

Teaching Portfolio

Student Work
Course Descriptions

Ji Young Cho

Ji Young Cho

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COURSES TAUGHT

Full Time Lecturer at interior Design Program, College of Architecture and Environmental Design,
Kent State University, USA

- Role: Course Development & Independent Teaching & Course Coordinator
- | | |
|-------------|---|
| 2011 spring | ID 14512 Interior Design Graphics
ID 41095 Special Topics: Digital Graphics I
Honors Course |
| 2010 fall | ID 14501 Studio Problems in Interior Design I
ID 41095 Special Topics: Digital Graphics I |

Graduate Instructor at University of Missouri, Columbia, USA

- Dept. of Architectural Studies
Role: Course Development & Independent Teaching, Developing course syllabus and projects
Creating class materials, lecture, and handouts
- | | |
|-------------|--|
| 2010 spring | ARCHST 3182 Design Studio II |
| 2009 fall | ARCHST 2811 Design Studio I |
| 2008 spring | ARCHST 3182 Design Studio II |
| 2008 summer | ARCHST 2220 Computer-Aided Drafting with AutoCAD |
| 2008 fall | ARCHST 2811 Design Studio I |
| 2009 spring | ARCHST 3182 Design Studio II |
| 2009 fall | ARCHST 2811 Design Studio I |

Teaching Assistantship at University of Missouri, Columbia, USA

- Dept. of Architectural Studies
Role: Teaching for 6 weeks for professor' retreat
- | | |
|-----------|----------------------------------|
| 2007 fall | ARCHST 2811 Design Studio I |
| 2007 fall | ARCHST 2230 Design Communication |

Instructor at Dong Yang Technical College, Korea

- Dept. of Interior Design, Dong Yang Technical College, Seoul, Korea

PROJECTS

ARCHST 2811 Design Studio I

- 3D Abstraction
Sculpting from a Cubism Painting
Design of a Musical Passage Way

ARCHST 3182 Design Studio II

- Columbia K+3 School Design
The Educational Research Innovation Center

ARCHST 2220 Computer-Aided Drafting with AutoCAD

- 2-Dimension and 3-Dimension Creation Using AutoCAD

ID 14501 Studio Problems in Interior Design I

- Shape/Form/Space
Motif/Texture/Pattern
Geometry of Design: Analysis and Interpretation

ID 41095 Special Topics: Digital Graphics

- Font Poster
Sketch Up 3D Representation
Portfolio

STUDENT WORK

ARCHST 2811 Design Studio I (Fall 2007, 2008, 2009)

Project 1: 3D Abstraction



Student: Thomas,Hilary R

As part of the creative process, designers and architects communicate both visually and verbally with many audiences—within their own communities, but also with clients, consultants, and construction professionals. Formal and spatial aspects of the environment are of primary concern and they must be described coherently and consistently. Developing a consistent and commonly shared vocabulary helps to order one’s own design considerations and to relate those to others. The principles of design as they relate to components, properties, and relationships are useful to describe formal and spatial aspects of existing and newly designed environments.

Based upon Rowena Reed Kostello’s ideas and values of visual relationships, students explored visual relationships in two and three dimensions. The creation of abstract conceptions to illustrate the principles of design enhanced the students’ understanding and vocabulary of these principles. Exploratory exercises allowed for creative expressions and also provided foundational knowledge and creative suggestions to special design and analysis.

RECTILINEAR VOLUMES:

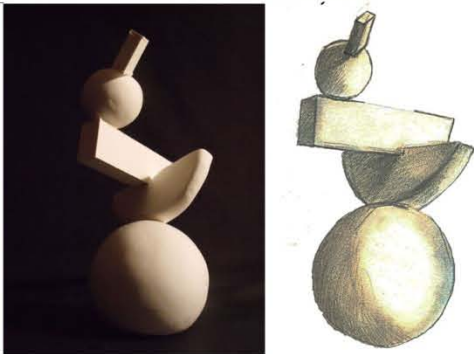
Making three blocks look beautiful together



Student: Carlberg,Candace Elizabeth

CURVILINEAR VOLUMES:

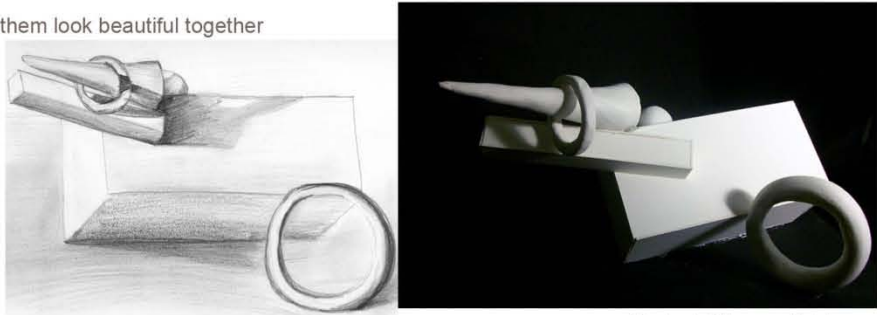
Organizing curvilinear volumes and making them look beautiful together



Student: Hiles,Emily C

RECTILINEAR AND CURVILINEAR VOLUMES:

Organizing rectilinear and curvilinear volumes together and making them look beautiful together



Student: Oltmanns,Ashton

Objectives

- To introduce and develop a design vocabulary
- To encourage abstract thinking
- To introduce diagrams and study models as an aid to architectural thinking including concept development and creation of built form
- To encourage creativity through compositions: Articulation and Continuity; Balance rather than symmetry; Dominant, Sub-dominant, and Subordinate; Implied Axis.
- To introduce different model media as means to present and exhibit ideas

Exercises

1. Rectilinear Volume
2. Curvilinear Volume
3. Rectilinear and Curvilinear Volume
4. Planar Construction

PLANAR CONSTRUCTION:

