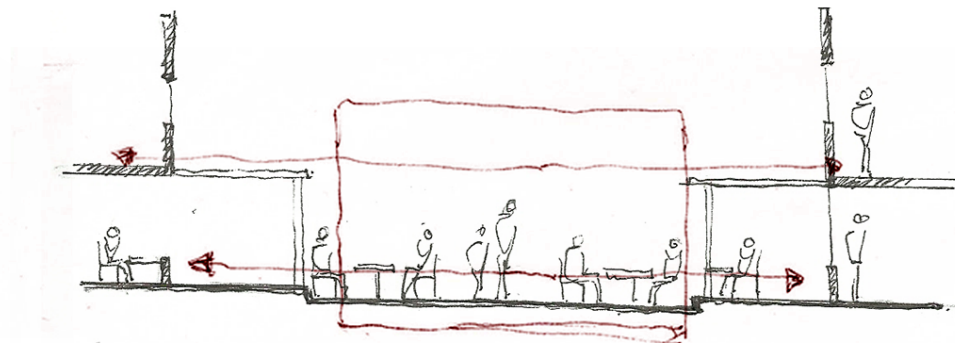
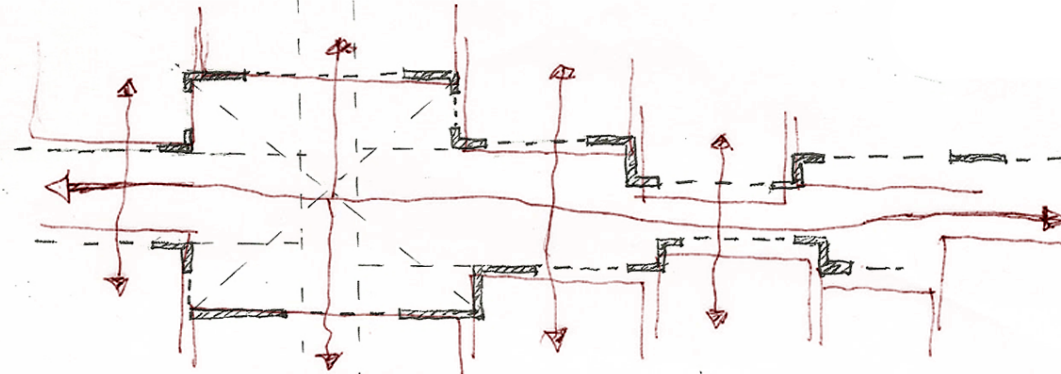


Fig 7.1 Programmatic Intent, Diagrams, Author (2016)

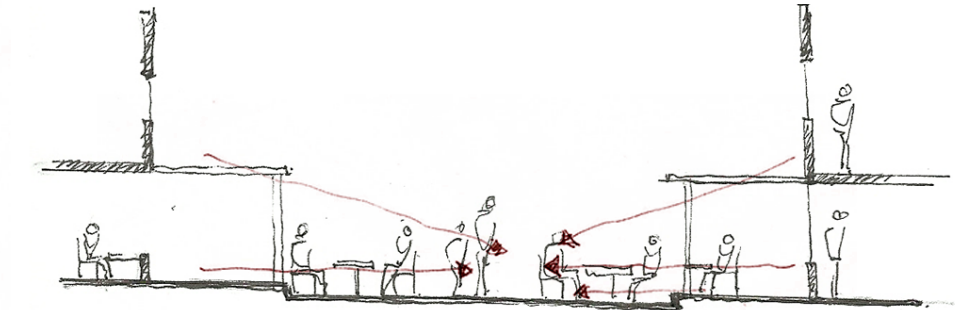
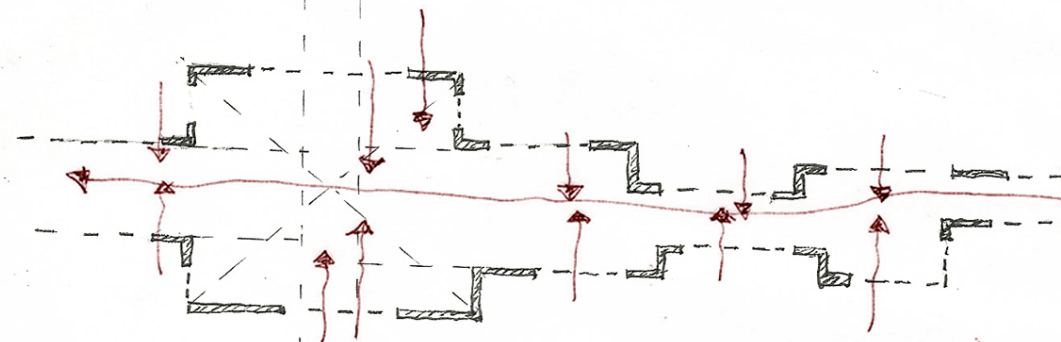
### Spaces of interaction



A public square becomes a node from which streets interlink



A street is used to connect and stitch individual entities together in order to create socially cohesive spaces that encourage social exchange to occur



The built forms frame the public street and square becoming an extension of the interior spaces

