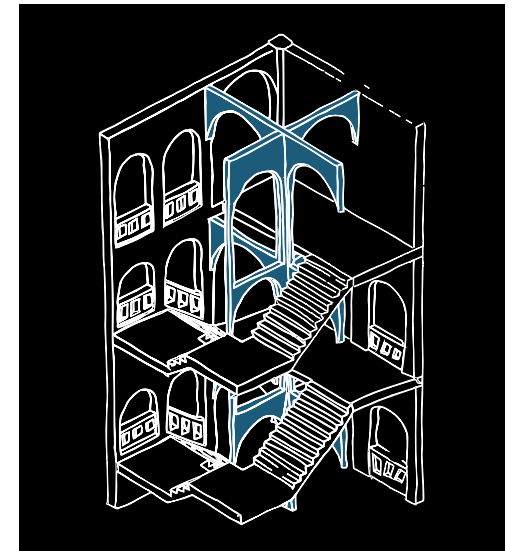
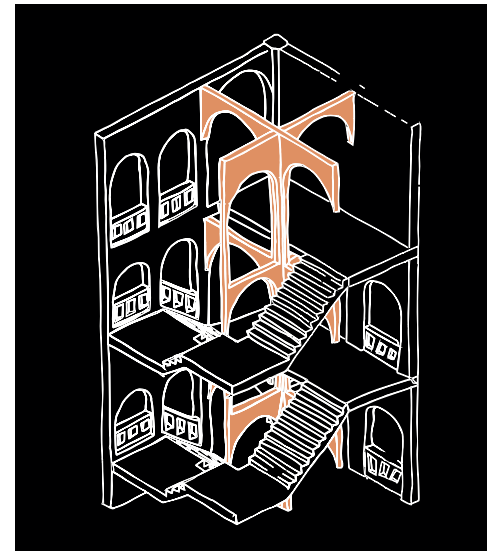
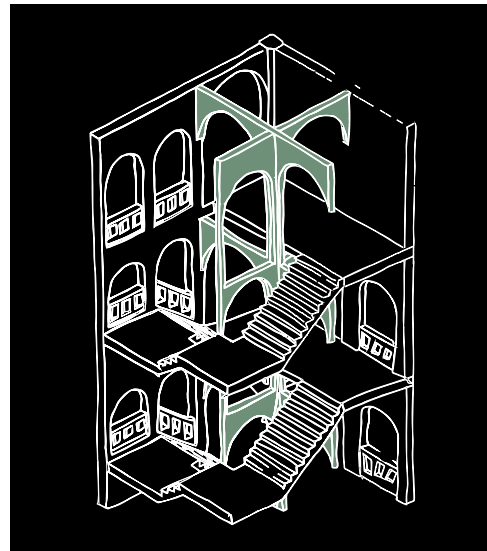
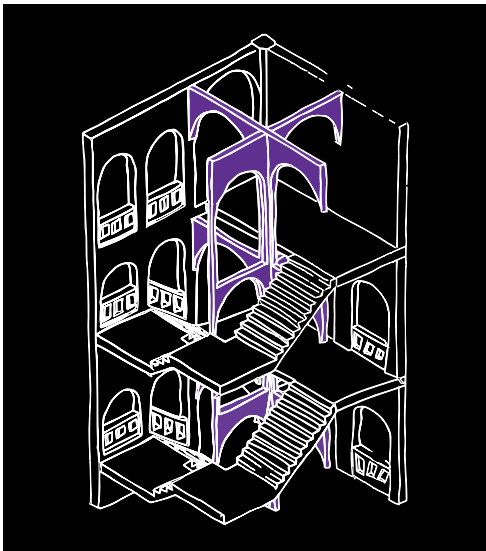
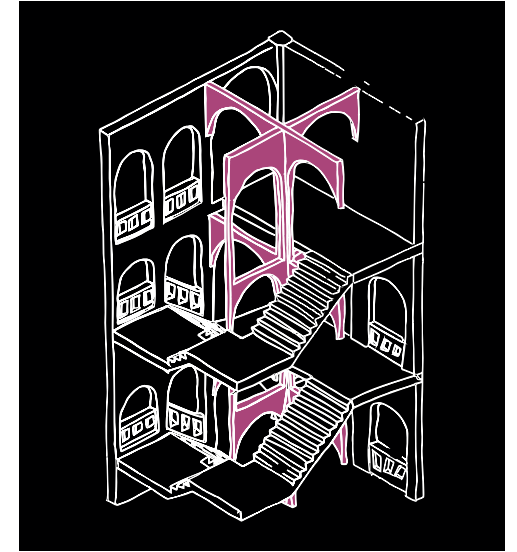
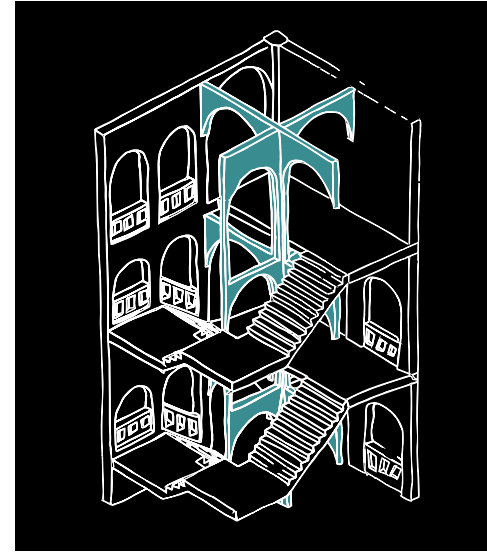
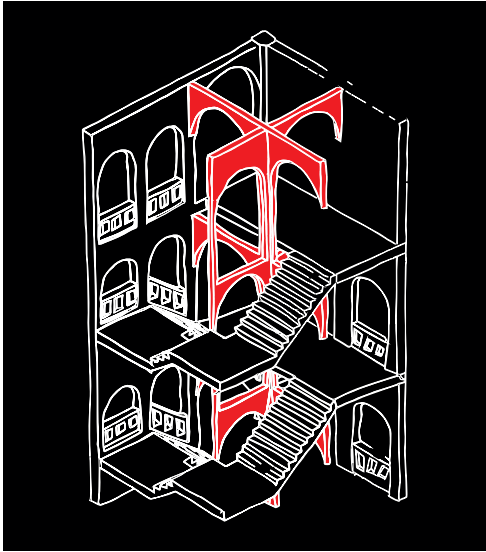


# Studio Make/Shift





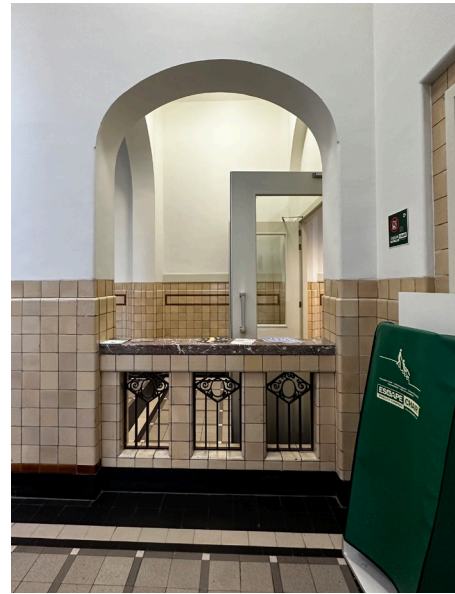
Rotterdamse Academie van Bouwkunst

**Name:** Zeevaartschool  
**Status:** National monument  
**Location:** Pieter de Hoochweg 129  
**Subarea:** Delfshaven, Schiedamschen dijk  
**Function:** School building  
**Architect:** Walter Dahlen  
**Client:** City of Rotterdam  
**Realization:** 1916

The building of the Zeevaartschool is located at the corner of Pieter de Hoochstraat and Pieter de Hoochweg in Delfshaven Rotterdam. The Zeevaartschool, the school building and janitor's house, built in 1916, are a national monument. The design in transitional style was by municipal architect Walter Dahlen commissioned by the zeevaartschool, founded in 1833. The Maritime School was the institute where officers and helmsmen were trained for the growing port city of Rotterdam. Meanwhile the school is part of the Hogeschool Rotterdam.

Architect Walter Dahlen (1883-1963) was born in Krefeld, Germany. In 1914 he moved to Rotterdam where he was appointed to be a first class architect at municipal works. Because of this, was involved in many schoolbuilding projects, mainly in Rotterdam. In the beginning of his work at the municipality, his designs had the character of north German romanticism. (Source: nieuws.top10.nl, february 2021)

Academy building





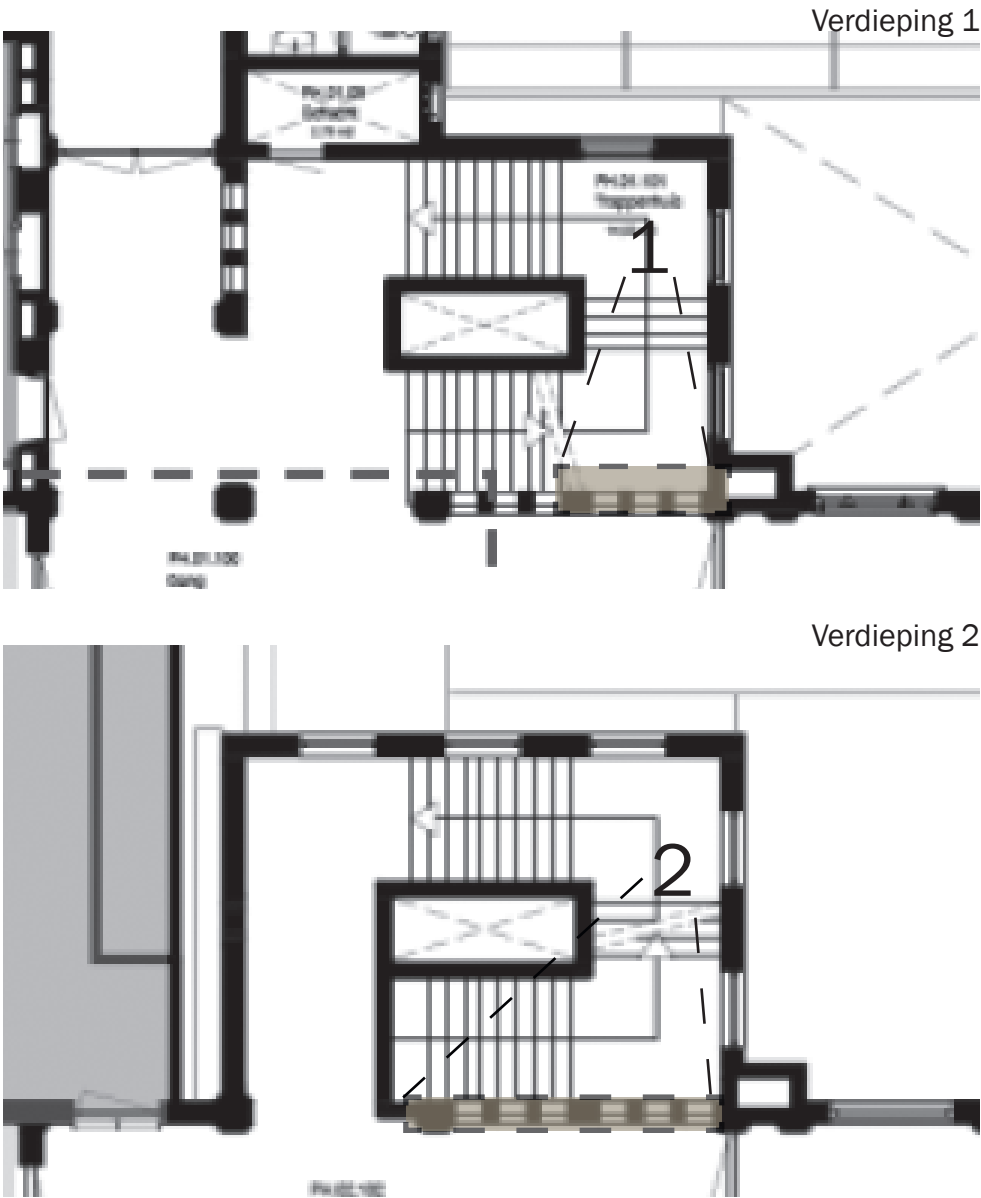
# Approach fragment - week 2

Selecting location



The location I selected is in the academy stairwell. This place has a strong fascination to me because of its architectural elements, shapes and materials. The stairwell is the heart of the school and is frequently used by everyone that enters the school.

What particularly fascinates me in the stairwell are the numerous architectural details that come together, such as the variety of materials used and the various shapes that have been applied. To make things more concrete, I chose to focus on the arches visible from the landing between the first and second floors. These arches represent the intriguing architecture, shapes and materials that make the stairwell a captivating and inspiring space.



Landing of the main staircase on the second floor



# Approach fragment - week 2

Selecting location



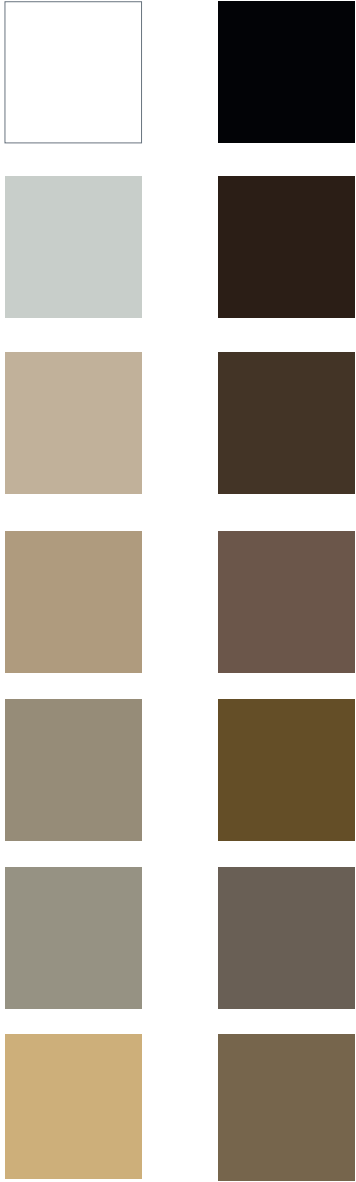
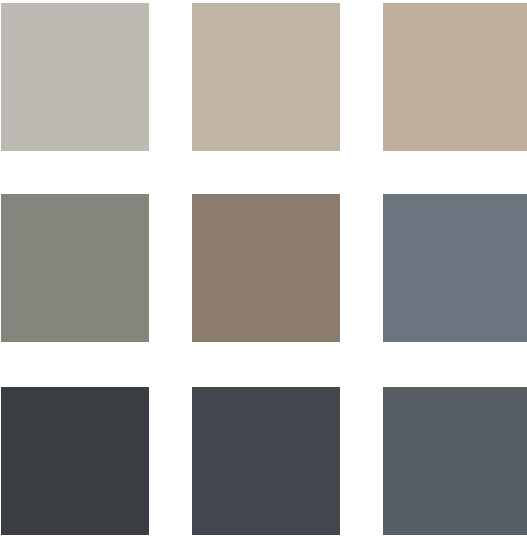


# Approach fragment - week 2

Color palette



Motif of gray, white, black and beige/soft yellow tiles



Several parts of this fragment interest me. First, the confluence of shapes, materials and volume. In general, the materials are very robust, solid and feel cold. In contrast, the color palette of these materials feel warm. The tiles have a soft yellow/beige hue, the marble is reddish pink and the walls are plastered white. Also, the confluence of different shapes. Round shapes can be found in several elements. First of all in the round arches above the balustrade and in the windows. Then the rounded tiles and finally the decorative parts in the wrought iron ornaments that fill the balustrade.

- We were instructed to analyze this fragment. If we got stuck we could try the following things:
- Textual description of the fragment
  - Model/model
  - Floor plan / section / elevation (view)
  - Detail

# Approach fragment - week 2

Fragment drawings/sketches - week 2

- Collage
- Color palette
- Material research

These ideas eventually led me to analyze the fragment through various avenues. In the end, I made about 7 sketches (was also an assignment, 1 sketch every day).

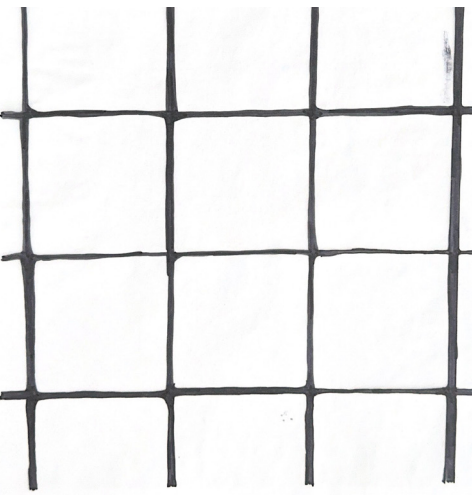
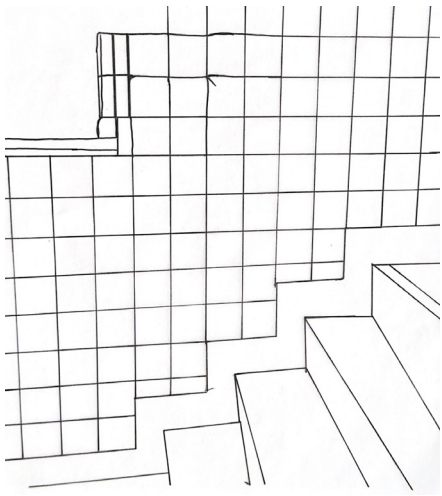
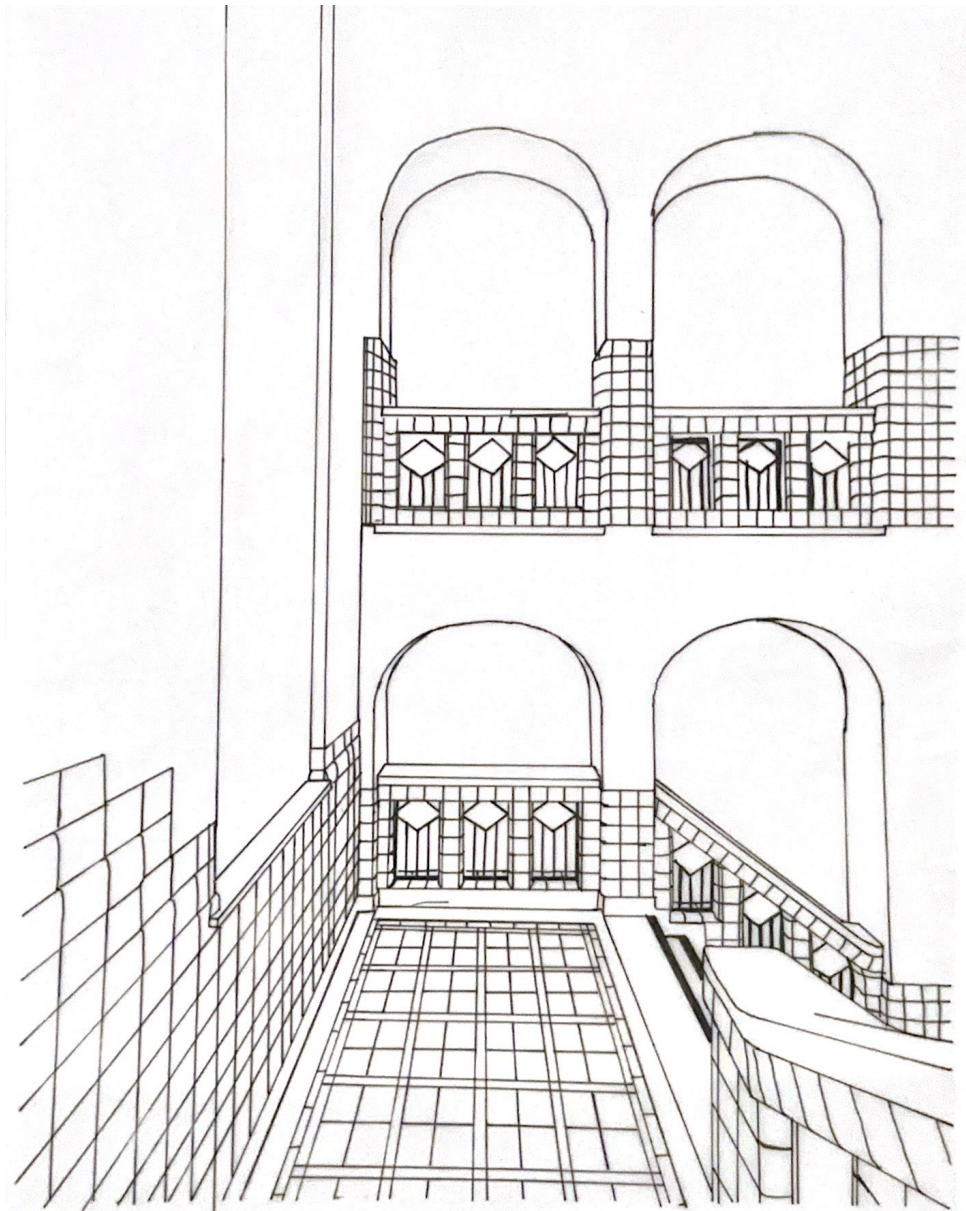
I drew some sketches freehand. I found this difficult and did not immediately look the way I wanted, namely perfect, which is why at first I did not want them to be part of my research. Then I made some sketches by drawing over pictures with a sketch roll.

