

'We make SPACE, SPACE that matters'

Inter- Architecture

GERRIT RIETVELD ACADEMIE

We make SPACE
SPACE **that matters**

Chapter 1 The Curriculum

- 1.1 Program structure
- 1.2 Assignments, study components
- 1.3 Supervision, tutors
- 1.4 Student profile

1.1 Program structure

General

Education at the Gerrit Rietveld Academie is offered through the Bachelor/Masters structure. The Bachelor program has a duration of 4 years. The first year consists of the foundation year, after which a specialisation is chosen. This specialisation consists of three study years, the last of which is the graduation year. The curriculum of the Bachelor qualification is divided into two semesters per year; the first semester runs until December, the second semester runs from January through to July. Group assessments are held at the end of each semester.

Foundation year

In the foundation year the students are familiarised with the different disciplines and departments within the Gerrit Rietveld Academie. After successful completion of the foundation year a specialisation is chosen. For more information, refer to the general study guide of the Gerrit Rietveld Academie.

First specialisation year

In the first specialisation year a wide and varied programme is offered in which many aspects of the profession are explored. Your work will be assessed on the basis of assignments, which will include the possibilities from furniture design to public space and architectural history. Attention will be given to reflection on the theory of the discipline. The development of spatial understanding, expressive ability and conceptual thinking are the focus of the assignments. A good technical basis is developed by paying attention to: sketching, technical drawings in 2D and 3D, architectural aspects, materials, details and construction.

Second specialisation year

In the second specialisation year you will work more independently through the completion of a series of assignments. The assignments emphasize the development of personal vision and encourage an independent and critical attitude towards the discipline. During the studies opportunities increase to express your own preferences. There is opportunity for reflection on the theory of the discipline and an internship exposes students to professional practice.

The internship will last a minimum of three months. The choice of placement is determined by the student but will require approval from the head of department. The student will give a public lecture about the internship and experiences in the following semester.

Third specialisation year/ graduation year

After completing an internship in the second specialisation year, you will complete your course with a written thesis and two projects. The

third specialisation year consists of three projects, whereby the thesis relates to one of the graduation projects. The students determine the topic of their final project in close consultation with the supervising tutor. The thesis is written in the first semester of the graduation year, and presented at the end of that semester. You will present your two final projects to the public during the graduation exhibition in June. After the graduation exhibition you go out on your own and say farewell to the academy.

1.2 Assignments, study components

General

The subjects that are offered within the department can be categorised into a number of different types of tasks: design assignments, exercises and studies as well as theory subjects. The range of subjects will change regularly in order to be exposed to a variety of topics and tutors every year. In addition to regular course load there will be frequent organised excursions, workshops, workweeks, lectures and other activities. You will also be participating in a number of activities, which are organised by the Gerrit Rietveld Academie for all the departments, such as the Studium Generale and Rietveld Uncut. For more information about these activities please refer to the general Gerrit Rietveld Academie study guide.

The internship plays an important role within the program, and occurs about halfway through the course. The curriculum is designed to ensure that each semester will include design assignments, exercises and studies, as well as theory subjects.

Design assignments

The design assignments will relate to the entire field of inter-architecture and may include: the scale of the detail, the building and the public space.

- Exterior and interior
- Design for dance, theatre and exhibition
- Set design
- Object design
- The application of new media

Depending on the needs and development of the student, a maximum of two design projects may be undertaken outside of the department. These may include graphic design, industrial design, audio-visual or fashion design.

Exercises and studies

These assignments are about observation and the translation of these observations, which can be divided as follows:

- Form and colour studies (such as sketching during excursions and workshops)
- Perspective and projection drawing
- Construction and engineering studies
- A variety of computer programmes including Sketch Up, Vectorworks, Rhino, CAD/CAM in relation to milling and 3D printing machines
- For these assignments collaborative partnerships are sought with different departments within the Gerrit Rietveld Academie, as well as with interesting businesses outside the Gerrit Rietveld Academie.

Theory Subjects

These subjects are about perception, gathering knowledge, learning research, analysis, writing and presentation skills. Assignments may include writing a review, an essay or manifesto and completing a written exam for the following courses:

- Art and architecture history
- Art and architecture theory and philosophy
- Construction technology

Architectural history & theory will be taught throughout the program. The Studium Generale, which is organised by the Gerrit Rietveld Academie for all the departments, will also form part of the theoretical education. The Studium Generale offers a general historical context, which deals with current issues within the international contemporary art world. The Studium General attracts prominent speakers from home and abroad.

Internship

At the end of the second specialisation year you will be required to undertake an internship. The internships can be done at home or abroad. Internships can be organised with:

- Architecture firms
- Interior Architecture firms
- Visual artists
- Dance, theatre and exhibition designers
- Product designers
- Set designers
- Industrial designers
- Urban design firms
- Landscape architects

For more information about internships, refer to section under Internship.

Excursions

Excursions to visit a range of art, architecture, urban, landscape design projects. Will be organised on a regular basis. This may include:

- Guided tours and visits to environmental projects (e.g. architecture)
- Guided tours and visits to exhibitions
- Guided tours and visits to trade fairs / events relating to art, (interior-) architecture.
- Guided tours and visits to design firms

For more information about excursions refer to section under 'long excursion' and 'short excursion'.

