Designing for Cohesive Project Implementations: Enhancing Corporate & Thematic Identities

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Abstract

Buildings of integral development TALK, and are INTERACTIVE not only in function but by virtual images as well. It cannot be ignored that opportunities of impact exist and add value to the greater recall. These are not just limited to qualitative assessment but are quantifiable if appropriate tools and benchmarks are applied. A new language to justifiable creative investment is defined as well as a reference to INFORMED decision making.

1.0 The Parallelogram Design Process: A methodology that provides branches, extensions, and adjustments particular of cohesive projects applications and testing, parallel to both form & function development.

2.0 Cohesive Approach to As-built Identity:

2.1 Form Legibility: Factors on Mass, Color, Recall & Impact

2.2 Visual Identification: Effective Retention of Icons, Users, and Corporate Images

2.3 Effectivity of Design Styles: Aesthetics, Consistency, Intrigue, Mystery, and Abstract Nature

3.0 Impact Assessment Tools: Programs and methodologies to objectively measure effectivity of architectural applications.

3.1 Creative imageries: Interactive visuals & Photo Image Simulations

3.2 Measuring Site Values with points grading to predict maximum visual delivery.

4.0 Learnings from Recall and Recognition: A post-construction test and assessment for success and/ or failure of application.

5.0 Summary of Objectives

5.1 Preserve and Enhance User Identity

5.2 Apply Parallel Approach to Basic Design Process

5.3 Assess and Measure Visual impact with As-built Environment

5.4 Provide testing and visual control efficiencies

5.5 Ensure optimum results in visual deliverables

The benefits will yield qualitative and quantitative data for comparative evaluation of Design Visuals. It presents a planning tool that aims to provide a more efficient creative investment for the designers.

Lastly, it gives reference and justification to the less revealed design applications for use as information in clientele decision-making.

Rationale and Objectives

Architectural designs and documents have come and gone over the years, and most design methodologies and approaches remain as experiences and learnings with the designs involved. Little is known of the extensive detailing and creative process that most undergo, some even unique and innovative and worthy of appropriate documentation for the benefit of many. This document/ study aims to present a useful reference on applying the Design Process for projects that bear Identity Requirements or Thematic preference, providing guidelines for its effectiveness. It also presents useful tools of assessment on visual impact, a measure whereby creativity can be optimized and guided objectively. With the constant increase of progressive clamor to retain and/ or enhance identity, it is envisioned that Architecture will remain to be the most effective medium for long-term visual executions.

A project's design content becomes more significant as the artistic work's meaning becomes more distinguishable from its form. For that end, this documentation serves as a valuable reference.

General Objective

- To present justification that project of cohesive design requirements gives reference for use as vital sources of Architectural Information for learning and application.

Specific Objectives

- To present a reference for applied methodology, tools, and testing for Cohesive Architectural Development; and

- To introduce an architectural process for Visual Impact Assessment and Application.

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The Project: A Campus Integrated Pre-School

(The Division 1 Complex, De La Salle Santiago Zobel, Alabang)

What Is Cohesion?

Cohesion is the ordering of elements in an artistic work that constitutes a harmonious whole or promotes a singleness of effect.

Introduction/ Problem Identification

Campus designing is of constant increase in demand both new and of integrated as-built development. The Physical nature of the buildings and their impact on both users and guardians are real and out there, operating daily by and large having an exposure equated to years based averagely on loyal patronage. Visual memorability serves as a natural consequence of accessibility and user flow. The importance however of unifying and strengthening these elements to complement as-built development is misled by the new development, then followed or suffered by the aging old. This documentation aims to protect the IDENTITY of Corporate or Thematic developments and provide a mechanism for planning and execution. An evaluation of as-built elements/options is made and visual control and efficiencies are created. The aim is to ensure OPTIMUM results in visual deliverables.

Designing in Cohesion

Uniform application of strategic plans is the first step in cohesive development. Cross referencing to existing satellite, mother units, subsidiaries and the like are required to integrate and result in a collaborative identity management.