Creating a beautiful construction using a variety of planes



Student: Oltmanns,Ashton



Student: Halsey,Leigh Ellen



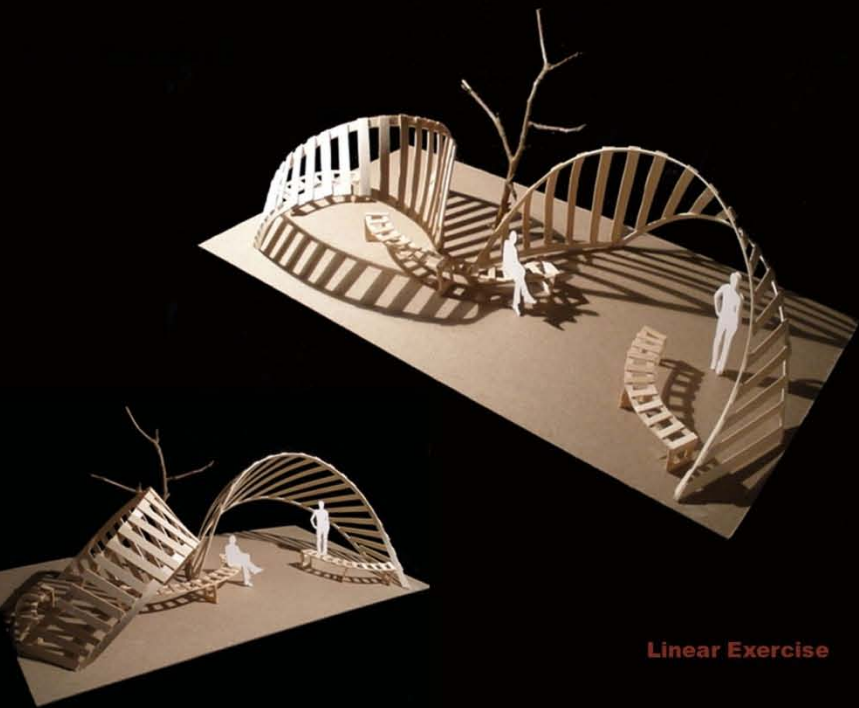
3D abstraction
complementary
contrast

STUDENT WORK

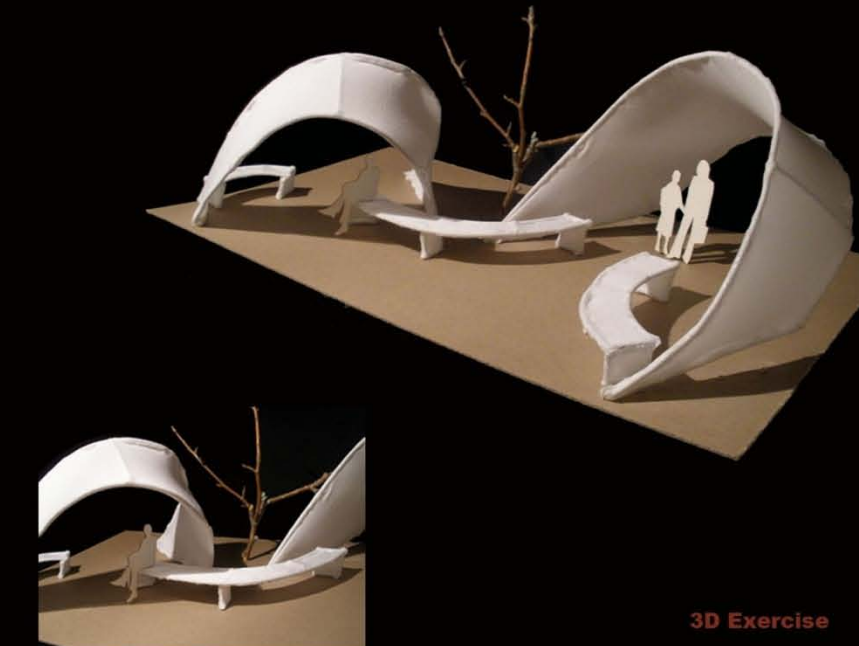
ARCHST 2811 Design Studio I (Fall 2009)



2D Exercise



Linear Exercise



3D Exercise

Project: Designing Shelter of Katy Trail in Twin Lakes Park, Columbia

This project was to design a shelter near Katy Trail — Twin Lakes Park in Columbia. The shelter will be used for diverse purposes, such as providing rest area, seating under shadow, information about the Katy Trail, etc. Additionally students can add other functions. This project aims to promote the conception of space as a palpable entity and continue the development of abstract thinking. Students developed an understanding between built-form, landscape, and human presence. Students were encouraged to design a space as open as possible along the inside-outside relation. Also, they were expected to be as creative as possible focusing on architectural and constructional elements.

There were several requirements for the shelter design.

1. Decide function of the shelter: Size: 350-450 sf
2. Analyze the site and find a good location within the site, justify the location
3. Create three different alternatives using different design elements.

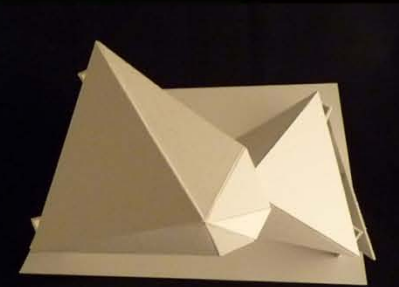
Using linear elements

Using 2-dimensional planes

Using 3-dimensional planes

4. Consider human behavior pattern and dimensions related to seating, height of structure, etc.
5. Provide a human figure to show relative scale of designed structure and a human person
6. Take care in the selection of construction materials; connection details and finish shall be emphasized.
7. Use a consistent strategy for the shape, size, and proportions of the elements.
8. Have a clear hierarchy in the relationship between the elements and the implied spaces they create.

Student: Carlberg, Candace Elizabeth



Student: Hiles, Emily



Objectives

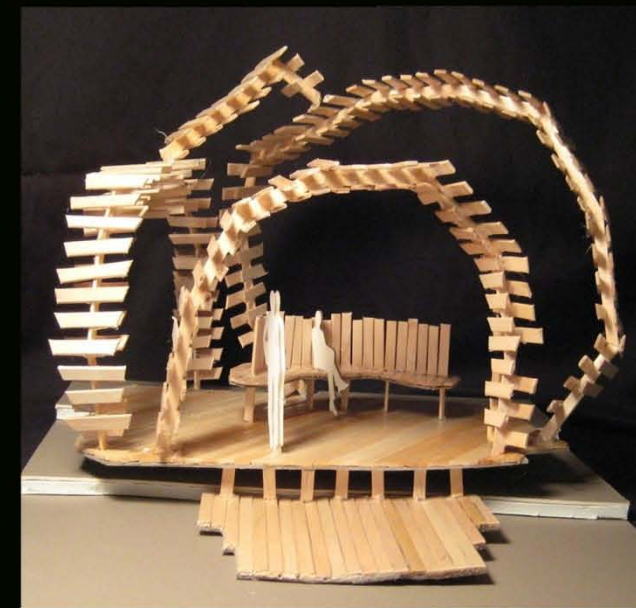
To introduce different design elements

To be familiar with diverse materiality and its relation to the shape

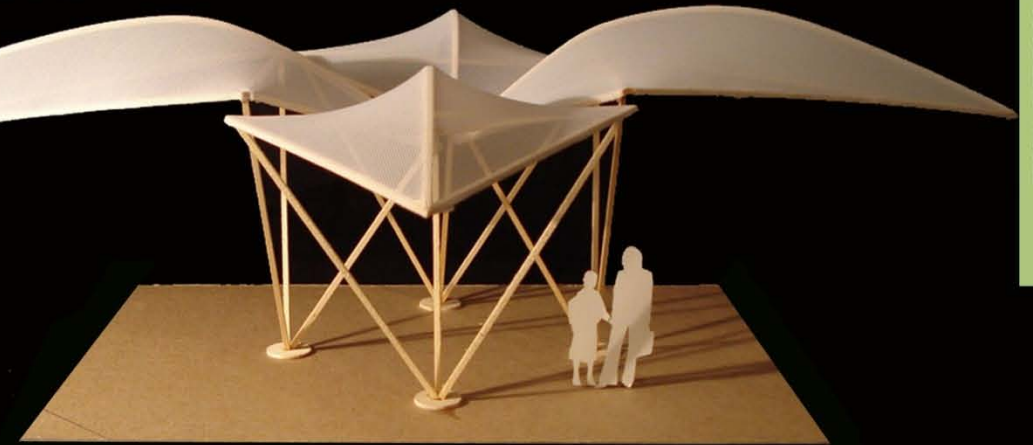
To learn human scale in environment and its relation to the space

