

# POLITECHNIKA KRAKOWSKA IM. TADEUSZA KOŚCIUSZKI

## KARTA PRZEDMIOTU

obowiązuje studentów rozpoczynających studia w roku akademickim 2019/2020

Wydział Architektury

Kierunek studiów: Architektura

Profil: Ogólnoakademicki

Forma studiów: stacjonarne

Kod kierunku: AiU

Stopień studiów: II

Specjalności: Master Degree in Architecture in English

### 1 INFORMACJE O PRZEDMIOCIE

NAZWA PRZEDMIOTU	II-C-7 Architecture and Urban Design M. Kozień-Woźniak
NAZWA PRZEDMIOTU W JĘZYKU ANGIELSKIM	II-C-7 Architecture and Urban Design M. Kozień-Woźniak
KOD PRZEDMIOTU	WA AU oIIS C7 19/20
KATEGORIA PRZEDMIOTU	przedmioty kierunkowe
LICZBA PUNKTÓW ECTS	7.00
SEMESTRY	2

### 2 RODZAJ ZAJĘĆ, LICZBA GODZIN W PLANIE STUDIÓW

SEMESTR	WYKŁADY	ĆWICZENIA	SEMINARIA	LABORATORIA	PROJEKTY	PRAKTYKI
2	0	0	0	0	105	0

### 3 CELE PRZEDMIOTU

**Cel 1** Formation of architectural and urban design skills of public buildings with a complex functional program and high spatial complexity.

**Cel 2** Formation the ability to apply optimal architectural solutions in relation to the existing cultural environment.

**Cel 3** Formation of skills of teamwork and interdisciplinary cooperation in the process of public buildings design.

## 4 WYMAGANIA WSTĘPNE W ZAKRESIE WIEDZY, UMIEJĘTNOŚCI I INNYCH KOMPETENCJI

- 1 Engineering knowledge gained at the first degree of studies.
- 2 Orientation in advanced building solutions, capacity of analysis and making design decisions concerning complex structural systems.
- 3 Knowledge of contemporary culture and art, and the ability to obtain, evaluate, analyze and synthesize information in this field

## 5 EFEKTY KSZTAŁCENIA

**EK1 Wiedza** Student is able to design a building with a public function up to 6000 m<sup>2</sup>, understanding the relationship between form, construction and function.

**EK2 Umiejętności** Student knows the rules of architectural composition and uses them to design, understand and apply structural solutions appropriate to the scale and function, and is able to properly design the functions of the building.

**EK3 Kompetencje społeczne** The student understands the social and urban role of buildings with a public function, he can also cooperate within an interdisciplinary team of designers and consultants in order to carry out a project of appropriate quality using the resources of modern knowledge.

**EK4 Umiejętności** The student is prepared to take up future work as an architect in the design of buildings with a complex form and function.

