

function beyond programme.



Fig. I



Fig. II



Fig. III



Fig. IV



social classroom

symbol of function beyond programme

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“A STUDENT CENTRE”
New Student Centre for the University of Pretoria

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Dedicated to those who supported me with unreserved affection,
unconditional friendship, indispensable financial backing, transport
and inimitable inspiration.

encouragement
beyond expectation

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Gary

preface

diagrammatic

- social classroom vs. classroom - different spatial conditions - different activities - contrasting structure of classroom -



Fig. V

- site boundaries - definition - character -

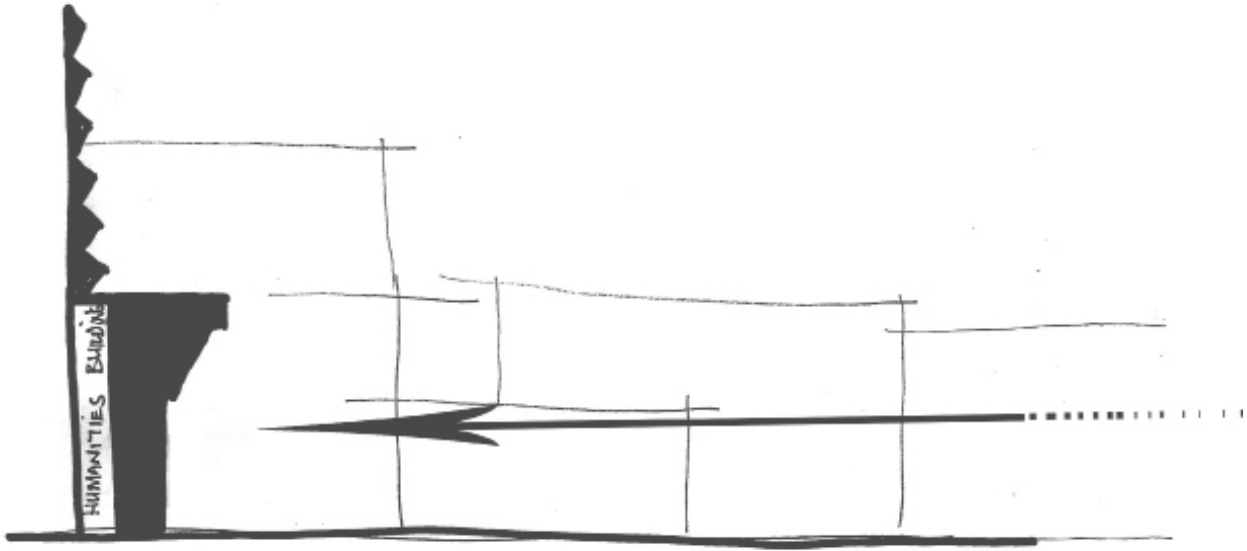


Fig. VI

- edge - scale - stereotomic response -

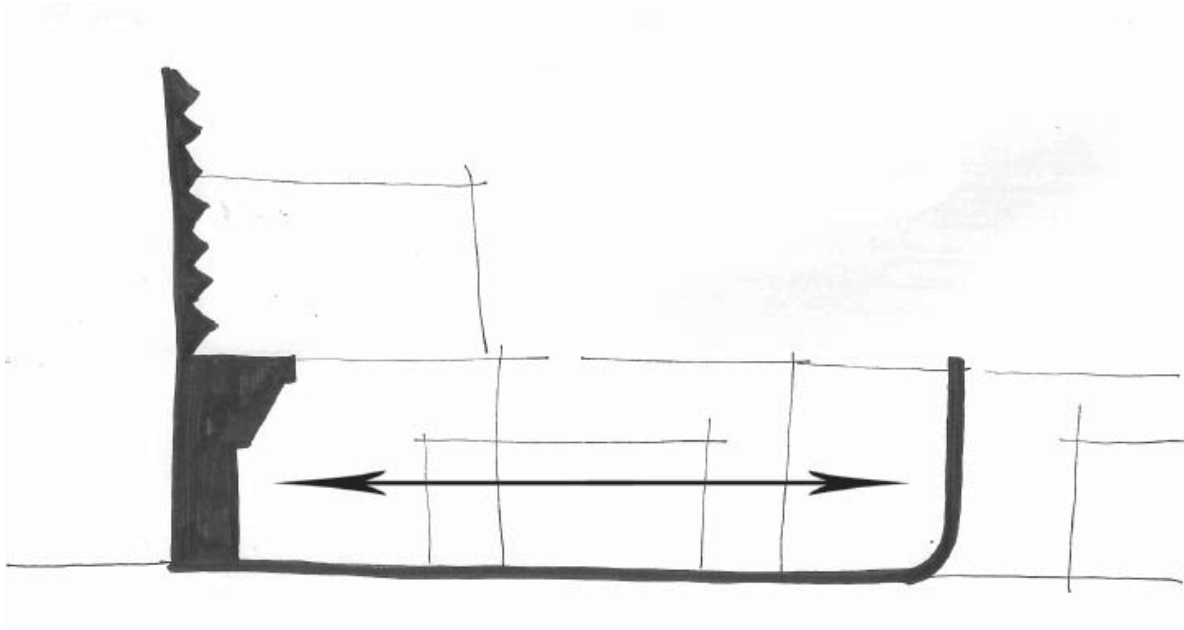


Fig. VII

- intermediate edges - tectonic v.s. stereotomic - event space - social classroom -