Spaces of interaction

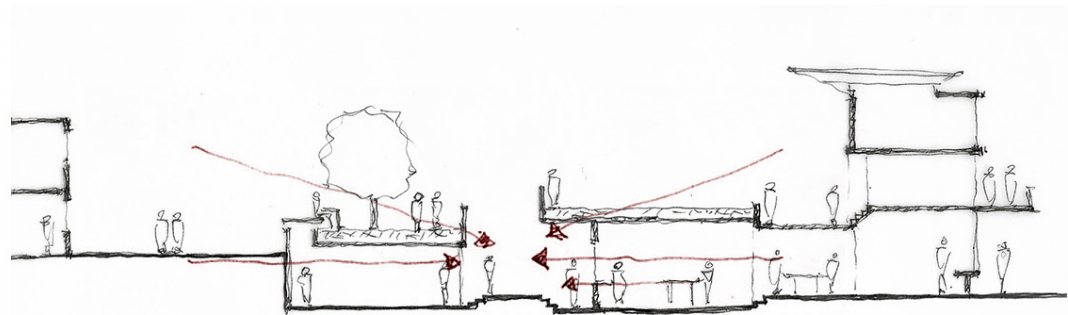
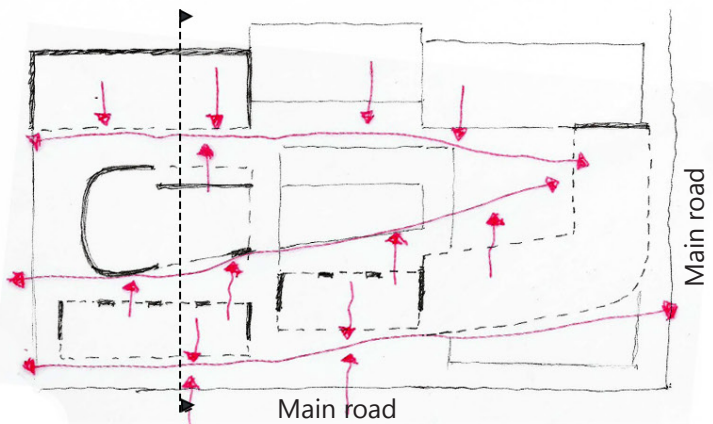
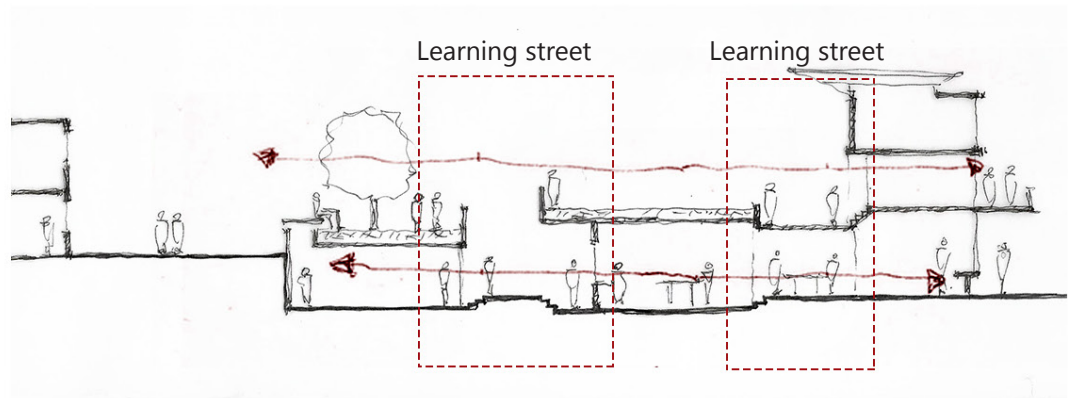
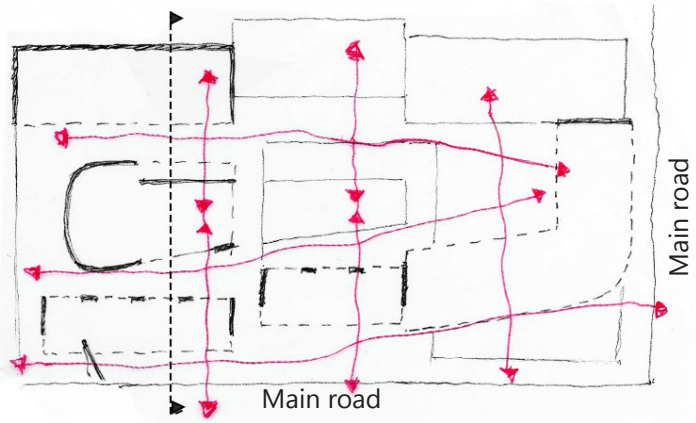
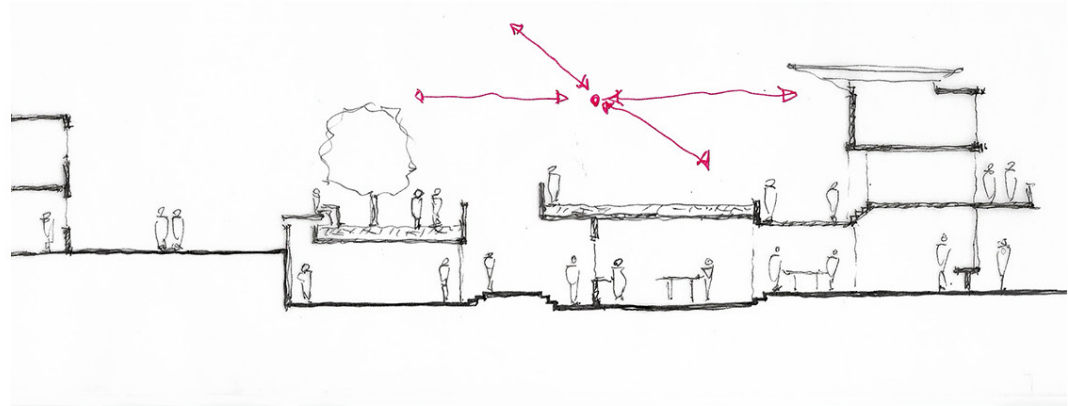
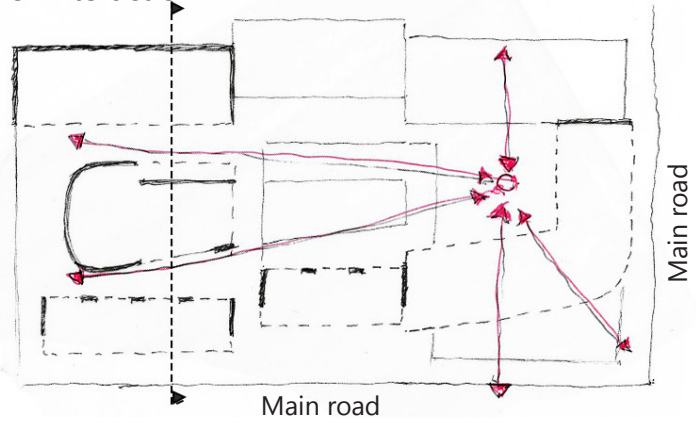
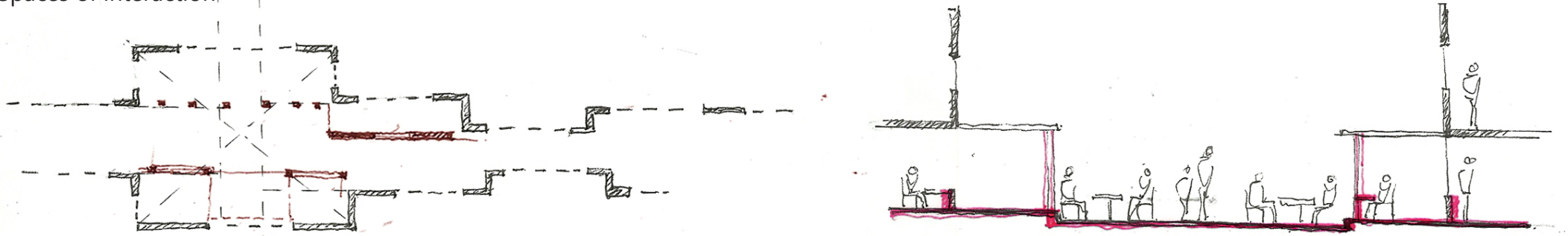


