

2007 인증실사팀 실무교육 효과적인 Team Room 전시방법 및 구성



대한 한국건축학 교육인증원
Korea Architectural Accrediting Board







ARCH 216 Architectural Assembly System

ARCH 302 Comprehensive Design

The image shows a large grid chart with a yellow background and blue markers. The grid is organized into columns and rows. The columns are labeled with course numbers and titles, including ARCH 216 Architectural Assembly System and ARCH 302 Comprehensive Design. The rows are labeled with various system components and categories. Red arrows point from the top labels to specific points in the grid, and a red arrow points from the bottom label to the grid.

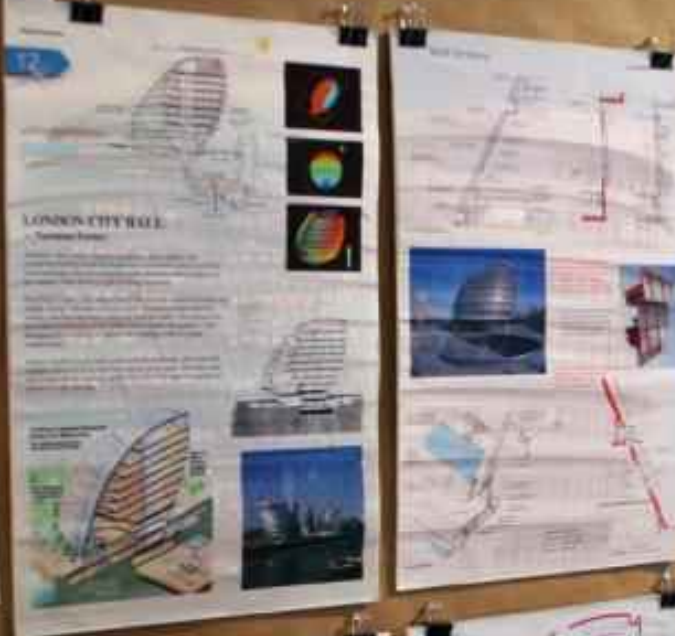
“UN” Building Envelope System (학생수행능력평가기준 20번째: 건축물 외피시스템의 “이해” 단계. KAAB 30번과

ARCH 218
Architectural Assembly
Systems

22

- 12
- 18
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LONDON CITY HALL



This block contains several architectural drawings and photographs. At the top left is a perspective drawing of a dome-like structure. To its right are three small circular diagrams showing color gradients. Below these are various site plans, cross-sections, and photographs of the building, including a prominent dome. The drawings use red lines to highlight specific structural or assembly elements.

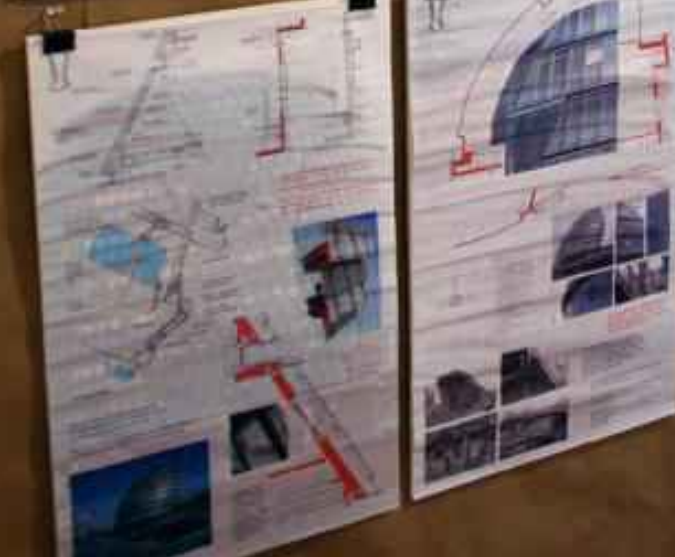


This block features a few smaller architectural diagrams and photographs, including a blue-tinted image of a dome and some technical drawings.

Handwritten notes on a piece of paper, detailing project information or design considerations.

Handwritten notes on a piece of paper, continuing the project details.

Handwritten notes on a piece of paper, providing further project context.



This block contains more architectural drawings and photographs, similar to the top-left block. It includes perspective views of the dome, site plans, and cross-sections, with red lines indicating assembly systems.



This block contains large-scale architectural drawings and diagrams, including site plans and structural layouts, pinned to the right side of the board.



ARCH 216

Architectural Assembly Systems:

ABILITY

22 Building Systems Integration

UNDERSTANDING

12 National/Regional Traditions

18 Environmental Systems


20 Building Envelope Systems

25 Building Materials and Assembly

26 Building Economics and Cost Control

London City Hall

Foster and Partners



Man: Clive / Henry
 Ben: Clive
 Alexander: Clive
 Michael: Clive

WALL ANALYSIS

THE NEW WALLS... (text describing the wall analysis and design process)





- 22 AB
- 12 UN
- 18 UN
- 20 UN
- 25 UN
- 26 UN

Handwritten notes on a clipboard, including diagrams and text. The text is partially legible and appears to be a technical or design-related document.

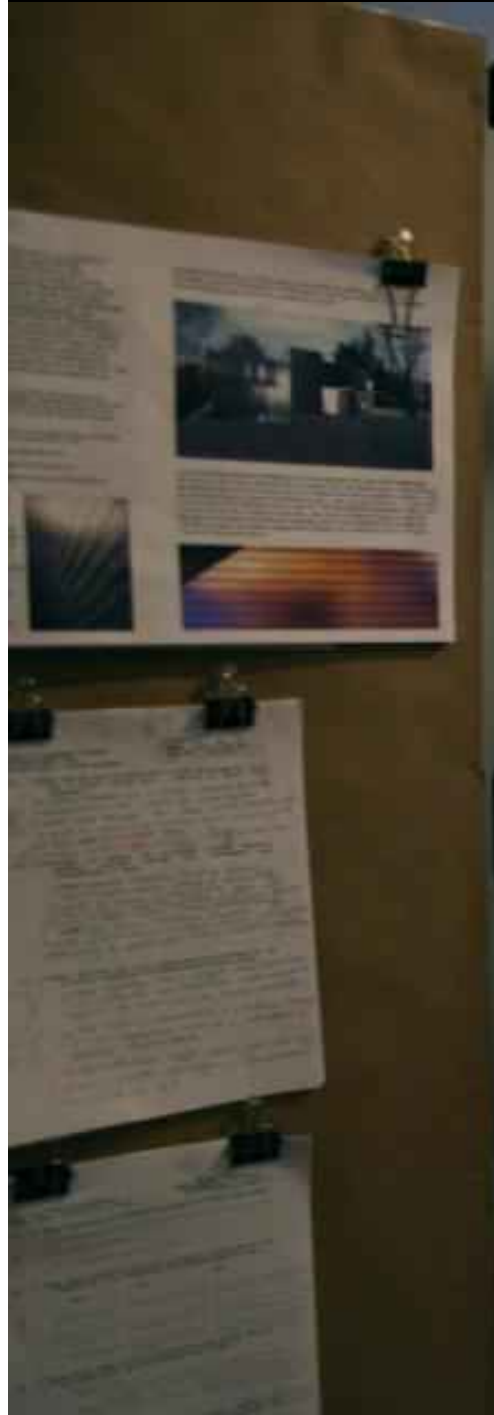
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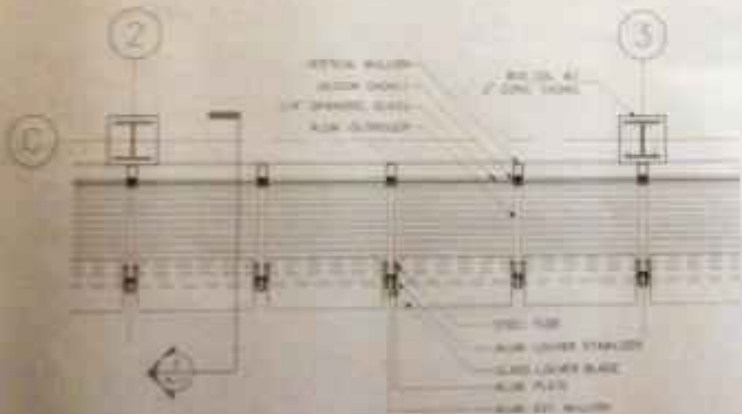
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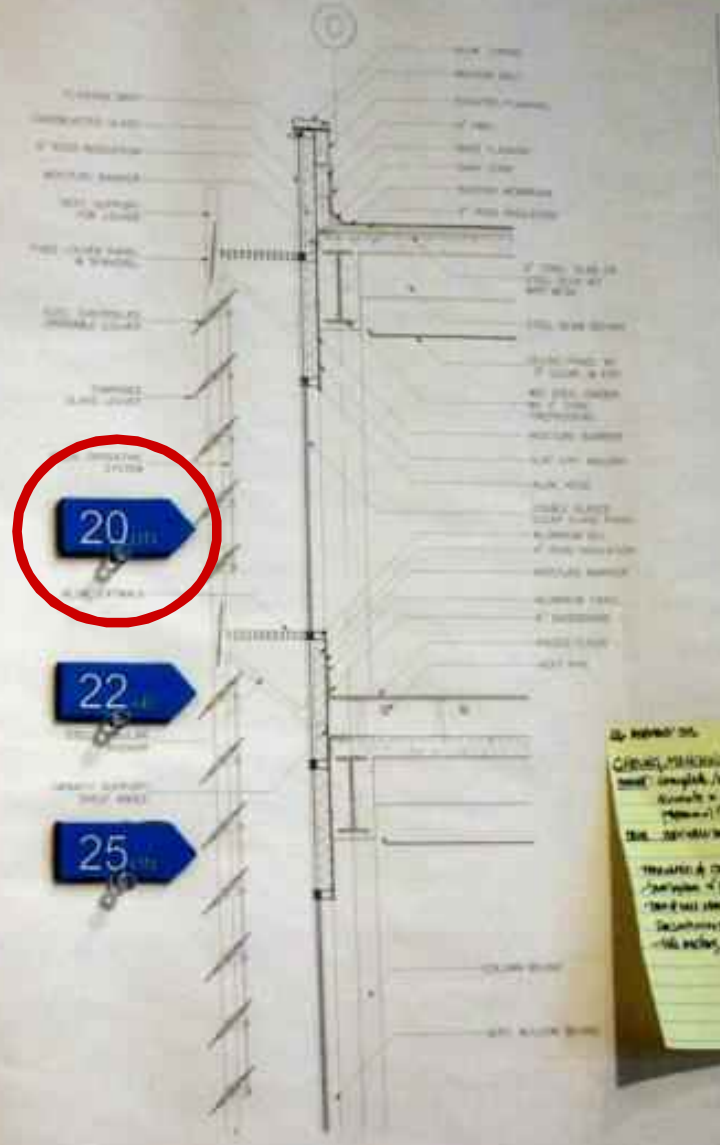
22 AB
 18 UN
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1 PARTIAL ELEVATION
 SCALE 1/4" = 1'-0"



2 PARTIAL PLAN
 SCALE 1/4" = 1'-0"



20 UN

22 UN

25 UN

CURTAIN WALL DESIGN PROJECT

DESIGNED BY: [Name]
 DRAWN BY: [Name]
 CHECKED BY: [Name]

PROJECT NAME: [Name]

PROJECT NUMBER: [Number]

DATE: [Date]

SCALE: [Scale]

PROJECT LOCATION: [Location]

PROJECT OWNER: [Owner]

PROJECT ARCHITECT: [Architect]

PROJECT ENGINEER: [Engineer]

PROJECT CONTRACTOR: [Contractor]

PROJECT STATUS: [Status]

PROJECT PHASE: [Phase]

PROJECT BUDGET: [Budget]

PROJECT RISK: [Risk]

PROJECT SCHEDULE: [Schedule]

PROJECT QUALITY: [Quality]

PROJECT SAFETY: [Safety]

PROJECT ENVIRONMENT: [Environment]

PROJECT COMMUNITY: [Community]

PROJECT ECONOMIC: [Economic]

PROJECT SOCIAL: [Social]

PROJECT CULTURAL: [Cultural]

PROJECT POLITICAL: [Political]

PROJECT LEGAL: [Legal]

Handwritten notes on a yellow sticky note, including the title 'CURTAIN WALL DESIGN PROJECT' and various project details.

ARCH 216 Architectural Assembly System

ARCH 302 Comprehensive Design

The image shows a large grid chart with yellow highlighted rows and blue squares. The grid is organized into columns and rows. The columns are labeled with course numbers and titles, and the rows are labeled with various categories or topics. The grid is used to track the completion of various tasks or projects across different courses. Red arrows point from the grid to the course titles above and a caption below.

“UN” Building Envelope System (학생수행능력평가기준 20번째: 건축물 외피시스템의 “이해” 단계. KAAB 30번과

ARCH 302

Comprehensive Design:

ABILITY

15

Site Conditions

22

Building Systems Integration

27

Detailed Design Development

28

Technical Documentation

29

Comprehensive Design

UNDERSTANDING

13

Conceptual Design

20

Building Envelope Systems





ARCH 104 Form & Culture

**ARCH 212 Mechanical,
Electrical, Plumbing System**

ARCH 321 Planning

The image shows a large grid chart with yellow rows and blue columns. The grid is divided into several vertical sections, each representing a course. The rows represent different levels or components of the program. Three red arrows point from specific rows in the grid to course titles above: 'ARCH 104 Form & Culture', 'ARCH 212 Mechanical, Electrical, Plumbing System', and 'ARCH 321 Planning'. A red line points from a row in the grid to the title 'AW Human Behavior' below.

"AW" Human Behavior (학생수행능력평가기준 7번째: 인간 행태의 "인지" 단계. KAAB 13번과 유사함.)

