



Subject card

Subject name and code	Urban Design and Planning Project IV, PG_00052652						
Field of study	Architecture						
Date of commencement of studies	October 2020		Academic year of realisation of subject		2022/2023		
Education level	first-cycle studies		Subject group		Optional subject group Subject group related to scientific research in the field of study		
Mode of study	Full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		Polish English		
Semester of study	6		ECTS credits		4.0		
Learning profile	general academic profile		Assessment form		assessment		
Conducting unit	Department of Urban Design and Regional Planning -> Faculty of Architecture						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. inż. arch. Karolina Krośnicka				
	Teachers		dr hab. inż. arch. Karolina Krośnicka				
			dr inż. arch. Justyna Breś				
Lesson types and methods of instruction	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	0.0	60.0	0.0	60
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	60		5.0		35.0	100
Subject objectives	Acquainting with the issues of planning complex urban organisms on the example of residential district. The task to be performed is the urban concept of the district, taking into account the principles of integrated planning and design of multifunctional urban complexes and considering the special role of the system of public spaces.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[K6_K03] is ready to take responsibility for architectural and urban values in environmental protection and cultural heritage	is able to carry out an analysis of the cultural environment, find objects under conservation protection, notice valuable objects and architectural and urban layouts.	[SK5] Assessment of ability to solve problems that arise in practice
	[K6_K01] is ready to comply with the principles of professional ethics and take responsibility for his/her actions	is aware of the complexity of issues arising during the planning and revitalization of the district and is aware of the seriousness of the consequences of planning decisions made by him/her	[SK5] Assessment of ability to solve problems that arise in practice
	[K6_U01] is able to use the experience gained during studies to critically analyze the conditions and formulate conclusions for design in an interdisciplinary context	is able to synthesize the performed analyzes and assess the conditions for the development of the district, specifying its advantages and potentials as well as development challenges and barriers.	[SU2] Assessment of ability to analyse information
	[K6_U03] is able to prepare a graphic, written and oral presentation of your own design concepts in the field of architecture and urban planning, meeting the requirements of a professional record appropriate for architectural and urban design	presents the various stages of his analytical and design work on a public forum and in consultation discussions, arguing his arguments.	[SU5] Assessment of ability to present the results of task
	[K6_W02] knows and understands the rules of gathering information and their interpretation as a part of project concept preparation; issues related to architecture and urban planning in the field of simple design problems solving	is able to carry out urban analysis, taking into account the issues of communication, nature, use, etc.	[SW3] Assessment of knowledge contained in written work and projects
	[K6_U04] is able to use analytical methods to formulate and solve project tasks	takes into account various methods of urban design and planning in the project creation process.	[SU4] Assessment of ability to use methods and tools
	[K6_K02] is ready to respect the diversity of views and cultures and to show sensitivity to the social aspects of the profession	is able to work in a group composed of representatives of different cultures and nationalities and takes into account the essence of the local culture of the project area.	[SK1] Assessment of group work skills
	[K6_U71] is able to apply knowledge from humanistic, social, economic or legal sciences in order to solve problems in a social environment	- takes into account socio-economic and legal conditions (especially in terms of local planning) when planning the development of a district.	[SU3] Assessment of ability to use knowledge gained from the subject

