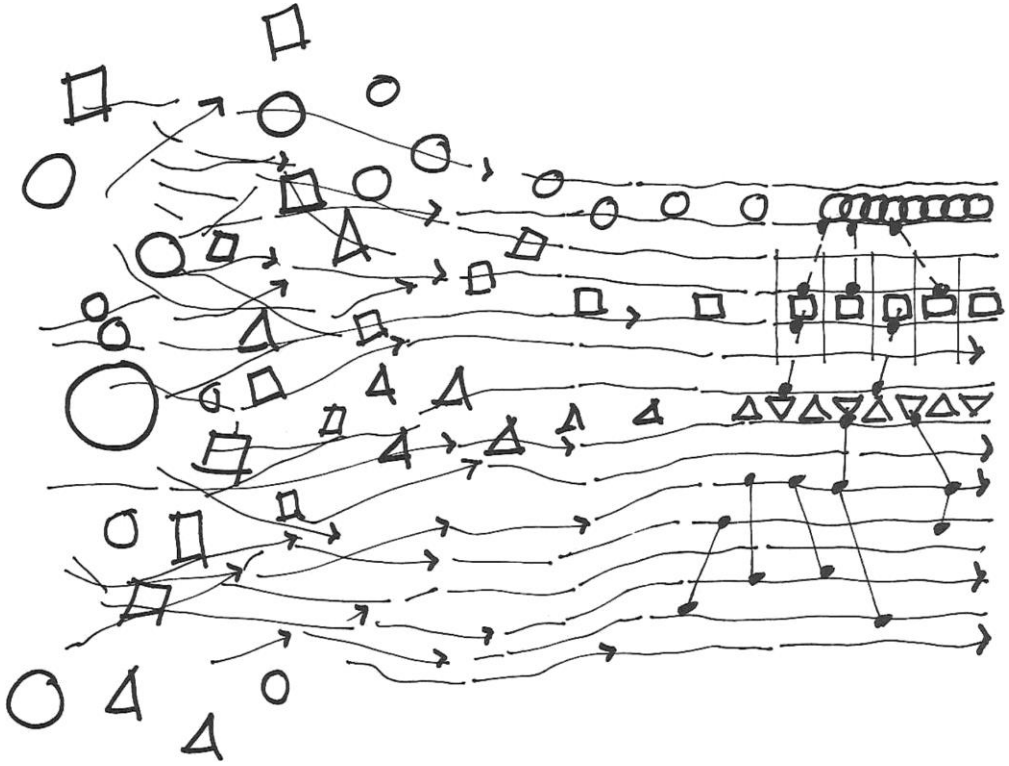
ORDERING SYSTEMS

AN INTRODUCTION TO ARCHITECTURAL DESIGN



Edward T. White

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Ordering Systems: An Introduction to Architectural Design

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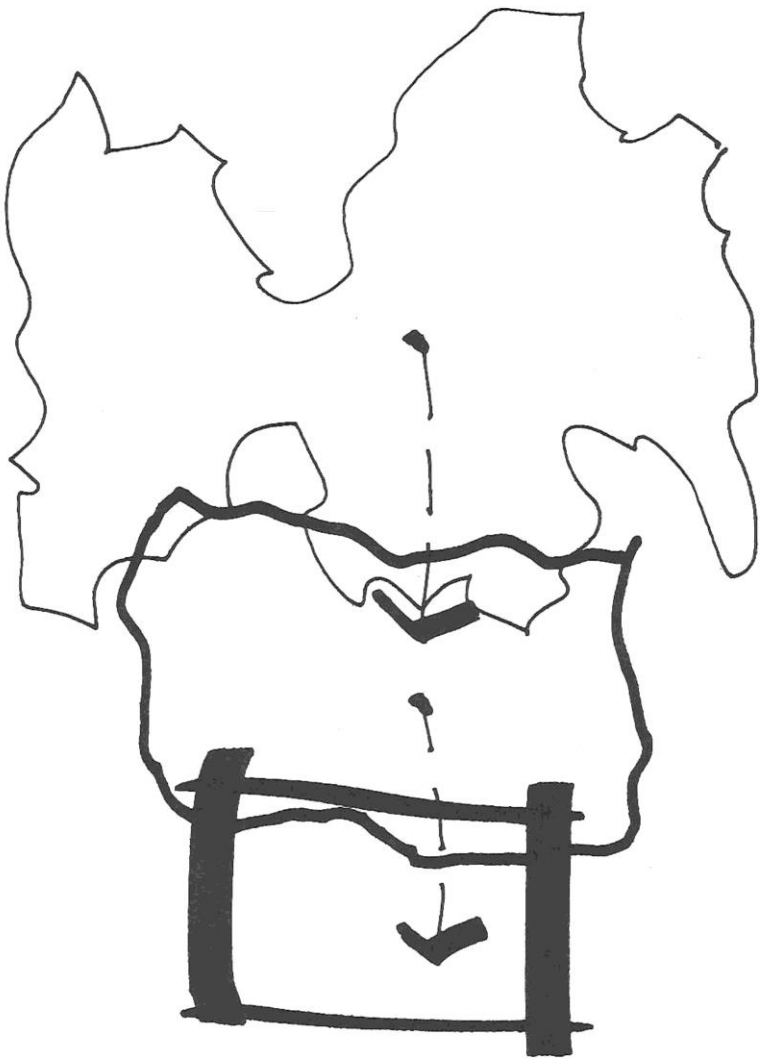

