CREATING A CORNERSTONE
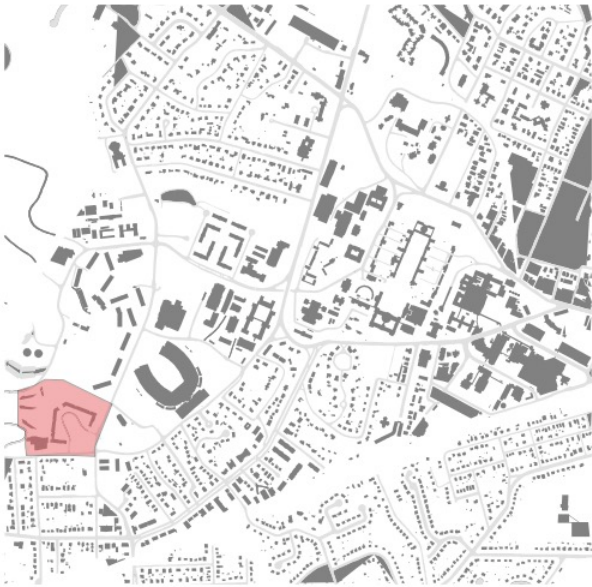
2015, Studio Project

Plaster, Ultra High Performance Concrete,
Technical Drawings + Digital Diagrams

SHADOW CASTING
RESEARCH | PART 1

As a class our first step in research was to create a tactile map capturing the campus area. Each class member mapped an area of the campus that they felt connected to. The mapping started from paper and evolved from on-site plaster castings to 4x4 tile installations and a whole class exhibition. These tile installations can be seen as interpretive shadows of their origin allowing us to understand the context we would be working with.

TEXTURE MAPPING

Plaster cast texture map of quilted 16 tiles, each 6"x6" x approx. ½" thick, presented as a 4x4 square grid. Expresses the character of a given area of the campus fabric.

GOOCH/DILLARD

The first year residence area farthest from grounds, displays its uniqueness through its materiality. The textures captured in this part of the university show how it differs from central grounds in appearance and feeling. Certain textures that are characteristic to the university are still present, however new textures are introduced and incorporated. These new textures emphasize the geographic separateness from the university overall.
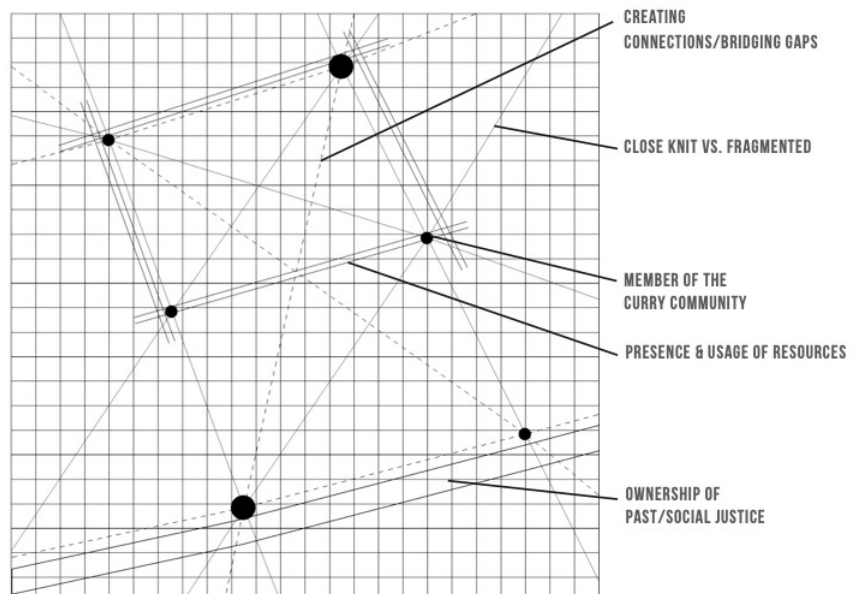

CONCEPT MAPPING

Concrete cast concept map of interview connections, 36"x36" and approx. 2" at it's thickest point.

**THE CURRY
SCHOOL OF EDUCATION**

The concept mapping of the Curry School is derived from thematic interview data, capturing how both students and faculty feel about the university as a whole. Each circular node represents a member of the Curry community. Each line that crosses through the node represents a theme that was discussed in an interview. The varying line weights correlate to the diverse theme types brought up.

YOU ARE HERE
RESEARCH | PART 2

As a designer, one is required to see through others' eyes, decipher what others see and say as an understanding and translate it to a material language. In other words, listen carefully, and then communicate back to them more than they understood initially. Through interviews of faculty and students, every class member worked to understand one of the 11 schools of the university and create a material map from the data for our second phase of research.

CREATING
CONNECTIONS/BRIDGING GAPS

CLOSE KNIT VS. FRAGMENTED

MEMBER OF THE
CURRY COMMUNITY

PRESENCE & USAGE OF RESOURCES

OWNERSHIP OF
PAST/SOCIAL JUSTICE