

Chapter 06

Building Design Development

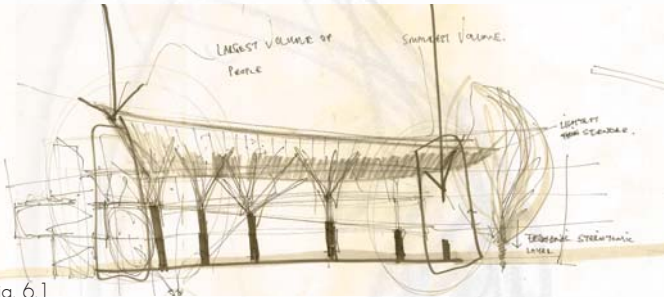


Fig. 6.1

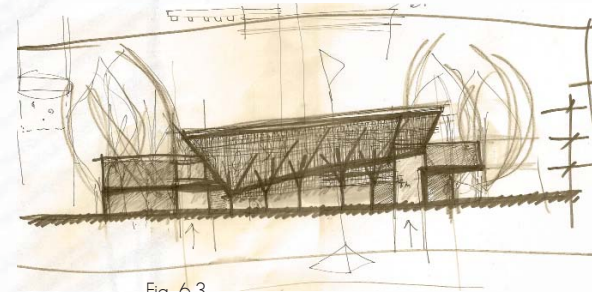


Fig. 6.3

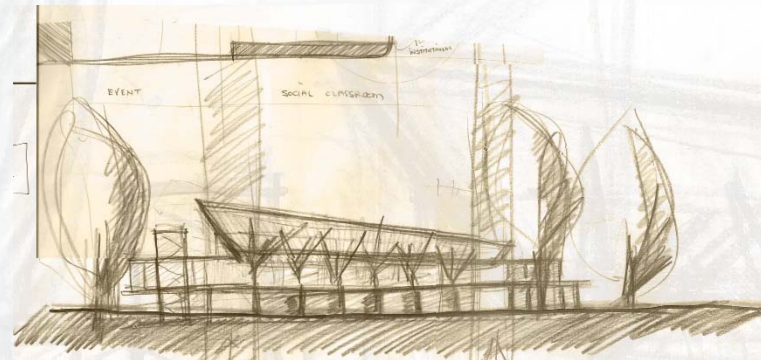


Fig. 6.2

6.1 Introduction

The building function as a social classroom. This is where students learn from each other are provided with the opportunity to meet learners from other courses. The intervention is based on social interaction and the unexpected event that follows. The building consist of three types of services, firstly the 20 minute fast food service, secondly a lingering social service and lastly offices and services that requires an appointment. The services are all connected by the most important facility of all, the social classroom: a space that forms the bond of the whole intervention.

