



Ministry of Education and Science of Ukraine
KHARKIV NATIONAL UNIVERSITY OF
CIVIL ENGINEERING AND ARCHITECTURE

Major: 191

METHODOLOGY GUIDELINES
to accomplish the clausura
in the "Introduction to Architectural Design" course
for a degree seeking applicants

Kharkiv 2021

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Reviewer: E. I. Gella

Department of Fundamentals of Architecture

INTRODUCTION

Methodological guidelines are developed for the 1st year students of a major 191 "Architecture and Urban Design" in accordance with the work program of the "Introduction to Architectural and Urban Design" course.

The purpose of the "Introduction to Architectural and Urban Design" educational course is to provide a student with the techniques, skills and practices necessary for the successful settlement of educational tasks in the senior years of study. The first and the second years of study form the backbone (frame) of professional viewpoint that is to be consolidated in the practical activities of the architecture student. To ensure a consistent immersion of the student in the challenges of the profession, a number of exercises and project tasks bearing both expressive-figurative and functional and technological aspects of architectural activity are introduced.

The program of the first semester, focused on familiarity with architectural activity in general (to a first approximation), supposes:

- a) Formation of students' ability to distinguish between artistically figurative and utilitarian characteristics of architectural work (design solution).
- b) Mastering the content of training design stages: sketch idea, sketch, solution.
- c) Mastering the techniques of architectural modeling (sketching, layout, drawing).
- d) Mastering the basic norms of professional architectural design based on drawing and prototyping.

The stage of creative search is the central structural link in the chain of a single creative process of architectural design. In educational architectural design, this stage, in accordance with the structural levels, contains three phases: the clausura execution, the sketch idea and the primary sketching. When developing the clausura, intuitive thinking operates a variety of initial data and despite the clausura reflects them incompletely, it allows to get an initial figurative idea of the object designed. The clausura as a method of systematic training is aimed at learning augmentation as well as at developing students' imagination.

Application area

In educational architectural and urban design, the clausura (Architectural sketching exercise) is a graphic exercise performed over a given time period that can serve to: search for the general concept of the designed object; to tackle a local educational challenge; as a control exercise.

Clausura objectives

The clausura supposes mobilization and concentration of student's creative energy, encourages their imagination to intensify their work. It is oriented at formation of creative production skills and efficient use of existing skills.

When working on the clausura, a student, as a rule, faces the challenge to generate (creatively produce) the solution from the data at hand. Thus, encountering the asserted topic, the student is to quickly conceive its basic essence, at most distinctly register their attitude to the topic, determine in general terms the architectural and compositional conception.

The execution order and work content

The program for the clausura

The program for the clausura indicates the main design purpose, the composition of the premises, the situation specifics, possible designs and materials, the project scope, the execution scale and nature, but does not contain detailed descriptions. The program should arouse a student's creative interest; it is designed to complete the assignment within 4-8 hours or one or two days.

Normally, students are notified in advance about the clausura, although the work topic is not always announced beforehand. Also, the students are free to choose the means of expression except for specially stipulated assignments.

Clausura execution

A student's creative intuition reveals itself in the clausura. Using memory and imagination mechanisms - all available experience and skills, the student, taking into account task requirements, constructs integral semantic structures and expresses the idea of an object in the form of a generalized project image. The productivity of the clausura search is ensured by the ability of intuition to step over "empty spaces", to fill the gaps in knowledge with the "flight" of fantasy. The architect's intuition manifests itself in the direct discretion of the design solution as a whole, bypassing the routine combination of individual nodes and private solutions. There are always moments of surprise, ambiguous choice and incompleteness of available knowledge in the clausura. The clausura development does not guarantee a full-fledged architectural result, but herein the feature of heuristic methods: they do not always bring to the final solution. But this path allows for creative breakthroughs and the expansion of semantic and thematic horizons.

The execution of the clausura requires a lot of effort from the students. The process of expressing primary ideas about the topic is individual. So, the clausura is performed without intervention of a tutor, so as not to disrupt the beginning of the creative search.

Clausura layout

The clausura sketch is to contain only necessary things to reveal the idea: the image should be generalized and expressive.

The placement of projections on the sheet is subject to the general layout requirements, but the main place can be obtained by a perspective drawing or one of the projections that most clearly reveals the concept or creative characteristic of an object in the environment. The performing manner should correspond to the genre "coloring" of the theme. Examples of the clausura design are given in Appendix A.

Clausura discussion

The clausura is analyzed in class next to its execution one. This is an important educational stage in training. The students are involved in discussion process and explain their work and evaluate the clausuras of the others; note, the best solutions in their view, explaining their choice. The educator analyzes works of general interest. During the discussion, the educator "throws" into the discussion the most important ideas from the field of professional theory and criticism.

The discussion is aimed at identifying a specific architectural way of expression, at distinguishing between types of art: poster, literature (purely linguistic formulation), sculpture, cinema and architecture. It is necessary to distinguish between the idea (conception), the process of the object functioning (perception, use scenario) and shape (geometric characteristics).