ARCH 104

Form and Culture:

ABILITY

1

Verbal and Written Skills

UNDERSTANDING

10

Western Traditions

AWARENESS

7

Human Behavior

1 AB

10 UN

7 AW

ARCH 104
Form and Culture:
Verbal and Written Skills
Human Behavior

Papers

ARCH 104-01 Form & Culture 9/25/03 Functionalism

The 'gizmo,' or gadget, is a symbol of the technological and material dominance of American civilization. Reyner Banham's essay, "The Great Gizmo," states that the concept of the mass-produced gizmo was an American phenomenon. This phenomenon was sparked by the insatiable wealth-seeking nature of the American people.

The background of the United States played a major role in the creation of the 'gizmo.' After gaining independence from Great Britain, the United States was free to become a democratic nation. This opened the floodgates for expansion as well, as lands west of the Mississippi could be developed, and anyone could get cheap land because there was so much of it that Great Britain had previously restricted to colonists. The hunger for land and wealth led to the purchase of Louisiana from France, the annexation of Texas, and the eventual war with Mexico fueled by Manifest Destiny. This huge expansion was the result of the growing power of the United States, thanks to gizmos (steam engine, cotton gin, numerous farm tools and many other devices) and the development of the Midwest by European immigrants.

Banham attributes the conception of the American Midwest to the combination of European and American ideals. He brings up Leo Marx's theory that the frontier was developed thanks to the European ideal for a farm, which was humble and respectful of nature. Marx believes this contradicted with the American ideal to profit from the land as much as possible through industrialization. Banham refutes this, claiming that the American landscape remained 'pure' thanks to the development of the 'gizmo' (104).



Papers

1 AB
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European and American ideas. He brings up Leo Marx's theory that the frontier was developed thanks to the European ideal for a farm, which was humble and respectful of nature. Marx believes this contradicted with the American ideal to profit from the land as much as possible through industrialization. (Barbant relates this, claiming that the American landscape remained "pure" thanks to the development of the "genius" (108).

Pratt Institute School of Architecture
Undergraduate Architecture Program
Course Bulletin

Arch 104 Form & Culture

Feb 2003	Arch 104 Form & Culture
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Credits: 3
Type of Course: Required Seminar (three hours)
Class Meetings: Tuesdays/Wednesdays 2-5PM / Fridays 10-11PM / 2-5PM w/1 hr Writing Lab
Prerequisites: Admission to the Institute and School
Enrollment Capacity: 20
Instructor's Name and Location:

21	Shel Purdy	F	10am-1pm	HH N 104
W Lab	Carole Myerson	F	1pm-2pm	HH N 104
22	Dan Bussiere	T	2pm-5pm	HH S 517
W Lab	Mark Lumsden	T	2pm-5pm	HH S 517
23	John Szabo	W	2pm-5pm	HH N 104
W Lab	Richard Loring	W	2pm-5pm	HH N 104
24	Maria Deane	T	2pm-5pm	HH N 202
W Lab	Jeff Hagroff	T	2pm-5pm	HH N 202
25	Michael Eng	F	2pm-5pm	HH N 104
W Lab	Karen Deane	F	2pm-5pm	HH N 104
26	Jake Salas-Schaffer	T	2pm-5pm	HH N 213
W Lab	Alexander Stearns	T	2pm-5pm	HH N 213
27	Jessica Kim	F	2pm-5pm	HH S 517
W Lab	Mark Campbell	F	2pm-5pm	HH S 517

Course Overview:
This seminar examines the relationships between built form and culture and serves as an introduction to architectural and critical theory. Through texts written by important architects, critics, and thinkers, students are introduced to four models for making and analyzing architecture: functionalism, the social-political, the linguistic and phenomenology. Students learn that built form results from a variety of social, psychological, economic and political factors including use and program, form and style, perception and cognition. Students are introduced to architectural research and analysis in which reading and writing are understood as important parts of the design process.

Learning Objectives:
The course bulletin lists several learning objectives, with the following circled in red:
2. Human Behavior: Have an awareness of the theories and methods of inquiry that seek to define the relationships between human behavior and the physical environment.
10. Western Traditions: understand the Western architectural canons and traditions in architecture, landscape, and other design, as well as the ultimate, technological, socioeconomic and other cultural factors that have shaped and sustained them.

David Marx
Gen Successor
Arch 104
Form and Culture

17 October 2003

Temporal Causality

10. Technological space-time

17. The instantaneity of ubiquity results in the collapse of a singular interface. / Speed suddenly becomes a primal dimension.

This comment made by Vilis (17) states the fact that in modern society the high speed of information distribution allows for the instantaneous spread of a singular thought to the masses. Therefore a singular idea can instantly attain dominance as fact simply through its overwhelming presence. This technological space-time (10) Vilis describes generates a dimension unique unto itself in that it has no concept of either space or time. Because its existence is physically limitless information such quantum limitations (due not apply. Hence its distribution has no limitations upon it, allowing it to become paradigm instantaneously.

This concept, while brilliant in theory, lacks depth of conceptualizing, ignoring the fact that for information to be relayed, it must use a medium of some physical form; the idea that a single concept could attain dominance misses a very critical consideration. Assuming that instantaneous distribution could take place, this requires that the current 4d concept of space-time not apply. Therefore, without a frame of reference a single idea could not be instantly

ARCH 104 Form & Culture

**ARCH 212 Mechanical,
Electrical, Plumbing System**

ARCH 321 Planning

The image shows a large grid chart with yellow rows and blue columns. The grid is divided into several vertical sections, each representing a different course or project. The rows represent individual tasks or activities. A red horizontal line runs across the middle of the grid, with three red circles marking specific points. Red arrows point from these circles to the course names above: 'ARCH 104 Form & Culture', 'ARCH 212 Mechanical, Electrical, Plumbing System', and 'ARCH 321 Planning'. A red arrow also points from the left side of the grid to the text below.

"AW" Human Behavior (학생수행능력평가기준 7번째: 인간 행태의 "인지" 단계. KAAB 13과 유사함.)



ARCH 212

Mechanical, Electrical, Plumbing Systems:

ABILITY

14 Accessibility

UNDERSTANDING

12 National/Regional Traditions

13 Environmental Conservation

18 Environmental Systems

19 Life Safety Systems

21 Building Service Systems

24 Building Code Compliance

AWARENESS

7 Human Behavior

ARCH 212
1123
Mecha-Electrical-Plumbing
Systems

Exams

14 AB

12 UN

13 UN

18 UN

19 UN

21 UN

24 UN

7 AW



Portland State University
School of Architecture
Bachelor of Architecture Program

Name: David Alvarado ID: 2000
ARCH 212 - Mechanical, Electrical and Plumbing Systems

EXAMINATION #1

Week 1: Preliminary Information

1. What is a **MEEST**? (2 points)
A mechanical discharge is a window or space
2. Define the term **ENR**. (2 points)
The rate of flow through a pipe or duct is called ENR. The pressure space is a part of time.
3. What is a **SEST**? (2 points)
A region is what a body experiences a force to be the presence of matter bodies or loads.
4. Define the term **SEDES**. (2 points)
The source of a system is the force to do work.
5. Define the term **SEDES**. (2 points)
Part of what makes a being done or way of functional.

ARCH 104 Form & Culture

**ARCH 212 Mechanical,
Electrical, Plumbing System**

ARCH 321 Planning

Category	ARCH 104 Form & Culture	ARCH 212 Mechanical, Electrical, Plumbing System	ARCH 321 Planning	...
Architecture				
Engineering				
Mathematics				
Science				
History				
Art				
Physical Education				
Health				
Language				
Communication				
Business				
Management				
Information Systems				
Human Resources				
Marketing				
Finance				
Accounting				
Law				
Political Science				
Social Work				
Education				
Psychology				
Philosophy				
Religion				
Environmental Studies				
International Studies				
Global Studies				
Area Studies				
Interdisciplinary Studies				
Minor Programs				
Electives				

"AW" Human Behavior (학생수행능력평가기준 7번째: 인간 행태의 "인지" 단계. KAAB 13번과 유사함.)

ARCH 321

Planning:

ABILITY

3
Research Skills

UNDERSTANDING

12
National/Regional Traditions

36
Context of Architecture

AWARENESS

8
Human Community

7
Human Behavior

see also:

Supplemental
Notebook

ARCH 321
Planning
Exams
Exams

Exams

12 AB

36 AB

7 AW

8 AW

12 UN

7 AW

8 AW

91 A

ARCHITECTURE 321 PLANNING DISTO
Fall 2003
Midterm Exam: October 15, 2003
Section: 01

1. Describe the UTES plan for Savannah, Georgia (in words and sketch) and identify the main elements of the layout. Identify the designer and explain how this plan guided the town's growth over the next 124 years.

2. Why is an accurate population census important for New York City? Give at least three important reasons and then discuss why it is difficult to obtain an accurate account of the city's population.

3. George Washington Plunket was remembered thusly: "He saw his opportunities and he took 'em". How did this represent the style of municipal government in the middle of the 19th Century? Briefly describe how services were delivered to the populace under this sort of structure.

4. What was the U.S.A. and what was unique about its programs and proposals? Pick one of their major projects and describe how it achieved the goals it set for itself.

Arch 321

Introduction to City and Regional Planning

Spring 2004

Credits: 3

Type of Course: Lecture

Class Meetings: Weekly

Prerequisites: None

Enrollment Capacity: 60

Instructor: William Menking Section 1 & 3 Wilbur Woods Section 3

Time and Location: Weds 9:00-12:00

Course Overview:

This is an introduction to the historical, socio-cultural, and economic forces affecting the shape of the urban fabric and the viability of communities and neighborhoods. The roles of government policies and programs, developers, community groups, designers, and advocacy planners are investigated through theoretical analysis and case studies.

Learning Objectives:

This course fulfills the following NAAB requirements:

3. **Research Skills:** Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process
7. **Human Behavior:** Have an awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment.
8. **Human Diversity:** Awareness of the diversity of needs, values, behavioral norms, and social patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.
12. **National and Regional traditions:** Understand the national and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions.
36. **The Context of Architecture:** Understanding of the shifts which occur – and have occurred – in the social, political, technological, ecological and economic factors that shape the practice of architecture.

In this course students will learn the principles and techniques of City and Regional Planning. There is an emphasis on City Planning in New York City and the United States. Since most of the students will practice architecture we feature issues and concepts that will affect their professional practice.

Course Requirements:

1. Attendance is required at all classes.
2. Field Trip - On Saturday, March 27th, the class will go on a bus tour of Upper Manhattan and the South Bronx neighborhoods to visit a number of housing sites and discuss planning issues related to the vacant and underutilized parcels. We will meet at the Lincoln Center Fountain (W. 63rd Street) at 9:30 AM and board the buses. We will end the tour about 2:30 PM at the subway station at Queens Plaza in Long Island City. This is a required field trip and each student should bring \$15.00 in cash to the class to pay for the bus. We will discuss further details in class.
3. Sections and Assignments - The class will be divided into two sections for smaller meetings with an individual professor. Each student will be required to complete a 2500-word paper (10 typewritten pages) on planning and design issues. An outline is due in Week 3 (Feb. 4) and a 4 page summary is due in Week 6 (Feb 25). Papers are due in Week 13 (April 14).

ARCH 201 Intermediate Design

ARCH 217 Structures: Steel

ARCH 317 Structures: Concrete

Course	ARCH 201 Intermediate Design	ARCH 217 Structures: Steel	ARCH 317 Structures: Concrete	...
ARCH 101				
ARCH 102				
ARCH 103				
ARCH 104				
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ARCH 198				
ARCH 199				
ARCH 200				

"AB" Collaborative Skills (학생수행능력평가기준 6번째: 공동작업(협업)의 "능력" 단계. KAAB 24번과 유사함.)



ARCH 001
Intermediate Design

4
6
15

4
15

15

Precedent Analysis

4 AB

6 AB

9 AB

walk through a side door
 look through a long corridor
 towards a large light passage
 being a hall
 walk through double doors
 shaft in the library itself
 look around realizing this is not the floor
 make way to stairs
 get to next floor
 walk right back left
 see a large wall covering window
 they seem to be built
 some sort of blinds on the outside
 noticed they are
 amazingly sturdy
 amazingly delicate
 following this curtain wall
 of more than one curtain
 realize this is not the right floor
 find stairs again
 get to next floor
 there are many more rooms
 and hallways here
 this is strange
 maybe there will be
 something interesting
 someone entering in a corner
 realize this is not the floor
 find the stairs finally
 get to next floor
 check out view of mountains
 pretty high in the air now
 this will be the floor
 stop procrastinating
 back to stairs
 get to next floor
 finally here
 here the space opens
 roof flats