From both ways I learned a lot about different aspects from the fragment. In particular, I learned a lot about size, shapes, colors, materials and how they all come together.



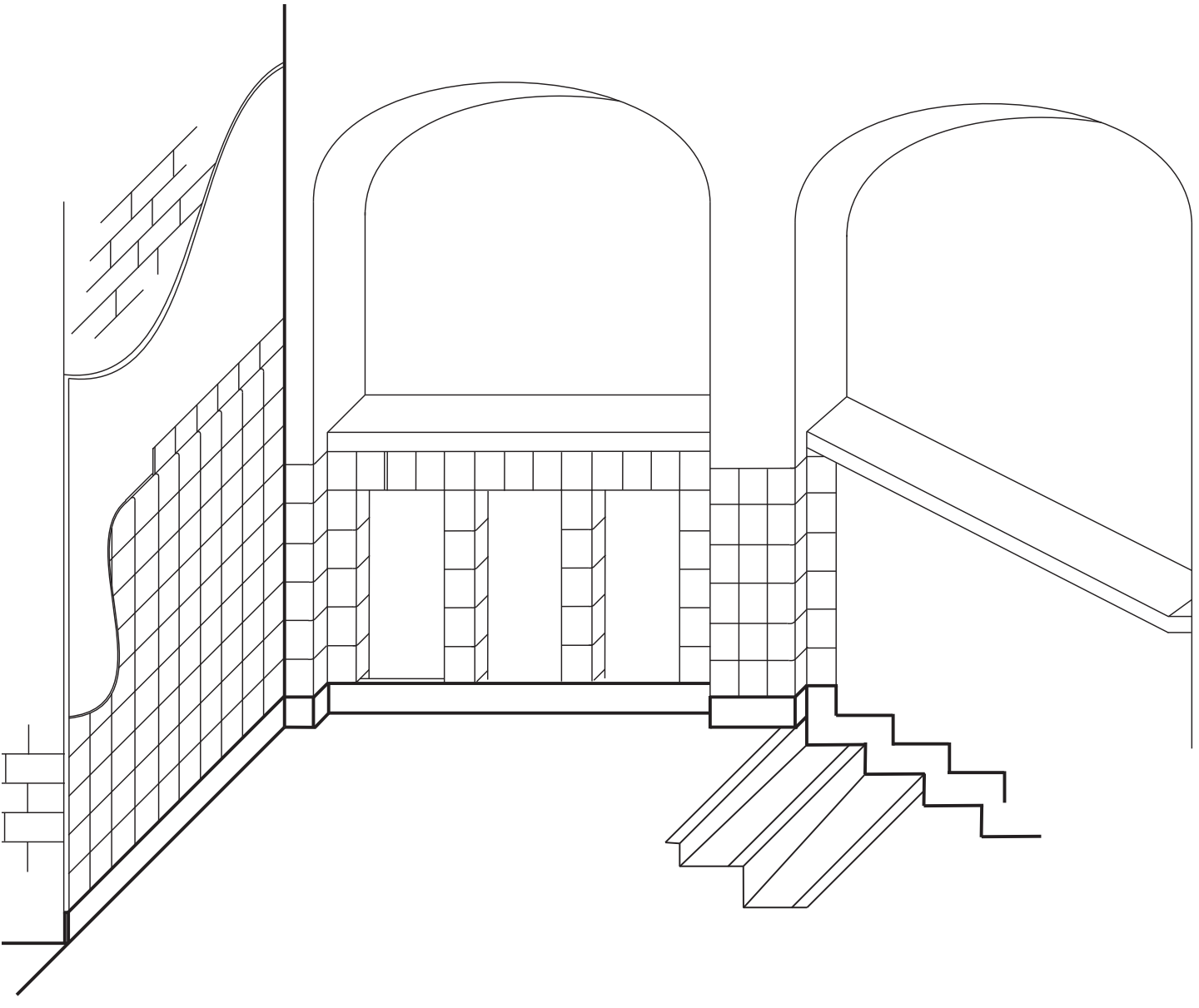
# Approach fragment - week 2

Fragment drawings/sketches - week 2



# Approach fragment - week 2

Fragment drawings/sketches - week 2



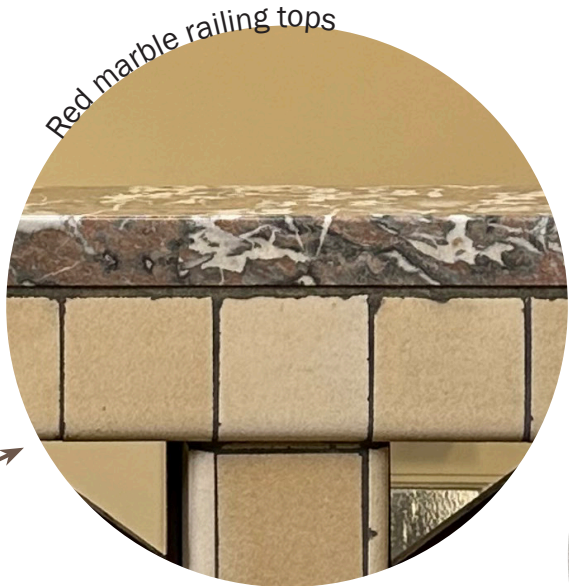
To get an even better idea of the situation, I drew the fragment, partly 3D, in Illustrator. In addition, I made an assumption for the type of wall the academy was built in and what materials were further used.

I notice that I work from coarse to fine. First, hand sketching, then a bit more precise with sketch roller over the photos and then with a drawing program such as Illustrator.

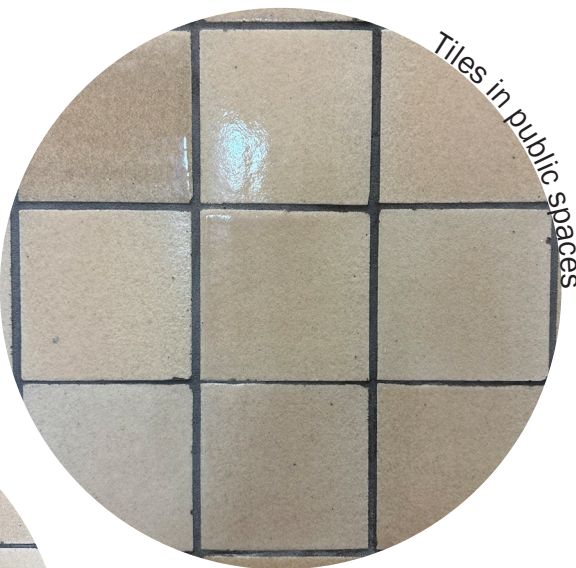


# Approach fragment - week 2

Pictures of the main details



Buildings for leisure and recreation and for public services such were often provided with high-quality customization in the representative public areas. Building ceramics and tile floors there are often iconic.



In general, the interior of the school exudes an elegant appearance. At the entrance in particular, there are several architectural features that clearly refer to its rich history as a maritime school. The stained-glass windows in this part of the building show images of various ships, and in the hallways there are old plaques with inscriptions depicting the history of the maritime school.

The corridors of the building are characterized by beautiful round arches, especially at the entrance and along the stairwell. Notable is the use of red marble for the staircase balustrade and window sills, adding to the atmosphere of the Naval School that can still be felt here.

The walls have a paneling of glazed beige/soft yellow tiles and a tiled floor with a geometric motif of gray, white, black and beige/soft yellow tiles. The window sills in the hallways are red marble.

The monumental stairwell has coffered ceilings and has a massive tiled balustrade incorporating cast-iron ornamental railings and a red marble handrail.

(Source: monumenten.nl, june 2023)

# Approach fragment - week 2

Materials



Plastered walls

Red marble

Glazed beige/soft yellow tiles

Cast-iron ornaments

Plinth

Tiled floor with a geometric motif of gray, white, black and beige/soft yellow tiles.



# Reinterpretation - week 3

Model/Maquette

In Week 3, I started reinterpreting my fragment. I found many references, including the Palazzo della Civiltà di Lavoro, which Hinke had recommended to me as a first starting point. This project immediately appealed to me

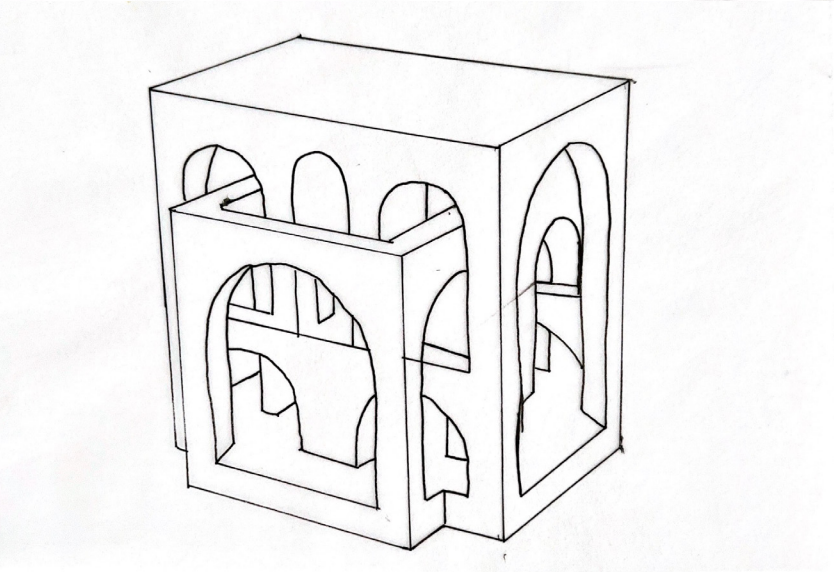
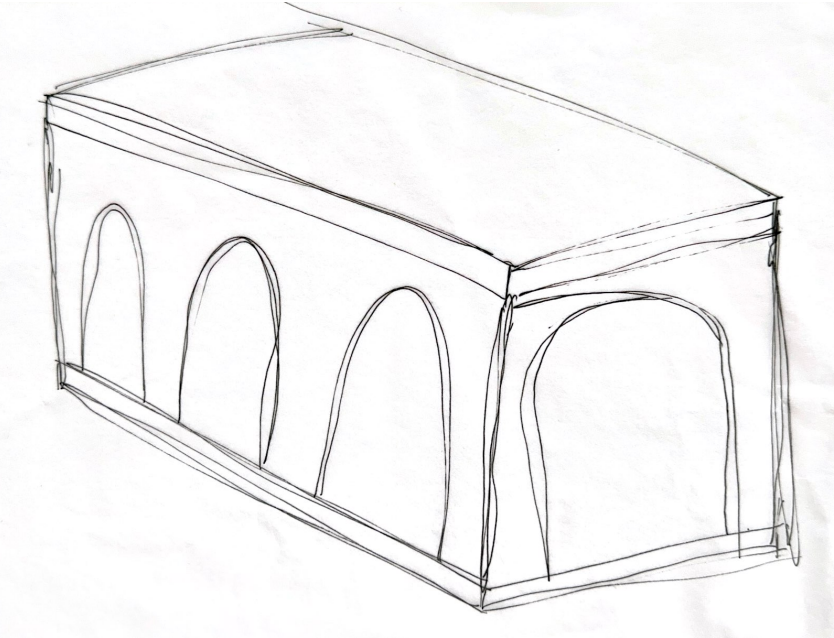
First of all, I researched this project. I researched who the architect was, what the motivation was behind the project and how it was built. I found it a particularly fascinating structure. One intriguing aspect of the building is that when you stand in front of it, the arches all seem the same size. Yet the arches are actually different sizes, creating an optical illusion.

When I looked up this project on Pinterest, I got several images that looked somewhat like the Palazzo della Civiltà di Lavoro. I saved the images that caught my attention. What was striking is that all these images had one thing in common - the presence of arches. Many of these images had is to do with arches or looked like arches through an optical illusion.

I started sketching on these images and immediately came up with several ideas for reinterpretation. This I sketched in the image to the right. The sketch is a combination of all the aspects I found interesting from my fragment and various aspects from the references I found.

Finally, from this sketch version, I made a model out of foam. In this model the different aspects come back from the fragment and references. In this model the different aspects come back from the fragment and references.

The following pages show the reference sketches and model. Also shown is my postcard. On this postcard, an examination of the materialization of my fragment was made.



# Reinterpretation - week 3

Reference - Palazzo della Civiltà di Lavoro

<b>Name:</b>	Palazzo della Civiltà di Lavoro
<b>Status:</b>	Monument
<b>Location:</b>	Rome, Italy
<b>Function:</b>	Museum
<b>Architect:</b>	Giovanni Guerrini, Ernesto Lapadula en Mario Romano
<b>Realization:</b>	From 1939

Palazzo della Civiltà di Lavoro, also known as Colosseo Quadrato (“Square Colosseum”), is a building in the EUR district in Rome.

The building was designed by Giovanni Guerrini, Ernesto La Padula, and Mario Romano in 1938. This building is a typical example of Rationalism and fascist architecture with a neoclassical design. It's representing Romanità. Romanità is a philosophy which encompasses the past, present and future all in one. The design of the building is inspired by the Colosseum with rows of arches.

According to legend, the structure's vertical six and horizontal nine arches correspond with the amount of letters in the Italian dictator Benito Mussolini's name.

The design of the “Square Colosseum” was inspired by the Colosseum, and the structure was intended by Benito Mussolini as a celebration of the older Roman monument. Like the Colosseum, the palace has a series of superimposed loggias, shown on the facade as six rows of nine arches each. The number of arches changed several times during the design process and was originally intended to be eight rows of thirteen arches.





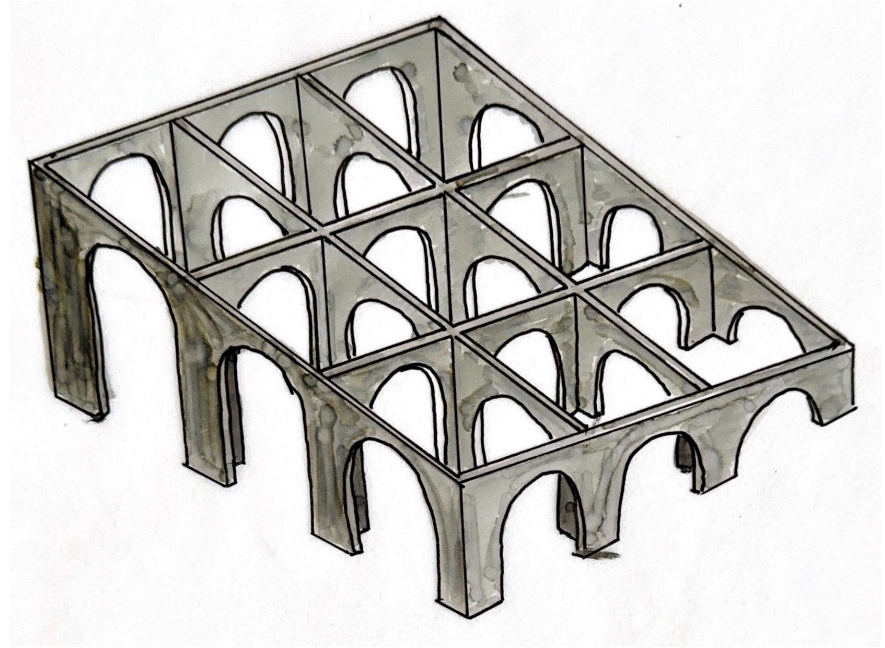
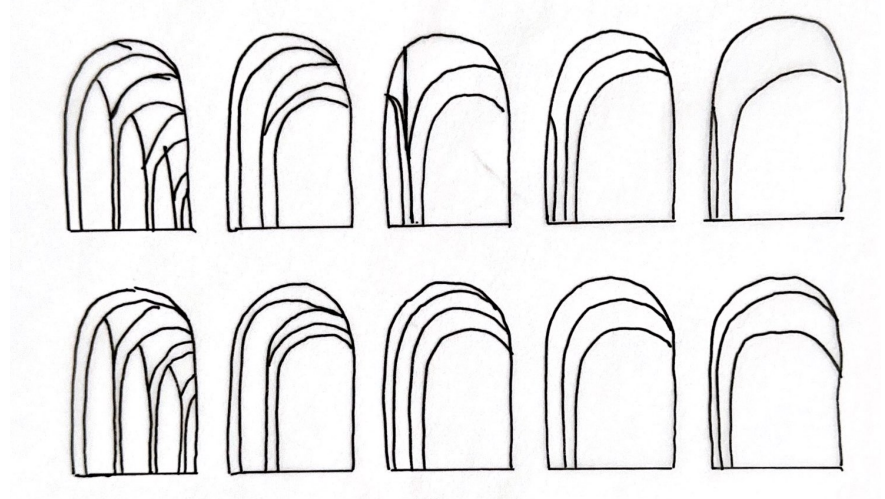
# Reinterpretation - week 3