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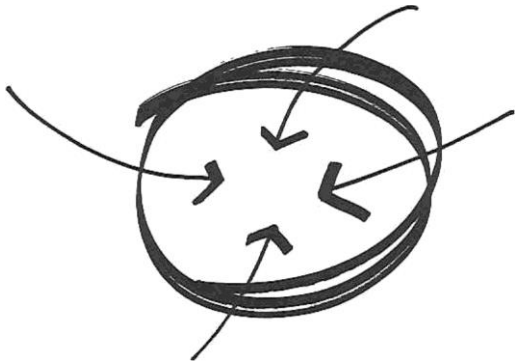
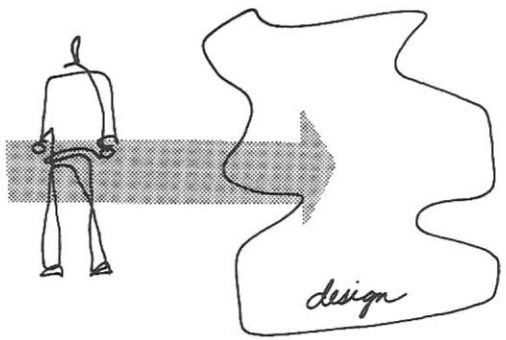
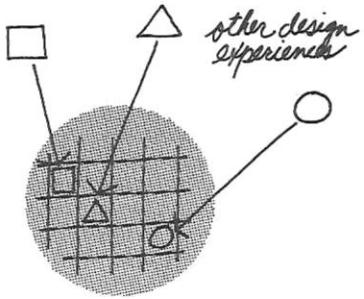


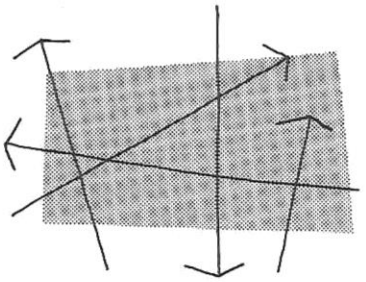
INTRODUCTION



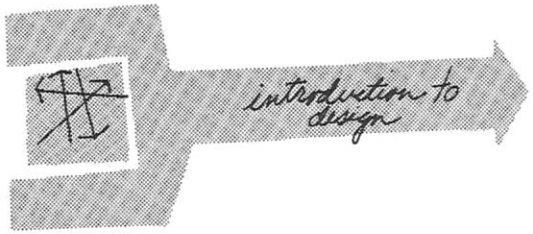
The introductory design experience for the student has always been an especially important one.



