Blank Script, Narrative Space

—Research on the Teaching Method of Villa Design Topic

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Abstract: The University of Jinan carried out teaching reform and reflection on the villa design project in the second-year architectural design 1. Partially blank task book was used as the script to stimulate students to set characters first and then use narrative space design methods, supplementing the space with behavior the design paradigm is transformed into a design paradigm that gives time and space meaning to everyday life. Weaken the traditional logic of space construction from function to form, strengthen the space catering to daily life needs and character settings, and simultaneously complete the dual ability training of architectural design and empathy.

1. Introduction

The process of narration has both a time dimension and a space dimension [1]. Traditional architectural space design uses two-dimensional drawings to convey three-dimensional spatial information, but ignores the time dimension that accompanies behavior in the space. The philosopher Heidegger said: "You can't separate people from space. Space is neither an external object nor an internal experience. After we exclude people, we can't imagine that there will be space." Space is because of human experience. As a "transcendental form" (Kant), space has temporality. Coincidentally, the architect Bernard Tschumi believes that in addition to the basic material characteristics of space and form, buildings must also pay attention to the events and movements that occur in the building. Accepting and emphasizing that the concept of building is dynamic will bring people It is naturally introduced into the narrative of architecture. Whether as an existence or as a consciousness, time and space are an inseparable unity. Because time and space are always so closely connected and follow each other like a shadow, time is also an important component of space and an important dimension in the teaching and research of architectural space. This is exactly what has been neglected in the teaching of architectural space in the past.

Design is for people. At the beginning of the design career, how to let students experience the limitations such as site, technology, norms, etc., but also experience the importance of using objects in the architectural space—different people. In the teaching activities of this topic, through the task book. The way of blanking enables students to have the ability to think about changing their identities. This is what we have been exploring in the first teaching project setting task book of the second-year architectural design course.

Take space as the carrier of life, and use time as the dimension to narrate daily life. Make students realize that architectural space has meaning in human use, and it does not exist independently of time. In the teaching process, teachers and students jointly complete a script-style performance linking time and space scenes.

2. Teaching Concept: the Types of Buildings in Daily Life

2.1. Building Type: Villa

Why choose a single building of independent villa type? First of all, because the house is the type of building that students are most familiar with. Every student has a lot of experience in daily activities

around the house. The scale, function, and flow of daily space can be clarified and imagined without special learning. They will also have basic self-judgment on the space requirements of daily life. Secondly, independent villas are the highest level of villas. We try our best to provide the most ideal external conditions in terms of site conditions, such as roads, elevation differences, landscapes, privacy, etc., in order to fully induce students to establish the internal and external spaces of the building Prepare for strong and autonomous contact. Although architectural education should allow students to understand the social consensus and public value based on individual subjective judgments [2], it is the basic meaning of this teaching project to eliminate other distractions and allow students to focus on the virtual experience and design process of the space.

2.2. The Essence of Space: Life

The object of design is space, but its essence is life. A house is a place full of memories of life. What is the meaning of being surrounded by a house? It takes someone and a life to make a family a home and a spiritual belonging. Lao Tzu said that "the old man is an instrument, and when it is not, there is an instrument for use." What is really usable is not the entity of the stacked wall, but the void enclosed by the entity. The designer designs the entity, and the user uses the enclosed space. Each space type should support and provide a kind of life, and the house is the starting point of all life.

There is both space and time that accompany life and behavior, so a narrative space is created [3]. The narrator uses spatial elements as media, and uses temporal existence, spatial relations, and causality as logic, leaving behind spatial traces of behavior. Space narration allows us to reflect on the "function-form" logic of traditional architectural space construction, or to re-understand that the composition of space is not only completed by space, but also accompanied by the cognition and meaning of space use.

2.3. Mental Projection: Place

The independent villa is a highly idealized result of "home", and a place where space is supplemented by spiritual projection. In the design, the objective "home" of the past life is upgraded, and the exercise of full sovereignty gives it higher possibilities and makes the home look like an ideal. The independent villa is the idealization of the home. The space of the home is allowed to freely show the owner's character, occupation, lifestyle, etc. This is the designer's current imagination of the future, and it can also be understood as the student's spiritual projection of the future.

3. Teaching Tasks: Limited Conditions

The task book provides 4 idealized suburban independent land, all located in the province (restrictions on seasonal temperature and heating reality). Students can choose one as the target site according to their own plan needs. The building area has an upper limit requirement, and the building rooms can meet daily life. The remaining space needs to be specially designed according to the owner's requirements. At the same time, the results need to be designed with reference to the national and local residential building codes and standards.