Workweeks and workshops

Workshops with a central theme will be organised on a regular basis. The aim is to create a 'high pressure cooker' learning environment where the students engage intensively with a chosen topic. For more information regarding workshops refer to section 'workshops'.

Lectures

Besides the lectures that are organised as part of the Studium Generale, other lectures will run regularly; both within existing courses as well as additional lectures which are organised specifically. This may include excursions, workshops and workweeks. For more information about the lectures please refer to section under Lectures.

1.3 Supervision, tutors and Head of Department

Experienced tutors

Most of the tutors who teach at the department of inter-architecture are professionals from within the industry who have years of experience, just like most tutors at the Gerrit Rietveld Academie. They teach part-time and therefore have up-to-date industry experience. Teachers are expected to have a clear vision of the discipline and an intensive involvement with their students for the duration of the project. National and international guest tutors are invited on a regular basis to give guest lectures or to teach for a longer period of time.

Changeover of tutor team

The composition of the team of tutors changes with some regularity to ensure and monitor the dynamics and relevance of the discipline and study content. This ensures a wider variety of approaches, experiences, and types of assignments, viewpoints and the way feedback is given. The tutors all practice in the field and have a number of years of teaching experience.

Tutor profile

The following quote from Gilles Deleuze indicates the profile and the type of attitude the tutor must possess: "It is like a research laboratory: you teach about what you are researching, not what you know. It has nothing to do with discussing things. It is hard enough just trying to understand someone's intent and how they see it. All you should do is explore the problem, play around with the terms, add something to it, relate it to something else, never discuss it."

1.4 Student profile

Student profile

We seek motivated, talented, creative and active people who can work together and are actually researchers into their surroundings.

The writer Somerset Maugham clarified, in all his directness and simplicity, the attitude we expect from you: "The researcher should not wait for the experience to come to him, but go seek it out himself".

Chapter 2 Admissions and assessments

- 2.1 Admission
- 2.2 Assessments
- 2.3 Finals

2.1 Admission

Gerrit Rietveld Academie General

To be accepted to study at the Gerrit Rietveld Academie you will at least have completed high school, a vocational training, or equivalent level of studies. In addition to that, you will also require creative talent. During the admission procedure, the Gerrit Rietveld Academie assesses if you are suitable to study at the Gerrit Rietveld Academie.

Admission Dutch students

The admission procedure of the Gerrit Rietveld Academie consists of two rounds: the admission consultation and the entrance examination.

Application higher course year

Candidates who have studied at an art academy (at Bachelor level) can apply for a higher course year in principle. Each case will be examined to decide if there is a need to attend an admission consultation, or whether you can go directly to the next entrance examination. For more information about admission we refer to the Gerrit Rietveld Academie general study guide.

Admission Gerrit Rietveld Academie department of inter-architecture

Students are expected to have good spatial awareness. Students who have successfully completed the foundation year are admitted automatically. Students who have studied elsewhere and who would like to start in one of the specialisation years will first have to pass an entrance exam. This is an interview with the admission committee, consisting of the head of department and tutors, where the applicant will present their original portfolio and discuss their motivation for applying.

2.2 Assessments

Assessments - general

Each year there are two rounds of assessments, as well as some reviews of interim assignments. The first round will be around Christmas (end of first semester) and before the summer holidays (end of second semester) for the first specialisation year, and in April for the second year students just before they commence their internship. The third year students present their thesis at the end of the first semester and are required to submit this in triplicate before the start of the second semester. They present the two final projects in the graduation exhibition, which is designed and produced by the first year students in consultation with the third year students.

During assessments you present all the work you have created in the previous semester to all faculty and guest critics from outside the department and the Gerrit Rietveld Academie, and you explain your rationalisation. These assessments are public. The tutors question you about the work and the process, and they comment on your progress. A

brief written report is produced from the reviews and you will receive a copy to add to your academic portfolio and CV for which you are responsible. Following the assessment there is an opportunity for a personal discussion. If you receive an unsatisfactory evaluation, the advice may be to repeat the semester (or parts thereof), move to another department or to leave the course.

Assessments, criteria and competencies

You are assessed on the progress that you've made during the semester based on a number of competencies, which are explained in more detail below. The qualities are assessed separately but the tutors will also take context into account. The presence of motivation, commitment, attitude and (self-) reflection is important. Connections must be made between the knowledge that is gained in different subject, and your work must be presented and discussed in a clear and insightful way. The way you develop your initial concept into a final outcome must be convincing. By this we mean that the outcome can be tested against the initial assignment criteria.

The art and architecture history and theory subjects are assessed separately through a written exam, an oral presentation and written assignments.

Assessment form

The form looks like this:

Examination Criteria

1. Project result

2. Creative ability

The student can develop and realize a concept for a space from an original idea.

3. Capacity for critical reflection

The student is able to observe their own work and that of others, analyse, interpret and assess it.

4. The ability to grow and rejuvenate

The student is able to continually develop their artistic ability, develop a personal interpretation of the profession, develop and gain more in-depth knowledge of their creativity.