When discussing the completed clausura, it is necessary to concentrate attention on three components of the solution: the idea, the process, the shape and their compliance. Attention is paid to the ways of capturing the idea-concept (with the help of metaphor, association, experience, analogue object, etc.).

Clausura evaluation

The compliance of the solution with the concept is evaluated: the extent to which the concept unfolds and is convincing, and which of the works are the most advanced in terms of developing a sculptural solution (shape).

The stressful nature of the situation in which the task performer finds himself causes panic among some students, therefore, the creative potential of the future architect cannot be fully judged by the clausura results, yet, the importance of such systematic training is obvious. The tutor, announcing the assessment issued to the student for the clausura, justifies it.

Clausura themes

The first semester task themes suggest students to attempt to shape up images by architectural means. Tasks are formulated in the form of metaphors, arranged as the

intercrossing of a certain type of construction object title and a certain area of meaning, suggesting the possibility of emotional experience (for example, the "Tower of Dreams" or the "Rain temple").

Samples of the clausura tasks

Clausura No. 1. Architectural fantasy on the theme the "Bird Tower" ("Singing Tower", "Tower of Insects", "Ghost Tower").

Tasks: 1. Develop an original imaginative solution.

2. Find / invent / means of expression that are adequate to the concept.

The task is carried out in 2 stages.

The first stage is to come up with the solution idea and to discuss it. By the beginning of the discussion, it is necessary to present the idea in the form of drawings, diagrams and textual explanations on an A3 format sheet (420x297). The work is done in a graphite pencil in a graphic manner that allows to convey the author's intention. The work is signed at the bottom right, for example, - Executed A-12group student, Sidorenko Konstantin. The font height is 3-5 mm.

The second stage is the solution development and its presentation in a system of three orthogonal projections: plan, facade, incision (section) on an A3 format sheet. The image scale is selected depending on the size of the developed object (in agreement with the supervisor). At the top of the sheet there is an inscription: Clausura №. 1. "Bird Tower". The font height is 10-12 mm. The signature is at the bottom right

Clausura №. 2. Architectural fantasy on the theme "Roof on the way" ("Gateway to Utopia", "Gateway to the Looking-Glass", "Arch of Dreams").

Tasks: 1. To develop an original imaginative solution.

2. To identify the characteristic features of the architecture of the respective constructions and use the knowledge gained in developing your own solution.

3. Find / invent / means of expression adequate to the concept.

Assignment stages.

1. Putting forward an idea (solution idea) and discussing it. It is necessary to specially highlight the components of the concept: the idea, the process (scenario) of the object functioning and the sketch of the object shape (volume geometry, spatial solution).

2. Individual work in the classroom (solution sketch development). Searching for options for ideas, scenarios, and extensive solutions is encouraged. Progress tutorials.

3. The solution development and its presentation in a system of three orthogonal projections: plan, facade, incision (section) on an A3 format sheet. The image scale is selected depending on the size of the developed object (in agreement with the supervisor). At the top of the sheet there is an inscription: Clausura №. 2. "Roof on the way". The font height is 10-12 mm. The signature is at the bottom right.