References



# Reinterpretation - week 3

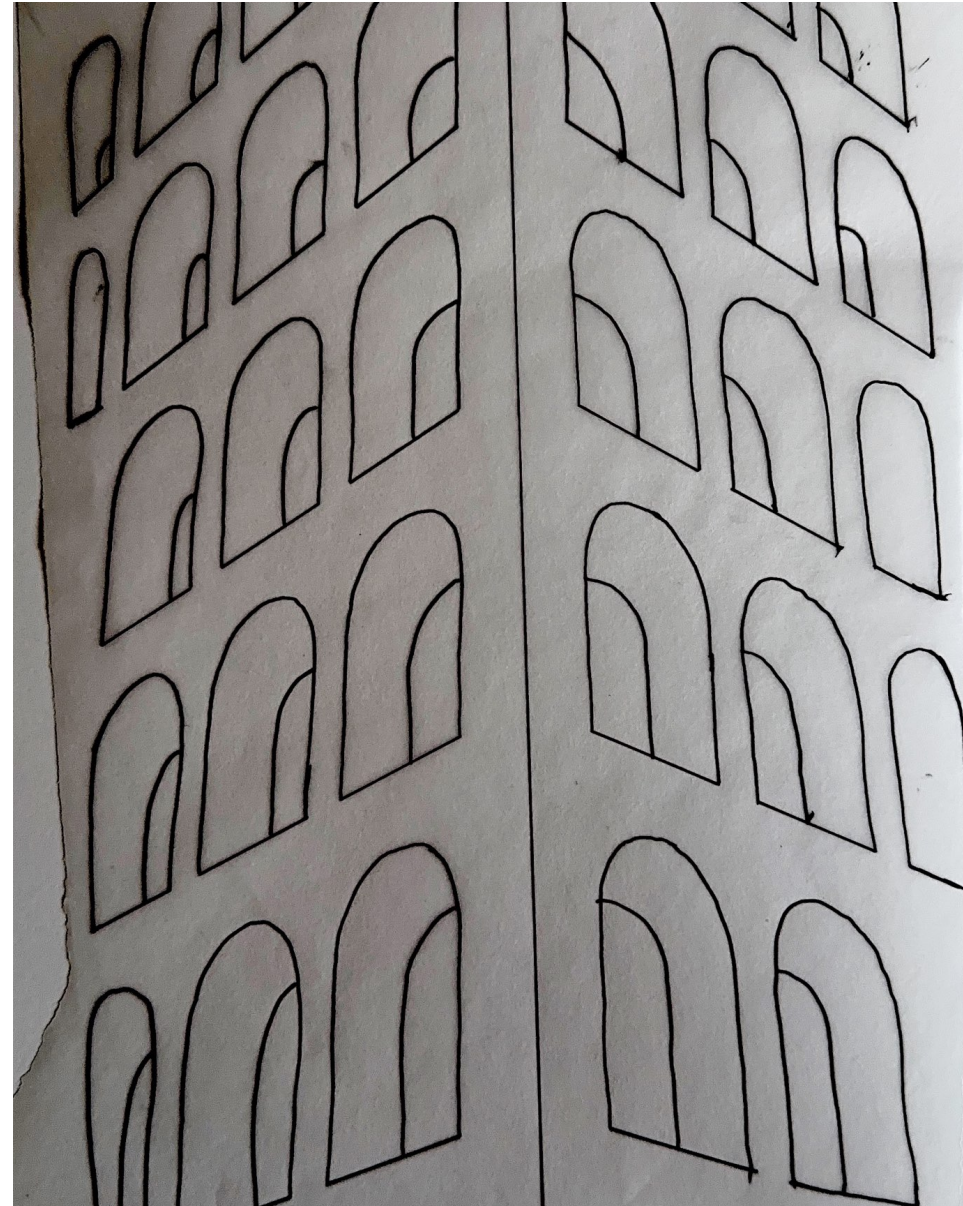
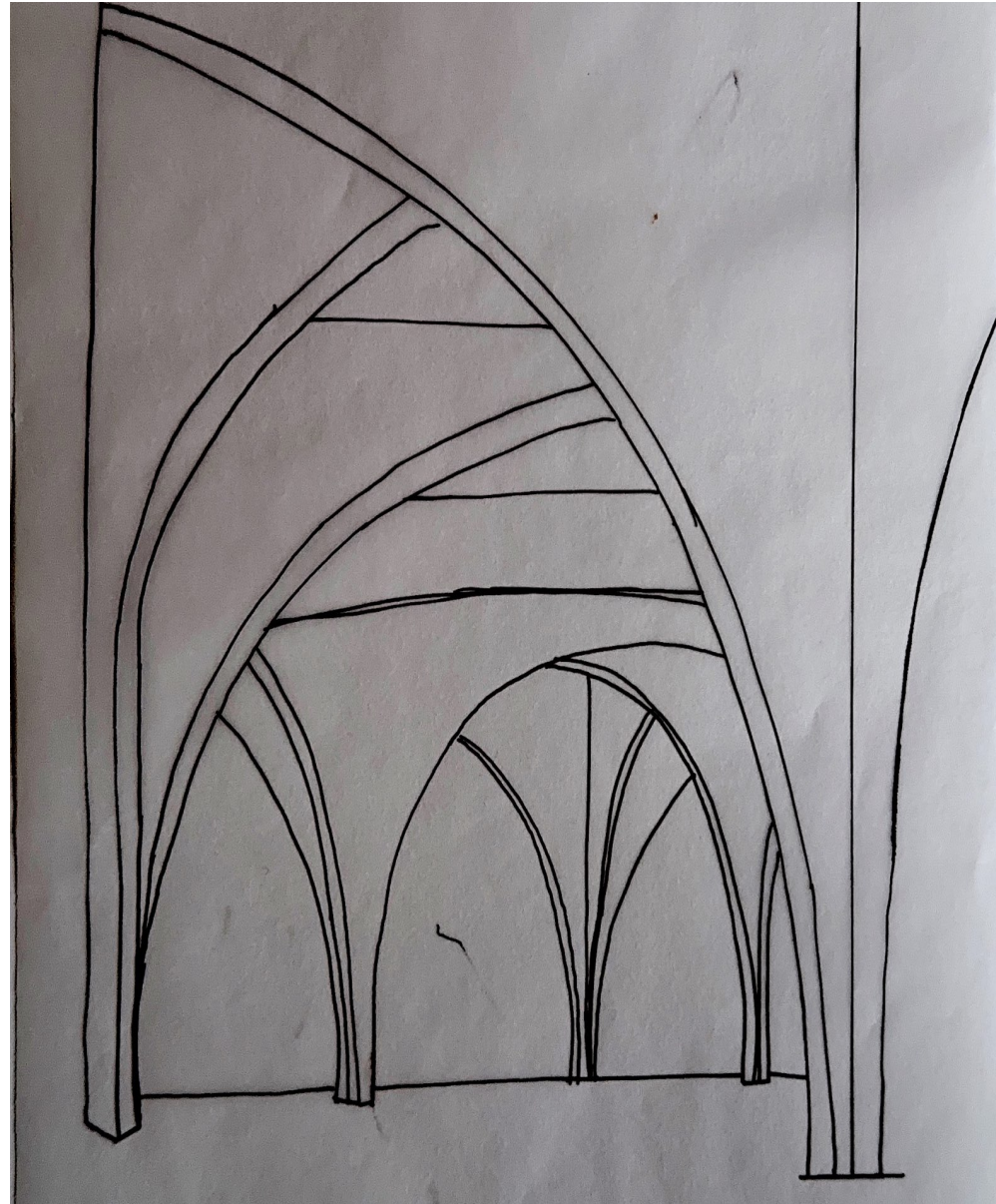
Drawings/sketches - week 3





## Reinterpretation - week 3

Drawings/sketches - week 3



The first model I made is the one on the right. This is a first interpretation from my references and sketches. I made this model out of styrofoam. This taught me a new skill, which is working with a foam cutter. I assembled the model with small pins. This also makes the model remountable! The model is easy to take together and apart and things can be added easily.

## Reinterpretation - week 3

Model/Maquette





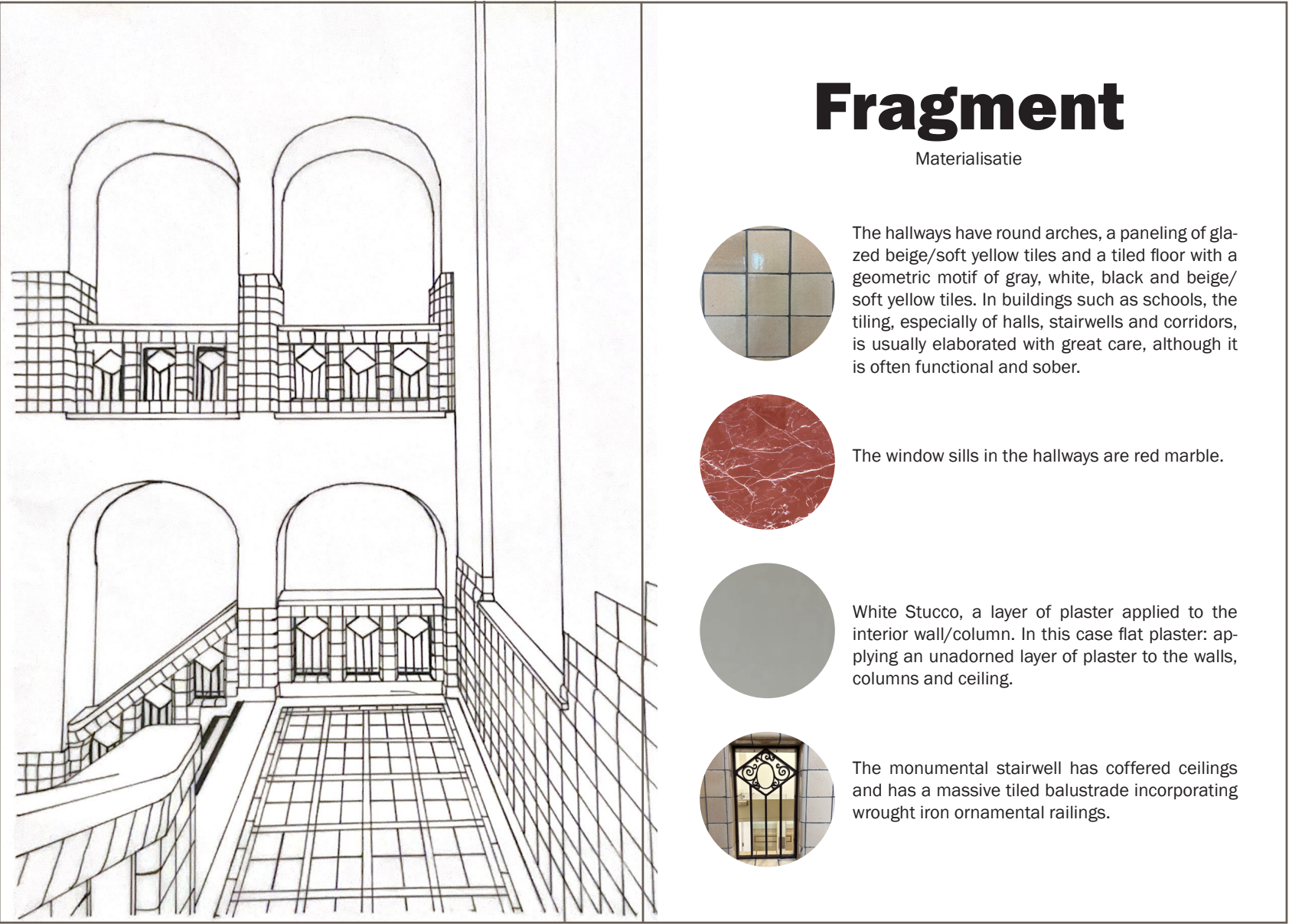
# Reinterpretation - week 3

Model/Maquette



# Approach fragment - week 3

Postcard 1 - Materials





# Excursion - week 4

Ghent - Kunsthal Gent



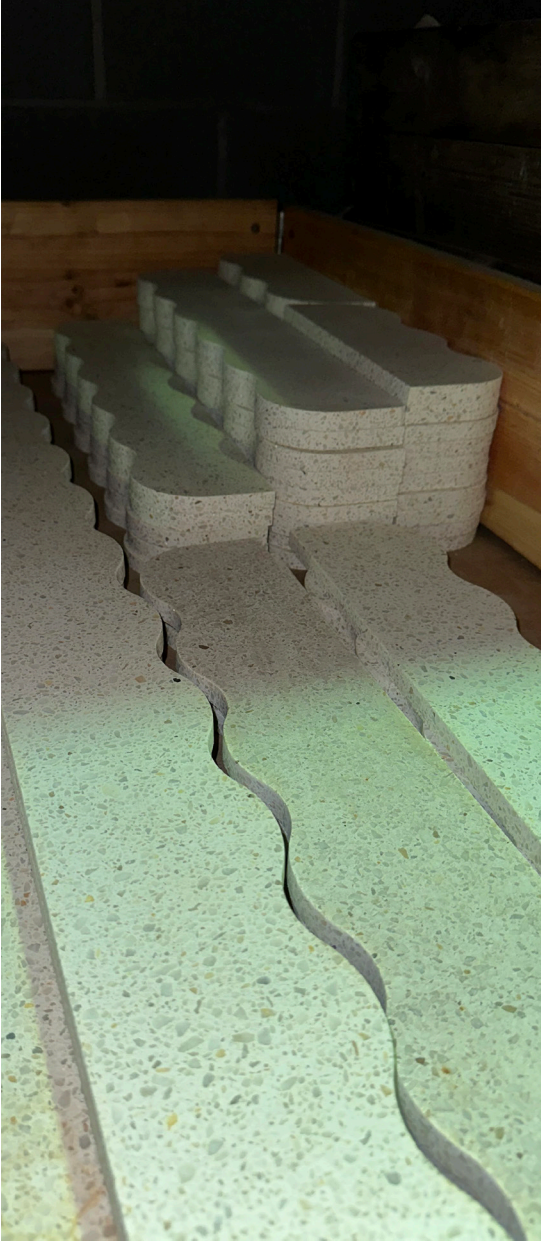
# Excursion - week 4

Ghent



# Excursion - week 4

Ghent



# Excursion - week 4

Brussel



# Approach fragment - week 5

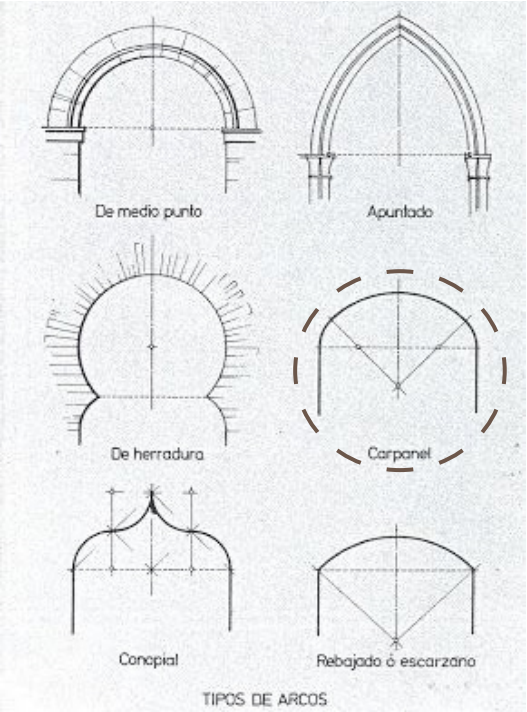
Main details - arch types

An arch structure is a span in a curved form that provides a free structure between two supports. Often the arch is constructed of natural stone and/or brick and the stones of the arch are wedge-shaped. In the play of forces, for the most commonly used arch forms, the lower the arch (called pitch), the greater the lateral forces (splash forces). A vault can be thought of as a three-dimensional application of an arch structure.

In architecture, an arch is widely used because it is inherently a strong structure. In the past, an arch construction was often the only way to span large spaces, and then build on top of them. Only since the invention of the arch as a supporting structure could buildings like cathedrals be built. (Source: wikipedia.nl)

I discovered several arches that are strikingly similar to the arch in the fragment. To accentuate these similarities, I have highlighted and highlighted these specific arches on the images.

The arcs most similar to the arc from the fragment are elliptical arc, three centered arc, circular arc and segmental arc.



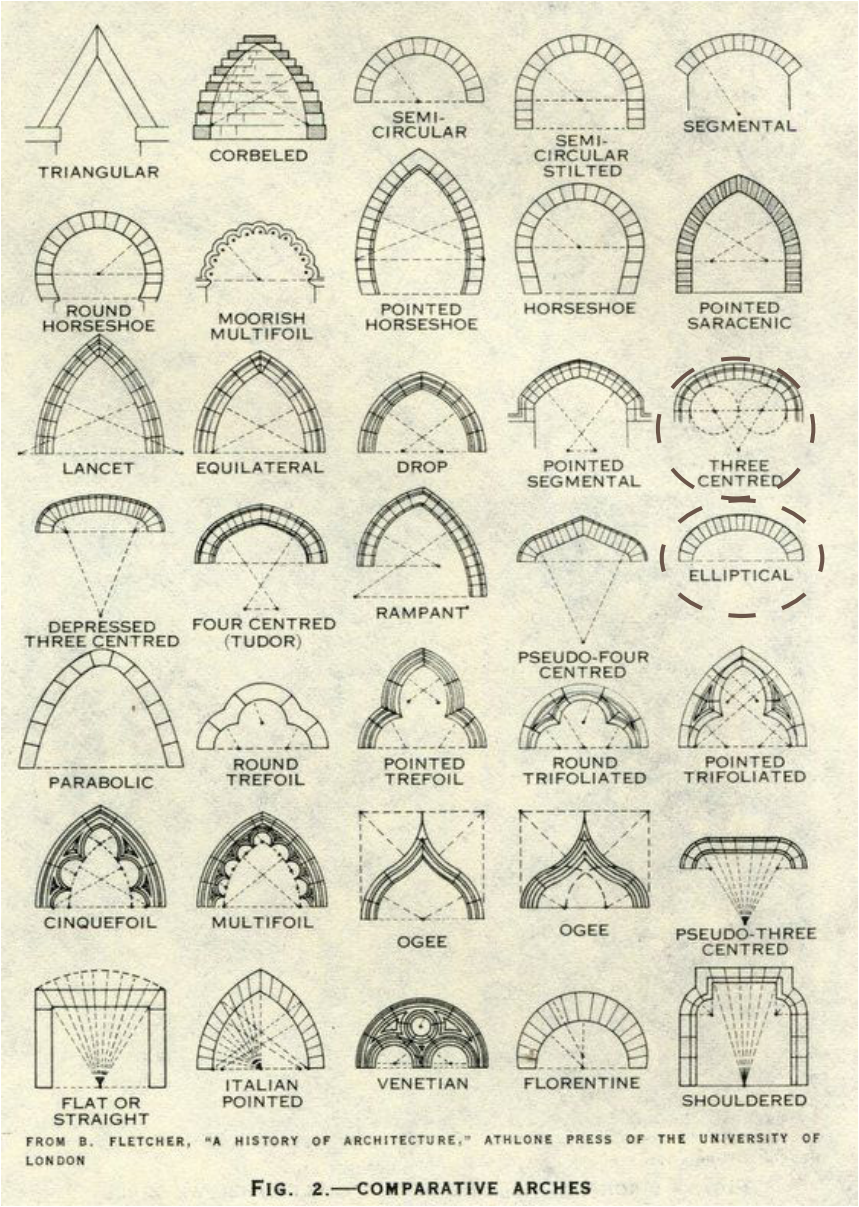
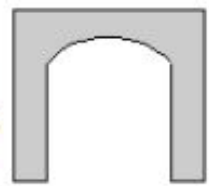
### Arches based on circular arcs

There are many varieties of these. This one known as the three centre arch.



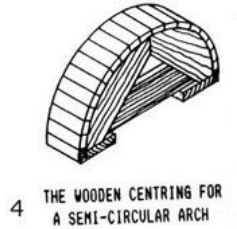
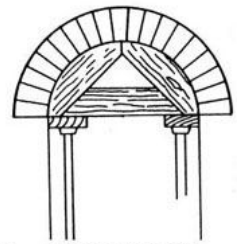
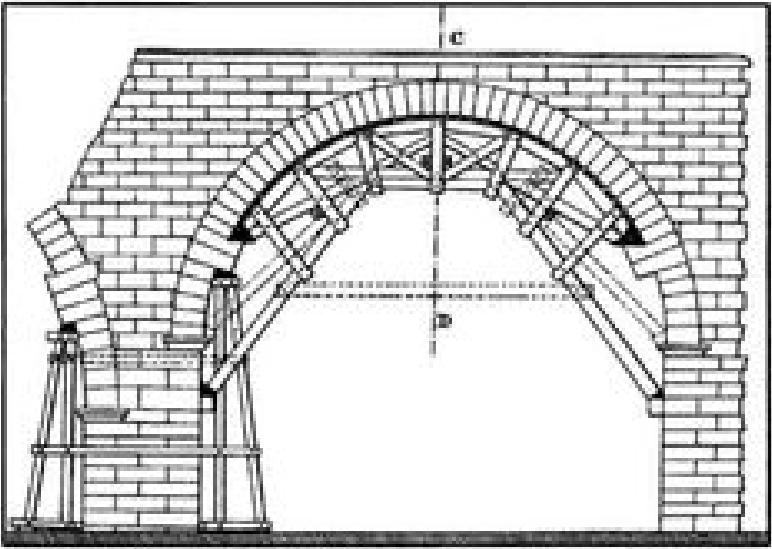
### Segmental Arch

As shown in the introductory photo on this page, based on a segment of a circle.



# Approach fragment - week 5

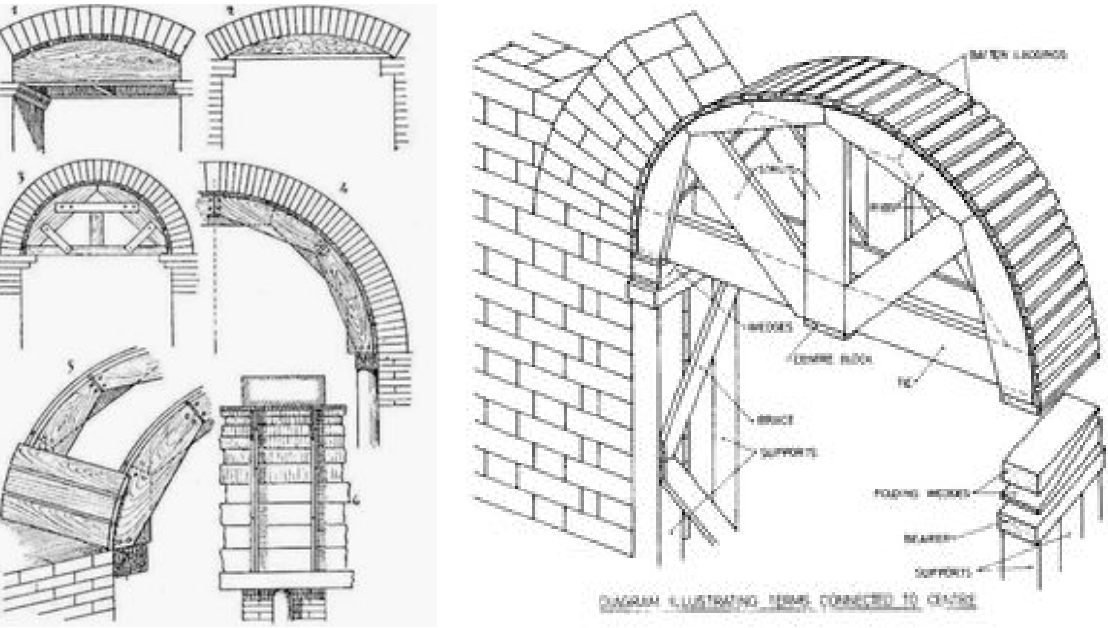
Main details - arch construction



There are several ways to make archess. The one that is similar is making an additional wooden structure, also called a strut arch.