Fig. 6.4 Site Plan 1:2000

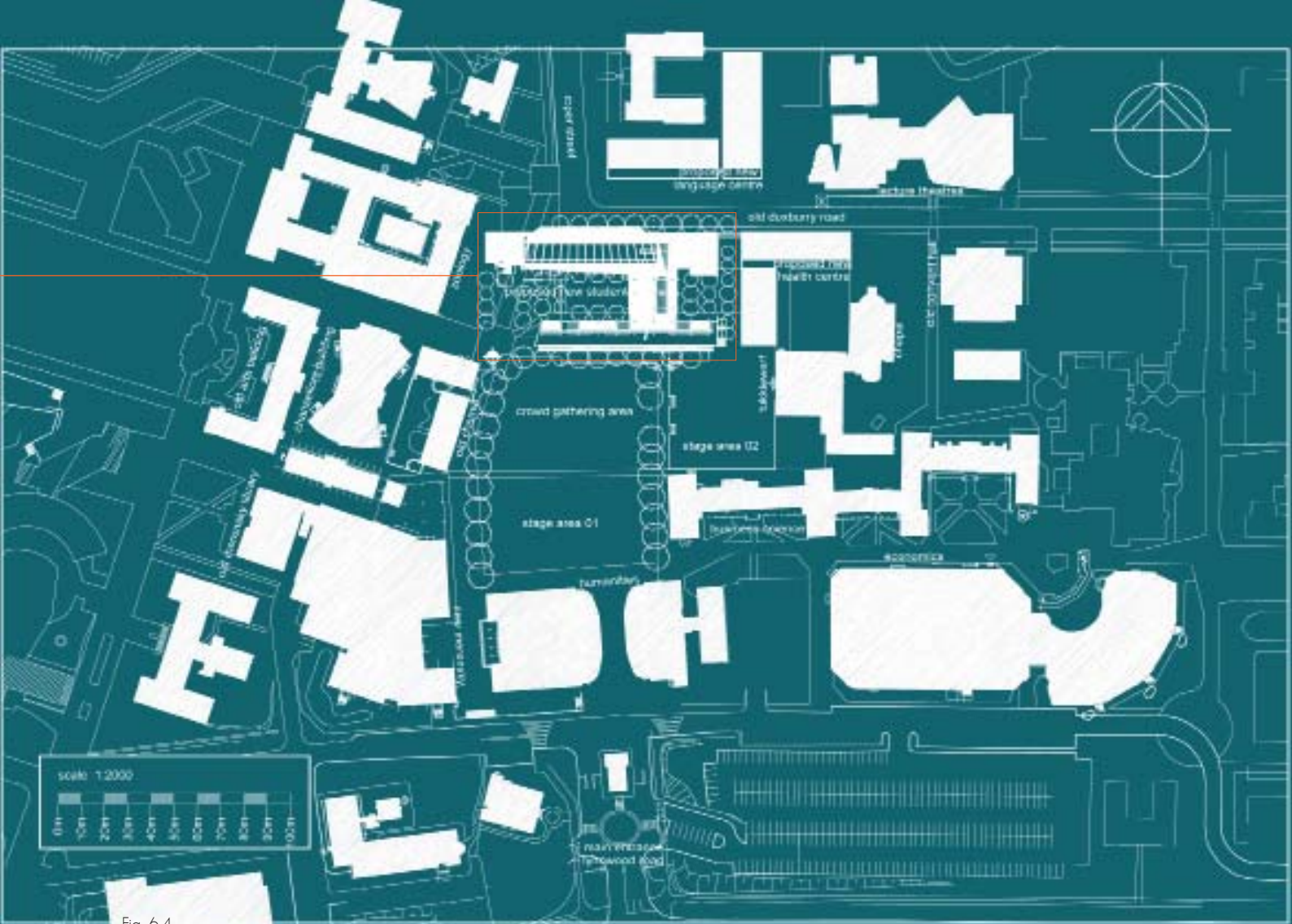


Fig. 6.4

Fig. 6.1-6.3: (above left) Design development

Fig. 6.4: (above) Site plan 1:2000

6.2 Social classroom

Conceptually the intervention reacts upon the formal classroom that is known for unsociable quiet conditions with only one way communication between lecturer and student. Movement between these classrooms happens in formal and spatially limited passages. The social classroom can be best described as an event that positively responds to these situations. This event is stimulated by spaces of movement that permits gathering and therefore ideal for social interaction. It is found in the existing area that users prefer green and treed spaces for informal interaction that becomes the precipitated action of the event. These spaces are however not designed to encourage interaction with others and only partly fulfil the ideal while buildings can be designed to optimize interaction but loss of the natural element ultimately limits the potential. Therefore the intervention uses a formal approach to building rendered with natural elements, abstracted at times, in order to provide the ideal conditions for