Fig 7.2 Spatial Intent, Diagrams, Author (2016)

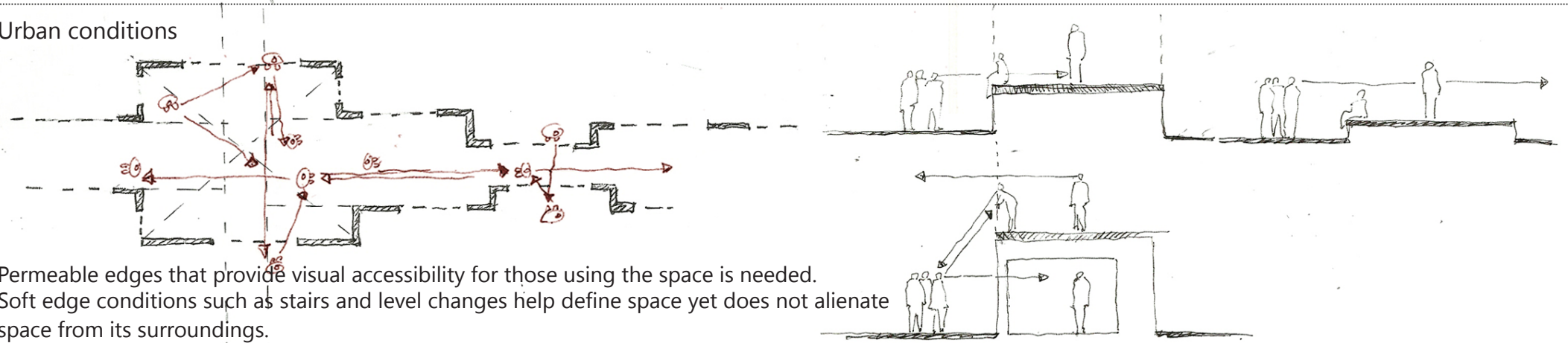


### Spaces of interaction



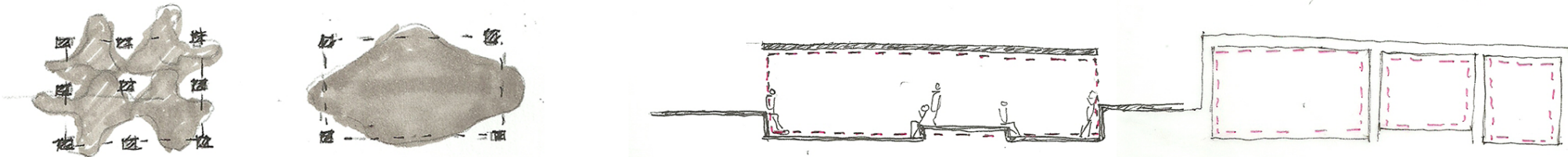
The facade conditions are layered offering thresholds that allow for various forms of gathering to take place