To learn architectural drawing and section

To learn the relationship between site and design features



Student: Seida, Patricia



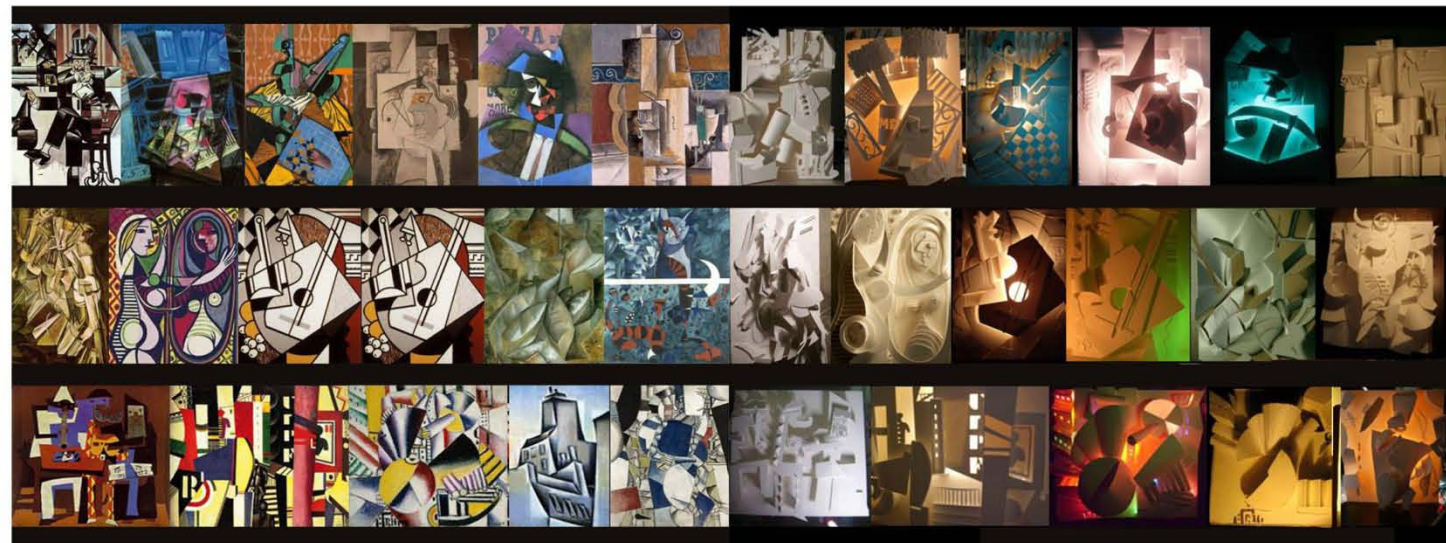
Student: Jauch, Alex



Project 2: Sculpting from a cubist painting

Studio I is the earliest design studio, where fundamental design principles and elements are taught using abstract design projects. The goal of studio I is to immerse students in the act and art of design. Usually studio I is comprised of a series of exercises, tending to focus more on aesthetic aspects, materiality, craftsmanship, and understanding visual power in design. It also aims for students to be exposed to different design media, such as model making, sketches, and digital media. Each studio involves three projects in one semester; each project usually comprised of four exercises.

The first project was to create a sculpture from a cubist painting. Students were asked to choose one abstract painting by a cubist artist, such as Picasso, Braque, or Gris, and interpret it to a three-dimensional (3D) space.



Original cubist paintings and corresponding photos of students' project

Student: Bihr-Robb,Katherine Ann



Transformation of Two Faces into Reflective Spaces

Vibrant colors and dynamic shapes draw the viewer in to Picasso's painting, *Girl Before a Mirror*, which reveals the abstract figure of a young woman and her reflection. The painting itself is limited to two dimensions, but the layering of geometric shapes allows for an interesting transition into a three dimensional sculpture.

The sculpture is created to emphasize the contrast between the curves, which define the woman and her reflection, and linear pattern of the diamond wallpaper in the background. The woman, her reflection, and the background pattern are set apart by positioning them each on three separate planes. While the planes vary in height to create emphasis, they are still connected as the arm of the woman reaches across to the mirror on the middle plan. The holes cut out of the background further unify the three planes with light as it pass from behind the sculpture onto the woman and her reflection.



Picasso
Girl Before a Mirror
- 1932 -

Cool Curves	
Welcoming Warmth	
Nature's Complement	

The sculpture is transformed into a model of a building, which serves as a reflective meditation space in which people can enjoy sculptural art and nature. Each plane of the sculpture serves as an important plane within the building. The lowest plane is the ground level from which one enters the space. The entry space expands into the second plane which is a double height space illuminated by large windows. The middle plane provides an outdoor space with a with a raised terrace garden. One can access the garden from the mezzanine area of the main structure as they exit from a door, pass under an arched awning, and stroll down a curved ramp that represents the mirror in the original sculpture.



Katie Bihr-Robb Studio I 2008

Objectives:

- To develop the ability of critical thinking
- To learn about the relationship between 2-dimensional and 3-dimensional space
- To gain knowledge about relationships between light and form
- To be familiar with physical model making
- To learn human scale and space
- To learn color theory and its application
- To master Sketch Up program and learn rendering method

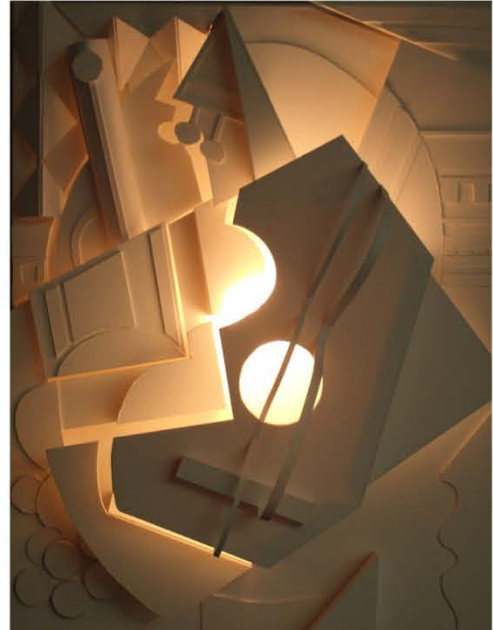
Design problems to be considered:

- Week 1: Selecting one cubist artwork, translating into 3-dimensional sculpture, and making a physical model
- Week 2: Lighting the sculpted painting and taking photos
- Week 3: Creating the sculpted painting as a site for a 'place of meditation' and making physical modeling
- Week 4: Creating renderings of the meditation space and applying color schemes into the space

Exercises

- Week1: Sculpting a Painting
- Week2: The space of light
- Week3: Abstract space into representational space (meditation space)
- Week4:Exploring colors in space with digital media

Student: Newcombe, Courtland Julian



Student: Claussen,Ashley Renee

Student: Abdul Majid, Rashad Bilal



Week 1 & 2: The space of light

The function of 3D space is confined to a meditation space. There were total four assignments in the project: sculpting a painting, the space of light, abstract space into representational space, and exploring colors in space with design media.

In week1, students were required to select a cubist painting and enlarge the photocopy of the painting to about 12" x18" size. Then, students translated the painting into a three-dimensional construct which has depth (composed of planes, voids and cylinders) using white museum board. In week 2, students illuminated their finished model in such a way that light enhanced the space of the painting using different kinds of lightings, and they explored various effect of lighting with taking photos of the model. In week 3, students selected 7"x7"x7" cube from their sculpture, and enlarged it to a 14"x14"x14" cube. They were asked to assume the enlarged space represents a place of meditation and create a physical model of it. In week 4, after having a lecture about color theory, students created three color combinations for their space. Then, Students learned Sketch Up program and created renderings of the meditation space. Finally, they applied the three color combinattions into their renderings.

