

。 GDAŃSK UNIVERSITY OF TECHNOLOGY

Subject card

| Subject name and code | CAD. Integrated Architectural Design, PG_00063844 | | | | | | | | |
|--|--|--------------------------------|--|----------------|------------|---|-------------------|-----|--|
| Field of study | Architecture | | | | | | | | |
| Date of commencement of studies | October 2024 | | Academic year of realisation of subject | | | 2024/ | 2024/2025 | | |
| Education level | second-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 | at the university | | |
| Year of study | 1 | | Language of instruction | | | Polish | Polish | | |
| Semester of study | 2 | | ECTS cred | ECTS credits | | 4.0 | 4.0 | | |
| Learning profile | general academic profile | | Assessment form | | assessment | | | | |
| Conducting unit | Department of Visual Techniques -> Faculty of Architecture | | | | | | | | |
| Name and surname | Subject supervisor | | mgr inż. arch. Kacper Radziszewski | | | | | | |
| of lecturer (lecturers) | Teachers | | mgr inż. arch. Kacper Radziszewski | | | | | | |
| Lesson types and methods of instruction | Lesson type | Lecture | Tutorial | Laboratory | Projec | t | Seminar | SUM | |
| | Number of study hours | 0.0 | 0.0 | 45.0 | 0.0 | 0.0 | | 45 | |
| | E-learning hours inclu | E-learning hours included: 0.0 | | | | | | | |
| Learning activity and number of study hours | Learning activity Participation in didactic Participation in classes included in study consultation hours plan | | | | Self-s | tudy | SUM | | |
| | Number of study hours | 45 | | 8.0 | | 47.0 | | 100 | |
| Subject objectives | During the course, st programming. Laboratories discuss of selected algorithms | the basic terms | s and methods | of data record | | | - | | |