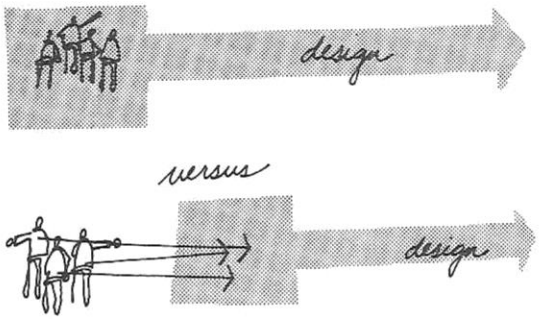
It offers the initial way of understanding design and so largely forms the context for making sense of subsequent design experiences



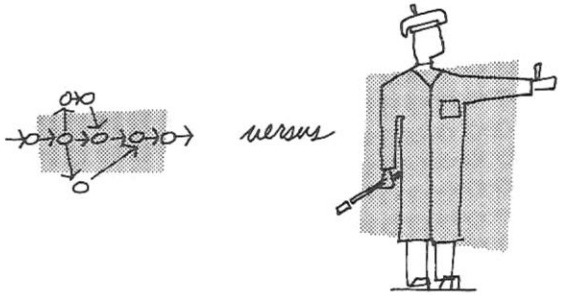
Beginning students bring varied backgrounds, attitudes, values and conceptions to their first design exposure.



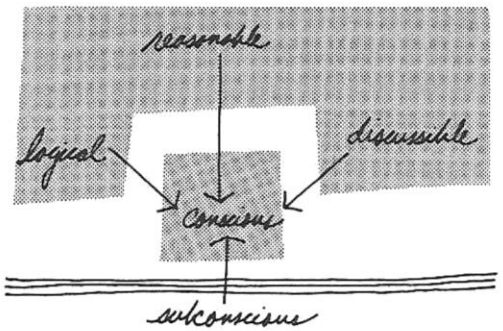
An introduction to design should embrace as many of the individual differences of students as possible.



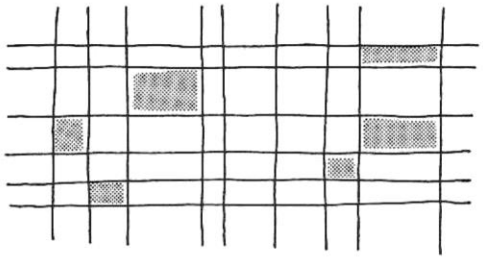
An introduction to design should take students where they are, rather than demand some fundamental change of their values to begin the study of design.



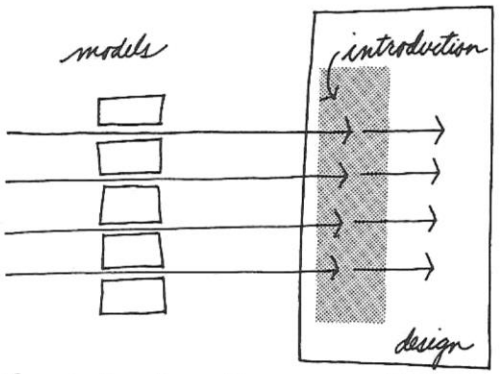
Design should be introduced not as some mystique which only the blessed possess, but as a system of operations that all of us can and in fact do use everyday.



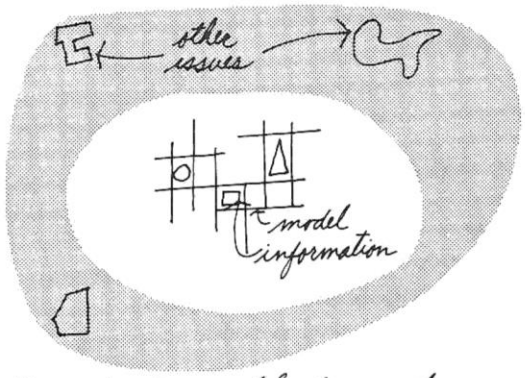
to accommodate student differences and to facilitate teaching and learning, design should be presented as a body of information, learnable, logical and reasonable on face value and able to be rationally discussed.



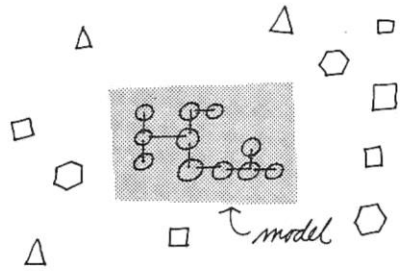
In learning about design, it is often useful to use models or organizational frameworks for structuring design information into a coherent body of subject matter.



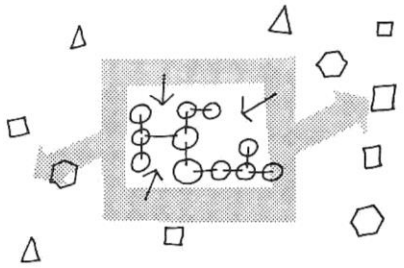
As design is often an ambiguous and confusing endeavor, the use of models is particularly appropriate to an introductory exposure to design.