Subject contents	<p>BLOCK 1. Analyzes</p> <p>1. Task 1: Land use and development analysis. Schemes presenting the relationship of the district/ city with its surroundings (approx. 10 x 15 cm)</p> <p>Objective of the task: Familiarization with the district, its location, role and functioning in the structure of the city. Determination of the current state of development and use.</p> <p>The schemes should cover a properly selected fragment of a Tricity urban area or city of Rumia and present the relationship of the district with external areas as well as the role and functions it plays for the city/ agglomeration. Each student individually develops at least 2 schemes (one from group A and one from group B or other authorial schemes).</p> <p>1. Relations between the district and the city/urban area (scale 1:50,000 or 1:100,000)</p> <p>A1. Functional conditions, including location in relation to the most important elements of the functional structure of the city, main goals and sources of traffic, directions of traffic to and from the district,</p> <p>A2. Transport conditions, including the public transport system: road, railway, tram, bicycle, pedestrian, water connections; connections with the airport, ferry bases, highways</p> <p>A3. Environmental conditions, including the basic hypsometric system of the environment (valleys, uplands, slopes), surface waters (sea, lakes, rivers), extensive biologically active areas (forests, parks, meadows, allotment gardens), ecological connections with the environment (corridors,), aeration conditions (wind directions)</p> <p>A4. Negative impacts (noise, emissions, vibrations, lights)</p> <p>A5. Composition and landscape conditions, including view connections (e.g. points, strings, view axes to and from the district; silhouettes, foregrounds, background, view frames, height, cubature and landscape dominants).</p> <p>1. Relations between the district and its immediate surroundings (scale 1:20,000 or 1:25,000)</p> <p>B1. The relation of the district with its immediate surroundings, including the dominant functions and forms in the surrounding area, the composition of the urban grid of the surrounding areas, height, cubature and landscape dominants,</p> <p>B2. External borders of the selected area, including sharp (e.g. physiographic, communication borders) and blurred (resulting from e.g. different ways of use and development, way of perceiving space), permanent and impermanent; perceived availability of space.</p> <p>2. Task 2: Land use and development analysis. In situ inventory (study visit)</p> <p>a. Collecting photographic documentation</p> <p>b. Initial analysis of the transportation system</p>
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- c. Preliminary land use analysis and inventory
- d. Initial identification of the district's values and problems

3. Task 3: Land use and development analysis. Analysis of the district's transportation system - A3 format (prepared by the whole group)

a. Determination of the basic elements of the street layout of the district:

Primary layout (main and collective streets) / serving layout (local and access roads)

Types of intersections/interchanges (highlight: two-level interchanges; roundabouts; intersections with traffic lights)

Car accessibility zones (limitation for individual traffic, limited accessibility, paid parking) / Concentrations of parking spaces: large-area, multi-storey

Bicycle paths / Underpasses, footbridges

b. determination of the collective transport system:

Railway communication (including railway stations and stops of various ranks, including freight ones)

Railway stations and bus stops of supra-local standard (PKS)

Tram, trolleybus and bus transport (routes, stops, loops)

Integration nodes.

Consider both existing and planned elements of the transport system

4.Task 4: Land use and development analysis. Functional and spatial structure of the area (worked out by the whole group).

Separation of areas with a homogeneous method of development and use (function), broken down into:

areas of single-family and multi-family housing development, with specifying the dominant type of urban tissue

service development areas, including:

- trade (UH),
 - offices, finance, social infrastructure (UO - education, UZ - health, UK - culture, religious cult, US - sport, possibly recreation, safety, etc. UI - other services);
 - indicate center-forming services (e.g. theaters, cinemas, shopping centers, offices);
- port and industrial development areas (of a burdensome / not burdensome nature), logistic warehouses, logistic centers, warehouses, warehouses; point and network devices of technical infrastructure (including above-ground, e.g. high-voltage lines, pipelines, etc.)
- areas of transport infrastructure (railway, road, transport bases, etc.)
- areas of separated plots (eg. railways area, military area ect.)
- undeveloped areas (with coverage and functions specified): waters, forests, agricultural areas (agriculture land, meadows, pastures, orchards), urban green areas (parks, allotment gardens, cemeteries, wasteland with/without greenery, including the so-called wasteland urban, and others), specifying the type of greenery, e.g furnished/unfurnished, high/low, degraded/maintained, and basic function: recreational, insulation, ecological,
- basic communication system (leaving white or gray "bands" between the above-mentioned functions)
- Basic arrangements of public space (strings and areas)
- of a downtown character (basic and supplementary layout: streets, squares, pedestrian and pedestrian routes)
 - green (basic and supplementary layout: parks, sports and recreation complexes, open spaces)
 - waterfront (basic and supplementary layout: waterfront boulevards)
 - private shared with the public (e.g. interiors of shopping centers)
- The work should be enriched with:
- photographic documentation,
 - possibly sketches documenting the most important features of the district
 - historical and promotional materials.
- Board 1.** "Analysis of the conditions for the development of the district" should be presented on a colored drawing (100x70).

BLOCK 2. DIAGNOSIS

Task 5. "The qualities and problems of the district"

Objective of the task: Determining the environmental, cultural and landscape values of the district, specifying the objects and areas that are particularly valuable and worth preserving, making clear, revitalizing, and identifying the district's problems - on one board.