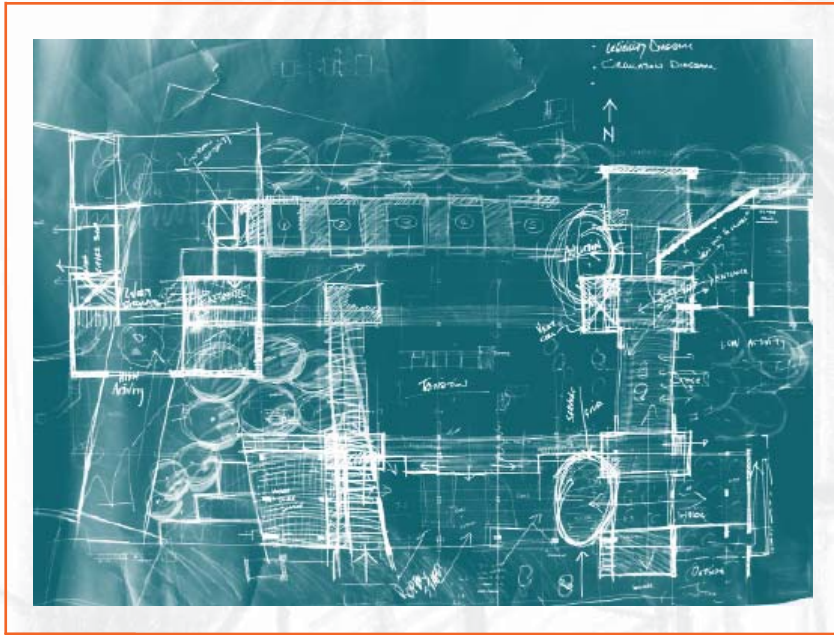


Fig. 6.5: (above) Early planning.

Fig. 6.6-6.9: (below) Final plans

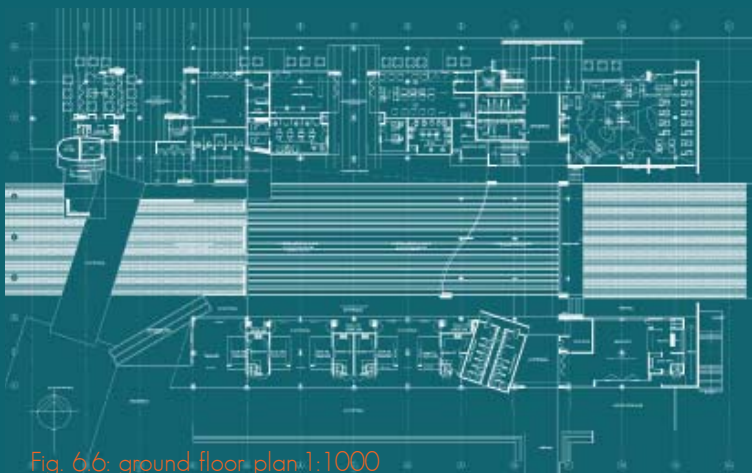


Fig. 6.6: ground floor plan 1:1000

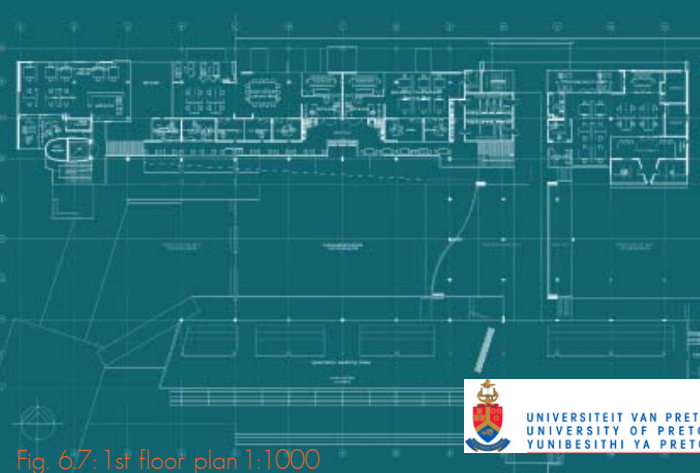


Fig. 6.7: 1st floor plan 1:1000

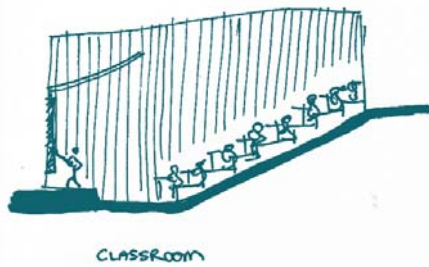


Fig. 6.10-6.12:
Key concepts.

the manifestation of a social classroom. Architectural techniques are employed to provide an ambiguous inside-outside relationship to strengthen the link to the natural. Scale also plays an important role in the proportioning of the new spaces due to the fact that the building responds to smaller and larger spaces using facade systems to control scale.