Cohesive Detail, Structure and Organization

Structure details may be taken as individual or as a group, classified as minute or complex, divided into branches or mains, but will always be interdependent and coordinated to the general character of the whole.

Identifying Elements of Cohesion

This involves compiling visual elements that have a pattern, a consistent characteristic or coherent arrangement based on the interrelation of component parts.

Regulating Degrees of Cohesion

To merge effectively the new and the as-built would mean gradually uniting the different elements to result in consistent combinations/ blending of visual impact points so as not to blur the identity or distinction of the development.

Figure 1 - Examples of Buildings w/ Consistent Identifying Elements: Metrobank, Church of the Latter Day Saints, Iglesia ni Kristo

The Application: A Campus-Integrated Pre-School

Figure 2 - De La Salle Zobel

Short Background of DLSZ

It is envisioned that DLSZ will be the premier school specializing in the development of the Performing Arts. It is under the administration and supervision of the De La Salle Brothers of the DLS system. Over the last five years, it has grown from a basic secondary level school to one of the top PAASCU members in the locality and nationwide.

Its most recent addition to its progressive development is the Division I complex, a Pre-school and Lower grade facility attached to an existing lower grade classroom structure. Some of the primary space requirements were 8 Classrooms; its own Multi-Purpose Hall, AVR, Learning Resource Center; a Prayer Room, etc. making it a complete and independent unit from the upper levels.
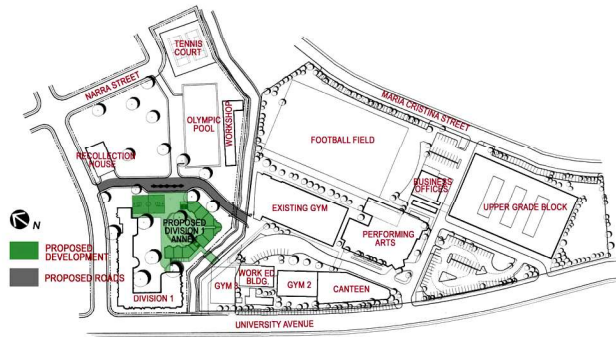
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Figure 3 - DLSU Masterplan

Parameters of the Project

The location: University Avenue, Ayala Alabang, Muntinlupa Metro Manila

The accesses: Ayala Alabang Subdivision via Alabang tollgate, South Superhighway

Project Guidelines: Preservation of natural environment, functional segregation, proximity of communal facilities

: Other spatial programming guidelines

Cohesive Design Archetype

System Wide: National, Regional

- Classic architecture - Characterized by the architecture of ancient Greece and Rome

- Neoclassicism - Use of Greek and Roman orders and decorative motifs with applied subordination to detail to simplify ornamental treatments while strengthening geometric compositions

- Order is uncertain and not strictly defined as variable use of the Ionic, Corinthian, and Composite is found in the different edifices nationwide.

- Colors would be the persistent after image of most De La Salle developments with the white and green visual recall and association even if the visual is no longer present.

Figure 4 - DLSU Prof. School, Taft; DLSU-Dasmariñas; DLSU-College of St. Benilde

Campus level

Existing architectural style is diverse and in dire need of unified expression. Historically, the campus has been known to have independently expressed itself by evolving from the International Style, devoid of system characteristics except in colors. It uses simple geometric forms, untextured, and general use of steel and reinforced concrete construction.

Abstract expressionism: Individual styles evident of freedom in technique with unconscious expression to the system colors. For the old buildings (Admin, Upper grade, and High School) dated to founding years.

- Functionalism: Construction and materials clearly reflect the direct fulfillment of the function of the buildings to the exclusion or subordination of the decor and aesthetic effect, particularly for Support Facilities.

- Mannerism: Transitional style characterized by the unconventional use of classical elements.