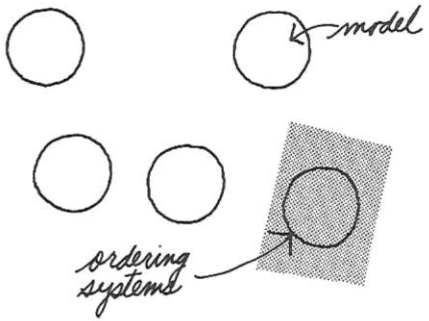
Any single model does not provide a totally complete sense of all possible design principles, attitudes and values.



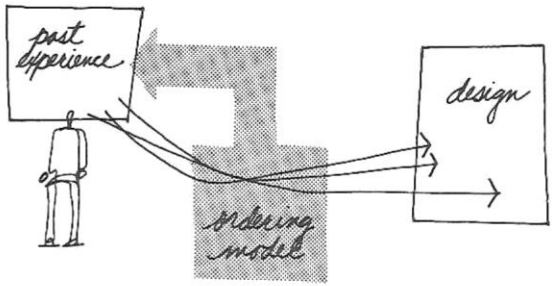
In using teaching models, total comprehensiveness is temporarily sacrificed for the sake of consistency and clarity.



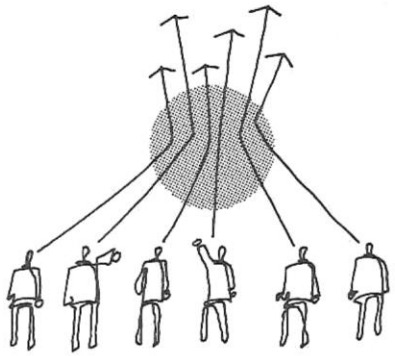
The intent is to first gain cognitive, manipulative and presentational confidence in terms of a close but limited design model and then begin to cope with some of the more complex and ambiguous aspects of design.



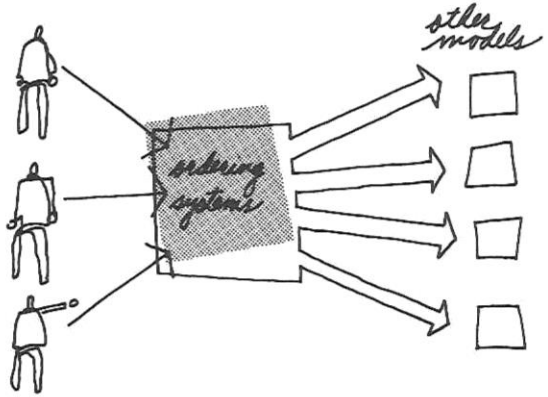
There are several models available for achieving this purpose but the ordering system model seems to offer the most potential for accomplishing several goals.



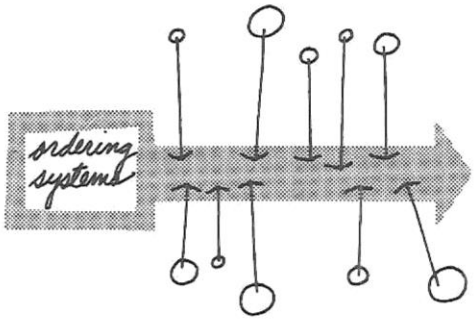
The ordering model offers potential for relating to the students' past experience and affording a clear transition into design activity.



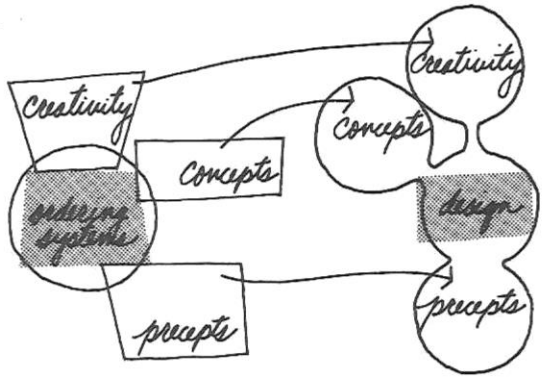
The ordering systems model develops a common base vocabulary and design experience.