An arch therefore remains standing based on the principle of compression: the blocks (or vaulting stones) support each other, on either side of the keystone. The arch is stable only when it is complete. To build the arch, therefore, a (often wooden) scaffold is mounted, called the strut arch. This scaffolding serves as a temporary structure on which the blocks are placed. In doing so the first blocks are placed on either side of the opening on the pillars. Finally the capstone is placed, at the highest point of the arch. It is this stone that makes the structure stable.

Then the scaffold is disassembled and possibly reused later to create another other opening of the same size. Cement can be applied between the stones or bricks, but it is due to the weight of the elements that the arch remains standing, and not by the mortar.



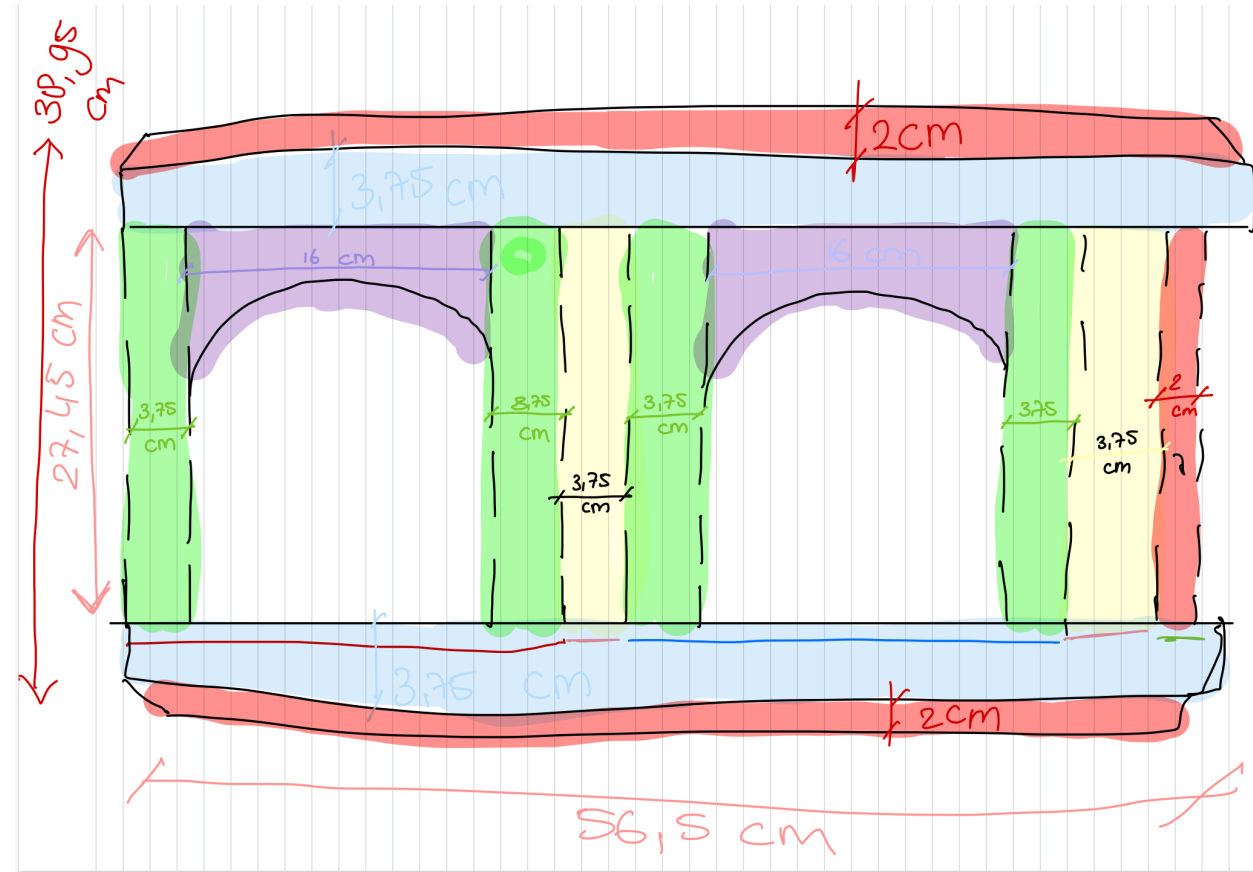






## Approach fragment - week 5

Model/maquette - proces



To gain a thorough understanding of the nature of the fragment and to accurately approximate its proportions, I decided on to measure all relevant dimensions. I then used this data to construct a detailed model made of strong cardboard.

After collecting all the measurement data, I converted it to a 1:10 scale to bring the model to a more manageable size. To create this scale model, I developed a system for precisely folding and assembling the thick paper to achieve the correct three-dimensional shape. A visual representation of this assembly process can be



seen in the attached image, which illustrates the steps for assembling the model. This model provides not only a tangible representation of the fragment, but also a valuable tool for understanding the nuances of the architecture, forms and materials on a more detailed scale.

After beginning my conversations with Hinke and Bing, I began a thorough analysis of all the arches in and around the stairwell. Initially, these arches seemed to vary in width and shape of their curves, which piqued our curiosity. To clarify this, I decided to systematically measure all the arches. While measuring the arches, I came across an interesting pattern. It turned out that the arches fell into three distinct categories. First, there were the arches in the corridors, which formed the outer arches. Interestingly, all of these arches had the exact same width, which immediately caught my attention. Then there were the arches along the stairwell, which were fitted with a balustrade. These arches also showed a remarkably uniform width. Finally, there were the arches that served as passages, and even these arches shared the same width.

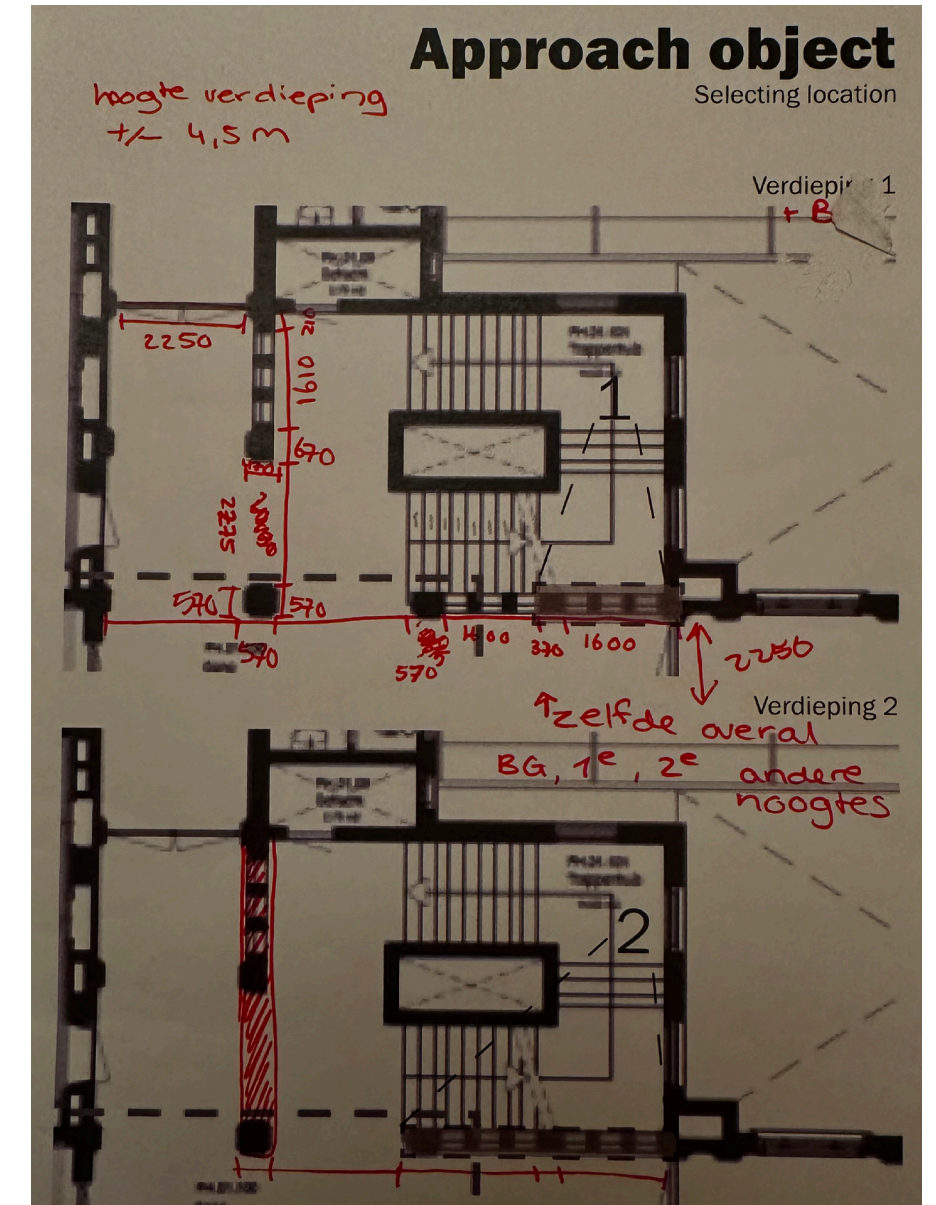
The most prominent differences between the arches manifest themselves mainly in the shape of the arches and their starting point. Let's start with the arches equipped with a balustrade, which are strongly reminiscent of so-called segmental

arch designs. What distinguishes these arches is that the arch only begins at a fairly high elevation, giving them a somewhat compressed appearance. The arch on the platform appears particularly flattened, despite having the same width as the other arches. This optical deception occurs because the starting point of the arch is relatively high, making them appear more compact than they really are. It is interesting to note how the initial height of an arch can have a significant impact on the perception of its shape. In contrast, the arches in the corridor and the two large arches through which you can walk from the stairwell bear more resemblance to semi-circular arches. These arches have a softer, more rounded shape. The fact that their starting point is significantly higher than for segmental arches gives them a greater arch height and a rounder appearance, which contributes to the optical illusion of greater size.

These observations highlight the importance of both the form and the starting point of the arches in visual perception and contribute to a deeper understanding of the architectural nuances in the stairwell design.

## Approach fragment - week 5

## Analysis of the arches





# Approach fragment - week 5

Arcs catalog

Based on the measurement survey of the arches in the stairwell, I created a catalog of the types of arches that the academy's stairwell has. Five different types eventually came out of this.

The arches are all similar but slightly different. Some arches are a lot higher and also have a different kind of curve, these are the semi-circular arches. Other arches are more compressed and look more like segmental arches.

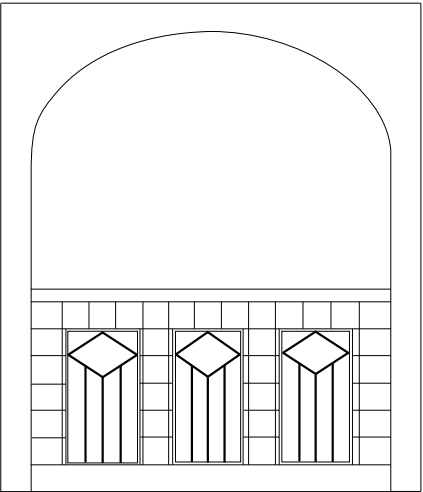
In the pictures to the right and the following pages, the types of arches are shown and drawn more abstractly.



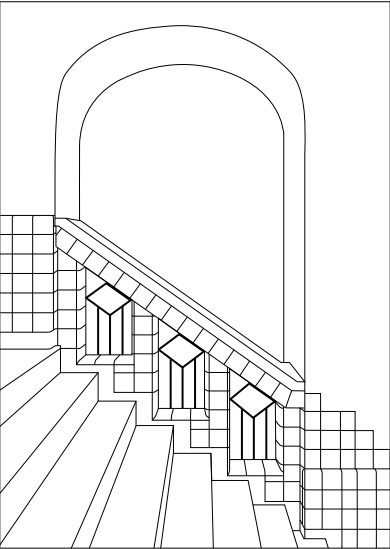
# Approach fragment - week 5

Arcs catalog

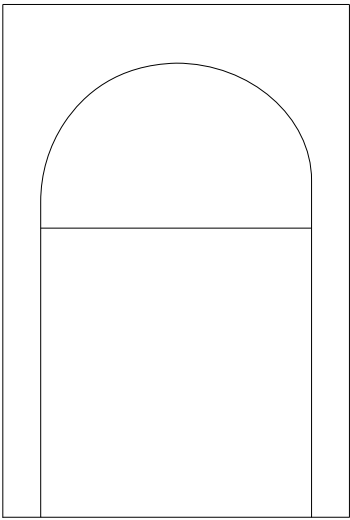
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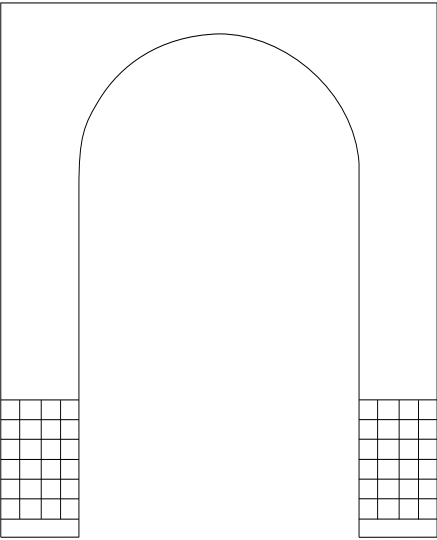
2



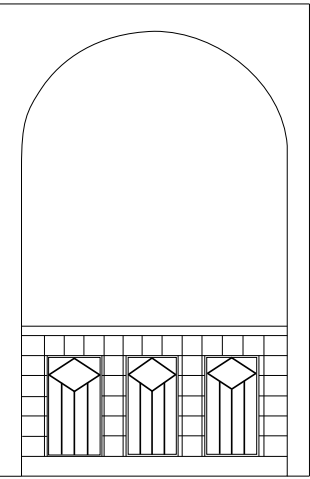
3



4



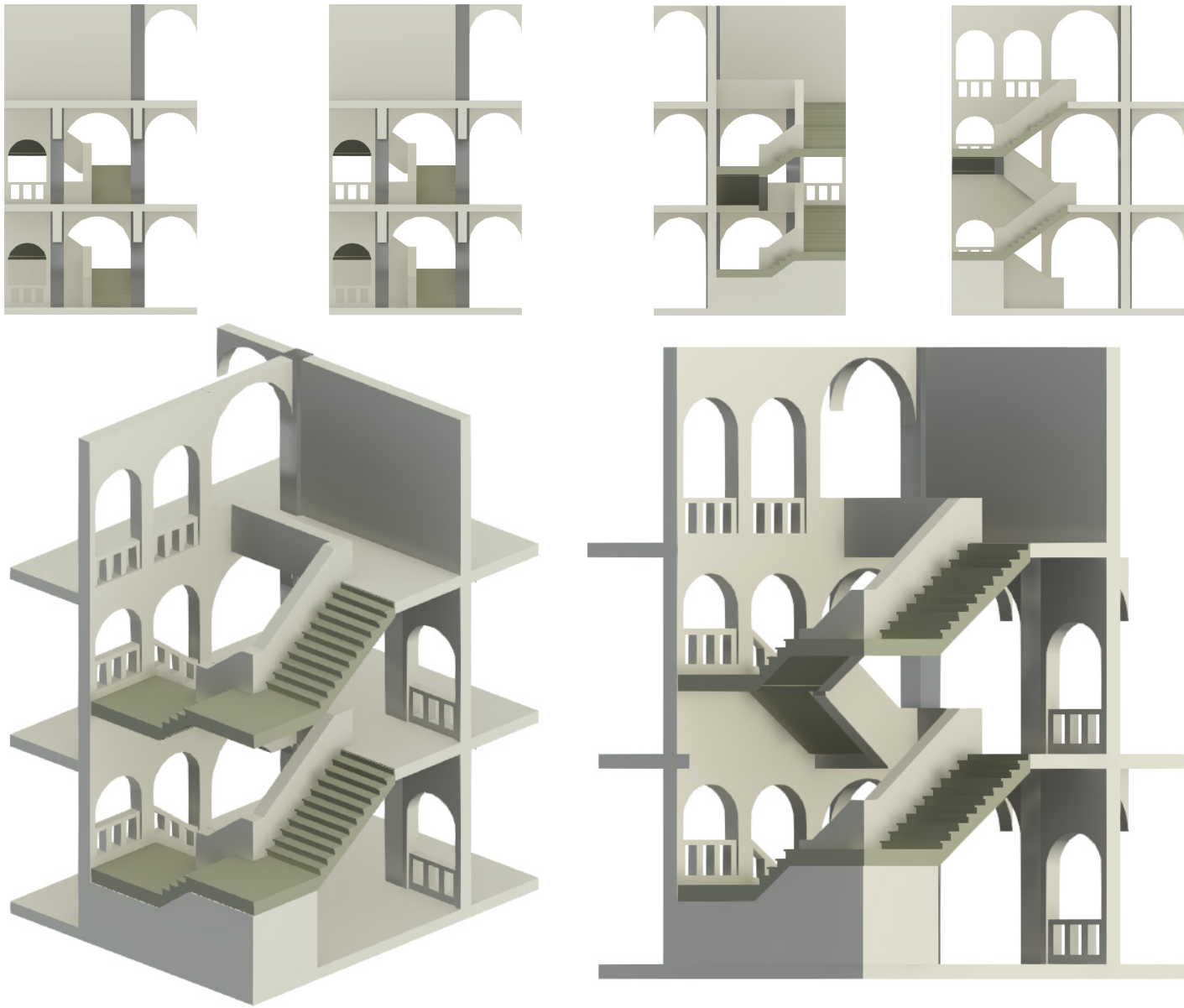
5





# Approach fragment - week 6

3D model

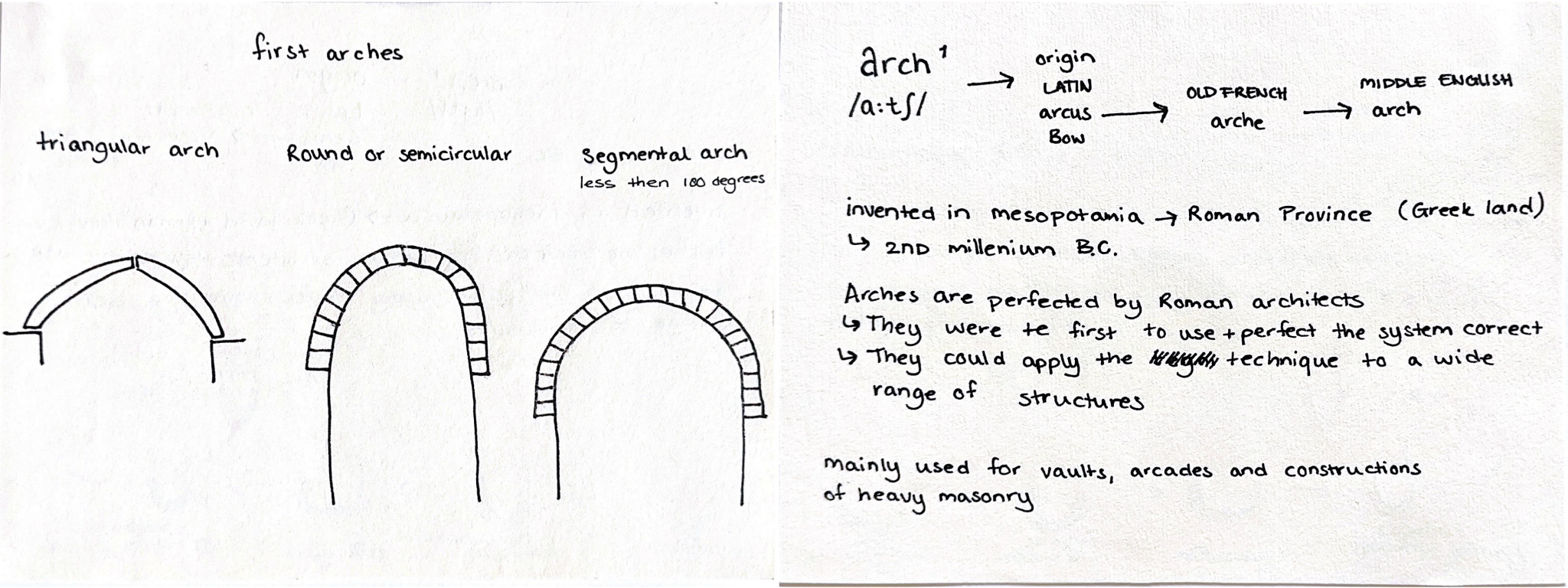


To gain a deeper understanding of the structure and pattern of the stairwell, I decided to model the stairwell abstractly in Revit. This approach allowed me to better understand the architectural elements of the stairwell and also revealed the possibility of creating a model of the stairwell.

