

**Project 2: THREE-SECOND SLOPE RUN****Due Date:** Wednesday, February 22nd, 2023**Possible points:** 250 points (that is 25% of your final grade)

This assignment will kickstart your understanding of topography and form, with an emphasis on elevation and trees.

Step 1: For this project, you will select a tree and study its habit, character, and branching structure. When choosing your tree, think about its growth habit, bark, foliage, canopy, fragrance, climate, fruit, cultural value, ecological value, and other details. Collect photos of your tree in the fall, spring, winter, and summer and present scientific facts. If you have access to a specimen of your tree, consider collecting and experimenting (clay studies, charcoal rubbings, etc.) with some of its parts. You can look up trees on campus here:

<https://cufacilities.sites.clemson.edu/landscape/treeMgt>

Next, study your tree through drawings and diagrams. Think about (and represent) its physical characteristics. For example, an Eastern Redbud (*Cercis canadensis*) provides visual interest with its early blooms and distinctive leaf shape. It is limber and is efficient in underlining edges or small spaces. The White Oak (*Quercus alba*) is grandiose and casts impressive shade; it is a domineering focal point but can also just blend in the background. Create multiple diagrams and try to show how your tree interacts with the environment. How does the tree look in section view? How would you interpret it in plan view? Find and sketch interesting details about your tree and see if you can find shapes that can inform your design. For example, the fan-shaped leaf from a Ginkgo tree (*Ginkgo biloba*) are very different from needles from a Stone Pine (*Pinus pinea*). Include detail drawings that communicate these elements. Create a 24 x 36 poster that conveys your study.

Step 2: Next create 10 scaled models of your tree at 1" = 10'. The height and width of the tree should be approximately .7 of its mature size. Models of the tree should be the same style/material. You will use these in your design exploration later. Tutorials can be found on canvas to assist you.

Step 3: Deriving inspiration from your tree, choose a word that will guide your concept of a landscape form that embodies and abstracts an aspect of your tree. Complete a concept map of your word. Begin translating your word into a morphological character by creating forms through modeling. Think about gentle versus steep slopes, angular versus broad curves, smooth versus rugged surfaces etc. Experiment with creating different forms and elevation changes. Start positioning your trees in your model. The slopes and trees should form spaces, paths, thresholds, foci, etc. In addition to the form itself, the model will need to include a path that allows a ping pong ball to flow through your site for a minimum of three seconds.



In summary, your final model should serve two primary purposes:

- 1) Demonstrate an aesthetic connection between tree and slope by creating simple cohesive spaces that maximize your acquired knowledge of landscape morphology.
- 2) Provide a run (between the highest point and lowest point) for a ping pong ball to pass within 3 seconds or more.

There are a few simple rules to building your model:

- Your model will be created at the following scale: 1" = 10'.
- You will be given a ping-pong ball at the beginning of the project. The ping pong ball should traverse from the highest point in your model to the lowest point in 3 seconds or more.
- Your topography and design should relate to the word you chose to guide your concept.
- Trees should be placed strategically to create a cohesive design.
- Trees may not be used as an obstacle to slow the ball down. Topography should dictate the ball's trajectory and speed.
- You can only use craft paper (you may use chipboard or foam core as your base).

Step 04: After you have completed your model, you will begin creating your poster. First, you will take a few pictures of model with proper lighting and a solid color background. One of your pictures should be top view. You will use the top view picture to create your plan view. You will scale it either on AutoCAD or on paper, and you will trace the contour lines and your tree locations. You will also develop the sections, perspectives, and other supporting graphics to scale. You will then assemble all of your material (plan view, supporting graphics, photos of your model, tree study, concept word and statement) into a poster. Make sure it is complete with the necessary scales, titles, annotations, your project name, your name, class name, and date.

What you will need

1. Craft paper
2. Masking tape
3. Cardboard or foam core
4. White glue

Deliverables

Model [craft paper] showing:

- Topography changes
- Trees
- Solid base (foam core or cardboard)
- A clear high point and low point, traversable by ping pong ball in 3 or less seconds.



- Label with Project title, tree type, your name, class name, project name, and date.
- Scale bar, written scale, north arrow.