- Post Modernism: Influenced international style using elements from the systems architectural history and styles and applied in playful representation, ornament, and detail, especially for the new structures (within the last ten years).

- Mannerism -Transitional style characterized by the unconventional use of classical elements.

Figure 5 - Upper Grade / Admin (left side),
Lower Grade / Performing Arts (middle)
Upper Grade / Admin (right side)

Design Concepts

The Kindergarden

A pre-school surrounded by natural softscape both preserved and developed, an atmosphere of play and promenade in pleasurable display of youthfulness,; The OCTAGON is also selected as the basic eight-sided polygon to provide the children the stimuli of formative thinking "outside of the usual box".

Grade-group segregation (Focal Space: Own Courtyard)

Researched concept on the need for territorial domain for pre-school users; pattern of behavior associated with protection and children's personal space. This is also a design preventive to auditory fatigue from the other divisions evident of shared and prolonged exposure to noise.

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Central Monitoring and Authority (Visual Windows)

A "belvedered" approach to administering space whereby a situation to lookout and monitor upon pleasing scenes is afforded.
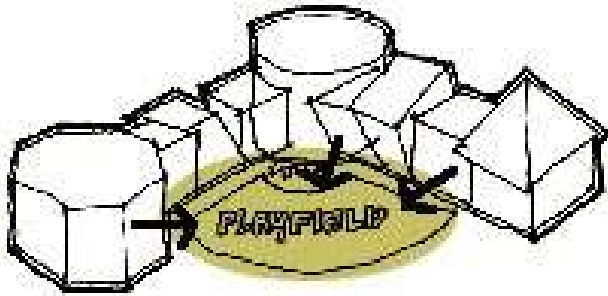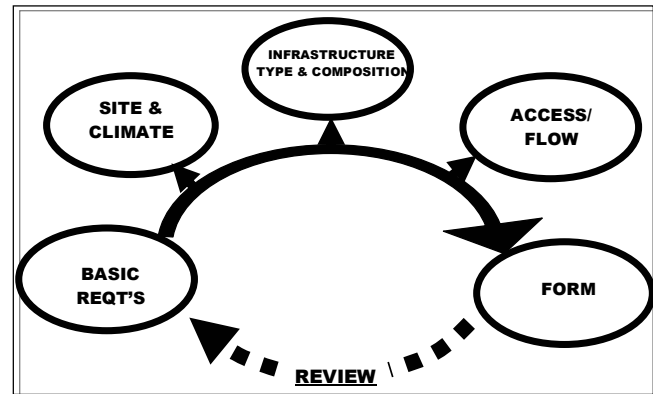

Figure 6 - Internal Monitoring

The Design Approach:
Parallelogram Method Application

The Design Process

The Basic Design Process Application

A. Basic Requirements

B. Site Conditions

C. Climatic Consideration: Sun and Wind Path Directions

D. Accessibilities and Proximities: The physical, social, and interpersonal arrangement of spaces in relation to user flow, including the physically challenged.

E. Infrastructure type and Composition: The efficiency of building types to be used along with their arrangement into proper proportion to form a unified whole.
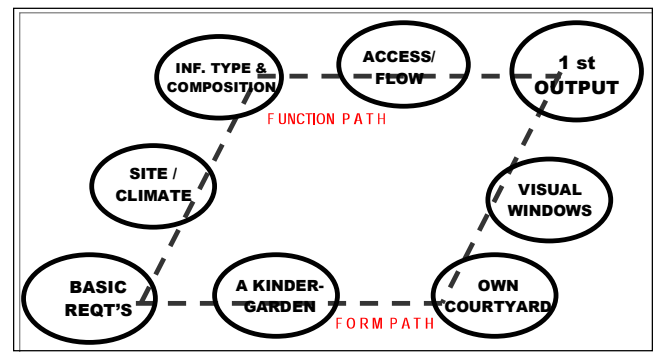
F. Layouting (Bubble Diagrams): Flexible planning

The Parrallelogram Design Method

This refers to multi-task designing as a method of Design process whereby work is taken independently and implemented simultaneously and merged at designated points of collaboration.

