Grades 9 - 12

Duration: 3 x 45 min

Tools: one Logifaces set / person

Individual work

Keywords: : Sensibility with respect to space and form in architecture, Environmental awareness

Perceptual randomness

ART / Environment and sustainability, environmental awareness

LOGIFACES
METHODOLOGY
Erasmus+
TEACHER
Logifaces

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DESCRIPTION

LESSON 1   First the students experiment with constructing various structures using the Logifaces blocks, trying to create interesting spatial rhythms and dynamic lighting connected with the concept of transit space (a passage or tunnel used for travelling through a building). By combining these structures, they create the preliminary plan for the model and then they 3D model the design in space.

LESSON 2   The goal is to create a transit space structure by concentrating on how we sense space and form. In the design due to the discontinuities, the Logifaces surface lends itself to randomness in perception. The students perform experiments with the discontinuous Logifaces surface, and search for unstable balance points.

LESSON 3   The students place the focus on the function of the transit space design in the Logifaces architectural construction.

GUIDELINES / EXPECTATIONS

INSPIRATION Greg Lynn, Arata Isozaki: Federation Square, Melbourne /Australia by the LAB architecture studio, Kristina Shea, Neil Leach, c: the eifForm installation in Amsterdam

TECHNIQUE   modelling, recycling, upcycling

OBJECTIVE   Geometry in art and architecture
             https://math.dartmouth.edu/~matc/math5.geometry/unit1/INTRO.html

PRIOR KNOWLEDGE

Perspective and axonometric drawing knowledge, 3D modelling skills

RECOMMENDATIONS / COMMENTS

PREFIGURATION

LAB architecture studio: Federation Square, Melbourne /Australia; Neil Leach, Kristina Shea, Špela Videčnik and Jeroen van Mechelen, eifFORM installation, Academie van Bouwkunst, Amsterdam, 2003