### Performance Indicators and Expectations for 383, 384 "Introductory" Studios (Architectural Design III & IV)

#### DESIGN PROCESS

**EVIDENCE**

**Research | Analysis**
- conducts an effective analysis of site, context, and program
- uses reference materials and precedents regularly in the design process
- illustrates analytical findings with effective graphics
- uses reference materials and precedents to generate formal ideas
- explores the influence of material/construction choices on design

**Conceptualization | Generative Ideas**
- develops conceptual diagrams / models / sketches / imagery
- formative ideas are relevant and non-arbitrary
- concept/parti is evident and communicated graphically
- architectural decisions/moments reinforce the concept/parti

**Iteration | Exploration**
- engages various explorations at different scales and scope as directed
- iterates to test the viability of design ideas
- iterations make substantive leaps in progression while maintaining a consistent conceptual thread
- uses various media and modalities to explore as directed by instructor

**Design Development | Synthesis**
- iterates in plan, section, elevation, perspective, model, etc. at a variety of scales as directed
- decision-making and explorations become increasingly more refined in scale and resolution as directed
- synthesizes information and ideas about site and climate with form and orientation
- synthesizes information and ideas about the program and human context with the form and spatial composition
- integrates ideas about form and structure with materiality and construction

**Graphic Communication**
- experiments and builds skill with a variety of tools and media as directed (manual and digital)
- drawings are legible and show appropriate hierarchies of line weight and scale as directed
- uses media in a logical workflow to develop a concept into a basic building design as directed
- understands when to use looseness vs. precision / freehand vs. hardline / sketched vs. measured
- uses correct basic graphic conventions for describing buildings - plan, sections, elevations

**Verbal | Written Communication**
- speaks and writes clearly about the project intent and how it was achieved
- can summarize basic aspects of scheme effectively and concisely
- accurately uses basic terminology, ideas, and phrases to describe design

**Studio Engagement | Participation**
- active, consistent worker, is present, on time, and works in studio
- contributes to discussions in studio regularly
- beginning to ask critical questions, reflect, and/or speculate about the impact of design on people and places
- progresses steadily by producing requested items for every critique or review
- shares experiences/ knowledge / insights with peers

**Initiative | Attitude**
- appropriately prepared for desk crits, pin-ups, and all reviews
- displays craft, care and diligence in work
- is open to and responds to critique, without defensiveness
- demonstrates curiosity - asks questions - explores answers

#### QUALITY OF DESIGN PROJECT

**EVIDENCE**

**Project Understanding**
- demonstrates understanding of several major issues the project must address
- incorporates aspects of that understanding into the design solution for the project

**Project Parti | Concept**
- the main design concept or parti has a diagrammatic core that synthesizes issues of context and program into form
- the main design concept or parti is used to organize most project issues
- the main design concept or parti is diagrammed, illustrated and verbally described in presentation

**Project Integration**
- awareness of a basic construction system is evident and used as a spatial ordering device in plan and section
- shows facade development in larger scale plans, sections, elevations and 3-d explorations
- articulates exterior materials palette in drawings
**Site | Context Response**
- shows project in relation to its context at a variety of scales through site/context analysis and project diagrams
- addresses topography and existing elements in several ways with design
- considers the implications of its urban vs suburban vs. rural context in design

**Spatial | Formal Composition**
- composes architectural elements, form, and space by manipulating basic design principles (rhythm, hierarchy, proportion, etc.)
- demonstrates organization of spaces with proper scale/dimension for given program/use
- applies one or more ordering ideas, at different scales in project
- uses precedents as part of design process, and demonstrates significance in solutions
- develops architecturally coherent facade composition

**Human Context | Program Response**
- develops initial concepts to help narrate and define how/when spaces are used
- develops a legible organization of program with appropriately scaled non-redundant circulation
- communicates organization with program diagrams
- makes appropriately scaled spaces and articulates principles for human use in design
- designs a space with furniture in drawings

**Structure | Construction**
- designs with a meaningful use of the wall and the frame
- designs with a basic rationale for structure and how structure relates to design of social space
- uses diagrams, drawings, and models to explore material and construction systems
- shows approximate thicknesses for interior and exterior walls; floors slabs, and roof planes in drawings and models
- constructs wall sections showing assembly and thickness of construction materials

**Comfort | Climate Response**
- documents existing climate conditions are represented graphically
- project is sited, oriented, zoned with consideration of climate
- designs and incorporates proper solar control (shading, daylighting) devices where needed
- maximizes or controls daylighting on two or more sides wherever possible
- integrates experiential qualities of daylighting into design
- incorporates natural ventilation using cross ventilation and/or stack ventilation where possible and reasonable
- shows preliminary provision for mechanical space in plan drawings

**Sustainability | Equity | Justice**
- explores content from case studies demonstrating sustainability, equity, and/or design justice strategies
- highlight sustainability, equity, or justice strategies through diagrams
- documents an awareness of or a design intention about the social, cultural, and/or environmental impact of design choices on surrounding context

**Life Safety | Universal Design**
- provide accessibility continuity to all interior spaces, esp. public rooms and restrooms
- draw stairs and ramps with proper dimensions with proper dimensions
- develop an elevator / stairs / ramps vertical circulation system that is equally welcoming to all users
- demonstrate fire safety norms: two exits / distance between fire exits in multistory building/ dead end corridors

**Quality of Visual Presentation**
- control line weight, line type, poche, tone and color to create spatial legibility in drawings, diagrams
- use accurate application of drawing conventions and projection systems
- use correct labelling and use of key words in drawings, diagrams
- provides clear set of complete drawings/models and other 3-d representation - hand and digital
- generates thoughtful and coordinated presentation layout
- follows studio requirements for scale and scope

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**GENERAL PROGRESS**

**EVIDENCE**

**Evidence of Architectural Knowledge**
- design work demonstrates an understanding of completed and concurrent coursework in design (i.e., history, media development, building construction, human context, etc.) as well as information communicated in lectures; assigned readings; and discussion

**Design Proficiency**
- initiates a design process and can use subsequent design studies to develop ideas progressively with guidance
- engages in a rigorous, iterative, exploration that follows clearly expressed design intentions