### Urban conditions



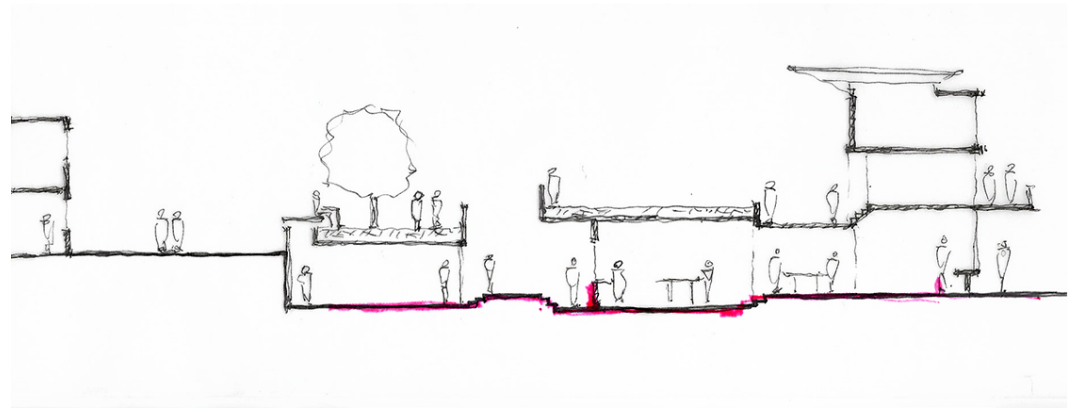
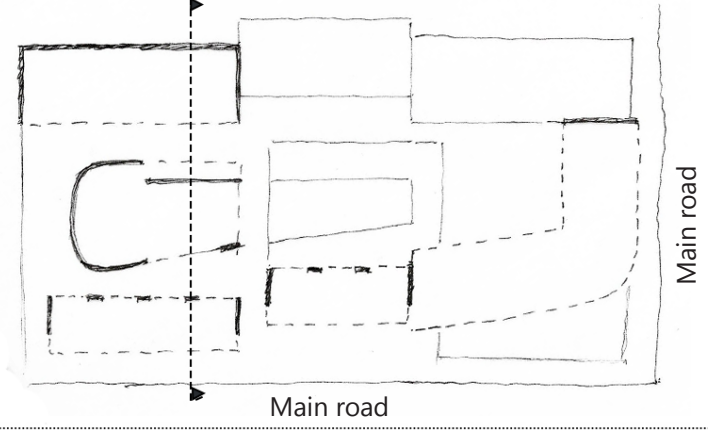
Permeable edges that provide visual accessibility for those using the space is needed. Soft edge conditions such as stairs and level changes help define space yet does not alienate space from its surroundings.

### Multifunctionality

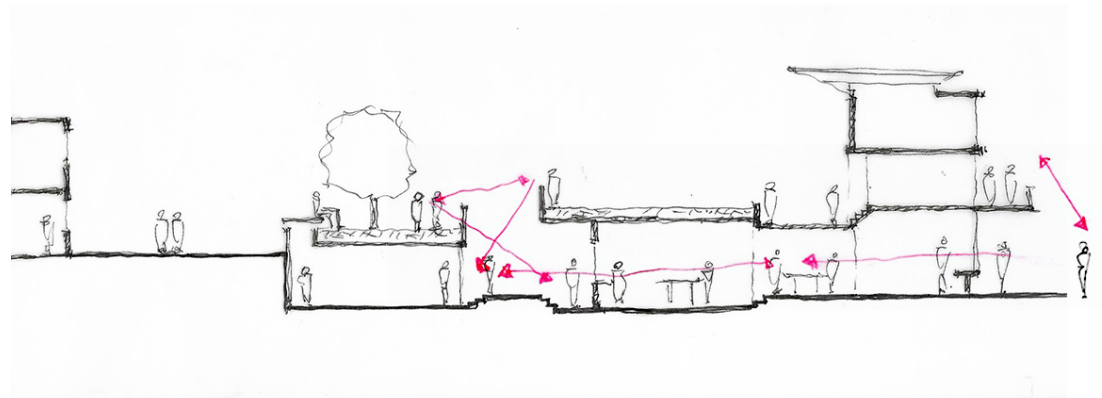
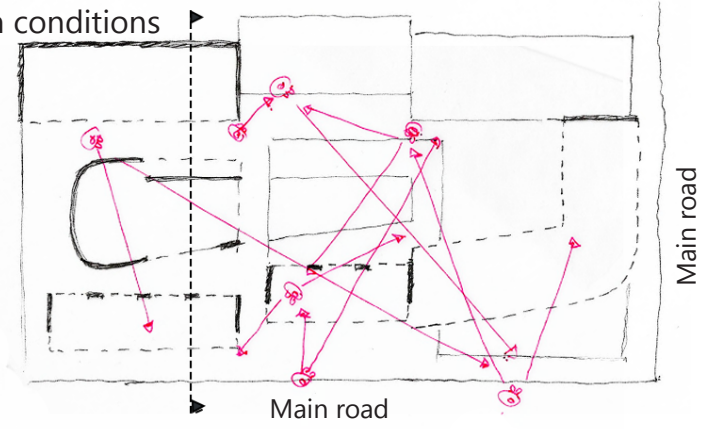


Vertical linear elements create spaces that can be defined and adapted for various uses by the user. The layout is able to respond freely to programmatic requirements.

