

# Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



## Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners ([Examencommissie-BK@tudelft.nl](mailto:Examencommissie-BK@tudelft.nl)), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

The graduation plan consists of at least the following data/segments:

Personal information	
Name	Max Venderbosch
Student number	5056276

Studio		
Name / Theme	Public Building Graduation Studio	
First mentor	Henk Bultstra	Project Design
Second mentor	Ger Warries	Technical Building Design
Third mentor	Sien van Dam	Theory and Delineation
Argumentation of choice of the studio	I am particularly intrigued by the intersection of architecture and public spaces within a city. The challenge of designing public buildings appeals to me, especially the relationship between ephemerality of the fluctuating flows of people and the permanence of buildings. For graduation I preferred to work on a design a large-scale building, and especially a public one. Public buildings are linked to uncertain flows of people which is a complexity that makes this graduation studio particularly interesting to me.	

Graduation project	
Title of the graduation project	THE ESCALATING CITY
Goal	
Location:	The Hague, Central station
The posed problem,	In the highly congested context of The Hague, a public educational high-rise building will be designed. How to design a building in this specific context and how to include a vision of the future campus into the design?

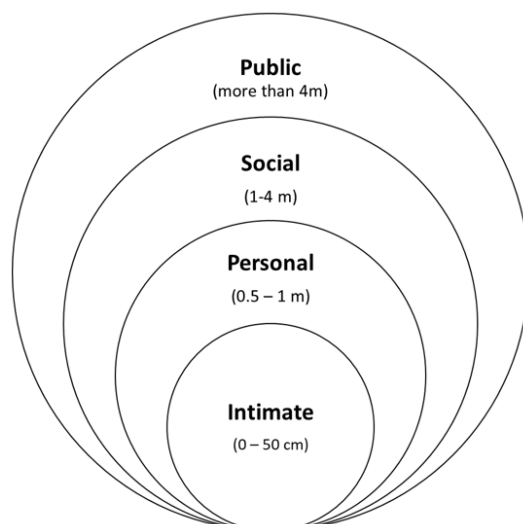
<p>research questions and</p>	<ol style="list-style-type: none"> <li>1. How does the project relate to the urban conditions provided by The Hague's central station area?</li> <li>2. How does the projects vision for the future campus, the creation of interactive and intimate learning spaces in a congested urban context, relate to its context?</li> <li>3. How does the vision of the future campus, the creation of interactive and intimate learning spaces in a congested urban context, form its interior conditions?</li> </ol>
<p>design assignment in which these result.</p>	<p>Design a public, mixed-use educational high-rise building in a congested urban context near The Hague's central station. Address the following:</p> <p>Integration with Urban Conditions:</p> <p>Analyze the urban surroundings to integrate the high-rise building, ensuring connection with the existing cityscape, infrastructure and flows of people.</p> <p>Interactive/Intimate Learning Spaces:</p> <p>Conceptualize innovative spaces promoting collaboration and engagement, but also providing spaces to retreat and foster an environment for learning in intimate spaces.</p> <p>Define essential conditions such as scale, acoustics, lighting and flexibility for most relevant spaces.</p>
<p>Process</p>	
<p>Method description</p> <ol style="list-style-type: none"> <li>1. Literature reviews. Reading and reflecting on found literature addressing the topic of the project</li> <li>2. Site analysis The research may encompass both qualitative and quantitative data, including an extended site analysis that documents how the design integrates into the public space.</li> <li>3. Case studies Studying and designing with the found concepts in literature, making multiple variations. Testing the results and concluding findings. Link back conclusions to literature. Start at 1 again.</li> </ol>	

#### 4. Research by Design

The graduation studio uses a specific method known as Research-by-Design. Research-by-Design focuses on design work as a special form of research. It considers theory and praxis, analysis, and imagination as inseparable and as a medium to help conceive and develop architectural ideation. Research is not only about preparation, description, and explanation, but also more importantly about projection and speculation. Research is therefore a form of design and design a form of research.

#### Literature and general practical references

1. Danesi, M. Proxemics. In: Brown K, ed. Encyclopedia of Language and Linguistics. 2nd ed. Boston: Elsevier; 2006:241-243
2. Kate Darian-Smith and Julie Willis, *Designing schools* (Routledge, 2016):  
  
Catherine Burke, "Quiet stories of educational design," in *Designing schools*, ed. Kate Darian-Smith and Julie Willis, (Routledge, 2016): 191- 204.  
  
Marco di Nallo, "The balance between intimacy and interchange," in *Designing schools*, ed. Kate Darian-Smith and Julie Willis, (Routledge, 2016): 97-109
3. Hall, E. T. (1963a). Proxemics: The study of man's spatial relations. In I. Galdston (Ed.), *Man's image in anthropology* (pp. 442–445). New York: International University Press.



4. Mary Medd, *A Right to be Children: Designing for the Education of the Under-Fives*, (London: RIBA Publications, 1976)

5. Young-Ju Kim. "Organism of Options: A Design Strategy for Flexible Space.", Massachusetts Institute of Technology, (2008)
6. Roemer van Toorn. "Reinventing the Public Sphere: OMA's Souterrain & Architectuurstudio Herman Herzberger's CODA." Architecture Yearbook, (2004)
7. Elflin, Ross. (2011). Discotheques, Magazines and Plexiglas: Superstudio and the Architecture of Mass Culture.

#### Reflection

When outlining the core of the project, it's crucial to distinguish between the two present scales: the contextual and the internal. These scales are inherently intertwined, built upon the same fundamental principles, with the contextual scale providing input to the internal one.

In the contextual scale, the project relates to its surroundings in a physical sense, as to the broader architectural discourse in a more conceptual sense. Physically the building is hovering above the infrastructural node that was largely defined by the emergence of SCALE and SPEED during the post-war urban metamorphosis. Conceptually the project builds on the architectural ideas from 60s and 70s avant-gardists like Constant Nieuwenhuys, Archigram and superstudio, who were radically imagining new ways of everyday life. The relevance of these avant-gardists lies in their architecturalized ideas about urbanisation, publicness and flexibility regarding movement, individual freedom, self-development and creativity that are well fitting for this graduation topic.

With the input from the contextual scale, the internal scale takes shape. Taken into account the SCALE and SPEED of the post-war context and the concepts of the avant-gardists, one more element is added; my vision on the future campus. The project aims to develop interactive and intimate spaces in an open campus, partly based on the ideas of Superstudio about future education. Through flexibility and specific design decisions, this is incorporated into the internal scale. A main public internal routing system acts as a spine, a piece of infrastructure focussed on SCALE and SPEED. The interactive and intimate learning spaces are connected to this spine.

To summarize, the project tries to add value through two ways, the conceptual historic, and the site historic. Linking to architectural history, Urban planning and the discourse of Public Buildings.