Key concepts:

- Connection to outside and ambiguity of transition.
- Highly legible development providing a multitude of different spaces readable as to what they are.
- Incorporation of natural elements through landscaping and structure.
- Optimization of microclimate.

6.3 Edge

Duxbury edge:

The demolition of the existing student centre will leave the site without a northern edge and to define it, part of the building therefore responds to Duxbury Road (the urban side). The height of this edge is determined by the base of the Humanities building (12m high) due to its presence and the fact that it is forming the corresponding southern edge. The twelve metres make provision for 3 storeys with a generous (4.5m floor to floor) ground floor and two levels above. The building responds to Duxbury Street ("the contemporary avenue") with the first indication of natural elements being abstracted to form a structural treed avenue and a continuation of the existing

pedestrian walkway. The edge acts as a filter to the site. A large freeform provides a landmark next to the main entrance space, visible from the top of Roper Street. The abstracted treed avenue responds in height to the volume of pedestrians using the routes.

Zoology edge (western side):

The building responds with the formation of a more intimate garden space and programme that serves it in the form of a coffee shop. The most important route defines the edge of this space. The building responds in height to the Zoology building. The Zoology building forms the western side backdrop to the main space of the intervention.

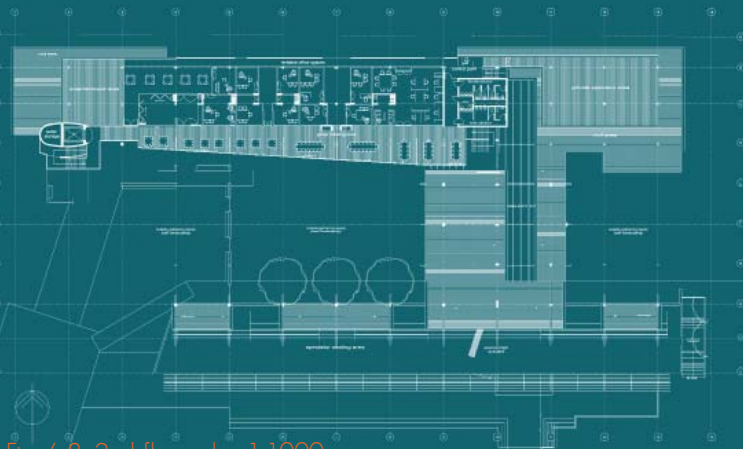


Fig. 6.8: 2nd floor plan 1:1000

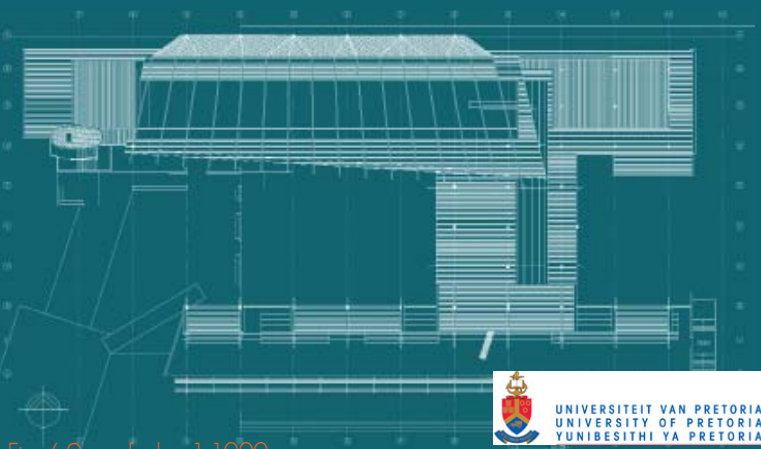


Fig. 6.9: roof plan 1:1000

Event space edge (Southern side)

On the southern edge the main building responds to the inner courtyard space while a smaller transitional building is employed to form the southern edge of the student court. This building features all the fast food stations (due to its important location in terms of visibility) serving to both the court and event space. This structure also forms a spectator's platform during events.

6.4 Programme and location

The programme housed within the proposed building consist of all the existing programme of the, to be demolished,

student centre. The existing programme includes general fast food outlets, accommodation offices, a travel agent, and some cultural services. These existing services are proposed to be combined with lifestyle services born out of students' demands and SRC requests.