Spaces of interaction



Urban conditions



Multifunctionality

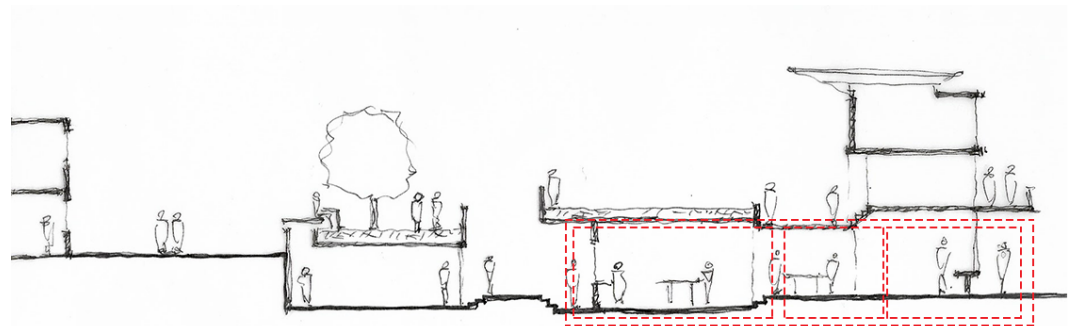
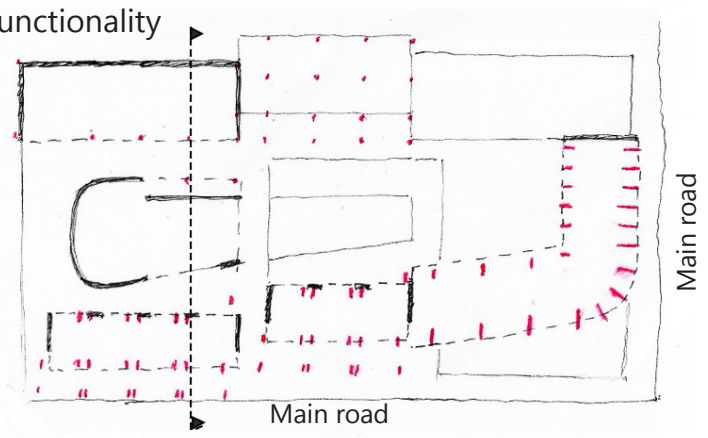
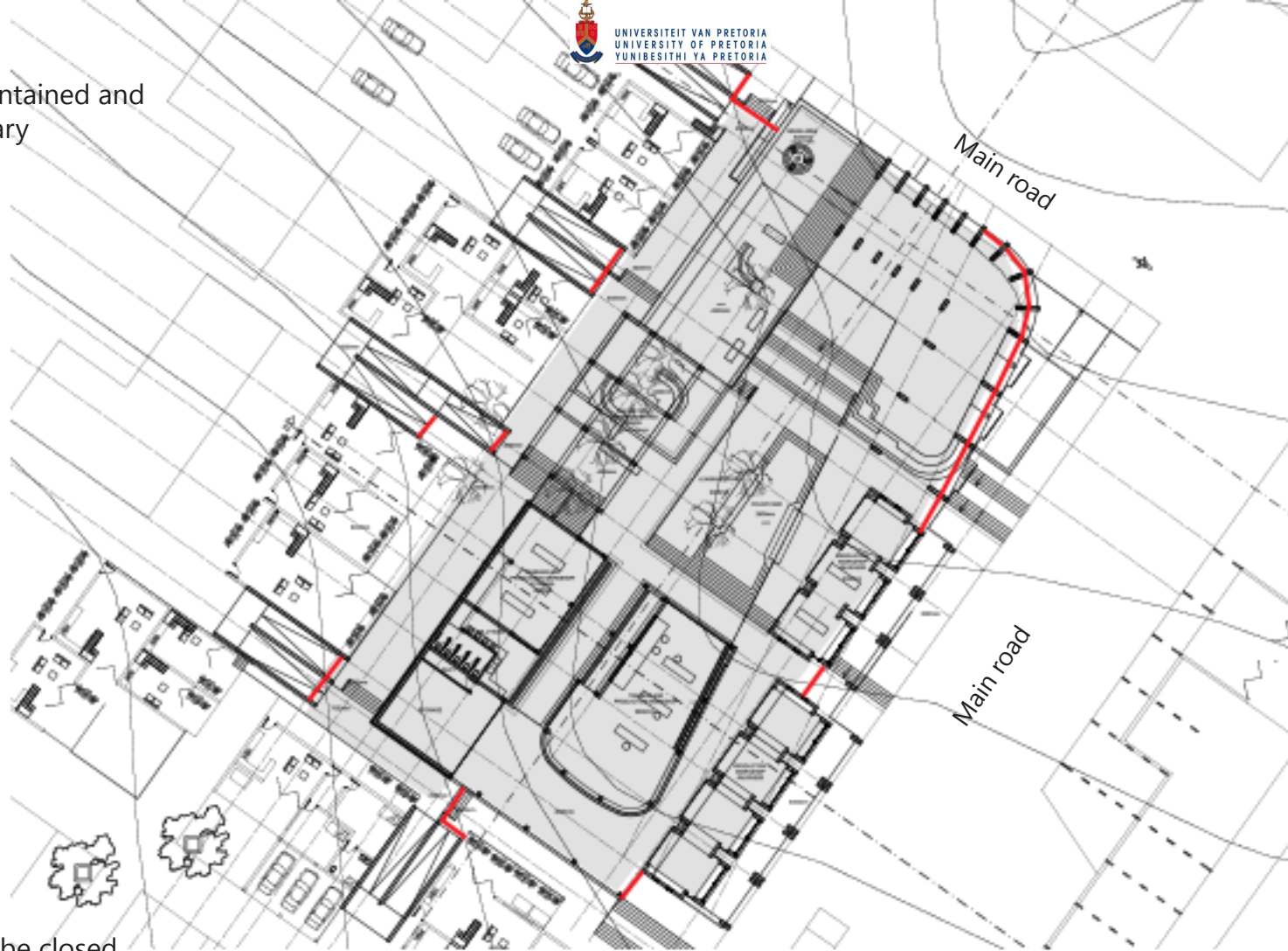