It has been noted that such methodology is often referred to as the PARALLEL DESIGN method. The PARALLELOGRAM serves as a more fitting geometric representation to indicate the divergence of the study from one point, and having the same direction or objective, converges again at an interval or end point. The lines however are not necessarily equidistant as a study remains variable, which suggests that it may just be quadrilateral. For idyllic purposes, the parallelism of at least two lines have

been preferred to denote coincident timeline applications and synchronized schedules.

Figure 6 - Basic Design Process

Figure 7 - Parallelogram Design Approach

Additive-Subtractive

Additive accumulation of uniting data is allowed from the results of the parallel data. Likewise, subtractive removal of parts or portion of the mass after the basic design process is also permitted if conflicts and disunity is revealed. Both are applied and remains diagrammatic and representational that outlines, explains, or clarifies the arrangement and relations without destroying the sense of the whole.

Articulation of the Bubble Diagrams

Method of flexible jointing is made clear by the united parts distinct in function and precise in relation to each other (e.g. sports, study, research, admin etc.)

Design Serendipity

Lookout and open minded acceptance of desirable and unexpected discoveries by accident, brought about by the multiple applications.
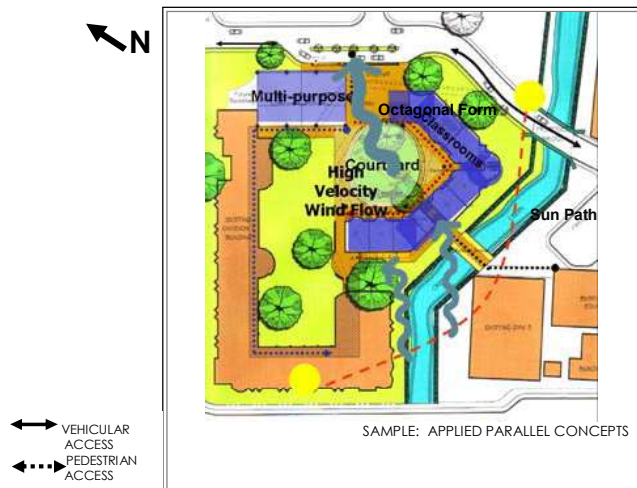
Figure 8 - Sample Applied Parallel Concepts

Figure 7 - Impact Points

Identifying Levels of Cohesion

Campus Hierarchy

Accessibility and visibility are the dominating references of visual impact in the campus. Authoritative distinction need to be applied, followed by identification of important centrally used facility such as theatre, then by the different areas of learning. Respectively, the image impact must likewise be GRADATED in degrees of gradual successive visual strengths.

Distinguishing Elements of Memorability

A. Icons and Symbols: elements that stand for or represent another entity by association, resemblance or convention, deriving its meaning chiefly from the structure in which it appears.

B. User Identity

C. Human/symbolic representations

D. Architectural Style:

• Arches

• Colonnades

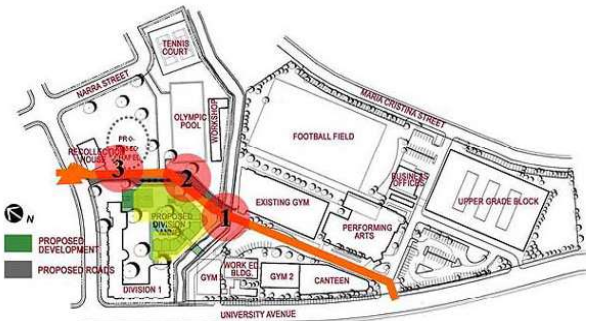E. Repetition: of mass or shapes in a unified composition of 2D or 3D volumes.

Visual Impact Testing

Impact Assessment Factors

A. Visibility Range: The distance whereby viewer is allowed the visual literacy to apprehend and interpret visual images in three dimensional form.

