MEASURES AND SCAPES

The purpose of this assignment is threefold:

1. To develop conceptual skills through research and analysis.
2. To explore the depth of seeing, marking and recording.
3. To expand the vocabulary and tools the enable design production.

Part A: exactitude in SCIENCE Documentation and Analysis

Each student must select one of the sets if measurement devices:

- Chains and Tapes, Surveyor's Rule, Gunter scale or rule
- Hodometer, Waywiser, Surveyor's Wheel, Pedometer
- Groma, Surveyors Cross, Optical Square
- Quadrant, Altazimuth Quadrant, Astronomical Quadrant
- Circumferentor, Graphometer
- Level, Spirit Level, Balance Level, Water Level
- Compass, Azimuth compass
- Photogrammetry, Photographic surveying
- Trigonometer, Triangulation Instrument
- Surveying Sextant
- Theodolite, Altazimuth Theodolite
- Mural Arc, Mural Quadrant
- Sundial, Universal Equinoctial Ring Dial, Hour Glass
- Cross Staff, Backstaff, Mariner's Astrolab

Each student must locate, acquire, analyze and document their analysis of the object.

In order to analyze the object, students are encouraged to occupy, disassemble, take apart, unfold, lay flat, slice, dice, de-laminate, reoccupy, or excavate their objects.

Students are asked to consider: How the object is informed by the body? How do pieces come together and why? How is material and structure employed to protect, empower, give form to, soften, harden, reinforce, obscure, interface with, reveal and enclose the body in space? How do seams, surfaces, adjacencies, overlaps, thresholds, closures, orifices, profiles, transitions, fasteners find articulation and create formal/ spatial interrelationships.

The methods and means of documenting the analysis should be determined on an individual basis according to the nature of the speculation.

Suggested Final Requirement: Presentable, provocative, coherent and rigorous documentation of the provocative, coherent and rigorous analysis.

Part B: reFABRICATIONS Transformation

Students are asked to spawn from their analysis the transformation of their object by re-materializing it in materiality, identity and construction. Students must choose one or two materials from the following list for their transformations.

Lead
Steel
Copper
Aluminum
Wood
Paper
Interfacing
Cloth
Concrete
Plaster
Poured Rubber
Resin
Fiber glass
Shape Memory Foam
Salt Block
Latex
Vinyl
Wire

Note: *Some of these materials are hazardous to work with. Students will be responsible for researching the properties of their materials and taking adequate precautions for their health and safety as well as the health and safety of others. Students working with lead, resin, and fiber glass should take particular precautions. Students working with plaster and concrete should not*
do their pours in the Studio as both plaster and concrete dust is external damaging to the computers, plotters and printers.

The transformed object should not replicate the initial object in a new material, instead it should evolve beyond and deviate from its predecessor into its own. While the transformed object may have traces of the original object imbedded within its matrices, it must be in a state of becoming something other. Consider this transformation study between body and wall.

The transformed object must :

- Include a unit of measurement related to the body part studied
- Be able to be taken apart and reassembled
- Be well crafted, paying considerable attention to joinery and hinges
- Consider ‘Hardware’ integral to the object as oppose to superfluous
- Not use glue anywhere
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LEC #	TOPIC	IMPORTANT DATES
1	Issue Problem 1	
2	Notebook on Cities and Clothes, Wim Wenders	
3	Desk Crits	
4	Desk Crits	
5	Informal Group Crits	**Project 1, Part A DUE**
6	Desk Crits and Demonstration	
7	Train Crits	**Leave for NYC Fieldtrip**
8	NYC Fieldtrip	
9	NYC Fieldtrip	
10	Desk Crits	
11	Desk Crits	
12	Informal internal Pin-up in threes	
13		**Project 1 REVIEW, Part A and B;** **Preliminary Wall proposal for Project 2**