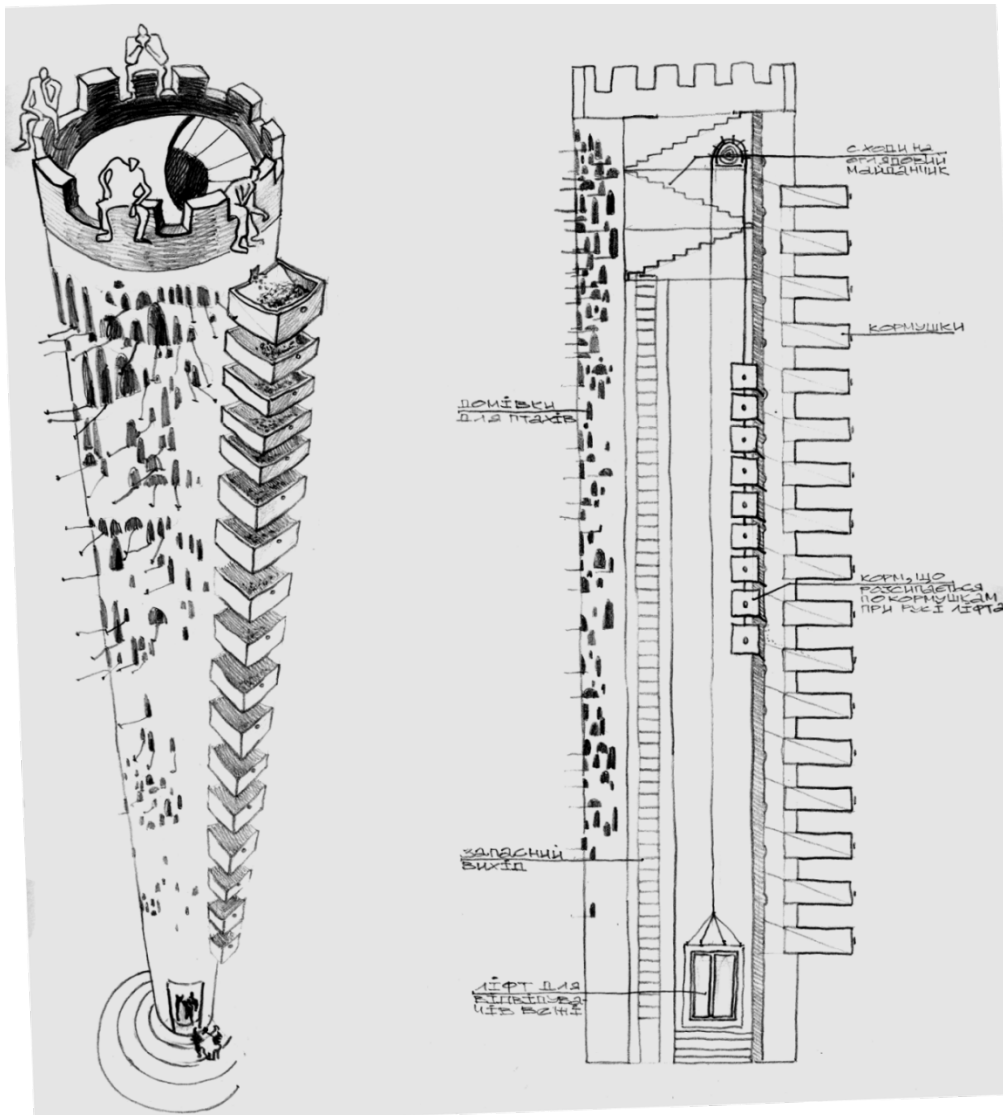
CONCLUSIONS

The clausura mobilizes knowledge and experience, provokes going beyond the boundaries of the student's available capabilities, which is what the teacher expects at the first stages of creative search. The method of clausuras develops the student's ability to think productively, forms the aspiration for new ideas, creativity, develops resourcefulness when developing a topic; teaches students a quick reaction, concentration of will and purposefulness, requires intense attention, work of thought and memory; contributes to the acquisition by the student of the skills of independence of creative work, the development of student self-control, the formation of the level of his self-esteem.

The advantages of short project designs cannot replace detailed solutions that require time to complete and master a range of specialized knowledge. Only their combination in the educational process can result in the formation of a specialist capable of meeting design challenges with confidence.

APPENDIX A

Clausura Bird Tower.



Performed by A-16 gr.st Yakovenko G.