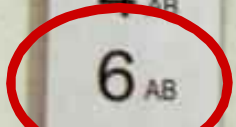
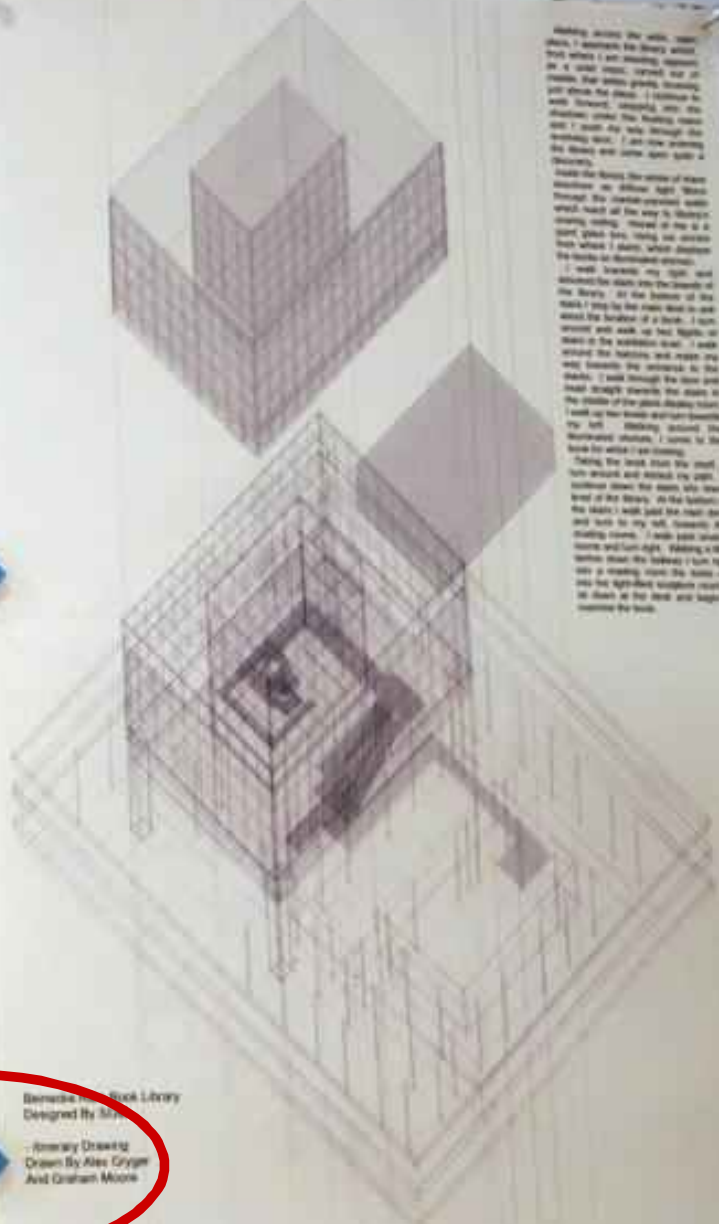


9 AB

6 AB

Bernice ... Book Library
 Designed By ...
 - Aerialy Drawing
 Drawn By Alex Grogger
 And Graham Moore

walk through the side door
 look through a long corridor
 towards a large light passage
 being a hall
 walk through double doors
 shaft in the library itself
 look around realizing this is not the floor
 make way to stairs
 get to next floor
 walk right back left
 see a large wall covering window
 they seem to be built
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 noticed they are
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 find the stairs finally
 get to next floor
 check out view of mountains
 pretty high in the air now
 this will be the floor
 stop procrastinating
 back to stairs
 get to next floor
 finally here
 here the space opens
 roof flats



ARCH 217

Structures, Steel:

17 IN
25 IN

ABILITY

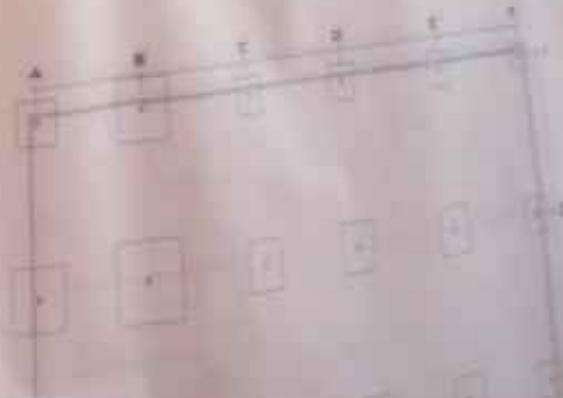
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UNDERSTANDING

17
25

6 IN

17 IN
25 IN



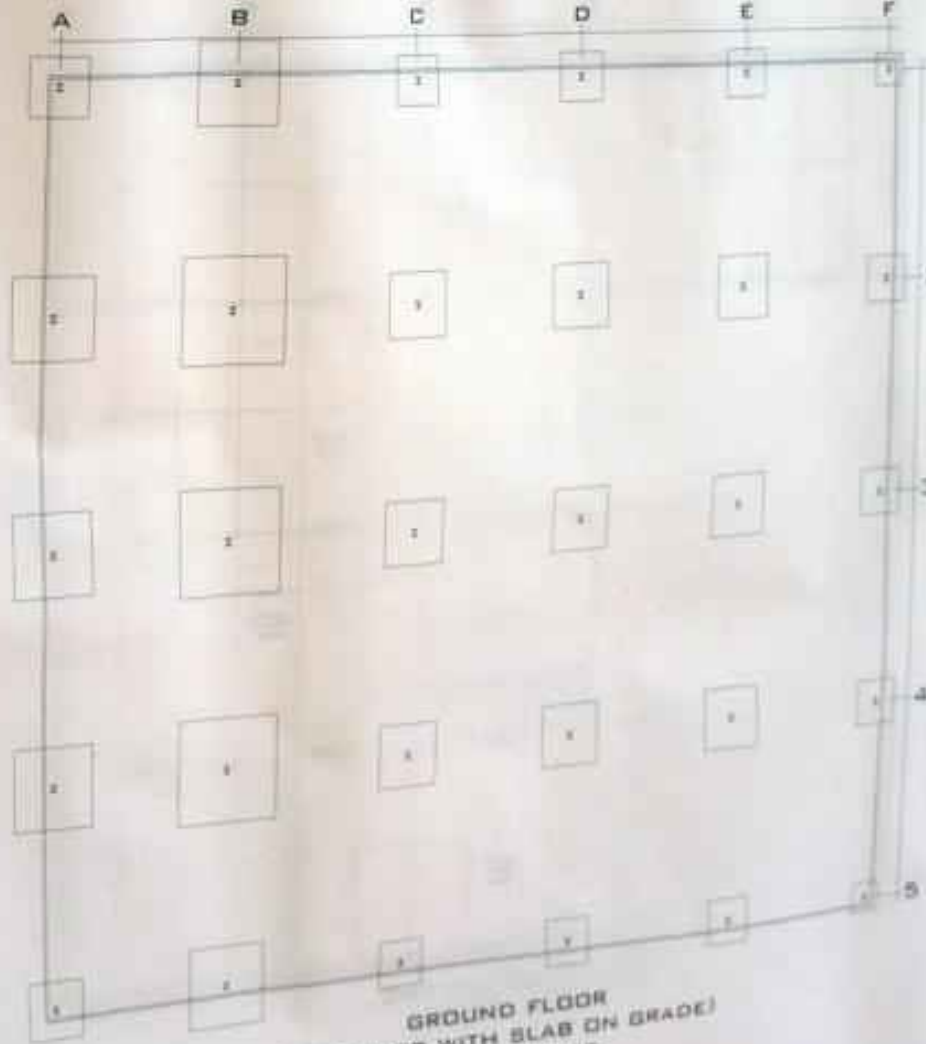
6 AB

17 UN

25 UN

6

KENNETH DHOND
KATRINA KREITLOW
TOYONAGA GONZAEMON
ERIC EASTERLING



COLUMN SPECIFICATIONS:

- TYPICAL COLUMN 1 - W 14x43
17, 25
- TYPICAL COLUMN 2 - W 14x74
41, 48
- TYPICAL COLUMN 3 - W 14x61
- TYPICAL COLUMN 4 - W 14x132
42, 55, 64, 91, 94
- TYPICAL COLUMN 5 - W 14x90
22, 25, 34, 54, 58, 64
- TYPICAL COLUMN 6 - W 14x233
91, 92, 94
- TYPICAL COLUMN 7 - W 14x52
27, 34, 37, 42, 47, 54, 58, 64, 74, 78
- TYPICAL COLUMN 8 - W 14x82
22, 24, 24

STEEL PROJECT

COLUMN & BEAM DESIGN
WITH 3D IFC
OFFICE BUILDING

SCALE:
1/8" = 1'-0"
05.06.03

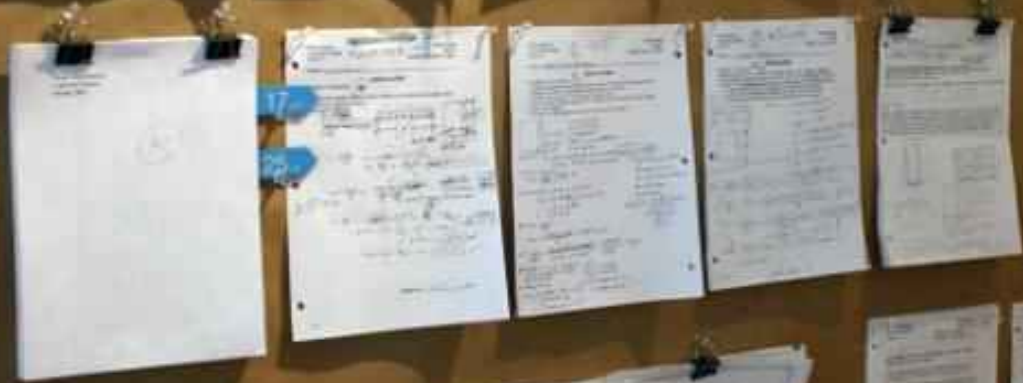
DRAWING NO.
01

ARCH 317
Structures, Concrete:

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Concrete Project



17-
25-



Task	Start	End	Dependencies
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ARCH 317

Structures, Concrete:

ABILITY

6

UNDERSTANDING

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17 UN
25 UN

Concrete Project

Concrete Project
Spring 2005

Concrete Project
Spring 2005

Project Description

The project is a design for a concrete structure. The design is based on the following requirements:

- 1. The structure must be able to support a load of 10,000 lbs.
- 2. The structure must be able to withstand a wind speed of 100 mph.
- 3. The structure must be able to withstand a seismic event of magnitude 6.0.
- 4. The structure must be able to withstand a fire event of 1 hour duration.

The design is based on the following assumptions:

- 1. The structure is a rectangular prism.
- 2. The structure is made of concrete.
- 3. The structure is supported by a single column.
- 4. The structure is subjected to a uniform load.

The design is based on the following calculations:

- 1. The load capacity of the column is calculated using the ACI 318 code.
- 2. The wind load is calculated using the ASCE 7 code.
- 3. The seismic load is calculated using the ASCE 7 code.
- 4. The fire load is calculated using the ASCE 7 code.

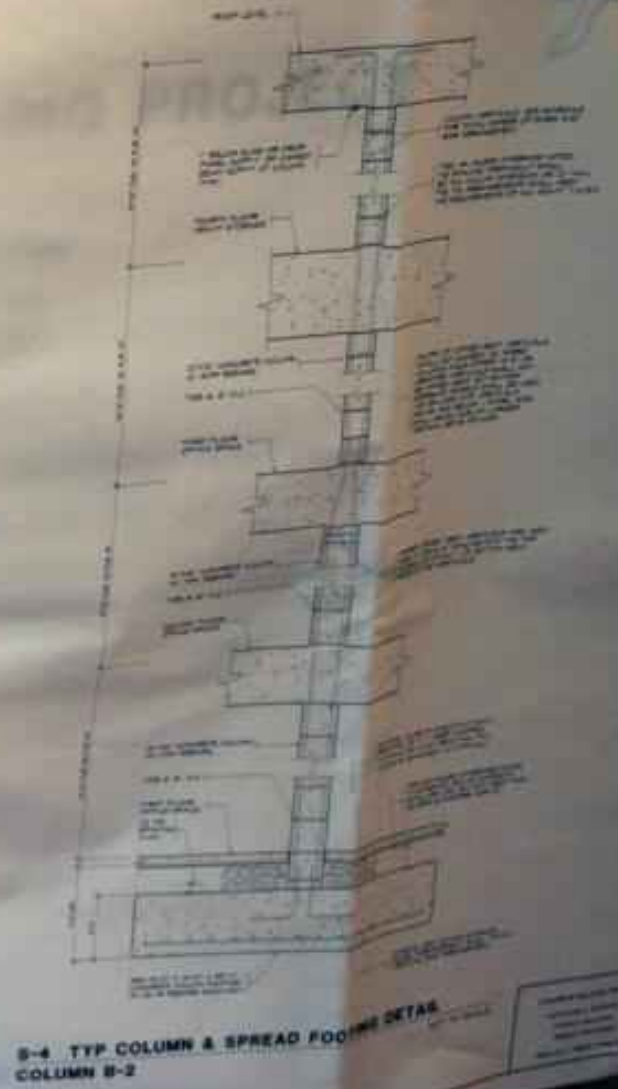
The design is based on the following conclusions:

- 1. The structure is able to support a load of 10,000 lbs.
- 2. The structure is able to withstand a wind speed of 100 mph.
- 3. The structure is able to withstand a seismic event of magnitude 6.0.
- 4. The structure is able to withstand a fire event of 1 hour duration.

6 AB
17
25 UN

BEAM SCHEDULE

NO.	SECTN		BOTH ENDS		TOP ENDS		SPREADS			REMARKS
	W.	D.	NO.	SIZE	NO.	SIZE	NO.	SIZE	SPACING	
1001	2	24	3	16	2	16	1	16	2	4" @ 16"
1002	2	24	3	16	2	16	1	16	2	4" @ 16"
1003	2	24	3	16	2	16	1	16	2	4" @ 16"
1004	2	24	3	16	2	16	1	16	2	4" @ 16"
1005	2	24	3	16	2	16	1	16	2	4" @ 16"
1006	2	24	3	16	2	16	1	16	2	4" @ 16"
1007	2	24	3	16	2	16	1	16	2	4" @ 16"
1008	2	24	3	16	2	16	1	16	2	4" @ 16"
1009	2	24	3	16	2	16	1	16	2	4" @ 16"
1010	2	24	3	16	2	16	1	16	2	4" @ 16"
1011	2	24	3	16	2	16	1	16	2	4" @ 16"
1012	2	24	3	16	2	16	1	16	2	4" @ 16"
1013	2	24	3	16	2	16	1	16	2	4" @ 16"
1014	2	24	3	16	2	16	1	16	2	4" @ 16"
1015	2	24	3	16	2	16	1	16	2	4" @ 16"
1016	2	24	3	16	2	16	1	16	2	4" @ 16"
1017	2	24	3	16	2	16	1	16	2	4" @ 16"
1018	2	24	3	16	2	16	1	16	2	4" @ 16"
1019	2	24	3	16	2	16	1	16	2	4" @ 16"
1020	2	24	3	16	2	16	1	16	2	4" @ 16"



Activity	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030		
Administrative and Support Activities																											
• Executive Office																											
• Office Management																											
• Information Technology																											
• Legal and Compliance																											
• Fundraising and Development																											
• Other Administrative																											
Program Activities																											
• Adult Education																											
• Career Training																											
• Community Outreach																											
• Financial Literacy																											
• Health Services																											
• Homeless Services																											
• Job Training																											
• Life Skills																											
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• Personal Development																											
• Physical Health																											
• Professional Development																											
• Public Health																											
• Social Services																											
• Substance Abuse																											
• Technical Assistance																											
• Training																											
• Youth Services																											
• Other Program																											





명지대학교 인증실사팀 룸





명지대학교 인증실사팀 룸





설계 스튜디오 과목 전시





설계 스튜디오 과목 전시



01

05

11

Arturo Alós with Josep Puig 1886 - 1909

Context



Zeitgeist





01

11


18

**Illinois Institute of Technology, Master Plan, Chicago
1938**


Context

2000 sqm of land in the center of Chicago, Illinois. The site was a former industrial area and was to be redeveloped as a residential and educational area. The plan was to create a new urban neighborhood with a mix of housing, schools, and a university.