B. Clutter

C. Obstruction (permanent, temporary, and future)

D. Angles of vision: The comfortable field of vision occupied by the human eye when it is naturally trained in any particular direction.

E. Deflected vision: Any object or detail that subtends the point of visual field, usually measured in angular strain of the viewer.

F. Viewer types (primary, secondary, tertiary): Discrimination is applied to the different viewing points and users. This distinguishes the provisions for distinct and fine details as opposed to mass and visual volume.

Creative Guidelines

Form Legibility

Simplicity of Mass leads to recognition. Building forms as in text, require legibility as a key factor to attribution and recall. Comparatively, an edifice with less detail and simpler mass offers more recall than one of too many elements.

• Backdropping

• Framing

• Voiding is often applied to provide depth and shaded contrast to a bounded mass such as the forefront.

It also means creating visual windows that increase or allow visibility in part or in whole of specific interests within a specific range.

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Colors and Contrast

Contrast and colors (e.g., green and white) as opposed to monotones or dull finishes do not justify impact merely because the tropical region is abundant with sunshine as much as it is with perpetual smog. The pollution in the air filters the intended hues of subdued effects and consequently converts it to dull, pale finishes. Texture on the other hand, provides minute contrasts in the form of shadowed indentions resulting in OUTLINED sheen extending from the surface of the building. Contrast however must have a state of equilibrium whereby balance between contrasting elements is maintained.

Intrigue/Mystery

Limiting what needs to be seen and layering what are the "delights and surprise" of the development heightens the impact and creates the installment to effective memorability of space.

Abstraction

The shapes and forms indirectly have affective content that are inter-dependent on the lines, colors, and relationship throughout the complex. Based on surveyed visual impact, the least effective are those of literal applications. Abstracted or those inciting further discussion and explanation are considered to get their messages the longest, therefore more effective. Its ambiguity, or susceptibility to multiple interpretations provides that constant state of interest.

Shape and Texture

The outlined surface configuration includes sensible mass and volume and is ORGANIC to consistently pertain to the irregular contours of the surrounding plants. These are non-objective geometric shapes/forms that have been employed to resemble the simplicity of the rectilinear and curvilinear elements.

Tools and Systems Used

Visual Impact Assessment Sheet

A dedicated worksheet and reporting tool that serves as the basic data-base of information. It is formatted to summarize data gathered from site regarding site values and visual impact delivery. It is only an entry level classification system to provide as follows:

A. Evaluation of station point comparative worth

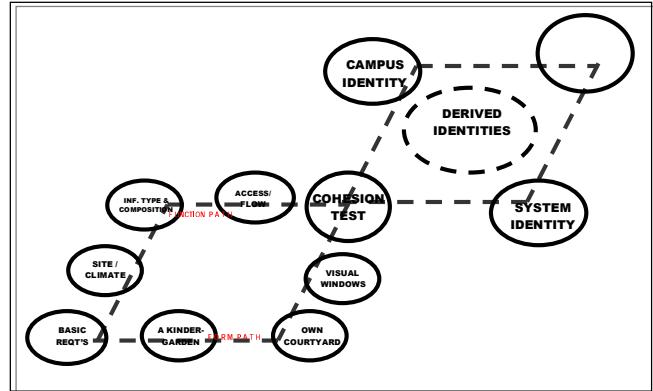B. Individual site points grading

C. Predicted visual count delivery

Figure 8 – Cohesion Test

Figure 9 – Visual Assessment Impact Sheet

The Photo Vista Simulation

Visual ranges are tested and simulated photographically and at times offer actions to provide backdrops contract or to void spaces to increase range.

The Mirage (An Interactive 360° Visual Testing Tool)

A station point is selected that serves as the central point of attraction, attention, or activity (children's view) and tested for effective visual impacts and control.

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Cohesion Test

The Final Output

The Completed Project

Justified Cohesive Application

The overall concepts are applied to generate that ambient mood, character, and atmosphere of animated environment. It would be full of life, activity, movement and spirit.