| International state of the set of the sequence operation of the conditions and formulate conditions and formulate conditions and formulate conditions and formulate conditions of the conditions and formulate conditions of the conditions and formulate conditions of the conditions and there are conditions are conditions and there are conditions and there are conditions are conditions and there are conditions are condi | Learning outcomes | Course outcome | Subject outcome | Method of verification | | |
|---|---------------------------------------|--|--|---|--|--|
| Subject contents Classes of the design of and uncan leader of the course and uncan planning, useful for designing architectural objects and uncan planning, useful for designing architectural and other non-technical conditions of rainegraful providedge acquired during studies Subject content, legal context and other non-technical conditions of rainegraful providedge acquired during studies Subject contents Subject content during the design of particle written and oral presentation of own design concepts in the field of architectural and uncan leading the requirements of a professional record appropriate for architectural and uncan design training meeting the requirements of a professional record appropriate for architectural and uncan design Classes on the design of fracedes with the use of computer programming. Classes using Rhinoceros + Grasshopper3d software. During the laboratory, students will work on the design of fracedes. Subject contents Classes on the design of fracedes with the use of computer programming. Classes using Rhinoceros + Grasshopper3d software. During the laboratory, students will work on the design of fracedes. Subject contents Classes on the design of fracedes with the use of computer programming. Classes using Rhinoceros a difference will be additional grasshopper3d software + exercise introduction to the content of the course and getting to know the Rhinoceros software interface + exercise introduction to the content of the course and getting to know targets in the d | U U U U U U U U U U U U U U U U U U U | experience gained during studies to make a critical analysis of the conditions and formulate conclusions for design in a complicated, interdisciplinary | is able to use the experience gained during studies to make a critical analysis of the conditions and formulate conclusions for design in a complicated, | [SU2] Assessment of ability to | | |
| advanced graphic, written and oral presentation of own design concepts in the field of architecture and urban planning, meeting the requirements of a professional record appropriate for architectural and urban design use methods and tools [SUS] Assessment of ability to present the results of task Subject contents Classes on the design of facades with the use of computer programming. Classes using Rhinoceros + Grasshopper3d software. During the laboratory, students will work on the design of the curvilinear facade. Subject contents Students in pairs or individually design the facade system, which will then be written in the form of an algorithm using Grasshopper3d. Each of the classes consists of two stage: introduction to a new issue in the software and the design part, during which students work on developing the algorithm. During the course, students will use additional grasshopper libraries such as Lunchbox and Weaverbird. introduction to Grasshopper3d software + exercise 2 ad algorithm coording (strantor) 3D modeling (of showper3d on the solution of the concept of the facade and record the design in the form of algorithm steps introduction to Grasshopper3d on advanced detail modeling (art 1) working in Grasshopper3d on the solution of the concept (online consultations during the classes) (alone or in pairs), work at Grasshopper3d on the solution of the concept (online consultations during the classes) (alone or in pairs), work at Grasshopper3d on the solution of the concept (online consultations during the classes) (alone or in pairs), work at Grasshopper3d on the solution of the concept (online consultations during the classes) (alone or in pairs), work at Grasshopper3d on the solution of the concept (online consultations during the classes) (alone or in pairs), work at Grasshopper3d on the solution of the concept (online consultat | | the history and theory of architecture as well as art, technology and humanities to the extent necessary for the proper performance of architectural designs; advanced issues related to architecture and urban planning useful for designing architectural objects and urban complexes in the social, cultural, natural, historical, economic, legal context and other non-technical conditions of engineering activities, integrating knowledge acquired | advanced issues related to architecture and urban planning useful for designing architectural objects and urban complexes in the social, cultural, natural, historical, economic, legal context and other non-technical conditions of engineering activities, integrating knowledge acquired | contained in written work and | | |
| Grasshopper3d software. During the laboratory, students will work on the design of the curvilinear facade. Students in pairs or individually design the facade system, which will then be written in the form of an algorithm using Grasshopper3d. Each of the classes consists of two stages: introduction to a new issue in the software and the design part, during which students work on developing the algorithm. During the course, students will use additional grasshopper libraries such as LunchBox and Weaverbird. introduction to the content of the course and getting to know the Rhinoceros software interface + exercise introduction to Grasshopper3d software + exercise 2d algorithmic modeling (SANAA Pavilion) 3D algorithmic modeling (SANAA Pavilion) 3D adjorithmic modeling (SANAA Pavilion) 3D adjorithmic modeling (SANAA Pavilion) 3D modeling of rhinoceros surface and lunchbox accessory 3d modeling Grasshopper3d on advanced detail modeling (part 1) working in Grasshopper3d on advanced detail modeling (part 1) working in Grasshopper3d on visualization and data export methods work in Grasshopper3d on advanced detail modeling (part 1) work in Grasshopper3d on the solution of the concept (online consultations during classes) (alone or in pairs) work on presenting the project Knowledge of CAD software. Assessment methods and co-requisites and criteria Subject passing criteria Passing threshold Percentage of the final grade faced design | | advanced graphic, written and oral presentation of own design concepts in the field of architecture and urban planning, meeting the requirements of a professional record appropriate for | graphic, written and oral presentation of own design concepts in the field of architecture and urban planning, meeting the requirements of a professional record appropriate for | use methods and tools [SU5] Assessment of ability to | | |
| work on presenting the project Prerequisites and co-requisites Knowledge of CAD software. Knowledge of 3d modeling in any software. Assessment methods and criteria Subject passing criteria Passing threshold Percentage of the final grade 40.0% 40.0% | Subject contents | Grasshopper3d software. During the laboratory, students will work on the design of the curvilinear facade. Students in pairs or individually design the facade system, which will then be written in the form of an algorithm using Grasshopper3d. Each of the classes consists of two stages: introduction to a new issue in the software and the design part, during which students work on developing the algorithm. During the course, students will use additional grasshopper libraries such as LunchBox and Weaverbird. introduction to the content of the course and getting to know the Rhinoceros software interface + exercise introduction to Grasshopper3d software + exercise 2d algorithmic modeling (voronoi diagram) 3D algorithmic modeling (SANAA Pavilion) 3d algorithmic modeling (attractor) 3D modeling of rhinoceros surface and lunchbox accessory 3d modeling Grasshopper and Weaverbird add-on own work on the concept of the facade and record the design in the form of algorithm steps introduction to data visualization in Grasshopper3d working in Grasshopper3d on advanced detail modeling (part 1) working in Grasshopper3d on visualization and data export methods work in Grasshopper3d on the solution of the concept (online consultations during the classes) (alone or in pairs) | | | | |
| and criteria facade design 70.0% 40.0% | Prerequisites and co-requisites | work on presenting the project Knowledge of CAD software. | | | | |
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| Recommended reading | Basic literature | AAD_Algorithms-Aided Design, Parametric Strategies Using Grasshopper,Author: Arturo Tedesch | |
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| | | Bonenberg, Wojciech, Giedrowicz, Marcin, Radziszewski, Kacper. (2019). Współczesne projekowanie parametryczne w architekturze | |
| | | https://www.modelab.is/grasshopper-primer | |
| | | https://www.grasshopper3d.com/ | |
| | Supplementary literature | Architectural Geometry 1st Edition,by Helmut Pottmann, Bentley | |
| | eResources addresses | Adresy na platformie eNauczanie: | |
| Example issues/ | parametric modeling of Voronoi 2d geometry | | |
| example questions/ tasks being completed | SANAA Pavilion algorithmic modeling | | |
| | modeling of a curvilinear facade with the use of panels and structures | | |
| Work placement | Not applicable | | |

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