5. Organisational skills

The student can establish and maintain an inspirational and functional working environment.

6. Communication skills

The student is able to receive an assignment and interpret it, present and explain the work effectively, and negotiate it with the client and other people involved.

7. Relation between the student and the public

the concept for your thesis. The assignments will be outlined at the start of the final year. The graduation supervisors will determine the subject of one of the final projects and you will define one yourself.

The thesis will be presented in an open forum after the first semester. Upon approval the thesis needs to be submitted in triplicate before the second semester. At the end of the first semester there will be an interim presentation of the final project. You will receive advice based on this interim assessment and subsequent interim discussions will take place.

Interim assessment (also called green light presentation)

The finals committee should have confidence in the students' progress during the interim presentation in order to achieve a good end result. If this assessment is not positive the student is advised not to proceed to the finals. Students must demonstrate the ability to work autonomously, and demonstrate the ability to clearly communicate their personal views on the profession.

Finals

The final exam is administered by a committee of examiners consisting of the tutors who have guided the student in the last study year and an external expert assessor from outside the Gerrit Rietveld Academie, together called the graduation committee. The head of the department is the chair and the theory tutor is the secretary of the graduation committee. The committee decides through a majority vote. In the case of an impasse, the chairman will have the final say. The finals can only take place if the requirements have been met which are outlined below.

Admission requirements- finals

A public exhibition of the work will conclude the studies. The work being displayed during the exhibition will include the set graduation project and possibly supplemented by work previously produced during the course of study, after discussion with the supervising tutor. The completion usually takes place at the end of the academic year. This can be deviated from by mutual agreement.

A student has the right to repeat an exam for which an insufficient result has been achieved. This takes place in consultation with the head of department of the specialisation and the accompanying tutors.

Supervision

The theory teacher will provide guidance to the graduating students with their written thesis. Two design tutors will supervise the graduating students with their other final projects. The supervision is largely conducted in one-on-one tutorial sessions. Intensive group sessions will be organised several times during the graduation year, where external tutors will also be invited to give feedback.

Certificate / Degree

Those who have successfully passed the final exam receive a Bachelor's degree from the Gerrit Rietveld Academie with an attachment that

includes the course name, the specialisation and the verdicts of the graduation committee.

Titles

All students who have passed their final exam will receive a Bachelor degree. This means that those who have successfully completed the course can call themselves BDes (Bachelor of Design).

Graduating with Honours

In the event that a final graduation committee unanimously agrees that a student can graduate with Honours, they will notify the Executive Board in consultation with the head of the department.

Chapter 3 Practical information

- 3.1 Study load
- 3.2 Study support
- 3.3 Staff
- 3.4 Housing
- 3.5 Information services

Practical information is broadly outlined below. For most cases we refer to the general study guide and the Gerrit Rietveld Academie website.

3.1 Study load

The study load is as follows:

-42 weeks per year with a course load of about 40 hours per week, or 1,680 hours per year. The student is expected to be present at the academy at least three days per week. In addition to this the student is expected to devote several sessions per week to their assignments.

-Scoring

To facilitate (inter-) national student mobility, the Gerrit Rietveld Academie uses the European credit system (ECTS = European Credit System transfers) where one credit equals a study load of 28 hours.

3.2 Study support and guidance

During the program, study support will be based on several conversations.

Interview

An interview before the course begins will determine if the essential criteria have been met (prior qualifications and creativity) and whether a student will be admitted.

Progress review

Throughout the course, each student will have a progress meeting with the head of the department or his deputy after each block. The progress review will focus on the study progress and future expectations of the student. Following the discussion and taking into account study results so far (refer assessments), it will be decided if the student is sufficiently capable to move into the next stage, and they will be advised on the content during the continuation of the program.

Deanery

All students of the Gerrit Rietveld Academie may use the services of the student counsellor for information and advice about study arrangements, study motivation, study choice, financial arrangements, delay in the study due to illness or personal problems. The dean is also the counsellor for any cases involving sexual harassment. In performing these tasks, the student counsellor occupies a position of trust and acts as an independent party.

Guidance

Our guidance begins during the admissions process. During the first interview the candidates receive advice about their work and processes. We also familiarise them with the approach and mentality of the Gerrit Rietveld Academie. An introduction program will acquaint the new students with the facilities. The head of the program follows them closely. Students, whom the tutors expect not to finish the course successfully, are strongly advised to discontinue the study at the end

of the first year. In the case of disappointing results, absence or the suspicion there may be problems we will contact the student.

Students receive guidance from the head of the department, tutors, administrators, and workshop managers and upon graduation, from graduation advisors. For most students, this guidance is sufficient. In the case of disappointing results, absence without apparent reason or the suspicion there may be problems the head of the department will contact the students as quickly as possible. Reacting quickly prevents the students from falling too far behind without being able to catch up, which could result in failing otherwise. If necessary, learning paths may be customized to suit the student, or additional supervision provided by the tutors. In addition, students who experience difficulties with their studies can call on the student counsellor.

3.3 Staff

Below are some key staff functions and associated tasks in which you are supported as a student.