Ladder to sky deck

Bird feeder

Bird house

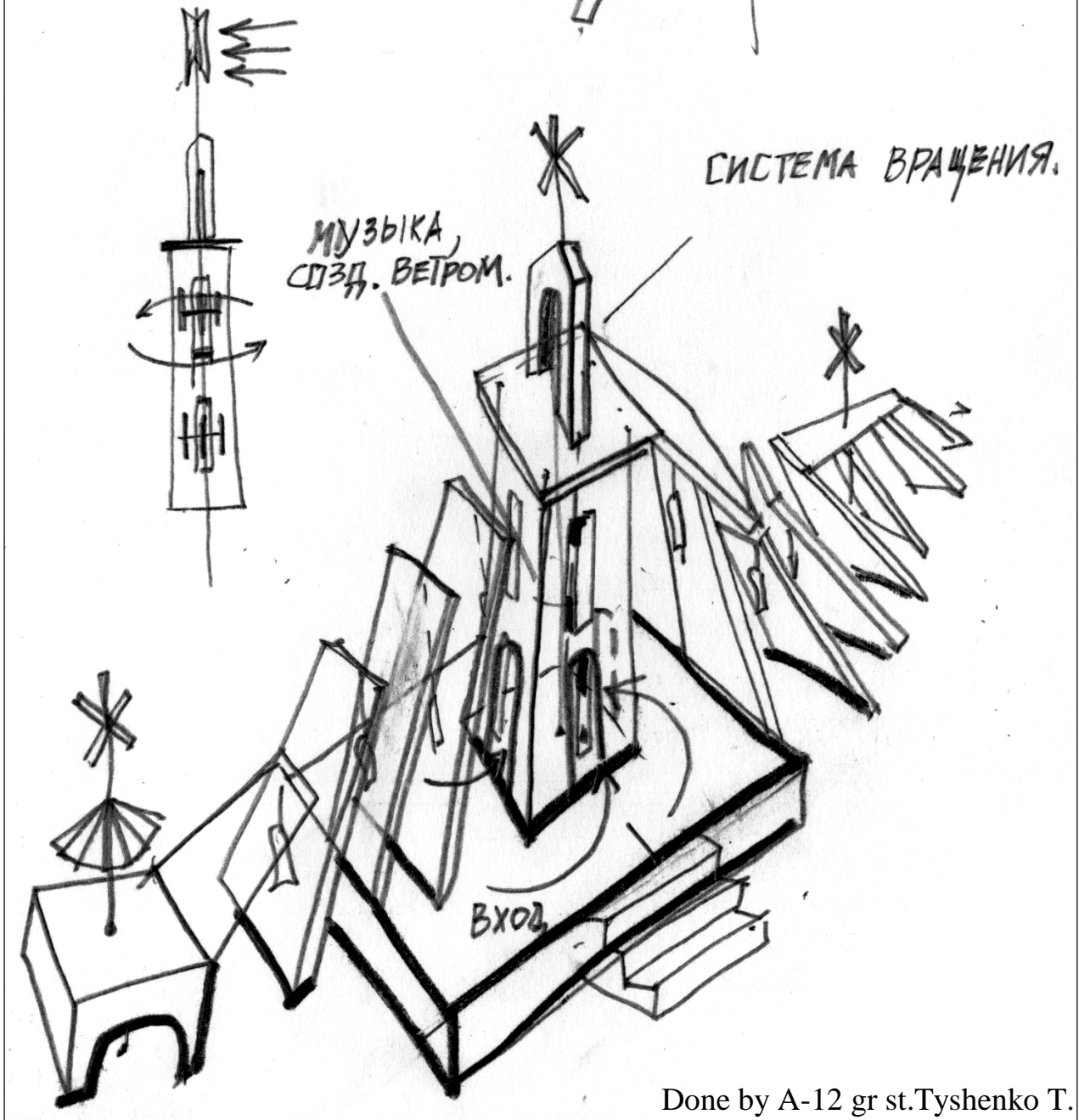
Food to spread once the lift moves

An emergency exit

Lift for the tower visitors

Figure A.1 - An example of the "Bird Tower" clausura design

Clausura
Temple of Rain.



Done by A-12 gr st. Tyshenko T.

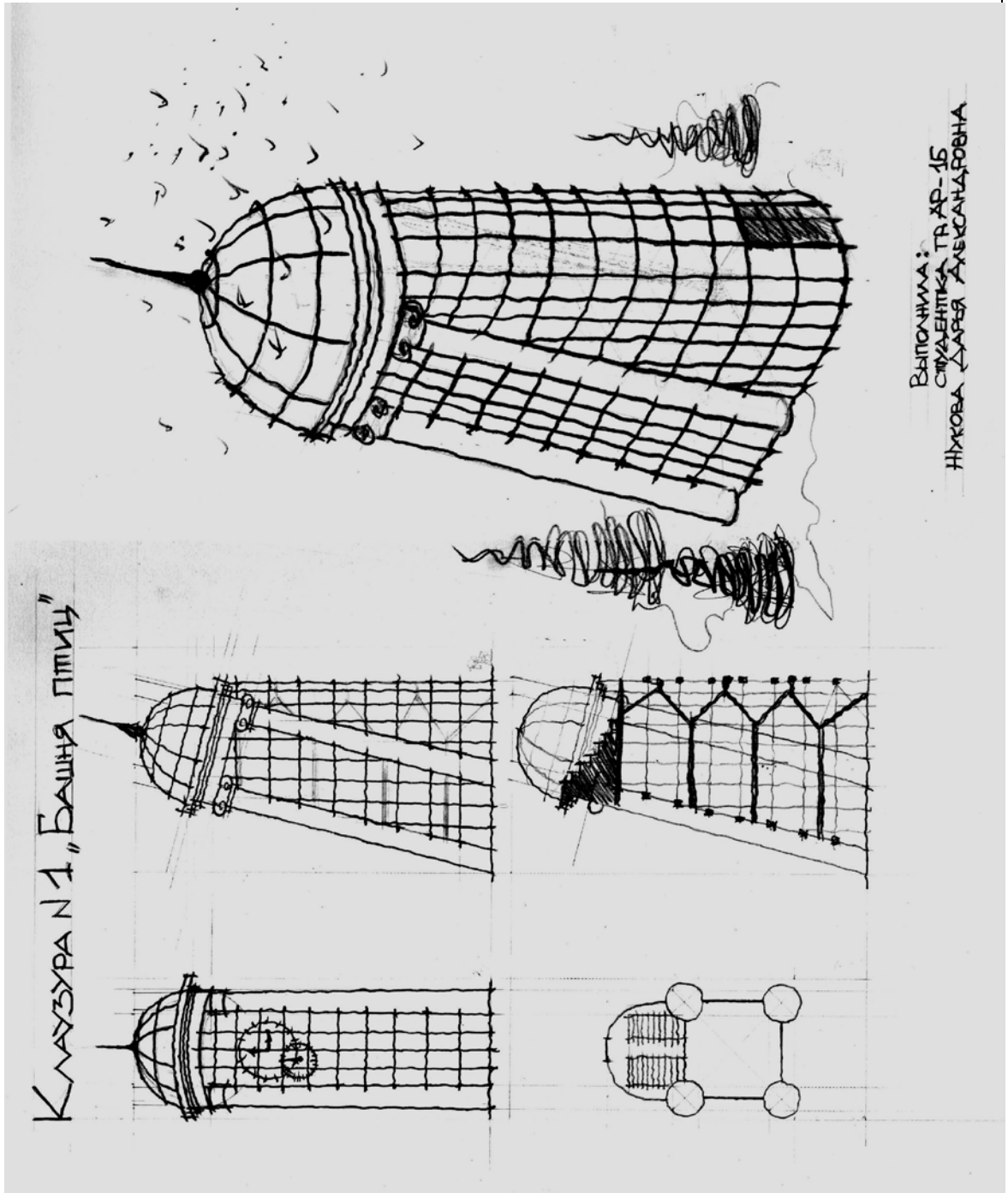
Figure A.2 - An example of the "Temple of Rain" clausura design