This process not only improved my understanding of the stairwell, but also paved the way for creating a tangible representation of the building, allowing me to gain further insights and better communicate the structure.

# Approach fragment - week 6

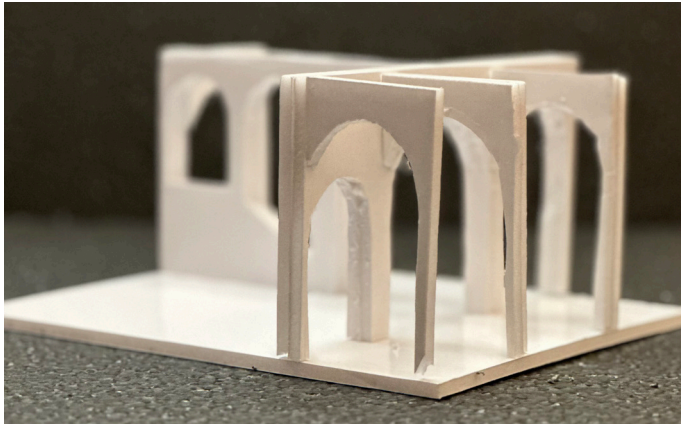
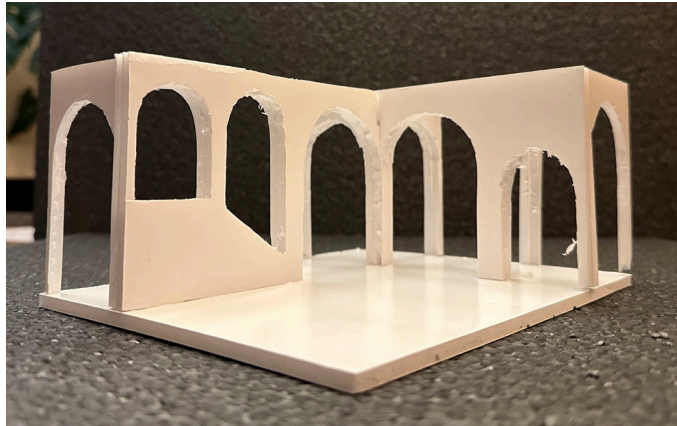
Postcard 3 - cultural and historical approach





# Model making - week 7

Maquette 1



After creating the 3D model in Revit, I had a clear idea of how I wanted to realize the model. My first step was to fabricate a 1:50 scale model. I chose to work on this smaller scale first to refine and verify my concept before venturing into a larger 1:20 scale model.

For this scale model, I used foam as the material. Carefully cutting the foam allowed me to create the right shapes to assemble the model.

Additionally, this gave me the opportunity to practice assembling the various elements so that the model could be partially taken apart and reassembled. This approach gave me the opportunity to refine my design and ensure a well thought out 1:20 scale model.



# Model making - week 7

Maquette 2



Prior to creating the final model, I made a 1:20 scale model using foam. This process offered me valuable insights into several aspects of the project. First, it gave me a clear idea of the final size of the model. It allowed me to visualize what the final product would look like at 1:20 scale, which was crucial for planning the entire project. In addition, creating this model provided me with an understanding of the sizing system I

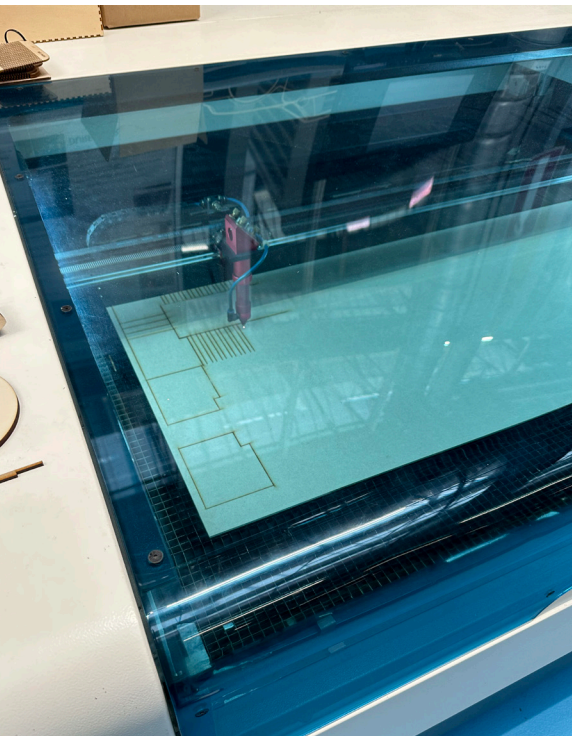
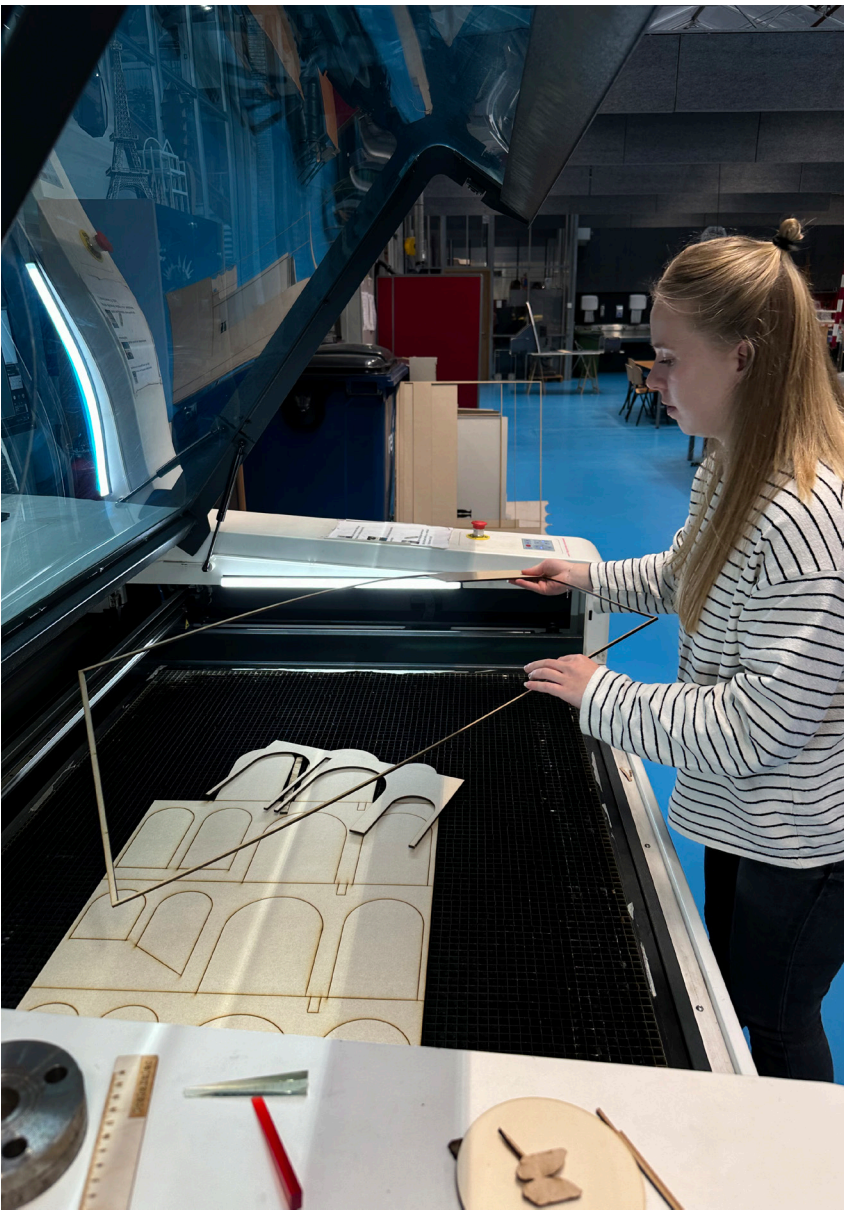
needed to follow to ensure accuracy. This is essential to ensure that the model remains true to the original design at a smaller size.

Finally, the 1:20 scale model gave me the opportunity to experiment with the assembly of the elements, which contributed to my understanding of how to effectively assemble the final model. This step-by-step approach prepared me well to begin the final model with confidence.



# Model making - week 7

Maquette 3



Finally, I went to RDM to laser cut the model. Using the previously made models and measuring the existing situation, I was able to create an Autocad model in which all the parts that needed to be cut were drawn.

All this preparation allowed me to start laser cutting the wood immediately at the RDM. Finally, I had all the parts to assemble the model as I had conceived it in the earlier two models.

Through making these three models, I learned a lot. I learned to make maquettes at different scales, with different materials and learned to work with different machines/manufacturing (foam cutter, laser cutter)

For the mid-term presentation of the studio make/shift, I would like to highlight my progress and focus on making a 1:20 scale model of the stairwell. This model will play a crucial role in my project because it will visualize the complex architectural elements, especially the arches, in a detailed way. This model will help me shape the design of the final object.

My project revolves around understanding and representing the intriguing arches in and around the stairwell. These arches vary not only in form, but also in their placement and function.

The 1:20 scale model is an essential tool in this research process. It allows me to recreate the arches in their true proportions and accurately represent the nuances of their form, structure and placement.

The model will serve not only as a visual representation, but also as a tangible resource for analysis and discussion.

During the mid-term presentation, I will demonstrate the progress of my model building project and discuss the challenges I have encountered. I will explain how I chose techniques to authentically represent the arches. In addition, I will share my insights about the arches and their role in the stairwell, based on my research and model making.

The mid-term presentation provides an excellent opportunity to gather feedback and suggestions from the tutors and fellow students, which will further enrich and refine my project. I look forward to sharing my findings and discussing them.

# Midterm presentation - week 7

Presentation





# After midterm - week 8 & 9

Feedback, progression after midterm presentation

## Post mid-term assignment/questions

I am still searching in the direction of my project, but my interest is strongly in the possibilities that the building’s arches can offer in terms of light, atmosphere, texture and functionality. As a newcomer, I find it difficult to determine what the building misses. From the beginning of my exploration, I have thought about creating seating objects in which these arches play a prominent role. I put my ideas about this together in a mood board. The plan is to spread these seating objects throughout the school. Another concept I was considering is beautifully designed cabinets in which work, materials or books can be displayed in an aesthetic way. My focus is on weaving the architecture of the building into functional and aesthetic elements that can enrich the school.

- Location of the intervention
- Seating objects – throughout the school or in and around the stairwell
  - Cabinets/closet – also throughout the school or as an addition to the missing arches on the second floor at the end of the staircase

Questions

I don’t know if I have any questions because I feel like I’m stuck. I have many ideas but I can’t gauge if they are good and if I can move forward with them. I find that I need some confirmation from you guys to take the next steps and more research/design steps. Although I try to take your advice to heart, I find that I still fall back on my own ideas without being able to properly explain why. It is difficult for me to clearly articulate what my goals are and what I want to achieve with my project. I’m stuck and don’t know how to proceed.

I think that I would rather continue with a place/cabinets where people can present their work throughout the school and that students or visitors to the school can see what is done during the studios.

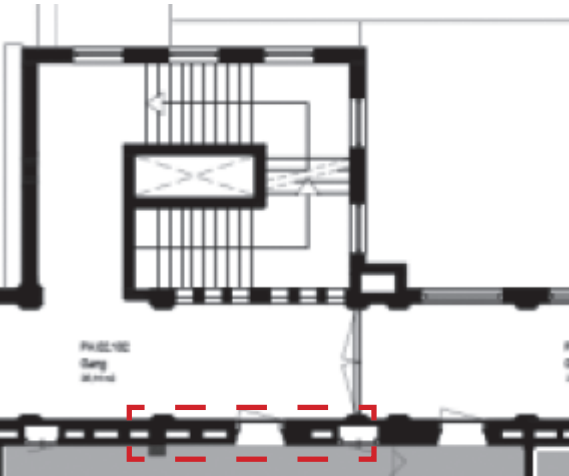


## Feedback from Hinke & Bing:

From the last studio session, we talked about *interventions that engage the arches*. You have to be more *site specific*. Your object (seating elements or cabinet) should be more specific in this location.

For example it or they could be something that is / are: On both sides of the arches, crossing the arch, the corner where the arches meet, between the corridor space and the stairwell, etc.

You have found a lot of references, so now you have to make the design through sketches and models.



After receiving this valuable feedback, I thoroughly looked at several potential locations to implement my intervention. After sending my email, I was convinced that creating a closet was the right choice.

For this reason, I decided to focus on the next location. My goal was to continue the visual



continuity of the arches across the hallway. Moreover, within these arches on the wall, I wanted to design a cabinet in which students could exhibit their work from the academy. This strategic choice allows me not only to preserve the existing aesthetic, but also to create a functional and inspiring space for the artistic expressions of fellow students.





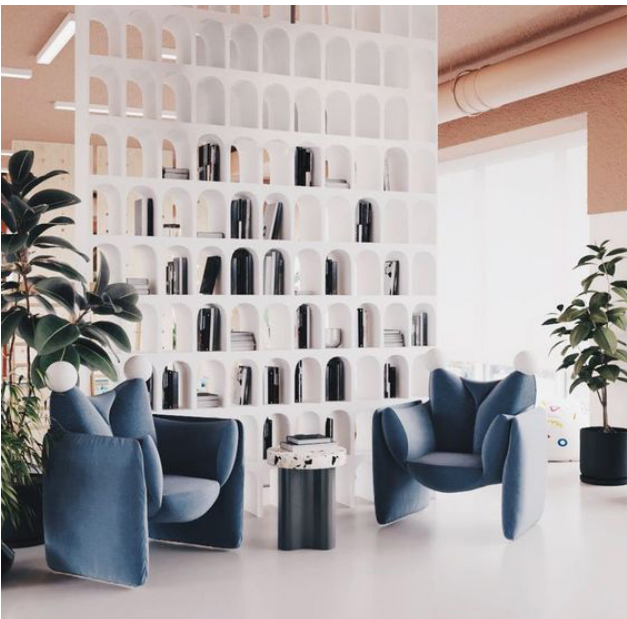
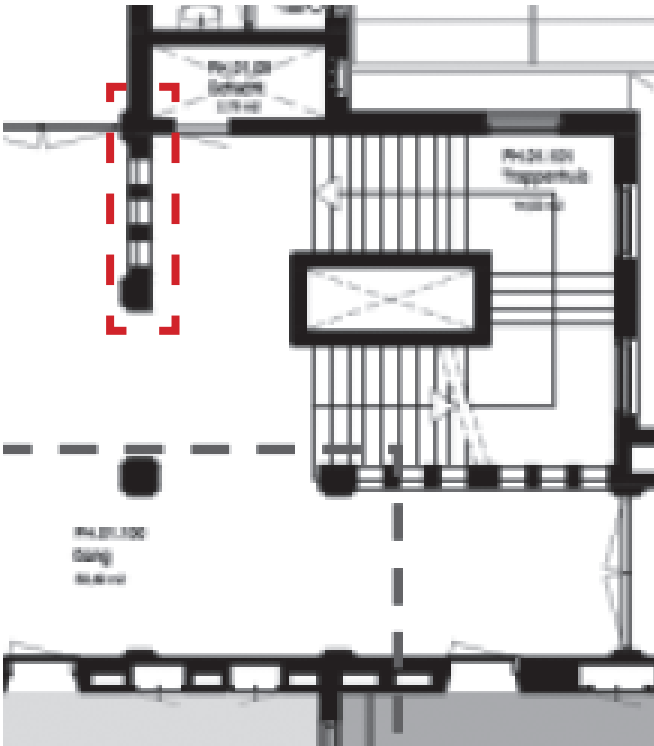
# Location intervention - week 9

Feedback moment with Hinke 03/11

After the feedback conversation with Hinke, I decided to select a new location. The selected spot is located in the arch that is immediately visible when walking up the stairs.

Moreover, it was decided to carry out an intervention in the arch. The plan is to create an exhibition cabinet in which students can display their work from the studios.

The design of this cabinet has yet to be conceived and will be developed in the coming days/weeks.



# Intervention - week 9

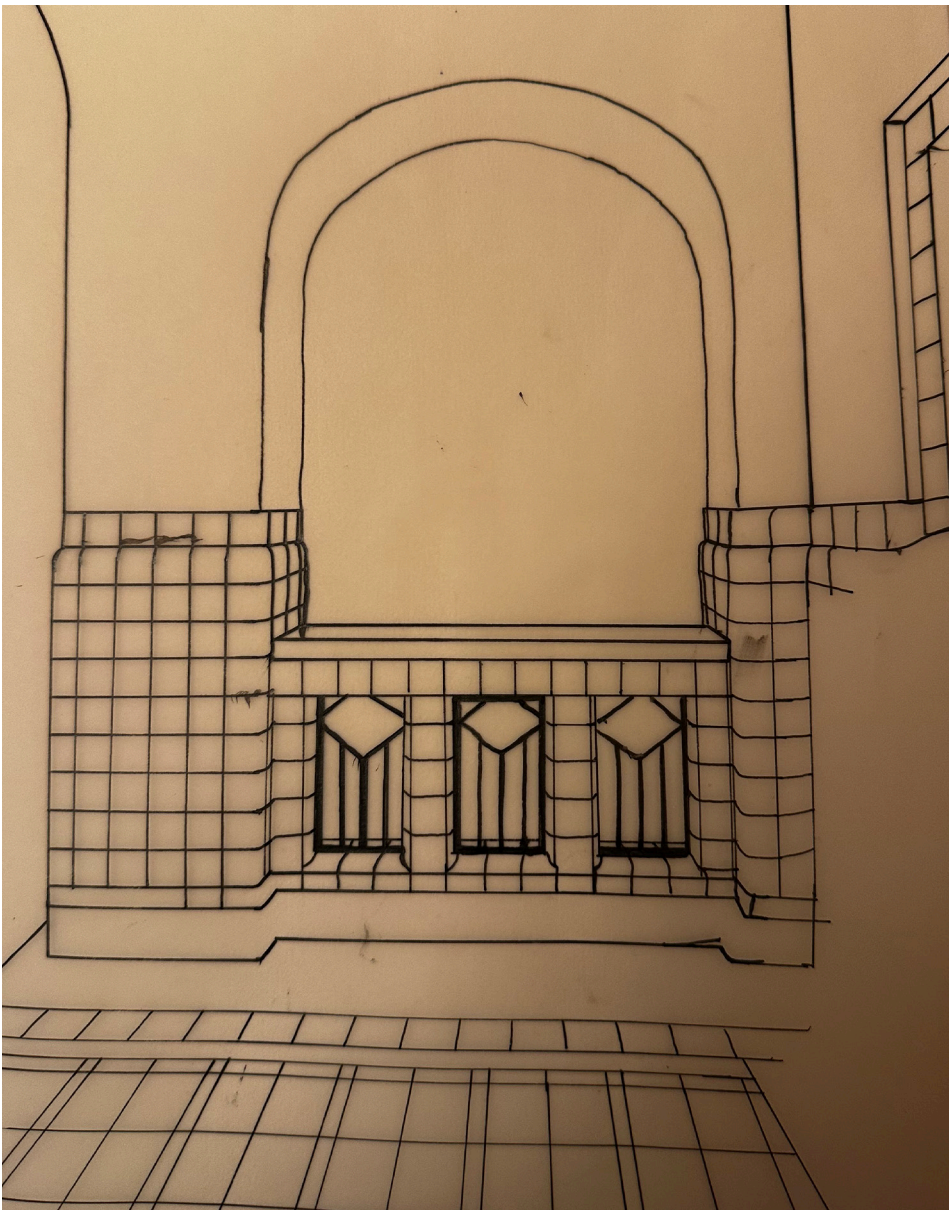
Moodboard/references object





# Intervention object - week 10

Concept - wordcloud



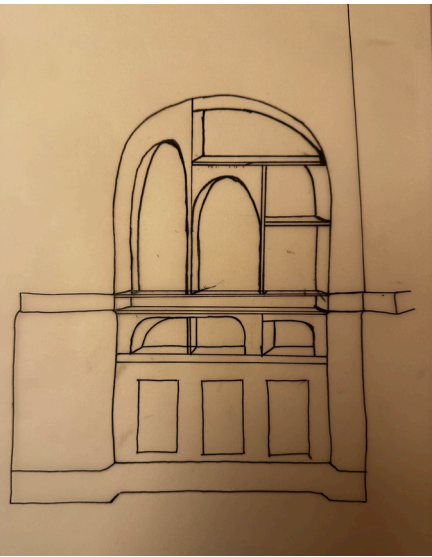
# Intervention object - week 10

Sketches of the design variations

After finding the new location, I documented it in a sketch, which served as a starting point for designing the exhibition cabinet. Initially, I put several designs on paper, using a sketch roll. However, I found that this medium did not convey my ideas in the best possible way. Both sketches resulted in flat, solid designs that may not have had the desired effect on the space.