Project 3: Design of a musical passage way

This project was designing a musical passage way inspired by a piece of music. Students were asked to find their inspiration and ideas from music of their choice to create a unique spatial and musical experience for pedestrians. The passage way connects two spaces underground, and the size needed to be 36' wide and 160' long, with 25' (maximum) high ceiling. Additionally, students can add a seating area of approximately 300 sf to the corridor. There were two purposes of this project—to learn design principles regarding musical properties, such as patterns, rhythms, and contrast and to learn visualizing one's inspiration and communicate the inspiration to others.

In week 1, students were required to select one piece of music from five pieces and write their inspiration from their music using sketches. In week 2, students explored various lighting effects by making two 8"x8"x8" lighting boxes, with multiple layers, different color/temperature, and shapes (point/line/area lights). Then, students incorporated what they learned in physical model of the corridor. In week 3, students developed drawings of their design, such as floor plan, elevation, and section. In week4, students created computer rendering and prepared for presentation.

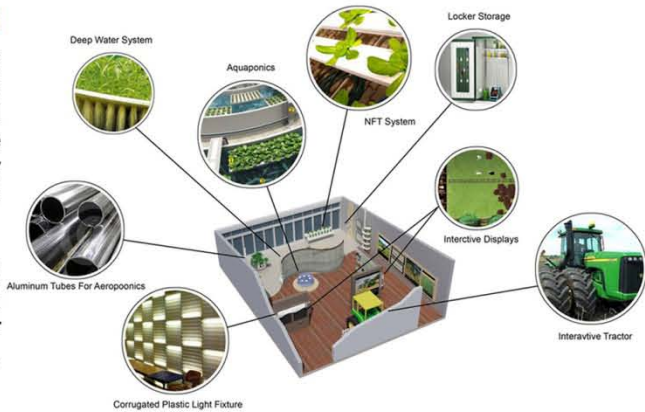


Student: Bihr-Robb,Katherine Ann

Project: The Educational Resource Innovation Center (ERIC)

This project was a team project as two students to be one team focusing collaboration between students as well as learning sustainable design in community. The Educational Resource Innovation Center (ERIC) is a actual project which is expected to become a place as “a vital element to the success of Missouri and United States environmental technologies by showcasing state-of-the-art processes and sustainable principles” (from ERIC schematic design program, work by Dr. Phillips).

Students were asked to research up-to-date sustainable technology and regional characteristics of the state of Missouri, and incorporate such taspects into their design process. Students were free to choose space for the design, such as a tourist shop, theater, outdoor shelter, exhibition area, outside concert venue, etc.



Hydroponics & New Technologies Center Exhibit Breakdowns

- | | |
|---|---|
| Crop Innovations <ul style="list-style-type: none">- Drought-Tolerant Crops- On-The-Go Sensors- Quad Stacks- Remote Sensing- Robots- Strip-Tillage- Laser Fruit Labeling | Machinery/Equipment <ul style="list-style-type: none">- Autonomous Tractors- E Premium Tractor- Feet Management- Implement Steering- Cab Innovations:<ul style="list-style-type: none">- Internet- GPS- Remote Diagnostics- Controlled Traffic- Precision Guidance |
| New Fuels <ul style="list-style-type: none">- Bio Fuels- Biomass Harvesters- Hydrogen Fuel- Vegetable-Oil Engine | |

Hydroponics & New Technologies Exhibition Center

This was a design proposal for Hydroponics & New Technologies Exhibition center for ERIC by the student group of Kendra and Liz

“The new technologies center was designed to be informative and fun. It showcases innovations in agriculture not only through videos and displays, but through hands on learning. Computers that involve games and ways to test one's knowledge were incorporated into the design, as well as a real tractor that can be entered to learn about the interior of a tractor cab. All the plants in the hydroponics room were chosen because they are native to Missouri. A variety of plants types were picked to show how diverse hydroponic system can be, plants can be rotated in and out to keep the displays new and interesting.”

Student: Carpenter,Kendra Dee & Pettit,Elizabeth S



LEED Credits Achieved

Materials and Resources	
Credit 3.1	Material Reuse 20%
Credit 3.2	Material Reuse 10%
Credit 4.1	Recycled Content 10%
Credit 5.1	Regional Materials 10%
Credit 6	Rapidly Renewable Resources
Total: 5 Credits	
Indoor Environmental Quality	
Credit 4.1	Low Emitting Materials, Adhesive/Sealants
Credit 4.2	Low Emitting Materials, Paints/Coatings
Credit 4.4	Low Emitting Materials, Agrifiber Products
Credit 6.1	Controllability of Systems, Lighting
Credit 6.1	Controllability of Systems, Thermal Comfort
Credit 8.1	Daylight and Views, Daylight 75% of Spaces
Total: 6 Credits	



Student: Bohlmeier, John Morris

Student: Bihr-Robb,Katherine Ann

Peaceful Pathway inspired by the music of Rosette Guitar Duo's - *Leaving Istanbul*

Concept
The space is designed to provide a peaceful transition from one space to another minimizing the rushed feeling one often feels in a public space. The delicate melodies of the instrumental guitar piece serve as inspiration. The smooth sound translates into a rolling ramp that people travel along at a pace mimicking the rhythm of the song.

Study Model

Elevation
Scale 3/32"=1'-0"

Second Floor
Scale 3/32"=1'-0"

Lighting

First Floor
Scale 3/32"=1'-0"

Sketches

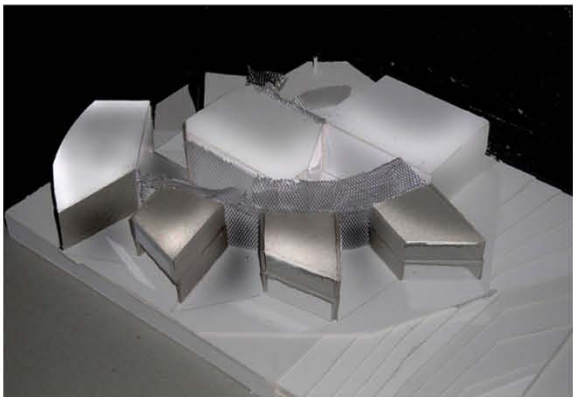
Form
The shape of the space reflects the curved silhouette of a pair of classical guitars meeting head to head. Further emphasizing the curves is the golden glow of the backlit glass walls framed by warm cherry wood. The ramp running through the center of the space leads to a circular seating area that represents the guitar's rosette and provides the occupants with a view overlooking the main passageway.