Rotation system

Wind music

Entrance

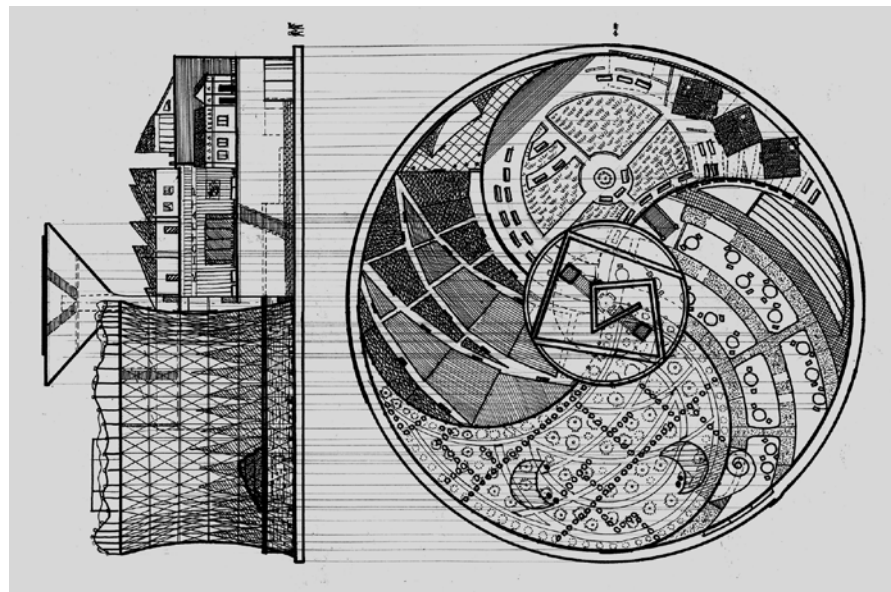
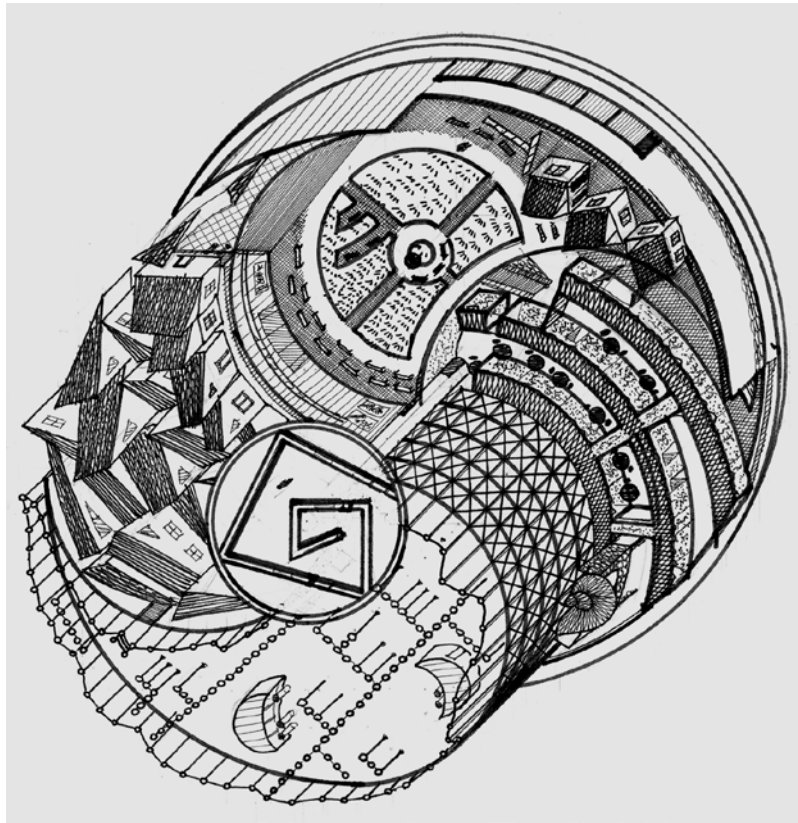
Clausura №1 "Bird Tower"



Done by AR-1B gr.st .Zhukova Daria

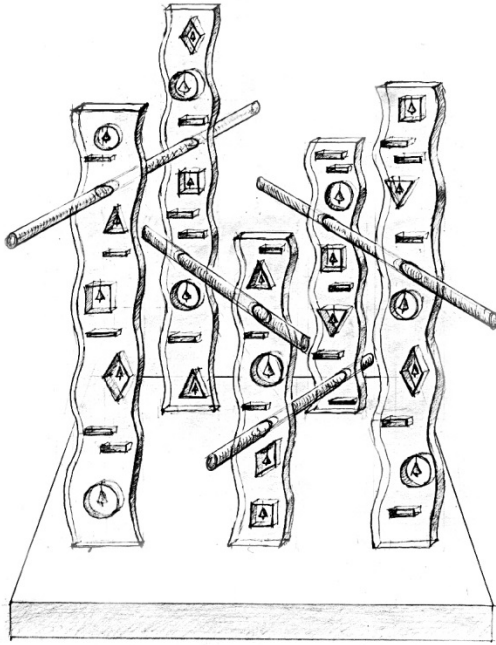
Figure A.3 - An example of the "Bird Tower" clausura design