Fig 7.3 Spatial Intent, Diagrams, Author (2016)

Entire CFV can be contained and closed off if necessary



Parts of the CVF can be closed off if necessary

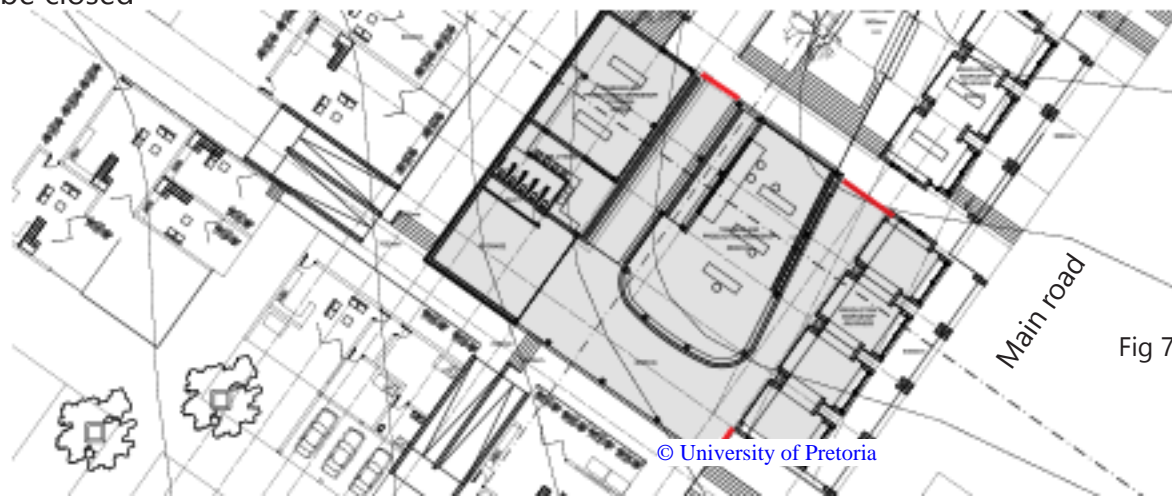


Fig 7.4 Access control, Diagrams, Author (2016)

## Access control

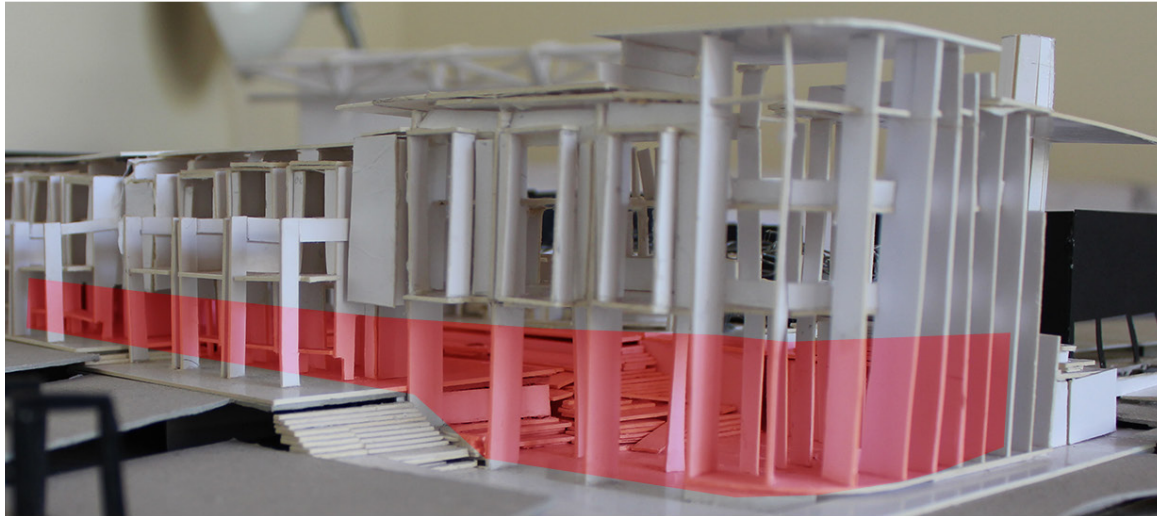


Fig 7.5 Access control, photo of model, Author (2016)

The consideration towards access control into the CVF was considered. As the intent of the design is to become an extension of and integrate into its urban surroundings the CVF has limited visual barriers. However access control into the CVF needs to be considered and planned for if it is necessary in the future.

Examples are given of how the space can be contained with physical barriers if necessary, the entire facility can be contained or smaller parts can be contained individually. The urban condition towards the main vehicular road could be interpreted as an interactive wall that can be closed off or opened up depending on the needs of the user.