The student counsellor assists with:

- Personal issues (anxiety, assertiveness, procrastination, time management, study choices)
- Communication and motivation problems
- Problems with tutors
- Education organisational questions
- Information about legal procedures (student finance, examination appeals committee)
- Support with funding applications
- Housing mediation
- Study delays due to personal problems, (chronic) illness or disability.

The head of the department:

The head of the department is the core of the department. He puts together of the team of tutors, the curriculum and the scheduling in consultation with the tutors, as well as maintaining relationships with the Executive Board. He is the contact for students and teachers, providing students with support and mediating problems between students and other departments within the academy. The head of the department refers students to the student counsellor if any potential obstacles are found during the progress of the study.

Tutors

Tutors who practice within the industry provide the artistic content and guidance. The tutors also conduct tutorial sessions with each student, which are focussed on the successful completion of designs and work processes. They are observant for any signals that may lead to problems in order for them to be able to alert the head of the department or the student counsellor as early as possible. A student, who is not present enough due to uncertainty or due to lack of communication, runs a high risk of dropping out early.

Workshop managers

Workshop managers are responsible for the technical supervision of students, developing instructional material and the management of the workshop. Workshop managers support the students in the execution of the work and the use of equipment, materials and techniques. They also focus on responsible and safe use of equipment in the workshop. They discuss the feasibility of a project, give advise on technical aspects (stability, durability, construction methods) and the capabilities of

the equipment. Workshop managers provide technical instructions to groups of students.

Graduation tutors

Graduation tutors act as teachers and confidants to the students during the execution of the final design project and while writing the thesis. They assist the students in the planning of the graduation project and formulating the design brief for the final projects. They continuously monitor the progress together with the student.

3.4 Facilities

Facilities - general

For more information on the facilities at the Gerrit Rietveld Academie we refer to the general Gerrit Rietveld Academie website. Below we briefly explain the Gerrit Rietveld Academie workshops.

Workshops

The Gerrit Rietveld Academie offers two types of workshops which students from the department of inter-architecture can utilise to produce their work: the general workshop, which is accessible to all students, and the department integrated workshop which is primarily intended for students of the department. Students from the department of inter-architecture can only utilize department-integrated workshop including ceramics and textile design after receiving permission from the workshop manager. The maintenance of the workshop requires relatively high investments. We have chosen to offer basic services, combined with specialised equipment, which students could not afford to buy themselves due to the high cost involved. If more specific workshops are required for the master's level, students can search for suitable external workshop in consultation with the tutors. It may happen that a student wants to work with materials such as stainless steel, plastic, concrete or felt, for which specific expertise should be sought externally. The student can also contact a manufacturer in order to commission the production of a prototype for them. The digital workshops have been greatly improved both in the refurbished and the new buildings, in order to meet the needs of the students. They required more equipment and more modern programs. There are now two well-equipped digital workshops: one in the main building and one in the new building. Both have an instructional space that can be used as classrooms with workstations set up. Students can rely on the support of workshop managers, who are present full time during the day and at specific times during the evenings.

The workshops are:

General workshops

- Carpentry workshop
- Metal workshop
- Graphics workshops/ screen-printing
- Computer workshops in the old and new buildings

Department integrated workshops

- Textile printing: used by Textile Design, Fashion and Design Lab; depending on the use by students of these departments, the printing workshop is open to students from other departments/programs.
- Metal workshop
- Glass workshop
- Graphic Design typesetting workshop with offset press
- Photography workshop at the Photography department: photo studio, darkroom, digital lab with workstations and printers

- Editing rooms and sound studio for Fine Arts students and VAV
- Film editing and animation studio VAV

3.5 Information Services

Website/blog

The communication of information relating to the department is increasingly provided digitally, via both the website of the Gerrit Rietveld Academie, www.rietveldacademie.nl, and e-mails from the head of the department and its tutors. Because of the individually tailored education and small group sizes, it is easy to maintain personal contact between teachers and students. Much of the internal communications will therefore occur verbally.

In addition to a general website of the Gerrit Rietveld Academie, the department of inter-architecture has its own blog, <http://inter-architecture.nl>. On this blog, students can find information regarding the yearly program, group schedules and assessment data. Part of the blog is protected by a login code where the students can view assignments. Tutors, students and alumni have the opportunity to add a link to their websites on the department's website. The blog is a source of information on the discipline; news, events, exhibitions, magazines and new trade publications are listed. There are also links to architectural and design websites. There is new information available on this website almost every day, making it attractive for students to visit the site regularly. Monitors in the hall of the main building display roster changes and teacher absences.

Chapter 4 Future

4.1 Degree

4.2 Postgraduate studies

4.3 Employment

4.1 Qualification

Qualifications and titles: all students who have passed their final exams have achieved the Bachelor degree. This means for those who have successfully completed the studies may call themselves BDes (Bachelor of Design).

4.2 Postgraduate studies

After studying at the Gerrit Rietveld Academie you could consider undertaking further study or training. There are various possibilities. You can stream through to the Masters program at the Gerrit Rietveld Academie Sandberg Institute, e.g. the Master Interior Architect or follow other Masters programs at different institutions or academies. For an overview of the various institutions and academies, we refer you to the department of inter-architectures' website. More information about these and other courses and the associated entry requirements is available from the student councillor. The department organizes an information session once a year about postgraduate studies and professional work after leaving the academy.