Gradated Levels

CLOSURES of the locations where the major developments are distributed are created to restrict or open the visual impact levels in relation to dominance and authority. The Performing Arts theatre is maintained as the core of the development and the future administrative building is envisioned to complement this. The rest are made to compliment providing GROUND or receding part of the visual field. FOREGROUND however is detailed as the portion of building gets nearer the viewer and some areas VOIDED to allow BACKGROUND scenes.

Interplay of Colors

Acquiring the pigments of green and gold, mixing complementaries and contrasts and highlighting the contrast with occasional whites; all these preserve the matching brand colors of greens and whites and subliminally identify by form of abstracted translation to the youthful character of the users. This serves as "visual texture,", the apparent texture as a result of the combination and interrelation of colors and tonal values.

Successive Contrast is applied by use of intense exposure to the white color which in turn leads to the sensation of its complement.

Simultaneous Contrast is also applied to intensify complementary colors and shift colors towards each other. This will make the lighter colors deepen and the darker colors lighten.

Icons in the Form of a Folly

A whimsical representation of the "train of thought" serving as a gesture of conversation, interest, and commemoration of the motions that the school has made in the advancement of the child.

Archetype: Abstracted Mannerism

Adherence to the Classic Order and use of the identified classic elements in transitional style; this is significant to the school's development of the arts, using Mannerism as chiefly characterized by a distortion of the perspective , elongating of forms, and intense, often strident color. It is further abstractly expressed to progress from the as-built mix of functional architecture yet it remains post modernist as it is consistent with the use of the historical style in playful illusion decoration, and complexity.

CLASSIC COLONIAL ARCHES are metaphorically replaced by the curvilinear roof of the multipurpose building and recombined with the triangulated canopy of the amphitheatre stage in association with the canopy of the existing lower grade building.

The main entry is emphasized by the translational surface of a lower curved roof and voided to provide that lofty impact deserving of a main access.

The often used COLLONADE of the Mother campus is replaced by series of regularly spaced locomotive shapes: Toyfully represented and further abstracted to function as visual barriers from the upper grade.

Round columns are, likewise, maintained in regular arrangement.

Figure 10 – Classic Post and Lintel

THE CLASSIC POST AND LINTEL are maintained and expressed in the order of the CLADDED PARAPET, representative of the entablature or upper horizontal section resting on the columns; THE ROUND COLUMN complete with the shaft, the capital and the base replaced by simplified accents using depressed gaps; THE PEDESTAL accented by the beauty of mosaic tiles, providing the visual elevation and stability.

Figure 11 – Rounded columns

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REPETITIVE ELEMENTS and CONSTANCY with original grid facades and colors of the old administrative building serves as perceptual uniformity regardless of distance or apparent differences in size. The rounded columns and clad parapet on the other hand provide the impression of simplified weight, density and bulk also evident of the existing structures. Symmetry of the learning area lay-out likewise duplicates the panorama thereby increasing frequency of sight. These, along with curved roofs, canopies, patterns of finishes at interval and rhythmic alternation all provide the harmonious recall of parts of elements in the composition.

Final Mirage Testing

Figure 12 – Mirage

Figure 13 – Buildings on integral development

Summary & Study Contributions

Buildings of integral development TALK, are INTERACTIVE not only in function but by virtual images as well. It cannot be ignored that opportunities of impact exist and add value to the greater recall. These are not just limited to qualitative assessment but are quantifiable if appropriate tools and benchmarks are applied. A new language to justifiable creative investment is defined as well as a reference to INFORMED decision making.

In summary, the following are the contributions of this case reference:

- Application of the Parallelogram Method of Designing
- Approach to Designing in Cohesion
- Systems, Tools, and Evaluation Measures for Visual Impact Assessment
- Added Value to the Service of Designing in Cohesion
- Planning Guidelines in Integrating Campus Development & Infrastructure Identities

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