Task 5a. Qualities of the district (group) A3

Environmental - objects and areas:

ecosystems of regional and national importance (TPK Tricity Landscape Park, Gulf of Gdańsk, etc.)

corridors and ecological routes of general and district importance.

Mark elements of the natural environment, such as ponds, streams, rivers; forests, ecological lands; avenues, rows of greenery and individual specimens of exceptional importance; squares, green squares; allotment gardens, cemeteries, etc.

Cultural - objects valuable due to their architecture, history, meaning, as well as modern elements of outstanding value - divided into:

spatial: valuable urban layouts or historical plan of the district;

tangible: valuable objects and their complexes, with outstanding architecture, monuments of particular value, including those entered in the register of monuments;

intangible: symbolic, important places, "magical places"

Landscape:

major concentrations of urban interiors shaped in a particularly harmonious and human-friendly way (including traditional street interiors and rural complexes)

height, architectural and landscape dominants (including negative ones)

axes, lines and viewpoints, compositional axes

exposure fields, attractive panoramas and silhouettes.

Task.5b. Problems of the district (group task) A3 Functional and spatial - inappropriate state of development/use; underinvestment/ overinvestment; current functions leaving the area; degradation of buildings; improper communication of the year; deficiencies in technical / social infrastructure. Socio-economic - lack of concentration of jobs; unemployment, social problems. Environmental - unfavorable location conditions and other exclusions for the residential function (floodplains, excessive noise impact, pollution); significant concentrations of environmentally degraded areas; collision of adjacent functions (e.g. housing and industry).

Task 6. Diagnosis - author's assessment of the character of the district (groups of 2 people) 2x A3

Separation of basic **functional and spatial units**, consistent in terms of landform and land cover and character of buildings - forms and functions (morphological types of units)

Highlighting **characteristic elements of the landscape**

- the most important and **distinctive nodes and focal points** (functional, symbolic); determining their rank in the city, urban area, country;
- **characteristic points and dominants** (dominants of the spatial arrangement, outstanding elements of the landscape, distinctive signs), symbols of the district; determining their rank in the city, agglomeration, country
- **main streets and passages**
- **borders and edges** (barriers): physiographic (topographic, seashore, stream), infrastructural, mental
- **elements crystallizing the city plan** (Lynch, Wejchert).
- author's assessment of the most important features, condition and "climate" of the district (qualities, disadvantages, shortcomings)

Board 2 "Values and problems of the district - diagnosis" (100x70) consists of 4 drawings in A3 format

BLOCK 3. VISION OF DISTRICT DEVELOPMENT

Task 7.a. Vision of development and transformation of the district (individual study)

Task 7.b. Vision of development and transformation of the district (group study)

Objective of the task:

Schematic, model definition of the vision of development/transformation of the district in variants, supported by inspirations (known urban projects on own! photos). A dynamic, poster, sketchy and expressive form of drawing. The idea of shaping the functional and spatial structure, communication service and compositional arrangement of the district, in connection with the surroundings. Possible use of diagrams (e.g. to show the designed dependencies of socio-economic relations).

Task scope:

Showing strategic decisions (new program, connections, relationships, service, composition). The "**skeleton**" of the district (structuring systems together with connections with the environment): a system of services by level, elements concentrating traffic, a transport system, an ecological system, a **system of public spaces!**).

Indication of the most important areas intended for:

1. **preservation and protection** (objects and natural, cultural and landscape areas legally protected and postulated for protection)

2. **transformations**, including:

- corrective actions improving the quality of space - specifying the type of proposed changes (e.g. improving the technical condition of buildings and public spaces as well as the communication system, planting greenery, improving aesthetics)

- revitalization (spatial, economic, social and environmental activities)

3. designing **new concentrations of the urban program** of various types (complexes of residential, service and industrial buildings) in poorly developed / used areas (e.g. allotment gardens, abandoned industrial and warehouse complexes), including **strategic investments** for the district.

For the entire study, specify:

- environmentally friendly transport solutions within the district and with its surroundings
- elements of the system of public and green spaces
- compositional elements (new ones and improvement/readability of the existing ones)
- activities related to overcoming barriers: topographic and infrastructural.

Works on the **working model** - no details, only the layout and volumes of buildings.

Supplementing with drawing and proposed activities, concerning the entire area, e.g. elimination of environmental hazards, cleaning of degraded areas.