4.3 Employment

Graduate students can choose to pursue a variety of different avenues in their professional practice. You can establish yourself as a professional artist and establish your own design studio. You could go work for a designer or (interior) architecture firm. Other common options include: exhibition designer, set designer, furniture and product designers. Other possibilities include: spatial artist, architectural photographer.

A combination of these activities and/or collaboration with other designers and disciplines are also possible.

The Gerrit Rietveld Academie has an alumni policy, where they frequently ask their graduates about their activities after graduation. The results show that the majority of graduates are employed in the industry they trained in. Some setup independent private practices, some find employment with existing (design) firms or organizations.

4.4 Assignments/ Exercises briefs

The assignments/tasks are explained in the brief. Every year the tutors define the exact context and detailed parameters of the assignments.

'We make SPACE, SPACE that matters'

Annex

Assignments

Title

Architectural Theory

Context

The scale of the detail, the building, the public space.

Participation

Group participation / Individual

Description

The history and theory of spatial design is taught during verbal lectures. The students are required to read different texts and reflect on it critically. The lecture series ends with an exam in which the knowledge gained from the lecture and the prescribed literature form the basis of the examination material.

You also need to write a paper in response to the results of topical research and analysis of spatial design. Excursions to exhibitions, spatial design (of various scales, from interior to city); lectures, research institutions (archives, libraries, museums) also make up part of the program. The students have to present their excursion report both written and verbally.

Learning objective

Increase knowledge of the history of architectural theory, the theory of spatial design and the current state of theory in the profession; enhance the critical perspective on contemporary industry issues; practice debating and discussion techniques.

Develop understanding and knowledge of building typology; sharpening survey methodology; reflection on the history of architecture from a specific angle; practice presentation techniques; researching and articulating a personal vision into a coherent text.

Methodology

Prepare for the lectures by reading the prescribed literature. Attend lectures, concluded by an exam. After a building type is selected, independent research will be conducted under the supervision of the tutor. Students present their research at various stages and critique each other and themselves. The research is documented in a paper. Reporting and presentation of excursions.

Title

Stage Design

Context

Scale of the detail, the interior and the building

Participation

Individual

Description

More and more, famous architects are used to design sets and interiors for the entertainment industry. Besides designing sets for theatre and dance is the design for the film and media industry (TV and internet) an important field for designers.

The close collaboration with other forms of art emphasizes the interdisciplinary character of this task. This is strengthened by the specific requirements in terms of techniques and materials.

Design a set for the stage, where you explicitly take into account the function and location of where the design must appear, and the temporality of the design (e.g. permanent or very short term). Take into account material selection, engineering, safety requirements, financial viability and the feasibility of producing the stage design.

Learning objective

The acquisition of compositional and spatial skills; practicing with the effects of space; light and colour; gain experience with the application of different materials in the interior. Acquiring compositional skills; develop the understanding of spatial consequences of movement and changing proportions. Translating the abstract narrative into a tangible built form.

Methodology

Design project to be completed individually, supervised by a tutor in groups. Individual presentations are interspersed with group discussions and brainstorming sessions. An excursion to the site is part of the project.

Title

Architecture

Context

Scale of the detail, the building and the city

Participation

Individual

Description

Design an architectural object. Architecture relates to everyday matters such as housing, employment, education and care. The assignment focuses on the changing design issues relating to these core necessities. Social design, sustainability and materiality are important research areas. The student, in consultation with the teacher, chooses a particular focus, theme and site and investigates this further. The results are translated into a spatial model. Special attention is given in the design brief for the crossover forms between architecture, interior architecture and the interdisciplinary.

Learning objective

Site and functional brief analysis, and the translation of this into a logical spatial design; acquisition of compositional and spatial skills; develop experience with the application of different materials.

Methodology

Students must translate their design tasks into a spatial model to the requirements set out by the tutor. Attention will be paid to scale, structure and spatial setting.

Title

Interior Architecture

Context

Scale of the building and the detail

Participation

Individual

Description

Design an interior. Research the relationship between inside and outside. Pay attention during the design process to researching the effect of the use of light and colour on the spatiality and manifestation. Experiment with sustainable material use and fit out of the space. The student chooses in consultation with the tutor the (context) scale and thus the aspects they will concentrate on, and determine the interdisciplinary nature of their design. Interior architecture is related to housing, employment, education, healthcare and recreation. Researching the role design can play in discussions about overpopulation, migration, is an important part of the assignment. The student chooses, in consultation with the tutor, an area to focus on and relates their design to the current debate and developments in this field.

Learning objective

Acquiring compositional and spatial skills; practicing with the effects of space; light and colour; gaining experience with the application of different materials in the interior. Acquiring compositional skills to develop the understanding of the spatial effects of movement and changing relationships; translating the abstract into a tangible built form.

Methodology

Design project to be completed individually, supervised by a tutor in groups. Individual presentations are interspersed with group discussions and brainstorming sessions.