Zeitgeist

Zeitgeist...

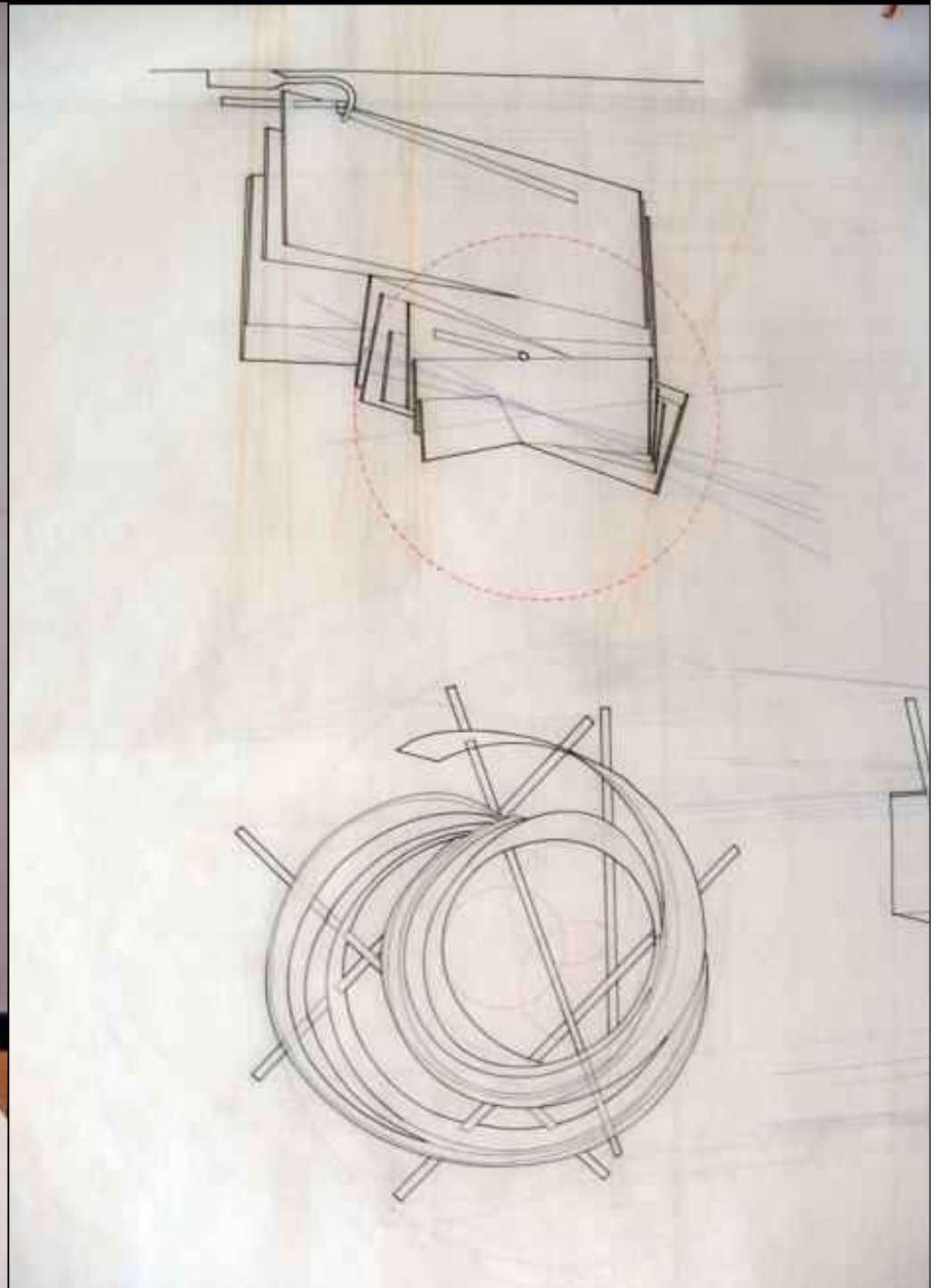
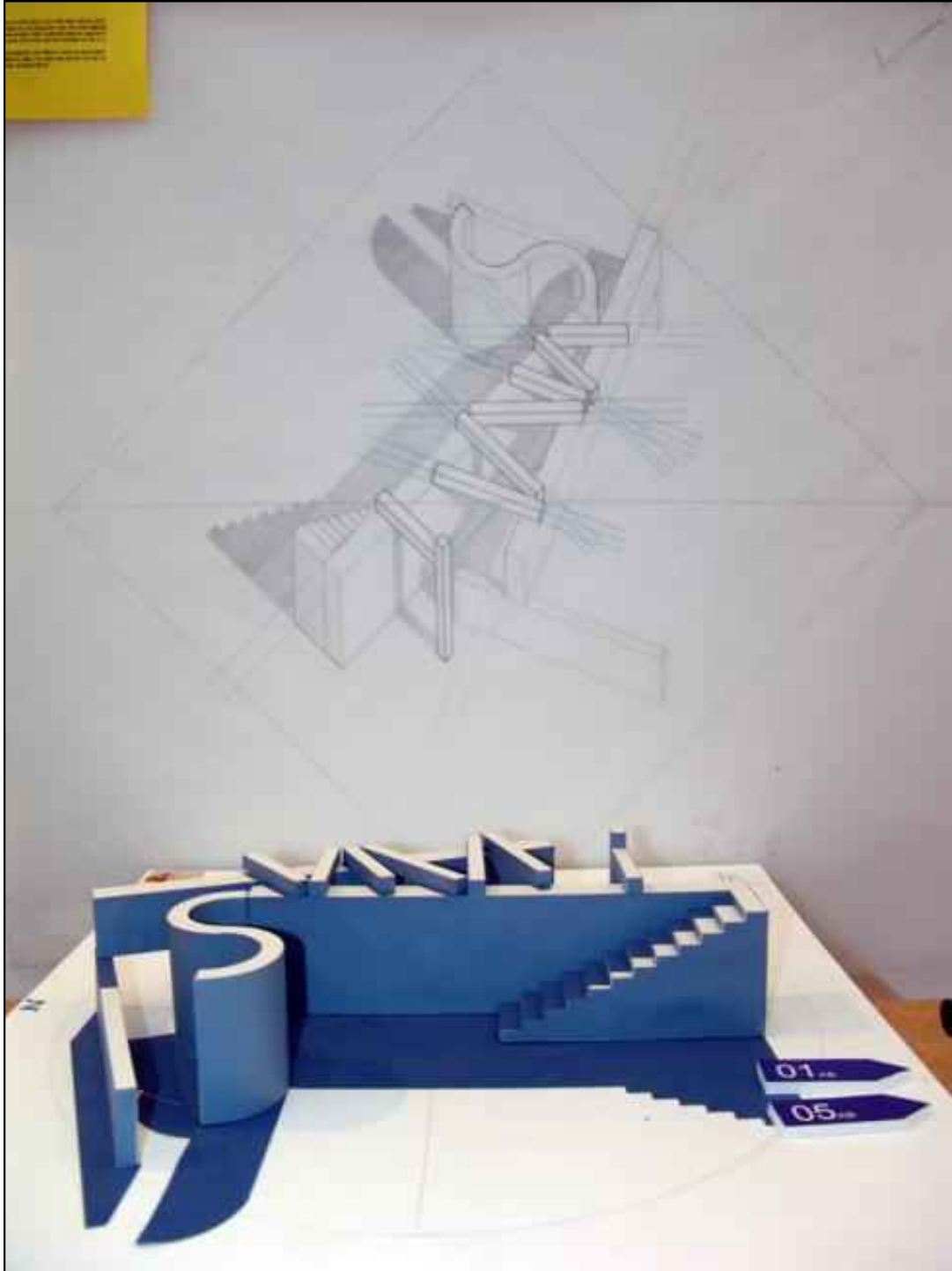


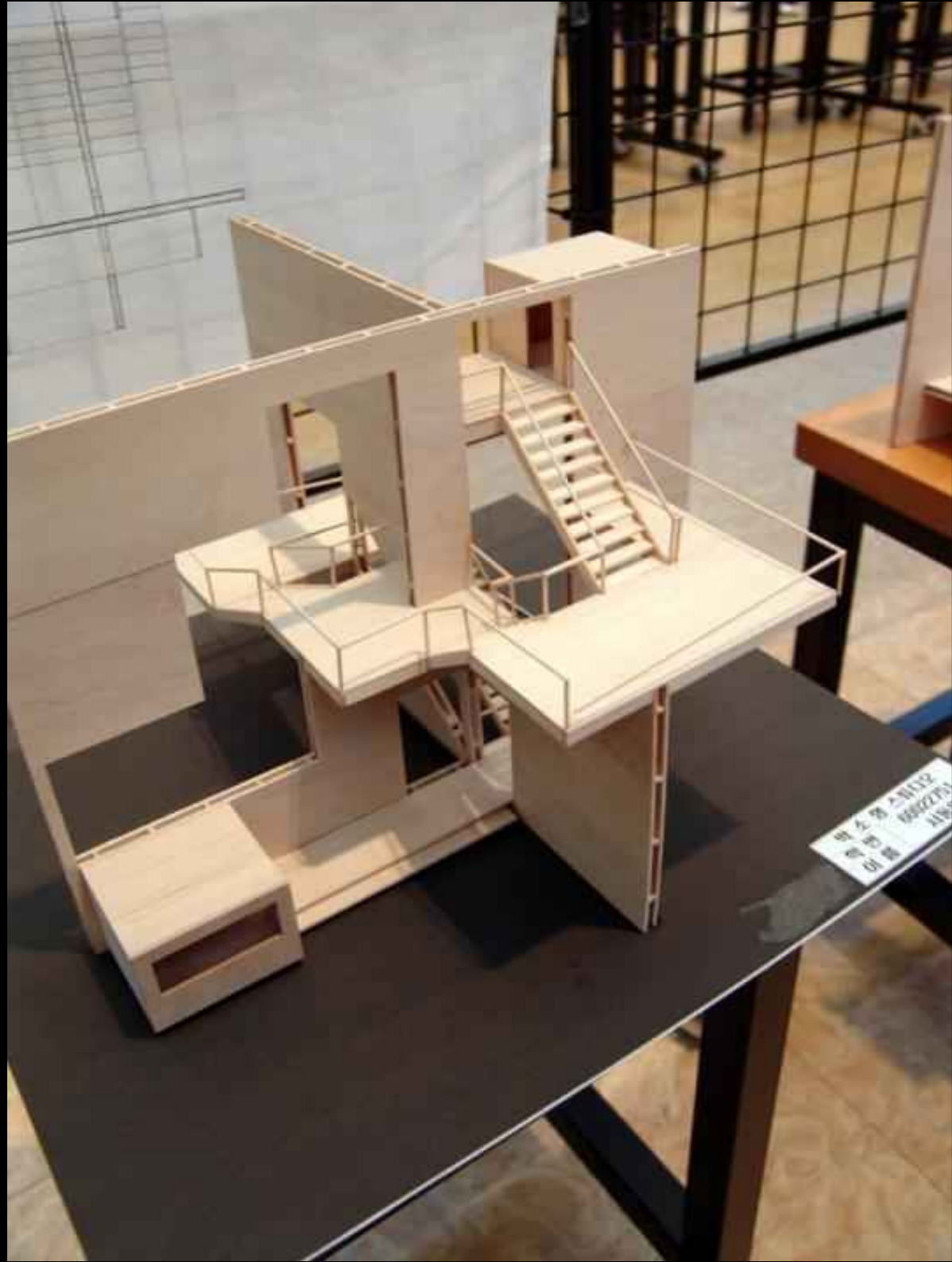
Zeitgeist...
Zeitgeist...
Zeitgeist...