Materials

Stair

Furniture

Katie Bihr-Robb Studio I 2008



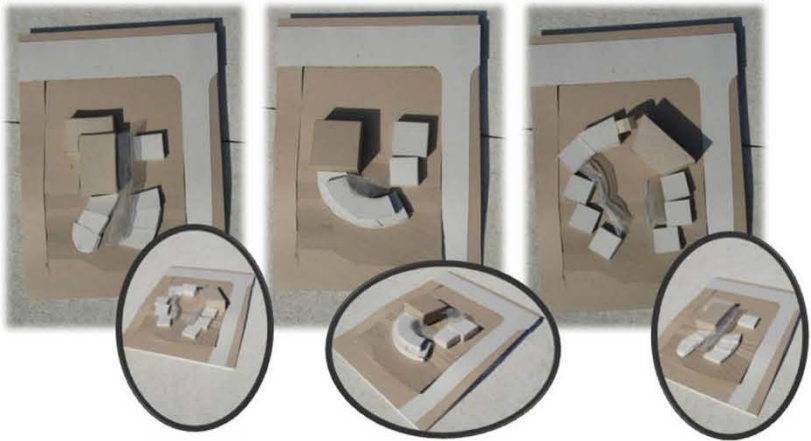
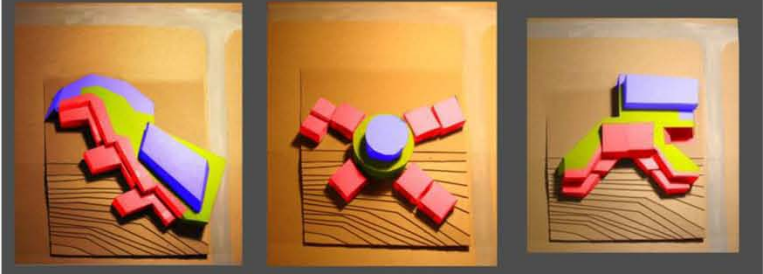
Student: Nook, Carissa Ann

Student: Hopfenblatt, James Patrick

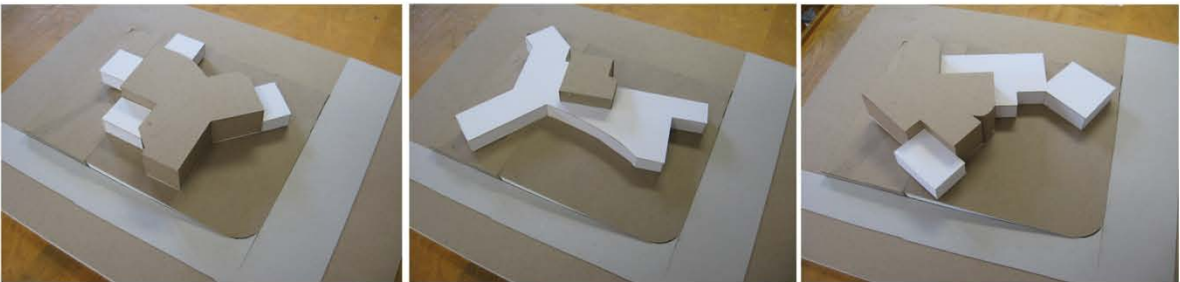
Responds well to site
Good lighting possibilities
Separates interior from exterior
while integrating them
Follows current style in Columbia
and area

Does not respond well to site
Divides site too much
Not very "Columbia Public
Schools" or Columbia in general
Interesting shape, simple and
effective arrangement or
classrooms/multi.

Confusing/slightly disorganized
floor plan, elevator/ramp/upper
floor issues, inefficient division of
exterior space
Non-effective use of site
Kindergarten issues as well



Student: Anderson, Sterling Maxwell



Student: Wesselschmidt, Luke Gustav

Columbia K+3 School Design

This project was a K+3 Elementary school design. The project was composed of two sub-tasks: a school design and a kindergarten design.

"A school can be a critical place for the intellectual, creative, social and physical activities of a town or neighborhood. It is a place for learning, a place of social exchange, a place of playing, and a place for community gathering. In this studio you will be assigned two design projects. The first relatively larger project is to design a K+3 Elementary school (approximately 17,000 SF and named as 'Tiger Elementary') focusing on patterns of use, spatial choreography, spatial relationship, formal massing and site responsiveness. The second smaller project is to design the interiors of a kindergarten space (approximately 1350 SF and named as 'Tiger Paw Kindergarten') focusing on furniture design, wall treatment, material and color applications. The first project is expected to form a preamble to the second project where critical issues learnt in the first project will be applied to the second." (From syllabus: work coordination with Dr. Newton)

Site analysis & Massing model study

Students were asked to make three different massing models in terms of the spatial relationship and typology of the school, such as cluster, linear, court yard, and open style. Massing does not have anything to do with the physical characteristics of the buildings alone. Rather, appropriate massing in architecture can be achieved through sensitivity to texture, visual weight and material density. Massing is also brought about by the ability to understand formal and spatial layers in terms of shallow and deep spaces, spatial volume, sectional composition and the fenestration.

Studio Objectives:

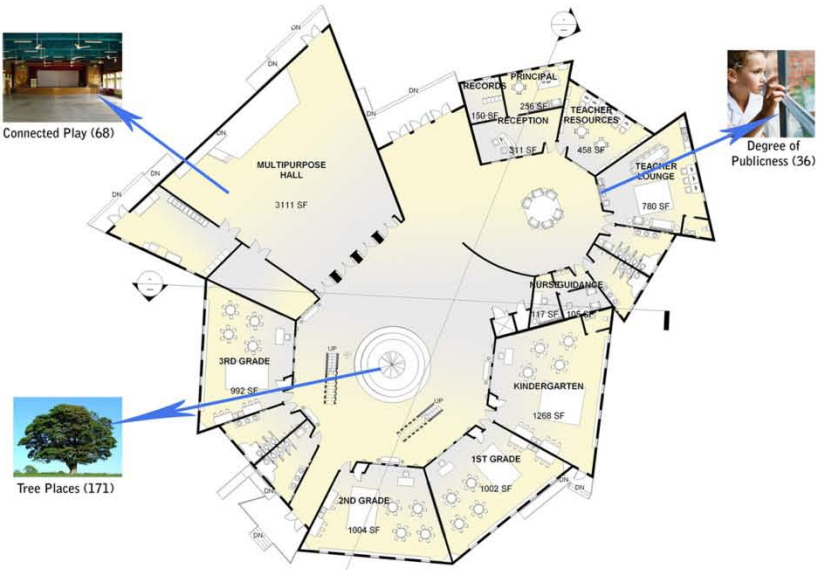
Projects in this studio may involve designing single-function to multiple-function spaces and should include elements such as

- Space
- Elements of spatial definition
- Depth of space
- Densities of space
- Openings of space
- Spatial juxtaposition and interpenetration
- Geometry of plans, sections and spaces
- Assembly of rooms
- Light and shade: Quantity and quality; light and space
- Floor, wall and ceiling

Pattern Language Exercise

Based on Christopher Alexander's "Pattern Language", we developed clarity of the program in terms of its activities and the relationship of the activities to each other. Students visited several elementary schools nearby in order to understand and figure out what pattern is currently used.

Students were asked to find answers to the followings questions:
(1) Is there a sequential relationship among the activities of the program? What pattern of activities results from this relationship?
(2) Do certain activities cluster to themselves because of their function? What pattern results from these relationships? What activities might tend to be permanent; what would tend to change in character?



