



Approach to Interaction-Oriented Spaces in Art and Architecture Faculty

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Abstract

Architecture is a specialty that deals hardly with the administrative and visual phenomena and issues on the one hand and on the other hand, with theoretical debates and artistic phenomena. Thus, the importance of architectural education has been increased because of the need for strength, performance, adaptation with the beauty, glory, sublimity and holiness in modern buildings. Hence, in this study, some of the internal and external structures were analyzed and relative and conclusions would propose finally.

Keywords: Faculty of Architecture; Architectural Education; Student of Architecture; Interaction Spaces.

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Introduction

Looking at educational spaces of our country in the level of education and higher education and quick criticism, it would be clear that most of the available spaces have not proper content with respect to their own performance. The lack of space has led to resolve the needs by performance injection into the available spaces (their uses are often changed without proper study) or to forget many space requirements by hasty construction (Mostaghni, 2005). Many schools of architecture are known as mentioned spaces which have not been excluded from the above rule and they have been found within the strange and inappropriate spaces. The essence and type of the space have had double role in training the fields such as architecture and its subsets in which visualization feel is one of the main pillars and important tools of their progress. These performances cannot be applied in any kind of spaces (Rikhte-garan, 1999). In many architecture faculties, there is ambiguity in the relationship between space, performance and environment. This incident has caused loss of identity of space

and subsequently the mental and emotional hanging up of students. Having the sense of identity is a kind of psychological support which is a necessary requirement for students and is attainable with thought-out selection, designing idea and the type of environment.

Architecture and urbanism faculty of Shahid Beheshti University

This complex was founded in the area of Evin-darake, Tehran, Iran, by Dr Jahan-arain 1965. The manifest characteristics are evident as follows: the lack of specific principles and methods in the design of academic areas over the years, made up of metal frame, brick and stone facade, the lack of accountability of spaces for students thus they're forced to adding extensions, communication through the internal covered hallway in 2 floors, consisting of the southern wing (large and small ateliers), the eastern wing (some theoretical class, small workshops and library) and the north wing (administrative and services section, educational departments' rooms and the documentation

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center), lack of attention to public and gathering spaces for students (Noghre-kar, 2001).



Figure 1. Overview of architecture and urbanism faculty of Shahid Beheshti University.



Figure 2. The internal spaces of architecture and urbanism faculty of Shahid Beheshti University.

Faculty of art and architecture (university of art, Isfahan campus)

The location of the faculty is in a refurbished building on the west side of the Naghshe-jahan square just behind the Aali-qapou building. Despite the diversity of the whole complex, the space was made up of buildings that have continuous porches which connect indoor and outdoor spaces together. The dome of Tohid-khane had been used in this complex as a turning point that has an amphitheater operation. The positive point of the complex had been maintaining the available originalities in a refurbished building with granting specific functional aspects to it (Afrough, 1998). However, an educational environment could not locate in a complex that was not designed for this purpose from the beginning.



Figure 3. Indoor space of the arts and architecture faculty (university of art, Isfahan campus).



Figure 4. Outdoor space of the art and architecture faculty (university of art, Isfahan campus).

Bauhaus School

The school was built in Dessau city, environs of Berlin, Germany, by Walter Gropius in the years of 1925-1926. This school consists of 3 wings in which the school and workshop were connected together by a two-story bridge on the road. Walter Gropius and Adolf Meyer's offices had been also a part of the complex. The building was divided into 4 sections containing 1. Educational, 2. Workshop, 3. Management, and 4. General spaces that the modality of faculty was formed via these four sections. One of the most important characteristics of this built is loss of decorative attachments and use of new materials such as steel and reinforced concrete. Using plenty of sunshine, natural lighting and natural sights around the building had been possible by separating it to the functional areas and extensive use of glass (Urry, 1987).



Figure 5. Outdoor space of Bauhaus school (Source: Arch Daily site).

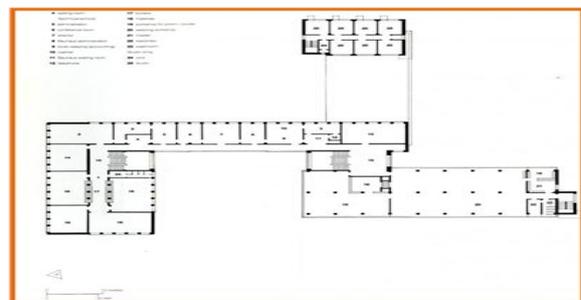


Figure 6. Plan of Bauhaus school (Source: Arch Daily site).

Knowlton School of architecture

The school is located in one of the most beautiful sites next to the river and the football stadium and in the western part of the complex. Building form had been designed based on proximity, definitions and influence of other buildings. Comprehensive vertical circulation starts at the beginning of the complex, an inclined plate that passes through all parts and is responsible for connecting all spaces. Library is also located on the top floor, the quietest place in the complex.