Title

Installation

Context

The scale of the detail, the building, the public space.

Participation

Individual

Description

Design an installation, where you specifically take into account the location where the installation should appear, and the temporality of the installation (e.g. permanent or very short duration). Take into account material selection, technique, safety requirements, financial viability and use during the realisation of the installation. An installation in particular, offers artists and spatial designers the opportunity to break down the divisions between existing disciplines such as sculpture, architecture, painting and to work at the intersection of different scales.

Learning objective

Acquiring spatial, compositional and communication skills; translation of requirements into a spatial design. Acquiring knowledge of the practical and technical aspects.

Methodology

Design project to be completed individually, supervised in groups by a tutor. Individual presentations are interspersed with group discussions and brainstorming sessions. There will be an excursion to an example project.

Title

Urban Architecture

Context

Scale of the public space

Participation

Individual

Description

Increasing urbanisation is an international phenomenon.

It is estimated that in 2050 three quarters of the world population will live in cities. Key themes are healthcare (research on Alzheimer and architecture), inequality, human rights, housing, inter-culturalism, immigration, environmental issues, aging, and compaction versus dilution, public space, repurposing and transformation.

The students, in the process of completing the design task, focus on the differences and similarities of the different regions where this problem is critical. The pressure on cities, both socially and spatially, requires new space typologies and sustainable alternatives. How do you form these?

The tutor formulates the detailed requirements for the design task, and puts emphasis on the interactive city, architecture, landscape and detail. The research is translated into a product; the form will be developed by students in consultation with the tutor.

Learning objective

To gain insight into the design process and the different scales at which a spatial designer can work; development of skills to be able to control and steer the design development during crucial moments of the process; the development of a personal vision on design methodology; the sharpening of design skills and the development of social critique skills.

Methodology

Completing a research and design project in groups, supervised by a tutor in groups. Several lectures are part of the research project.

Title

Design research

Context

The scale of the detail, the building, the public space.

Participation

Group participation / Individual

Description

The discovery, investigation and analysis of different themes. By design research we mean a structured and methodical way of gathering knowledge and insights that are relevant to the design process. This may involve the collection of facts and information to guide the design process, but also to research from a desire to understand and interpret, in order to be able to take up a position and make informed choices. This is important for the development of personal insights of the designer and for communication with stakeholders in the design process. Through experimentation with the chosen method or process, a project can be developed into a final outcome, which can be a design, but also a book, film or a performance.

Learning objective

To gain insight into the design process; the development of skills required to control and steer the design process during crucial moments; the development of a personal design methodology; the sharpening of design skills.

Methodology

Complete a research and design project in a group, supervised by a lecturer. Attend several lectures as part of the research project.

Title

Furniture design

Context

The scale of the detail, the building, the public space.

Participation

Individual

Description

Design a piece of furniture that meets a set of requirements. Develop a clear design concept and brief based on the requirements. Translate a clear design concept into a realistic design for a piece of furniture. The emphasis within the design process is on the investigation into technical and physical demands and requirements for sustainability in relation to the various materials and construction techniques. The furniture piece should be function properly and safely and be technically feasible, while ensuring a high quality appearance and finish. Also examine the business consequences of certain choices during the process.

The choice for the (context) scale is up to the student in consultation with the tutor. When choosing the scale of the public space, investigations are to be carried out as to which role the piece of furniture plays in the way people use and experience public space and infrastructure.

Learning objective

The translation of requirements and a brief into a design concept; acquisition of compositional and technical skills; dealing with physical and technical and user demands and materialising these into an object; increase material knowledge; gain experience with the business side of the profession.

Methodology

Design project to be completed individually. Individual presentations are interspersed with group discussions and brainstorming sessions, accompanied by a tutor. For the manufacture of the full-size object, use can be made of the different workshops. Several lectures are part of the project.

Title

Building technology

Context

The scale of the detail and the building.

Participation

Group work

Description

Analyse an existing building based on building methods and sustainability. Central to this task is the technical side of the execution. What does the building method and material use say about a building?

There will be weekly classroom lectures about all phases within the building process, from foundation towards roofing.

There is a lot of space in the design process for research into materialisation and detailing of an existing design in relation to the issue of sustainability. Analysis of construction physics, building methods and construction techniques and research into laws and regulations are part of the process.

Learning objective

Acquire knowledge of laws and regulations in the construction industry; investigate and analyse structural issues; gain experience with construction physics of a complex building.

Acquire knowledge of installation technology, building physics, laws and regulations; acquire analytical skills; increase insight into the importance of biophysics and integration of sustainability into a building; interpret research and compare results with other options.

Methodology

Students are familiarised with the material through classroom lectures, where individual and group assignments are completed in consultation with and supervision by the tutor.

Title

Sketching

Context

The scale of the detail, the building, the public space

Participation

Individual

Description

Produce sketches of models, objects and different types of architectural objects. The ability to control various techniques of translating observations is an important element of the traditional spatial designer. You learn through practicing with different materials and sketching and drawings techniques. You train yourself in perception and in ways to communicate these observations. You learn the richness of the craft through being taught various techniques such as perspective drawings.