## 6 TREŚCI PROGRAMOWE

PROJEKTY		
LP	TEMATYKA ZAJĘĆ OPIS SZCZEGÓŁOWY BLOKÓW TEMATYCZNYCH	LICZBA GODZIN

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P1	<p>The subject of design is a public use building with a complex functional program in the field of widely understood architecture of cultural objects such as theaters, museums, libraries, community centers, etc. The spatial context for the project is a large city with a clearly defined urban fabric. The basic scale of the project is the 1: 200 scale, for the urban analysis and the site development project, basic scales are 1:500, 1:2000 SURROUNDING SITE MODEL The first task for the students is making of "mother-models" - one model is made by 4 students. The model range is shown on the map. In the "mother-model" should be cut a hole to insert individual models illustrating the individual design concept. PHILOSOPHY OF THE PROJECT AN ESSAY During the work on the construction of the mother-model, students should also make theoretical studies on the subject of design. It should be research, rethinking, searching for architecture of cultural objects, analysis of their function, architectural form and meaning in the urban fabric. The result of theoretical studies should be an essay with a volume of about 3000 characters, to which students can attach sketches of first concepts resulting from the research. INDIVIDUAL MODEL The next phase of design work is making of an individual model to insert into a mother model. In this phase should be made studies of form and function of the building in relation to the surroundings. The model has trial character. Each model is photographed in the "mother-model" and evaluated by jury with the participation of visiting professor. SKETCHY CONCEPT This phase of design work is the development of graphic concepts. Each student is obliged to present his project idea in a sketchy way. Drawings should present a plan of site development, cross-sections, floor plans, perspective or axonometric sketches of the building defining spatial dispositions of functional zones. This phase will be the basis for further development and also for 5-minute Power Point presentation. DETAILED PROJECT - DRAWINGS The final phase is a detailed design of the project in accordance with the guidelines resulting from the Faculty of Architecture specifications for the rules and regulations of CUT studies including: plan of site development in the scale of 1:500; floor plans, cross-sections, elevations in the scale 1:200, technical details of the section through the outside wall of the building in the scale of 1:20. FINAL PRESENTATIONS Final design solutions are presented at the end of the semester as Power Point presentations - on the forum of the group with the participation of visiting Professor BOOKLET Besides the final presentation we require a booklet which includes A3 size printouts with reduced presentation boards and photos of the model and also a written section presenting ideas and design solutions. This part should include development of previously prepared essay presenting the student's knowledge about the solution of the problem and also the technical description of the project. Volume of written papers should be no less than 18,000 characters (not less than 10 pages), In addition, each student is required to make foamed board for exhibition 100cm x 70cm clearly showing design solutions. At the end of the semester it is organized an exhibition of student works.</p>	105

## 7 NARZĘDZIA DYDAKTYCZNE

N1 Discussion.

N2 Multimedia presentations.

N3 Design classes.

N4 Work in groups.

## 8 OBCIĄŻENIE PRACĄ STUDENTA

FORMA AKTYWNOŚCI	ŚREDNIA LICZBA GODZIN NA ZREALIZOWANIE AKTYWNOŚCI
<b>Godziny kontaktowe z nauczycielem akademickim, w tym:</b>	
Godziny wynikające z planu studiów	105
Konsultacje przedmiotowe	4
Egzaminy i zaliczenia w sesji	1
<b>Godziny bez udziału nauczyciela akademickiego wynikające z nakładu pracy studenta, w tym:</b>	
Przygotowanie się do zajęć, w tym studiowanie zalecanej literatury	40
Opracowanie wyników	40
Przygotowanie raportu, projektu, prezentacji, dyskusji	20
<b>SUMARYCZNA LICZBA GODZIN DLA PRZEDMIOTU WYNIKAJĄCA Z CAŁEGO NAKŁADU PRACY STUDENTA</b>	<b>210</b>
SUMARYCZNA LICZBA PUNKTÓW ECTS DLA PRZEDMIOTU	7.00

## 9 SPOSOBY OCENY

### OCENA FORMUJĄCA

F1 Individual design project

### OCENA PODSUMOWUJĄCA

P1 Project

### WARUNKI ZALICZENIA PRZEDMIOTU

W1 Multimedia presentation

W2 Open crit

### OCENA AKTYWNOŚCI BEZ UDZIAŁU NAUCZYCIELA

B1 Individual design project

B2 Individual or group project

### KRYTERIA OCENY

EFEKT KSZTAŁCENIA 1

NA OCENĘ 3.0	The student can correctly solve a functional program of a building with a public function with the appropriate separation of public and non-public zones . The student is also able to design the architectural form of a public utility building appropriate to its function with the correct relation to the urban context.
EFEKT KSZTAŁCENIA 2	
NA OCENĘ 3.0	Student is able to produce conventional functional proposal; understands the scope of functional parts that form major groups.
NA OCENĘ 3.5	Student is able to produce conventional functional proposal; understands links between the generic parts; recognises guidelines influenced by various functional requirements.
NA OCENĘ 4.0	Student is able to present individual set of functional proposals; understands links between the parts; recognizes guidelines influenced by various functional requirements.
NA OCENĘ 4.5	Student is able to formulate and prove an original functional programme; to explain the mutual relations between the parts; recognizes guidelines influenced by them; can explain the consequences of their application for the nearest surroundings, township and region.
NA OCENĘ 5.0	Student is able to formulate and prove a highly original functional programme; to explain the mutual relations between the parts; recognizes guidelines influenced by them; can explain the consequences of their application for the nearest surroundings, township and region.
EFEKT KSZTAŁCENIA 3	
NA OCENĘ 3.0	Student has very weak understanding of the functional relationships; presents a very simplified analysis of the problems on the site.
NA OCENĘ 3.5	Student has good understanding of the functional relationships; is able to present simple analysis of the problems on the site.
NA OCENĘ 4.0	Student has good understanding of the functional relationships; is able to present reasonable analysis of the problems on the site.
NA OCENĘ 4.5	Student is able to combine the functional programme with the guidelines obtained from the analysis of the site and situation, and to present a homogenous spatial concept.
NA OCENĘ 5.0	Student is able attractively to combine the functional programme with the guidelines obtained from the analysis of the site and situation, and to present a homogenous spatial concept.
EFEKT KSZTAŁCENIA 4	
NA OCENĘ 3.0	The student is able design of buildings with a complex form and function with considerable help of tutors
NA OCENĘ 4.0	The student is able design of buildings with a complex form and function independently.