The intent was to limit the number of physical barriers needed to contain the CVF in order to prevent isolating the CVF from its surrounding urban environment.

## Repetition and underlying order

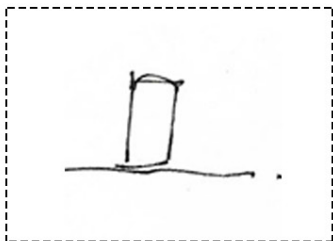


Fig 7.6 Individual unit, Diagram, Author (2016)

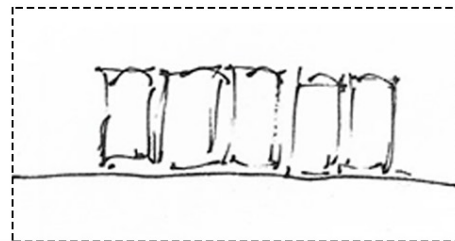


Fig 7.7 Form a greater whole, Diagram, Author (2016)

The conscious intent to repeat the vertical elements on the street edge signifies a deeper response to the theory that informed decisions in the project. It needs to be highlighted that within the repetition and underlying order social cohesion is signified. As suggested in the diagram the greater whole is made of individual units. This notion can be related back to the essence of citizenship education which is set out to create active individual citizens in society by encouraging greater social exchange and engagement between learners, parents and community (Mathebula 2009). Therefore the facade becomes a unifying element throughout the design.

# Lower Ground Floor plan



154 Fig 7.8 Lower Ground Floor plan, Author (October 2016)

# 7.2 Design finalization

## Ground Floor plan



Fig 7.9 Ground Floor plan, Author (October 2016) 155

# First Floor plan



156 Fig 7.10 First Floor plan, Author (October 2016)

## Second Floor plan



Fig 7.11 Second Floor plan, Author (October 2016) 157



## South East Elevation

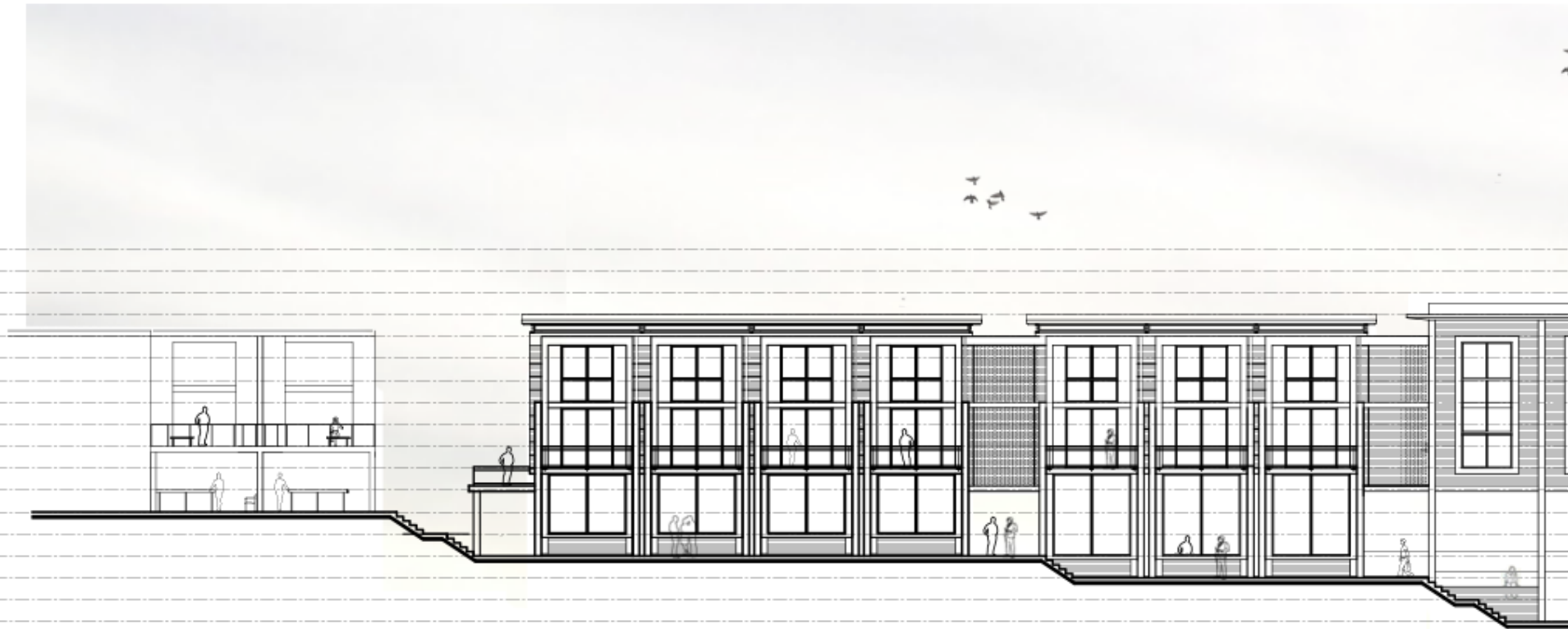




Fig 7.12 South East Elevation, Author (October 2016)