Learning objective

The learning of craft skills to be able to represent objects and spaces (of various scales). The learned techniques will be applied during other design tasks and form a base for designing.

Methodology

Students' get many ways to practice their sketching and drawing through requirements established by the tutor. By working with different materials, the student learns about space, and to observe the space in-between and next to and translate it into a product. Architectural and other excursions will exercise perception and working on location. Collaboration with other departments of the Gerrit Rietveld Academie is investigated each year and result in tangible collaborative projects.

Title

Workshops

Context

The scale of the detail, the building, the city and the landscape

Participation

Group work

Description

Throughout the program, the department organises at least two yearly workshops, whereby current developments are linked into a design project. The workshops are intended as a short intense period of investigation and the results of this study is to be translated into presentable products. The workshops are often on location and research and presentation are linked to this specific location. You are partially responsible for the organisation of some of the logistics and the content.

There will be collaboration with institutions and organisation that combine social goals with the power of creative experimentation. Themes depend on the location and current affairs and are associated with social design.

Another important aspect is the interdisciplinary nature of the workshops. The results of the (design) research are presented to an audience including people from the outside world. Publicity and presentation are part of the workshops.

Learning objective

Conducting research and translating the results into presentable products. Collaboration on matters of logistics, presentation and publicity. Reflecting on the role of the spatial designer in terms of current affairs.

Methodology

The students should actively engage in the substantive and logistical organisation. Researching and translating the findings through clear presentations and reports.

Title

Cadcam Workshop

Context

The scale of the detail, the building, the public space

Participation

Individual

Description

In addition to the drawing and sketching assignments, the department also pays attention to working with various computer programs that are used in spatial design. Programs include VectorWorks and Rhino 2D/3D. VectorWorks is a CAD program used for drawing, designing presenting and modelling in 2D and 3D. In VectorWorks it is possible to create 3D models from 2D drawings and vice versa.

Rhino 2D/3D is also a professional program for 2D and 3D drawing and designing. You can use it to design for laser cutting and 3D printing.

Learning objective

Learning to design using computer programs and thus to investigate the various possibilities that computer programs offer as support to the spatial designer.

Methodology

In an intensive workshop setting, students are familiarised with the various computer programs. The tutor formulates the requirements for further assignments.

Title

Excursion (short), part day, or several sessions

Context

The scale of the detail, the building, the public space

Participation

Group work

Description

Besides the long excursions, the department organises shorter trips; a part day or a few sessions. These excursions to especially interesting current projects for spatial designers like trade fairs, exhibitions, project and studio visits are sometimes organised with other departments from the Gerrit Rietveld Academie.

The aim is to acquaint students with the current state of affairs in the field of spatial design. What themes and which design solutions are key? How do I as a student compare to the establishment (historic and current)? Do I find inspiration and how does that work?

You prepare a report in which you clearly communicate your personal views and present your opinion about the visit. In consultation with the tutor you determine what resources you will use for this (e.g. blog, photo/film report).

Learning objective

The reflection of the student on their position as a spatial designer. The collection and selection of knowledge about art, spatial and architectural history. Collaboration on logistical matters. Learning to sketch, design, present and execute a written and verbal report.

Methodology

The students should actively engage in the organisation of logistics and content. They must also write a report or a review of the excursion; an excerpt of which can be placed on the department blog/website. In addition, assignments such as sketching, will be undertaken on the spot.

Title

Excursion (long), minimum 3 days

Context

The scale of the detail, the building, the public space

Participation

Group work

Description

Throughout the entire study course the department organises several excursions, varying in duration and scope. The department strives to organise a weeklong trip to a foreign country once a year in order to visit international objects, activities, architecture, landscape and urban planning. During the other two years the students will go on excursion to visit a domestic location, for which a special location will be sought that embodies current themes. Some parts of the curriculum e.g. sketching are eminently suitable to be practiced during the excursion.

Excursions are (for the most part) prepared by the students themselves. This applies both to the logistical organisation as well as the content. The excursion guide, which contains an overview of the program and background information about the projects which will be visited is made by and for the students. Collaboration with other departments within the Gerrit Rietveld Academie and other organisations will take place if there is added value and logistically feasible.

Learning objective

The collection and selection of history and knowledge of art, spatial design and architecture, and processing this into a legible guide. Collaboration in terms of logistics. Learning to sketch.

Methodology

The students should actively engage in the organisation of logistics and content. In addition there will be assignments such as sketching which will be undertaken on the spot.

Title

Lectures

Context

The scale of the detail, the building, the public space

Participation

Group work

Description

The department organises various lectures, both within and outside of design tasks. During the lectures, which are independent of the assignment requirements, the position of the spatial designer is addressed in relation to associated fields and disciplines. Using practical examples, various aspects of the profession are discussed such as operating in a complex field, the business side of small business, the strategic vision for the long-term and the large-scale. Concrete issues are considered within the cultural, political, legal, historical or social context.

The students must compile a report of the visited lectures and herein reflect on the content and make it clear what they have learnt from this. In addition, the tutors encourage the students to attend a variety of other lectures in the field of spatial design and related subjects at other institutions and organisations.