Clausura "Maze of elements"



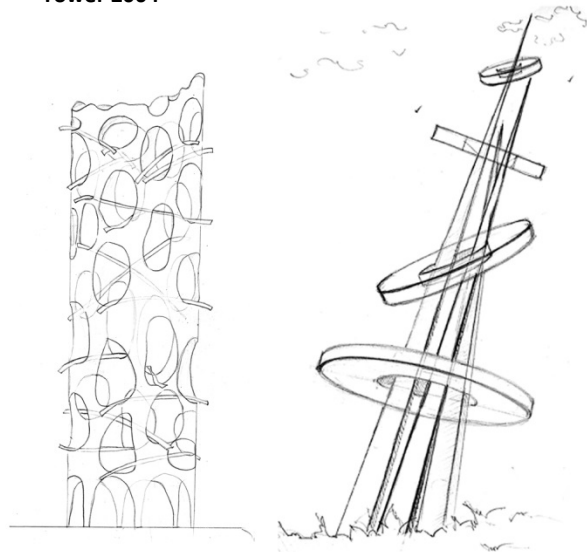
Done by .A-17 gr student Kostiuk N

Figure A.4 - An example of the "Maze of Elements" clausura design

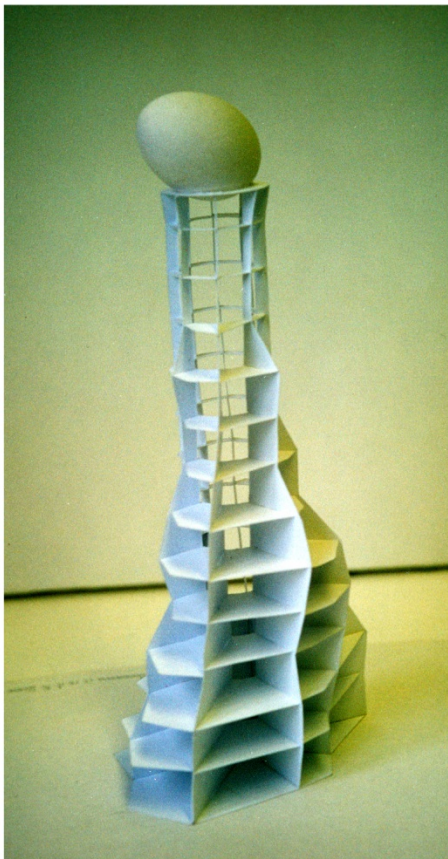


Мирнычева. «Храм Ветра»

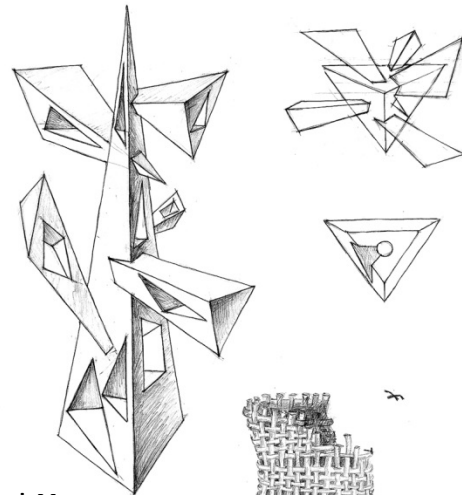
Tower 2004



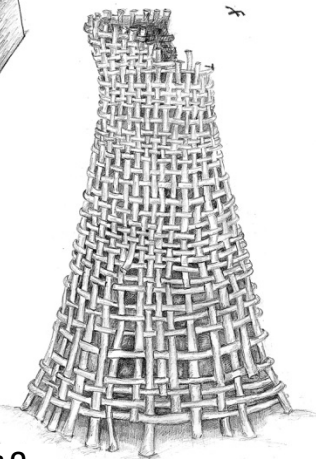
Нечепоренко Ю.



An example of "Bird Tower" model design done in usual training process



Lysak M.



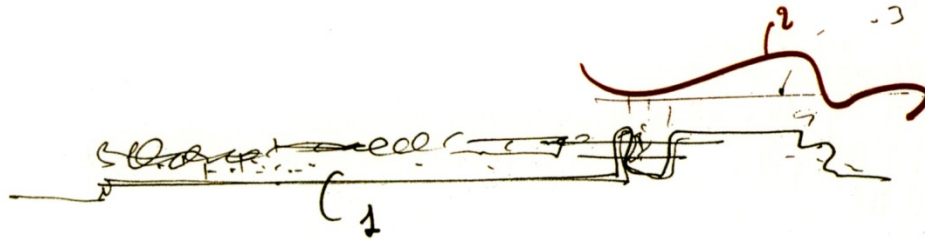
Ierina O.

