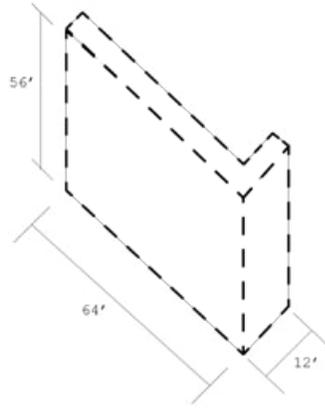


# Computing Drawing: Animating Thick Surfaces

## 1.2 Prototype Thick Surface



First, an acknowledgement: a thick surface is impossible. Surfaces are thin. In fact, they are infinitely thin. Their presence in architecture is entirely a matter of abstraction and perception—of edge, boundary, smoothness, and continuity of a two-dimensional realm. As we proceed in this assignment let's endeavor to maintain rigorous though plastic conceptions of surface. How might it be possible to leverage the sidedness of surfaces (especially those which are non-planar) to articulate interior volumes? What are the implications of building a surface as opposed to building along a surface?

Given the recently-produced 24" x 21" drawings and in-class discussions, each student will design a corresponding thick surface that spans a corner. This thick surface, in built form, will herein be referred to as "the construct." One face will be 64' long by 56' high. The other edge will be 12' long by 56' high. Its thickness may vary between 8' and 1" deep. The ground on which the construct is situated is flat.

Students will primarily consider to what extent perceived depth in the drawing translates into deep space within the construct. Additionally in question is the correspondence between linear language(s) in the drawing and formal language(s) in the construct. For example, a student may build the drawing or build from the drawing.

Students are also prompted to consider space made within the surface and the space(s) implied in front of or behind the surface. From different points of view does the surface project space differently? Conversely, how might the geometry collapse into apparent flatness. Related are questions of transparency and figure. Finally, some welcome realities: the surface must end (or begin) at its edges, above, to the sides, and at the ground.

Program: A person, alone or in a group, needs to be able to walk through and into the construct and occupy at least one discrete space.

If you're wondering, "Am I allowed to..." just assume the answer is "yes" as long as it facilitates the consideration of the aforementioned prompts and issues.

For this project all drawings will be at  $3/8" = 1'$  scale and each student will build at least one model at  $1/4" = 1'$  scale

**Schedule** (updated from syllabus)

- M 3.11      Opening discussion. Upload at least five reference images prior to class into the dropbox folder for collective discussion. These should be photographs or drawings of built art/architecture (not authored by you) that address issues of thick surfaces and/or the corner. Make something drawn and something modeled to start the project. At this stage, exploring multiple avenues of inquiry is preferred. Be ready to discuss, in terms of your work, at least three directions you might take.
- TH 3.14      Modified class time to be announced. Students will be asked to upload drawings and models to dropbox.
- M 3.18      Due: 1st iteration of unfolded elevation, perspectives (non-rendered, line only), and a model in at least partially completed form. Between 1:10 and 3:30: Open studio: Guests (many of them prospective students as well as other faculty) will be invited into studio. We will set up our area as a gallery and invite visitors to engage you and your work. From 3:30 onward will be a series of small group critiques and/or technical lecture.
- TH 3.21      Due: Revised drawings (now including an orthographic projection of a plan/section cut) and model, with special consideration to the medium of drawing (return to computer-machine apparatuses possible here)
- M 4.01      Due: Model complete, required drawings complete (1-3 perspectives, 1 unfolded elevation, 1 orthographic projection of plan/section cut) mock review in small groups
- TH 4.04      Review