Poster printed for presentation and soft copy submitted on canvas

Naming format: LARC1520_Pro02 LastName FirstName

Example: LARC1520_Pro02 Fitzgerald Ella

The poster(s) must contain the following

1. Tree study.
2. Site plan, complete with contour lines and tree locations.
3. Two or more sections or linear scores showing your ball's trajectory.
4. Two or more sections/perspectives showing nodes, foci, thresholds, paths, and spaces in your site.
5. Process graphics.
6. Project title, tree type, your name, class name, project name, and date.
7. Scale bar, written scale, north arrow.
8. Photos of your model
9. Titles, captions, and didactic information.

Project Calendar

Date	Day	Topic Covered
27-Jan	Fri.	Project 2 Introduction: 3 Second Slope Run; Tree Study; Read Ch. 3: Paths
		Week 4
30-Jan	Mon.	"Space & Paths" discussion; Complete tree study board; Begin tree models
1-Feb	Weds.	Construct tree models
3-Feb	Fri.	Tree Study Pin-Up
		Week 5
6-Feb	Mon.	Begin Step 3; Start work on model
8-Feb	Weds.	Model creation
10-Feb	Fri.	Model creation
		Week 6
13-Feb	Mon.	Finish model
15-Feb	Weds.	Work on topographic plan view of design
17-Feb	Fri.	Finish plan view, begin work on sections and perspectives
		Week 7
20-Feb	Mon.	Section, perspectives, overall poster wrapup
22-Feb	Weds.	Project 2 Presentation



Grade	Evaluation Criteria	Advanced	Proficient	Not there yet	Inadequate
/10	Completeness (10%)	Project is completed to detail and is comprehensive. Plan and narrative are free of grammatical and spelling errors.	Project is complete, but could be more thorough, annotated, and/or accurate. Minimal spelling and grammar errors.	Project is missing significant components and disregarded formatting standards. A notable amount of spelling and grammar errors.	Submission is either missing or minimal.
/15	Graphics (15%)	Plan reflects the model's topography and trees and is correctly scaled. Graphics are clear, legible, and contain the necessary components (scale, N arrow, title etc. noted in class). Labels are thorough and clear. Aesthetically superior.	Plan generally reflects the model's topography and trees; it is correctly scaled. Graphics are mostly clear, legible, and contain the necessary components (scale, N arrow, title etc. noted in class). Some features are labeled, but other elements are left unexplained. Aesthetically acceptable.	Critical discrepancies can be observed between plan and model. Graphics are difficult to understand and/or lack crucial elements. Plan lacks important graphic elements and is aesthetically lacking.	The plan is ridden with errors and lacks most of the required graphic/didactic elements. It is aesthetically painful.
/35	Model (35%)	Topography is well articulated to reflect the concept word, and trees are deployed thoughtfully to support the design. Craftsmanship is solid if not exquisite- complete with a scale bar and title. The ball travels from the highest point to the lowest point in at least 3 seconds.	Topography is well articulated, and the concept is evident in the design, trees are an adequate representation of their species. The model is well crafted, and the selection of material shows thoughtfulness. The ball travels from the highest point to the lowest point in at least 3 seconds.	Effort is evident in the assembly of the model, and the topography is generally well-explored. Trees are to scale. The ball travels from the highest point to the lowest point in 3 seconds.	Model shows lack of iteration and is disconnected from the concept word. The model and trees are not to scale, and/or the trees lack aesthetic quality. The ball travels from the highest point to the lowest point in under 3 seconds.
/30	Concept and process (30%)	The tree study tackled all the required criteria and extracted a concept word. The concept word was artfully transformed into a landscape.	The concept word was well explored and the design process that followed was correct but could have been pushed further.	Process lacks critical thinking and creativity in the exploration of the concept word. Major issues can be observed in the design.	Little thought has been put into the tree study and concept work. The design is weak and incomplete.
/10	Narrative and Presentation (10%)	Presentation clearly describes the intent of the design and provides the reader with supporting images. Presentation is clear, concise, and confident.	Presentation describes the intent of the design, but the narrative could use more detailed descriptions and graphics. Presentation is either too long or too short and could have been better structured.	Presentation does not describe concept and design very clearly. Justifications are weak or missing. Presentation is incomplete or does not demonstrate thought process.	Presentation lacks structure and engagement. Narrative does not relate to the presented plans and model.