

BUILDING INTERFACES

within, and on behalf of, the BAS building

The term interface often refers to the means by which interaction or communication is achieved. It can also be understood as a surface forming a common boundary of two bodies, spaces, or phases. An interface thus articulates both particular architectural qualities in the built as well as speaks of certain kinds of activities. Similar to building being both a noun, and a verb - the act of building, "interface" is more than a built situation. It is also the act of affiliating, associating, combining, and quite literally the joining of spaces, materials, events, people in order for a meaningful interaction to take place. In a broader sense, building interfaces can be explored as a metaphor for architectural practice.

This course evolves from such a multisided understanding of building interfaces by working within, and on behalf of, the BAS building. The aim is to design and build new interfaces: e.g. an entrance, bar, auditorium, and archive/gallery. As a interconnected activity, the course will actively engage as a host within the school, taking on the role of organizing the various collective activities that take place throughout the school year and The Big Wonderful Experiment – hosting-designing-building as cyclical events which inform each other.

The course will run during the whole academic year 2022-2023 and it is possible to attend either during the autumn, or the spring or both.

Design-Build Didactics

A significant part of the course will be dedicated to the physical transformation and the construction of new interfaces within the building as well as between BAS and the surrounding outdoor spaces and extended neighborhood. However, focus will be on engaging through an architectural practice, which is less focused on self-building (there will be instances of self-building where appropriate) and more centered on drawing/writing/ experimenting (or 'testing') and its significance in the articulation of a design for construction by professional bodies

There exists a considerable amount of mappings of the BAS site and building exploring its spatial potentials, done by various working groups and previous course activities. The course will draw from these findings in order to make use of work already done by others. Together with the strategic plan and other more technical documentations they will form the grounding for developing the design and program. Special attention will be given to the cyclic process of moving between design – testing – reflection – design, etc. In this course testing could mean a rough mock up, a 1:1 detail or the final construction, as well as it indicates an event or activity where design decisions are tried out. Reflection implies presenting, communicating, discussing, and reviewing with invited guests.

Along the way a series of collaborators/consultants will be engaged to help inform and develop the design. This includes but is not limited to a structural engineer, urban ecologist, various builders, material suppliers, fire and code consultants, as well as several teacher- architects at BAS.

Studio Practice

Students will work in smaller groups being responsible for various aspects of the design and building process. Groups can overlap and collaborate depending on design objectives and phases. During the course we will actively address this structure and its rhythms as part of learning. How to sit, work, discuss, where to store, hang up, test, who does what and when, all become part of the course activity. Through this process, the course studio will embody professional practice and work as a kind of atelier or architecture collective. The idea of building interfaces is thereby made present in the physical arrangement of all learning activities and used as a tool to understand the interaction between different professional 'bodies, spaces and phases'.

Disciplinary Context and Learning Outcomes

The main objectives of the course and its primary learning outcomes are all strongly connected to design-build didactics and the development of a deeper understanding of design and building processes as part of professional practice. Furthermore, by situating the course within BAS and making it the host of activities related to the Big Wonderful Experiment a significant part of the discussions will be framed by the school's particular ethos, the role the building plays in the pedagogy of BAS, and its engagement with that which is outside of BAS. Readings of the building and the teaching of skills on how to interpret possible potentials will therefore be embedded in the particular setting of BAS as a school of architecture (partly understood in relation to other schools of architecture). More than a question of pedagogy as such, the course will focus on how ideals are manifested through architecture and frame the theoretical input by contextualizing the discussions around:

- BAS / building as non-extractive architecture
- BAS / building as a pedagogical tool
- BAS / building as a laboratory (ILAUD)
- BAS / building as civic generosity (Civilities)
- BAS / building as collective memory
- BAS / building as a witness
- BAS / building as shearing layers (How Buildings Learn)
- BAS / building as generative architecture (Lucien Kroll)
- BAS / building as free-space (Lacaton & Vassal)
- BAS / building as a host
- BAS / building as

Reference Studies / Study Trip

References will play an active role in the course, combining case studies with visits to practices, building sites and completed works of relevance. Case studies will focus on various schools of architecture and the interrelationship between educational pedagogies/ strategies, spatial program/activity and physical space. Two main study trips, one in fall and the other in spring, will focus on practices and projects to inspire our way to work and the architecture we aim to develop.

At the moment several possibilities are being considered, yet these may all change. We will have a concise plan prior to the summer holiday or at the latest by the start of the fall semester.

For now the following options are being considered:

a) Oslo-Copenhagen-Aarhus, b) London-Brussels-Ghent-Antwerp, c) Paris-Nantes-Toulouse

Main Teachers

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