Context

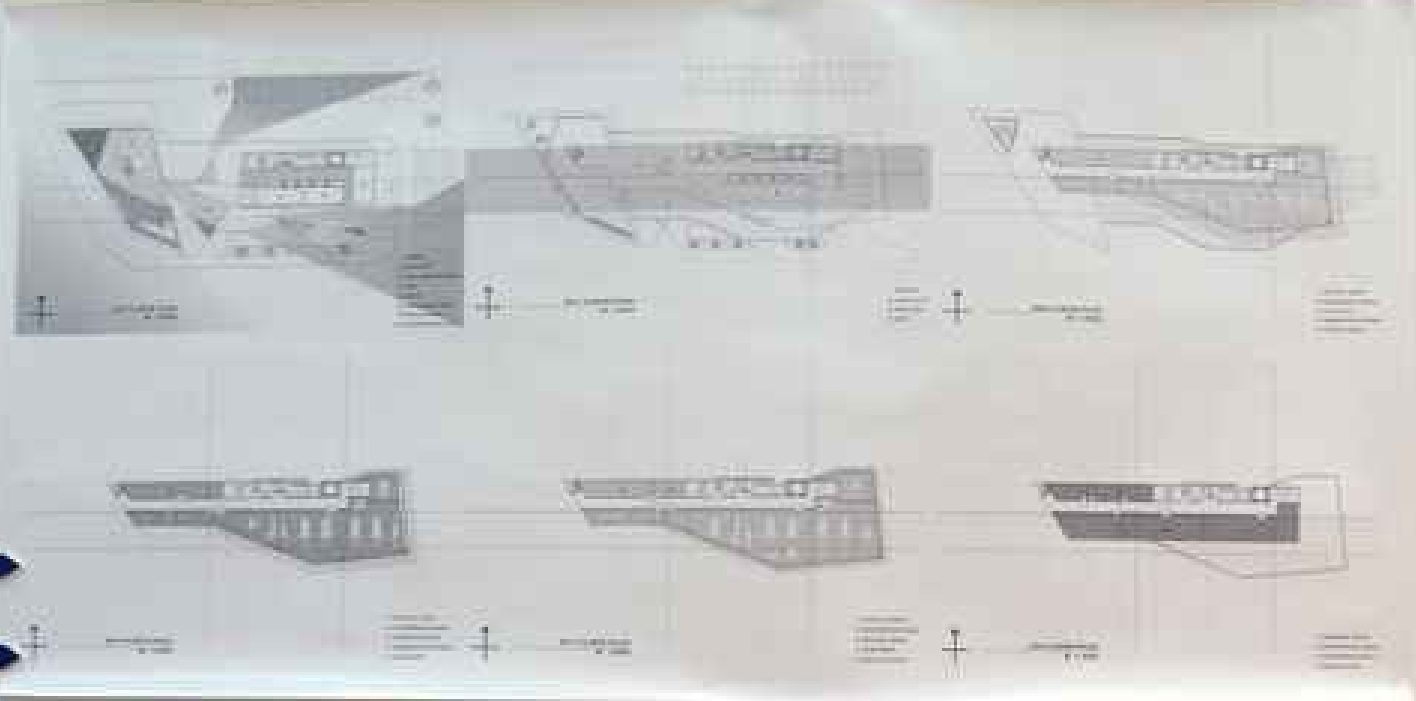






이동형
건축물
시공



18.

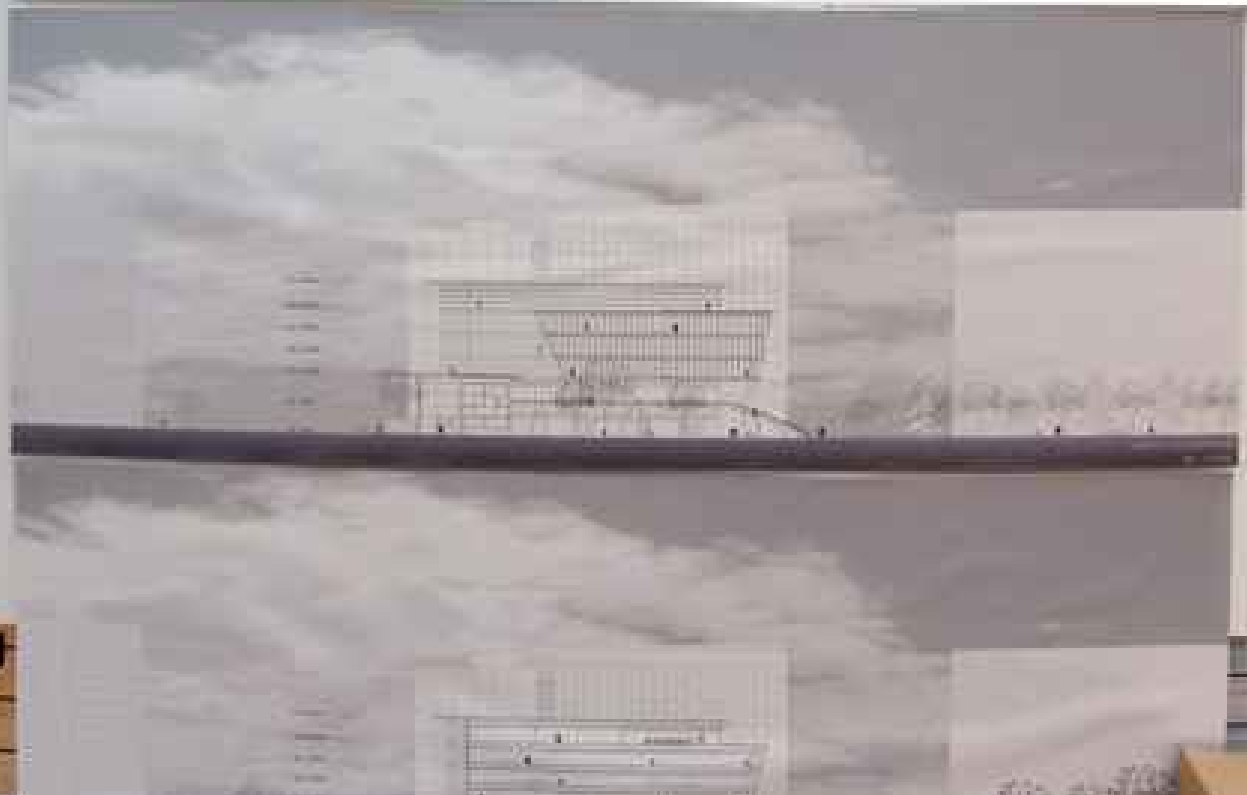
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20_{AB}

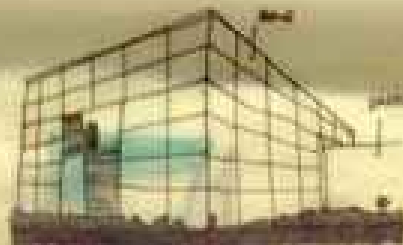
30_{UN}



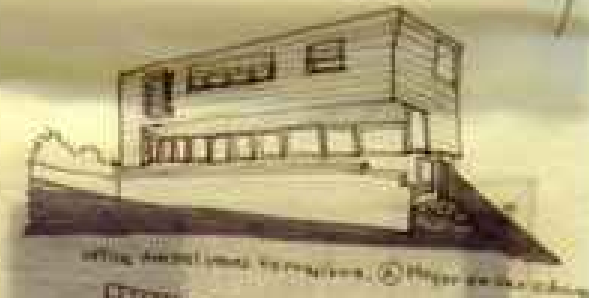
DETAIL
8:1 1/50



1. Skin of building facade
① Vertical wooden slats



2. Skin of building facade
① Grid pattern



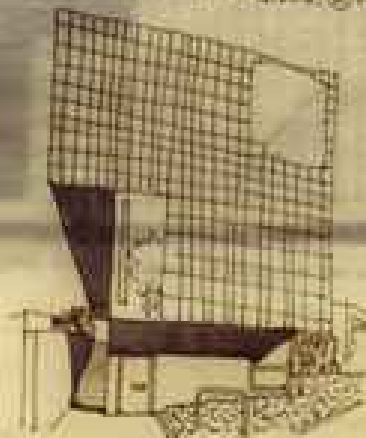
3. Skin of building facade
① Horizontal wooden slats



4. Skin of building facade
① Grid pattern with central entrance



5. Skin of building facade
① Vertical wooden slats



6. Skin of building facade
① Grid pattern with large overhang



7. Skin of building facade
① Grid pattern with large overhang



8. Skin of building facade
① Grid pattern with large overhang

Skin For Buildings 93-95

04 AB

0 FAB

2 AB

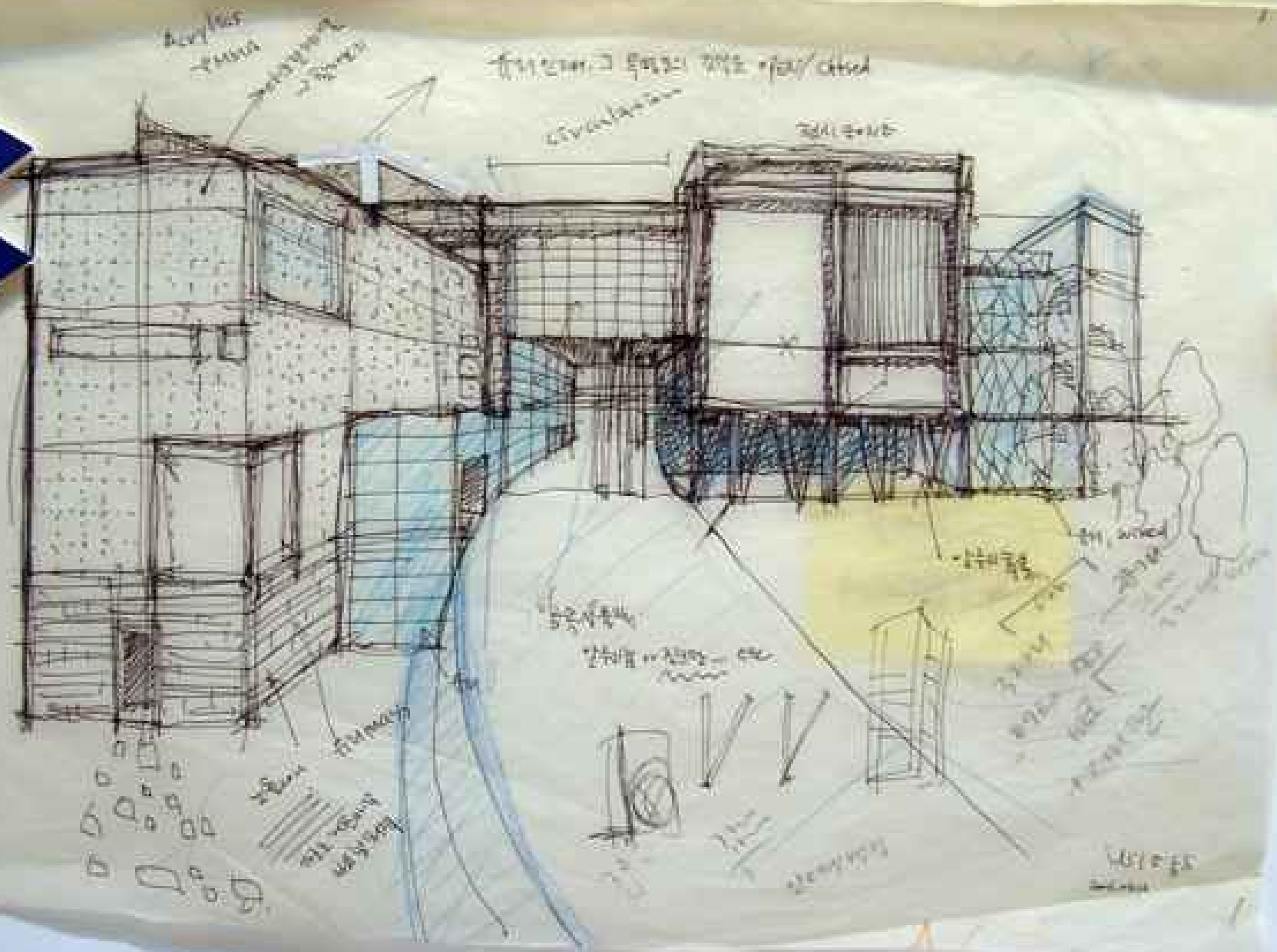
Handwritten notes at the bottom left of the page.

Handwritten notes at the bottom center of the page.

Handwritten text at the top of the page, including a title and a circled number '2'.

04_{AB}

15_{UN}



30

1. 도로망 계획도



2. 용지 이용 계획



3. 도시조각망



4. 도시조각



5. 용지 조형계획(구획계획)



6. 도로망 계획도



7. 도로망 계획도



8. 도로망 계획도



18.

24.



An exhibition wall featuring various informational panels, maps, and photographs. The panels are organized into several sections:

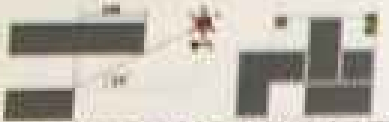
- Left Section:** Includes a large map of the city, a bar chart, and several smaller photographs and diagrams. Blue arrow-shaped labels with text like "DL" and "TR" are placed around the panels.
- Middle Section:** Features a grid of photographs, a large map titled "1000 WOLLA STADEN TUN", and a central panel with the heading "GÖTTORPSTADEN".
- Right Section:** Contains several maps, including one titled "LÄRSTADEN" and another titled "BIRKINGEN". It also includes a panel with a grid of small images and two computer monitors at the bottom.

Blue arrow-shaped labels with text like "DL" and "TR" are placed throughout the exhibition, pointing to specific panels and maps.

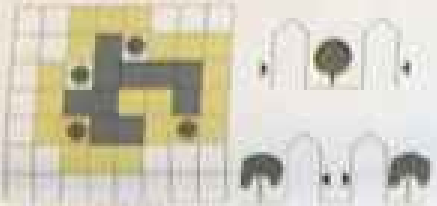
■ Rule



이 두 가지 평면은 각각 다른 형태의 공간을 나타내며, 각각의 공간은 서로 다른 기능을 수행할 수 있다.



이 두 가지 평면은 각각 다른 형태의 공간을 나타내며, 각각의 공간은 서로 다른 기능을 수행할 수 있다.