Including inspirations regarding the vision of the district's development (sketches, photographs- **own authorship!**, referring to selected places):

- in relation to large-scale structures - that is, entire urban ensembles
- in relation to individual places (examples of new residential, commercial and green areas)
- related to the climate, the mood of the place - including public spaces.

In the drawing, **expose the new elements**, using urban colors.

First, each student individually develops their own variant of development (by hand), on a map background in A3 format. After discussions, each group chooses / creates a common vision and presents it on a large

board (100x70). The shared vision board should also include signed thumbnails of the author's visions and photos of selected inspirations.

Board 3. "Vision of development and transformation of the district" should be presented on a colored drawing (100x70).

BLOCK 4. DISTRICT DEVELOPMENT CONCEPT

Task 7. The District development concept (group)

Objective of the task:

Determination of the final spatial development concept for the district, based on the analyzes and studies carried out so far, as well as the assessment of problems and visions. Presentation of the composition of forms and landscape in the third dimension.

The scope of the task:

Drawing the development concept on the plan and in 3D, with a graphical distinction of existing elements (to be preserved, including those being transformed) and designed.

1. The new **"skeleton" of the district**, including connections with the surroundings

- **communication system** of the area (including public transport)

- elements of the area's **public space system**

- system of **green and water infrastructure** of the area.

1. Areas necessary to be **preserved and protected**

- natural, cultural and landscape systems, defining the scope of protection and possible transformations.

1. Filling the remaining areas with **various types of functions**

areas with a dominant function or with mixed functions (including new concentrations of the urban programme):

- housing of various character (multi-family, single-family, intensity)

- services of various nature and rank,

	<ul style="list-style-type: none"> - industrial and storage, - recreation and green <p>1. Areas of specific interventions</p> <p>Boundaries of zones requiring specific actions, including:</p> <ul style="list-style-type: none"> - revitalization of existing urban structures and transformation of degraded areas on organized investment activity, a special offer for investors <p>1. 5. Landscape</p> <p>The planned landscape layout of the district, including:</p> <ul style="list-style-type: none"> - elements of the large-scale landscape: dominants (height, cubature), accents, axes and scenic routes, silhouettes, exhibition foregrounds, view backgrounds, etc. o systems of urban interiors that build the system of the street landscape of the district <p>Sections of selected areas. Two sections of designed urban interiors on a more detailed scale (might be on Board 5). Perspectives from the human level - selected most important urban interiors or key fragments. Visualizations best from 3D model of the area.</p> <p>Board 4. "The district development concept " should be presented on a colored drawing (100x70).</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	realisation of tasks (1-7)	50.0%	40.0%
	urban design on large boards (1-4)	100.0%	60.0%
Recommended reading	Basic literature	<p>The Death and Life of Great American Cities, by Jane Jacobs (1961).</p> <p>The City in History: Its Origins, Its Transformations, and Its Prospects, by Lewis Mumford (1972).</p> <p>The Image of the City, by Kevin Lynch (1960).</p> <p>Good City Form, by Kevin Lynch (1995).</p> <p>Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century, by Peter Hall (1996 Updated Edition).</p> <p>A Pattern Language: Towns, Buildings, Construction, by Christopher Alexander, Sara Ishikawa, and Murray Silverstein (1976).</p> <p>Cities for People, by Jan Gehl and Lord Richard Rogers (2013) The Urban Design Process, by Philip Black and Taki Sonbli (2019) The Geography of Transport Systems, by Jean-Paul Rodrigue (2020), https://transportgeography.org/</p>	

	Supplementary literature	Teoria urbanistyki w projektowaniu i planowaniu miast , Jan Maciej Chmielewski (2012) Neufert. Podręcznik projektowania architektoniczno budowlanego , Ernst Neufert (2022)
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<ul style="list-style-type: none"> - A multifaceted analysis of the development and use of the area of a district; - Schemes - relations with the environment: functional, transport, natural, landscape; - Analysis of values and problems: natural, cultural and landscape values; functional and spatial, socio-economic and environmental problems, characteristic elements of the landscape and their assessment; - Vision of development and transformation - individual variants and a common vision of the entire team; - Study of variants of closing selected fragments of a district for car traffic and proposing an attractive system of public spaces; - The concept of transformation of a district, supplemented with a third dimension, in the form of a model, sections and sketches showing the transformation of a district. 	
Work placement	Not applicable	