The 2nd floor of the main building feature rentable office spaces for researchers and student groups. This facility features its own access and a security control point. It also provides study and meeting/discussion spaces accessible from the major vertical circulation systems.

The 1st floor consists of programme visited on an appointment basis only. Programme like Tuks FM, Perdeby newspaper, Jool

office and Centre Management is to be found there.

The ground floor contains the following programme:

Coffee shop, Woollies Food corner-shop, Tuks Clothing, Laundromat, Hairdresser and Beauty salon, Internet shop, Travel agent, Cell Phone shop, Minolta copy shop and a book and stationary shop. This floor also contains the new addition of cashiers facilitating the new cash free environment where credit can be stored on a student card and used in all the shops. The fast-food building consists of five outlets with kitchens and a small restaurant. All floors fitted are with ablution and services as prescribed by the SANS 0400. ■



Fig. 6.13



Fig. 6.14



Fig. 6.15

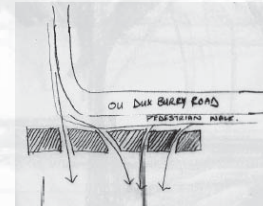


Fig. 6.16

Fig. 6.13-6.15: (above) Edges
 Fig. 6.16: (right) Filter edge.
 Fig. 6.17: (below) Entrances to new building.