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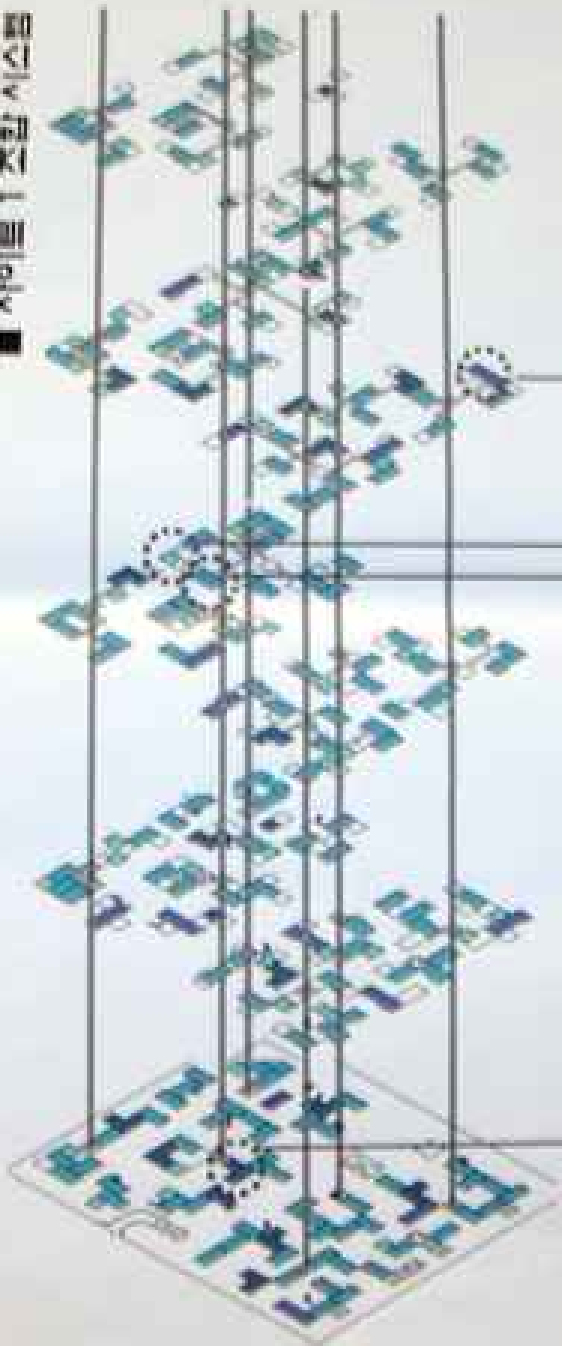
이 두 가지 평면은 각각 다른 형태의 공간을 나타내며, 각각의 공간은 서로 다른 기능을 수행할 수 있다.

4f

이 두 가지 평면은 각각 다른 형태의 공간을 나타내며, 각각의 공간은 서로 다른 기능을 수행할 수 있다.

이 두 가지 평면은 각각 다른 형태의 공간을 나타내며, 각각의 공간은 서로 다른 기능을 수행할 수 있다.

■ 사육 1 단위 시스템



■ 사육 1 UNIT TYPE



사육 1 단위 A



사육 1 단위 B



사육 1 단위 C



사육 1 단위 D



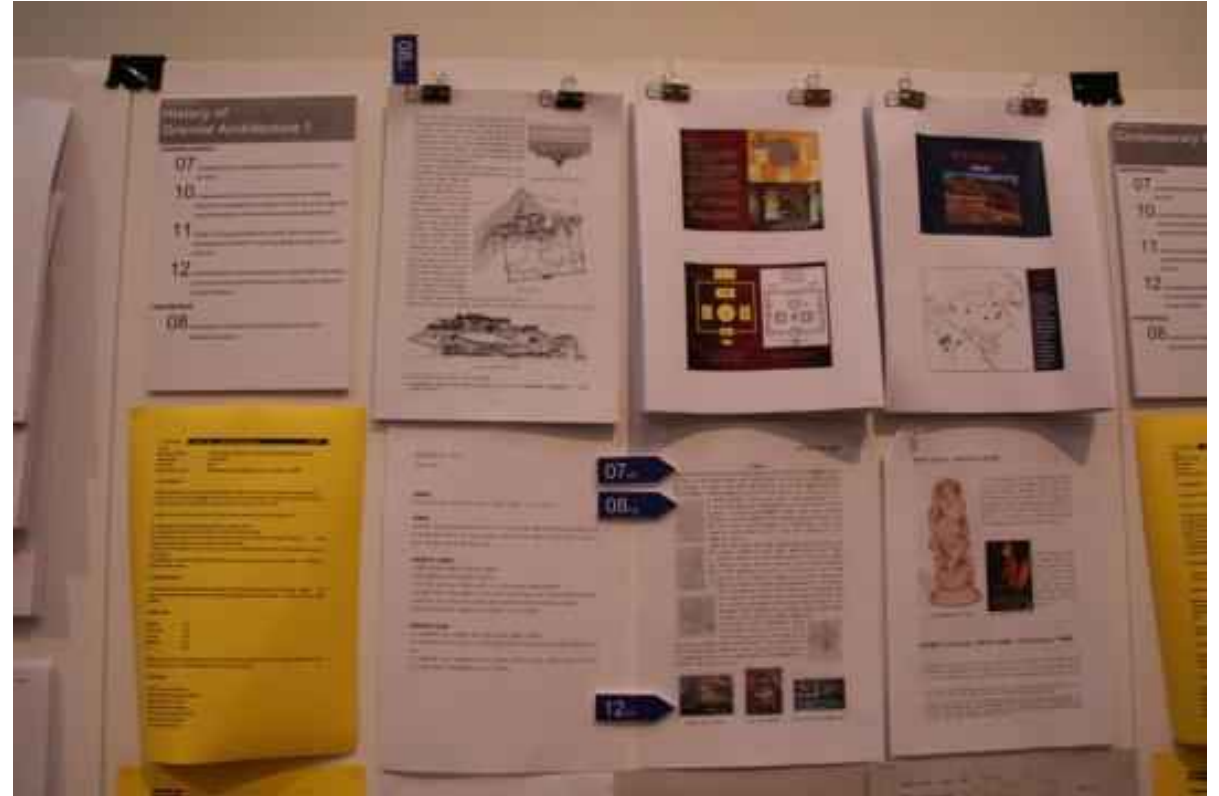
■ 사육 1 단위 시스템





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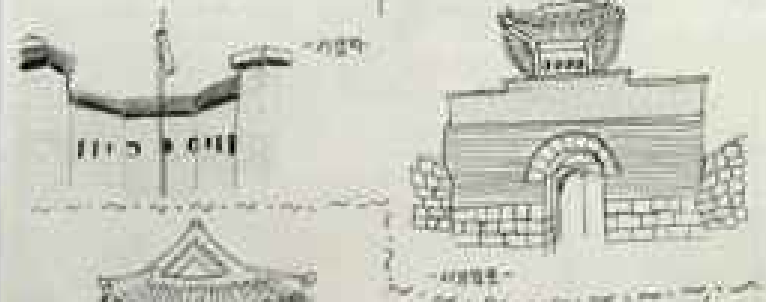




이론과목 전시



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Handwritten notes and labels for the drawings on the left side of the page.



Handwritten notes and labels for the drawings on the right side of the page.

10



교과목 자료 전시 및 추가자료 요청





Low Pass Works 도면함





서울대학교 인증실사팀 룸



5th Year

Objective

Year 5 is the final year of the program and it is offered to the 5th and final year students. In this year, students are required to consolidate the knowledge gained over the previous four years and to apply it to their final thesis projects. Courses such as Digital Studio, Architecture Planning and Structure, and Architecture Business introduce practical professional knowledge to students. By the end of the 5th year, students should have a comprehensive background in theory, design and the professional practice.

SPC

Course Title	Communication	Cultural Context	Design	Technology	Professional Practice
Thesis	●●●●	●●●●	●●●●	●●●●	●●●●
Digital Studio	●●●●	●●●●	●●●●	●●●●	●●●●
Architecture Planning and Structure	●●●●	●●●●	●●●●	●●●●	●●●●
Architecture Business	●●●●	●●●●	●●●●	●●●●	●●●●

COLOR INDEX

SPC Classification

Communication	Cultural Context	Design	Technology	Professional Practice
Assessment	Understanding	Skills		

Course Classification

Architectural Design Studio	Related Course	Thesis Course
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Level Classification

GOOD	Fair	POOR
●	●	●

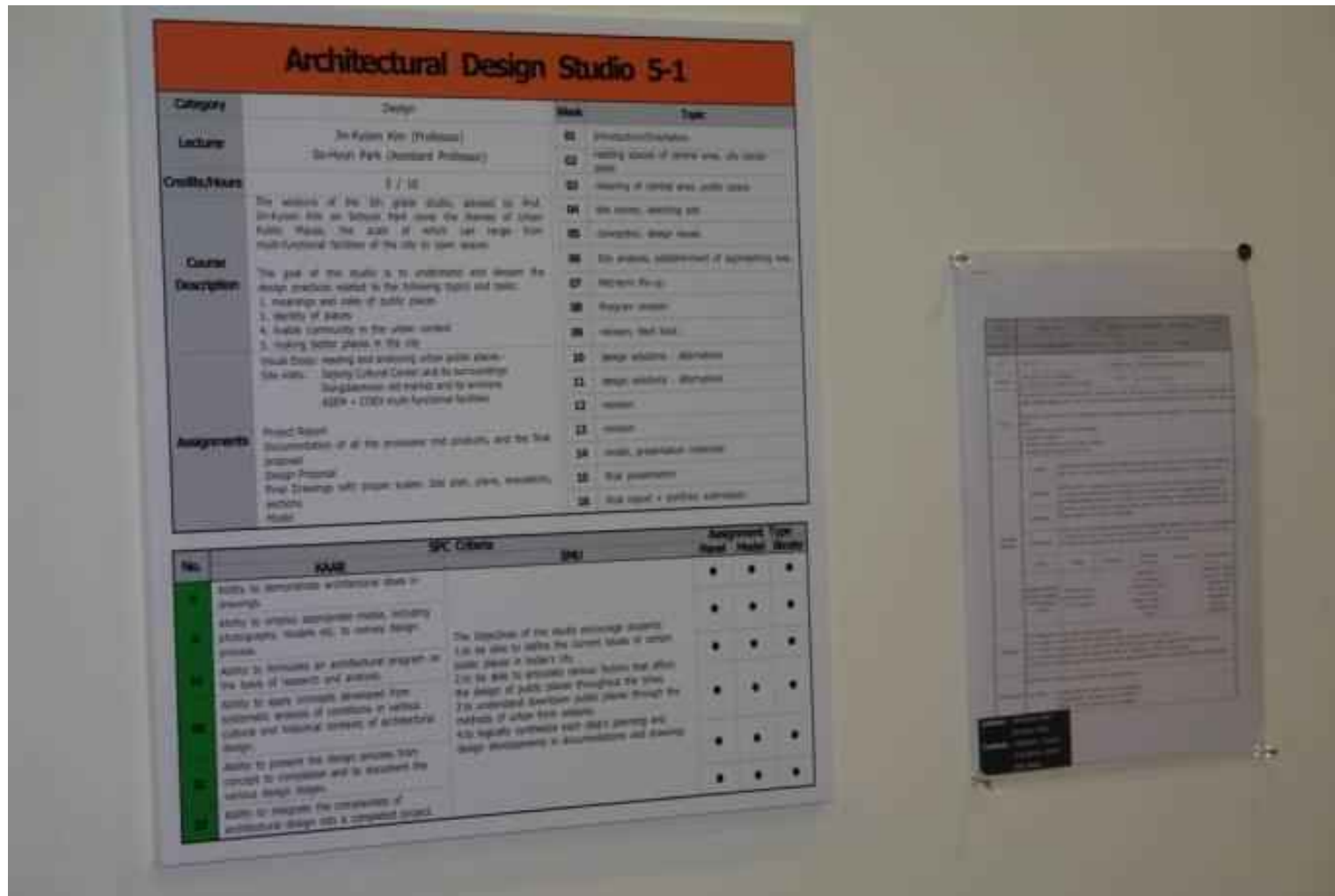
In this year, students apply it to their final thesis