First Floor Plan
Pattern Language
Scale: 1/16" = 1'-0"



Student: Miller, Samantha Marie



Student Anderson, Max



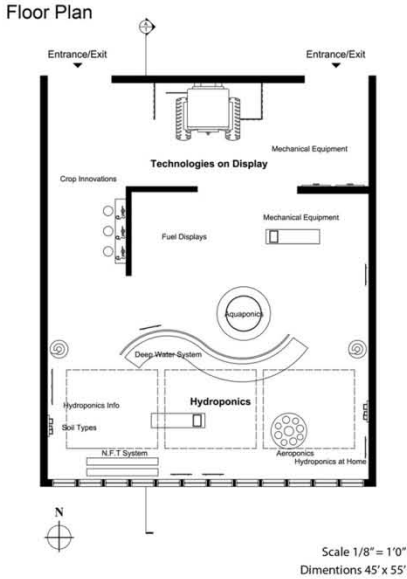
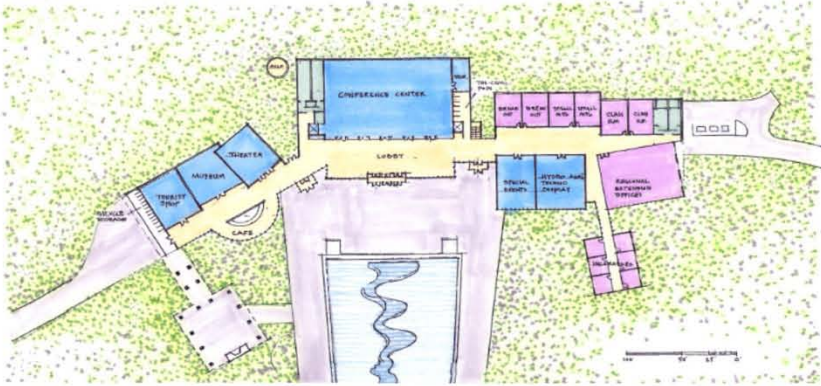
Student: Marlo, Alyssa Marie



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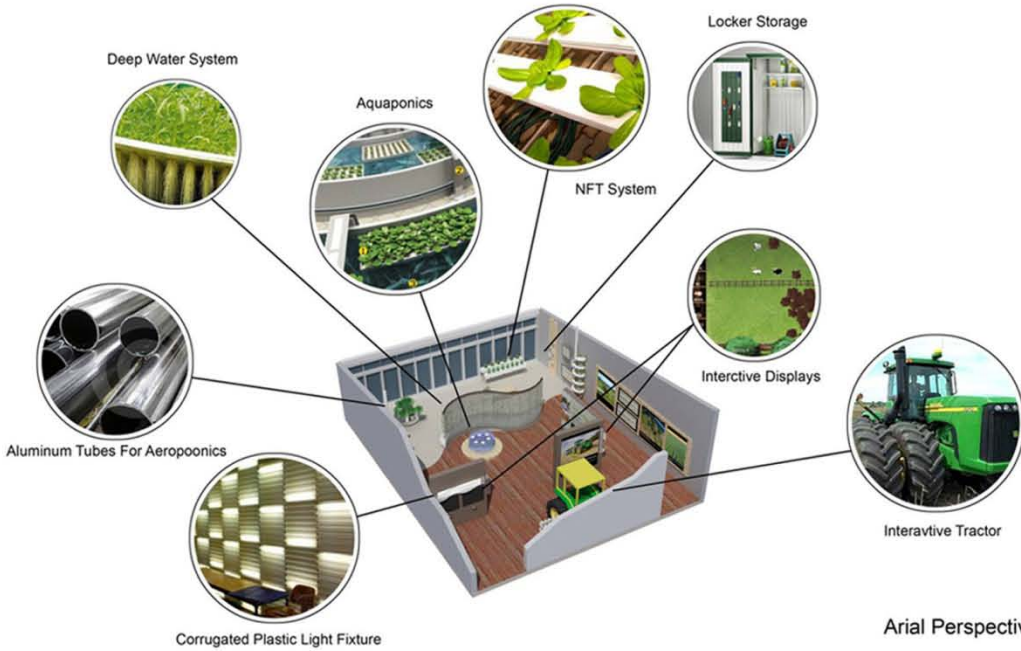
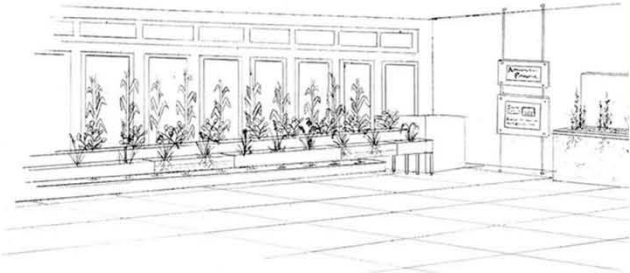
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- | | |
|--|--|
| Hydroponic Systems <ul style="list-style-type: none">- Aquaponics- Aeroponics- Hydroponics:<ul style="list-style-type: none">- Deep Water- Nutrient Film Technique | Additional Displays <ul style="list-style-type: none">- Information Center- Hydroponics at Home- "Soil" Types:<ul style="list-style-type: none">- Clay Pellets- Coconut Shell- Rocks- Moss |
|--|--|



LEED Credits Achieved

Materials and Resources	
Credit 3.1	Material Reuse 20%
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Credit 6.1	Controllability of Systems, Lighting
Credit 6.1	Controllability of Systems, Thermal Comfort
Credit 8.1	Daylight and Views, Daylight 75% of Spaces
Total: 6 Credits	

Student: Carpenter,Kendra Dee & Pettit,Elizabeth S



Interior Perspective
East View of Hydroponics Room

Project Description This class is a computer aided drafting and designing course using the most recent version of AutoCAD. The focus of the course is on development of skills and problem solving through diverse exercises. This course aims to master 2-Dimensional as well as 3-Dimensional drawing method. The mid-term project was to incorporate students' learning of 2-Dimensionalgraphic presentation using Auto CAD with Photoshop skills. The final project was to create 3-Dimensional modeling of one architect's project. Students created a 3D animation using Windows Movie Maker.

- 1) Two dimensional graphic presentation
 - a) Floor plan / reflected ceiling plan
 - b) Elevation / section
- 2) Architectural technical drafting
 - a) Working drawings
 - b) Working sheet presentation (scale, proportions, viewports)
- 3) Three dimensional modeling

Course Objectives

- 1) Perform fundamental and intermediate computer operations necessary to CAD
- 2) Communicate ideas graphically using the computer
- 3) Demonstrate computer skills to produce and plot construction documents
- 4) Develop basic three-dimensional drawings
- 5) Understand design standards (ANSI, AIA, etc) and their application within CAD
- 6) Master adequate ways to express architectural and interior elements: stairs, ramp, entrances, etc.

Student: Carpenter, Kendra Dee



2-Dimensional work by AutoCAD

Student: Water, Nash

Fallingwater
DESIGNED BY FRANK LLOYD WRIGHT

Design Concept: To build a structure that appeared to be part of the natural setting, part of the terrain, and part of the waterfall that flowed through the site. No horizontal terraces were designed to soar free without any apparent support, appearing to float above the stream and waterfall below. The terraces jutting out over the waterfall were literally suspended over the waterfall and were designed to be part of the living space. Very few trees were disturbed and even some of the house beams were bent and shaped to go around trees so that they wouldn't be lost. However, there is no lawn or garden at Fallingwater.

Materials primarily steel, rock and concrete

Second Floor Plan scale: 3/32"=1'-0"

First Floor Plan scale: 3/32"=1'-0"

Site Plan scale: 1/16"=1'-0"

West Elevation scale: 1/8"=1'-0"

Section/Interior scale: 1/8"=1'-0"

South Elevation scale: 1/8"=1'-0"

Chair Detail scale: 1/2"=1'-0"

3-Dimensional work by AutoCAD

Fallingwater
Designed by Frank Lloyd Wright

Design Concept: To build a structure that appeared to be part of the natural setting, part of the terrain, and part of the waterfall that flowed through the site. Its horizontal terraces were designed to soar free without any apparent support, appearing to float above the stream and waterfall below. The terraces jutting out over the waterfall were literally suspended over the waterfall and were designed to be part of the living space. Very few trees were disturbed, and even some of the house beams were bent and shaped to go around trees so that they wouldn't be lost. However, there is no lawn or garden at Fallingwater.