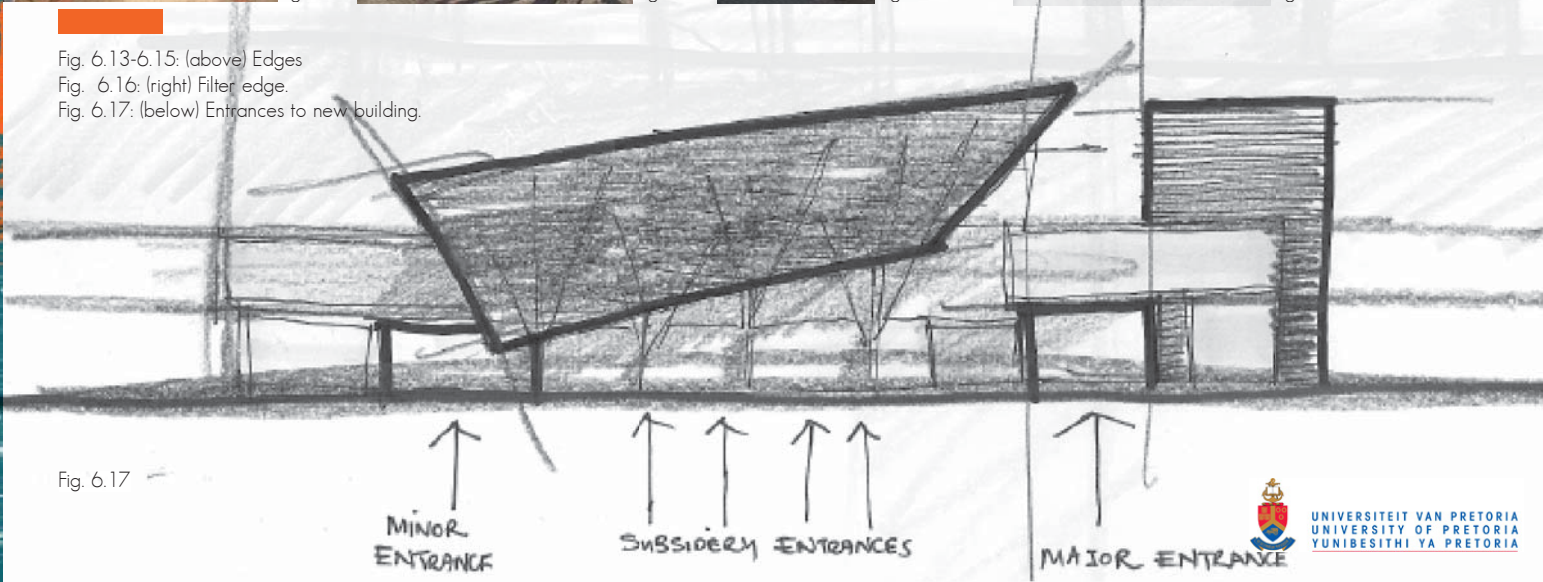


Fig. 6.17

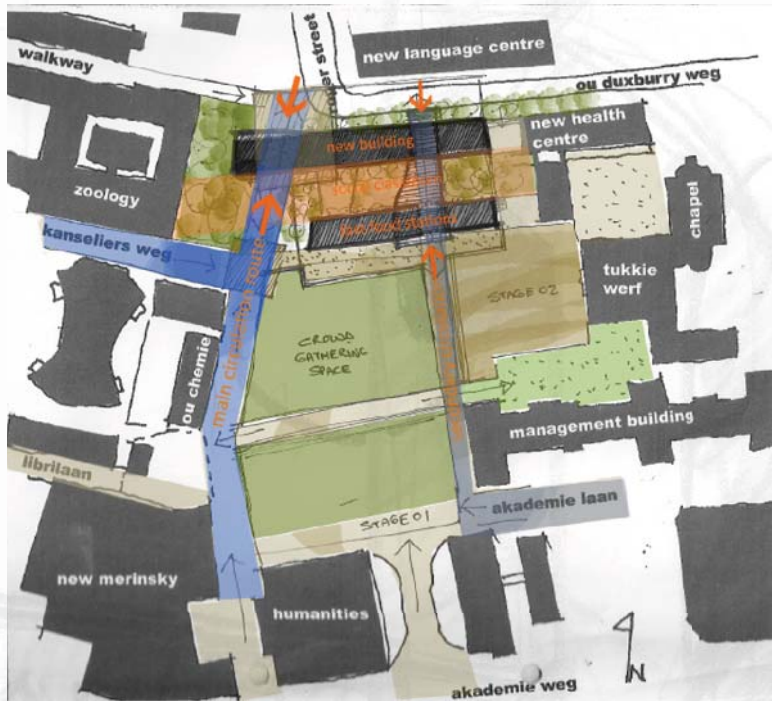
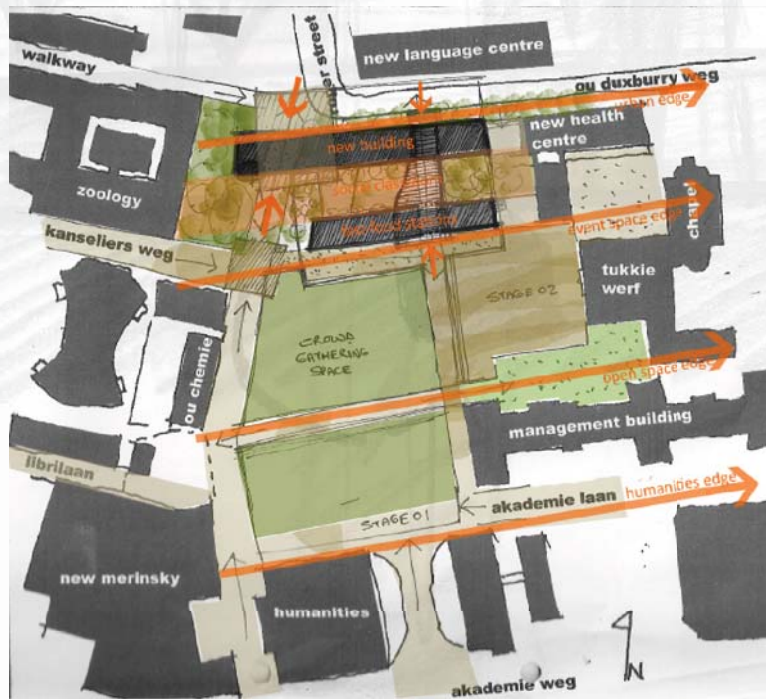


Fig. 6.18: (above left) Pedestrian routes.
 Fig. 6.19: (below left) Edges.