학생수행평가기준 적용 표





설계 스튜디오 과목 전시 1



설계 스튜디오 과목 전시 2





설계 스튜디오 과목 전시





설계 스튜디오 과목 전시





설계 스튜디오 과목 전시



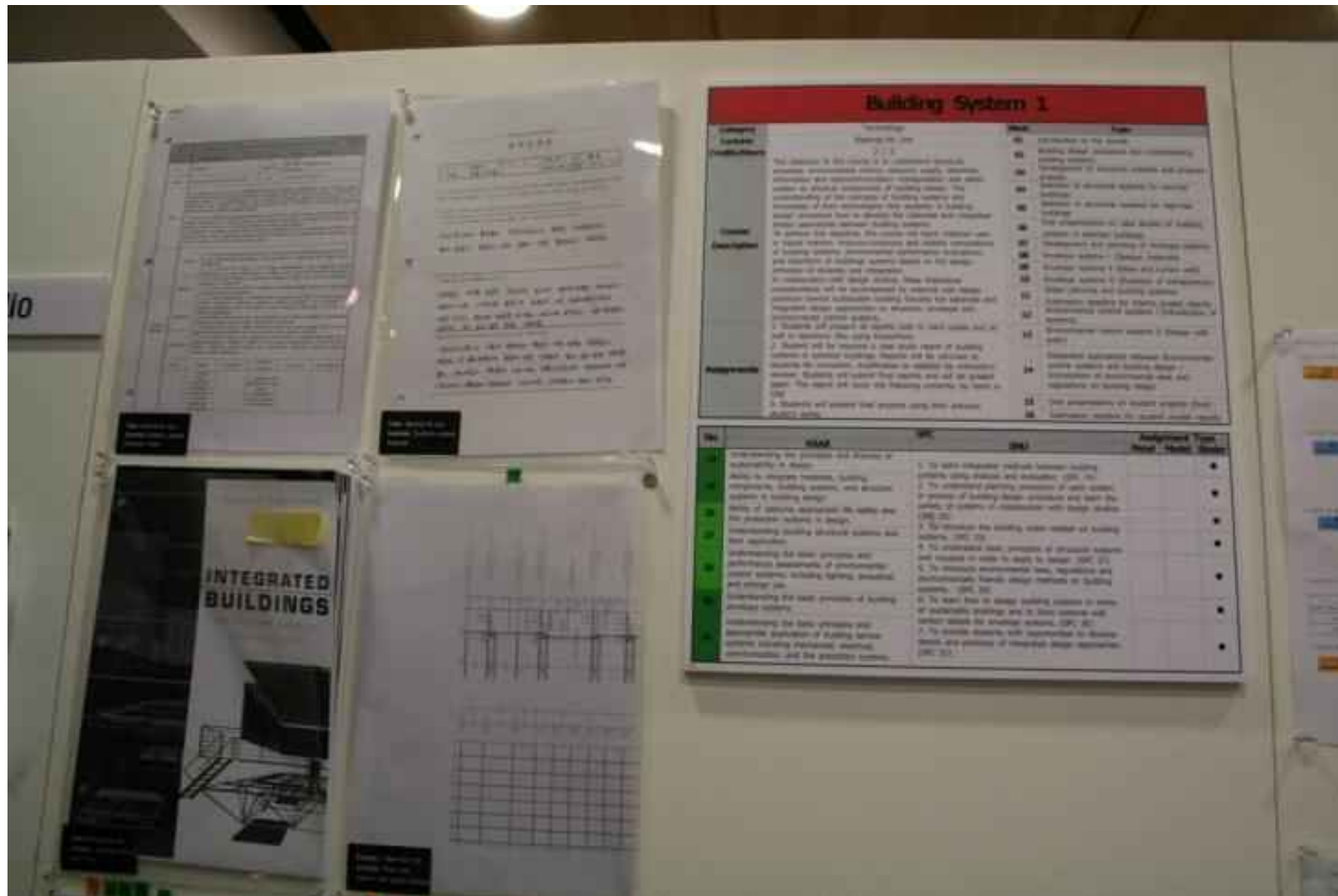


설계 스튜디오 과목 전시



이론과목 전시





이론과목 전시





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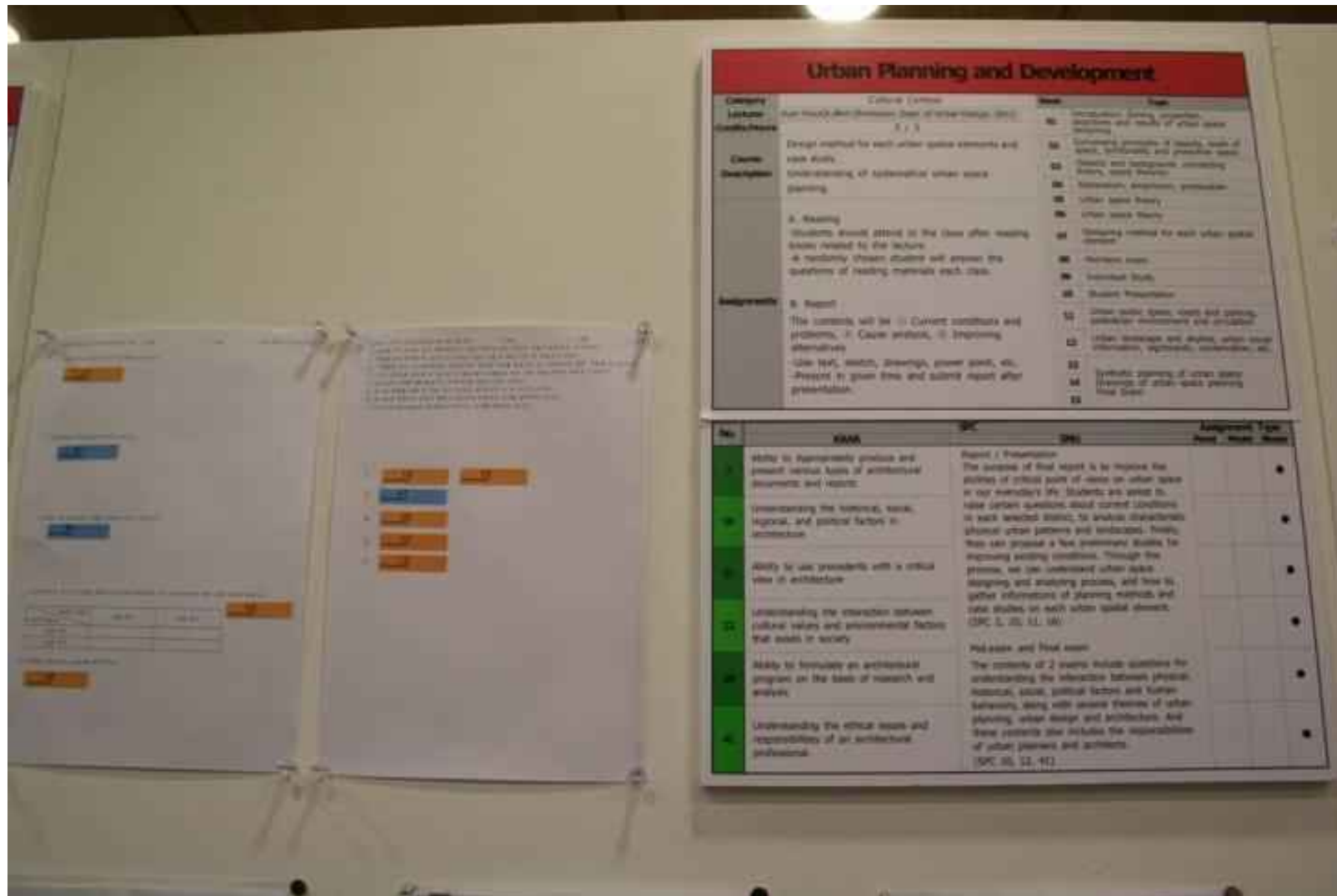


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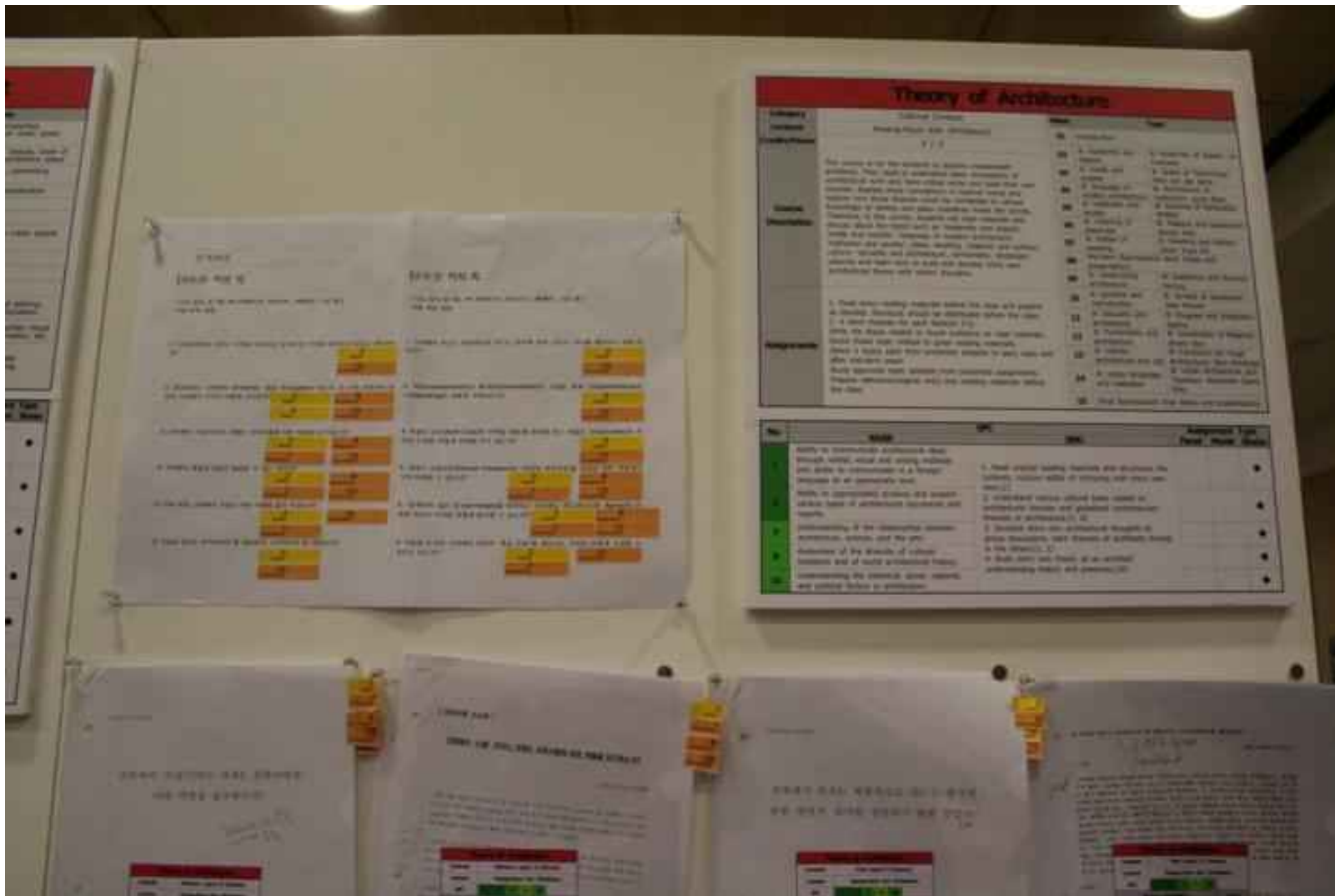
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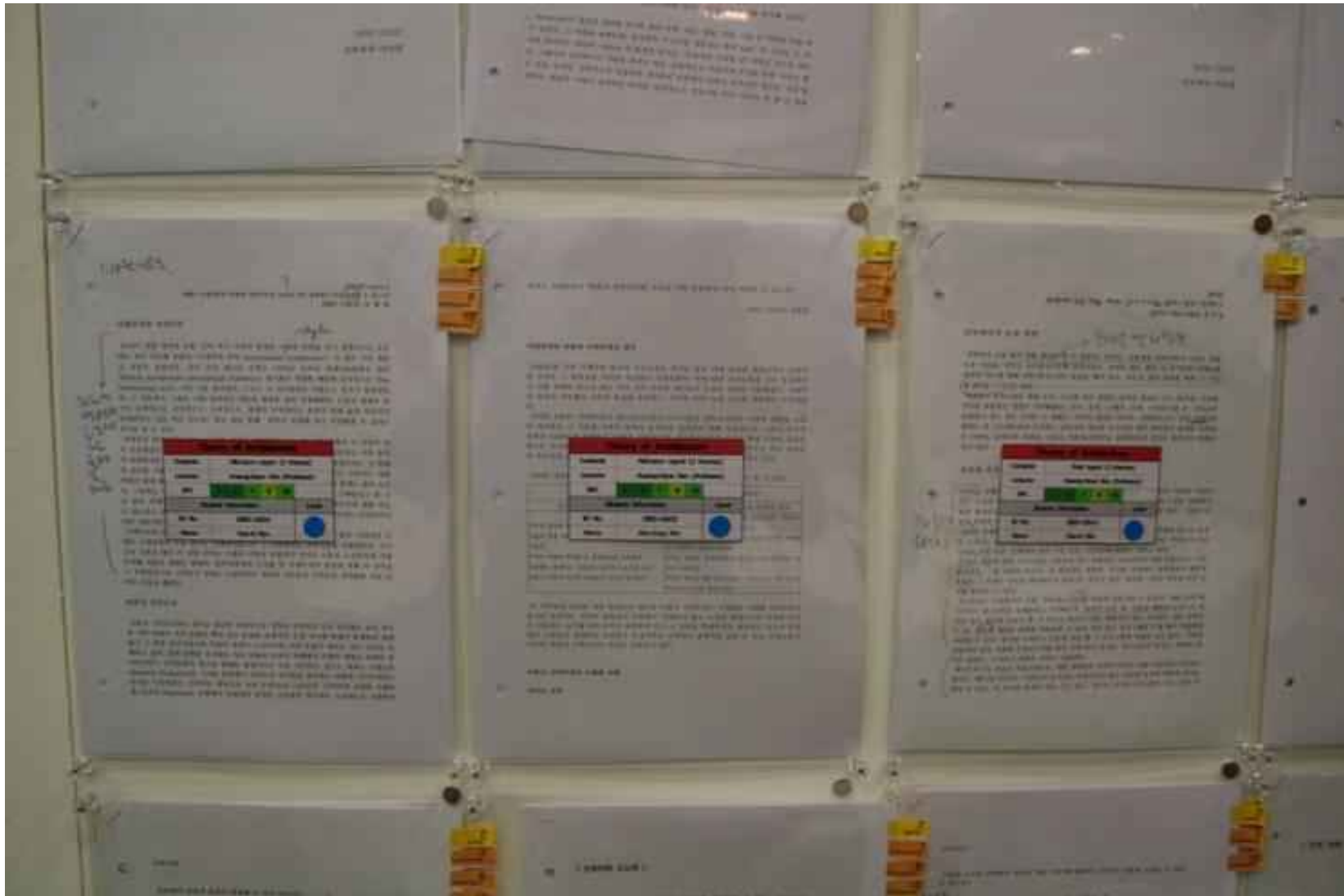
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교수작품 전시