To better visualize my concepts, I switched to designing in Revit. Using this program, I was able to translate my ideas into a 3D model and place different objects in the space. From this, seven design variants emerged. For each variant, I created renders from three different perspectives to get a better sense of how the object would fit in the space.

I will further investigate and evaluate these variants to eventually choose a few that I will develop further. The goal is to arrive at one final variant that can be fully developed. This process of selection and further development will take place over the next few days/weeks.





# Intervention object - week 10

Design variations



# Intervention object - week 10

Design variations





# Intervention object - week 10

Design variations



# Intervention object - week 10

Chosen design variation - option 5



I have made a careful selection from all available variants, which I would now like to discuss with Bing and Hinke. The selected variants that I have chosen for further evaluation are variants 4, 5 and 7. I believe that these particular designs are most in line with the conditions and requirements I have established for the property in question.

What makes these selected variants especially fascinating is the striking diversity between them. Each variant has its own unique characteristics and aesthetic, creating an interesting range of possibilities. This difference in approach and style allows not only for a broad review, but also for a detailed discussion with Bing and Hinke. I am confident that this variation will provide a useful basis for constructive discussions and informed decisions in the further design process.





# Intervention object - week 10

Design variations - best 3



After my feedback discussion with Bing and Hinke, I thoroughly considered and decided to put my focus on variant 5. This choice was motivated by the remarkable elegance, slimness and lightness of this variant compared to the other options. The complexity of the alternatives does not match the prepared wordcloud and the specific requirements and conditions to be met by the object.

To further support this decision, Variant 5 will now be developed in detail. This will involve close attention to detail in order to create a detailed mock-up of this particular design. This next step will allow us to assess the aesthetic and functional aspects of Variant 5 in practice and make further decisions based on tangible results.



# Intervention object - week 10

Chosen design variation - option 5 model



After the final selection of alternative 5, I took the development of the design further by creating a detailed scale model. This model was carefully placed within the 1:20 scale model of the proposed site. This physical representation provided a valuable perspective on how the object would actually operate in space.

Placing the scale model within the maquette provided not only a visual representation, but also the opportunity to observe the interaction between the object and its surroundings.

This hands-on approach led to an in-depth analysis of the design, allowing me to not only identify its strengths, but also observe any shortcomings. These observations served as valuable feedback and provided new insights as to which aspects of the design require attention.





# Intervention object - week 11

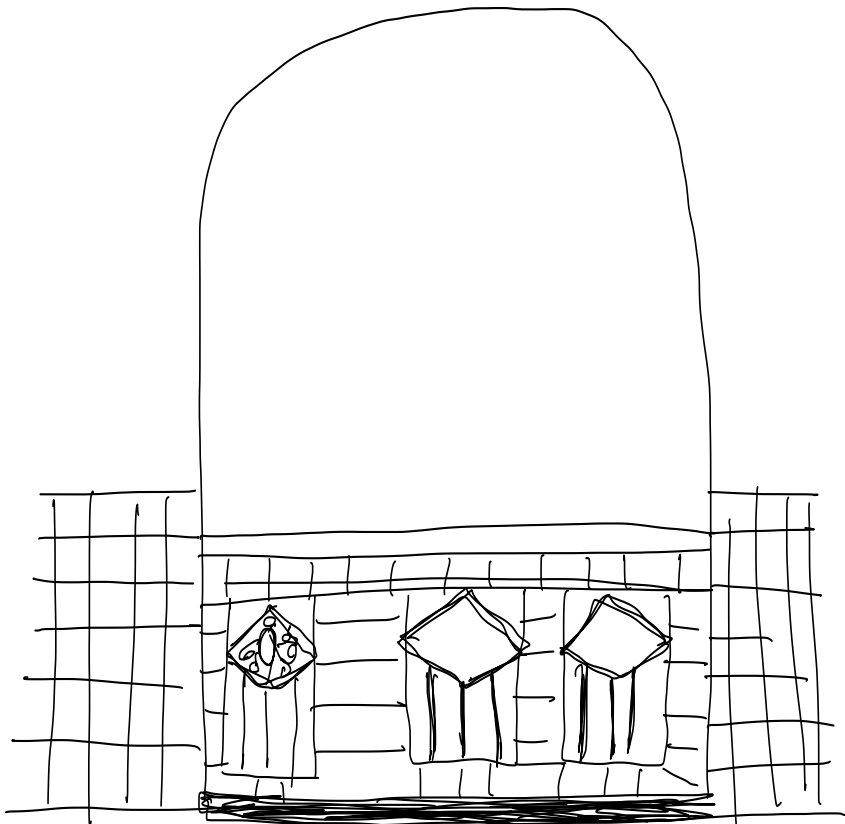
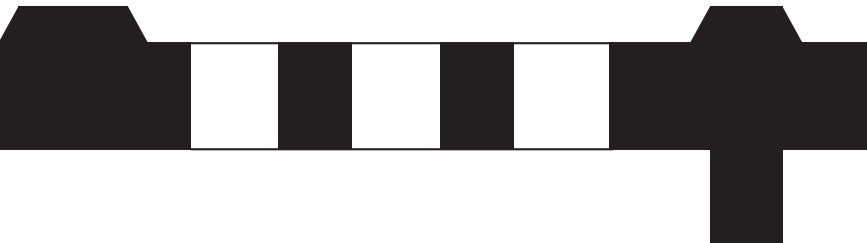
Development of the design

With the goal of expanding and refining the design of variant 5, I delved deeper into site analysis. My attention shifted to a wider view of the second floor, discovering that the directions of the arches showed a striking resemblance to a mathematical coordinate system. Abstracting the site offered a new perspective, which significantly changed my understanding of the project.

In this context, I drew all the arches in the coordinate system. This created a sketch reminiscent of an axis system in which parabolas or sines were represented. This discovery served as a fascinating reference, and I decided to continue with this inspiration.

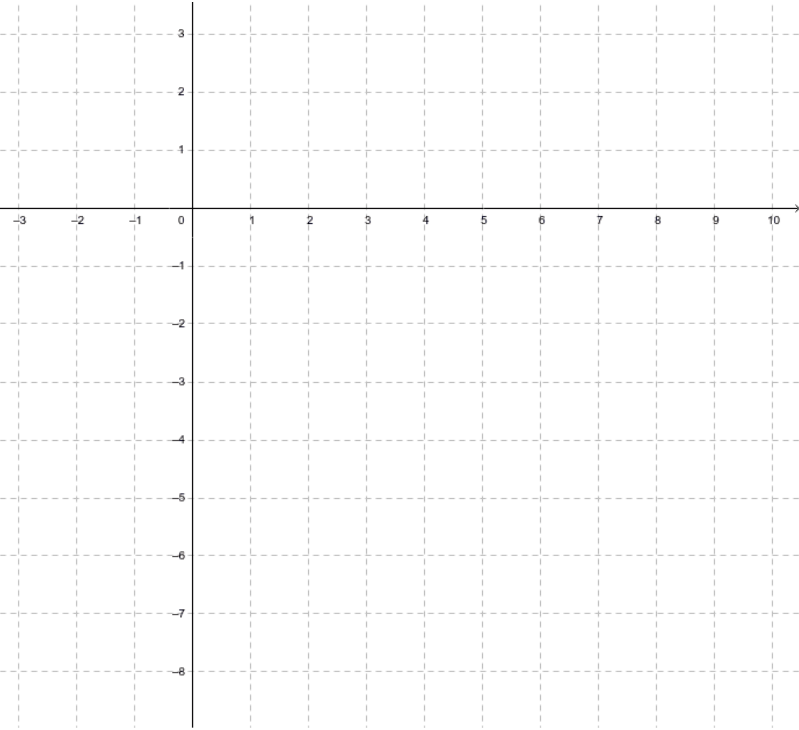
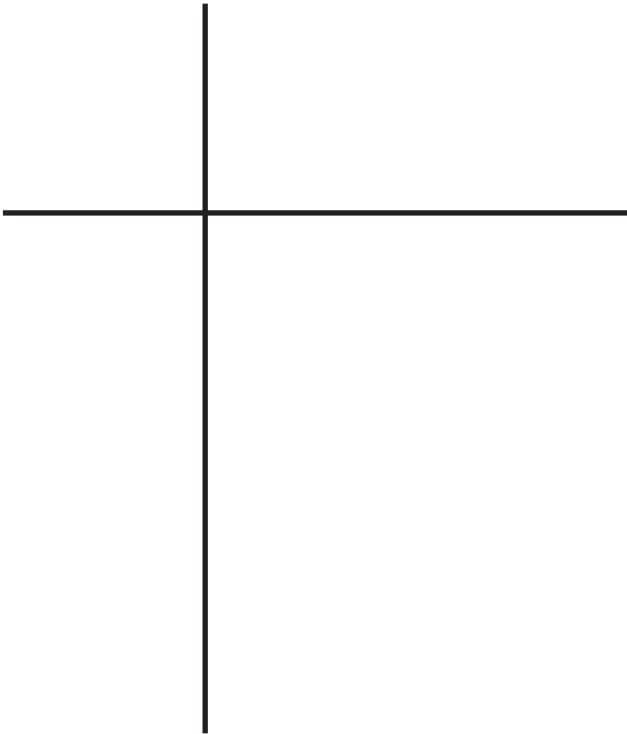
My next step was to integrate the existing coordinate system with the arcs in the specific location. This attempt resulted in interesting sketches that added a new dimension to the design process. Although I have not immediately established a definitive direction at this time, I am determined to explore this interesting lead further.

The fact that the site resembles a mathematical coordinate system, and the subsequent sketches evoking an association with parabolas or sines, opens up new possibilities. This requires further exploration and experimentation to see how these elements can be harmoniously integrated into the design of Variant 4, and perhaps gain new creative insights.



# Intervention object - week 11

Abstract view of the design

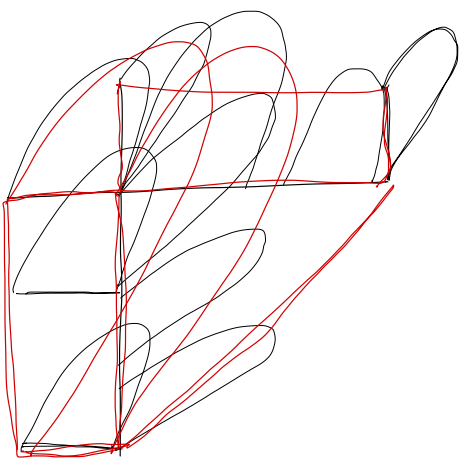
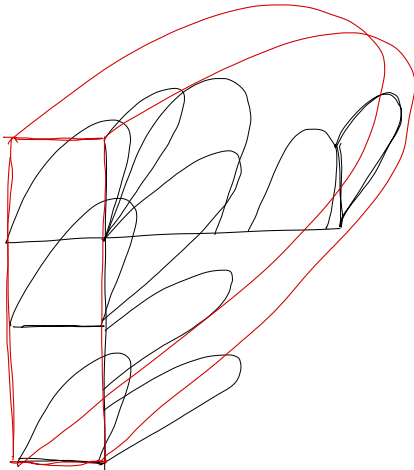
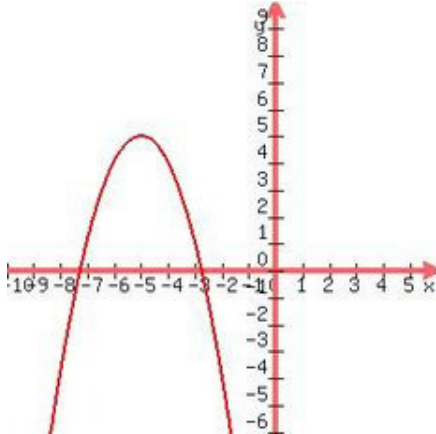
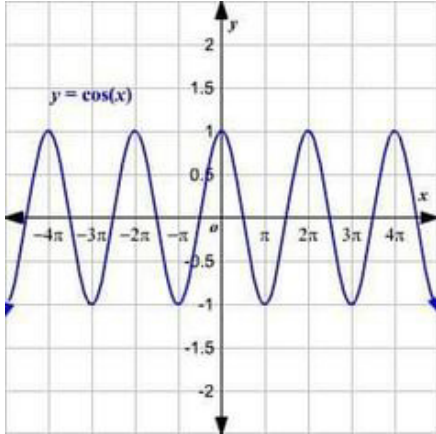
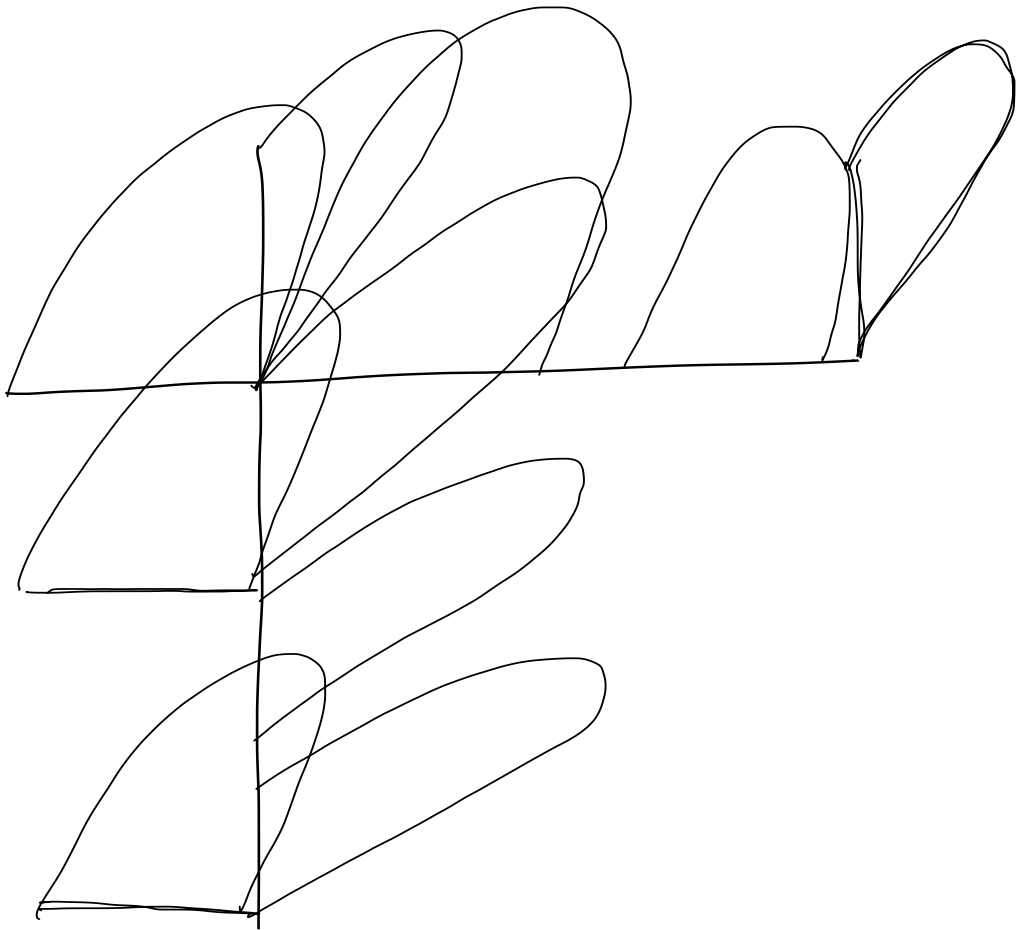


The abstract concept of location is applied in the design of the object. These abstract forms bear striking similarities to a mathematical coordinate system.