Learning objective

Expressing personal opinions and views on the subject; increasing the knowledge and understanding of the complex field; develop awareness of the professional issues; researching and analysing of the various parties in the field; learn about operating as an independent designer; practice communication skills.

Methodology

Active participation in course discussions and topical debate by visiting lectures. Reflecting on your position as a spatial designer and report on this.

Participation in the lectures is mandatory.

Title

Open day

Context

The scale of the detail, the building, the public space

Participation

Group work

Description

Every year the various departments of the Gerrit Rietveld Academie organise an Open Day to provide a clear and insightful understanding of the activities of the programs to those interested. The assignment is to arrange the department spaces in such a way that the visitors to the Open Day acquaint themselves with the department in an inspiring and inviting way. Also a selection of outstanding projects of the current year will be shown. Students and teachers are present to share their experiences with interested parties and where possible, answer any questions.

Learning objective

Designing and informative and inspiring space. Reflection on the position of being a student during the program and articulating this position and associated knowledge to others. Collaboration with fellow students and tutors.

Methodology

The drafting of a substantive program, the organisation of the department space and being available to provide explanation. All students must be present during (part of) the Open Day.

Title

Internship

Context

The scale of the detail, the building, the public space

Participation

Individual

Description

The second-year students are acquainted with professional practice at the end of their second year through an internship. The students must arrange their own placement at a design firm and prepare a plan describing their learning objectives. This plan is discussed with the department head and following approval the student carries out this plan. The plan also justifies the choice of the internship. The student must answer questions such as: Where am I in my training in relation to the professional practice? Which aspects of this do I want to concentrate on during my graduation year?

Learning objective

The student develops organisational skills and gains professional experience. The student reflects on their own position both in the educational process and in future professional practice. The student learns to verbalise their experiences.

Methodology

The students write a plan of action. After consultation with the department head, the students organise their own internship. The student writes a placement report and presents this. The internship will be evaluated afterwards.

For more information: <http://inter-architecture.nl/>

Title

Graduation project

Context

Scale to be determined by student, choices are the scale of the detail, the building, the public space/or a combination of these

Participation

Individual

Description

The student graduates after successfully completing two design projects and a written thesis, the subject of the thesis is intertwined with one of the projects. The graduation committee sets one design task while the student chooses the other. The student formulates the assignment and research question, proposes a plan of action, justifies and argues their choice. In their graduation plan they argue their choice of design project and the subject of their thesis, whose subject is connected to one of the two design projects, and they describe their plan of attack.

The free choice design project

Come up with a convincing design concept based on examination of the context, requirements and self-formulated design brief. Develop the concept into a complete, complex and layered project that exemplifies the craftsmanship, realism and authenticity. Demonstrate the steps undertaken within the design process to the tutors and present clearly. Show independence and control over the design process throughout the project, and argue the choices made. The materialisation and detailing of the final object or design must be of high aesthetic value. During the prototyping of an object business aspects are also discussed. Sometimes there is a need to arrange for financing, or their needs to be a negotiation with potential suppliers and/or manufacturers.

The set design project

The graduation committee reveal the topic of the set task each year at the start of the graduation year. This project falls under the broader theme of inter-architecture and is specified partly in response to current events. The same conditions and requirements as in the free choice project apply here as well.

Learning objective

The independent execution of a complex project based on their own graduation plan; be accountable for choices made; interpret and convert requirements, program and context into a feasible spatial project; achieve depth in a long term project; materialisation of the project including every detail.

Besides the professional growth at the Rietveld Academie the student also grows in independence and individuality. The skills, knowledge and methodologies, which are acquired independently and in conjunction with the graduation project and thesis, become visible.

Methodology

Design project to be completed individually, supervised by several tutors. The graduation plan forms the basis of the final projects. The projects are exhibited in the graduation exhibition after approval by the graduation committee. This will be designed by the first year students (refer Graduation Exhibition assignment) and in consultation with fellow graduates.

Title

Graduation thesis in combination with one of the graduation projects

Context

Scale to be decided by the student; choose from scale of the detail, the building, the public space and/or a combination of these

Participation

Individual

Description

Write a thesis based on theoretical research.

Research a topic of choice within or related to spatial design. The subject will have been argued in the graduation plan, and defined within a theoretical framework. The topic will be related to one of the two graduation design projects.

Formulate a clear thesis question and find research methods that are appropriate to the subject. Interpret and analyse research findings and test them against relevant research of others.

Building a convincing argument or a balanced consideration and formulate convincing arguments. Be aware of the consistency of the story, proper citation and justification of the research. Pay attention to the illustrations and the graphic design of the thesis.

Learning objectives

Set up and execute independent theoretical research; sharpen academic skills; relate a personal vision to those of peers; convincingly articulate personal professional opinion after balanced consideration; practice written communication skills.

Methodology

Individually supervised by a tutor. In addition an intensive writing workshop will be organised, whereby guest tutors are available for guidance.

The student determines the shape of the theoretical work:

Written, Audio-visual, Interactive media.

For dyslexic students an appropriate way of producing the thesis can be discussed with the tutor.

In consultation with the examining committee a date will be determined for the student to present their thesis in public.