6.5 Diagrams in Context

FORM

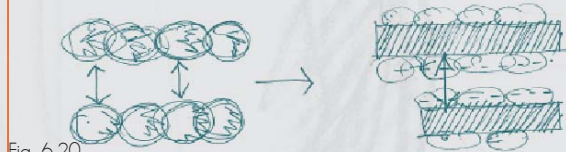


Fig. 6.20

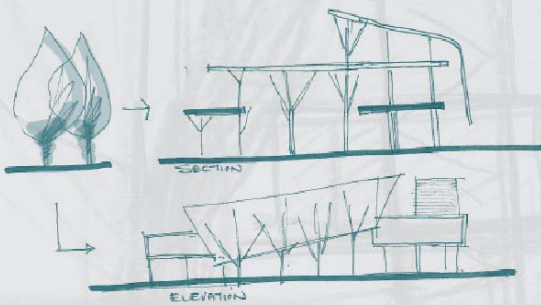


Fig. 6.21

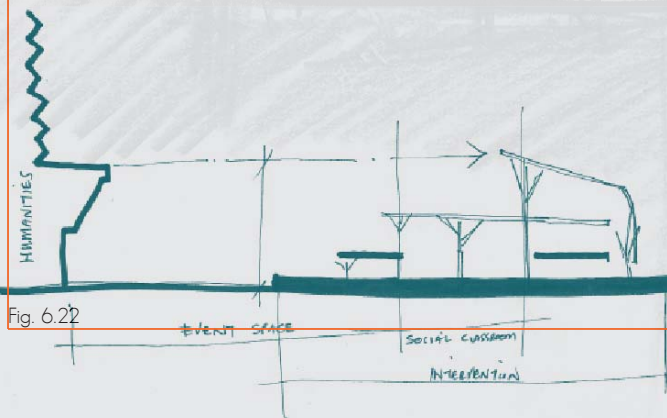


Fig. 6.22

FUNCTION

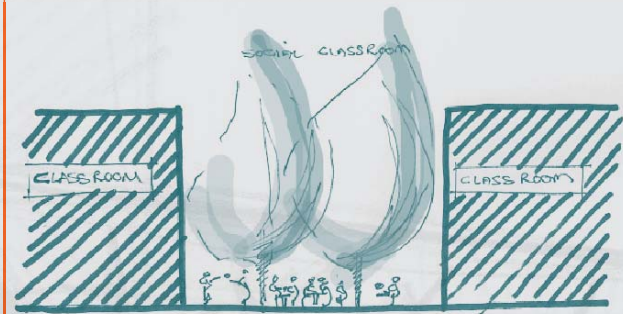


Fig. 6.23

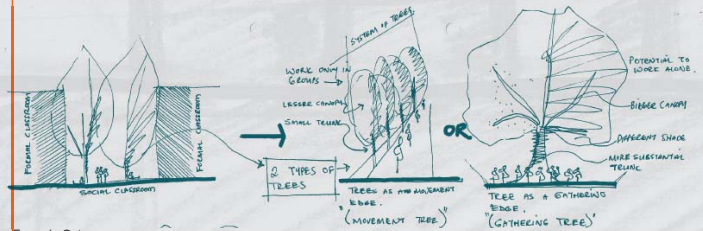


Fig. 6.24



Fig. 6.28



Fig. 6.29

CONTEXT

TECHNOLOGY



Fig. 6.25

TREE AS A CITY OF FUNCTIONAL PARTS.