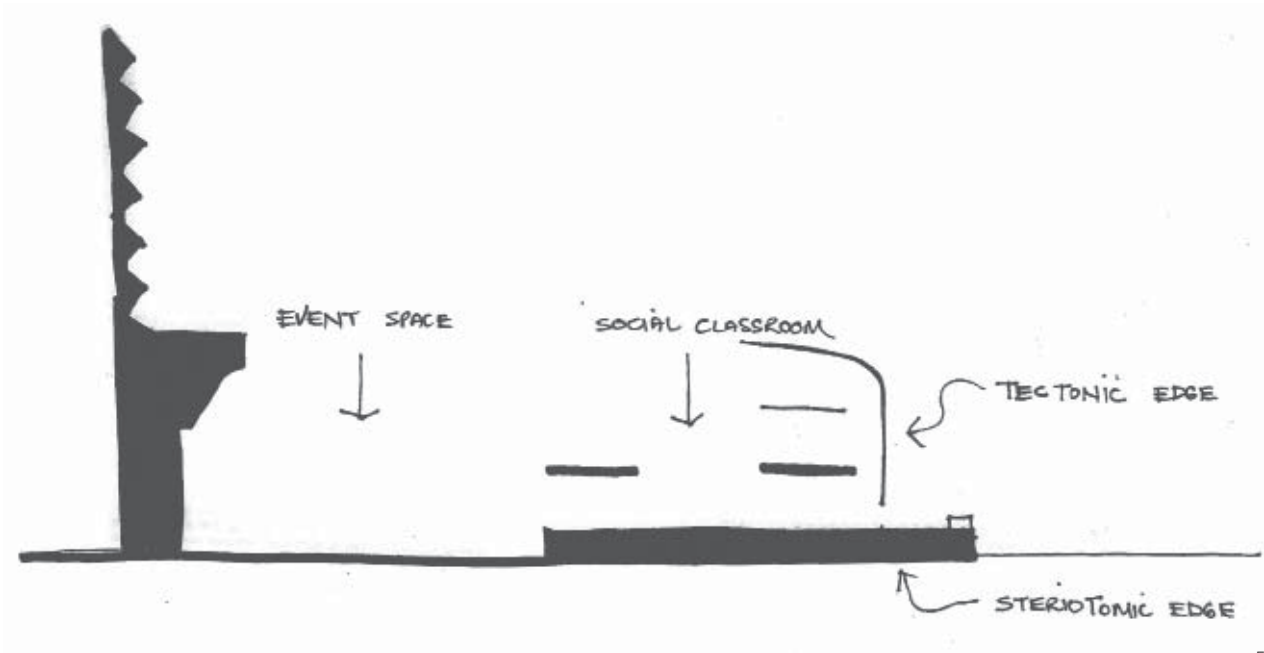


Fig. VIII

- composition -

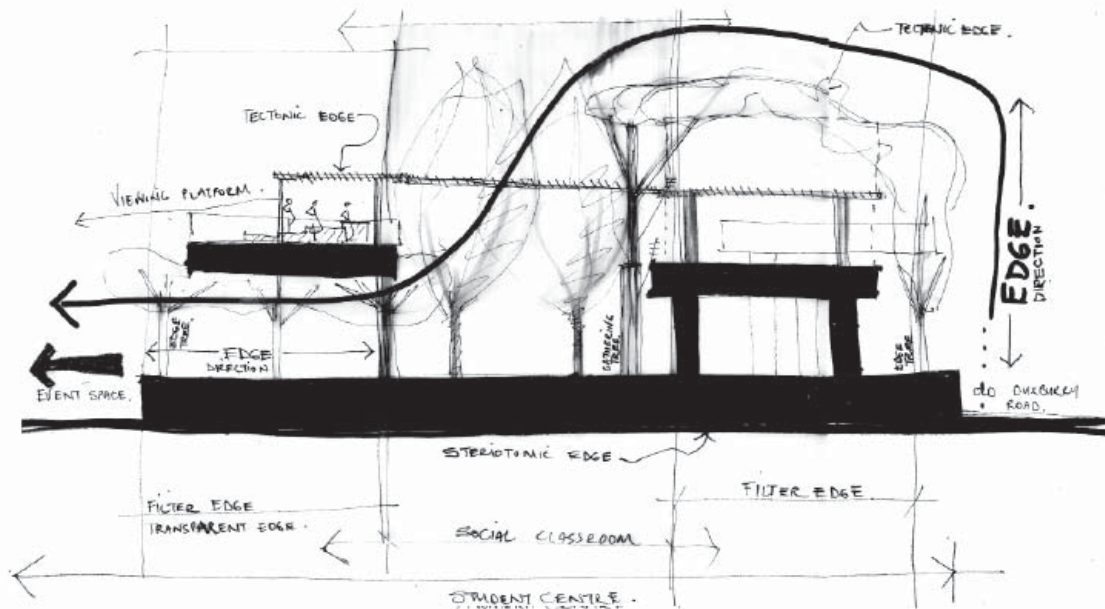


Fig. IX

- technology -

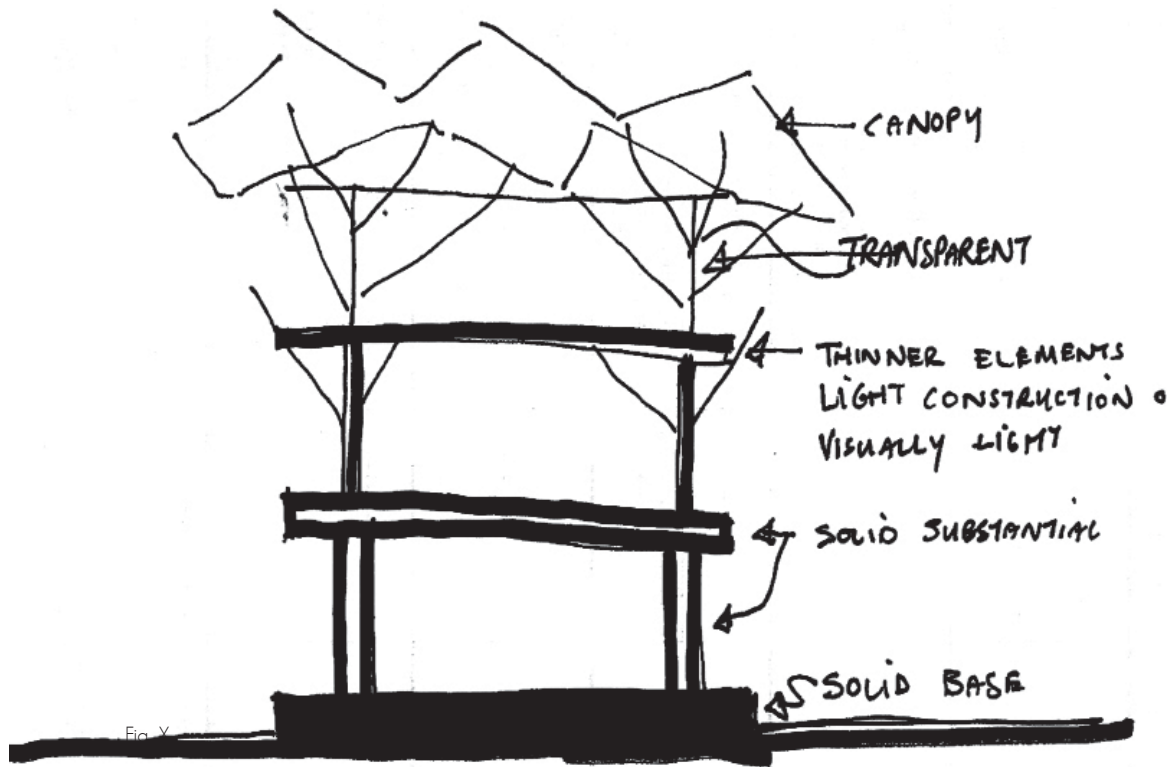


Fig. X

Fig. XII



Old Merensky

Fig. XI



Old Convent Hall

Fig. XIII



Old Agriculture

Fig. XIV



Old Chemistry

Fig. XV



"Tukkiewerf"

Fig. XVI



Old Arts

preface

This dissertation explores theory with regards to function in architecture. The objective would be to consider the role of any intervention, within its context, in the initial design stages before programmatic conclusions are made. It also investigates the importance of formalizing embedded site narrative as a primary function of any intervention.