Figure A.5 - Examples of capturing an idea

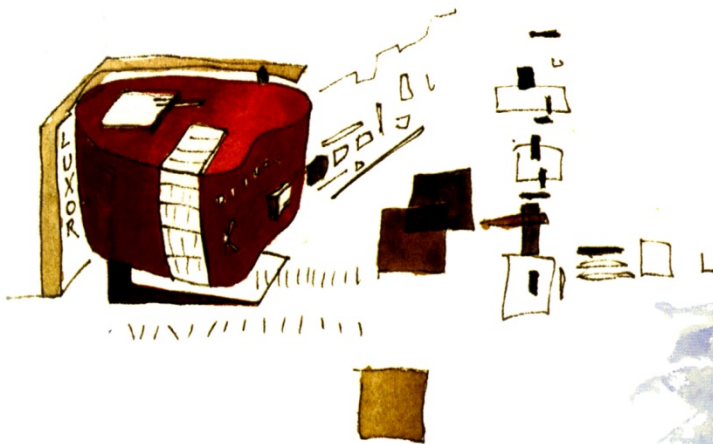
Bolles and Wilson. RottClaesson Koivisto Rune.

The New Luxor theater "The sphere" building sketch, famous architects

Kyoto, Japan, 2003



Renzo Piano. Osaka (Japan) "Kansai" International airport project sketch.1994

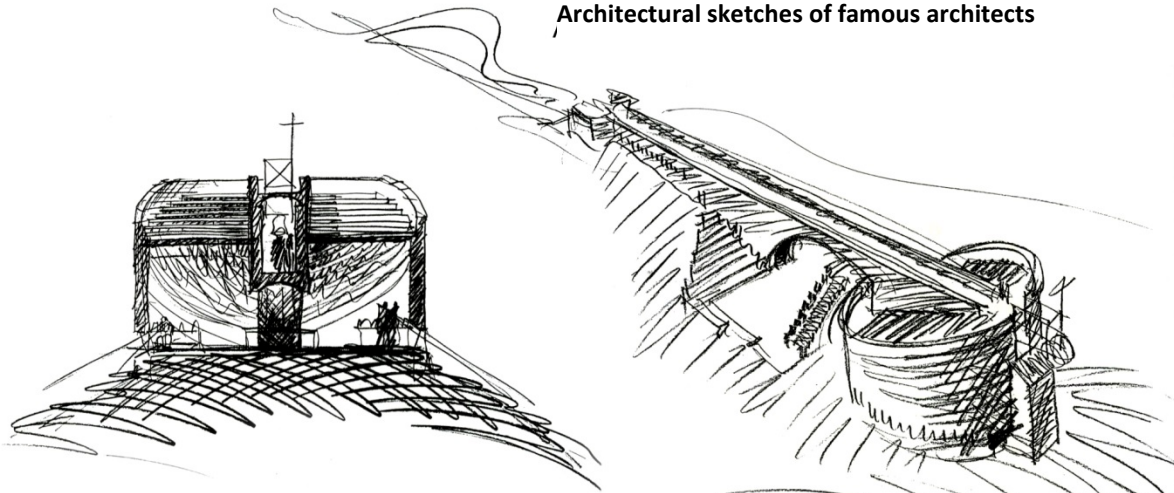


Боллес и Вильсон. Проект театра «Новый Луксор» в Роттердаме (Нидерланды), 2001.



Клессон Койвисто Руне.
Эскиз здания «Сфера»,
г. Киото (Япония), 2003.