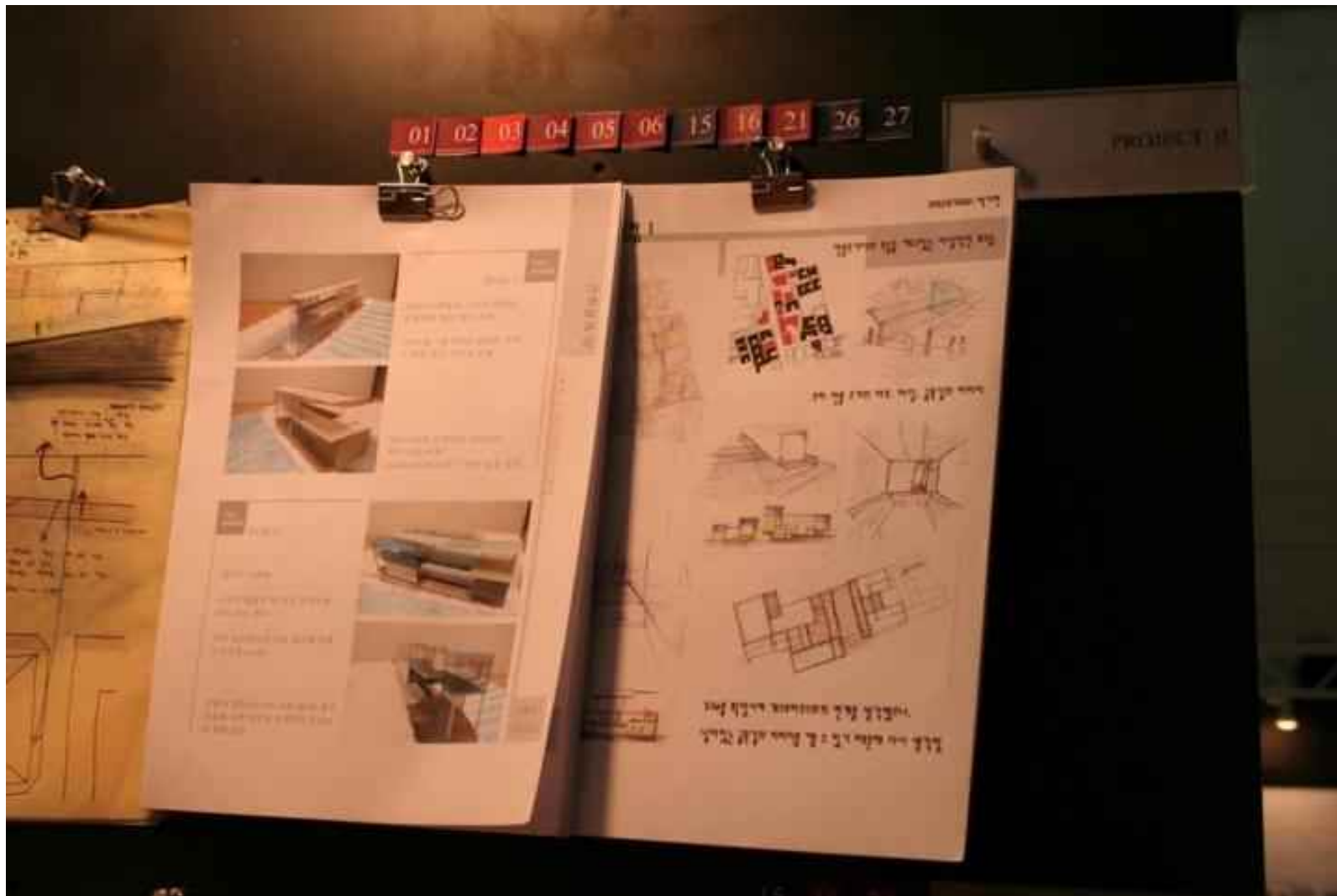
서울시립대학교 인증실사팀 룸





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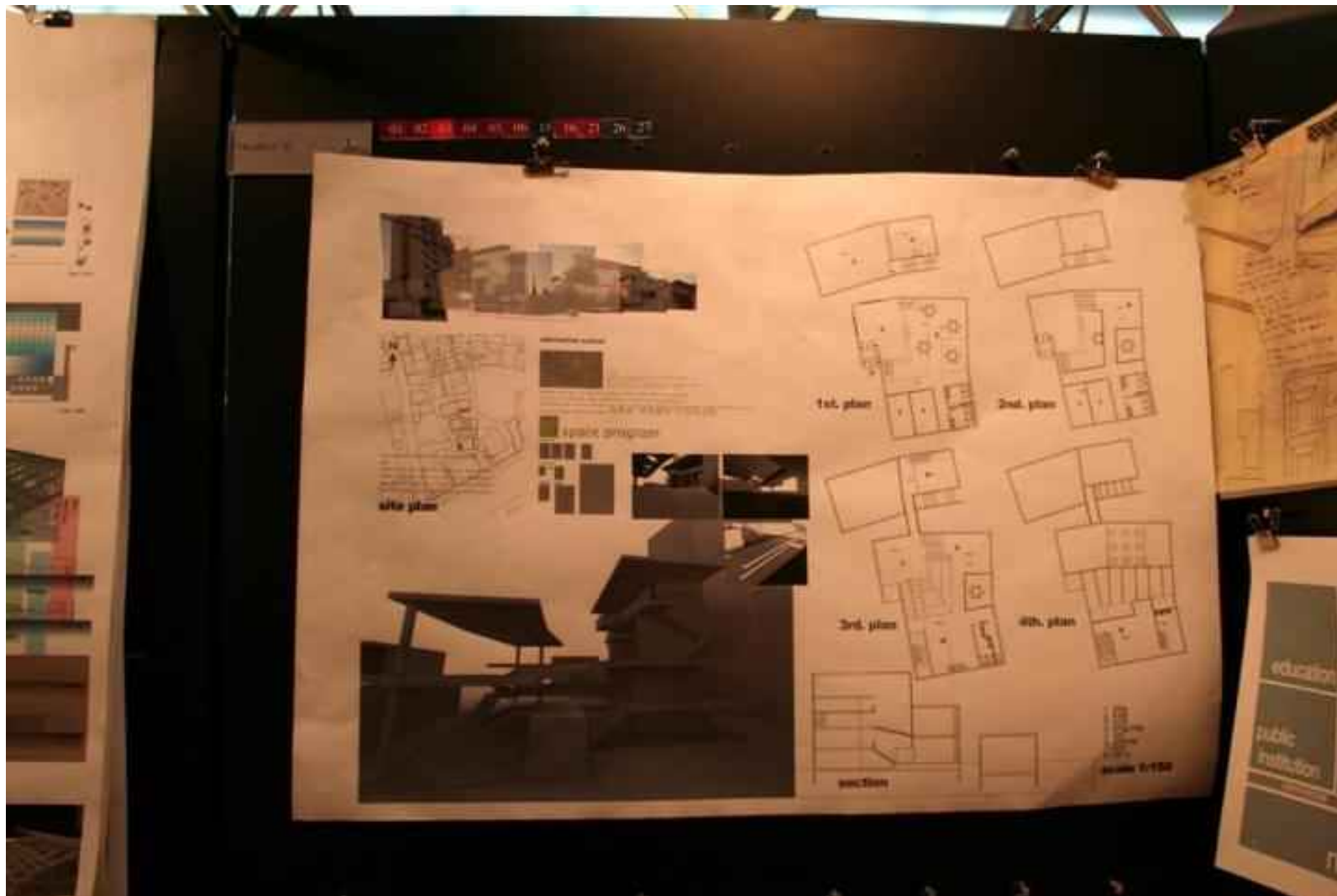
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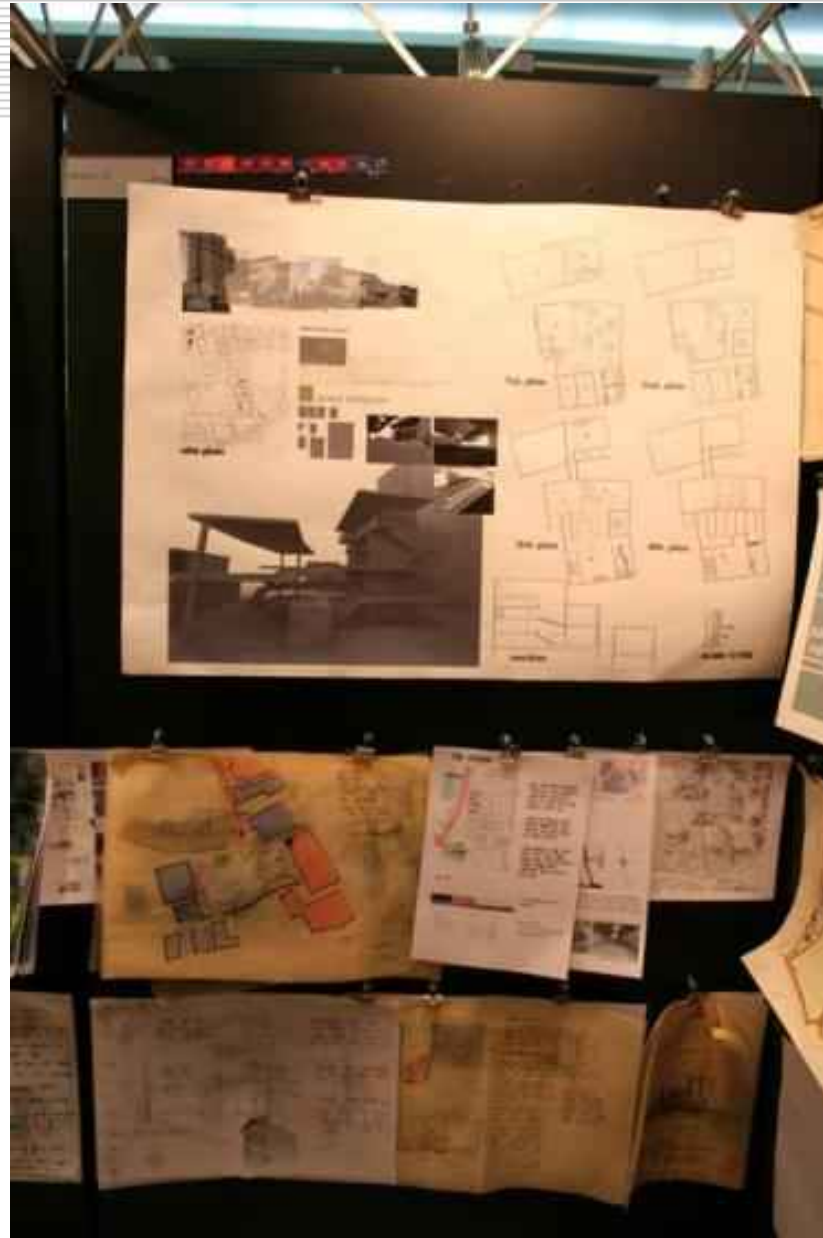
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설계 스튜디오 과목 전시





설계 스튜디오 과목 전시





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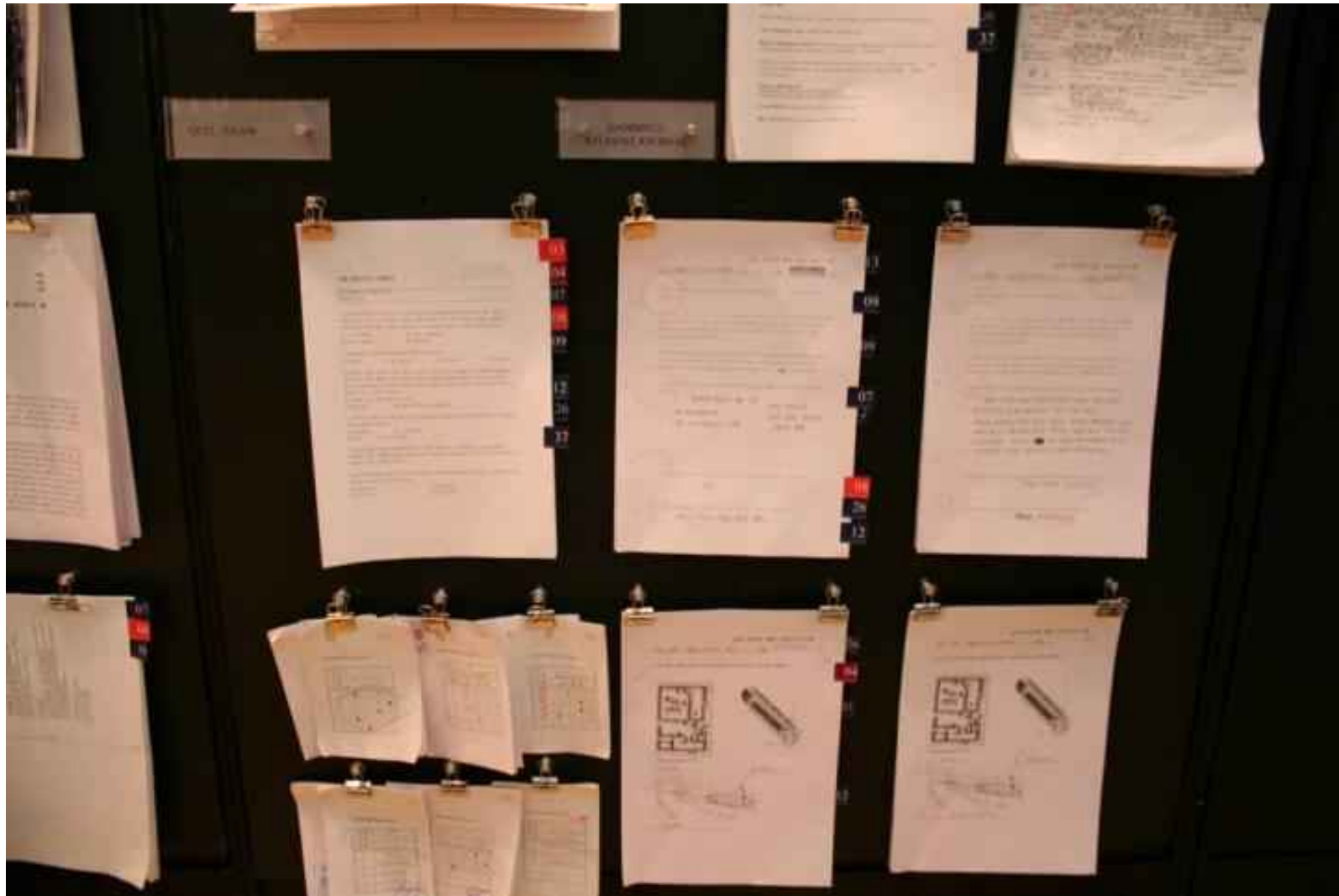
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이론과목 전시





전시자료 검토





전시자료 검토