Figure 7. Knowlton architecture school (Source: Arch Daily site)

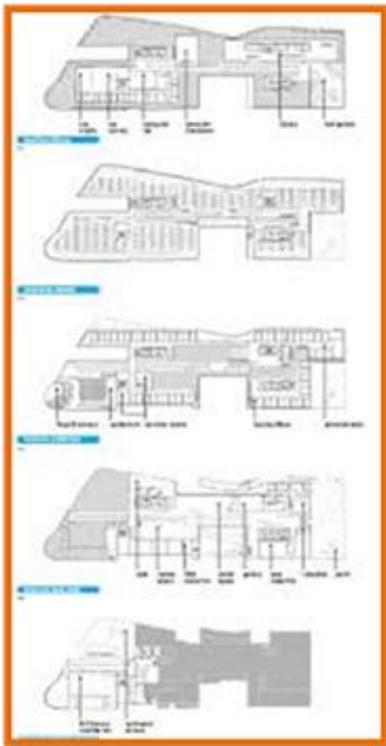


Figure 8. Plans of Knowlton architecture school (Source: Arch Daily site).

Princeton School of architecture

The entire collection was based on a priority of built and made of glass and metal in general. Three separated but connected constituents had formed the whole organization which was as a central

space with radial connections to the left, right and top.

Art design school of Singapore

Art design school of Singapore is located in a huge two hundred hectares complex. The design of the school observed the principle of green space and importance of nature which has affected the facade of the building. The building is distinctive from other buildings remarkably because of lots of glass and grassy ceiling. Using the grass on the roof is due to respect to the tropical nature of the city and the central courtyard is other climatic solution of the building. Vehicles passing space has been implemented around as a beltway (Hekmati, 1999).



Figure 9. View of art design complex of Singapore (Source: OPG Consulting).

Conclusion

In order to conclude from the studied samples, common cases can be evaluated to achieve general features of the architecture and urbanism faculty and the points that should be considered in designing program. On the other hand, the qualitative improvement of the plan and designing program can be accessible by examining specific and distinctive features of each studied case. Of course, a school of art and architecture has a lot of properties as an architectural monument and a general building. Here are the general examined components for the schools of art and architecture (Khosrojerdi, 2014). Features of the eight key components: segregation of functional areas, adaptation to climate conditions, space saving and cost-effectiveness, simplicity of components and public bodies, components flexibility to match changes in educational programs, use of local styles and up to date techniques, expressing designing ideals and professional creativity, attention to the principles and basic values.

Segregation of functional areas: Separation of functional areas in the plan prevents interference of non-similar interactions and causes to facilitate the process of building.

Adaptation to climate conditions of context and surrounding:

There are some cases which play important roles in regards of plan compatibility and incompatibility with climate conditions and surrounding. They are consist of natural light and ventilation utilization, viewing the outlooks of surrounding landscapes, attention to the artificial elements and natural complications.

Space saving and cost-effectiveness:

One of the other important points is to spot economic considerations and manner of accountability of financial resources. Offering complicated plans for buildings needs more time and consequently more costs and also repair and maintenance.

Components flexibility to match changes in educational programs:

This factor has observed by considering the possibility of development in the future in examples of Bauhaus faculty of architecture and Yale school of art and architecture. In schools like Rice school of architecture and Godhead School of design, it was responded to this issue by considering the functional spaces, minimal separation in space and feasibility to review and rescheduling.

Use of local styles and up to date techniques:

Use of local styles doesn't mean the building to be in a particular style and aims designer just to attend local styles. It may be seen as coordination between the plan of the building and local styles. In the design of Bauhaus school's building, it has been applied the use of current techniques in building design. Use of Scottish gunpowder style in Glasgow school's building is a kind of harmony between the building design and local styles and in the building of Bauhaus school of architecture, kind of stark contrast between the plan of these building and current local styles is demonstrated by using up to date techniques and the flat roof of the building. Both of these features, use of the up to date techniques in the frame of local styles like as the art of Glasgow had caused revision and in some cases such as the Rice school of architecture, it has been avoided the revision between these two properties despite using the styles of local and academic environment in the plan and outside view of

building and using the techniques of inside the building.

Expressing designing ideals and professional creativity:

Regardless of the type of educational programs, headlines of courses and different ways of teaching as well as the relationship between the teachers, the building of faculty is the most important and objective pattern and course indeed, which is constantly reviewing and modeling all the individual components as well as general bodies by curious students.

Attention to the principles and basic values: principles and values are a set of return and reference points to the designing which have independent nature and are the main core of the plan (Taghi-zadeh, 2003, Khosrojerdi, 2014).

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