Architectural sketches of famous architects

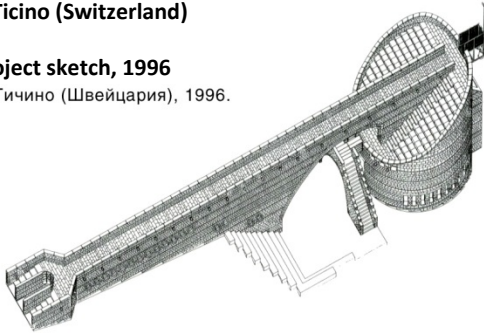


Mario Botta. Santa Maria

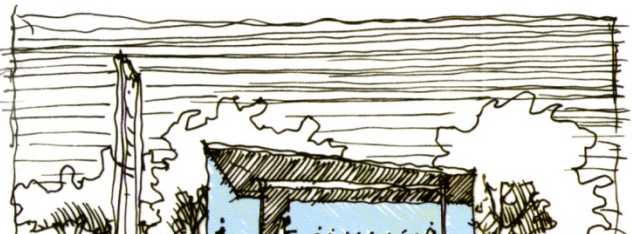
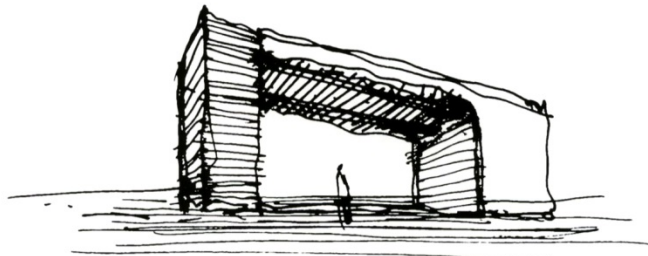
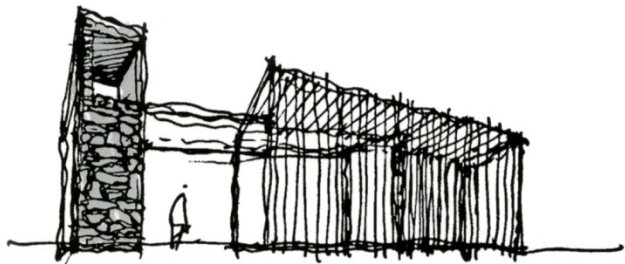
degli Angeli church

of Ticino (Switzerland)

project sketch, 1996
в г. Тичино (Швейцария), 1996.

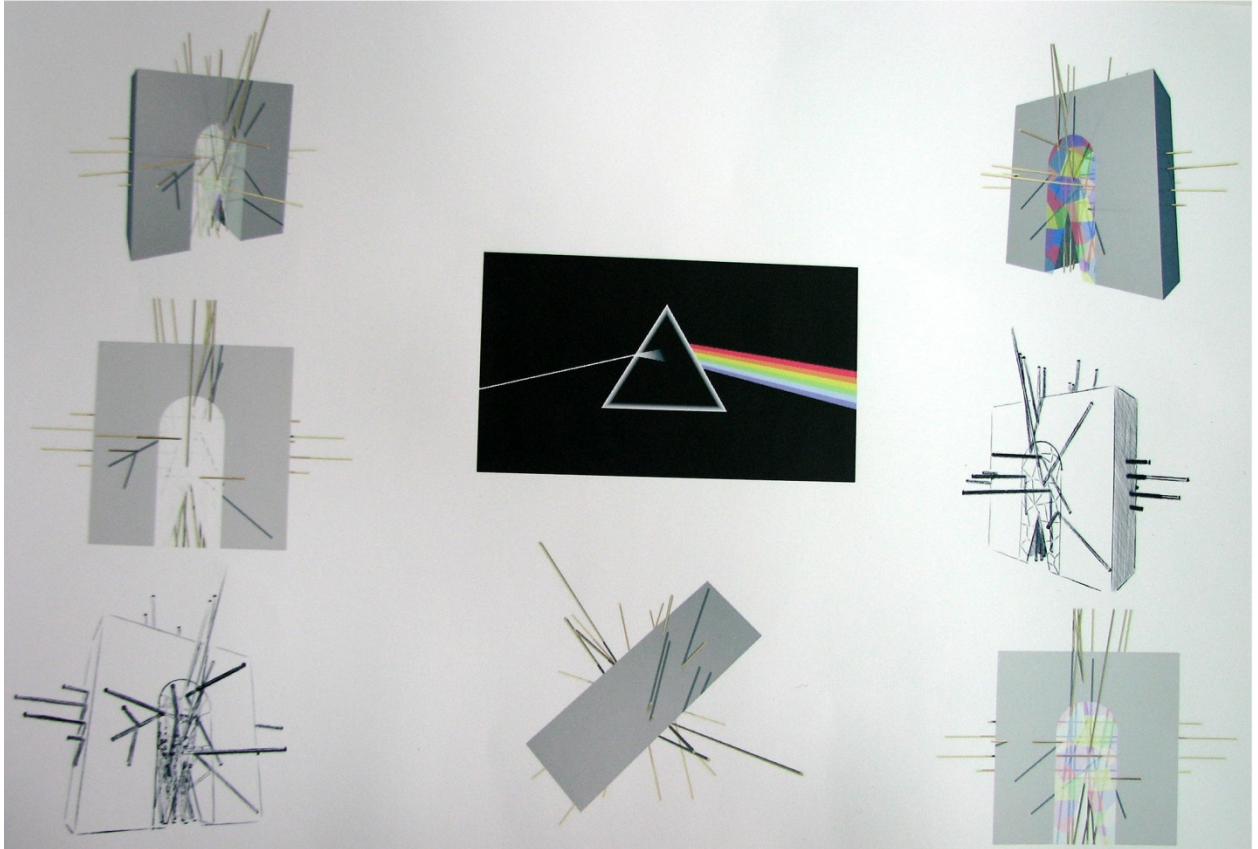


Design development model



Daniel Bonilla. Sketches of Capella "Milagrosa" design in Calera (Columbia), 2004

Даниэль Бония. Эскизы проекта капеллы «Милагроса» в г. Калера (Колумбия), 2004.



Hatami Yaser. Computer made clausura sample. 3rd year of study



Hatami Yaser. Computer visualization of the idea performed in normal mode
X

Figure A.8 - An example of a computer made clausura

LIST OF INFORMATION SOURCES

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