The final proposal creates a space with an unmistakable sense of place capable of hosting any event on the social calendar of the University, synonymous with student life and the memory thereof. True beauty do not only dwell in the aesthetic appeal of an edifice, but in the presentation of an embedded narrative, giving complex meaning to the whole and driving the creation to be a manifestation of this narrative. An intervention can be absorbed by its own internal programme or generate an urban space that becomes the custodian of the interior. Campus buildings often outlive their programmatic functions due to changing spatial demands and growth. It is therefore necessary for designers to lay emphasis on design strategies that provide interventions with the capacity to sustain their intended functions. ■



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1994 - 2008

Fig. XVII

introduction

- 1. Chapter 01 - The Brief**
- 1.1. Real life problem statement
- 1.2. Main research question
- 1.3. Sub problems
- 1.4. Assumptions
- 1.5. Delimitations
- 1.6. The client
- 1.7. Intervention

p1

theoretical premise

- 2. Chapter 02- Negotiating a Function beyond Programme**
- 2.1. Introduction
- 2.2. Functional attitudes over time
- 2.3. Building edge and beyond
- 2.3.1. *Conceptual function*
- 2.3.2. *Spatial or structural relationships to surrounding*
- 2.3.3. *Legibility of edge conditions*
- 2.3.4. *Event pillars: where programmatic activities meet performance activities*
- 2.6. Negotiating narrative complexity and memory
- 2.7. Conclusion

p3

context

contents

- 3. Chapter 03 - Context Analysis**
- 3.1. Introduction
- 3.2. The site and the users (a photo montage)
- 3.3. Historical Context
- 3.4. Community
- 3.5. Place
- 3.6. Natural resources
- 3.7. Connections

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urban design

3.8. SWOT analysis

4. Chapter 04 - Urban Structure

- 4.1. Introduction
- 4.2. Movement framework
 - 4.2.1. Walking campus
 - 4.2.2. Cycling campus
- 4.2.3. Traffic and parking
- 4.2.2. Activity centres
- 4.3. Landmarks & focal points
 - 4.3.1. Legibility
 - 4.3.2. Hierarchy of place
 - 4.3.3. Focal points

5. Chapter 05 - Conception

- 5.1. Introduction
- 5.2. Positive outdoor space
 - 5.2.1. Positive and negative space
 - 5.2.2. Building lines and set-backs
 - 5.2.3. Edge animation
 - 5.2.4. Buildings
- 5.3. A prosperous student realm
 - 5.3.1. Focus activity areas
 - 5.3.2. Versatility
 - 5.3.3. Shortest routes
 - 5.3.4. Stimulating the senses
 - 5.3.5. Distinctiveness

6. Chapter 06 - Building Design Development

- 6.1. Introduction
- 6.2. Social classroom
- 6.3. Edge
- 6.4. Programme and location
- 6.5. Diagrammatic building study
- 6.6. 3-Dimensional spatial development
 - 6.6.1. Physical model
 - 6.6.2. Electronic model

technology

7. Chapter 08 - Conceptualizing Technology

- 7.1. Introduction
- 7.2. Composition
 - 7.2.1. Materiality
 - 7.2.2. Structural & technological systems
- 7.3. Environmental systems
 - 7.3.1. Natural systems
 - 7.3.1.1. Sun study and shading devices
 - 7.3.1.2. Rainwater harvesting and storage
 - 7.3.2. Artificial systems
 - 7.3.2.1. Refuse
 - 7.3.2.2. Fire protection
 - 7.3.2.3. Drainage
 - 7.3.3. Hybrid systems
 - 7.3.3.1. Photovoltaic photosynthesis
 - 7.3.3.2. Solar water heating
- 7.4. Technical precedent

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- 8.1. Views of building
- 8.2. Ground floor plan
- 8.3. 1st floor plan
- 8.4. 2nd floor plan
- 8.5. Sections A-A, & north elevation
- 8.6. South elevations
- 8.7. Section B-B & C-C
- 8.8. East & west elevation
- 8.9. Perspective section C-C

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