NA OCENĘ 5.0	The student is able design of buildings with a complex form and function independently. He makes accurate design decisions. He can choose the right solution to difficult design problems
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## 10 MACIERZ REALIZACJI PRZEDMIOTU

EFEKT KSZTAŁCENIA	ODNIESIENIE DANEGO EFEKTU DO SZCZEGÓLOWYCH EFEKTÓW ZDEFINIOWANYCH DLA PROGRAMU	CELE PRZEDMIOTU	TREŚCI PROGRAMOWE	NARZĘDZIA DYDAKTYCZNE	SPOSOBY OCENY
EK1		Cel 1 Cel 2 Cel 3	P1	N1 N2 N3 N4	F1 P1
EK2		Cel 1 Cel 2 Cel 3	P1	N1 N2 N3 N4	F1 P1
EK3		Cel 1 Cel 2 Cel 3	P1	N1 N2 N3 N4	F1 P1
EK4		Cel 3	P1	N1 N2 N4	F1 P1

## 11 WYKAZ LITERATURY

### LITERATURA PODSTAWOWA

- [1 ] **Alexander Ch., et al.** — *A Pattern Language. Towns - Buildings - Construction*, New York, 1977, Oxford University Press
- [2 ] **Arnheim R.** — *Art and Visual Perception. Psychology of the Creative Eye*, Berkeley, Los Angeles, 1974, University of California
- [3 ] **Jencks Ch. & Kropf K.** — *Theories and Manifestoes of the Contemporary Architecture*, New York, 2006, Wiley Academy
- [4 ] **Nesbit K. (ed.)** — *Theorizing . A New Agenda for Architecture. An Anthology of Architectural Theory 1965-1995*, New York, 1996, Princeton Architectural Press
- [5 ] **Mallgrave H.F. & Goodman D.** — *An Introduction to architectural theory - 1968 to the present*, New York, 2011, Wiley-Blackwell
- [6 ] **Pallasmaa J.** — *The Eyes of the Skin: Architecture and the Senses*, New York, 2012, John Wiley
- [7 ] **Rossi A.** — *The Architecture of the City*, Cambridge Mass., 1991, Opposition Books, The MIT Press
- [8 ] **Wilkinson Ph.** — *50 architecture ideas you really need to know*, London, 2010, Quercus Publishing Plc.

**LITERATURA UZUPEŁNIAJĄCA**

[1 ] — *dezeen.com*, , 0,

**LITERATURA DODATKOWA**

[1 ] Architectural Design, Architecture and Urbanism, Baumeister, Detail

**12 INFORMACJE O NAUCZYCIELACH AKADEMICKICH****OSOBA ODPOWIEDZIALNA ZA KARTĘ**

dr inż. arch. Paweł Żuk (kontakt: [pzuk@pk.edu.pl](mailto:pzuk@pk.edu.pl))

**OSOBY PROWADZĄCE PRZEDMIOT**

1 dr hab. inż. arch. Magdalena Kozień-Woźniak (kontakt: [mkozien@pk.edu.pl](mailto:mkozien@pk.edu.pl))

2 dr inż. arch. Paweł Żuk (kontakt: [pzuk@pk.edu.pl](mailto:pzuk@pk.edu.pl))

**13 ZATWIERDZENIE KARTY PRZEDMIOTU DO REALIZACJI**

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(miejsowość, data)

(odpowiedzialny za przedmiot)

(dziekan)

**PRZYJMUJĘ DO REALIZACJI** (data i podpisy osób prowadzących przedmiot)

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