South View

Southwest View

Nash Waters

East View

Bird's Eye View

Master Bedroom

Guest Room

Landing

Down

Up

The Xeros House is built on a 50'x250' lot of "recycled" land in Phynix, Arizona. The house's name comes from the Greek word for "dry" as a reminder that all design solutions should be in a direct response to the enviroment in which the project exists.

I believe this house is supposed to fit in with the surroundings, but at the same time stand out as a focal point. It acheives this by having a unique design and punches of color, but also incorporating numerous elements that blend in with nature.

The architects at Blank Studios primarily used exposed steel that is allowed to weather and meld with the colors in the surrounding area.

Low water vegetation, as well as a large mesh screen to block out sun, are some the enviromentally friendly aspects of this design.

Second Floor Plan Scale 3/16" = 1'-0"

Mezzanine Floor Plan Scale 3/16"=1'-0"

Cross Section Scale 1/8"=1'-0"

Front Elevation Scale 1/8"=1'-0"

Side Elevation Scale 1/8"=1'-0"

Site Plan Scale 1/32"=1'-0"

Furniture Detail Scale 1"=1'-0"

Project: Student Living Space

This project emphasizes anthropometry and the process of design while further developing knowledge and skills of design and architecture that were attained in Studio 1 to create rich and evocative architectural elements and spatial experiences.

The University of Missouri is hypothetically looking to design and build a series of living quarters for students attending their Columbia campus. As enrollment continues to increase, they are expanding not only the quantity of housing but also the range of housing that will be offered to students. The innovative designs should enhance the quality of living among its students, to provide space within each dormitory for sleeping and studying, but also socializing, and important component of college lifestyles.



Student: Messenger, Andrew



Student: Calberg, Candace



Student: Jauch, Alex



Student: Seida, Patricia

LOFT OF LIGHT

Stereotypical dormitories are often compared to jail cells because both share a feeling of confinement, darkness, and sterility. However, dorm rooms need not be depressing and this design is proof that a small 14 x 16 x 16 foot space can be filled with light, a sense of airiness and comfort. The highlight of this design is the 11' tall, wrap-around window that allows light to pour into both floors. Everytime a person changes levels in the space, they pass by the window and all of the views it provides. Designed for two art students, the space is divided into two stories. The lower floor has an open plan for maximum mobility when working on projects as well as plenty of built-in storage space. Additionally this level contains the kitchen and a place for relaxation. The upper floor contains both beds, desks, a vanity, and a bathroom. The plan is functional and attractive, and the abundance of natural light and views of the outside will inspire any occupant.

DESIGNS BY EMILY POTTORF



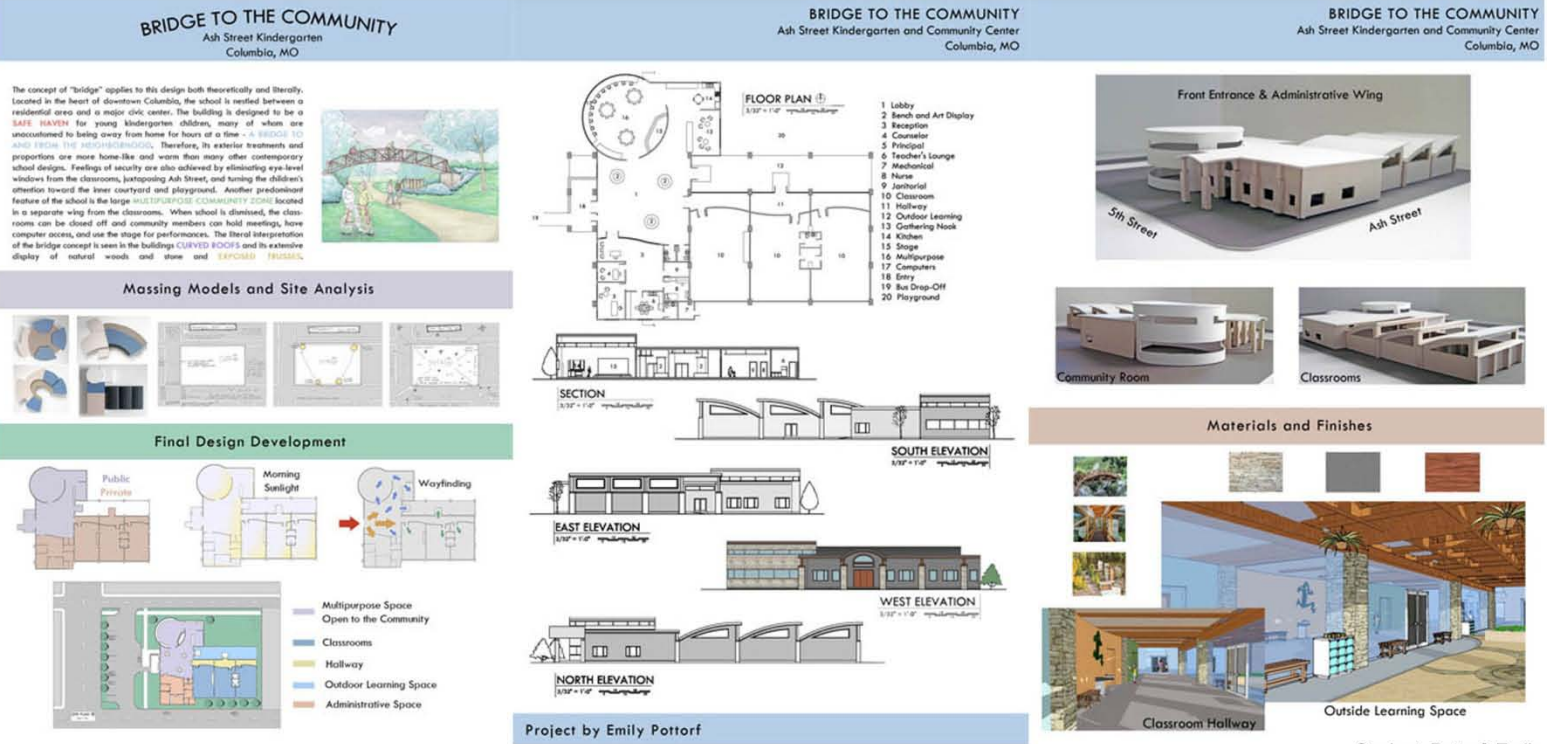
Student: Pottorf, Emily

Columbia Kindergarten Design

First Phase of Design: Tiger Kindergarten

- Space Requirements:
- 3 Kindergarten classroom
 - Administrative and Staff Rooms
 - Lobby
 - Custodial Areas
 - Mechanical Equipment Room(s)
 - ETC (1000SF)—Kitchen, public toilet

Second Phase of Design: Kindergarten Interior Design



Project by Emily Pottorf

Student: Pottorf, Emily

Course Description

Studio problem in interior design 1 is an introduction course for beginning interior design students. Students are exposed to diverse elements in interior design, such as aesthetic, environmental, behavioral, and spatial needs of the human being. Through a series of 2 dimensional and 3 dimensional project, students learn fundamental principles and elements of interior design and visual and analytic skills that are significant for interior design profession.

SHAPE /FORM/SPACE

Exercise of continuous line drawings. Choose a color advertisement of either a transparent or metallic object and convert it into a new form and space that consists of positive and negative spaces.

MOTIF/TEXTURE

Exercise of continuous line drawings. Choose a color advertisement of either a transparent or metallic object and convert it into a new form and space that consists of positive and negative spaces.