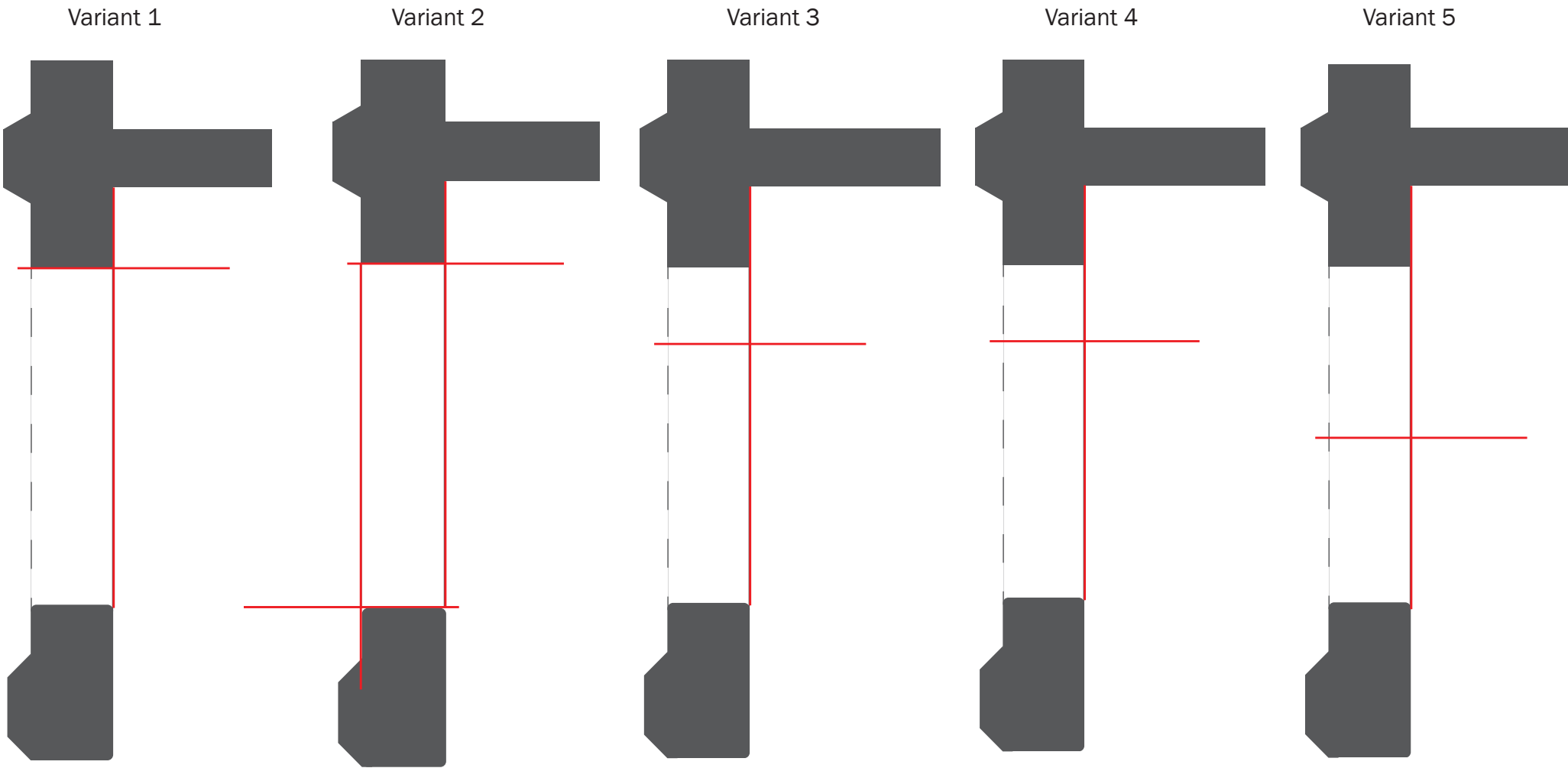
# Intervention object - week 11

Abstract view of the design - references



# Intervention object - week 12

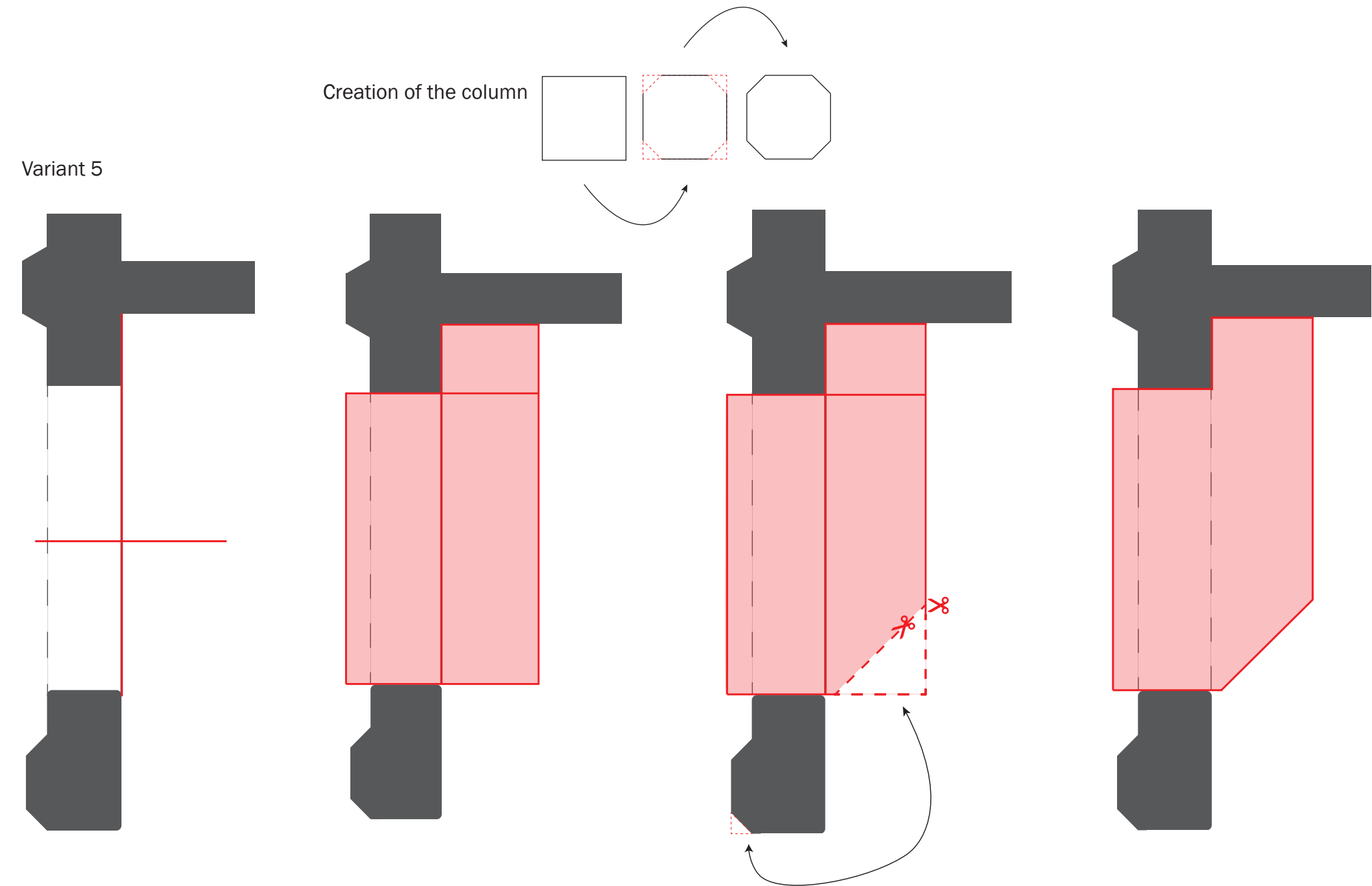
Designing the object





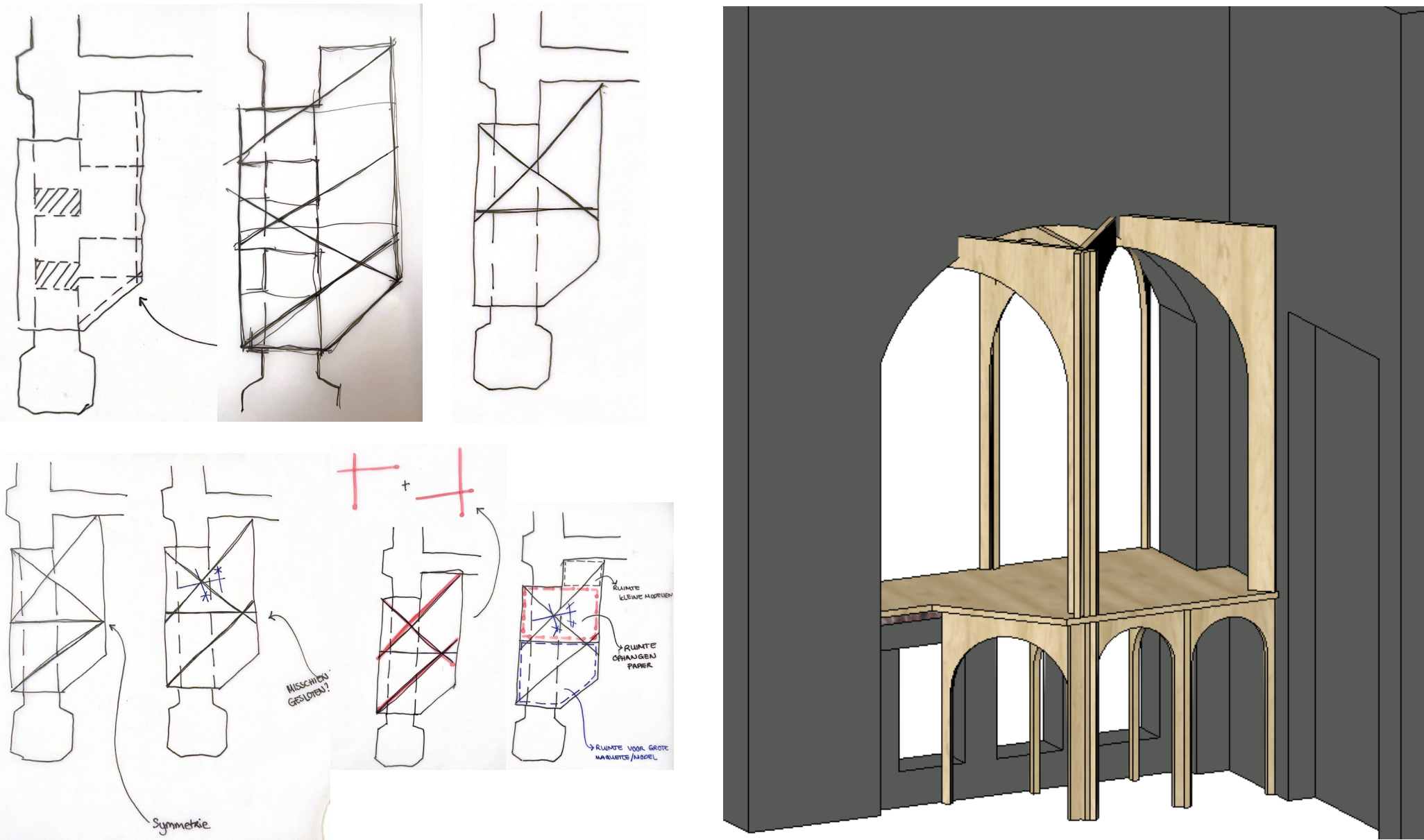
# Intervention object - week 12

Designing the object - chosen variant 5



# Intervention object - week 12

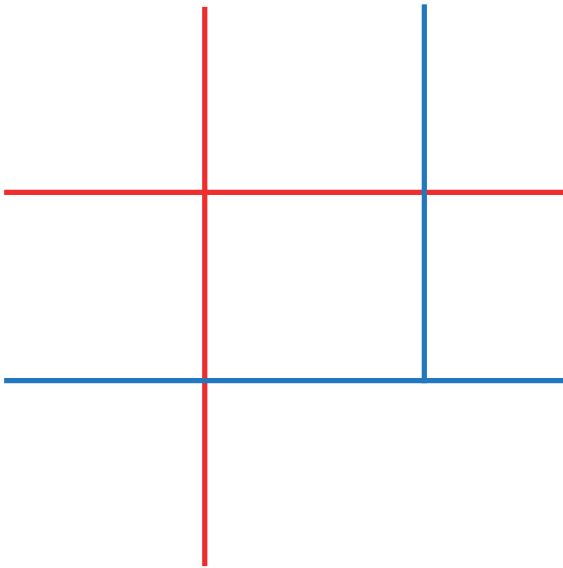
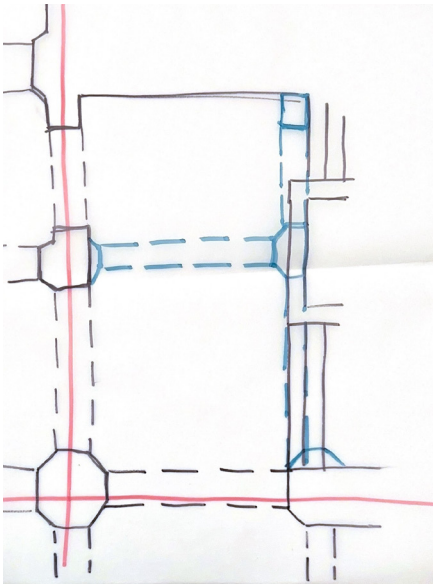
Designing the object - sketches