The project lasts for a total of about 6 weeks and is divided into four consecutive stages in a progressive relationship. The four design stages are stage one classic case analysis (1 week), stage two script-style narrative space generation (1.5 weeks), stage three standard sketches (2.5 weeks) and stage four personalized expressions (1 week). Phase one completes the extensive exploration of assigned tasks and related cases, selects cases for spatial analysis and tries narrative analysis; Phase two completes and supplements the task book, especially the independent setting of social factors such as the owner's occupation and family population composition, and initially proposes The architectural space requirements and user experience requirements related to character setting, the scale requirements of physical existence and behavior occurrence are double satisfied, and the scripted life is constructed reasonably; stage three is to translate the previous character setting and space requirements into architecture in a professional and standardized way Language learning involves content such as specifications, standards, technology, materials, etc.; Phase 4 is the stage of drawing drawings, focusing on learning how to accurately convey the designer's intentions in the form of drawings, reducing the use of text, and taking into account the requirements of aesthetics.

4. Teaching Attempt: the Diverse Narrative Styles of the Blank Script

4.1. Blank Script

In the teaching task book, the owner's occupation and family membership information are left blank, waiting for students to set independently and improve the script. The blank task book is like an unfinished script. The story has a beginning, waiting for those who have the story to continue telling it. Based on the previous study of residential architecture and the analysis of classic villa cases, the students formed their own preferences and judgments, immersed in the imagination of the daily life of the characters, and projected the spirit of the architect's profession into this villa design. The blank space of this task book gives the soul of space, mobilizes students' interest, enhances the sense of role substitution, and transforms narratives into spatial illustrations.

4.2. Diversified Styles

Among the 2020 students majoring in architecture and urban and rural planning, the character settings of 88 classmates were collected indiscriminately. Owners' occupations are distributed in 21 specific occupations, including relatively scattered occupations such as singers, doctors, lawyers, and collectors, and relatively concentrated occupations such as architects and writers. There are young, middle-aged, and old people in the age setting of characters, covering almost all adults of all ages. In the composition of the number of family members, it ranges from one to five.

The composition of family members is rich and diverse, and diversified requirements are also put forward for the function, size and type of daily behavior of the building space. For example, in the home of a fashion designer, the students opened up a relatively independent area on the second floor of the building. After studying the work needs of the fashion designer, they established professional process space for clothing design, cutting, processing, and display. Another example is that in the architect's house, some students imitated Luis Barragan's own house and set up a separate working space separate from the living area. On the whole, it can be seen that the homes of businessmen, civil servants, painters and some architects in the construction of the script are open, and the home space focuses more on communication than introspection. In this type of home design, the living room, dining room, studio and even the kitchen have been treated with varying degrees of openness, so that this type of space can complete the purpose of communication, communicate with each other on the line of sight, and is easy to reach in the spatial layout, and pay more attention to The dynamic, open landscape interaction and the direct sunlight from the south, the house presents an attitude of acceptance and welcome. The identity is set as the homes of writers, doctors, and retired people. It is obviously different from the original design intentions. The homes more reflect the need for privacy and are the spaces that draw a clear line from the outside world, such as the living room, dining room and study. The (studio) is more non-sharing, and the path from the entrance hall to the public open space of the house is more tortuous and deep. It can be said that different scripts have staged the daily life of different lives, and reasonable space design provides different ways of supporting behavioral needs. This is a design approach for designers and users to integrate, and it is also a design career change in the future. A bit of thinking to help.

4.3. Narrative Space

Extend to the spatial logic of the entire building in a narrative way. Students design space in the learning process, but often because of the substitution of characters, the driving force of the series is the story line. The space is no longer constituted by elements such as scale, light, enclosure, etc. It is more the arrangement and layout of the space that are driven by the needs of behavior. The architecture thus has life and meaning, and the home has a sense of belonging due to the projection of emotions.

5. Conclusion

The teaching process of architecture should be synchronized with the times and with the young people who are deeply influenced by this era. It is our goal to obtain a positive and interactive teaching

process. We have tried to explore the narrative villa design teaching model of the blank script for several years, and we will adjust some details every year, such as the time node of the interim report and how the case analysis link can promote students to quickly and accurately find the content that is urgently needed. Another example is how to maximize students' sense of participation and attention in the case of limited teachers. Learning is the result of active thinking. It stimulates students' sense of participation and responsibility in the learning process. It is not only the basis for learning this project, but also the pre-training of future urban construction as future architects and planners with a high sense of social responsibility.

Acknowledgement

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