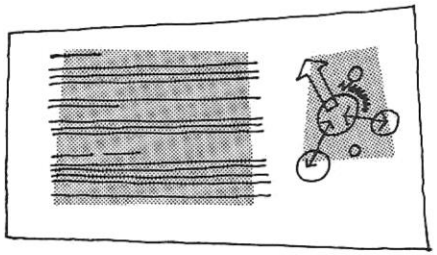
Ordering serves as a referent for introducing other design models.



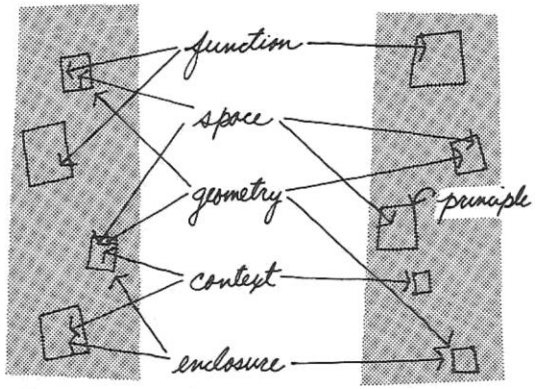
It functions as an open-ended framework for the continual addition of more and different design concerns.



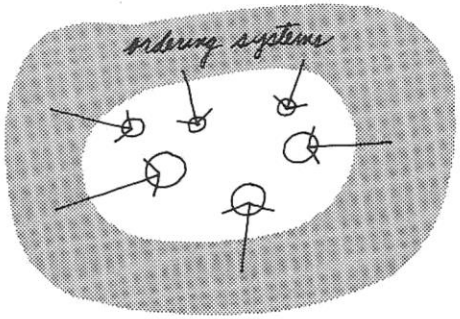
Ordering affords a means for discussing design-related issues.



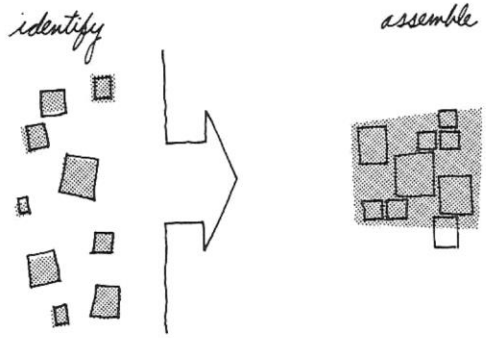
It is a view of design that is clear and consistent enough that it can be easily expressed verbally and graphically.



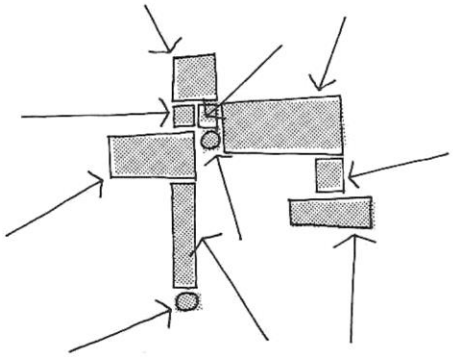
Ordering systems teaches some of the traditional design concerns in a way that common underlying principles may be used in dealing with all of them.



It provides a context for learning design tools, generation of design alternatives, aesthetics of building organization and for cultivating attitudes and performance patterns in design.

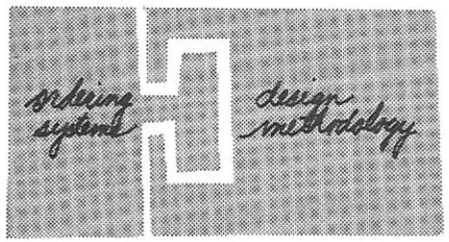


The view of design as a series of ordering systems sees designing as essentially an act of identifying building elements and assembling them.

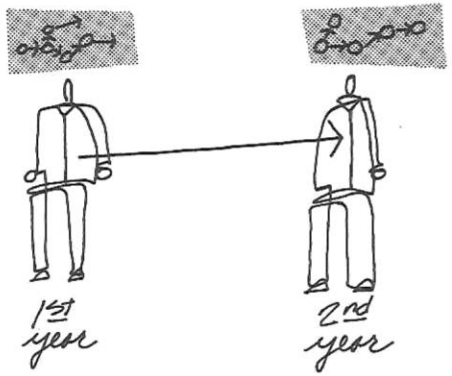


Design is basically an act of putting things together into meaningful relationships.