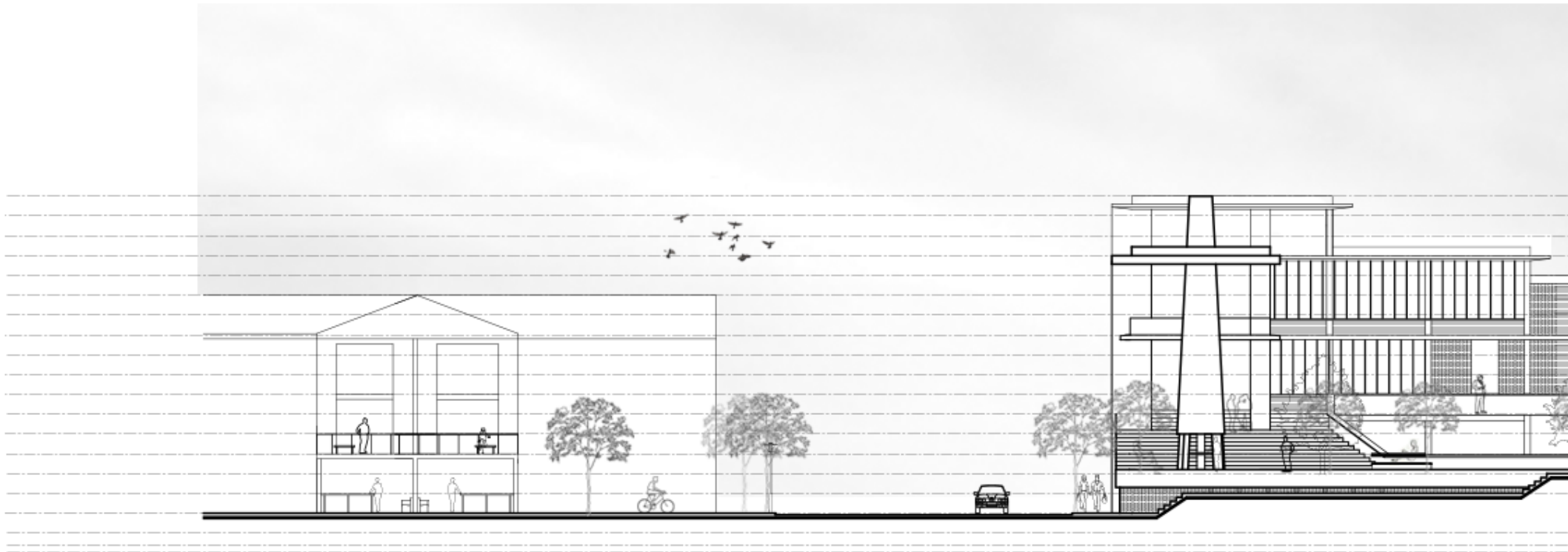
## North East Elevation





Fig 7.13 North East Elevation, Author (October 2016)

## North West Elevation



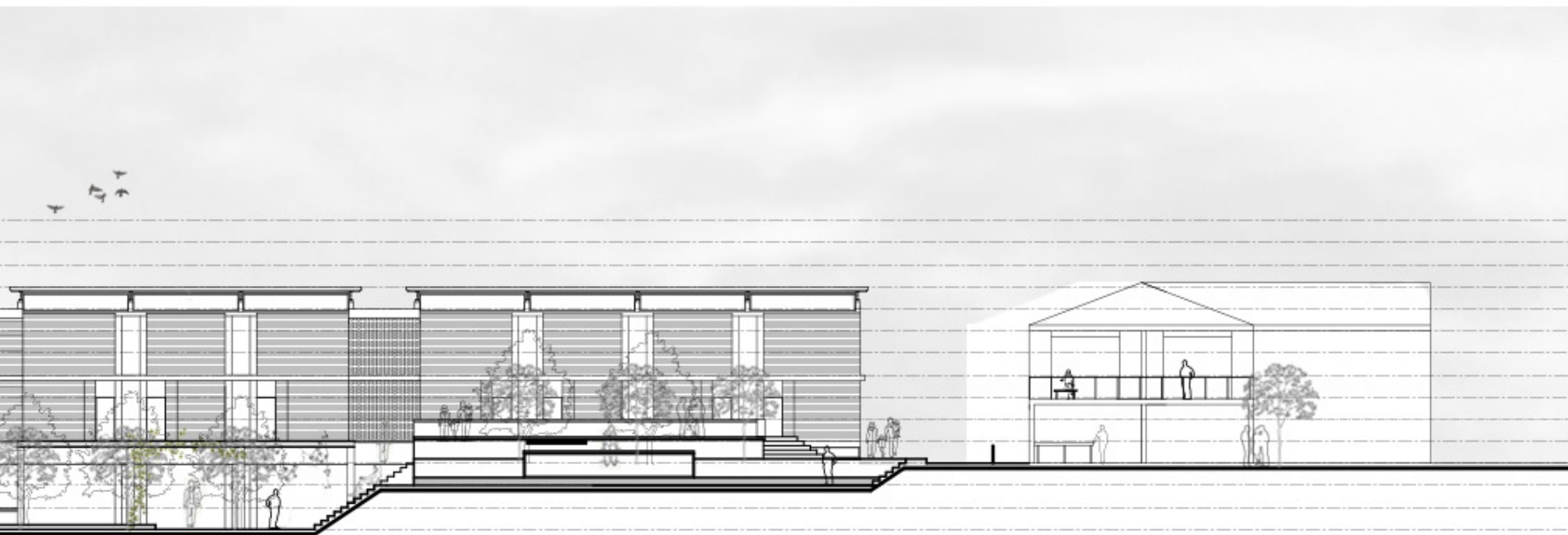


Fig 7.14 North West Elevation, Author (October 2016)