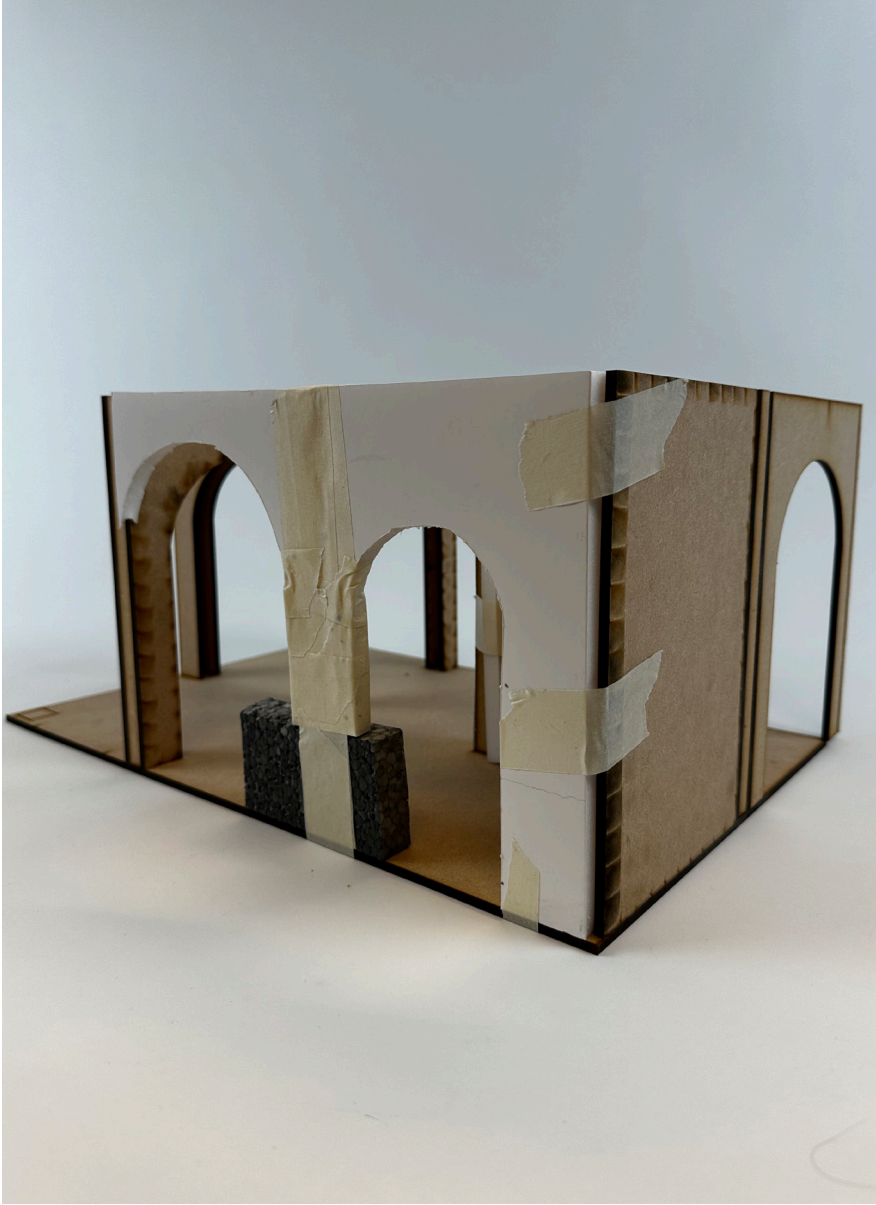
# Intervention object - week 13

Zooming out - sketches



# Intervention object - week 13

Zooming out - model of the concept

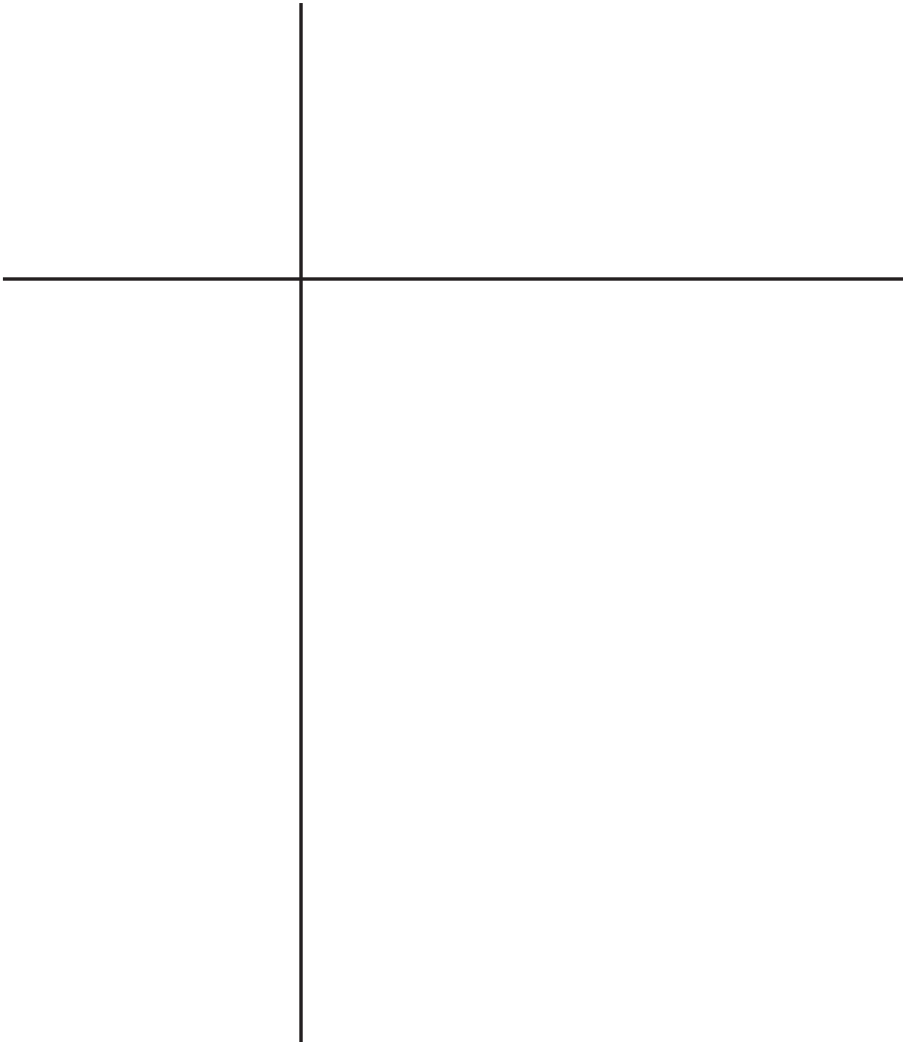




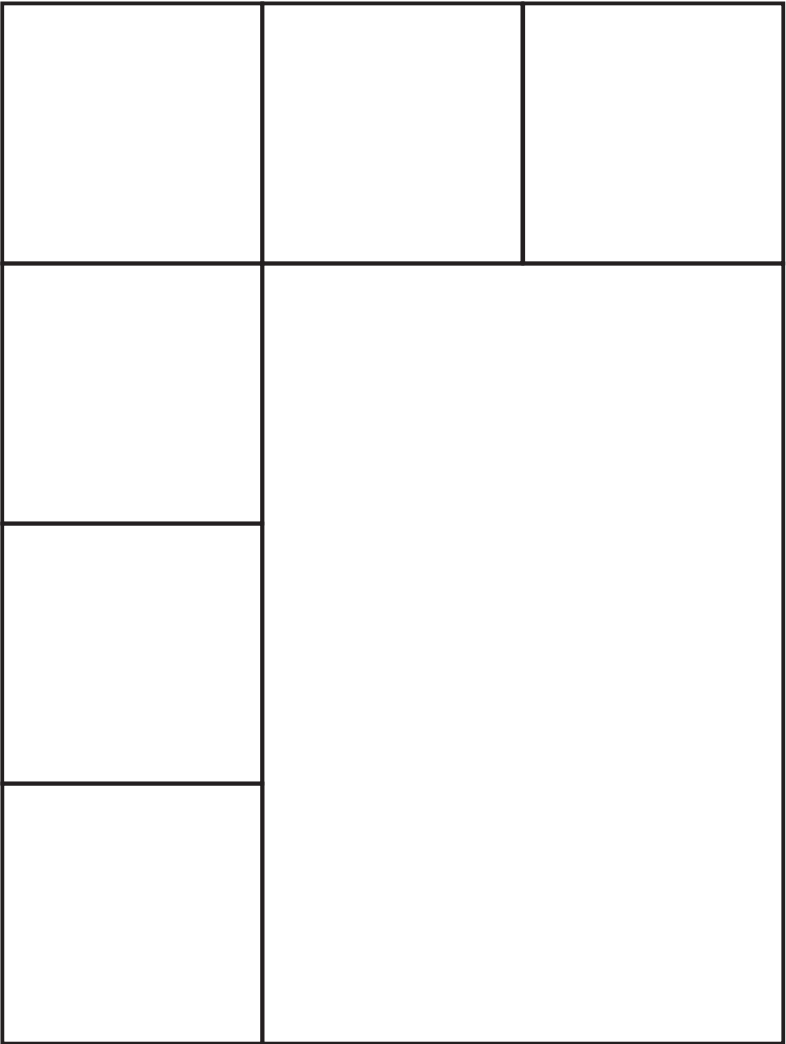
# Intervention object - week 13

Abstract view of the design - letting go of the existing location

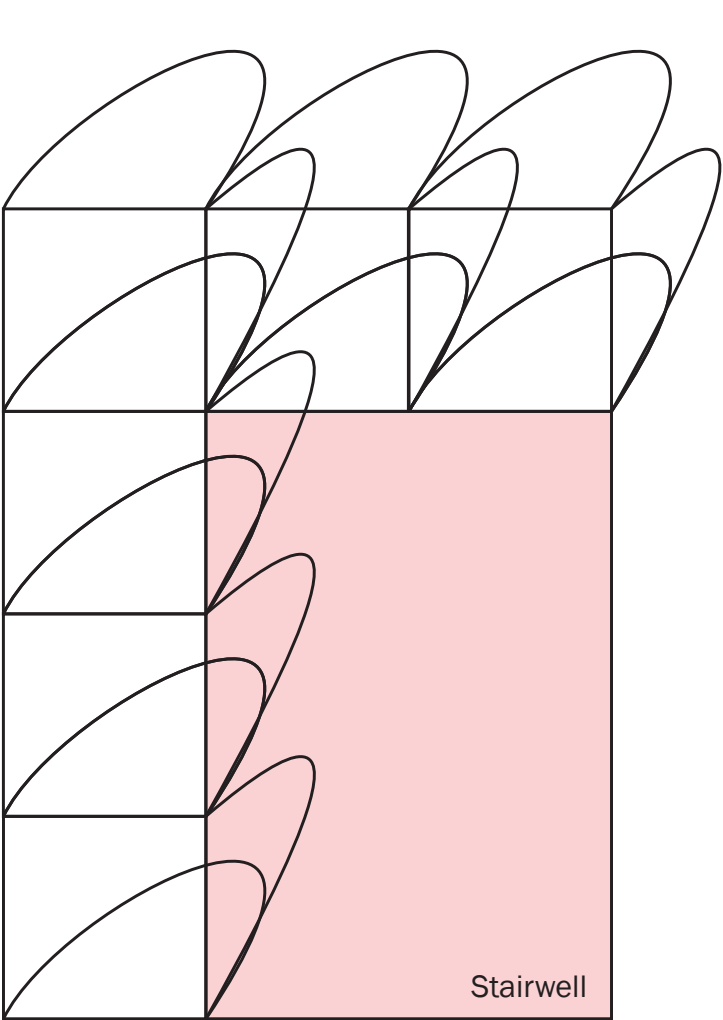
Coordinate system



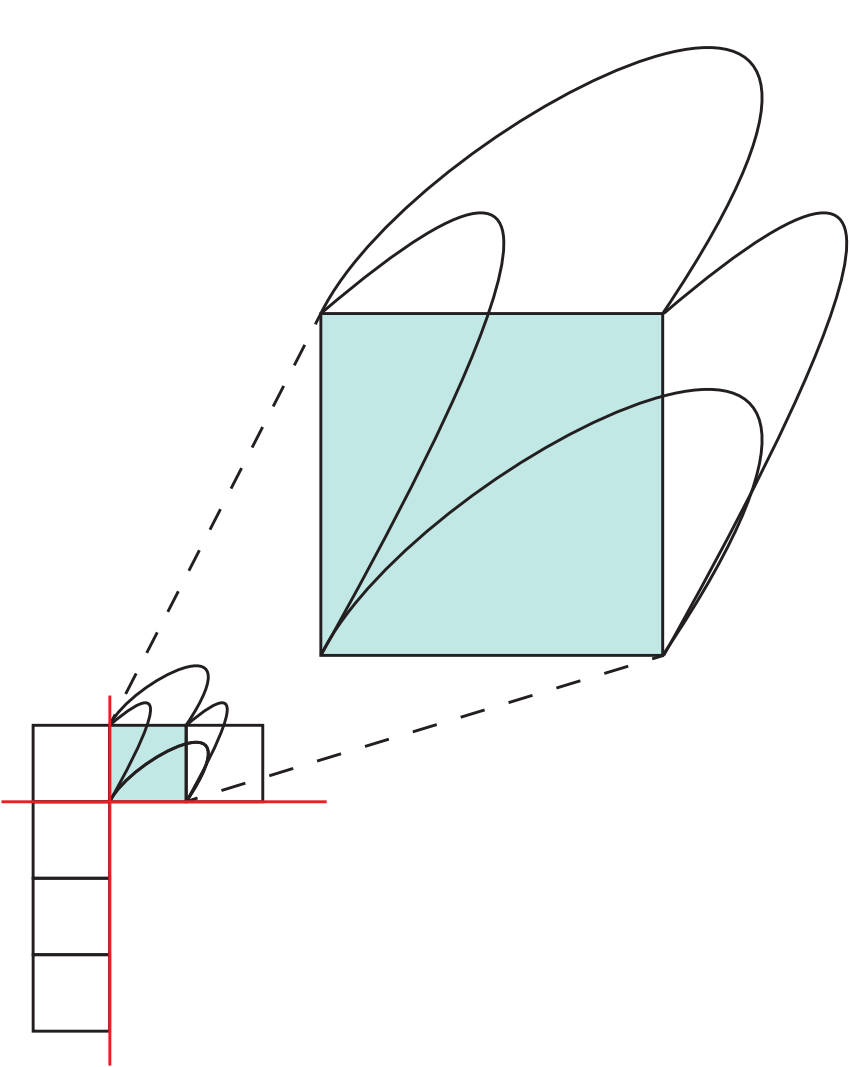
Coordinate system in location divided in different modules



Location in the Academy



One module



# Intervention object - week 13

Abstract drawing of the location

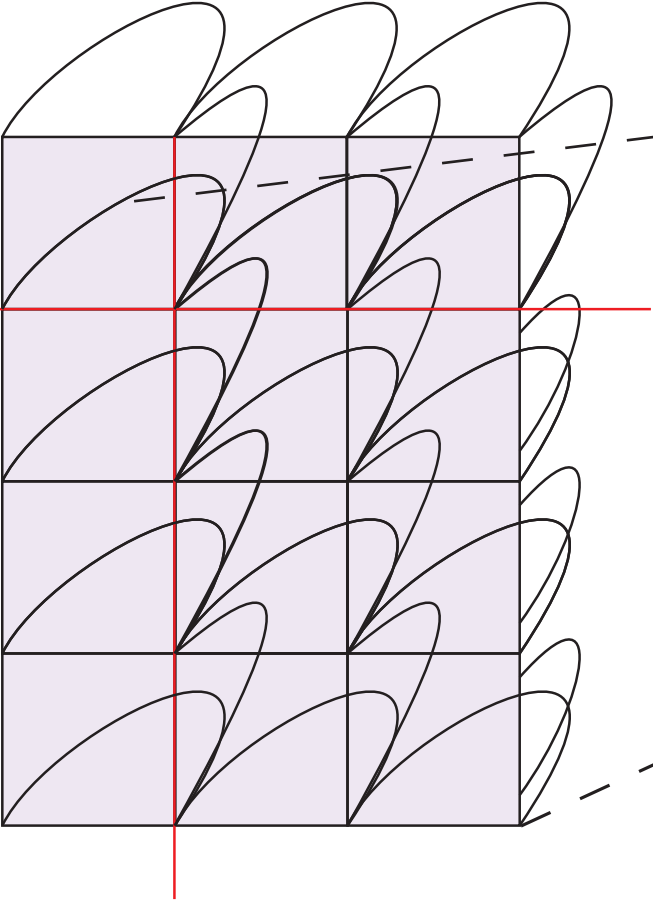


# Intervention object - week 13

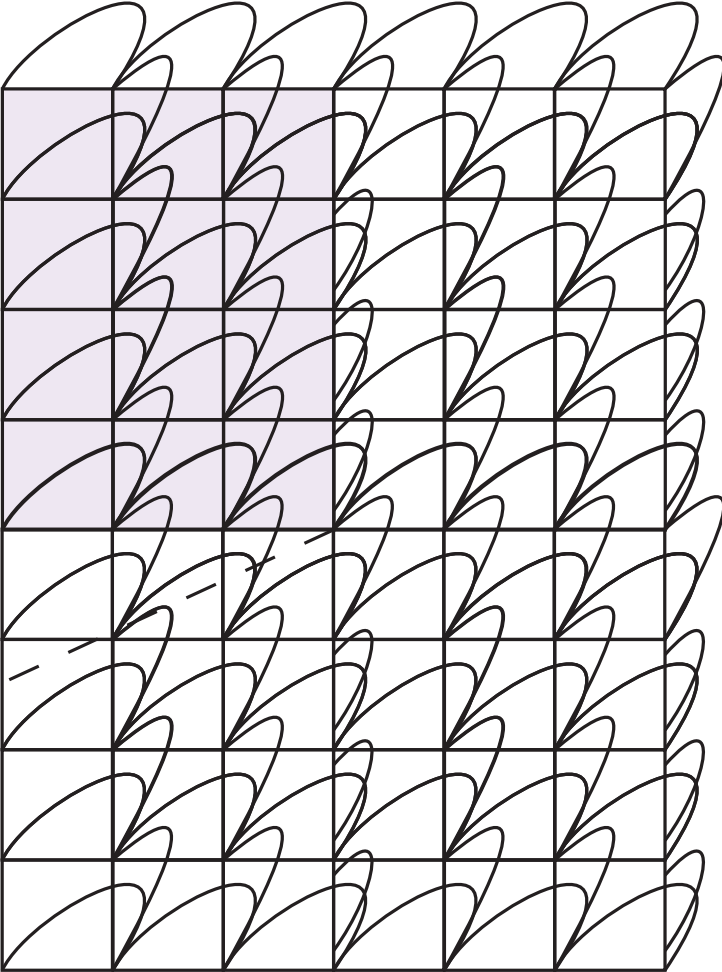
Multiplying the modules

Infinite exposition space

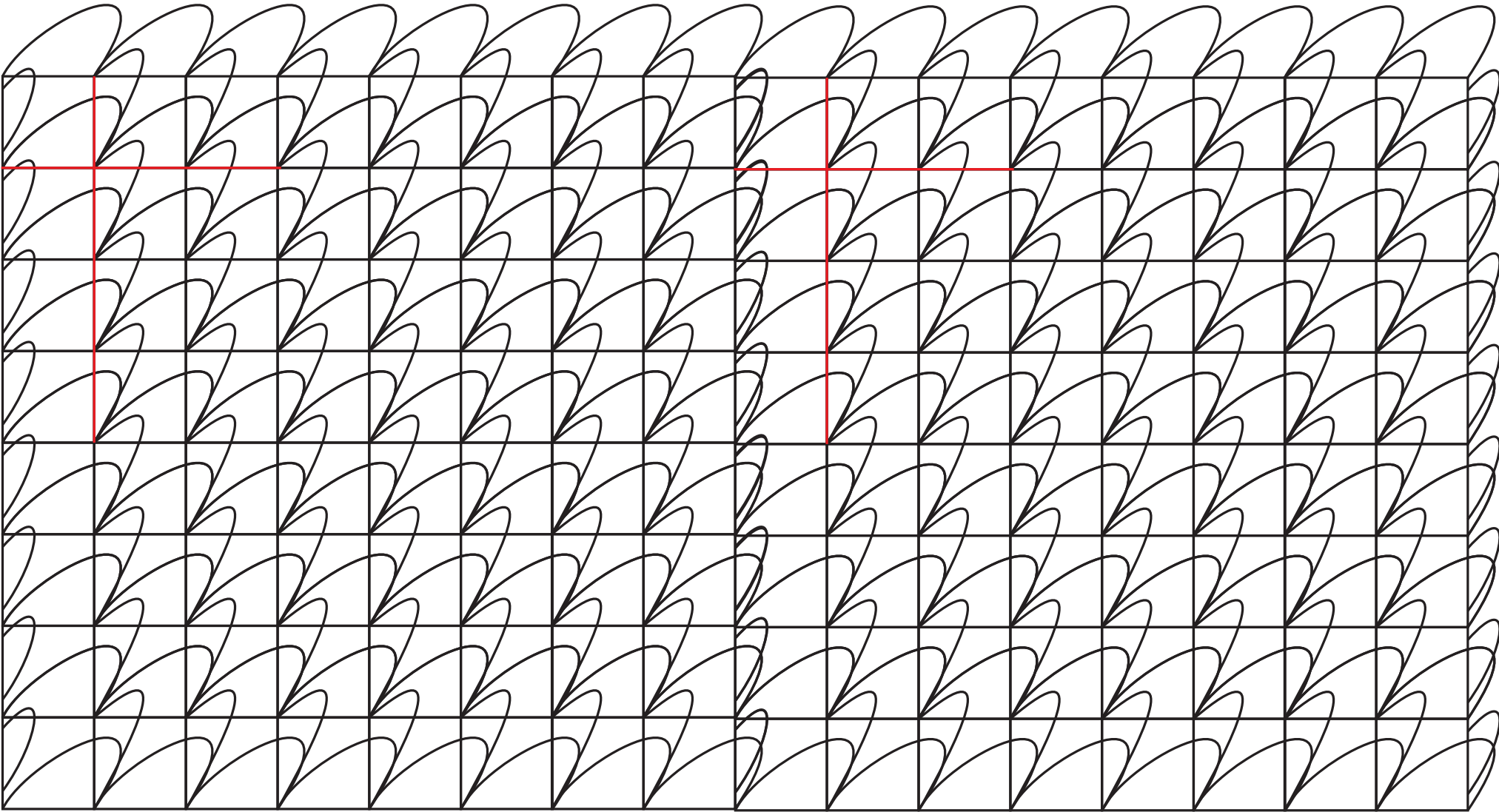
Putting the modules all over the location in the academy



Multiplying the modules



# Intervention object - week 13

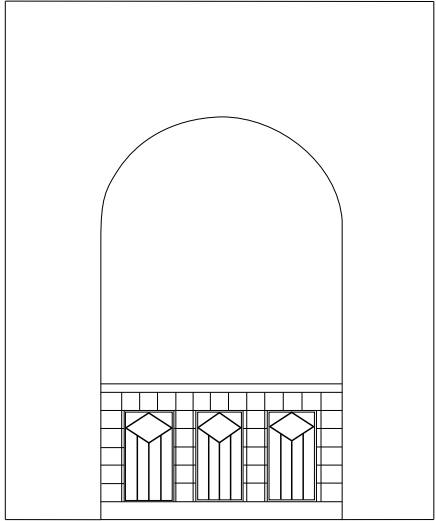




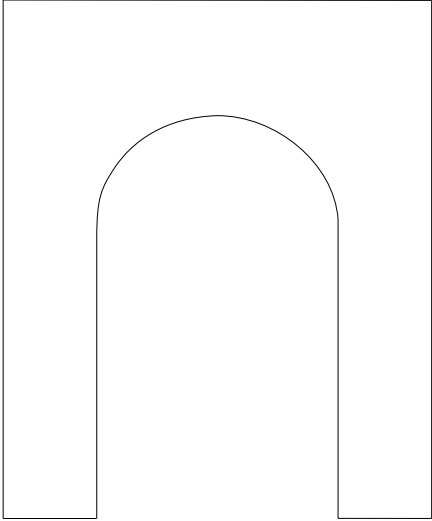
# Intervention object - week 13

New catalog

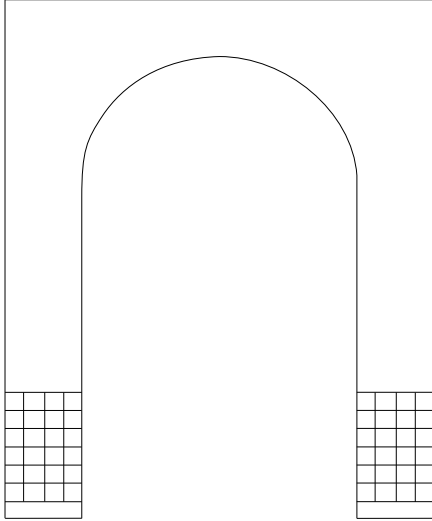
A



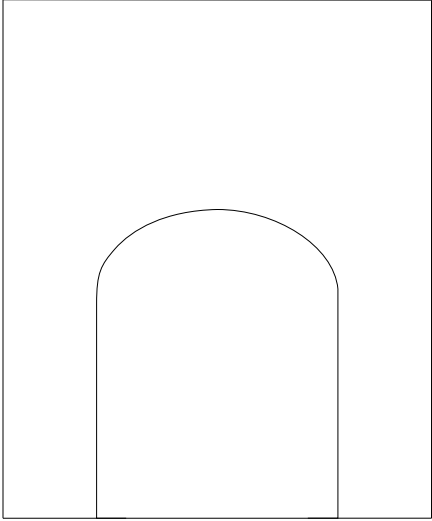
B



C



D



# Intervention object - week 14

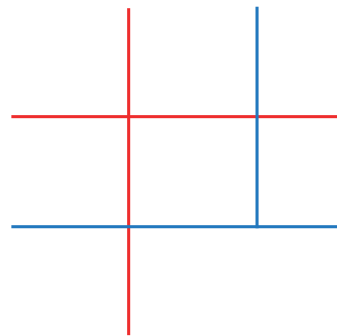
Designing the final product - object intervention scale 1:5



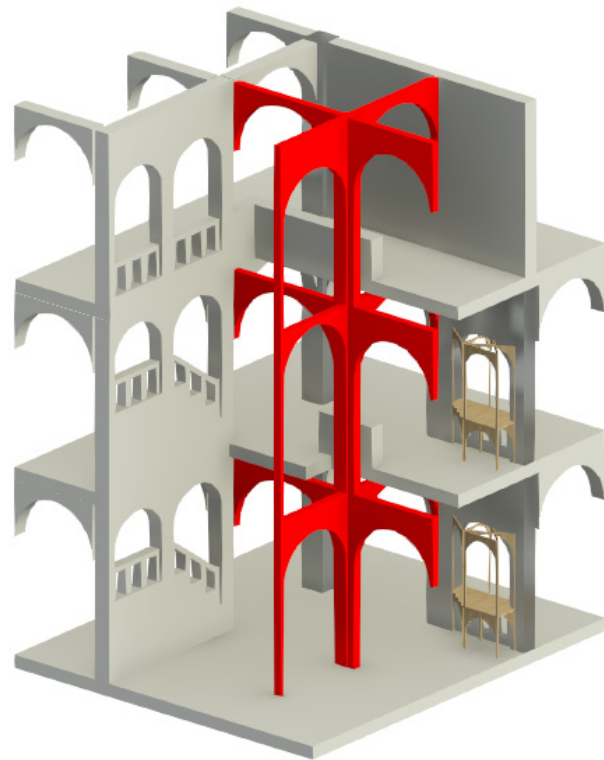
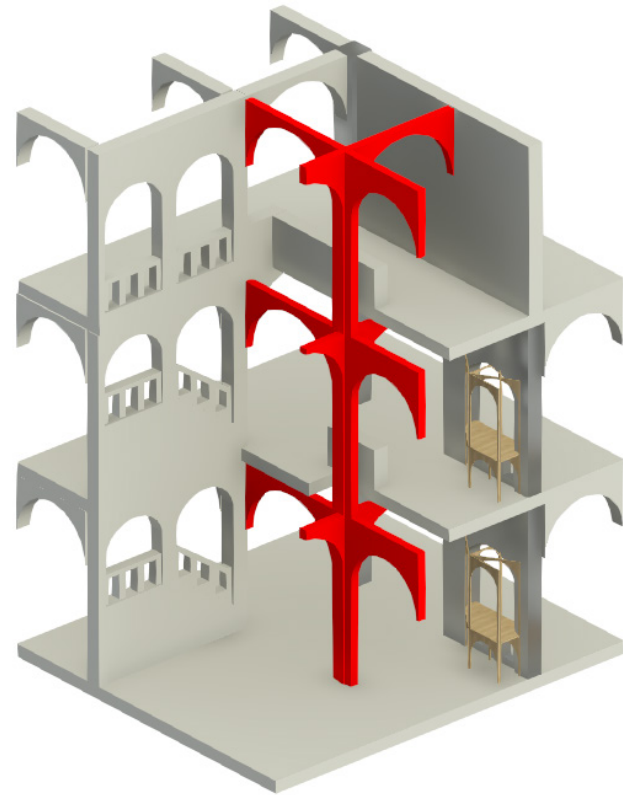
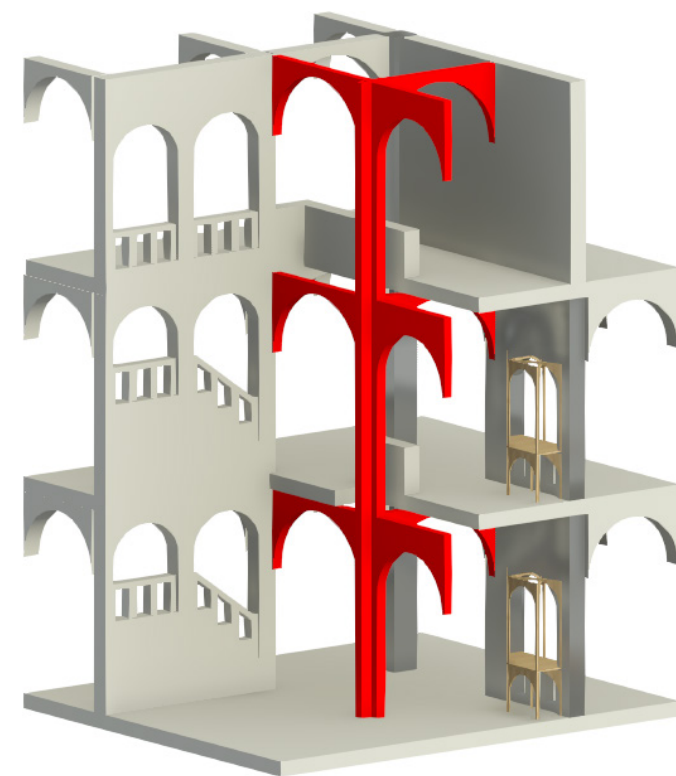


# Architectural intervention - week 14

Architectural intervention - extending the arches



Going further with this idea/concept. I've made different options for this concept. I chose the three options below to research further. I want to expand my current model to a model of the whole staircase and put these three options in there. After I make this model I'm choosing which option is the final design intervention.



# Architectural intervention - week 14

Model of the existing staircase of the academy





# Architectural intervention - week 15

Architectural intervention - extending the arches option 1



# Architectural intervention - week 15

Model of the existing staircase of the academy option 2



# Architectural intervention - week 15

Architectural intervention - extending the arches option 3



# Architectural intervention - week 15

Architectural intervention in the model