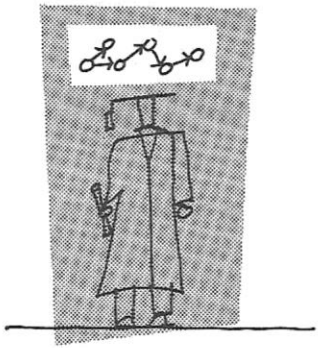
The ordering model provides a way of discussing what is to be assembled, why building elements should relate in particular ways and how they should relate in the final design.



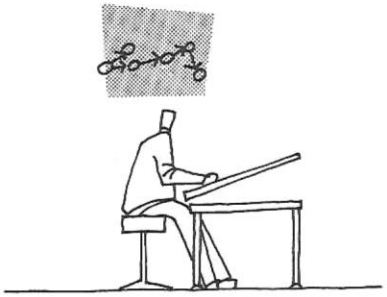
Ordering serves as a catalyst for teaching and learning design methodology.



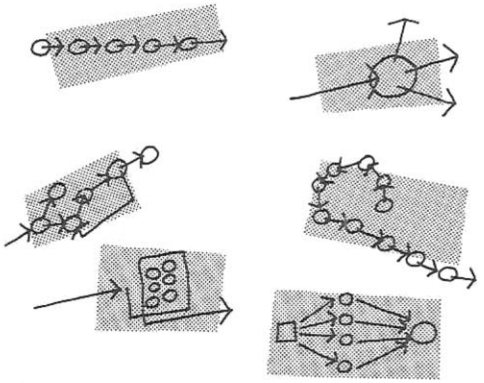
Methodology is what you take with you from one design course to the next.



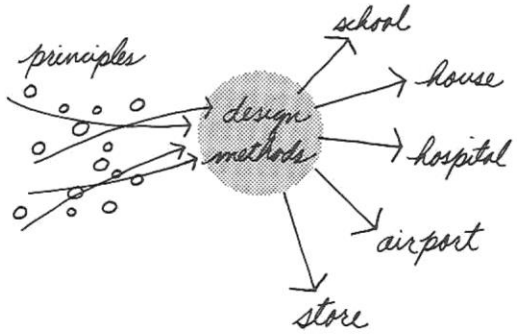
It will be the most important part of your design knowledge and skill at graduation.



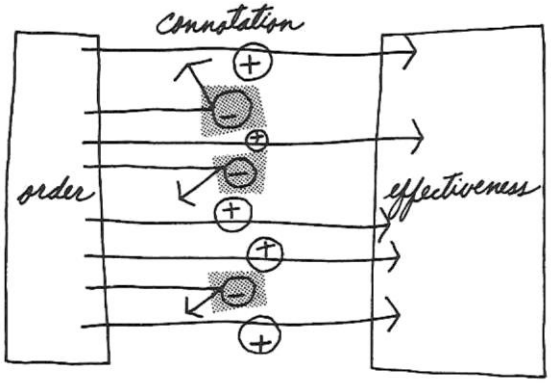
Design methodology will be your primary asset in the architectural profession as a designer.



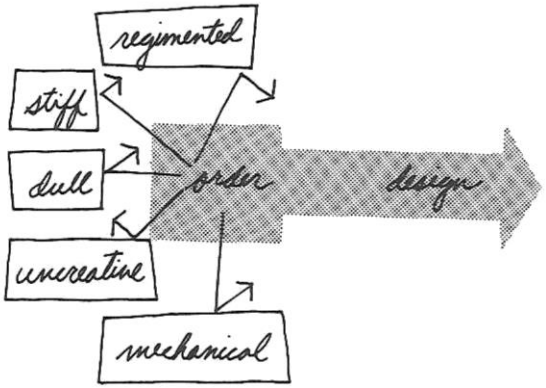
There are no fixed rules for designing. There are, however, basic knowledge and skills which should be part of any design method.



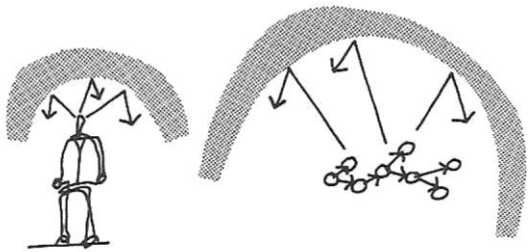
The principles discussed here are meant to help you to begin to develop a personal design method for solving any architectural problem.