PATTERN/COLOR

Six shapes from the negative-positive drawings were selected to develop motifs and texture. Creative combinations of those shapes result in a variety of motif and texture. Then the motifs are developed into a pattern. Pattern is the arrangement of forms or designs to create an orderly whole. Students applied four different color harmonies to the pattern.

GEOMETRY OF DESIGN: The Analysis and Interpretation

After reading the book "Geometry of Design" by Kimberly Elam, students choose one 2 dimensional artwork and analyze the geometric composition and extract components of the artwork. Those components may be such as golden proportion, rhythm, repetition, harmony, and contrast. Then students interpreted the geometric elements into a 3 dimensional spatial form. Critical thinking and judgment of visual element regarding compositional aesthetic is needed to this project.



Student: Renzi, Lauren



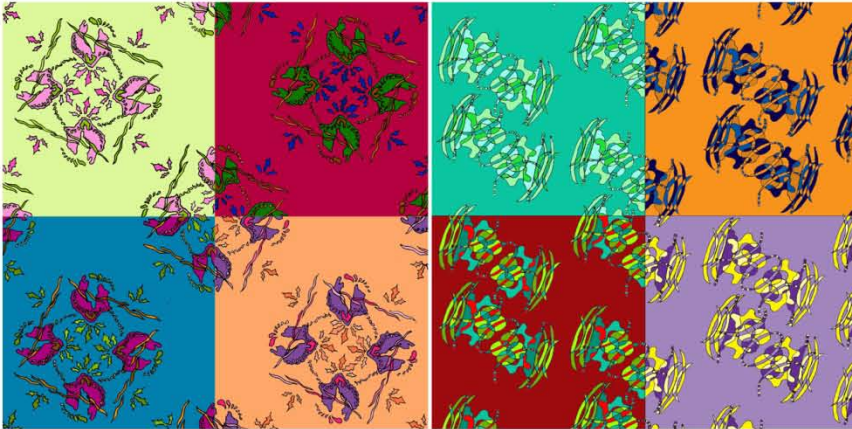
Student: Yehnert, Elsa



Student: Yehnert, Elsa

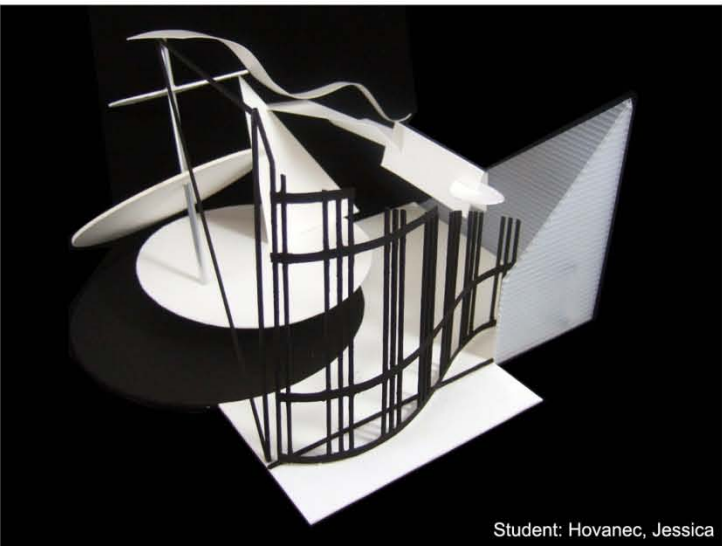


Student: Yehnert, Elsa



Student: Yehnert, Elsa

Student: Molnar, Megan



Student: Hovanec, Jessica



Student: Yehnert, Elsa

Student: Molnar, Megan

Page One	Rendered Floor Plan
Page Two	Portfolio Cover
Page Three/Four	Project 1: Google Sketchup Re-creation of The Planar House by Steve Holl
Page Five	Nine Color Variations Created in Illustrator
Page Six	Brand Advertisement Image Created in Illustrator
Page Seven	Font Poster - Image Created by Text
Page Eight	Name/Business Card

portfolio

Molly Richelle Young

Spring 2011

Digital Graphics

January 2011 - May 2011

"designing with new technology"

INTERIOR DESIGNER

Portfolio Cover

MOLLY YOUNG'S portfolio

2 0 1 3

Student: Young, Molly R.

Course Description

This course is an introduction to diverse digital graphic media used in interior/architecture design process and presentation.

The effective communication ability in digital graphic media is such a critical element in expressing and presenting design ideas these days. The focus of this course is to provide techniques and skills of graphic communication to achieve efficiency, accuracy, and productivity in design process and competent presentation.

Students learn skills in graphic editing and creative work (Adobe Photoshop and Illustrator), designing layouts and digital publishing (InDesign), and creating and modifying 3D models (SektchUp).

Course Objectives

1. to acquire skills and techniques in Adobe Photoshop, Illustrator, InDesign, and SektchUp.
2. to develop visual literacy and principle of digital graphics
3. to develop communication abilities in digital media
4. to acquire knowledge in graphic design fundamentals, formats, and vocabulary.
5. to recognize relevance, importance, and possibilities of graphics in the interior design profession

Creating your portfolio from a magazine layout

Students work on duplicating one magazine layout. after learning the principle of the layout design, students created their own project portfolio. Even though your portfolio design layout based on the magazine and you got inspirations from it, it needs to be your design, so do not duplicate exactly.

Student: Nelson, Rebecca A.

Becca Nelson's

PORTFOLIO.

TABLE OF CONTENTS

Page 1:	Duplicated Magazine Article
Page 2:	Retail Branding
Page 3:	Portfolio Cover
Page 4:	Font Poster
Page 5:	Project One
Page 6:	Project One
Page 7:	Project One
Page 8:	Project One
Page 9:	Rendered Elevation
Page 10:	Sketchup Perspectives
Page 11:	Name Card
Page 12:	Rendered Floor Plan

Project One

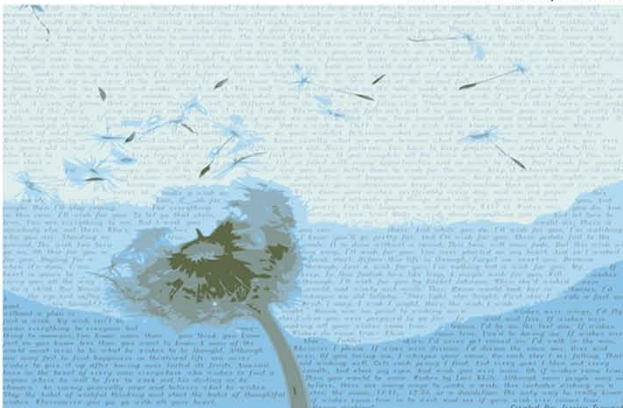
Richard Meier's building, the Giovannittie House was the basis for this project. Using floor plans and pictures of the house, I was able to recreate it using Sketchup. This project helped to get comfortable using the program Sketchup and explore all the things that can be done. Recreating one of Meier's works really helped in understanding his style of architecture and appreciate all that goes into it.

Interior Perspective of living room area.

Student: Young, Molly R.



Student: Tennant, Jessica



Font Poster Design

Students were asked to choose a word or adjectives and to create a font poster to represent the choosen word using Illustrator program.

Abstract and indirect representation skills were needed to perform this project.



Student: Reynolds, Chelsea

SketchUp 3D Representation of Your Selected Architecture

Students were asked to select one architect designed building from books/journals/websites. The building needs to be modest in size and not too complex. Students used the building to create 3D computer models using SketchUp.



Student: Janish, Lauren E.