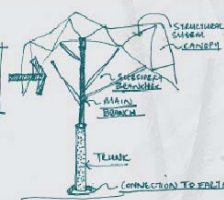


Fig. 6.30

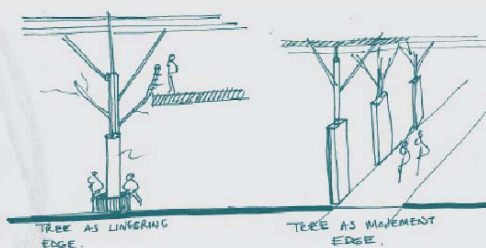


Fig. 6.31

Fig. 6.32

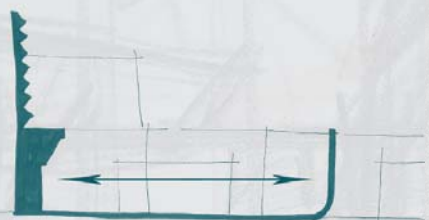


Fig. 6.26

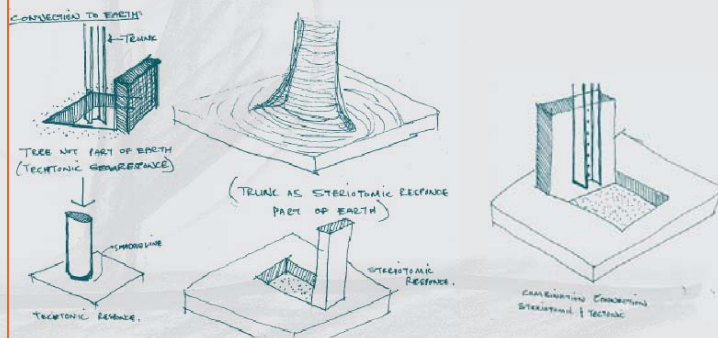


Fig. 6.33

Fig. 6.34

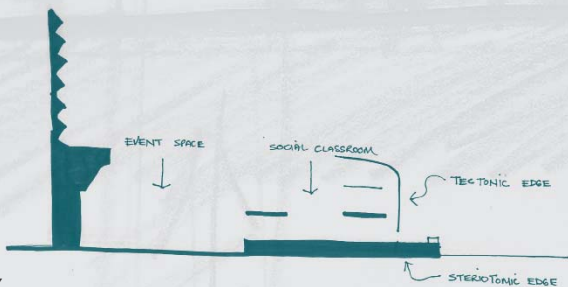


Fig. 6.27

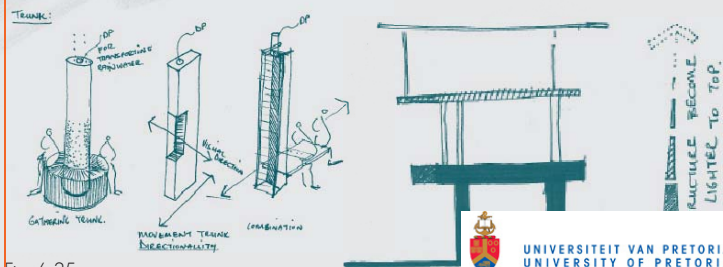


Fig. 6.35

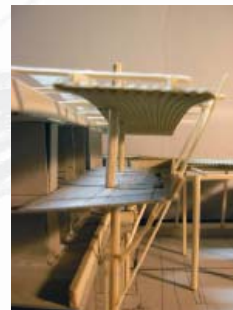
6.6 3-Dimensional spatial development

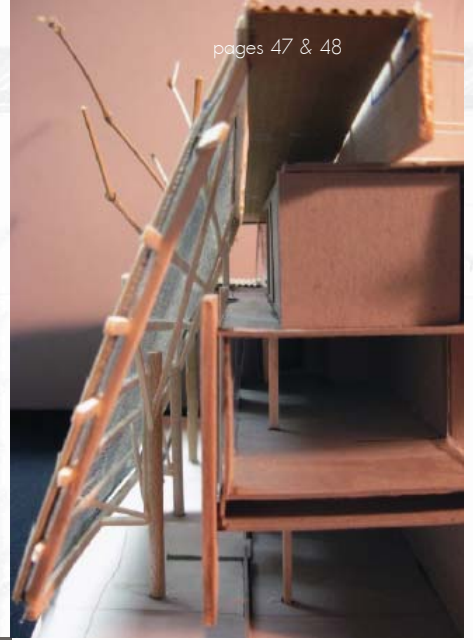


6.6.1 Physical model

Fig. 6.37-6.58: Spatial Images of Physical models



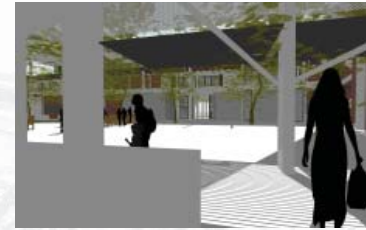






6.6.2 Electronic model

Fig. 6.59-6.73: Spatial Images of Physical models



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INSTITUTE