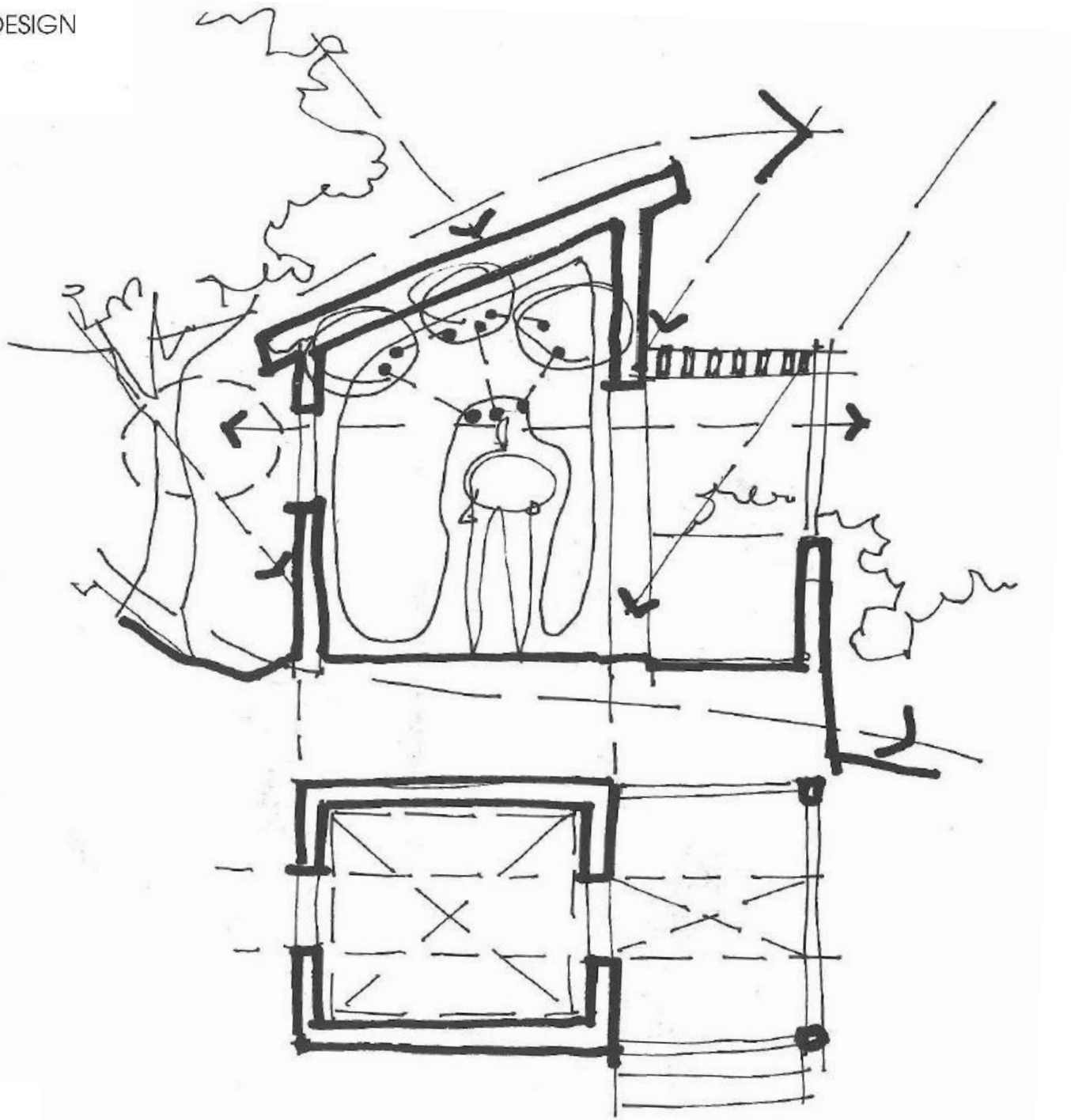


It is important that potential negative connotations of the word order not be allowed to jeopardize the model's effectiveness as a learning catalyst.



Order as a design concept is not meant to imply a regimented, stiff, dull, uncreative or mechanical approach to design.



As in the use of any tool, the limitations of the designer are more critical than those of the design model.

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